

Invercargill Community of Learning Achievement Challenges

Background

The Invercargill Community of Learning (CoL) was established in late 2016. Six schools established the CoL; Aurora College, Southland Boys' High School, Tisbury School, New River Primary, Wallacetown School and Invercargill Middle School.

The Invercargill CoL wants to establish a genuine collaborative initiative and so has decided that the way the CoL is established will be critical to the development work that will take place.

In order to achieve this, the CoL appointed an Establishment Lead for 1 year, with the belief that after a review of the position it will move into a Development Lead position. This could involve different functions and the 1 year appointment allows the CoL to develop the appropriate dimensions for the position.

School	July 2016 Roll	Year level	Decile	Maori %	Pasifika%
Aurora College	375	7-13	2	40%	9%
Invercargill Middle School	172	1-6	3	23%	9%
New River Primary School	202	1-6	1	31%	14%
Southland Boys' High School	910	7-13	6	25%	8%
Tisbury School	109	1-6	4	13%	3%
Wallacetown School	59	1-6	8	18%	7%

The Invercargill CoL is committed to:

- maintaining autonomy as individual schools,
- choosing to work together to raise student achievement,
- making the CoL as transparent and accessible as possible for other schools in the area to access and join in the future,
- adding value to the individual schools involved by supporting best teacher practice in the classrooms across the CoL.

Invercargill Community of Learning Achievement Challenges

Vision: *That all students are successful in achieving aspirational educational outcomes as themselves.*

This means that success will be determined by effective teaching, systems, culture, student and whanau engagement so that students will achieve as they are, including all ethnic, gender and socioeconomic identifiers.

This will be achieved by:

- Having high expectations between us, as principals, teachers, students and whanau.
- Manaakitanga; working together to challenge, support and build each other as we continually improve teacher practice, systems and processes .
- Whanaungatanga; building a sense of belonging as we gather and genuinely engage with student, teacher and whanau voice and aspirations.
- Mahi tahi; working together on our achievement challenges and building the waka of work that will move us forward.
- Ako; understanding that we all have things to add to our journey and building upon these strengths for the benefit of all our students, teachers and whanau.

Values

The values the Invercargill CoL hold include:

- Demonstrating deep empathy and understanding of the community we are working in.
- Leading the CoL community in breaking the cycle of educational underachievement
- Fostering the goodwill generated through building high trust relationships both among CoL members - and with Invercargill and other contributing schools
- Establishing effective relationships beyond the education sector and utilising these to support CoL community endeavours.

Invercargill Community of Learning Achievement Challenges

Structure

The structure the Invercargill CoL has chosen is similar to the operations of a school:

- The **stewardship group** is made up of principals and board members, representing the different schools involved. This group sets the direction and governs the Invercargill CoL. It also receives progress reports from the management team, through the Establishment Lead. It is anticipated that this group will meet twice each school term.
- The **management team** is made up of the principals of the schools involved and the Across CoL Teachers who are appointed. This group will oversee the work programmes of the Establishment/Development Lead and the Across CoL Teachers.
- The **work groups** will be made up of the Across CoL Teachers, Within School Teachers and other appropriate school staff. The work groups will be established around the work that has been targeted to help raise student achievement and individual school action plans. This group will be tasked with supporting teacher practice in classrooms and will seek to add to, utilise, and strengthen good practice for accelerating student achievement.
- All 3 groups will be seeking to use the leadership and management structures already in place in schools, using data and building relationships to either support or challenge current approaches to raising achievement.

Data

Overall 2016 data for Years 1-8

National Standards data 2016: Writing

	Well below		Below		At		Above		Total students	At/Above	
	Number	%	Number	%	Number	%	Number	%		Number	%
All students	87	10%	213	24%	455	51%	137	15%	892	66%	592
Maori	24	9%	73	27%	140	51%	37	14%	274	65%	177
Pasifika	4	8%	13	25%	17	33%	17	33%	51	67%	34
Male	73	12%	172	28%	304	49%	69	11%	618	60%	373
Female	14	5%	53	19%	148	54%	59	22%	274	76%	207

Invercargill Community of Learning Achievement Challenges

National Standards data 2016: Mathematics

	Well below		Below		At		Above		Total students	At/Above	
	Number	%	Number	%	Number	Number	Number	%		Number	%
All students	83	9%	188	21%	514	57%	109	12%	894	70%	623
Maori	30	11%	70	25%	145	52%	34	12%	279	64%	179
Pasifika	3	6%	14	27%	29	57%	5	10%	51	67%	34
Male	61	10%	130	21%	358	58%	71	11%	620	69%	429
Female	22	8%	58	21%	156	57%	38	14%	274	71%	194

National Standards data 2016: Reading

	Well below		Below		At		Above		Total students	At/Above	
	Number	%	Number	%	Number	Number	Number	%		Number	%
All students	81	9%	142	16%	453	51%	215	24%	891	75%	668
Maori	24	9%	49	18%	145	52%	59	21%	277	74%	204
Pasifika	3	6%	8	16%	24	48%	15	30%	50	78%	39
Male	65	11%	110	18%	314	51%	128	21%	617	72%	442
Female	16	6%	32	12%	139	51%	87	32%	274	82%	226

NCEA Results 2016: Year 12 / Level 2

	Roll	Number Achieved	Percentage
All students	162	123	76%
Maori	53	40	75%
Pasifika	5	4	80%
Male	153	115	75%
Female	9	8	89%

Invercargill Community of Learning Achievement Challenges

Overview of data	General Aims									
<p>Writing 592 out of 892 (66%) students are at or above their expected National Standards.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Maori</td> <td style="width: 15%;">65%</td> <td style="width: 15%;">177/274</td> </tr> <tr> <td>Pasifika</td> <td>67%</td> <td>34/51</td> </tr> <tr> <td>Male</td> <td>60%</td> <td>373/618</td> </tr> </table>	Maori	65%	177/274	Pasifika	67%	34/51	Male	60%	373/618	<p>Increase this to 85% or greater by the end of 2019, up 167 students.</p> <p>Increase this to 85% or greater by the end of 2019, up 56 students.</p> <p>Increase this to 85% or greater by the end of 2019, up 9 students.</p> <p>Increase this to 85% or greater by the end of 2019, up 152 students.</p>
Maori	65%	177/274								
Pasifika	67%	34/51								
Male	60%	373/618								
<p>Mathematics 623 out of 894 (70%) students are at or above their expected National Standards.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Maori</td> <td style="width: 15%;">64%</td> <td style="width: 15%;">179/279</td> </tr> <tr> <td>Pasifika</td> <td>67%</td> <td>34/51</td> </tr> </table>	Maori	64%	179/279	Pasifika	67%	34/51	<p>Increase this to 85% or greater by the end of 2019, up 138 students</p> <p>Increase this to 85% or greater by the end of 2019, up 58 students.</p> <p>Increase this to 85% or greater by the end of 2019, up 9 students.</p>			
Maori	64%	179/279								
Pasifika	67%	34/51								
<p>Reading 668 out of 891 (75%) students are at or above their expected National Standards.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Maori</td> <td style="width: 15%;">74%</td> <td style="width: 15%;">204/277</td> </tr> </table>	Maori	74%	204/277	<p>Increase this to 85% or greater by the end of 2019, up 89 students.</p> <p>Increase this to 85% or greater by the end of 2019, up 31 students.</p>						
Maori	74%	204/277								
<p>NCEA Level 2</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">All students</td> <td style="width: 15%;">76%</td> <td style="width: 15%;">123/162</td> </tr> <tr> <td>MALE</td> <td>75%</td> <td>115/153</td> </tr> <tr> <td>MAORI</td> <td>75%</td> <td>40/53</td> </tr> </table>	All students	76%	123/162	MALE	75%	115/153	MAORI	75%	40/53	<p>For all Year 12 students:</p> <p>Increase this to 85% or greater by the end of 2019, up 15 students.</p> <p>Increase this to 85% or greater by the end of 2019, up 15 students.</p> <p>Increase this to 85% or greater by the end of 2019, up 5 students.</p>
All students	76%	123/162								
MALE	75%	115/153								
MAORI	75%	40/53								

Invercargill Community of Learning Achievement Challenges

Analysis of level cohorts for collaborative planning of the schools throughout the CoL, Years 1-8. This will also build inquiries for work groups across the CoL for investigation and development.

Students achieving at or above their expected National Standards, in the year levels across the CoL:

After 1 year at school	82%
After 2 Years at School	72%
After 3 years at school	61%
End of year 4	74%
End of year 5	67%
End of year 6	76%
End of year 7	68%
End of year 8	43%

In writing: The goal is to raise achievement over all year levels;

- After 1 year at school, an increase of 3 students
- After 2 years at school, an increase of 13 students.
- After 3 years at school, an increase of 25 students.
- At the end of Year 4, an increase of 8 students.
- At the end of year 5, an increase of 14 students.
- At the end of Year 6, an increase of 6 students.
- At the end of Year 7, an increase of 35 students.
- At the end of Year 8, an increase of 75 students.

After 1 year at school	85%
After 2 Years at school	88%
After 3 years at school	73%
End of year 4	65%
End of year 5	77%
End of year 6	83%
End of year 7	64%
End of year 8	50%

In Mathematics; The goal is to raise achievement over all year levels;

- After 3 years at school, increase of 13 students.
- At the end of Year 4, increase of 14 students.
- At the end of year 5, increase of 6 students.
- At the end of Year 6, increase of 2 students.
- At the end of Year 7, increase of 45 students.
- At the end of Year 8, increase of 62 students.

After 1 year at school	77%
After 2 years at School	79%
After 3 years at school	74%
End of year 4	80%
End of year 5	77%
End of year 6	92%
End of year 7	73%
End of year 8	65%

In Reading; The goal is to raise achievement over all year levels;

- After 1 year at school, increase of 7 students.
- After 2 years at school, increase of 6 students.
- After 3 years at school, increase of 12 students.
- At the end of Year 4, increase of 4 students.
- At the end of year 5, increase of 6 students.
- At the end of Year 7, increase of 25 students.
- At the end of Year 8, increase of 35 students.

Invercargill Community of Learning Achievement Challenges

Achievement Challenge 1: Writing

Achievement Challenge	Focus areas
<p>In 2016 66% (592) of all students were achieving at or above the National Standards in writing for years 1-8.</p> <p>Target:</p> <p>By the end of 2018 this will be 80%, a 14 percent shift. This will mean accelerating an additional 122 students in 18-20 months.</p> <p>By the end of 2019 we will lift this 85%, a percentage shift of an additional 5% plus maintaining the momentum shift of the previous year. This will mean accelerating a more challenging 45 students.</p>	<p>Community wide targets</p> <p>Within the overall goal of accelerating 167 students there are some main areas of focus for strategic planning:</p> <ul style="list-style-type: none"> • Boys: We will lift the achievement level in writing of boys from 60% to 85% by the end of 2019. Accelerating the achievement of 152 students. • Maori: We will lift the achievement level in writing of Maori from 65% to 85% by the end of 2019. Accelerating the achievement of 56 students. • Pasifika: We will lift the achievement level in writing of Pasifika students from 67% to 85% by the end of 2019. Accelerating the achievement of 9 students. <p>We also have identified Year 3, Year 7 and Year 8 as cohorts for teacher inquiry as the achievement levels require attention, 61%, 68%, 43% achieving at or above their expected National Standards</p> <p>Cohort sub focus areas</p> <p>We will also investigate :</p> <ul style="list-style-type: none"> • the achievement of Year 3 writing to establish acceleration plans for 25 students to move from 61% at or above to 85% at or above, by the end of 2019. • the achievement of Year 7 writing to establish acceleration plans for 35 students to move from 68% at or above to 85% at or above, by the end of 2019. • the achievement of Year 8 writing to establish acceleration plans for 75 students to move from 43% at or above to 85% at or above, by the end of 2019.

Invercargill Community of Learning Achievement Challenges

School Level Targets: Writing

Below are the current numbers of students achieving at and above and the end of 2019 targets for each school;

	At		Above		Total Students	At/Above (2016)		By 2019	
	Number	%	Number	%		Percent	Number	Number (Target 85%)	Shift Required
IMS	73	46%	37	23%	159	69%	110	135	25
Tisbury	80	79%	1	1%	101	80%	81	86	5
New River	76	40%	57	30%	189	70%	133	161	28
Wallacetown	33	61%	14	26%	54	87%	47	47	0
SBHS-Yr7	100	66%	13	9%	152	74%	113	129	16
SBHS-Yr8	50	42%	7	6%	118	48%	57	100	43
Aurora-Yr7	26	43%	6	10%	60	53%	32	51	19
Aurora-Yr8	17	29%	2	3%	59	32%	19	50	31
CoL Total	455	51%	137	15%	892	66%	592	759	167

<p>With low numbers from Tisbury & Wallacetown school required to reach the Community targets we also identified 'school specific' areas for targeting achievement in writing</p>	<p>Tisbury School</p> <ul style="list-style-type: none"> Moving the total number of students achieving at to above, from 1% to 10%, a shift of 10 students, by the end of 2019 Moving the total number of Maori students achieving at to above, from 0% to 25%, a shift of 5 students.
	<p>Wallacetown</p> <ul style="list-style-type: none"> Moving the total number of students achieving at to above, from 26% to 35%, a shift of 5 students, by the end of 2019. Moving the total number of Maori students achieving at or above, from 0% to 50%, a shift of 2 students, by the end of 2019.

Invercargill Community of Learning Achievement Challenges

Achievement Challenge 2: Mathematics

Achievement Challenge	Focus areas
<p>In 2016 70% (623) of all students were achieving at or above the National Standards in mathematics for years 1-8.</p> <p>Target :</p> <p>By the end of 2018 this will be 80%, a 10 percent shift. This will mean accelerating an additional 92 students in 18-20 months.</p> <p>By the end of 2019 we will lift this to 85%, a percentage shift of an additional 5% plus maintaining the momentum shift of the previous year. This will mean accelerating a more challenging group of 46 students.</p>	<p>Community wide targets</p> <p>Within the overall goal of accelerating 138 students there are some main areas of focus for strategic planning:</p> <ul style="list-style-type: none"> • Maori: We will lift the achievement level in maths of Maori learners from 64% to 85% by the end of 2019. Accelerating the achievement of 58 students. • Pasifika: We will lift the achievement in maths of Pasifika learners from 67% to 85% by the end of 2019. Accelerating the achievement of 9 students.
	<p>Cohort sub focus areas</p> <p>We will also investigate :</p> <ul style="list-style-type: none"> • the achievement of Year 4 mathematics to establish acceleration plans for 14 students to move from 65% at or above to 85% at or above, by the end of 2019. • the achievement of Year 7 mathematics to establish acceleration plans for 45 students to move from 64% at or above to 85% at or above, by the end of 2019. • the achievement of Year 8 mathematics to establish acceleration plans for 62 students to move from 50% at or above to 85% at or above, by the end of 2019.

Invercargill Community of Learning Achievement Challenges

School Level Targets: Mathematics

Below are the current numbers of students achieving at and above and the end of 2019 targets for each school;

	At		Above		Total Students	At/above (2016)		By 2019	
	Number	%	Number	%		Percent	Number	Number (Target 85%)	Shift Required
IMS	88	55%	46	29%	159	84%	134	135	1
Tisbury	83	82%	2	2%	101	84%	85	86	1
New River	107	57%	25	13%	189	70%	132	161	29
Wallacetown	33	61%	14	26%	54	87%	47	47	0
SBHS-Yr7	103	67%	7	5%	153	72%	110	130	20
SBHS-Yr8	60	50%	1	1%	119	51%	61	101	40
Aurora-Yr7	19	32%	7	12%	60	43%	26	51	25
Aurora-Yr8	21	36%	7	12%	59	47%	28	50	22
CoL Total	514	57%	109	12%	894	70%	623	761	138

<p>With low numbers from Wallacetown & Tisbury school required to reach the Community targets we also identified 'school specific' areas for targeting achievement in Mathematics</p>	<p>Tisbury School</p> <ul style="list-style-type: none"> Moving the total number of students achieving at to above, from 2% to 10%, a shift of 8 students, by the end of 2019 Moving the total number of Maori students achieving at to above, from 11% to 25%, a shift of 3 students.
	<p>Wallacetown</p> <ul style="list-style-type: none"> Moving the total number of students achieving at to above, from 26% to 35%, a shift of 5 students, by the end of 2019. Moving the total number of Maori students achieving at or above, from 0% to 50%, a shift of 2 students, by the end of 2019.

Invercargill Community of Learning Achievement Challenges

Achievement Challenge 3: Reading

Achievement Challenge	Focus areas
<p>In 2016 75% (668) of all students were achieving at or above the National Standards in reading for years 1-8.</p> <p>Target:</p> <p>By the end of 2018 this will be 82%, a 7 percent shift. This will mean accelerating an additional 63 students in 18-20 months.</p> <p>By the end of 2019 we will lift this to 85%, a percentage shift of an additional, 3% plus maintaining the momentum shift of the previous year. This will mean moving a more challenging 26 students.</p>	<p>Community wide targets</p> <p>Within the overall goal of accelerating 89 students there are some main areas of focus for strategic planning:</p> <ul style="list-style-type: none"> • Boys': We will lift the achievement level in reading of boys from 72% to 85% by the end of 2019. Accelerating the achievement of 82 students. • Maori: We will lift the achievement level in reading of Maori from 74% to 85% by the end of 2019. Accelerating the achievement of 31 students. • Pasifika: We will lift the achievement level in reading of Pasifika students from 78% to 85% by the end of 2018. Accelerating the achievement of 4 students. <p>Cohort sub focus areas</p> <p>We will also investigate :</p> <ul style="list-style-type: none"> • the achievement of Year 3 reading to establish acceleration plans for 12 students to move from 74% at or above to 85% at or above, by the end of 2018. • the achievement of Year 7 reading to establish acceleration plans for 25 students to move from 73% at or above to 85% at or above, by the end of 2019. • the achievement of Year 8 reading to establish acceleration plans for 35 students to move 65% at or above to 85% at or above, by the end of 2019.o

Invercargill Community of Learning Achievement Challenges

School Level Targets: Reading

Below are the current numbers of students achieving at and above and the end of 2019 targets for each school;

	At		Above		Total Students	At/above (2016)		By 2019	
	Number	%	Number	%		Percent	Number	Number (Target 85%)	Shift Required
IMS	75	47%	58	36%	159	84%	133	135	2
Tisbury	77	76%	9	9%	101	85%	86	86	0
New River	79	42%	53	28%	189	70%	132	160	28
Wallacetown	33	61%	14	26%	54	87%	47	47	0
SBHS-Yr7	86	57%	26	17%	152	74%	112	129	17
SBHS-Yr8	57	49%	15	13%	117	62%	72	99	27
Aurora-Yr7	26	43%	17	28%	60	72%	43	51	8
Aurora-Yr8	20	34%	23	39%	59	73%	43	50	7
CoL Total	453	51%	215	24%	891	75%	668	757	89

<p>With low numbers from Tisbury & Wallacetown school required to reach the Community targets we also identified 'school specific' areas for targeting achievement in Reading</p>	<p>Tisbury School Targets</p> <ul style="list-style-type: none"> • Moving the total number of students achieving at to above, from 9% to 20%, a shift of 10 students, by the end of 2019 • Moving the total number of Maori students achieving at to above, from 16% to 25%, a shift of 2 students.
	<p>Wallacetown School Targets:</p> <ul style="list-style-type: none"> • Moving the total number of students achieving at to above, from 26% to 35%, a shift of 5 students, by the end of 2019. • Moving the total number of Maori students achieving at to above, from 0% to 50%, a shift of 2 students, by the end of 2019.

Invercargill Community of Learning Achievement Challenges

Achievement Challenge 4: NCEA level 2

Achievement Challenge	Focus areas
<p>In 2016 76% (123) of all students were achieving NCEA Level 2.</p> <p>Target: By the end of 2019 this will be 85%, a 9 percent shift. This will mean accelerating an additional 15 students in 12-18 months.</p>	<p>Community wide targets</p> <p>Within the overall goal of accelerating 15 students there are some main areas of focus for strategic planning:</p> <ul style="list-style-type: none"> • Boys: We will lift the number of boys achieving NCEA level 2 from 75% to 85% by the end of 2019. Accelerating the achievement of 15 students. • Maori: We will lift the number of Maori students achieving NCEA level 2 from 75% to 85% by the end of 2019. Accelerating the achievement of 5 students. • Pasifika: We will lift the achievement level in reading of Pasifika students from 80% to 85% by the end of 2019.

Invercargill Community of Learning Achievement Challenges

Action plans

The Establishment Lead has been set actions either in the establishment lead role or in the development lead role. These tasks help to determine the way ahead for the CoL and the desire to move towards tasks that will affect student achievement.

Reporting to the stewardship team will be against the action plans and the emerging issues raised. The timeline for each task has been determined and the development of these plans will include:

- Action plans for the Across CoL Teachers
- Action plans developed by the work groups for each school in the CoL
- Classroom action plans for teachers to use as teaching inquiries, against the names of the students being targeted.

The first part of the planning requires the CoL to collect teacher, board, school management, parent and student voice, to be considered and used to develop the longer term plans for the CoL.

Examples of the Establishment and Development action plans are included below;

Establishment Tasks (to be continually updated)
Organise the remaining 2017 meetings for the stewardship team, developing the priorities with the CoL stewardship team
Establish and coordinate CoL references for the School Charters of the schools involved in the CoL.
Write up the structures for the stewardship team, management team and working groups. Support the groups as required-admin, agendas, leadership, etc
Develop job descriptions, criteria for Across CoL Teachers, after direction setting of the stewardship group Considering: <ul style="list-style-type: none"> ● The national expectations-Coordinate with Charles ● Local expectations, including how we operate ● The NZEI, PPTA collective agreement clauses ● Best practice
Develop the timeline and application packs, form and support the appointments committee, interviews, etc.-Coordinate with NANP
Develop shared expectations and add local expectations for 'within schools' teachers for schools to use in their appointments. Coordinate with the Ministry for information, etc.
Attendance at, and dissemination of information from the Ministry and Education Council meetings.
Coordinate an establishment team meeting schedule for Across CoL Teachers, Establishment Lead, possible stewardship team members and the Management Team. This is to communicate the direction from the stewardship team and develop communication lines, relationships and trust.
Information and expectations for accessing PLD disseminated, for future application
Develop school stories for setting achievement plans

Invercargill Community of Learning Achievement Challenges

Development of the draft shared achievement challenges and action plan Presented to the stewardship team for discussion and amendments
School action plans developed with schools to establish progress indicators, etc.
Reporting to the other schools in the Invercargill area, being available to discuss the Invercargill CoL to any interested parties
Reporting on the progress and intentions of the action plans to the Waihopai Runaka and any other group that the schools involved feel it is appropriate to. e.g. School Boards, Pasifika communities, Immigrant communities, etc
Understanding and complying with Ministry of Education requirements from the CoL

Development Tasks
Analyse the 2016 school charters and annual plans of the schools involved Discussing with the stewardship team and considering the similarities and differences of these.
Gather the school stories of professional development and how the management works in schools presently. Include community voice where appropriate.
Establish and work with the CoL Management team to establish ways of working with schools and communication, including delegations
Develop shared understandings with the stewardship team of what we will focus on for 2017 and possibly 2018
Develop shared achievement challenges for discussion and amending.
Communicate the progress of the shared achievement challenges to different audiences, including boards, staff, Runaka, etc. as appropriate. <i>Schools may communicate this through their management structures rather than the EL.</i>
Develop action plans with the Across CoL Teachers for establishment and development tasks.
Working with schools to develop action plans that reflect the achievement challenges of the CoL. Support writing of these if required and in a format that suits the schools.
Resource plans as required and able.
Gather progress prose and data that may support initial progress. It is expected that 2018 would show more gains in the shared achievement challenges.
Progress report completed for the stewardship team, Ministry etc.
Progress reported to appropriate audiences, BoTs, Runaka, Pasifika, etc.
Handover plan formed for the Development Lead at the beginning of 2018. Including roles etc.
Criteria and appointments process established for the Development Lead, Across CoL Teachers 2018-2019
Review of the structures for the Stewardship Team, Management Team. Any amendments made for 2018-2019.

Invercargill Community of Learning Achievement Challenges

The CoL has identified 5 'lever' areas that the schools would like to target for CoL investigation and inquiry ;

- Transitions, between Early Childhood, Primary and Secondary
- Educational readiness for transitions
- Parent engagement
- Student engagement
- Culturally responsive and relational pedagogy

The CoL believes that positive change in attainment can be achieved through:

- Teacher target planning and collaborative discussions leading to teacher inquiries
- Sharing of data and regular collaborative monitoring
- Linking strengths and needs in the schools across the CoL
- Developing trust to build effective discussions and feedback between staff members in individual schools and across the CoL.
- Effective use of PLD where appropriate for each school and the use of the Expert Partner structure.