

Kaipātiki Community of Learning



Kaipātiki Community of Learning



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Our Purpose

As a community of learning our aim is to work collaboratively, strengthening pathways for our students throughout their educational journey. This will involve developing a more holistic pathway, acknowledging each student's strengths, as they transition through various educational providers within our community. Robust and rigorous data analysis around our students will be shared across our educational providers.

Our Vision

Our vision is to create a community of inquiry that promotes student achievement and lifelong learning.

We will strengthen links between early childhood, primary, intermediate, secondary and tertiary sectors within our community to ensure that student needs are met. Students will be supported and challenged in their learning environment to set and achieve personal learning goals. We will work in partnership with students, parents and whānau to raise student achievement and provide a clear local education pathway for all.

We aim to :

- Raise student achievement in writing and maths
- Raise achievement in reading for Year 1 students
- Raise achievement in NCEA at Levels 1, 2, 3 and UE
- Raise achievement for all learners by strengthening all learning focused relationships

We will achieve this by working together in five focus areas:

- Student Agency
- Teacher Agency
- Leadership Capability
- Community Agency
- Transitions between educational providers

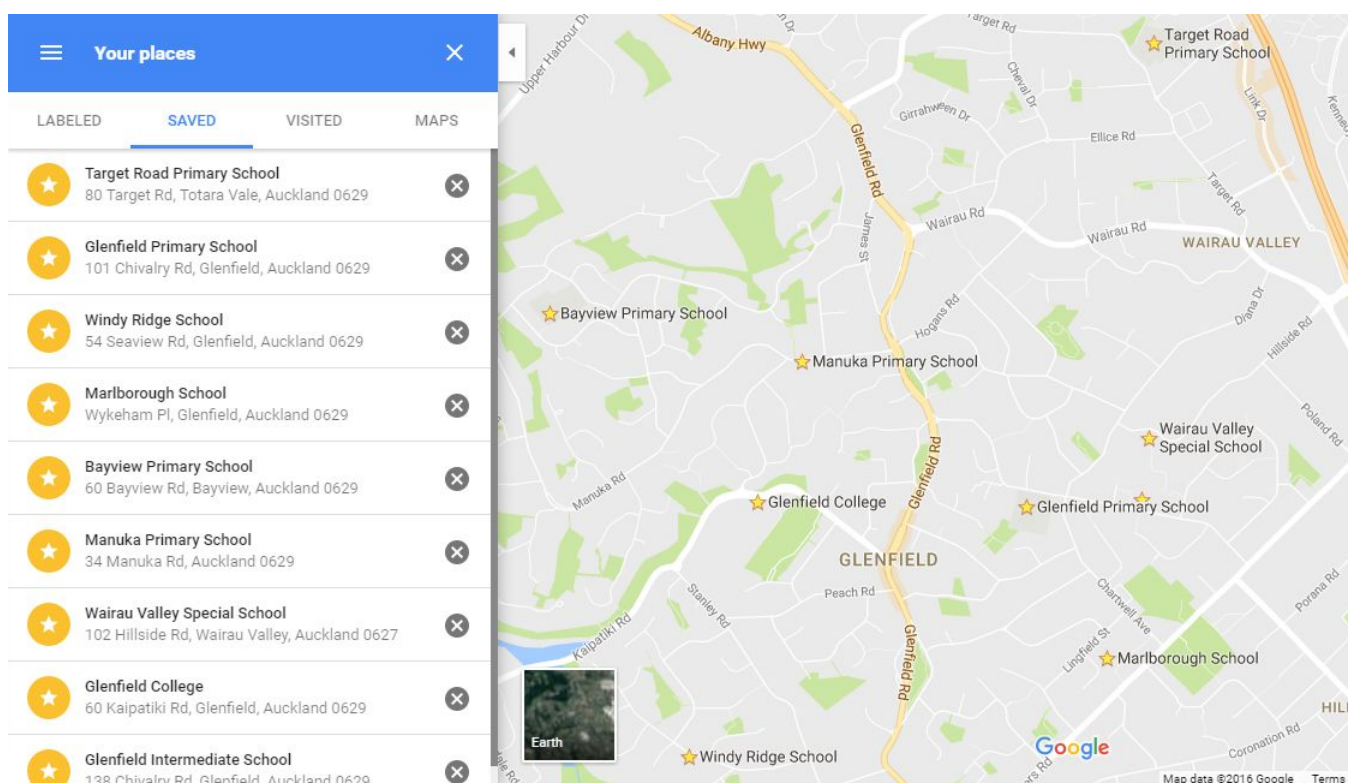
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Our Community

The Kaipātiki Community is set on the North Shore of Auckland, predominantly in the suburb of Glenfield. The student population is highly ethnically diverse, with 40% European/Pākehā, 13% Māori, 8% Pasifika and 33% Asian students in the 2015 cohort.

The community consists of six primary schools, a special school, one intermediate and one secondary school. The schools involved in the Kaipātiki Community of Learning are: Bayview Primary, Glenfield Primary, Glenfield Intermediate, Glenfield College, Manuka Primary, Marlborough Primary, Target Road School, Wairau Valley Special School and Windy Ridge Primary. Three state kindergartens are also involved in the Kaipātiki Community of Learning; Marlborough, Glenfield and Bayview.



The schools in the Kaipātiki area have a long history of cooperation and collaboration; most recently (since Term 3 of 2014) these schools have been working together as a Learning Community Network. This was a result of discussion at the Principal's Cluster level where it was identified that all schools were focussed on strengthening home-school partnerships. From this point it was decided that an aspiration of the cluster was to develop a clear educational pathway through the community.

The Kaipātiki Community of Learning is committed to creating links with early childhood education and this process has begun with the creation of a 'ECE Link Group' which involves representatives from the ECE sector. The community will remain open to future links with Tertiary and Vocational institutions where possible.

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Our Achievement Challenges

The Kaipātiki Community of Learning has five key achievement challenges that were identified using the 2015 cluster data. Within each of these achievement challenges, the Kaipātiki Community of Learning has identified specific groups of target students. These groups will be reviewed at the start of each year. This review will involve using AoV data from individual schools as well as the cluster data collated by the Ministry of Education. As the Kaipātiki Community of Learning, our focus is on all underachieving students showing accelerated progress towards the expected standard.

By the end of 2019, our goals are:

Achievement Challenge 1: Writing (All Year levels)

- At least 89% of students will be achieving AT or ABOVE the National Standard for writing
- At least 85% of students will be achieving AT or ABOVE Level 5 by the end of Year 10

Achievement Challenge 2: Mathematics (All Year levels)

- At least 88% of students will be achieving AT or ABOVE the National Standard for mathematics
- At least 85% of students will be achieving AT or ABOVE Level 5 by the end of Year 10

Achievement Challenge 3: Reading (After 1 year at school)

- At least 87% of students will be achieving AT or ABOVE the National Standard for reading

Achievement Challenge 4: NCEA (Year 12 / Level 2)

- At least 85% of school leavers from Glenfield College will have a minimum of NCEA Level 2
- At least 65% of participating students will gain UE attainment
- At least 95% of students to gain NCEA L1 'Literacy'
- At least 95% of students to gain NCEA L1 'Numeracy'

Achievement Challenge 5 A-C: Wairau Valley Special School

- Our challenge is for all students who are achieving at or above P Level 4 using the BSquared Assessment Tool, will make 50% increase either within the level or a move to the next level in a in Reading, Writing and Number. Targeted students will be accelerated between 70 to 85%.

NB

The following targets have been set for Years 1-8, and Years 11-13 using National Standards and NCEA data respectively. For Years 9 and 10, achievement data specific to the context was used and therefore this data has been presented separately from the Year 1-8 information.

It is important to note that within the 2015 data for Year 9 and Year 10 there was some inconsistency across curriculum areas, hence the difference in the baseline data.

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Our Targets

Achievement Challenge 1A: Year 1-8 WRITING	WRITING SUB GOALS FOR PRIORITY COHORTS
<p>In 2015, 1320/1869 (70.60%) of our students were AT or ABOVE the expected standard in writing for Years 1-8.</p> <p>We aim to have at least 1665/1869 (89%) of all students AT or ABOVE the expected standard in writing in Years 1-8. This is a shift of 345 students and 18.40%</p>	<p>Māori: We aim to lift the achievement of our Māori students from 163/242 (67%) to 215/242 (89%) by the end of 2019. This is a shift of 53 students and 22.0%</p> <p>Pasifika: We aim to lift the achievement of our Pasifika students from 94/146 (64%) to 132/146 (90%) by the end of 2019. This is a shift of 38 students and 26.0%</p> <p>Boys: We aim to lift the achievement of our BOYS from 600/946 (63%) to 823/946 (87%) by the end of 2019. This is a shift of 223 students and 24.0%</p>

Our Targeted Students for Writing (by school)

Based on 2015 data, the number of students to be targeted for improvement in Writing in each school is set out in the table below. **As part of our collaborative inquiry in 2017, the number of students and who they are in each school will be identified to be targeted for improvement.**

All Students Y1-8 Total students who were At or Above National Standards in Writing	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Bayview School	247/310	80%	264	85%	279	90%	295	95%	48 (15%)
Glenfield Inter	184/264	70%	211	80%	219	83%	224	85%	40 (15%)
Glenfield Primary	161/264	61%	211	80%	219	83%	224	85%	63 (24%)
Manuka Primary	159/276	58%	207	75%	221	80%	235	85%	76 (27%)
Marlborough Primary	212/266	80%	226	85%	239	90%	253	95%	41 (15%)
Target Rd School	208/305	68%	244	80%	253	83%	259	85%	51 (17%)
Windy Ridge School	149/184	81%	156	85%	166	90%	175	95%	26 (14%)
Total COL Shift of Students			199		77		69		345

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*Māori Y1-8 Total students who were At or Above National Standards in Writing	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Bayview School	40/53	75%	42	80%	45	85%	48	90%	8 (15%)
Glenfield Inter	21/28	75%	22	80%	22	80%	24	85%	3 (10%)
Glenfield Primary	15/28	53%	20	70%	22	78%	24	85%	9 (31%)
Manuka Primary	27/47	57%	33	70%	37	78%	40	85%	13 (28%)
Marlborough Primary	20/22	91%	20	93%	20	95%	22	100%	2 (8%)
Target Rd School	22/42	52%	32	75%	33	78%	36	85%	14 (33%)
Windy Ridge School	18/22	81%	18	85%	19	95%	22	100%	4 (19%)
Total COL Shift of Students			24		11		18		53

All Pasifika Y1-8 Total students who were At or Above National Standards in Writing	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Bayview School	20/24	83%	21	88%	22	92%	24	100%	4 (17%)
Glenfield Inter	14/23	61%	17	75%	19	81%	20	85%	6 (24%)
Glenfield Primary	4/16	25%	10	60%	12	75%	14	85%	10 (60%)
Manuka Primary	17/24	71%	19	80%	19	83%	20	85%	3 (14%)
Marlborough Primary	15/18	83%	16	89%	16	90%	18	100%	3 (17%)
Target Rd School	19/33	58%	25	75%	26	80%	28	85%	9 (27%)
Windy Ridge School	5/8	63%	6	75%	7	90%	8	100%	3 (37%)
Total COL Shift of Students			20		7		11		38

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All Boys Y1-8 Total students who were At or Above National Standards in Writing	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Bayview School	116/156	74%	125	80%	129	83%	140	90%	24 (16%)
Glenfield Inter	85/135	63%	101	75%	108	80%	115	85%	30 (22%)
Glenfield Primary	82/144	57%	101	70%	115	80%	122	85%	40 (28%)
Manuka Primary	68/135	50%	90	67%	105	78%	115	85%	47 (35%)
Marlborough Primary	98/135	73%	108	80%	112	83%	122	90%	24 (17%)
Target Rd School	87/154	56%	108	70%	123	80%	131	85%	44 (29%)
Windy Ridge School	64/87	74%	68	78%	72	83%	78	90%	14 (16%)
Total COL Shift of Students			101		63		59		223

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Achievement Challenge 1A: Year 9-10 WRITING	WRITING SUB GOALS FOR PRIORITY COHORTS
<p>In 2015, 102/202 (50%) of our students were AT or ABOVE the expected standard in writing for Years 9-10.</p> <p>We aim to have at least 172/202 (85%) of all students AT or ABOVE the expected standard in writing in years 9-10. This is a shift of 70 students and 35%</p>	<p>Māori: We aim to lift the achievement of our Māori students from 19/56 (33%) to 48/56 (85%) by the end of 2019. This is a shift of 29 student 52.0%</p> <p>Pasifika: We aim to lift the achievement of our Pasifika students from 14/27 (54%) to 23/27 (85%) by the end of 2019. This is a shift of 9 students and 31.0%</p> <p>Boys: We aim to lift the achievement of our BOYS from 54/113 (48%) to 96/113 (85%) by the end of 2019. This is a shift of 42 students and 37.0%</p>

Groups (Year 9-10)	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Total students who were At or Above in Writing									
All students (202)	102	50%	135	67%	155	76%	172	85%	70 (35%)
All Māori (56)	19	33%	35	61%	44	77%	48	85%	29 (52%)
All Pasifika (27)	14	54%	17	65%	20	77%	23	85%	9 (31%)
Other students(119)	69	58%	83	70%	91	77%	101	85%	32 (16%)
Total COL Shift of Students			33		20		17		70

Year 9-10 Glenfield College Sub-Cohort goal

All Boys (113)	54	48%	75	67%	87	78%	96	85%	42 (37%)
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Achievement Challenge 2A: Year 1- 8 MATHEMATICS	MATHEMATICS SUB GOALS FOR PRIORITY COHORTS
<p>In 2015, 1448/1869 (77.5%) of our students were AT or ABOVE the expected standard in mathematics for Years 1-8.</p> <p>We aim to have at least 1646/1869 (88%) of all students AT or ABOVE the expected standard in mathematics in years 1-8. This is a shift of 198 students and 10.5%</p>	<p>Māori: We aim to lift the achievement of our Māori students from 174/242 (71.9%) to 218/242 (90%) by the end of 2019. This is a shift of 44 students and 4.1%</p> <p>Pasifika: We aim to lift the achievement of all our Pasifika students from 94/146 (63.7%) to 132/146 (90%) by the end of 2019. This is a shift of 39 students and 25.6%</p>

Our Targeted Students for Mathematics (by school)

Based on 2015 data, the number of students to be targeted for improvement in Mathematics in each school is set out in the table below. **As part of our collaborative inquiry in 2017, the number of students and who they are in each school will be identified to be targeted for improvement.**

All Students 1-8 Total students who were At or Above National Standards for Mathematics	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift	
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students		
Bayview School	253/310	82%	257	83%	260	84%	279	90%	26 (8%)	
Glenfield Inter	186/264	70%	198	75%	211	80%	223	85%	37 (15%)	
Glenfield Primary	190/264	72%	203	77%	214	81%	223	85%	33 (13%)	
Manuka Primary	212/276	77%	220	80%	230	83%	234	85%	22 (8%)	
Marlborough Primary	230/266	86%	230	86%	230	86%	253	95%	23 (9%)	
Target Rd School	226/305	74%	238	78%	250	82%	259	85%	33 (11%)	
Windy Ridge School	151/184	82%	153	83%	155	84%	175	95%	24 (13%)	
Total COL Shift of Students			51			51			96	198

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All Māori 1-8 Total students who were At or Above National Standards for Mathematics	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Bayview School	44/53	83%	45	85%	48	90%	51	95%	7 (12%)
Glenfield Inter	14/28	50%	18	63%	21	74%	24	85%	10 (35%)
Glenfield Primary	18/28	64%	20	71%	22	78%	24	85%	6 (21%)
Manuka Primary	36/47	77%	38	80%	39	83%	40	85%	4 (8%)
Marlborough Primary	19/22	86%	20	90%	21	95%	22	100%	3 (4%)
Target Rd School	25/42	60%	29	69%	35	77%	35	85%	10 (25%)
Windy Ridge School	18/22	82%	20	90%	21	95%	22	100%	4 (8%)
Total COL Shift of Students			16		17		11		44

All Pasifika 1-8 Total students who were At or Above National Standards for Mathematics	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Bayview School	18/24	75%	20	85%	23	95%	24	100%	6 (25%)
Glenfield Inter	13/23	57%	15	67%	18	76%	20	85%	7 (28%)
Glenfield Primary	7/16	44%	9	58%	12	72%	14	85%	7 (41%)
Manuka Primary	17/24	71%	18	75%	19	80%	20	85%	3 (14%)
Marlborough Primary	12/18	67%	16	85%	17	95%	18	100%	6 (33%)
Target Rd School	23/33	70%	25	75%	26	80%	28	85%	5 (15%)
Windy Ridge School	3/8	38%	6	70%	7	90%	8	100%	5 (62%)
Total COL Shift of Students			16		13		10		39

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Achievement Challenge 2B: Years 9-10 MATHEMATICS	MATHEMATICS SUB GOALS FOR PRIORITY COHORTS
<p>In 2015, 53/157 (33.8%) of our students were AT or ABOVE the expected standard in mathematics for Years 9-10.</p> <p>We aim to have at least 133/157 (85%) of all students AT or ABOVE the expected standard in mathematics in years 9-10. This is a shift of 80 students and 51.2%</p>	<p>Māori: We aim to lift the achievement of our Māori students from 9/56 (16%) to 48/56 (85%) by the end of 2019. This is a shift of 39 students and 69%</p> <p>Pasifika: We aim to lift the achievement of our Pasifika students from 5/23 (21.7%) to 20/23 (86.9%) by the end of 2019. This is a shift of 15 students and 65.2%</p>

Groups 9-10 Total students who were At or Above National Standards in Mathematics	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
All students (157)	53	33.8%	87	55.4%	118	75%	133	85%	80 (51%)
All Māori (56)	9	16%	25	44.6%	37	65%	48	86%	39 (70%)
All Pasifika (23)	5	21.7%	11	48%	17	74%	20	87%	15 (59%)
Other students (78)	39	50.0%	51	65.4%	64	82.0%	65	83.3%	26 (33%)
Total COL Shift of Students			34		31		15		80

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Achievement Challenge 3: READING	READING SUB GOALS FOR PRIORITY COHORTS
<p>In 2015, 178/281 (63.3%) of our students were AT or ABOVE the expected standard in reading after 1 year at school.</p> <p>We aim to have at least 244/281 (87%) of all students AT or ABOVE the expected standard in reading after 1 year at school.</p> <p>This is a shift of 66 students and 23.7%</p>	<p>Māori: We aim to lift the achievement of our Māori students from 19/36 (52.8%) to 33/36 (91.9%) by the end of 2019.</p> <p>This is a shift of 14 students and 39.1%</p> <p>Pasifika: We aim to lift the achievement of our Pasifika students from 16/24 (66.6%) to 23/24 (95.8%) by the end of 2019.</p> <p>This is a shift of 7 students and 29.2%</p>

After 1 Year at school Total students who were At or Above National Standards for Reading after 1 Yr	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
All students (281)	178	63.3%	210	74.7%	230	81.9%	244	87%	66 (23.7%)
All Māori (36)	19	52.8%	26	72.2%	29	80.6%	33	91.9%	14 (39.1%)
All Pasifika (24)	16	66.6%	19	79.2%	21	87.5%	23	95.8%	7 (29.2%)
Other students (221)	143	64.7%	165	74.7%	180	81.5%	188	85.0%	45 (20.3%)
Total COL Shift of Students			32		20		14		66

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Our Targeted Students for Reading after 1 year (by school)

Based on 2015 data, the number of students to be targeted for improvement in Reading in each school is set out in the table below. **As part of our collaborative inquiry in 2017, the number of students and who they are in each school will be identified to be targeted for improvement.**

All Students Total students who were At or Above National Standards for Reading after 1 Yr	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Bayview School	34/59	57.6%	38/59	65%	44/59	75%	50/59	85%	16 (27.4%)
Glenfield Primary	24/41	58.5%	27/41	65%	31/41	75%	35/41	85%	11 (26.5%)
Manuka Primary	25/47	53.1%	31/47	65%	35/47	75%	40/47	85%	15 (31.9%)
Marlborough Primary	43/58	74.1%	44/58	75%	46/58	80%	53/58	91%	10 (16.9%)
Target Rd School	36/53	67.9%	40/53	75%	42/53	80%	45/53	85%	9 (17.1%)
Windy Ridge School	16/23	69.5%	17/23	75%	18/23	80%	21/23	90%	5 (20.5%)
Total COL Shift of Students			19		19		28		66

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Achievement Challenge 4: NCEA and Post Secondary Success

- 95% of students to gain NCEA L1 'Literacy'
- 95% of students to gain NCEA L1 'Numeracy'
- 85% of school leavers from Glenfield College will have a minimum of NCEA Level 2
- 65% of participating students will gain UE attainment *

Groups	Baseline Data 2015		Projected Progress 2017		Projected Progress 2018		Target 2019		Total Cohort Shift # of students and % shift
	# of students	% of students	# of students	% of students	# of students	% of students	# of students	% of students	
Total students who Achieved NCEA									
Level 1 Literacy	84	92.6%	85	93%	85	94%	86	95%	2 (2.4%)
Level 1 Numeracy	80	88.5%	83	91%	85	93%	86	95%	6 (6.5%)
Level 2	104	81.9%	108	85%	108	85%	108	85%	4 (3.1%)
UE Attainment	58	45.7%	64	50%	70	55%	83	65%	25 (19.3%)
Total COL Shift of Students			14		8		15		37

NB *University Entrance and attending a Tertiary Institute is not necessarily the end goal of all our student's secondary journey. With a University Entrance goal of 65% we believe we will be more than meeting the needs of our community and improving our current levels of attainment by at least 37 students and a 20% shift. With this in mind, we will continue to support students towards Level 3 qualifications and a successful post secondary transition. We are committed to all students participating in a meaningful programme in their senior school years that enables successful progression into relevant higher learning, training and / or employment.

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Achievement Challenge 5A: READING Wairau Valley Special School

Our challenge is for all students who are achieving at or above PLevel 4 to make 50% increase either within the level or move to the next level in a year using the BSquared Assessment Tool*.

- We aim to have 85% of students at Years 5 to 8 and 10 to increase by 50% within a level or up to the next level in **Reading**.
- We aim to have 70% of students at Years 9 and 11 to 14 to increase by 50% within a level or up to the next level in **Reading**.

This is a shift of 22 students over three years in **Reading** who have been targeted.

Students in Years 5 - 14 Projected Targets

Reading	2016 Baseline		2017 Target		2018 Target		2019 Target		Total Shift
	Number	%	Number	%	Number	%	Number	%	
Year 5	5 / 8	63	6/8	70	6/8	80	7/8	85	3
Year 6	11 / 13	85	11 / 13	85	11 / 13	85	11 / 13	85	0
Year 7	10/ 12	83	10/12	85	10/12	85	10/12	85	0
Year 8	6 / 9	67	6/9	70	7/9	80	8/9	85	2
Year 9	x	x	x	x	x	x	6/8	70	x
Year 10	x	x	x	x	x	x	7/8	85	x
Year 11	6 / 17	35	8/17	47	9/17	53	12/17	70	6
Year 12	x	x	x	x	x	x	4/6	70	x
Year 13	x	x	x	x	x	x	5/7	70	x
Year 14	x	x	x	x	x	x	2/3	70	x
Total	51		57		63		72		22

x = data has been redacted

NB: B Squared Assessment Tool:

*B Squared is an electronic assessment tool used to assess students who are working below Level 1 of the National Curriculum. This tool was developed in the UK. The tool enables teachers to clearly track, monitor and report on pupil progress at all sub levels of attainment at P levels, ranging from P1 to P8. The students who have been targeted for progression are At or Above PLevel 4.

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Achievement Challenge 5B: WRITING Wairau Valley Special School

Our challenge is for all students who are achieving at or above PLevel 4 to make 50% increase either within the level or move to the next level in a year using the BSquared Assessment Tool.

- We aim to have at least 85% of students at Years 6-8, 10, 12 and 14 to increase by 50% within a level or up to the next level in **Writing**.
- We aim to have 70% of students at Years 5, 9, 11 and 13 to increase by 50% within a level or up to the next level in Writing.

This is a shift of 18 students over three years in **Writing** who have been targeted.

Students in Years 5 - 14 Projected Targets

Writing	2016 Baseline		2017 target		2018 Target		2019 Target		Total Shift
	Number	%	Number	%	Number	%	Number	%	
Year 5	x	x	x	x	x	x	6/8	70	x
Year 6	10/ 13	77	10 / 13	80	11/13	85	11 /13	85	1
Year 7	9/ 12	75	10/12	80	10/12	85	10/12	85	1
Year 8	5 / 9	56	6/9	70	7/9	80	8/9	85	3
Year 9	x	x	x	x	x	x	6/8	70	x
Year 10	x	x	x	x	x	x	7/8	85	x
Year 11	8 / 17	47	9/17	50	10/17	60	12/17	70	4
Year 12	x	x	x	x	x	x	4/6	85	x
Year 13	x	x	x	x	x	x	5/7	70	x
Year 14	x	x	x	x	x	x	3/3	100	x
Total	48		57		65		72		18

x = data has been redacted

Kaipātiki Community of Learning



Achievement Challenge 5C: NUMBER Wairau Valley Special School

Our challenge is for all students who are achieving at or above PLevel 4 to make 50% increase either within the level or move to the next level in a year using the BSquared Assessment Tool.

- We aim to have 85% of students at Years 5 to 7, 10, 11 and 14 increase by 50% within a level or up to the next level in **Number**
- We aim to have 70% of students at Years 8 to 9, 11 to 13 to increase by 50% within a level or up to the next level in **Number**.

This is a shift of 23 students over three years in **Number** who have been targeted.

Students in Years 5 - 14 Projected Targets

Number	2016 Baseline		2017 target		2018 Target		2019 Target		Total Shift
	Number	%	Number	%	Number	%	Number	%	
Year 5	5/8	63	6/8	70	6/8	75	7/8	85	2
Year 6	9/13	69	10/13	75	10/13	80	11/13	85	2
Year 7	9/12	75	10/12	80	10/12	85	10/12	85	1
Year 8	x	x	x	x	x	x	6/9	70	x
Year 9	x	x	x	x	x	x	6/8	70	x
Year 10	x	x	x	x	x	x	7/8	85	x
Year 11	9/17	53	10/17	60	12/17	70	14/17	85	5
Year 12	x	x	x	x	x	x	4/6	70	x
Year 13	x	x	x	x	x	x	5/7	70	x
Year 14	x	x	x	x	x	x	3/3	85	x
Total	50		58		64		73		23

x = data has been redacted

Kaipātiki Community of Learning



Our Approach

There are five key aspects to our approach to accelerating the achievement of our students

1. Student Agency
2. Collaborative Inquiry (Teacher Agency)
3. Building Leadership Capability
4. Engagement with the community (Community Agency)
5. Effective transition between educational providers

1. Student Agency

The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) provides us with an excellent summary which will act as a guide to the role that student agency will take in meeting our shared achievement challenges.

Sustained higher achievement is possible when teachers use pedagogical approaches that enable students to support themselves to increase independence or take charge of their own learning. One approach that the Kaipātiki Community of Learning will explore further is Visible Learning. Visible learning is essentially teachers seeing through the eyes of their students and students seeing themselves as their own teachers. This understanding and approach will lead to further enhancement of student agency within our schools. Such approaches are highly structured in supporting student agency and sustained and thoughtful engagement.

For example, they foster students' abilities to define their own learning goals, ask questions, anticipate the structure of curriculum experiences, use metacognitive strategies when engaging with curriculum, and self-monitor.

Pedagogies that emphasise, embed and enable metacognitive strategy-use throughout curriculum engagement for class groupings, are associated with much higher achievement and enable marked improvements for low achievers.

- Gathering student voice to understand what works well to support their learning in the target areas.
- Working with students to understand the value of their own voices through publishing their own writing and and reading that of others.

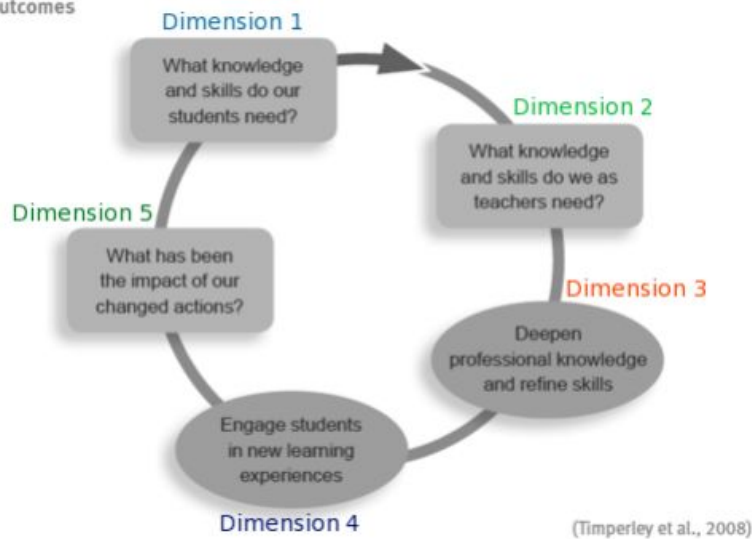
Kaipātiki Community of Learning



2. Collaborative Inquiry (Teacher Agency)

Our community intends to use Helen Timperley's 2008 framework of Teacher Inquiry and Knowledge Building Cycle to promote valued student outcomes in our cluster of schools.

Figure 1: Teacher inquiry and knowledge-building cycle to promote valued student outcomes



Dimension 1 – Student Learning Needs

The cycle begins by identifying goals for student learning. What knowledge and skills do students need to close the gaps between what they know and can do currently, and what they need to know and do to satisfy the requirements of the curriculum, the National Standards and/or other outcomes valued by the community in which they live and learn?

Driving questions

- What can students do and what do students know already?
- What sources of evidence have been used?
- What other sources of evidence could be used?
- What do students need to learn?
- How do we build on what they know?

Possible Sources of Evidence

- Overall teacher judgement using National standards
- NCEA data
- Attitudes to School Survey - Student Engagement
- Diagnostic Assessments eg AsTTLe
- Samples of student work
- Student Learning Maps
- Learning stories
- Learning conversations / interviews with students
- Learning conversations / interviews with parents
- Focus groups (students, staff, parents)

Kaipātiki Community of Learning



Principles / Guidelines for Using this Evidence

- Evidence is used to identify student needs
- The evidence is fit for purpose - does the evidence fit the purpose of the inquiry?
- Opportunities to unpack and understand the evidence
- Students are involved in identifying, collecting and interpreting evidence
- Evidence is examined for both students' strengths and students' needs

Dimension 2 – Teacher Learning Needs

The second dimension of the cycle identifies goals for teacher learning. What do teachers need to learn and do to improve the learning of their students, be more effective in the areas of student need identified in Dimension 1, and close the gap between where students are and where they need to be?

Driving questions

- How have we contributed to existing student outcomes?
- What do we already know that we can use to promote valued outcomes?
- What do we need to learn to promote valued outcomes?
- What sources of evidence / knowledge can we utilise?

Possible Sources of Evidence

- Observations of classroom practice using agreed elements of effective student learning
- Simultaneous examination of student and teacher data: How has our practice contributed to existing student outcomes?
- Examination of teacher feedback to students
- Examination of student feedback to teachers
- Self-ratings of classroom practice regarding elements of effective student learning
- Coaching conversations
- Survey data, e.g. Staff Opinion Survey
- Samples of student work
- Effect sizes (visible learning)

Principles / Guidelines for Using this Evidence

- Teachers are involved in identifying what evidence to collect and why
- The evidence is fit for purpose
- Teachers are involved in interpreting the evidence
- Evidence about teaching is connected to student profiles of learning and engagement
- Teachers develop possible explanations about what might be causing what
- Checking of student learning using effect size data after engagement of students in powerful learning experiences

Kaipātiki Community of Learning



Dimension 3– Deepening of Professional Knowledge

In this dimension of the cycle sources of evidence are brought together:

- evidence of student learning needs
- evidence of teacher learning needs
- evidence of leadership capabilities and learning needs
- the research evidence of what is most likely to meet those needs

Driving questions

- What effective teaching practices are most likely to address the learning needs of my/our students and why?
- How do we identify and monitor target students?
- What approaches to professional learning will most effectively build teacher knowledge and skills in relation to valued student outcomes?
- How do we ensure deep knowledge of effective learning strategies?

Possible Sources of Evidence

- Student learning needs (from Dimension 1)
- Teacher learning needs (from Dimension 2)
- Teachers' knowledge of students and how they learn
- Staff Opinion Surveys
- Research evidence about what is most likely to meet identified learning needs (student and teacher)
- Student voice
- Research evidence on teacher professional learning

Principles / Guidelines for Using this Evidence

- The process of inquiry is professional learning in itself, as well as deepening professional knowledge about specific teaching strategies in this dimension
- Linking theory and practice, i.e. practitioner knowledge of strategies is combined with theoretical knowledge about why, when and where those such strategies are relevant, useful and most effective
- Alignment between content of professional learning and a variety of professional learning activities
- Sequenced professional learning
- Understandings are discussed and negotiated in the context of opportunities for practice
- Student perspective is maintained

Kaipātiki Community of Learning



Dimension 4 – Changes in teaching practice

Changes in teachers' beliefs and knowledge through professional learning and development must result in changes to teaching practices; in Dimension 4, teachers apply the professional learning from Dimension 3 taking time to see if and how well students respond to changes in practice.

Driving questions

- How well am I implementing the (new) teaching and learning practices?
- How are the students responding to the changes in my practice?
- What do I need to learn to do next?
- How does leadership support the change in teacher practice?

Possible Sources of Evidence

- How students respond to new practices (can use student feedback)
- Research base for criteria for effective practice
- Specifics of practice that would count as evidence of the criteria
- Extent to which the specifics are evident in the teacher's practice
- Teacher reflections

Principles / Guidelines for Using this Evidence

- Teaching practices from Dimension 3 make the link between theory and practice; Dimension 4 is an opportunity to put theory into practice
- Professional learning from Dimension 3 is responsive to student needs and implemented properly
- Sufficient time is allowed for learning, practising new strategies, experimentation and risk taking; teachers need time to see if and how well students are responding to changes in practice
- Evidence from practice is used to identify further professional learning needs - to what extent has engaging students in new learning experiences in Dimension 4 achieved the teacher learning goal identified in Dimension 2

Dimension 5 – Evaluating Impact on Student Learning

At the end of the cycle, teachers assess the impact of changed actions. They determine how effective the professional learning and actions taken have been in promoting students' learning and wellbeing.

Driving questions

- To what extent have we met our goals and targets for student learning?
- Where can we make further improvement?
- What areas do we still need to focus on?

Possible Sources of Evidence

- Formal and informal evidence of student learning and wellbeing from Dimension 1
- Evidence that relates to possible explanation of impacts
- Evidence of unintended impacts (positive and/or negative)
- Student voice

Kaipātiki Community of Learning



Principles / Guidelines for Using this Evidence

- Deep understanding of the impact of our activities - has it been worth all the effort?
- The next cycle of professional learning can be identified - do we need to go deeper?
- Professional learning meets teachers' need to know rather than someone else's desire to tell
- Learning at this depth is difficult and requires multiple opportunities to do so; it typically takes one or two years to make a difference to student outcomes
- Links are made between Dimension 1 & 5 to determine impact, in order to answer the question, 'How effective has what we have learned and done been in promoting our students' learning and wellbeing?'

Building a Culture of Inquiry (Timperely et al., 2008)



Evidence-informed inquiry depends on evidence-informed conversations. Such conversations integrate the evidence from students, teaching practice and research or other sources. Evidence-informed conversations are based on:

- **Relationships of Respect and Challenge** – Teachers and leaders challenging and supporting each other to improve teaching and learning
- **Inquiry Habit of Mind** – Teachers and leaders approach professional learning with an open and questioning mindset to build deep knowledge and seek possible answers
- **Using Relevant Evidence** – Evidence informs teaching and learning, rather than used to judge the capability of individual students (or teachers) for sorting, labelling and credentialing
- **Accessing Expert Knowledge** – Evidence-informed conversations build on what is already known to be effective



Conditions for Inquiry (Timperely et al., 2008)



Professional learning in an Inquiry Cycle requires:

- **Focus on teaching and learning** – Community of Learning members come to meetings with an expectation to learn and carry that learning through to the classroom to improve student learning
- **Use of evidence** – needed for each dimension of inquiry. Evidence should be fit for purpose and can be in a variety of forms and students can be involved in identifying, collecting and interpreting evidence
- **Leadership and Support** – provides direction and optimum conditions (time, resources, organisational arrangements and communication) for professional learning so that teams and individual teachers can learn
- **Monitoring and documenting** – gathering evidence along the way to evaluate impact on student learning and record inquiry processes used

Kaipātiki Community of Learning



3. Building Leadership Capability

Building leadership capability across the Community of Learning is essential and we will be using the key concepts from the 'Kiwi Leadership for Principals' model as a basis for the Community of Learning.

The Kiwi Leadership model reflects the qualities, knowledge and skills required to lead New Zealand educational providers from the present to the future. At the heart of the model is a clear focus on how we, as a community of learning, can work together to improve educational and social outcomes for all our young people.

Our in-school and across-school leaders will use the four key areas of culture, pedagogy, systems and networks to explore, plan, implement and review any professional development and learning for the Kaipātiki Community of Learning.

The full extent of the application of this model will be explored during the initial stages of setting up the Kaipātiki Community of Learning structure, as well as during the scoping stages for the Achievement Challenges.

The focus of building this leadership capability will include but are not limited to:

- The CoL Leader will hold professional learning meetings with the across-school leaders and in-school leaders, which focus on effective leadership
 - the focus of this PLD will be established by the CoL Leadership Group and will be reviewed on a term by term basis
 - the Kiwi Leadership Model will be used as a guide for planning and developing specific leadership PLD
- Each leader will need to maintain a professional learning journal related to their leadership journey
- There will be checkpoints during the year to obtain feedback and feedforward relating to leadership for the CoL Leadership Group, across-school leaders and in-school leaders



Kaipātiki Community of Learning



4. Engagement with the community (Community Agency)

In all the approaches it will be important to gather the voices of students as well as those of their parents and whānau. Our approach to this will be further developed during the first year of implementation as we develop a clearer understanding of the processes each educational provider uses.

Processes will include:

- Gathering parent and community voice to understand community aspirations and current involvement
- Sharing information about the Community of Learning with parents and seeking their views on the targets and how best to work towards them.
- Publishing student work in order to share them with parents.
- Reporting to Boards of Trustees/governance groups on the implementation process as well as progress towards the targets.
- Consulting with and reporting to parents on the progress of their own child as well as the school's progress towards the targets.

5. Effective transition between educational providers

One of the major benefits of the community of learning will be the opportunity to develop more effective processes to support students as they move through their educational pathway. Through engaging in collaborative inquiry teachers and leaders will build shared understandings of effective pedagogy and about each provider's community, centred around the best ways to meet the learning needs of our students and working in partnership with parents and whānau. This will enable us to identify current barriers to effective transition and to devise innovative approaches to help students move confidently into the next stage of their education.

More effective transition could include, but is not limited to the following:

- Sharing of knowledge about individual students between ECE - schools and agencies so the ball is not dropped as they move from one educational provider to another
- Interactions between schools and events which mean students, parents and whānau become familiar with a next level school before the student moves to the new school.
- A more coherent approach to teaching and learning as students move through the educational providers in the cluster.
- Use of Key Competencies in reporting to parents

This focus will be built into the Key Performance Indicators for each of the cross-school leaders, with a requirement to identify opportunities for improved transition, which will be reported to the Leadership Group for possible implementation.

The community has begun to open links with early childhood education. The secondary partners in the community are working towards engaging with North Shore Vocational Pathways programmes which link into tertiary and trades education, to offer significant choices relevant for the NCEA Level 2 and retention goals.

Kaipātiki Community of Learning



Our Plan of Action

As a community of learning we will focus on five levels of intervention to raise student achievement. This involves student agency, collaborative inquiry (teacher agency), building leadership capability, engagement with the community and effective transitions between educational providers. A description of what the Kaipātiki Community of Learning means by each of these is:

1. Student Agency

Building student agency through increased or improved levels of control, autonomy and power with student experiences in their learning environment (voice and action)

2. Collaborative Inquiry (Teacher Agency)

Building teacher skill and confidence in engaging with students and whānau by identifying best practice models across the network.

3. Building Leadership Capability

Building leadership capacity within and across educational providers.

4. Engagement with the community (Community Agency)

Building authentic relationships with families by empowering whānau to participate in and lead learning discussions.

5. Effective transitions between educational providers

Building on current understandings of effective transition and enhancing current practices within and between educational providers.

Kaipātiki Community of Learning



Achievement Challenge Action Plan

Student Agency

- Develop a clear understanding with students about what they need to learn and why
- Students to meet and share their views about their learning
- Develop meaningful and authentic ways in which students can regularly engage to share their learning
- Develop, understand and demonstrate the qualities of an effective learner; learner dispositions
- Articulate/demonstrate how they learn and what works best for them ie Learning Maps

Teacher Agency

- Review of current pedagogy across all levels
- Identify good practice where students are experiencing success. Why? How?
- Develop a shared understanding of the Effective Learner Profile
- Develop a shared understanding of what 'accelerated progress' means
- Develop a shared understanding of criteria for students to qualify as having 'additional learning needs'
- Meetings with teachers to understand best practice in classrooms
- Review of what is already working and what can be built on
- Enhance consistency within and across educational providers
- Develop a clear understanding with teachers about what students need to learn and why
- Authentic contexts for learning
- Transference of skills when given a situation/context to explore

Community Agency

- Develop a shared understanding with parents about how and what students need to learn and why
- Parents/whānau share their views about their child's achievement
- Develop shared understanding of how parents/whānau can support their child's learning

Building leadership capability

- Identify and articulate a shared 'theory of improvement' that drives the vision
- Shared understanding of and commitment to vision of CoL
- Identify individual leadership capability
- Promote and provide opportunities within and across educational providers
- Identify quality pedagogy
- Identifying quality leadership practices that are consistent with achieving the COL vision
- Facilitate professional learning of others within and across the CoL

Transition within and between educational providers

- Identify current and best practice for transition
- Develop a cross-CoL transition tool for best practice
- Identify current effective assessment practices
- Use of consistent assessment tools across the cluster
- Consult with community about effective transition processes

Kaipātiki Community of Learning



Key Pedagogical Drivers For Change

Visible Learning

Visible learning is based on John Hattie's research. This research involved millions of students and represents the largest ever evidence based research into what actually works best in schools to improve learning.

Visible learning looks into four key areas that affect learners and learning:

- A. Being a 'visible learner'
- B. Knowing thy impact
- C. Inspired and Passionate teachers
- D. Effective feedback

By working through professional development on visible learning teachers will gather data from students and parents, and leaders will gather data from teachers as to what can really make a difference to learning.

Student Agency

Students will take ownership of their own learning and will be able to articulate what they are learning, what they do well and what their next steps of learning should be. They will clearly and confidently be able to articulate the level they are on and where they should be achieving, and will be able to develop personalised learning plans to get them to their desired level.

Teacher Agency

Teachers are challenged to scrutinise their professional practice to ensure the needs of every student is catered for.

Questions teachers and leaders are challenged with include:

1. To what extent does data and evidence drive practice in the school, and what part does student voice play in that?
2. To what extent are our teachers inspired, passionate and do they have a positive impact on our learners? How deliberately do they teach students to be assessment capable visible learners?
3. What do we know about the type, quality and/or regularity of feedback students and teachers receive at our school?
4. To what extent do our school systems align with the things that make the most difference (as indicated through the Visible Learning school matrix)?
5. To what extent do we gather feedback from parents about their child's learning?

Community Agency

For students needs to be fully catered for parents must be a part of their child's learning journey. Through visible learning parents are a part of the process and have a voice in their child's education.

Kaipātiki Community of Learning



Possible focus areas for each Achievement Challenge

<p>Writing</p>	<ul style="list-style-type: none"> • PD around the use of eAsTTle and other tools and strategies • Moderation across providers
<p>Mathematics</p>	<ul style="list-style-type: none"> • Investigate the use of Mathematical Inquiry (Bobbi Maths)
<p>Reading After 1 year</p>	<ul style="list-style-type: none"> • Across providers: ECE / Year 1 teacher meeting • Work with ECE to promote oral language acquisition and skills. The focus will be on oracy and the impact of this on reading • Conduct a meeting of all Year 1 teachers with the purpose to view, discuss and decide on school entry assessment (SEA's) • Explore the notion of a reception class to aid the transition from ECE to primary, from learning through play, to structured learning
<p>NCEA</p>	<ul style="list-style-type: none"> • Students know the purpose and expectations for their own learning and develop strategies to achieve these
<p>Wairau Special School</p>	<ul style="list-style-type: none"> • Effective and clear communication systems for all students that supports engagement and learning progress • Use ongoing assessment and moderation to inform teaching and learning programmes • Quality teaching as inquiry professional development programmes for teachers that challenges and improves practice • Collaborative practice including therapist input that includes sharing of resources and research to improve student learning outcomes • Individualized quality literacy and numeracy programmes that promotes and enhances learning and achievement

Kaipātiki Community of Learning



Implementation, Monitoring, Evaluation and Reporting

Use of Professional Learning and Development facilitation to support implementation plan

Professional Learning and Development (PLD) support to build capability at all levels is vital to successful implementation of, and subsequent outcomes for our achievement challenge.

The Ministry of Education has provided support for the Kaipātiki Community of Learning through the CPL Leadership and Assessment contract and a Team Solutions, University of Auckland facilitator (Martin Turner) has been assigned to support the COL leadership team in their planning and implementation.

To achieve success in achieving our achievement challenge we will access appropriate facilitation to:

- Develop and deliver staff meetings at start of project to scope needs and provide evaluative frameworks for analysis of need and prioritising appropriate PLD solutions
- Provide leadership and staff meetings to define and explore what collaborative inquiry and collaborative practices look like and their potential within and across schools
- Building leadership capability in coaching and mentoring of across-school leaders in the facilitation strategies and skills they will need to work in the various school contexts, and with a range of teacher capability
- Build the relational trust needed for successful outcomes in the varying school contexts across the COL. This could include new learning and consolidating understandings about teaching as inquiry as a driver for change, how to manage risk and resistance, and leading change.
- Build the Evaluative Capability of across-school leaders so they are able to monitor and evaluate the progress against outcomes.
- Build understandings of Culturally Responsive and Relational Pedagogy - review of current school practices and what schools currently do to develop partnerships with parents, community, whānau
- Train in-school and across-school leaders in Practice Analysis Conversations (PAC) to support leaders in classroom observations and the provision of feedback to teachers about practice.

First Steps Before Full Implementation

Kaipātiki Community of Learning super BoT and staff meetings to build shared understandings

These two meetings have been conducted to introduce the broad achievement challenges and how they have been arrived at. The content delivered was the big picture moving forward and how both groups of stakeholders will continue to be informed. There will be additional meetings for both groups of stakeholders once the Achievement Challenge has been endorsed.

Transparency with staff

An information leaflet to be prepared to inform all staff about the proposal and to invite questions and expressions of interest. This includes an initial indication of the cross-school and within-school leadership positions available for teachers with links to national documentation about the positions. A regular newsletter will be produced that will be circulated to all schools to ensure that all staff are well informed of details and progress within the Kaipātiki Community of Learning.

Kaipātiki Community of Learning



Professional Learning and Development proposal

Proposals accepted at the start of each term, starting in January 2017.

Appointments process

We have been appointed a National Selection Panel member to assist the Community of Learning with the formal appointments process. The Selection Panel has created a timeline for the appointment of the CoL Leader and initial work on developing the community specific aspects of the job descriptions is under way.

The goal is to complete the CoL Leadership appointment process before the end of the 2016 school year. The Across School teachers will be advertised in Term 1 of 2017.

Start - Up 2017

Setting priorities and staging the roll-out

We recognise that it may be challenging to expect primary teachers to focus on three separate areas of the curriculum at one time. In some cases the schools also have new Principals. Consequently, further thought needs to be given to the best way to stage the roll-out of the reading, writing and mathematics initiatives.

This will be further explored by the Lead Principal in consultation with the Across-Schools Leaders and school Principals with a view to making a decision by March 2017 on the priority order for the three target areas. It is understood that it may not be possible for some schools to focus on all three at once.

Cross-Providers Calendars

A calendar will be prepared for the cluster to ensure that cross-school events are coordinated and time is used productively.

Across-school leaders

The across-school leaders will:

- meet regularly with and report to the CoL Leader.
- meet with each other for collaborative planning.
- work with the in-school leaders to develop a coherent strategic plan to support each school to meet its specific targets. This will include overseeing a register of identified target students within each school. (Names, needs, numbers).
- identify, model and effectively share examples of best practice which accelerates progress for Māori, Pasifika and all learners.
- develop and reflect upon best practice ways of supporting the professional learning of teachers.

Monitoring and Evaluation

Monitoring

Monitoring will focus on two aspects:

Implementation of the plan (Have the agreed tasks been carried out? How well? Problem solving....)

Emerging evidence of changes in pedagogy and school practices or culture.

Kaipātiki Community of Learning



Evaluation

The COL Leader will work with the Across –Schools Leaders and seek advice from the Education Review Office to develop an effective model for evaluation.

This will focus on:

- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
- Emerging evidence of changes in pedagogy and school practices or culture.
- Use of student, parent and teacher voice.
- Moderation and peer review between ECE settings.

Reporting

Reports to Board of Trustees

The COL Leader will coordinate the preparation of reports for Boards of Trustees to be supplied regularly through the year.

These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
 - Data will be analysed using sub-groups such as gender, ethnicity, ESOL,
 - Data will include detail about the value added for students as well as overall achievement
- Emerging evidence of changes in pedagogy and school practices or culture.
- Issues arising including transient students, number of funded/unfunded ESOL students, number of students with additional learning needs, attendance, number of students with complex behaviour needs, numbers of students' families facing financial and material hardship.

Charters

The community's achievement challenges will be reflected in each school's Charter for 2017 and reported on, in the Analysis of Variance.

Criteria for:

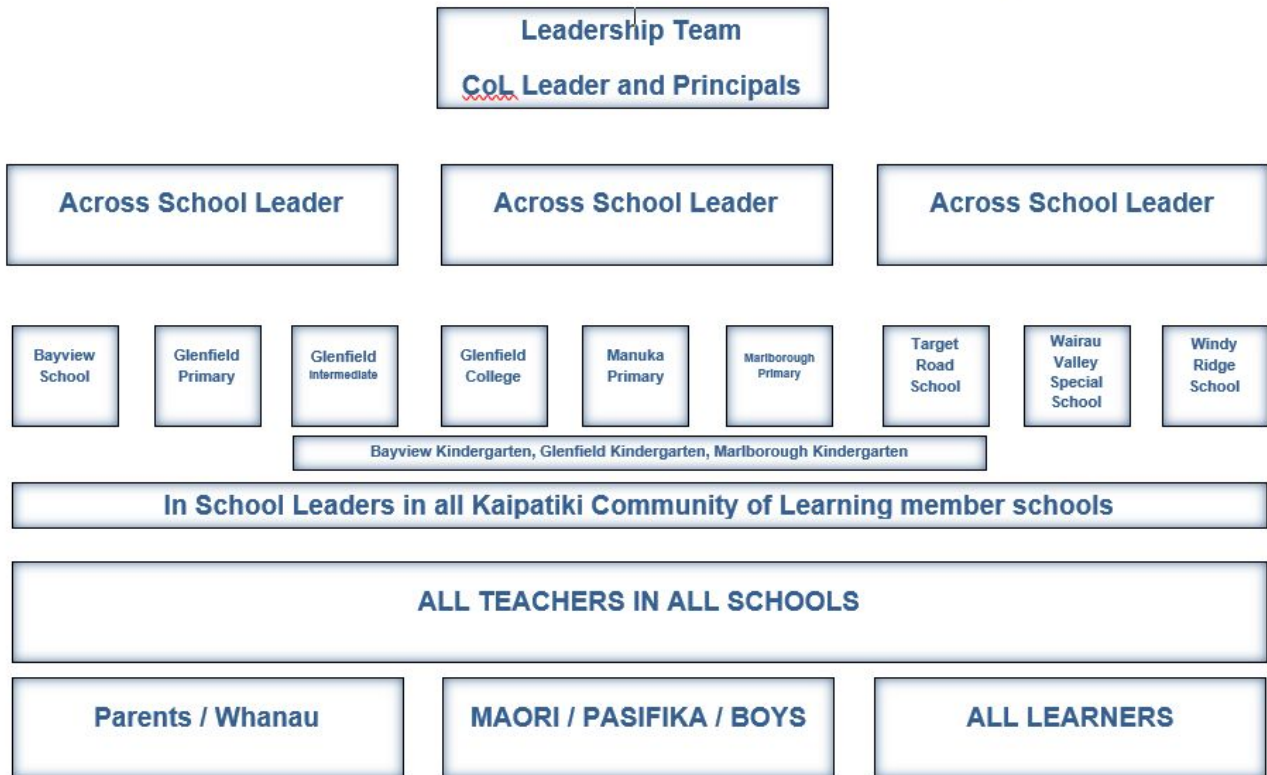
- identified additional learning needs - children who may or may not receive funding or are involved in provider-based support programmes - including RT Lit, RTLB, ESOL (funded/non funded), MoE Learning support, Speech Language therapist, OT, ORS funded, Mental Health, counselor,
- transience and attendance (include providers average attendance rates)
- financial and material hardship - exclusion from a minimum acceptable way of life in one's own society because of a lack of adequate resources (Include a statement rather than report against).
- complex behaviour needs - IRF, MoE behav support, multiple agencies, psychiatrist, psychologist
- how we determine value added - student makes more than one years progress over a year that will indicate that they will continue to progress at a rate that would indicate they will be at or above expected standards at the end of year 8/end of schooling.
- who is included in the data will be determined each year and use the following system for reporting
 - Tier 1 - funded ESOL
 - Tier 2 - non funded but still below
 - Tier 3 - special needs, complex needs, special support funded

Kaipātiki Community of Learning



Our Organisation and Structure

KAIPATI KI Community of Learning



Appointments

CoL Leader Role:

Panel to endorse our leader of the project: All principals and Board of Trustees representatives.

Across School Leader Role (3 in total):

An appointment panel will be established for the 'Across School Appointments'. Job descriptions will be available for interested applicants, these will be tailored around our achievement challenges. The three positions will be advertised as fixed term positions for the period February 2017 to December 2018, and will be advertised across our schools internally. Applicants will require their Principal and Board of Trustees support because they will be out of their school for the equivalent of two days (.4) per week. These positions are pro-rata appointments. The most suitable candidates will be appointed to these roles.

In School Leader Role (18 in total):

These roles will be up to individual schools to appoint, dependant on the number of FTTEs in each school, and the ability of these teachers to work directly with the across school leaders. Teachers in these roles have the equivalent of two hours per week release time.