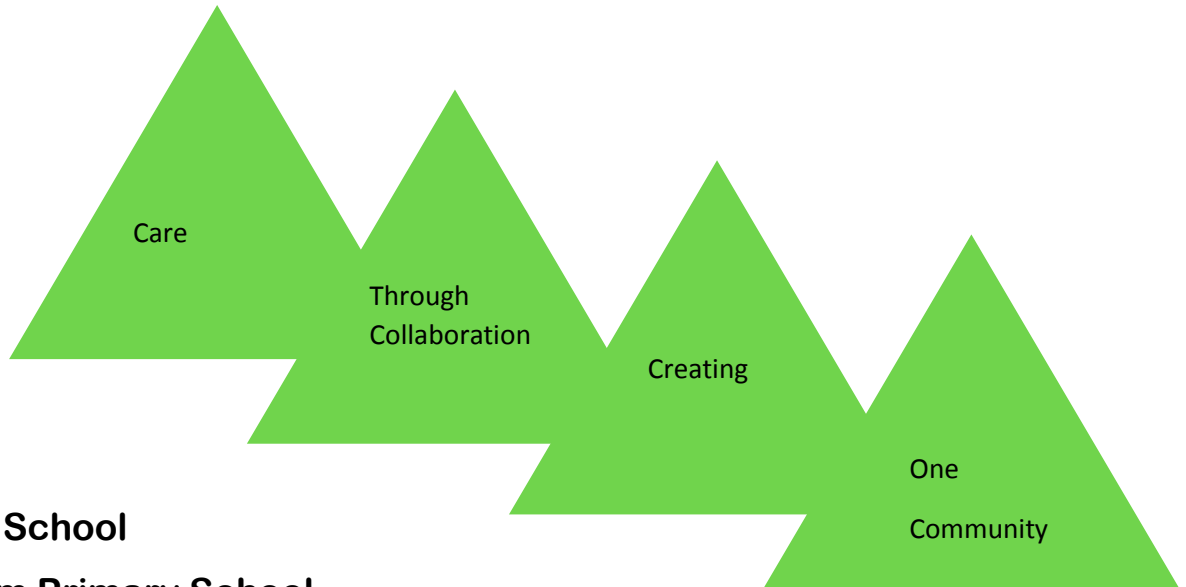


Central Taranaki Community of Learning | Kāhui Ako



Avon School
Eltham Primary School
Huiakama School
Makahu School
Marco School
Midhirst School
Ngaere School
Pembroke School
Rawhitiroa School
St Joseph's Primary School Stratford
St Mary's Diocesan School
Stratford High School
Stratford Primary School
Toko School



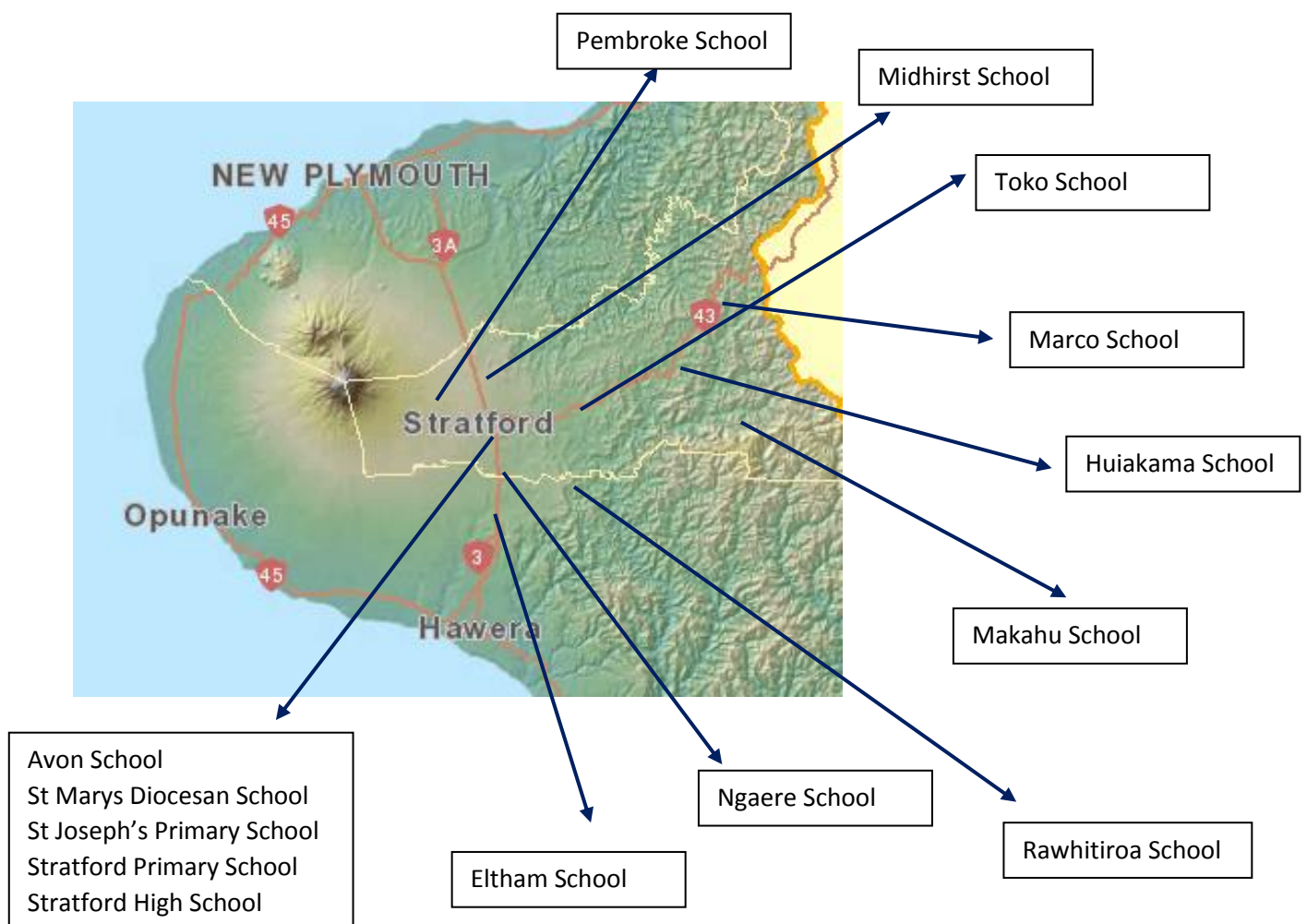
Our Community

The Central Taranaki Community of Learning | Kāhui Ako is made up of schools across Stratford and the surrounding districts. Geographically the schools extend from Midhirst in the north to Eltham in the south, then to Marco in the east, and includes all the schools sitting under the eastern slopes of Mount Taranaki. Currently the Community of Learning encompasses just under 2000 students from year 1 to year 13. This number will increase as Early Childhood Centres become members. Students who identify as NZ Māori and NZ European feature predominantly in ethnicity statistics although a diverse student population makes up this Community of Learning.

The school principals in the Community of Learning have a long association of working together. Sub-groups of smaller professional development clusters have been seeking to strengthen students learning and build teacher capability. This has seen a strong foundation of trust established which will be strengthened by the work of the Community of Learning.

The area also has a considerable number of varied early childhood opportunities. Connections within the ECE sector are currently progressing very positively.

The schools in the Central Taranaki Community of Learning are linked to three iwi; Ngati Maru, Ngati Ruanui and Nga Ruahine. We believe that strengthening the partnership with iwi will support student engagement and achievement across all of our schools.



Our Vision

“Care and Collaboration to Strengthen our Community”

We believe we have a moral obligation to care for every child in our community so that every school and every child experiences success. It is vital that we establish strong links between the ECE, primary, secondary and tertiary sectors to ensure transitions are fluid and successful for students. Families and whānau will have a clear vision of the pathway for their children. The wider community will understand our vision for students and share the responsibility to assist each learner to achieve their unique potential.

Our Principles

Enriching outcomes for all our learners

- ▲ Wellbeing
- ▲ Success for all
- ▲ Cultural inclusiveness

through

Collective Responsibility

- ▲ Whānau
- ▲ Schools and ECE
- ▲ Iwi
- ▲ Community

Developing leadership

- ▲ Building capacity across and within schools
- ▲ Engagement with local iwi
- ▲ Transition
- ▲ Social services

Utilising teaching as inquiry

- ▲ Professional Development
- ▲ Collective responsibility
- ▲ Best practice informed by research
- ▲ Collaboration within and across schools and ECE

Strengthening teacher pedagogy

- ▲ Professional Development
- ▲ Creativity and innovation
- ▲ Rich Curriculum
- ▲ Culturally responsive pedagogy

The collection, use and interpretation of data underpins these principles

Our Aim – Success through Well-being

“Care and Collaboration to Strengthen our Community”

“Care and Collaboration to strengthen our community” is the heart of our Community of Learning vision. We believe we have a moral obligation to care for every child in our community so that every school and every child experiences success.

As a community, we understand how important the presence of physical and emotional well-being of the child is for engagement and learning to be successful. “A student’s sense of achievement and success is enhanced when they feel safe and secure at school.” ERO 2016. We also value the importance of whānau and iwi relationships and support, and of student agency and voice. Student well-being is the ethical responsibility of everyone involved in student learning. Well-being includes the physical, social, emotional, academic and spiritual needs of students. We believe this to be the fundamental base we must build if all our students are to experience success and reach their own unique potential.

Our journey towards the aim of success through enhanced well-being will begin with the understanding and integration of the following practices (from ERO Wellbeing for success: A resource for schools) within schools and across the community of learning.

Manaakitanga

Caring for students and promoting their:

- ▲ Emotional wellbeing
- ▲ Spiritual wellbeing
- ▲ Physical wellbeing
- ▲ Mental wellbeing

Whanaungatanga

High quality teaching-learning relationships and interactions that support engagement and learning

Ako

Reciprocal learning environments where the student is both teacher and learner and the teacher is also learning

Mahi tahi

Collaboratively working together towards learner centred educational goals

Well-being Actions

Well-being Health Check

- ▲ Teachers and students complete a wellbeing survey
- ▲ Survey responses are analysed for trends and patterns

Priority and Vulnerable Students:

Community understanding and knowledge is sought about:

- ▲ Who our priority and vulnerable students are across the community; and
- ▲ The nature of their needs.

Community Connections:

Questions are answered:

- ▲ What services do we need to access to support our students?
- ▲ What services are available within our community?

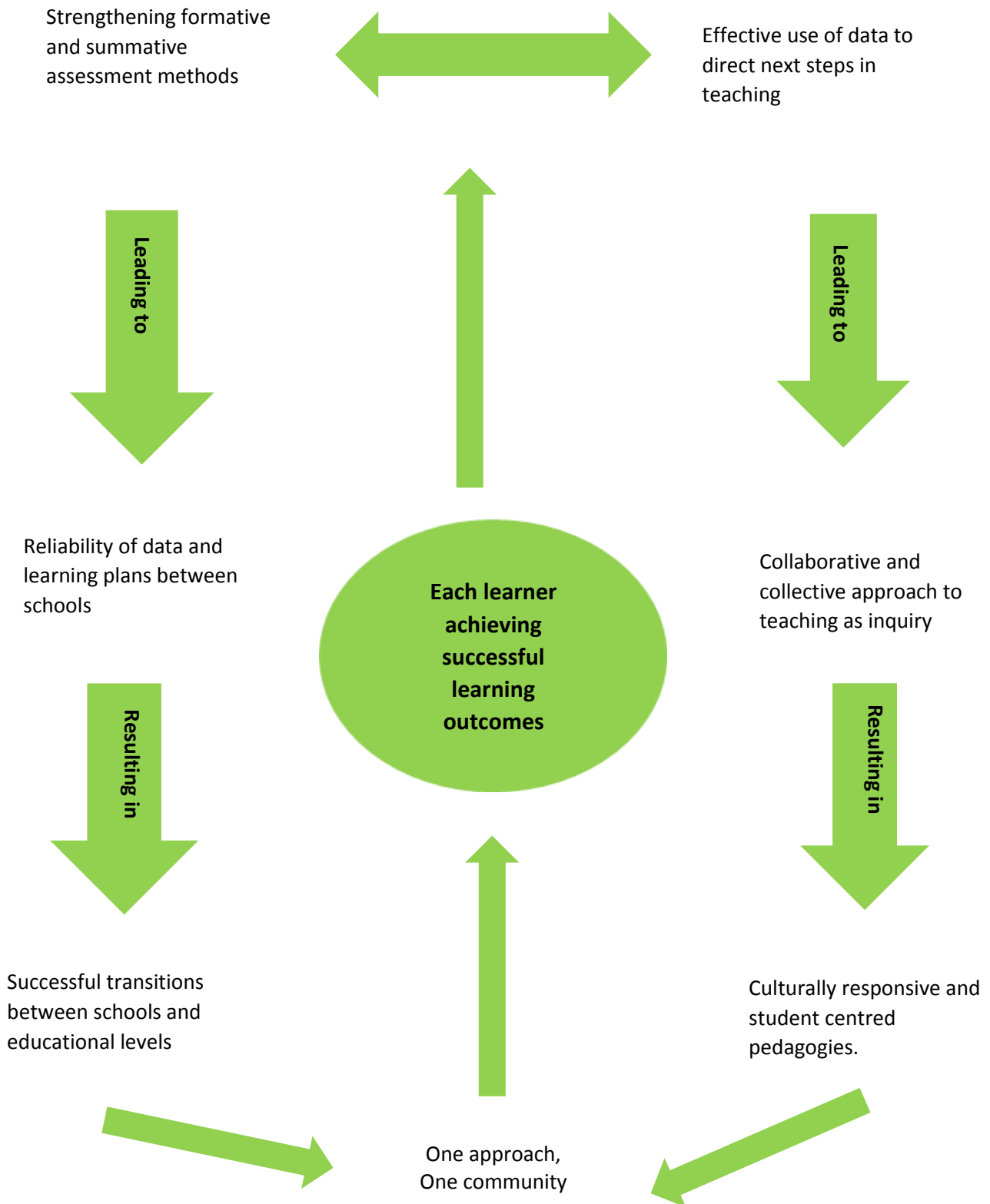
To enhance student wellbeing we will connect with:

- ▲ Health services (physical + emotional)
- ▲ Iwi
- ▲ Business associations

Learning and Success

As a community we will have a shared understanding of what learning and success is for our students.

Our Approach



Our Strategies

The Collection, Use and Interpretation of Data to Inform our Practice

As a community, we need to understand the data we collect so we can use it to support the decisions we make in setting next steps for learning.

Our data needs to be:

- ▲ Reliable
- ▲ Qualitative and quantitative
- ▲ Formative and summative
- ▲ Understood by all to inform both teaching and learning, management and governance decisions

We will achieve this by:

- ▲ Working to support and improve teachers' and leaders' capability to analyse and interpret assessment data
- ▲ Ensuring that teachers practice is responsive to the unique individual and cultural needs of students.

Cultural Responsiveness

It is important to our Community of Learning that our Māori learners experience success as Māori.

We will promote this by:

- ▲ Developing leadership and building capacity within schools through engagement with and between local iwi and social services
- ▲ Improving whānau engagement to enable and empower family to contribute and support student learning and well-being
- ▲ Developing and encouraging teacher creativity and innovation to better address the unique learning needs of students
- ▲ Enhancing outcomes for our learners by ensuring they feel safe and happy at school with a focus on achieving to their potential
- ▲ Exploring what Māori achieving success as Māori looks like for our community of learners

Teaching as Inquiry (TAI)

Professional development around TAI has been incorporated across the community through previous cluster Professional Learning and Development (PLD). It is now time to take a deliberate collective approach across the schools within the Community of Learning. This will ensure:

- ▲ There is further development of TAI pedagogy that is underpinned by research;
- ▲ TAI is underpinned by the collective targets of the community as these pertain to individual learners
 - Strengthening the links with social services so that all areas of student wellbeing are supported
 - Building capacity within schools to ensure responsive practice to each learners' uniqueness
- ▲ Effective teacher practice is supported in key target areas to ensure success for all learners.

Transitions

Through building robust community bonds and establishing shared understandings and high levels of relational trust, transitions to and between schools will be successful for our learners. In our Community of Learning we will achieve this by focussing on High School, Primary Schools and ECE:

- ▲ Able to use and trust the shared data
- ▲ Having an agreed student learning profile
- ▲ Openly communicating agreed information about students
- ▲ Supporting effective transitions within and across the sectors

Our Data Analysis

The Central Taranaki Community of Learning has gathered a range of evidence to inform three key achievement challenges:

- ▲ Writing years 1 – 10
- ▲ Mathematics years 1 – 10
- ▲ NCEA Achievement and Endorsement

The evidence we have used is:

- ▲ National Standards data from 2013 – 2016
- ▲ NCEA data from 2014 – 2016
- ▲ Years 9 and 10 Literacy and Numeracy data

We have noticed in Writing:

1. The percentage of boys achieving Below and Well Below has increased steadily over the past 4 years as has the percentage of Māori students Below and Well Below.
2. Over the same period those students in years 1-3 who are achieving Below and Well below have shown a disproportionate increase.

We have noticed in Mathematics:

1. An increase in students achieving Below and Well Below over the past 4 years.
2. That this increase is apparent across all groups of students, including Māori, boys and girls.
3. This trend is apparent across all cohorts of students in years 1-3, 4-6 and 7-8.

We have noticed in Reading:

1. That this is an area of strength in our community.

We have noticed that in Year 9 and 10 Literacy and Numeracy data that was analysed:

- ▲ Literacy is a target area in both secondary schools
- ▲ Numeracy is a target area in both secondary schools

When analysing participation-based NCEA data it was found that:

- ▲ There have been very positive results over the years 2014, 2015 and 2016 in one school across Levels 1 – 3 with significant improvements in NCEA Level 3
- ▲ Cohorts of students moving through from Level 1 to Level 3 have continued to achieve as well as they have in previous years as have Māori students
- ▲ In this same school total NCEA Level 2 endorsement rates are well above averages in similar decile schools, however below the same average for total endorsements at Level 1 and significantly lower at Level 3
- ▲ There was no differentiation in the data analysis between NCEA students whose programmes were focused on University pathways versus Vocational Pathways where the latter had a number of subjects that did not carry Merit or Excellence endorsements
- ▲ For 2014, 2015 and 2016, the NCEA achievement rates at Level 1, 2 in one school are lower than averages in similar decile schools, however significantly higher at Level 3
- ▲ As students have progressed from NCEA Level 1 through to NCEA Level 3 they have continued to maintain or improve on their overall achievement rates
- ▲ In the co-educational school girls continue to achieve better outcomes than boys
- ▲ In this same school there was a significant improvement in the NCEA achievement outcomes of Māori students

Overall we noticed a need to better understand our data therefore in 2017 we have engaged a PLD facilitator to assist in understanding common tools and practices in assessment. Through this work we will see improved depth in our analysis of data and be able to use this more successfully to inform next steps of teaching and learning.

Our Evidence: Writing Years 1-8

We have considered 2 sets of Year 1 – 8 Writing data

1. Across community data by number and percentage for all students, boys, girls and Māori learners.
2. Across community data by number and percentage for each of the aggregated cohorts of Year 1-3, 4-6 and 7-8.

NB: We have gathered aggregated Below and Well Below data as well as Below and Well Below data as separate foci for evidence analysis and consideration.

Across Community data in Writing of Below and Well Below students by number and percentage								
	2013		2014		2015		2016	
Boys	210	35%	218	36%	245	39%	263	41%
Girls	143	24%	116	19%	144	25%	144	23%
Maori	113	42%	100	36%	116	40%	130	46%
All	353	30%	334	27%	389	32%	407	32%
Across Community data in Writing of Below students by number and percentage								
	2013		2014		2015		2016	
Boys	152	26%	156	25%	164	26%	178	28%
Girls	109	18%	91	15%	105	18%	113	18%
Maori	88	33%	68	25%	77	35%	93	33%
All	261	22%	247	20%	269	22%	291	23%
Across Community data in Writing of Well Below students by number and percentage								
	2013		2014		2015		2016	
Boys	58	10%	62	10%	81	13%	85	13%
Girls	34	6%	25	4%	39	7%	31	5%
Maori	25	9%	32	12%	39	18%	37	13%
All	92	8%	87	7%	120	10%	116	9%

Across Community data in Writing of below and well below students by number and percentage and cohort								
	2013		2014		2015		2016	
Year 1-3	104	24%	112	24%	138	29%	166	34%
Year 4-6	136	31%	131	29%	156	34%	161	33%
Year 7-8	113	36%	91	29%	95	31%	80	26%
Across Community data in Writing of Below students by number, percentage and cohort								
	2013		2014		2015		2016	
Year 1-3	83	19%	95	21%	96	21%	120	25%
Year 4-6	103	24%	96	21%	111	24%	115	24%
Year 7-8	75	24%	56	18%	62	20%	56	19%
Across Community data in Writing of Well Below students by number, percentage and cohort								
	2013		2014		2015		2016	
Year 1-3	21	5%	17	4%	42	9%	46	9%
Year 4-6	33	8%	35	8%	45	10%	46	9%
Year 7-8	38	12%	35	11%	33	11%	24	8%

Our Evidence: Mathematics Year 1-8

We have considered 2 sets of Year 1 – 8 Mathematics data:

1. Across community data by number and percentage for all students, boys, girls and Māori.
2. Across community data by number and percentage for each of the aggregated cohorts of Year 1-3, 4-6 and 7-8.

Across Community data in Mathematics of Below and Well Below students by number and percentage								
	2013		2014		2015		2016	
Boys	168	28%	170	27%	179	29%	200	31%
Girls	158	26%	145	24%	149	24%	189	30%
Maori	106	39%	96	35%	92	32%	120	43%
All	326	27%	315	26%	328	27%	389	31%
Across Community data in Mathematics of Below students by number and percentage								
	2013		2014		2015		2016	
Boys	125	21%	119	19%	118	19%	133	21%
Girls	129	22%	115	19%	111	18%	158	25%
Maori	81	30%	67	24%	65	22%	95	34%
All	254	21%	234	19%	229	19%	291	23%
Across Community data in Mathematics of Well Below students by number and percentage								
	2013		2014		2015		2016	
Boys	43	7%	51	8%	61	10%	67	10%
Girls	29	5%	30	5%	38	6%	31	5%
Maori	25	9%	29	11%	27	9%	25	9%
All	72	6%	81	7%	99	8%	98	8%

Across Community data in Mathematics of Below and Well Below students by number, percentage and cohort								
	2013		2014		2015		2016	
Year 1-3	107	24%	96	21%	108	23%	135	28%
Year 4-6	107	24%	123	27%	127	27%	136	28%
Year 7-8	112	35%	96	31%	93	30%	118	38%
Across Community data in Mathematics of below students by number, percentage and cohort								
	2013		2014		2015		2016	
Year 1-3	91	21%	74	16%	78	17%	104	21%
Year 4-6	79	18%	95	21%	87	18%	99	21%
Year 7-8	84	26%	65	21%	64	21%	88	29%
Across Community data in Mathematics of well below students by number and percentage and cohort								
	2013		2014		2015		2016	
Year 1-3	16	4%	22	5%	30	6%	31	6%
Year 4-6	28	6%	28	6%	40	9%	37	8%
Year 7-8	28	9%	31	10%	29	9%	30	10%

Our Evidence: Writing by Cohort over Time

Year Group Data Across Time								
Data represents percentage of students Below and Well Below								
	After 1 year	After 2 years	After 3 years	End of year 4	End of year 5	End of year 6	End of year 7	End of year 8
2013	27%	22%	24%	36%	30%	28%		
2014	26%	29%	29%	37%	24%	29%	30%	
2015	34%	30%	36%	39%	33%	28%	33%	28%
2016	33%	40%	29%	33%	31%	36%	35%	19%

We have noticed:

An increase in students Below and Well Below is evident across all the year groups being tracked over time.

Our Evidence: Mathematics by Cohort over Time

Year Group Data Across Time								
Data represents percentage of students Below and Well Below								
	After 1 year	After 2 years	After 3 years	End of year 4	End of year 5	End of year 6	End of year 7	End of year 8
2013	23%	27%	23%	30%	24%	21%		
2014	23%	22%	27%	31%	23%	31%	31%	
2015	26%	27%	26%	29%	33%	27%	33%	27%
2016	26%	32%	24%	31%	25%	29%	47%	31%

We have noticed:

An increase in students Below and Well below is evident across all the year groups tracked over time.

Achievement Challenges One: Writing

Writing Years 1-8	
Evidence used to set achievement challenge	<p>Data shows that a disproportionate number of our students are not achieving in Writing.</p> <ul style="list-style-type: none"> ▲ 46% (130) of Māori students in our community were Below or Well Below in 2016 ▲ 41% (263) of boys in our community were Below or Well below in writing <p>Both these trends of under achievement can be tracked back across the past 4 years.</p> <p>It is important to consider gender within the Māori cohort.</p> <ul style="list-style-type: none"> • 64% of the Below and Well Below students are boys • 36% are girls <p>Success for Māori learners must be considered separately to success for boys.</p>
Challenge	<p>As a community, we are challenging ourselves to lift the achievement of all our students in the curriculum area of Writing and particularly our Māori students and our boys.</p> <p>We believe that Writing is an essential core skill for our students to achieve educational success at all levels of their education. Good Writing skills are fundamental at all levels of NCEA and beyond.</p> <p>As well as focussing on these two groups of students we will pay attention to cohort groups where we are already aware of a downward trend in achievement.</p> <p>The Challenge that we have set is:</p> <ul style="list-style-type: none"> ▲ To raise the standard of Writing across our community so that 80% (1,019 out of 1,274) of all students are achieving at or above the National Standard in Writing by the end of 2019 <p>Across our schools 203 students have been targeted for accelerated progress in 2017.</p>

Percentage and number of students at or above the National Standard in writing.							
	Historical State		Current state		Target		
	2013	2014	2015	2016	2017	2018	2019
All students	70% (840)	73% (893)	69% (847)	68% (867)	72% (917)	76% (968)	80% (1019)
Māori students	58% (156)	64% (176)	60% (174)	54% (150)	60% (168)	65% (182)	70% (196)
Boys	65% (384)	65% (402)	61% (389)	59% (376)	65% (415)	70% (447)	75% (479)
Girls	76% (456)	81% (491)	76% (458)	77% (491)	80% (508)	83% (527)	85% (540)

- ▲ The rate of change for Maori students of 54% in 2016 to 70% in 2019 is greater than for other groups, therefore we believe that this demonstrates accelerated progress as well as a goal of lifting this achievement over time to that of all students
- ▲ 2017-2019 targets have been created using 2016 baseline student achievement data

Writing Year 9-10	
Evidence used to set achievement challenge	National Standard reflects that a disproportionate number of students who enter our high schools are Below or Well Below in Writing. 2016 data shows 19% of year 8 students to be underachieving in writing.
Challenge	As a community, we want all our students to achieve NCEA Level 2 as a minimum. Therefore, it is particularly important that students at year 9-10 are sufficiently prepared for the demands required to be successful in years 11-13. <ul style="list-style-type: none"> ▲ By the end of 2019, 80% of year 10 students will be achieving at curriculum level 5 or above in preparation for NCEA
First steps	Collect and collate data to enable progress over time to be tracked. Track year 9 and 10 cohorts against their NCEA outcomes as a measure of value added teaching and learning practices, taking special note of those students consider to be at-risk or not achieving.

Percentage of students at or above the appropriate Curriculum level in Writing				
	Current State		Target	
	2016	2017	2018	2019
Year 10	47%	60%	70%	80%

We will achieve this by:

- ▲ Utilising our best teachers and leaders to share good practice across our Community of Learning;
- ▲ Learning from one another through sharing best practice and resources;
- ▲ Getting to know our target students and ensuring that learning programmes meet their next steps in learning;
- ▲ Developing our capacity to capture and use student voice to strengthen student ownership of learning goals;
- ▲ Building understanding of the assessment tools we use and how to use the results to improve student outcomes and inform next steps of learning
- ▲ Ensuring all teachers are trained in the administration of E-asTTle;
- ▲ Back mapping programmes from year 11-13 to ensure that the writing programmes from year 1-10 are successfully preparing students for NCEA
- ▲ Enabling parent, whānau, iwi and community voice so there is collective contribution to and responsibility for student success;
- ▲ Ensuring our collective approach and responsibility become the norm for our Community of Learning
- ▲ Using research to inform our thinking
- ▲ Carefully and regularly review the actual progress of our targets to enable us to learn and grow our understanding of how to achieve success for all learners
- ▲ Seeing ourselves as learners and challenge our beliefs and practices so we become the best practitioners we can
- ▲ Working together as a community to develop processes to ensure all assessment decisions are robust, professional and reliable

Achievement Challenge Progress will be monitored and reviewed by:

- ▲ Assessing students against National Standards and NCEA
- ▲ Assessing of students with E-asTTle in years 1-10 to moderate Writing and to ensure a unified approach across schools
- ▲ Having a collective approach to the use of assessment tools to ensure reliability of Professional Teacher Judgement (PTJ) across and between schools in year 1-8 and year 9-10
- ▲ Reporting to boards and communities regularly in relation to this target
- ▲ Include analysed student achievement data in individual school charter documents
- ▲ On-going reviews by the Community of Learning Stewardship group

Achievement Challenge 2: Mathematics

Mathematics Year 1-8	
Evidence used to set achievement challenge	<p>Data show that a disproportionate number of our students are not achieving in Mathematics.</p> <ul style="list-style-type: none"> ▲ 30% (389) of all students were Below or Well Below in 2016 ▲ 43% (120) of Māori students were Below or Well below in 2016 ▲ 31% (200) of boys were Below or Well Below in 2016 ▲ 30% (189) of girls were Below or Well Below in 2016 <p>All cohorts showed a decrease in the percentage of students At or Above in 2016.</p>
Challenge	<p>As a community:</p> <ul style="list-style-type: none"> ▲ We are challenging ourselves to lift the achievement of all students. As well as focusing on these groups of students we will also pay attention to cohort groups that signal a downward trend in achievement. ▲ We believe that core mathematical understanding is important for our students to achieve success at NCEA and in the wider world. <p>The challenge we have set is:</p> <ul style="list-style-type: none"> ▲ To raise the standard of Mathematics across our community so 80% (1,019 out of 1,274) of students are achieving At or Above the National Standard in Mathematics by the end of 2019 <p>Across our schools 223 students are targeted for accelerated progress in 2017.</p>

Percentage and number of students At or Above the National Standard in Mathematics							
	Historical State		Current state		Target		
	2013	2014	2015	2016	2017	2018	2019
All students	73% (867)	74% (912)	73% (908)	69% (885)	74% (943)	77% (981)	80% (1019)
Maori students	61% (163)	65% (179)	68% (199)	57% (160)	65% (182)	70% (196)	75% (210)
Boys	72% (428)	73% (450)	72% (456)	69% (436)	74% (473)	77% (492)	80% (511)
Girls	74% (439)	76% (462)	75% (452)	70% (446)	74% (470)	77% (489)	80% (508)

- ▲ The rate of change for Maori students of 57% in 2016 to 75% in 2019 is greater than for other groups, therefore we believe that this demonstrates accelerated progress, as well as a goal of lifting this achievement over time to that of all students
- ▲ 2017-2019 targets have been created using 2016 baseline student achievement data

Mathematics Year 9-10	
Evidence used to set achievement challenge	National Standard data reflects that a disproportionate number of students who enter our high schools are Below or Well Below in Mathematics. 2016 data shows 31% of year 8 students are underachieving in Mathematics.
Challenge	As a community, we want all our students to achieve NCEA Level 2 as a minimum qualification. Therefore it is particularly important that students in year 9-10 are sufficiently prepared for the demands required to be successful in year 11-13. <ul style="list-style-type: none"> ▲ By the end of 2019 80% year 10 students to be achieving at curriculum level 5 or above in preparation for NCEA ▲ The current year 9 and 10 cohorts to be tracked against NCEA to see value added by targeting of these at-risk students
First steps	Collect data to enable progress over time to be tracked. Data to be broken down to reflect if there are specific aspects of mathematics underachievement. The current year 9 and 10 cohorts to be tracked against their NCEA outcomes to see value added by the targeting of these at-risk students.

Percentage of students At or Above the appropriate Curriculum level in Mathematics				
	Current State		Target	
	2016	2017	2018	2019
Year 10	52%	60%	70%	80%

We will achieve this by:

Utilising our best teachers and leaders to share good practice across our Community of Learning

- ▲ Learning from one another through sharing best practice and resources
- ▲ Getting to know our target students and ensuring that learning programmes meet their next steps in learning
- ▲ Developing our capacity to capture and use student voice to strengthen student ownership of learning goals
- ▲ Ensuring all teachers are trained in the administration of assessment tools and analysis of data
- ▲ Deeper understanding of the assessment tools we currently use and investigating those which would provide better information
- ▲ Better use of the results to improve student outcomes and inform next steps of learning
- ▲ Back mapping programmes from year 11-13 to ensure that the Mathematics programmes from year 1-10 are sufficiently preparing students for NCEA
- ▲ Ensuring that programmes are balanced and provide full curriculum coverage
- ▲ Enabling parent, whānau, iwi and community voice so there is a collective contribution to and responsibility for student success
- ▲ Ensuring our collective approach and responsibility become the norm for our Community of Learning
- ▲ Using research to inform our thinking
- ▲ Carefully review the actual progress of our targets to enable us to learn and grow our understanding of how to achieve success for all learners
- ▲ Seeing ourselves as learners and challenge our beliefs and practices so we become the best practitioners we can

- ▲ Working together as a community to develop processes to ensure all assessment decisions are robust, professional and reliable

Achievement Challenge Progress will be tracked by:

- ▲ Assessing of students against National Standards and NCEA
- ▲ Assessing of students PAT in years 1-10 to ensure a unified approach across schools
- ▲ Having a collective approach to the use of assessment tools to ensure reliability of PTJ cross and between schools in years 1-8 and years 9-10
- ▲ Reporting to boards and communities regularly in relation to this target
- ▲ Include analysed student achievement data in individual school charter documents
- ▲ On-going reviews by the Community of Learning Stewardship group

Achievement Challenges Three: NCEA Achievement

NCEA Achievement	
Evidence used to set achievement challenge	<ul style="list-style-type: none"> ▲ There have been very positive results over the years 2014, 2015 and 2016 in one school across Levels 1 – 3 with significant improvements in NCEA Level 3 ▲ Cohorts of students moving through from Level 1 to Level 3 have continued to achieve as well as they have in previous years ▲ For 2014, 2015 and 2016, the NCEA achievement rates at Level 1, 2 in one school are lower than averages in similar decile schools, however significantly higher at Level 3 ▲ As students have progressed from NCEA Level 1 through to NCEA Level 3 they have continued to maintain or improve on their overall achievement rates ▲ In the co-educational school girls continue to achieve better outcomes than boys ▲ In this same school there was a significant improvement in the NCEA achievement outcomes of Māori students in 2016
Challenge	<p>We know that NCEA achievement provides a launching pad for students as they move to tertiary education or employment. Therefore as a community, we are challenging ourselves to:</p> <ul style="list-style-type: none"> ▲ Lift the NCEA achievement levels of our students ▲ Reduce the gap between the achievement of boys compared to girls ▲ Reduce the gap between the achievement of Māori students and non-Māori students

NCEA Participation Based Achievement Targets					
	2016 % Baseline Data & Student Numbers	2017 % Targets	2018 % Targets	2019 % Targets	2020 % Targets
NCEA Level 1	71.4 (89/125)	72	75	80	85
NCEA Level 2	75.0 (70/93)	74	77	82	85
NCEA Level 3	76.0 (54/71)	75	78	80	82

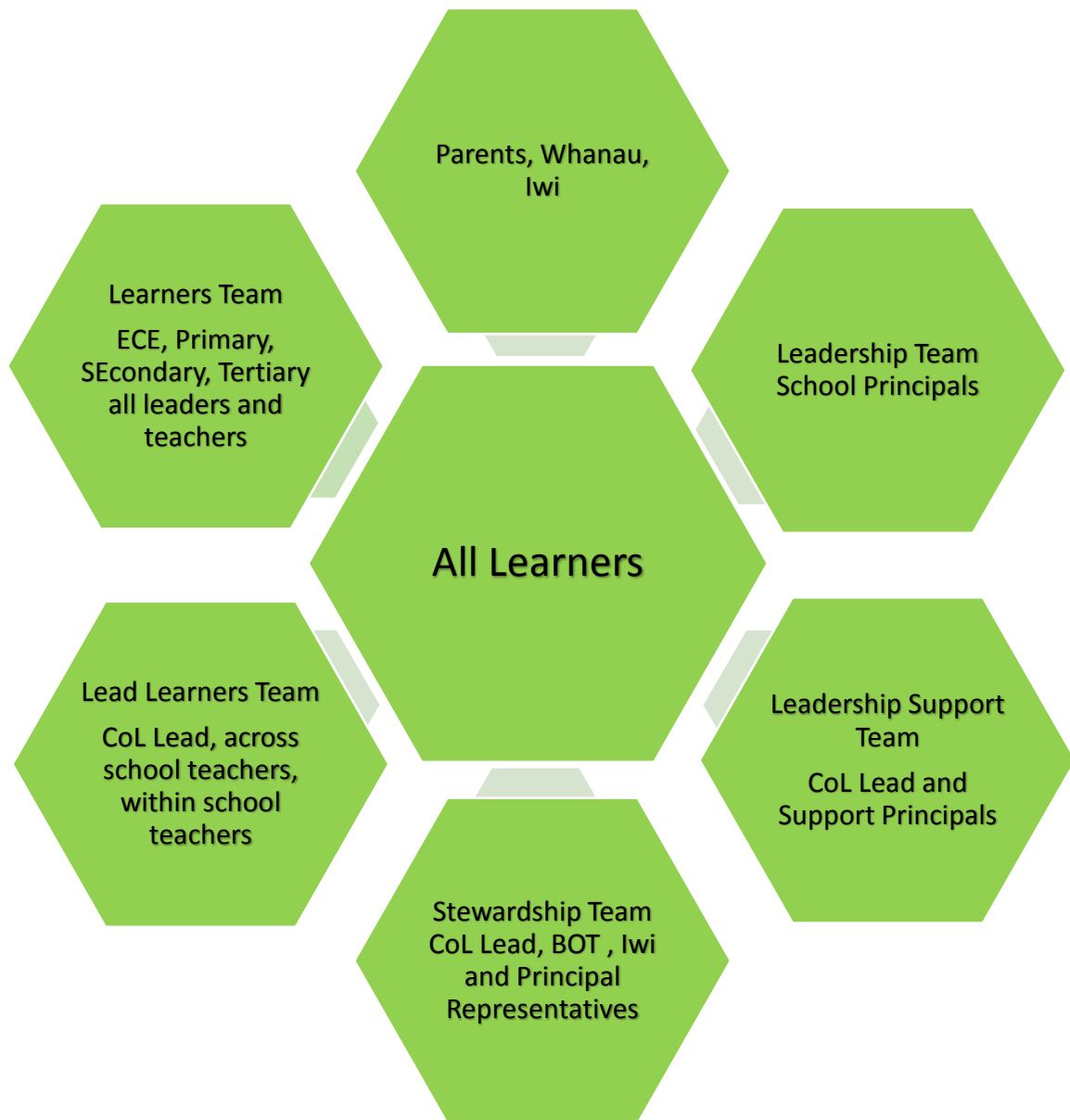
We will achieve this by:

- ▲ Utilising our best teachers and leaders to share good practice across our Community of Learning
- ▲ Learning from one another through sharing best practice and resources
- ▲ Getting to know our target students and ensuring that learning programmes meet their next steps in learning
- ▲ Developing our capacity to capture and use student voice to strengthen student ownership of learning goals
- ▲ More effective use of the results to improve student outcomes and inform next steps of learning
- ▲ Strengthen Literacy and Numeracy programmes across the primary schools and for students in years and 10
- ▲ Ensure that programmes are balanced and provide full curriculum coverage
- ▲ Enabling parent, whānau, iwi and community voice so there is collective contribution to and responsibility for student success
- ▲ Ensuring our collective approach and responsibility becomes the norm for our Community of Learning
- ▲ Using research to inform our thinking
- ▲ Carefully review the actual progress of our targets to enable us to learn and grow our understanding of how to achieve success for all learners
- ▲ Seeing ourselves as learners and challenging our beliefs and practices so we become the best practitioners we can
- ▲ Working together as a community to develop processes to ensure all assessment decisions are robust, professional and reliable

Achievement Challenge Progress will be tracked by:

- ▲ Assessing of students against NCEA achievement and endorsements
- ▲ Reporting to boards and communities regularly in relation to this target
- ▲ Include analysed student achievement data in individual school charter documents
- ▲ On-going reviews by the Community of Learning Stewardship group

Operating Structure of the Community of Learning



SELECTION PANEL

Membership of Stewardship Group

Board of Trustee members and principals to represent the different types of schools i.e. rural, urban, full primary, and secondary

Role of Selection Panel

- ▲ To appoint the Lead Principal
- ▲ To appoint the Across School Teachers

STEWARDSHIP GROUP

Membership of Stewardship Group

- ▲ Leaders across schools
- ▲ Principals (x3)
- ▲ Board Members (number tbc) including trustee/s from host school of Lead Principal
- ▲ Iwi

Role of Stewardship Group

- ▲ Supporting the Lead Principal in this role
- ▲ Maintaining and supporting the direction of the Community of Learning
- ▲ Assisting with communicating Kāhui Ako progress and next steps with the BoTs of each school
- ▲ Assisting with communicating Kāhui Ako progress and next steps with the wider community
- ▲ Ensuring financial accountability of the Kāhui Ako funds

LEADERSHIP GROUP

Membership of Leadership Group

- ▲ All 14 School Principals

Role of Leadership Group

- ▲ Reviewing, critiquing and confirming the Implementation plan
- ▲ Ensuring the implementation plan is effected in each of their schools
- ▲ Including Community of Learning targets in charter, budgets, strategic and annual planning
- ▲ Ensuring Boards of Trustees are fully informed
- ▲ Ongoing consultation and communication with their parents/family/whānau, students and teachers

Leadership Support Team

Membership of Leadership Support Team

- ▲ Community of Learning Lead Principal
- ▲ Key Leadership Principals

Role of Leadership Support Team

- ▲ Developing and updating (when required) the Achievement Challenge Plan that is focused on the needs of the learners
- ▲ Developing an Implementation Plan so the targets in the Achievement Challenge Plan can be achieved
- ▲ Through an on-going plan of monitoring and review, support the Community of Learning to build its effectiveness, including the capacity to operate responsively to community needs

Lead Learners Team

Membership of the Lead Learners Team

- ▲ Community of Learning Lead Principal
- ▲ Across School Teachers
- ▲ Within School Teachers

Role of Lead Learners Team

- ▲ On-going reviews by the Community of Learning Stewardship group
- ▲ Putting into action the Implementation Plan so that set targets in the Achievement Challenge Plan can be achieved
- ▲ Monitoring progress of the Implementation Plan within and between schools

FINANCIAL

We agree that:

- ▲ The Establishment and Maintenance Allowance will be pooled for the enhancement of the strategic goals of the Community of Learning
- ▲ Additional finances will be provided to the Fund holder school to ensure that the overall direction of the Community of Learning can be achieved
- ▲ Any Community of Learning staffing resourcing allocated to each school will be used to meet the wider needs of the Community of Learning positions and responsibilities, especially to meet the set targets
- ▲ Sufficient resourcing will be provided to ensure adequate professional development and teacher release