

# Te ara Mana-ā-Kura

Farm Cove/Pakuranga

## Community of Learning



**A Pathway for Empowering Schools,  
Learners and Community**

2017-2019



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# Introducing Our Community

Our schools have a strong and long history of working together for at least twenty four years. Some of the schools were part of a EHSAS cluster and two other Principals were part of another Learning Network in the past. There have been a number of opportunities for the CoL schools to work together collaboratively at the beginning of each school years for Professional Learning and have funded outside Facilitators and for the Farm Cove Festival Choir performances bi-annually hosted at each other's schools.

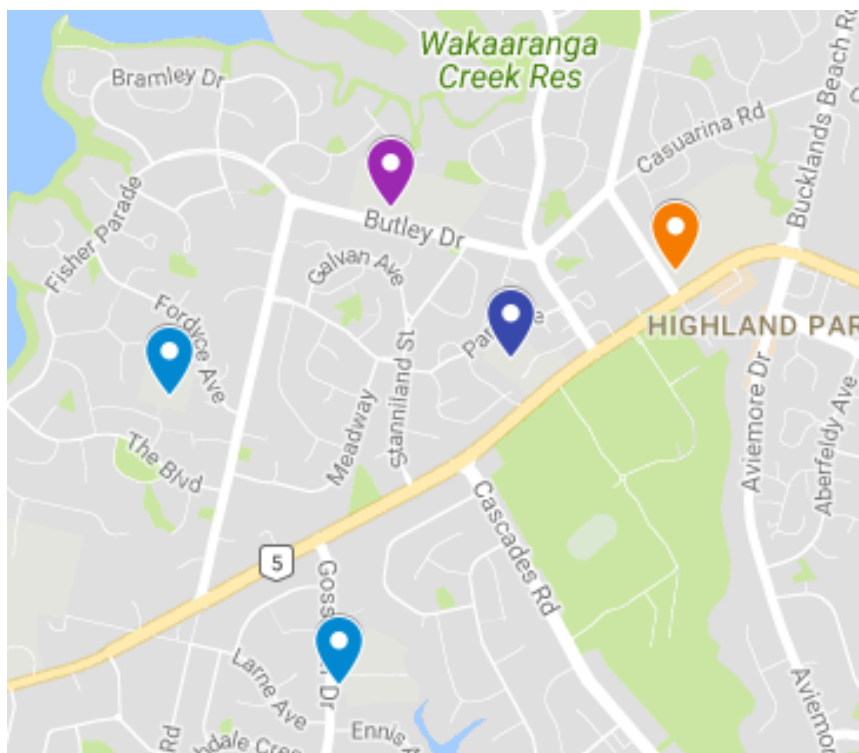
The Te ara Mana-ā-Kura Community of Learning (CoL) is a network of schools serving the Pakuranga suburb of East Auckland that provides a strong pathway of achievement for our learners. While St Mark's Catholic Primary School are a valued member and included in our CoL, they are a participatory CoL school in our Te ara Mana-ā-Kura pathway, as they are part of a Catholic Pathway Kāhui Ako too.

The Schools in the community are:



The name Te ara Mana-ā-Kura literal translation is the pathway of empowering our schools. It was chosen for the work that our group does reflecting the inspirational and courageous behaviour of our Community towards our learners in this area.

We are a community of five multicultural Decile 5-9 schools comprising of four contributing primary schools, and intermediate school and a college all in close geographical proximity to each other in East Auckland.



Our ethnicities are as the table below:-

2017 1<sup>st</sup> March Roll (excluding international students)

School	NZ European	Māori	Pasifika	Asian	Other	Total
<b>Pakuranga College</b>	741	220	161	640	276	2038
<b>Farm Cove Int.</b>	222	61	26	162	138	609
<b>Sunnyhills</b>	236	22	8	216	27	509
<b>Elm Park</b>	151	105	68	137	117	578
<b>St Marks</b>	55	14	29	109	13	220
<b>Totals</b>	<b>1,405</b> <b>36%</b>	<b>422</b> <b>11%</b>	<b>292</b> <b>7%</b>	<b>1,264</b> <b>32%</b>	<b>571</b> <b>14%</b>	<b>3,954</b>

Our schools work together to provide seamless high quality education from Primary school to Secondary. We align programmes of continuous learning and improvement to ensure success for the future.

Common strengths across the schools within the community of learning (identified by ERO) include;

- Environments that are respectful and focused on learning
- Strong strategic leadership and stewardship
- High expectations of leaders, teachers and learners
- Collaborative working cultures
- The use of evaluation to sustain high quality practice and guide ongoing improvement

A trend in all of the schools is the increasing diversity of our learners, with a significant increase in the numbers of students with English as a second language. Over half of our primary school students are or have been funded English Language Learners (ELLs).

Our local Iwi is Ngai Tai and each of the schools have made connections. All schools in our cluster highly value genuine engagement and collaboration with our local iwi, hapu and whānau. Each school has been a participant in the local Koanga Festival which held yearly in September and strongly supported by the Eastern Schools.

## Vision

The vision of Te ara Mana-ā-Kura is to create a community of learners in which we work together to build the capacity of each individual to become a confident and passionate life-long learner who will enjoy success and fulfilment in learning and life.

This means learners who:

- Pursue personal excellence
- Are reflective and resilient
- Value diversity and inclusiveness
- Are respectful and collaborative
- Are connected and communicate effectively
- Demonstrate leadership and contribute positively to their communities

## Whakatauki



**Ki te kotahi te kakaho ka whati ki te kapuia ka kore e whati**

*A single strand of Kakaho breaks not so a bunch.*

*Kīngi Tāwhiao*

This whakatauki is significant to our Kāhui Ako, it embodies the essence of partnership that our six schools endeavour to work closely together as one in order to provide a pathway for empowering all our schools, learners and community. We are stronger together than we are apart, we work together and stand together for the success of all in our Kāhui Ako.

# Existing Strengths in the Te ara Mana-ā-Kura CoL:

<b>Shared Vision</b>	A pathway for empowering schools, learners and community by working together in raising educational achievement for every learner in our community.
<b>Shared Goal</b>	To foster professional collaboration and sharing of innovative and evidence-based pedagogy within and between Te ara Mana-ā-Kura schools that strengthens teacher-led, disciplined inquiry, focused on improved outcomes for all ākonga as they progress along their learning pathway.
<b>Shared Principles</b>	Each school's autonomy, sense of identity, character and values are essential to the diversity of our group of schools. We promote further collaboration with the aim of enabling all students in our community to achieve to their full potential, rather than operating in isolation or competition
<b>Ākonga</b>	Ākonga generally achieve well in reading, writing and maths compared with national data. Ākonga take an active role in their learning, with many examples of student agency and student leadership evident across schools.
<b>Kaiako</b>	Data informed, teacher-led, disciplined inquiry in the context of each school is becoming increasingly well-embedded. Innovation and pedagogy relating to modern learning practice and blended e-Learning is evident across schools.
<b>Rangatira</b>	Our school leaders share collegial respect and a common goal for greater collaboration across schools to benefit ākonga. Using data to inquire into the achievement of ākonga is a strength within all schools. Future focused learning approaches are commonly promoted, with significant professional learning investment in this area across the Kāhui Ako. Existing effective collaboration is also evident in a shared Asian Language Learning in Schools (ALLiS) cluster across schools and the shared teacher professional learning days.
<b>Whānau</b>	Whānau within our diverse neighbourhoods take an active interest in their children's learning. Parents are keen to learn more about how to support their children's learning at home. There is a strong sense of local identity and pride and the network schools enjoy support from the wider community.
<b>Supporting Diversity through Inclusive Practice</b>	The schools within Te ara Mana-ā-Kura are recognised for supporting ākonga with diverse needs through the inclusive practice of their schools. Te ara Mana-ā-Kura schools are committed to strengthening their practice through disciplined inquiry.

# Our Goal

Our goal is to lift aspirations and raise educational achievement for every learner in our community.

We aim to achieve this by being adaptive experts who work together in four important areas:

## Discipline Inquiry

To strengthen our ability as professionals in being responsive to the needs of our learners

- Explicitly understanding a teaching as inquiry framework
- Improve teacher ability to understand sources of data and analysis
- Develop self-review techniques and ways of assessing effectiveness to analyse and deconstruct their practice in a meaningful way
- To take action to include the learners, whānau and family, teachers and leaders.
- A shared practice model that will galvanise quality teaching where there are clear expectations on our staff, learners and parents.

## Collaborative Learning

To strengthen the collective knowledge and practice of our teachers to encourage and increase collaborative opportunities.

- Identifying teachers across the CoL regarded as leaders of the pedagogies associated with best practice
- An in-depth analysis of what the NS data and other assessment are telling us
- Developing best practice guidelines for all teachers
- Sustaining practice to improve achievement in writing and reading
- Developing a programme of support for parents and whānau that support writing and reading.
- Understanding whole school professional development to develop a common understanding of progressions
- Developing common practices across the CoL through collaborative learning approaches.

## Learner Agency

To involve students in the process

- Developing learners understanding of where they are at in their learning
- Developing learners understanding of what to do next and how they might achieve this
- Identifying what students say helps them learn
- Identifying what is best practice for all learners
- Identifying how learners progress to higher levels of thinking

## Parent and Whānau Agency

- Working with whānau to develop a shared understanding of their aspirations for the child
- Sharing strategies whānau can use to best support literacy in the home and at school
- Developing a programme of support for parents and whānau that support writing
- Deepening our understanding of what it means for Māori to succeed as Māori through hui with whānau, board and iwi representation

# Our Priority Areas

At the primary schools, most children are achieving very well. Overall achievement in these schools is higher than national averages. In writing and mathematics the schools are already meeting the Ministry of Education (MoE) goal which is to have 85% of students, including Māori students, achieving at or above the National Standards by 2017. Over the past three years the overall achievement picture has remained high and stable, and shows continual improvement.

At the college, the percentage of students leaving with NCEA Levels 1, 2 and 3 has increased each year since 2013. The college is already meeting the MoE target of having 85% of students leaving school with at least NCEA Level 2. Good progress has also been made to increase the percentage of Māori students achieving NCEA Level 2 to 82%. Overall 90% of Pasifika students achieve at least NCEA Level 2, achieving as well as or higher than other groups, and the national and decile averages. The CoL has thoroughly analysed the shared data collated by the Ministry of Education representatives, for each school and the CoL collectively and decided upon what our Achievement challenges are as a result of this analysis.

## Through our achievement challenge we aim to achieve the following goals:

**Goal 1:** *Lift the achievement of all learners in Years 1-6 from Below to achieving At or Above the National Standard in Writing with a focus on Māori, and male learners:*

- A. All learners in years 1-6 by at least 5% from 76.7% to 82%, (97 learners).
- B. All Māori learners in years 1-6 by at least 15.7% from 66.3% to 82%, (29 learners).
- C. All Male learners in years 1-6 by at least 12% from 70.1% to 82%, (113 learners).
- D. All learners in years 7-8 by at least 12.9% from 67.1% to 80%, (77 learners).
- E. All Māori learners in years 7-8 by at least 25.6% from 54.4% to 80%, (15 learners).
- F. All Male learners in years 7-8 by at least 22% from 58% to 80%, (66 learners).

**Goal 2A:** *Lift the achievement of all learners in Years 1-8 from Below to achieving At or Above the National Standard in Reading with a focus on all Māori, and male learners:*

- All learners in years 1-6 by at least 8% from 80.2% to 88%, (146 learners).
- All Māori learners in years 1-6 by at least 20% from 67.9% to 88%, (38 learners).

**Goal 2B:** *Lift the achievement of all learners in Years 1-8 from Below to achieving At or Above the National Standard in Reading with a focus on all Māori, and male learners:*

- All Male learners in years 1-6 by at least 11.2% from 76.8% to 88%, (107 learners).

**Goal 2C:** *Lift the achievement of all learners in Year 9 to Above Stanine 3 in Reading Comprehension with a focus on all male learners:*

- All learners in year 9 by at least 19.2% from 65.8% to 85%, (71 learners).
- All Male learners in year 9 by at least 27.5% from 57.5% to 85%, (57 learners).

**Goal 2D:** *Lift the achievement of all learners in Year 9 to Above Stanine 3 in Reading Comprehension with a focus on all Māori and Pasifika learners:*

- All Māori learners in year 9 by at least 30.5% from 54.5% to 85%, (71 learners).
- All Pasifika learners in year 9 by at least 33% from 44% to 77%, (9 learners).

**Goal 3:** *Lift the achievement of all learners in Year 9 to At or Above Curriculum Level 4A in Number and Algebra with a focus on all Māori and Pasifika learners:*

- 3A. All learners by at least 35% from 58% to 90% (124 learners).
- 3B. All Māori learners by at least 49% from 42% to 91% (16 learners).
- 3C. All Pasifika learners in year 9 by at least 45% from 24% to 69% (13 learners).

**Goal 4A:** *Lift the achievement of all learners achieving NCEA level 1 with a focus on male learners:*

- All learners by at least 12% from 78% to 90% (51 learners).
- All male learners by at least 11% from 75% to 86% (27 learners).



**Goal 4B:** *Lift the achievement of all learners achieving NCEA level 1 with a focus on Māori and Pasifika learners:*

- All Māori learners by at least 16% from 74% to 90% (8 learners).
- All Pasifika learners by at least 13% from 77% to 90% (3 learners).

**Goal 4C:** *Lift the achievement of all school leavers obtaining NCEA level 2 with a focus on all male learners:*

- All learners by at least 8% from 87% to 95% (34 learners).
- All male learners by at least 11% from 84% to 95% (24 learners).

**Goal 4D:** *Lift the achievement of all school leavers obtaining NCEA level 2 with a focus on Māori and Pasifika learners:*

- All Māori learners by at least 17% from 78% to 95% (8 learners).
- All Pasifika learners by at least 5% from 90% to 95% (2 learners).

**Goal 5:** Lift the reported level of student wellbeing in years 7 to 13 with a focus on years 7 and 8, and year 9-13:

- All learners in Years 7 & 8 by at least 20% from 48.8% to 70% (100 learners) in their response to feeling supported by lots of adults in the school.
- All learners in Years 9-13 by at least 9% from 61% to 70% (200 learners) in their response to everyone at school knows what to do if someone is being hurt or bullied

## **Process targets:**

We are committed to Oral Language, Science and Technology becoming achievement challenges in the near future. We have anecdotal evidence that these are areas of need in our schools. Without standardised assessment data we do not have the baseline data to make achievement challenges in these areas.

1. We intend to include improving Oral language for our ESOL students using ELL framework as a process target as we do not have a body of evidence about our students across the COL
2. We intend to include improving Science as a process target as we currently do not have a body of evidence about our students in Science across the COL.
3. We intend to include Digital fluency and Digital technologies as a process target as the new Digital technology curriculum needs to be implemented in a systematic manner across the CoL and we wish to develop understanding and evidence around progress in this new curriculum.
4. We intend to include a focus on well-being for students. We have introduced Achievement Challenges and Targets for Years 7 to 13 and we intend to extend this to include all students from Year 5 up. Initially we will need to investigate more fully how to effectively measure well-being across all levels in the CoL and develop consistent data gathering processes.

## Goal 1: Writing

### Goal 1A: All Learners Years 1-6

Historic Position for all learners	At the end of 2016, 1,413 out of 1,842 learners were at or At or Above the National Standard for writing, which equates to 76.7% of all learners
Overall target for all learners	<b>By the end of 2019 Te ara Mana-ā-Kura Schools plan to raise learners At or Above the National Standard for writing by at least 5%, to 1,510 out of 1,842 (82%) across all learners. This equates to 97 students over 3 years.</b>
<b>Goal 1B: Māori Learners Years 1-6</b>	
Historic Position for Māori	At the end of 2016, 122 out of 184 Māori learners were At or above the National Standard for writing, which equates to 66.3% of all Māori learners.
Specific target for Māori Learners	<b>By the end of 2019 Te ara Mana-ā-Kura Schools plan to accelerate the number of Māori learners achieving At or Above the National Standard for writing by at least 15.7%, to 151 out of 184 (82%). This equates to 29 Māori students over 3 years.</b>

	Yr	Writing At or Above National Standards	Percentage
By the end of 2019 at least 92 learners will be raised from Well below and Below to At or Above the National Standard for writing. 29 learners will be Māori.	2016	1,413 out of 1,842 learners 122 out of 184 Māori learners	76.7% 66.3%
	2019	1,510 out of 1,842 learners 151 out of 184 Māori learners	82% 82%

## Goal 1: Writing

### Goal 1C: Male Learners Years 1-6

Historic Position for Male learners	At the end of 2016, 666 out of 950 Male learners were at or above the National Standard for writing which equates to 70.1% of all Male Learners.
Specific target for male learners	<b>By the end of 2019 Te ara Mana-ā-Kura Schools plan to raise Male learners At or Above the National Standard for writing by 12% to 779 out of 950 (82%). This equates to 113 male learners over 3 years</b>

	Yr	Writing At or Above National Standards	Percentage
By the end of 2019 at least 113 male learners will be raised from Well below and Below to At or Above the National Standard for writing.	2016	666 out of 950 Male learners	70%
	2019	779 out of 950 Male learners	82%

## Goal 1: Writing

### Goal 1D: All Learners Years 7-8

Historic Position all learners	At the end of 2016, 400 out of 596 learners were at or At or Above the National Standard for writing, which equates to 67.1% of all learners
<b>Overall target for all learners</b>	<b>By the end of 2019 Farm Cove Intermediate School plans to raise learners At or Above the National Standard for writing by at least 12.9%, to 477 out of 596 (80%) across all learners. This equates to 77 learners over 3 years.</b>
<b>Goal 1E: Māori Learners Years 7-8</b>	
Historic Position for Māori	At the end of 2016, 31 out of 57 Māori learners were At or above the National Standard for writing, which equates to 54.4% of all Māori learners.
<b>Specific target for Māori Learners</b>	<b>By the end of 2019 Farm Cove Intermediate School plans to accelerate the number of Māori learners achieving At or Above the National Standard for reading by at least 25.6%, to 45 out of 57 (80%). This equates to 15 Māori students over 3 years.</b>

	Yr	Writing At or Above National Standards	Percentage
By the end of 2019 at least 77 learners will be raised from At or Above the National Standard for writing.  Of these 77 learners at least 15 will be Māori	2016	400 out of 596 learners 31 out of 57 Māori learners	67.1% 54.4%
	2019	477 out of 596 learners 46 out of 57 Māori learners	80% 81%

## Goal 1: Writing

### Goal 1F: Male Learners Years 7-8

Historic Position for Male learners	At the end of 2016, 173 out of 299 Male learners were at or above the National Standard for writing which equates to 58% of all Male Learners.
<b>Specific target for male learners</b>	<b>By the end of 2019 Farm Cove Intermediate School plans to raise Male learners At or Above the National Standard for reading by 22%, to 239 out of 299 (80%). This equates to 66 male learners over 3 years</b>

	Yr	Writing At or Above National Standards	Percentage
By the end of 2019 at least 66 Male learners will be raised from At or Above the National Standard for writing.	2016	173 out of 299 Male learners	58%
	2019	239 out of 299 Male learners	80%

Goal 2: Reading	
Goal 2A: All Learners and Māori Years 1-6	
Historic Position for all learners	At the end of 2016, <b>1,497</b> out of <b>1,867</b> learners were at or At or Above the National Standard for reading, which equates to <b>80.2%</b> of all learners
<b>Overall target for all learners</b>	<b>By the end of 2019 Te ara Mana-ā-Kura Primary Schools plan to raise learners At or Above the National Standard for reading by at least 8%, to 1,643 out of 1,867 (88%) across all learners. This equates to 146 learners over 3 years.</b>
Historic Position for Māori	At the end of 2016, <b>127</b> out of <b>187</b> Māori learners were At or above the National Standard for reading, which equates to <b>67.9%</b> of all Māori learners.
<b>Specific target for Māori learners</b>	<b>By the end of 2019 Te ara Mana-ā-Kura Primary Schools plan to accelerate the number of Māori learners achieving At or Above the National Standard for reading by 20%, to 165 out of 187 (88%). This equates to 38 Māori students over 3 years.</b>

Year 1-6	Yr	Reading At or Above National Standards	%
By the end of 2019 at least <b>146</b> learners will be raised from Well below and Below to At or Above the National Standard for reading.  Of these <b>146</b> learners at least <b>38</b> will be Māori.	2016	<b>1,497</b> out of <b>1,867</b> learners <b>127</b> out of <b>187</b> Māori learners	<b>80.2%</b> <b>67.9%</b>
	2019	<b>1,643</b> out of <b>1,867</b> learners <b>165</b> out of <b>187</b> Māori learners	88% 88%

Goal 2: Reading	
Goal 2B: Male Learners Years 1-6	
Historic Position for Male learners	At the end of 2016, <b>741</b> out of <b>964</b> Male learners were at or above the National Standard for reading which equates to <b>76.8%</b> of all Male Learners.
<b>Specific target for male learners</b>	<b>By the end of 2019 Te ara Mana-ā-Kura Primary Schools plan to raise Male learners At or Above the National Standard for reading by 11.2%, to 848 out of 964 (88%). This equates to 107 male learners over 3 years</b>

Year 1-6	Yr	Reading At or Above National Standards	%
By the end of 2019 at least <b>107</b> male learners will be raised from Well below and Below to At or Above the National Standard for reading.	2016	<b>741</b> out of <b>964</b> Male learners	<b>76.8%</b>
	2019	<b>848</b> out of <b>964</b> Male learners	88%

## **Secondary Achievement Challenges**

### ***Reading Comprehension Year 9 Data Analysis.***

Our data analysis shows that there is a very strong correlation between Reading Comprehension and the Number of Credits students achieve in NCEA Level 1 ( $r=+0.95$ ).

Our analysis of PAT Reading Comprehension over a number of years shows that students in stanines 1-3 achieve limited success in NCEA Level 1.

There is also a clear trend regarding the changing demographic with more students in the lower stanine bands. The 2017 data for the start of year for Year 9 is similar to that for 2016.

### **2012 - 2016 PAT Comprehension test scores - End of Year 9 as a % of the cohort**

	2012	2013	2014	2015	2016
Stanines 1-3	11.9	22.3	27.7	27.7	34.2
Stanines 4-6	12.2	13.5	15.9	19.5	17.3
Stanines 7-9	75.9	64.2	56.6	52.8	48.5

### **2016 PAT Comprehension test scores - End of Year 9 Boys, Māori and Pasifika as a %. Actual numbers of students in brackets.**

	Boys	Māori	Pasifika
Stanines 1-3	42.4 (75)	45.5 (20)	55.6 (15)
Stanines 4-6	41.8 (74)	38.6 (17)	40.7 (11)
Stanines 7-9	15.8 (28)	15.9 (7)	3.7 (1)

We have made the assumption that the 2018 cohort will be similar to the 2017 cohort (which is probably optimistic and unrealistic) in setting out targets. However the 2017 data for the start of year for Year 9 is similar to that for 2016, so hopefully we have had a 'step change' and it is not a continuing downward trend.

## Goal 2: Reading Comprehension

By 2020 increase the percentage of students above Stanine 1 to 3 to 85%

### Goal 2C: All Learners and Male Year 9

Historic Position of all learners (approx 371)	At the end of 2016, 244 out of 371 learners (65.8%) were above Stanine 3: <ul style="list-style-type: none"> <li>• 127 were at stanine 1 to 3 (34.2%)</li> <li>• 64 were at stanine 4 to 6 (17.3%)</li> <li>• 180 were at stanine 7 to 9 (48.5%)</li> </ul>
<b>Overall target for all learners</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all students achieving above Stanine 3 by at least 19.2% to 315 out of 371 (85%) across all learners. This equates to an additional 71 learners over 3 years.</b>
Historic Position of all male learners (approx 207)	At the end of 2016, 119 out of 207 learners (57.5%) were above Stanine 3: <ul style="list-style-type: none"> <li>• 88 were at stanine 1 to 3 (42.5%)</li> <li>• 86 were at stanine 4 to 6 (41.5%)</li> <li>• 33 were at stanine 7 to 9 (15.9%)</li> </ul>
<b>Overall target for all male learners</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all male learners achieving above Stanine 3 by at least 27.5% to 176 out of 207 (85%). This equates to an additional 57 male learners over 3 years.</b>

2017 Current All Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
244/371	65.8%	270/371	73%	26 7.2%	293/371	79%	23 6%	315/371	85%	22 6%

2017 Current Male Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
119/207	57.5%	140/207	68%	21 10.5%	157/207	76%	17 8%	176/207	85%	19 9%

## Goal 2: Reading Comprehension

By 2020 increase the percentage of students above Stanine 1 to 3 to 85%

### Goal 2D: Māori and Pasifika Learners Year 9

Historic Position of all Māori learners (approx 44)	At the end of 2016, 24 out of 44 learners (54.5%) were above Stanine 3: <ul style="list-style-type: none"> <li>● 20 were at stanine 1 to 3 (45.5%)</li> <li>● 17 were at stanine 4 to 6 (38.6%)</li> <li>● 7 were at stanine 7 to 9 (15.9%)</li> </ul>
<b>Overall target for all Māori learners</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Māori learners achieving above Stanine 3 by at least 30.5% to 37 out of 44 (85%). This equates to an additional 13 Māori learners over 3 years.</b>
Historic Position of all Pasifika learners (approx 27)	At the end of 2016, 12 out of 27 learners (44%) were above Stanine 3: <ul style="list-style-type: none"> <li>● 15 were at stanine 1 to 3 (55.6%)</li> <li>● 11 were at stanine 4 to 6 (40.7%)</li> <li>● 1 was at stanine 7 to 9 (3.7%)</li> </ul>
<b>Overall target for all Pasifika learners</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Pasifika learners achieving above Stanine 3 by at least 33% to 21 out of 27 (77%). This equates to an additional 9 Pasifika learners over 3 years.</b>

2017 Current Māori Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
24/44	54.5%	28/44	64%	4 9.5%	32/44	73%	4 9%	37/44	85%	5 12%

2017 Current Pasifika Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
12/27	44%	15/27	55%	3 11%	18/27	66%	3 11%	21/27	77%	3 11%

### Year 9 Number and Algebra Data Analysis

Our data analysis and tracking of students has shown that in order to achieve NCEA Level 1 numeracy and achieve NCEA Level 1, students need to be operating at or above curriculum level 4A by the end of Year 9.

Goal 3: Number and Algebra	
Goal 3A: All Learners Year 9	
Historic Position of all learners	At the end of 2016, 225 out of 388 learners (58%) were at or above Curriculum Level 4A.
<b>Overall target for all learners (approx 388)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all learners achieving at or above Level 4A by at least 32% to 361 out of 388 (90 %) across all learners. This equates to an additional 124 learners.</b>

2017 Current All Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
225/388	58%	277/388	71%	52 13%	311/388	80%	34 9%	349/388	90 %	38 10%

Goal 3: Number and Algebra	
Goal 3B: All Māori Learners Year 9	
Historic Position of all Māori learners	At the end of 2016, 14 out of 33 learners (42%) were at or above Curriculum Level 4A.
<b>Overall target for all Māori learners (approx 33)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Māori learners achieving at or above Level 4A by at least 49% to 30 out of 33 (91%). This equates to an additional 16 Māori learners.</b>

2017 Current All Māori Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
14/33	42%	20/33	61%	6 19%	26/33	79%	6 18%	30/33	91 %	4 12%



### Goal 3: Number and Algebra

#### Goal 3C: All Pasifika Learners Year 9

Historic Position of all Pasifika learners	At the end of 2016, 7 out of 29 learners (24%) were at or above Curriculum Level 4A.
<b>Overall target for all Pasifika learners (approx 29)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Pasifika learners achieving at or above level 4A by at least 45% to 20 out of 29 (69%). This equates to an additional 13 Pasifika learners.</b>

2017 Current All Pasifika Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
7/29	24%	12/29	41%	5 17%	17/29	59%	5 18%	20/29	69[SF6] %	3 10%

### Goal 4: NCEA

#### Goal 4A: All Learners and Male Level 1

Historic Position of all learners	At the end of 2016, 345 out of 440 students (78%) will achieve NCEA Level 1 or higher.
<b>Overall target for all learners (approx 440)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all students achieving NCEA Level 1 by at least 12% to 396 out of 440 (90%) across all learners. This equates to an additional 51 learners over 3 years.</b>
Historic Position of all male learners	At the end of 2016, 183 out of 245 students (75%) will achieve NCEA Level 1 or higher.
<b>Overall target for all Male learners (approx 245)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Male students achieving NCEA Level 1 by at least 11% to 210 out of 245 (86%). This equates to an additional 27 male learners.</b>

2017 Current All Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
345/440	78%	360/440	82%	15 4%	378/440	86%	18 4%	396/440	90%	18 4%

2017 current All Male Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
183/245	75%	191/245	78%	8 3%	200/245	82%	9 4%	210/245	86%	10 4%

### Goal 4: NCEA

#### Goal 4B: All Māori and Pasifika Learners Level 1

Historic Position of all Māori learners	At the end of 2016, 37 out of 50 students (74%) will achieve NCEA Level 1 or higher.
<b>Overall target for all Māori learners (approx 50)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Māori learners achieving NCEA Level 1 by at least 16% to 45 out of 50 (90%). This equates to an additional 8 Māori learners.</b>
Historic Position of all Pasifika learners	At the end of 2016, 17 out of 22 students (77%) will achieve NCEA Level 1 or higher.
<b>Overall target for all Pasifika learners (approx 29)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Pasifika students achieving NCEA Level 1 by at least 13% to 26 out of 29 (90%). This equates to an additional 3 Pasifika learners.</b>

2017 Current All Māori Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
37/50	74%	41/50	82%	4 8%	43/50	86%	2 4%	45/50	90%	2 4%

2017 Current All Pasifika Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
17/22	77%	18/22	82%	1 5%	19/22	86%	1 4%	20/22	90%	1 4%

## Goal 4: NCEA

### Goal 4C: All Learners and Male **Level 2**

Historic Position of all learners	At the end of 2016, 353 out of 408 learners (87%) will achieve NCEA Level 2 or higher.
<b>Overall target for all learners (approx 408)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all school leavers with NCEA Level 2 or higher by at least 8% to 387 out of 408 (95%) across all learners. This equates to an additional 34 learners over 3 years.</b>
Historic Position of all Male learners	At the end of 2016, 182 out of 217 students (84%) will achieve NCEA Level 2 or higher.
<b>Overall target for all Male learners (approx 217)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Male school leavers with NCEA Level 2 or higher by at least 11% to 206 out of 217 (95%). This equates to an additional 24 Male learners over 3 years.</b>

2017 Current All Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
353/408	87%	367/408	90%	14 3%	379/408	93%	12 3%	387/408	95%	8 2%

2017 Current All Male Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
182/217	84%	188/217	87%	6 3%	197/217	91%	9 4%	206/217	95%	9 4%

## Goal 4: NCEA

### Goal 4D: All Māori and Pasifika Learners **Level 2**

Historic Position of all Māori learners	At the end of 2016, 36 out of 46 learners (78%) will achieve NCEA Level 2 or higher.
<b>Overall target for all Māori learners (approx 46)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Male school leavers with NCEA Level 2 or higher by at least 17% to 44 out of 46 (95%). This equates to an additional 8 Māori learners over 3 years.</b>
Historic Position of all Pasifika learners	At the end of 2016, 37 out of 41 students (90%) will achieve NCEA Level 2 or higher.
<b>Overall target for all Pasifika learners (approx 41)</b>	<b>At the end of 2020 Pakuranga College plans to raise the percentage of all Male school leavers with NCEA Level 2 or higher by at least 5% to 39 out of 41 (95%). This equates to an additional 2 Pasifika learners over 3 years.</b>

2017 Current All Māori Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
36/46	78%	39/46	85%	3 7%	41/46	89%	2 4%	44/46	95%	3 6%

2017 Current All Pasifika Students		2018			2019			2020		
Student	%	Student	%	Shift	Student	%	Shift	Student	%	Shift
37/41	90%	37/41	90%	0 0%	38/41	93%	1 2%	39/41	95%	1 2%

## Goal 5: Well-being

### Goal 5: All Learners Years 7-8

Historic Position all learners	In the June 2017 Farm Cove Intermediate School conducted a well-being survey from the data one of the items - "I feel supported by lots of adults at school" was used as an overall indicator of well-being. In June 2017 48.8% of learners ( 227 out of 470 learners) gave a positive response to this item.
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Overall target for all Yr 7-8 learners	<b>By the end of 2020 Farm Cove Intermediate School plans to raise learner's well-being as measured by a positive response to feeling supported by lots adults. By 2020 the positive responses to the item will have increased from 48.8% (227 learners) to 70% (329 learners). This equates to 100 learners over 3 years.</b>
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### Goal 5: All Learners Years 9-13

Historic Position for Māori	In 2017 Pakuranga College invited all students to participate in the NZCER well-being at school survey. While the survey does not give a simple measure of wellbeing the College has decided to use the item "At school, everyone knows what to do if someone is being hurt or bullied" as a good indicator of good school wide practices to support well-being. In the survey 61.9% responded positively Agreeing or Strongly Agreeing.
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Specific target for all Y9-13 Learners	<b>By the end of 2020 Pakuranga College plans to raise learners well-being as measured by a positive response to everyone at schools knows what to do if someone is being hurt or bullied By 2020 the positive responses in agreeing and strongly agreeing to the item will have increased from 61.9% to 70% This equates to 200 learners over 3 years.</b>
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# Process Targets

## Oral Language

Our initial data gathering indicates high numbers of English Language Learners (ELL) particularly at the Primary level. There is a clear link between Oral language acquisition and school success, (the Government's additional funding in the 2017 Budget to enhance early Oral language acquisition in Early childhood centres is further evidence of its importance).

We have agreed that we want to include an Oral Language achievement target for our students. We have included this as a 'process' target as we currently do not have a body of evidence about our students' achievement in Oral Language.

We intend to investigate the systematic use of the English Language Learning Progressions (ELLP)

## Science

Our students' chances of success will be greatly enhanced by their ability to be successful in Science. We have agreed that we want to include a science achievement target for our students. We have included this as a 'process' target as we currently do not have a body of evidence about our students' achievement in Science.

We intend to investigate the use of the 'Science: Thinking with Evidence' assessments for Years 7 - 10 and the new NZCER 'Junior Science: Thinking with Evidence' assessments for Years 4 - 6, this will establish our baseline data. The Science: Thinking with Evidence' assessments for Years 7 – 10 is already being used in the College with Students in Years 9 and 10.

## Digital Fluency and Digital Technologies

The introduction of the new Digital technologies curriculum elevates learning in this area from Digital Fluency (be a confident and capable user of the digital technologies) to deeper understanding of the technologies. We intend to develop clear understandings of the progress outcomes and adopt/adapt/create exemplars so that we can gather evidence of student progress within this critical new curriculum area.

## Student Well-being

While Well-being is included as an achievement goal, there will also be a process target associated with it. This is because we want to extend the target to include all learners from Year 5 and above. We would be looking at deepening our understanding of well-being and how we might effectively measure it. We would also look at developing some consistent assessment methodology across the Kāhui Ako.

# Strategic Actions in response to our Challenges

The Te ara Mana-ā-Kura CoL intends to use the CoL structure to enhance and expand the collaborative structures currently in place. We are committed to working collaboratively in developing strategies to address the identified challenges that we have set for ourselves.

We believe that every student deserves to have leaders and teachers who are adaptive experts who are actively engaged in professional learning and development that supports and challenges them to accelerate valued student outcomes.

*“Adaptive experts are focussed on the moral imperative of promoting the engagement, learning and well-being of all students. To achieve this outcome they are aware of the assumptions underpinning their practice, including their cultural positioning, and know when these assumptions are helpful for their students and when to question them and if necessary, to let them go. They actively seek deep knowledge about both the content of what is taught and how to teach it effectively for their students in particular contexts.”*

*(Report of the PLD advisory group, 2014, pg 4).*

Our work will be grounded in four critical foundations

- Disciplined Inquiry
- Collaborative Learning
- Learner Agency
- Parents and Whānau Agency

Utilizing the Teaching as Inquiry framework, valuing student voice and student agency, will be the key to creating authentic and positive change.

## Disciplined Inquiry

We believe it is critical to have leaders and teachers confidently integrating disciplined inquiry and the development of specific and deep knowledge into practice to sustain improvements in student learning.

The key processes involved in an inquiry based approach include:

- Seeking evidence to develop an understanding about students' learning
- Focussing on areas of high priority need for learners
- Identifying possible hypotheses about why the situation has arisen for the learners
- Learning how to address the priority needs in ways that address the hypotheses about what is happening and drawing on relevant research and expertise
- Taking action in ways that include learners, whānau and families, teachers and leaders
- Checking that the learning and action have made a difference for the targeted groups and intended outcomes
- Using feedback loops and ongoing analysis to identify what still needs to be addressed, or to form the next focus
- Take up opportunities to share new knowledge with colleagues

The Te ara Mana-ā-Kura CoL will use a Teaching as Inquiry to improve valued outcomes for students.

Teaching as Inquiry is an organising framework that teachers and leaders can use to help them learn from their practice and build greater knowledge. In the Teaching as Inquiry, teacher and leaders:

- Select teaching strategies that will support their students to achieve these outcomes. This involves asking questions about how well current strategies are working and whether others might be more successful.
- search their own and their colleagues' past practice for strategies that may be more effective, they also look in the research literature to see what has worked in other contexts.
- seek evidence that their selected strategies really have worked for other students, and they set up processes for capturing evidence about whether the strategies are working for their own students.
- look beyond what is already known, towards new learning and innovation.

By engaging in a genuine inquiry process, teachers and leaders will be able to analyse and deconstruct their practice in a meaningful way.

## **Collaborative Learning**

Collaborative learning is an educational approach to teaching and learning that involves groups of teachers or students working together to solve a problem, complete a task or create a product.

Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

There are many approaches to collaborative learning. A set of assumptions about the learning process (Smith and MacGregor, 1992) underlies them all:

1. Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.
2. Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.
3. Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.
4. Learning flourishes in a social environment where conversation between learners takes place.

During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.

In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged

## **Learner Agency**

We believe that through learner agency our learners will understand where they are at with their learning, what they need to do next and how they might achieve this. By learner agency we mean developing a shared understanding of learning intentions and success criteria which make learning progressions visible to learners, parents and whānau.

Student voice research makes the case for positioning students as partners and sometimes leaders of research to improve teaching and learning and, to transform the relationships between adults and young people in schools (Cook-Sather, 2014).

Student voice is a key source of information to strengthen teachers' inquiries as outlined in the teaching as inquiry model in The New Zealand Curriculum (Ministry of Education, 2007) (NZC). Teaching as inquiry emphasises that teaching strategies, including those supported by evidence, may not work in all contexts; a strategy may work in one context but not another, for one student or group of students but not another, or in relation to one outcome but not another (Aitken & Sinnema, 2008; Sinnema & Aitken, 2011). That context dependence suggests that students themselves are a relevant source of information about the effectiveness of teaching.



We believe that when students are able to tell teachers what makes learning effective for them and highlight what aspects of learning they are finding difficult, it enables teachers to adapt their pedagogy to the needs of the students.

## **Parents and Whānau Agency**

We want to encourage and facilitate Parents and Whānau involvement in their children's learning and develop a belief that they have a crucial part to play and can make a real difference in their child's learning. We want Parents and Whānau to be authentic partners in their child's learning.

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

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

# Our Approach

Using our framework of the four critical foundations we aim to have all staff engaged in disciplined inquiries focussed on the needs of the learners in their classes.

Teachers will be supported in their inquiries by the in-school Lead teachers, their role will be to work with teachers to gather data, make sense of the data and to guide staff through the spiral of inquiry process, ensuring that the four critical foundations are foremost in planning.

The in-school lead teachers will be supported by school leadership teams and by the Across School lead teachers who will provide skills and expertise related to the identified achievement challenges and focus areas.

The specific details about how each achievement challenge and area of focus will be addressed cannot be pre-determined until the CoL appointments are made and the relevant staff have time to co-construct the details.

To do otherwise would be to ignore all of the research literature on effective collaboration and would be counter to the critical principles we have established.

## Assessment and the use of Data:

*“ The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides...”*

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focussed and timely gathering, analysis, interpretation, and use of information that can provide evidence of student progress”. (NZC, 2007, pg 39)

At Years 1-8 assessment evidence is gathered through a range of informal and formal assessments and an overall teacher judgement (OTJ). Moderation across the Te ara Mana-ā-Kura schools will ensure consistency of judgement, and the reliability and validity of data. Quality data will also inform our progress towards our achievement challenge goals.

At the transition point to Secondary School the provision of Year 8 National Standards information, combined with College assessments such as asTTle and PAT will inform the level and the learning support required for acceleration of students with students not at the expected level.

The College will analyse cohort data analysis and value added through Years 9 and 10 and to allow targeted interventions for both individuals and groups of priority learners. At the senior school NCEA level 1 tracking will be used to ensure progress towards the community goal of achieving NCEA level 2 for 95% of all leavers.

# Organisation and Structure

## Leadership

- The Lead principal of the CoL will coordinate and liaise with each school through the LAT (Leadership Advisory Team) and individually with principals, in order to support and promote successful outcomes across the network.
- The 'across-school' lead teachers (ALT) will coordinate and liaise with the CoL Lead Principal in order to develop the detail of work streams arising from the achievement challenge. They will receive appropriate professional learning and guidance to ensure cohesive successful outcomes across the network.
- The 'across school' lead teachers (ALT) will use a collaborative inquiry approach to develop specific responses to the CoL achievement challenge and work with the appointed 'in-school' lead teachers (ILT) to co-construct school based strategies.
- The across-school lead teachers will provide skills and expertise related to the identified achievement challenges and focus areas.
- The Lead Principal and the across-school lead teachers will set up an evaluative framework to measure effectiveness of actions undertaken and next steps.



# Implementation

## Collaboration and Communication

All Principals will collaborate on the plan developed to meet the Te ara Mana-ā-Kura CoL Achievement Challenge

Principals will consult with and share with their own school Board of Trustees and communities all aspects of the Community of Learning and how it will work for them in their school.

## Appointments

The aim is to complete the appointments process early in term 4 2017 to;

- a) Enable schools to plan staffing and timetables for an effective start in 2018
- b) Enable some professional learning and collaborative planning time for appointed staff
- c) Enable some whole CoL engagement activities

## Principal Leadership role

The first priority is the appointment to Principal Leadership role, following the process outlined by the National Appointments Panel.

## Across-School Lead Teachers (ALT)

Once the CoL leader appointment is made and the Achievement Challenge is Endorsed by the Ministry of Education, the Leader of Te ara Mana-ā-Kura will lead the CoL Appointments Team for the appointment of the Across-school Lead Teacher (ALT) roles.

The **In-school Lead Teacher (ILT)** roles will be completed after this.

## Expert Partner

The CoL leader will need to work with the MoE to secure the services of an appropriate Expert Partner, as early as possible so that they can be fully utilised in the the critical setup and detailed design.

## Set up

There will be considerable work needed to ensure the CoL is ready to start in 2018

- **Setting priorities and staging the roll-out**

The logistics of this are yet to be determined by the Leadership Advisory Team for the COL. There are challenges. Half day conferences for all staff will provide some initial insights into the priority areas for each school. This will be further explored by the Lead Principal in consultation with the Cross-School leaders with a view of making a decision by mid Term 4 2017

- **Communication systems**

Across School Calendar

An across schools calendar will be prepared for the cluster to ensure that across- school events are coordinated and time and money is used productively.

## Website

A dedicated website will be developed as a shared space for communications and COL related information and possibly as a space for within and across-school teachers to collaborate online.

## **Across - school Lead Teachers (ALT) team**

The communication structure for the Lead Principal and Across- School Lead Teachers is yet to be determined but will involve:

- Regular meetings with the Lead Principal
- Regular meetings with each other for collaborative planning
- Work with the in-school lead teachers to develop a coherent strategic plan to support each school to meet its specific targets
- Identify, model and effectively share examples of best practice which accelerate progress for Māori, Pasifika, and Diverse learners.
- Develop and reflect upon best practice in the professional learning of teachers

## **Monitoring**

Monitoring will include collection and analysis of relevant data. This will include ensuring maintenance of a register of identified target ākonga within each school(names, needs and numbers) so that tracking of student achievement is on-going.

In addition monitoring will focus on:

- Implementation of the plan(Have the agreed tasks been carried out? How well?)
- Timely and on-going problem solving).
- Emerging evidence of changes in pedagogy and school practices or culture.
- Professional Learning needs of staff

## **Evaluation**

Evaluation is an integral element of the spiral of inquiry which will be used at every level within the CoL, Teachers working with their students,

In-school lead teachers working with Teachers,

Across School Lead teachers working with In-school Lead teacher,

CoL leader working with CoL across school lead teachers.

The Lead Principal will work with the Across - Schools Lead Teachers and seek professional guidance and advice from the Education Review Office (ERO) and the Expert Partner 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
- Depth of understanding of the inquiry process
- Commitment to the four critical foundations
- Issues that have arisen

## Reporting

Reports to the Board of Trustees

The Lead Principal will co-ordinate the preparation of reports for Board of Trustees to be supplied regularly throughout the year (Each term and an annual report). 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
- Emerging evidence of changes in pedagogy and school practices or culture
- Depth of understanding of the inquiry process
- Commitment to the four critical foundations
- Issues arising

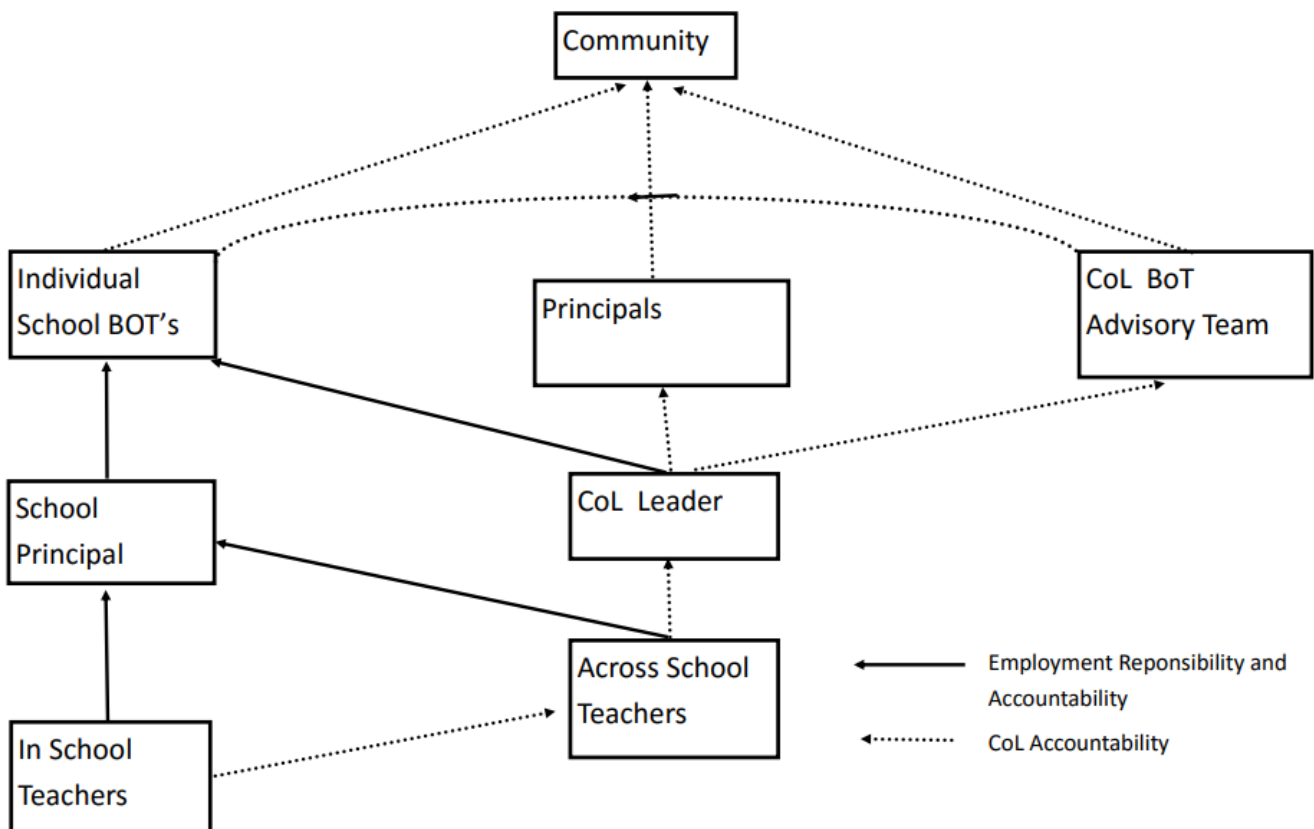
## Charters

The community's achievement challenges will be reflected in each school's charter for 2018 and reported on in the Analysis of Variance for 2019.

## Governance and Communication

- Board advisory team (BAT) (Chairperson of 5 schools invited to be on this Board plus CoL leader)
- Media statements and communication to be authorised only CoL leader
- CoL leader to report on progress of achievement challenges termly to BAT
- Principals to meet monthly
- Across schools teachers to report to CoL leader monthly
- Within school teachers to meet with across schools teachers as required

## Accountability



## Time line for CoL implementation

<b>Term 1, 2017</b>	
February	Confirmation of Farm Cove CoL
March	Meeting and discuss Achievement challenges
April	Confirmation with MOE support re Draft plan
<b>Term 2, 2017</b>	
May	Present the Draft plan to the group for consultation with leaders
June	Present the Draft plan to the group for final consultation
<b>Term 3, 2017</b>	
Week 1 (July) Week 2 (August)	<p>Principals confirm Proposal <i>this has all been delayed with most deadlines pushed back into term 4</i></p> <p>Combined BOT meeting-Information evening to present to combined BOT's</p> <ul style="list-style-type: none"> <li>● sign off proposal by Chairpersons and Principals</li> <li>● Appoint Board Advisory Team</li> <li>● Agree Selection process for CoL positions</li> <li>● Agree the local Criteria for applicants</li> <li>● Appoint Leadership Appointment Panel for Leader of the COL</li> <li>● Engage an Independent Advisor</li> <li>● Ask for applications for leadership Role</li> </ul>
<b>Term 4, 2017</b>	
October	<p>Final sign off of modified achievement challenges Submit proposal to MoE</p> <p>Appoint Leader of the Col</p>
November	<p>Principals hold staff meetings to explain COL <b>CoL Launch</b> Appointment of Col In School and Across school staff Across School staff to be appointed by the COL Leader, the Appointment panel and the external advisor. In School CoL positions are appointed by the School Principal in consultation with the CoL leader.</p> <p>These 2 appointment process can run concurrently/independentlyPLD for CoL staff</p>
December	<p>CoL meeting (all staff from 5 schools)</p> <ul style="list-style-type: none"> <li>● Information/function</li> <li>● COL staff introduced</li> <li>● Strategic direction 2018</li> </ul>