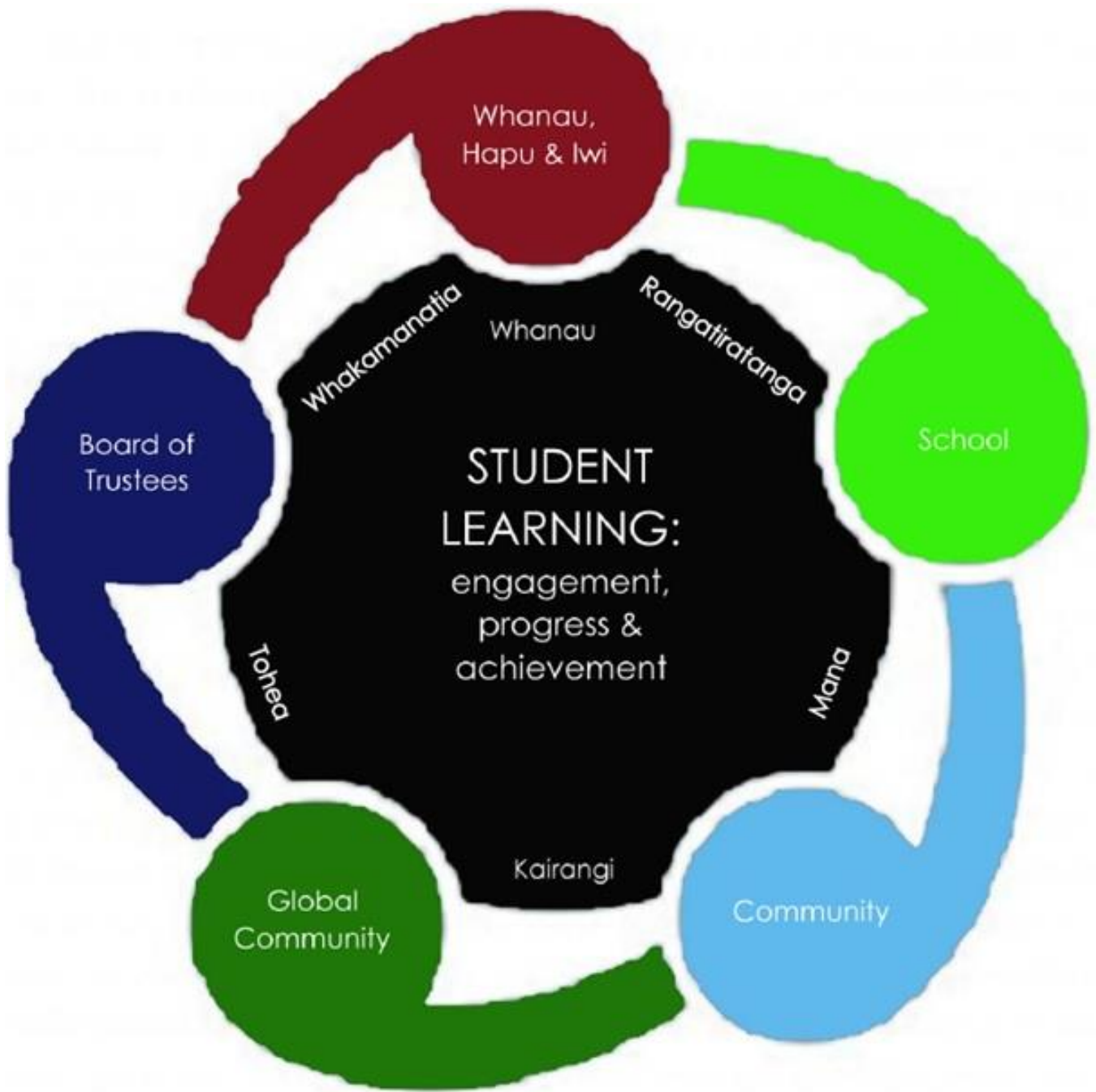


# Kelston Community of Schools



# KELSTON COMMUNITY OF SCHOOLS

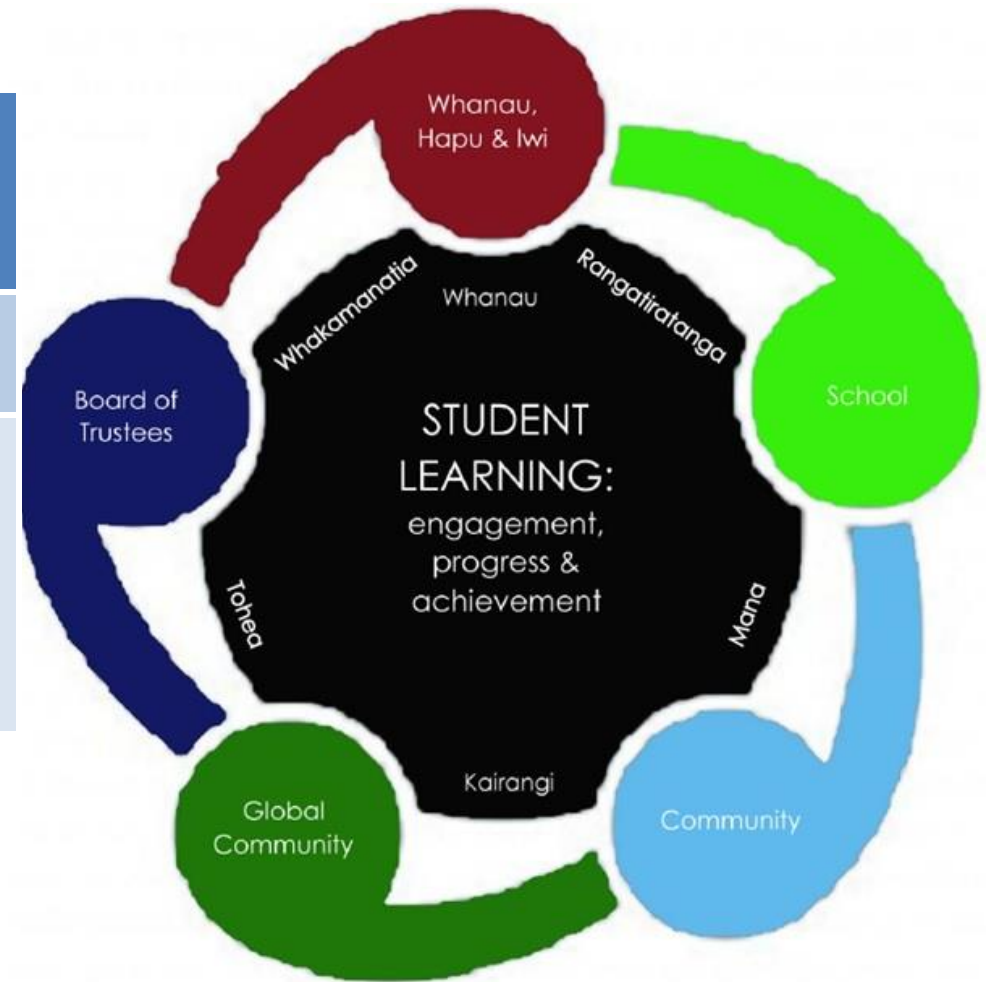
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# CHARTER

## KELSTON COMMUNITY - SCHOOLS OF LEARNING

<b>MISSION:</b>	By providing a culturally responsive and authentic context for learning, for every student, through development of teacher pedagogy and strengthening whānau engagement we will improve student achievement.
<b>VISION:</b>	To be a community of schools providing seamless transitions where diversity, cultural capital academic excellence and multi-lingual skills are valued.
<b>VALUES:</b>	The Kelston Cluster of Schools values the following to ensure equity of outcomes for all students: <ul style="list-style-type: none"> <li>• Whakamanatia/respect</li> <li>• Kairangi/excellence</li> <li>• Tohea/resilience</li> <li>• Mana/pride</li> <li>• Rangatiratanga/self determination</li> <li>• Whānau/community</li> </ul>
<b>WHAKATAUKI:</b>	‘Hei whakatipu rangatira mō apōpō’ Growing great leaders for a great future.



## Identifying the shared achievement challenges

### Kelston Community of Schools' profile 2015

Total number of students: 2,914

Māori students: 613 (21.0%)

Pasifika students: 1,529 (52.5%)

July 2015 roll figures (includes secondary tertiary students)

	Māori	Pasifika	Asian	Other	Pākehā	Int	Total
Glen Eden School	102	128	50	23	72		375
Glendene School	55	83	7	5	14		164
Kelston Boys' High School	139	428	65	23	66	27	748
Kelston Girls' College	95	339	65	45	19	6	569
Kelston Intermediate	43	149	35	8	15		250
Kelston School	71	142	74	16	15		318
St Leonards Road School	108	260	78	14	30		490
<b>Total</b>	<b>613</b>	<b>1529</b>	<b>374</b>	<b>134</b>	<b>231</b>	<b>33</b>	<b>2914</b>

### Kelston Community of Schools' achievement challenges

Our inquiry started with the learners at each school. We used 2014 achievement data as these moderated data were reliable and enabled valid comparisons.

The primary schools brought to the conversation their national standards data for reading, writing and mathematics and engagement data. The latter included attendance, stand-downs and exclusion rates.

The secondary schools brought students' end-of-year as TtIe results in reading, writing and mathematics in years 9 and 10 and NCEA results for years 11, 12 and 13. These data included school leaver's highest qualification data and where available, students planned destination whether it be to employment, or further education and/or training. The secondary schools also brought engagement data to the conversation including stand-downs and exclusion data.

Rich evidence-based discussion ensued with individual schools identifying challenges and priority groups of students. A number of possible shared challenges were identified.

The next step was to collate these data to look at the achievement pathway for different groups of students: cohorts, Māori, Pasifika, boys and girls. Collating group data enabled school leaders to unpack the differing educational experience of these groups.

The Ministry provided Kelston Boys' High School and Kelston Girls' College education and engagement infographics profiles for the inquiry alongside the school leaver and destination profiles.

One significant difference that should be noted is that Kelston Girls' College has a high number of refugee students compared to all other schools. Most of these students come from schools outside the community.

The inquiry resulted in agreement that shared challenges should initially focus on raising student achievement in mathematics and reading from years 1-10 and that Māori students' should be a priority group for the community.

The Kelston Community of Schools (COS) recognised that each school will select targeted learners and that these students will include Māori learners. They will use end of year data from 2015 to identify these learners. The intermediate and secondary schools will use data provided by contributing schools to inform their selection of target students at years 7 and 9.

### **The thinking behind our achievement challenge decisions**

#### Reading and mathematics

- The focus on reading and mathematics was based on evidence and agreed by all schools. It is acknowledged that there is considerable expertise available to be shared across the community. The schools decided that given the number of second language speakers in their schools, the focus would be on ELLs reading.
- While writing could also have been selected, school leaders believe that reading with a focus on critical literacy would provide greater leverage in raising achievement across all curriculum areas including mathematics.
- The community is future focused and believes mathematics provides opportunities for students to pathway through STEM.

#### Māori students

- Addressing underachievement of Māori learners is the priority for the Kelston COS. Collated data show Māori learners achieving at lower rates than Pasifika students. This discrepancy between Māori and Pasifika continues through into NCEA achievement and school leaver retention and achievement data.
- The Kelston COS charter and strategic plan demonstrate their commitment to strengthening culturally responsive and relational pedagogy that makes a difference for Māori learners. They also believe, on the basis of evidence, that what works for Māori works for everyone.
- Kelston schools' boards are committed to developing their culturally responsive practice including strengthening learning partnerships with whānau, community groups and iwi.

#### Pasifika students

- Kelston COS is committed to accelerating Pasifika students' achievement in reading and mathematics. This commitment means that all Pasifika students working below expected standards or curriculum levels will be targeted for improvement, as the COS addresses the achievement challenges in mathematics and reading.
- The COS is continuing to develop culturally responsive and relational practice that honours Pasifika students' identities, languages and cultures. They believe strengthening partnerships with Pasifika families and communities is key to improving outcomes for Pasifika students.

## Gender

- The COS pathway leads to single sex secondary schooling at either Kelston Girls' College or Kelston Boys' High School. Leaver profiles for both schools in 2014 are very similar with 81.9% of leavers from Kelston Girls' College with level 2 or above, 70.6% Māori students and 81.5% Pasifika students achieving level 2 or above. For Kelston Boys' High School the percentages are 80.3% overall, 71.4% for Māori and 81.8% for Pasifika. Gender differences at the end of the pathway are not significant. What is significant is the underachievement of Māori students.
- Gender differences for national standards are marked in reading where boys achieve 10% below girls. This is common for most of the primary schools and the intermediate school. It is expected that a significant number of these identified as target students will be boys and strategies and interventions will be tailored to their needs.

## Years 12 and 13

- The decision to focus on years 1-10 for the first two years enables the community to invest in individual students and their parents, family and whānau over three, preferably four years to make a real difference to outcomes and opportunities.
- Both Kelston Boys' High School and Kelston Girls' College have prioritised, and will continue to prioritise, the development of vocational pathways through their strong community and tertiary links. They anticipate the inclusion of year 12 and 13 into the shared challenges as the initial focus groups move into their senior schooling. STEM will also be scoped in at this stage.

The Kelston COS acknowledges that identifying the broad foci is the first part of the process. These challenges will be tailored and developed through further inquiry in 2016. The COS will connect with and involve parents, family and whānau and the wider community in these inquiries. Most importantly, the COS is excited to be accessing the voices and perspectives of the learners themselves, including Māori learners and Pasifika learners.

# KELSTON COMMUNITY OF SCHOOLS AND LEARNING SHARED ACHIEVEMENT CHALLENGES

Data based on 2014 National Standards and Year 9 and 10 NZC level data

**Mathematics: Years 1-8**  
**Historical Position:**  
 In 2014 63% or 934/1482 students were at or above the National standards in Mathematics.  
 In 2014 57.5% or 183/318 of Māori students were at or above the National standards in Mathematics.

**Mathematics: Years 9-10**  
**Historical Position:**  
 In 2014 16.5% or 34/205 of female students were at or above the expected curriculum level in Mathematics.  
 In 2014 14.7% or 43/292 male students were at or above the expected curriculum level in Mathematics.  
 In 2014 14.3% or 5/35 of female Māori students were at or above the expected curriculum level in Mathematics  
 In 2014 14.9% or 10/67 of male Māori students were at or above the expected curriculum level in Mathematics.

**Target years 1-8**  
 By the end of 2017 we aim to have 85% or 1260/1482 students at or above the National standards for Mathematics.  
 By the end of 2017 we aim to have 85% or 270/318 Māori students at or above the National standards for Mathematics.

**Target years 9-10**  
 By the end of 2017 we aim to have 50% or 249/497 years 9-10 students at or above the curriculum level in Mathematics  
 By the end of 2017 we aim to have 50% or 51/102 year 9-10 Māori students at or above the expected curriculum level in Mathematics

Mathematics Target 1	Year	At/Above (number)	Percentage
By the end of 2017 we will have moved <b>326</b> students of our Mathematics targeted learners to At or Above. <b>By the end of 2017 we will have moved 87 targeted Māori learners to at or above.</b>	<b>2014</b>	934/1482 learners	63% At or Above for Mathematics
	<b>2017</b>	1260/1482 Year 1-8 Mathematics learners	85% At or Above for Mathematics
Mathematics Target 2	Year	At/Above (number)	Percentage
By the end of 2017 we will have moved 172 of our Year 9 and 10 Mathematics targeted learners to the expected curriculum level or above for Mathematics. <b>By the end of 2017 we will have moved 36 of our targeted Māori students to the expected curriculum level or above for mathematics.</b>	<b>2014</b>	77/497 Year 9-10 learners	15.4% at or above the expected curriculum level for Mathematics
	<b>2017</b>	249 /497 Year 9-10 learners	50% at or above the expected curriculum level for Mathematics

# KELSTON COMMUNITY OF SCHOOLS AND LEARNING SHARED ACHIEVEMENT CHALLENGES

Data based on 2014 National Standards and NZC level data

## Reading: Years 1-8

### Historical Position:

In 2014 67.3% or 997/1482 students were at or above the National standards in Reading.

In 2014 62.6% or 199/318 of Māori students were at or above the National standards in Reading.

## Reading: Years 9-10

### Historical Position:

In 2014 17.1% or 35/205 of female students were at or above the expected curriculum level in Reading.

In 2014 27% or 79/292 of male students were at or above the expected curriculum level in Reading.

In 2014 20.0% or 7/35 of female Māori students were at or above the expected curriculum level in Reading.

In 2014 13.4% or 9/67 of male Māori students were at or above the expected curriculum level in Reading.

## Target years 1-8

By the end of 2017 we aim to have 85% or 1260/1482 students at or above the National standards in Reading.

By the end of 2017 we aim to have 85% or 270/318 for Māori students at or above the National standards in Reading.

## Target years 9-10

By the end of 2017 we aim to have 50% or 249/497 year 9 and 10 students at or above the expected curriculum level in Reading.

By the end of 2017 we aim to have 50% or 51/102 years 9-10 Māori students at or above the expected curriculum level in reading.

Reading Target 1	Year	At/Above (number)	Percentage
By the end of 2017 we will have moved 263 students of our Reading targeted learners to At or Above for reading. <b>By the end of 2017 we will have moved 71 targeted Māori students to At or Above for reading.</b>	2014	997/1482	67.3% At or Above for Reading
	2017	1260/1482 Year 1-8 Reading learners	85% At or Above for Reading
Reading Target 2	Year	At/Above (number)	Percentage
By the end of 2017 we will have moved 135 students of our Year 9 and 10 Reading targeted learners to at or above the expected curriculum level for reading. <b>By the end of 2017 we will have moved 35 of our Year 9 and 10 targeted Māori students to at or above the expected curriculum level for reading.</b>	2014	114 out of 497 Year 9 and 10 learners	22.9% at or above the expected curriculum level for Reading
	2017	249/497 Year 9 and 10 learners	50% at or above the expected curriculum level for Reading



## STUDENTS WHO ARE OUR FOCUS IN OUR TARGETS

For 2014 the number of students to be targeted for improvement in each school through the shared achievement challenges in Mathematics and Reading is set out in the table below. These shared achievement challenges will be tailored and developed through further inquiry. In 2016 , the number of students and who they are in each school will be identified.






### Students below or well below National Standards for each school in the Kelston COS, 2014

	Student Type	Reading			Mathematics		
		Number below or well below	Percentage below or well below	Total students	Number below or well below	Percentage below or well below	Total students
Glen Eden School	All students	134	38.5%	348	155	44.5%	348
	Māori	44	50.0%	88	45	51.1%	88
	Pasifika	44	35.8%	123	57	46.3%	123
Glendene School	All students	29	20.6%	141	35	24.8%	141
	Māori	7	15.2%	46	16	34.8%	46
	Pasifika	12	17.1%	70	9	12.9%	70
Kelston Intermediate	All students	71	28.9%	246	87	35.4%	246
	Māori	9	31.0%	29	9	31.0%	29
	Pasifika	53	34.0%	156	66	42.3%	156
Kelston School	All students	101	32.1%	315	102	32.4%	315
	Māori	21	35.0%	60	21	35.0%	60
	Pasifika	55	35.3%	156	56	35.9%	156
St Leonards Road School	All students	150	34.7%	432	169	39.1%	432
	Māori	38	40.0%	95	44	46.3%	95
	Pasifika	77	33.6%	229	91	39.7%	229

### Students yet to reach expected curriculum Level –Years 9-10

	Student Type	Reading			Mathematics		
		Number below or well below	Percentage below or well below	Total students	Number below or well below	Percentage below or well below	Total students
Kelston Boys' High School	All students	213	73%	292	249	85.3%	292
	Māori	58	86.6%	67	57	85.1%	67
Kelston Girls' College	All students	170	82.9%	205	171	83.5%	205
	Māori	28	80%	35	30	85.7%	35

## STRATEGIES TO ADDRESS CHALLENGES

1. <u>Pedagogy</u>	2. <u>Attendance/Tranience</u>	3. <u>Resourcing &amp; Technology</u>	4. <u>Measurement</u>	5. <u>Growing Leadership, Skills, Knowledge and Dispositions</u>
<ul style="list-style-type: none"> <li>• Integrated, inquiry model</li> <li>• Teacher cultural epistemology (including ethnic, youth, generational)</li> <li>• high expectations, vision for students, whanau, teacher</li> </ul>	<ul style="list-style-type: none"> <li>• engagement of whanau</li> <li>• agreement of definitions and analysis of data</li> <li>• how does it affect learning?</li> <li>• Transition points</li> </ul>	<ul style="list-style-type: none"> <li>• Involving our Boards and developing shared strategies across the COS for dealing with issues such as property, the local physical environment and so on</li> <li>• Developing political awareness</li> <li>• Developing resource teams in each school</li> <li>• Sharing current initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• What are we measuring?</li> <li>• How will we measure?</li> <li>• Is the measuring meaningful?</li> </ul>	<ul style="list-style-type: none"> <li>• Developing trust, shared understandings</li> <li>• Developing agreed protocols that reflect our belief in democratic and transparent processes.</li> </ul>
<b>ACTIONS</b> 	<b>ACTIONS</b> 	<b>ACTIONS</b> 	<b>ACTIONS</b> 	<b>ACTIONS</b> 
<ul style="list-style-type: none"> <li>• <i>Developing shared understanding of culturally responsive pedagogy of teachers in the classroom</i></li> <li>• <i>Develop shared strategies in the classroom on <u>scaffolding</u> and <u>reciprocal</u> teaching.</i></li> <li>• <i>Developing authentic inquiry context for learning.</i></li> <li>• <i>Develop knowledge of shared understanding of the curriculum levels</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Agree on definitions for attendance</i></li> <li>• <i>Agreed on 95% attendance goal</i></li> <li>• <i>Agreed to establish the current attendance benchmark in each school by gathering data on Year 4,6,8,10,12 for this year.</i></li> <li>• <i>Particular focus on transition points to develop our understanding on how well prepared each student is when moving to the next level – what do we expect each student will have in terms of learning strategies, curriculum knowledge, and values?</i></li> <li>• <i>When measuring tranience and gathering data, our focus will be on students who began schooling in Kelston.</i></li> <li>• <i>Measuring whole school attendance and Maths/Māori attendance</i></li> <li>• <i>Use attendance data as a measurement of engagement.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>agreed to present the COS plan to a combined Board meeting in early Term 4</i></li> <li>• <i>combined Boards to agree to marketing expert</i></li> <li>• <i>agreed on the Maths ‘experts’ within each school</i></li> <li>• <i>agreed on the culturally responsive pedagogy ‘experts’ within each school</i></li> <li>• <i>agreed to recommend to each of our Boards that they also become ‘experts’ on cultural responsiveness by organising an STA workshop early Term 4 on ‘Hautu’</i></li> <li>• <i>agreed on the data team ‘experts’</i></li> <li>• <i>agreed on membership of the consultation team</i></li> <li>• <i>agreed to use services of a data expert</i></li> <li>• <i>agreed to use curriculum expert.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Data to be <u>Māori, Pasifika, ALL</u></i></li> <li>• <i>Regular use of student and teacher voice</i></li> <li>• <i>Common tool for maths measurement to be PAT</i></li> <li>• <i>Data team to become the ‘experts’ in data gathering bringing findings to consultation group and/or full COS</i></li> <li>• <i>Rongohia te hau</i></li> <li>• <i>Me &amp; My School and/or KIS survey</i></li> <li>• <i>The rest of this year the COS will establish baseline data that we can measure future improvement against: in Maths, attendance, teacher voice, student voice, cultural responsiveness.</i></li> <li>• <i>Collation of longitudinal data i.e. students who have attended Kelston schools at each sector level.</i></li> </ul>	<p><b><i>In Term 4:</i></b></p> <ol style="list-style-type: none"> <li><i>1. Combined Board of Trustees meeting(s) to establish shared understandings</i></li> <li><i>2. An afternoon celebration/guest speaker, food &amp; beverages for staff of all schools</i></li> <li><i>3. TOD(s) on marae to begin shared understanding of cultural responsiveness at beginning of next year.</i></li> <li><i>4. In Term 4 and Term 1 each school to explain COS action plan and Charter when schools hold parent/whanau meetings.</i></li> </ol>

## **KELSTON COMMUNITY OF SCHOOLS AND LEARNING INITIAL ATTENDANCE DATA TO SUPPORT STRATEGY**

Improving attendance is one of the strategies the community has identified to address the achievement challenges in mathematics and reading. The data below will provide benchmark information for the actions planned for this strategy (see table above).

### **2014 Data**

#### **Attendance: Years 1-8**

##### **Historical Position:**

**In 2014 there was an attendance rate of 85.5% across the cluster.**

**In 2014 there was an attendance rate of 82% for Māori students across the cluster.**

#### **Attendance: Years 9-10**

##### **Historical Position:**

**In 2014 there was an attendance rate of 78% across the cluster.**

**In 2014 there was an attendance rate of 75% for Māori students across the cluster.**

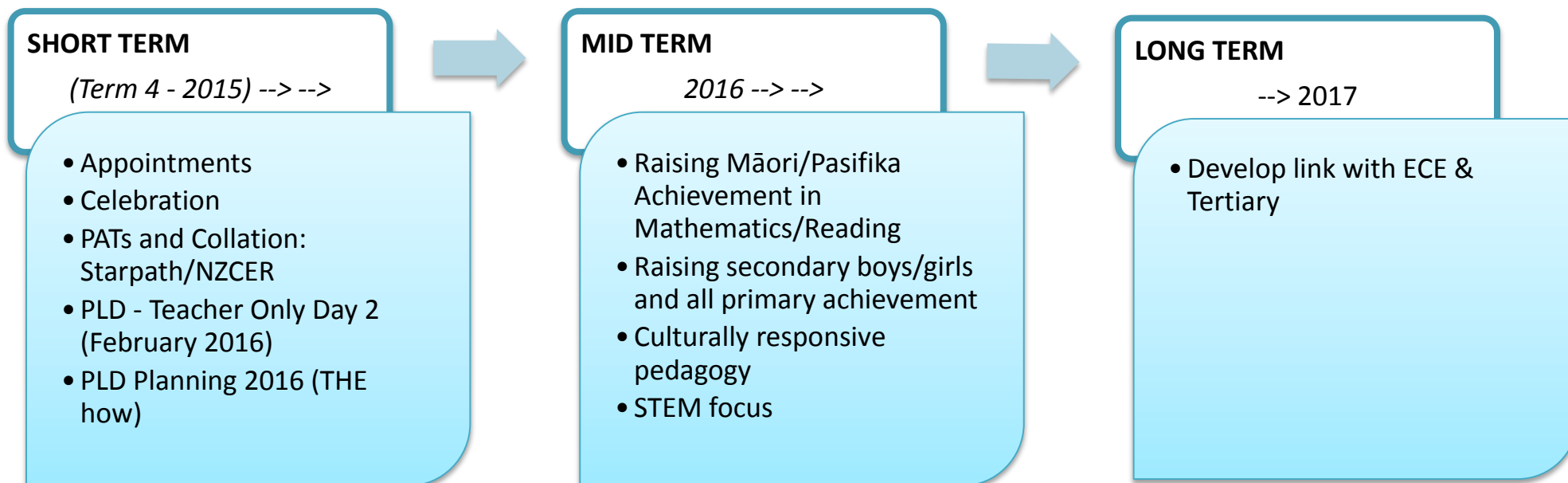
##### **Target for this strategy :**

**By the end of 2017 we aim to have an attendance rate of 95% or above across the cluster.**

## **SHIFT: DESIRED OUTCOMES**

1. Measurable shift in culturally responsive teacher pedagogy using 'Rongohia te hau'.
2. Measureable shift in attendance.
3. Measurable shift in mathematics achievement at each transition point, i.e. Years 5, 7, 9, 11, 13 using PAT.
4. Measurable shift in reading achievement at each transition point, i.e. Years 5, 7, 9, 11, 13 using PAT.
5. Analysis of student and teacher voice. Decision yet to be made on how often the surveys will occur. Measurable shift at each transition point.
6. Baseline data set by the end of 2015.
7. Measurable shift in all Achievement Challenges to be analysed Term 4 2016 and again in 2017, Term 4.

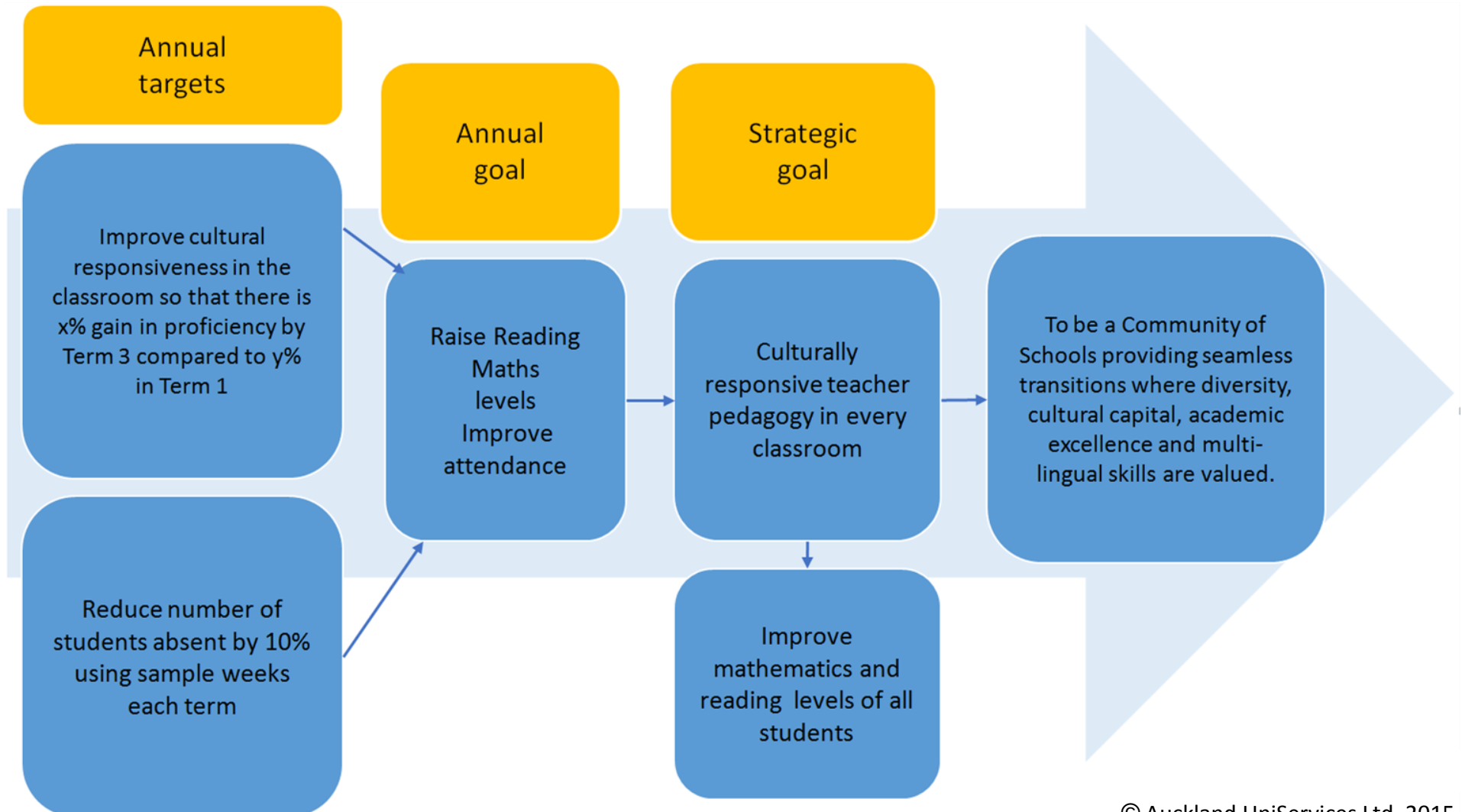
## ACHIEVEMENT TIMELINE



# Outline of the Operational Structure

(Part Two)

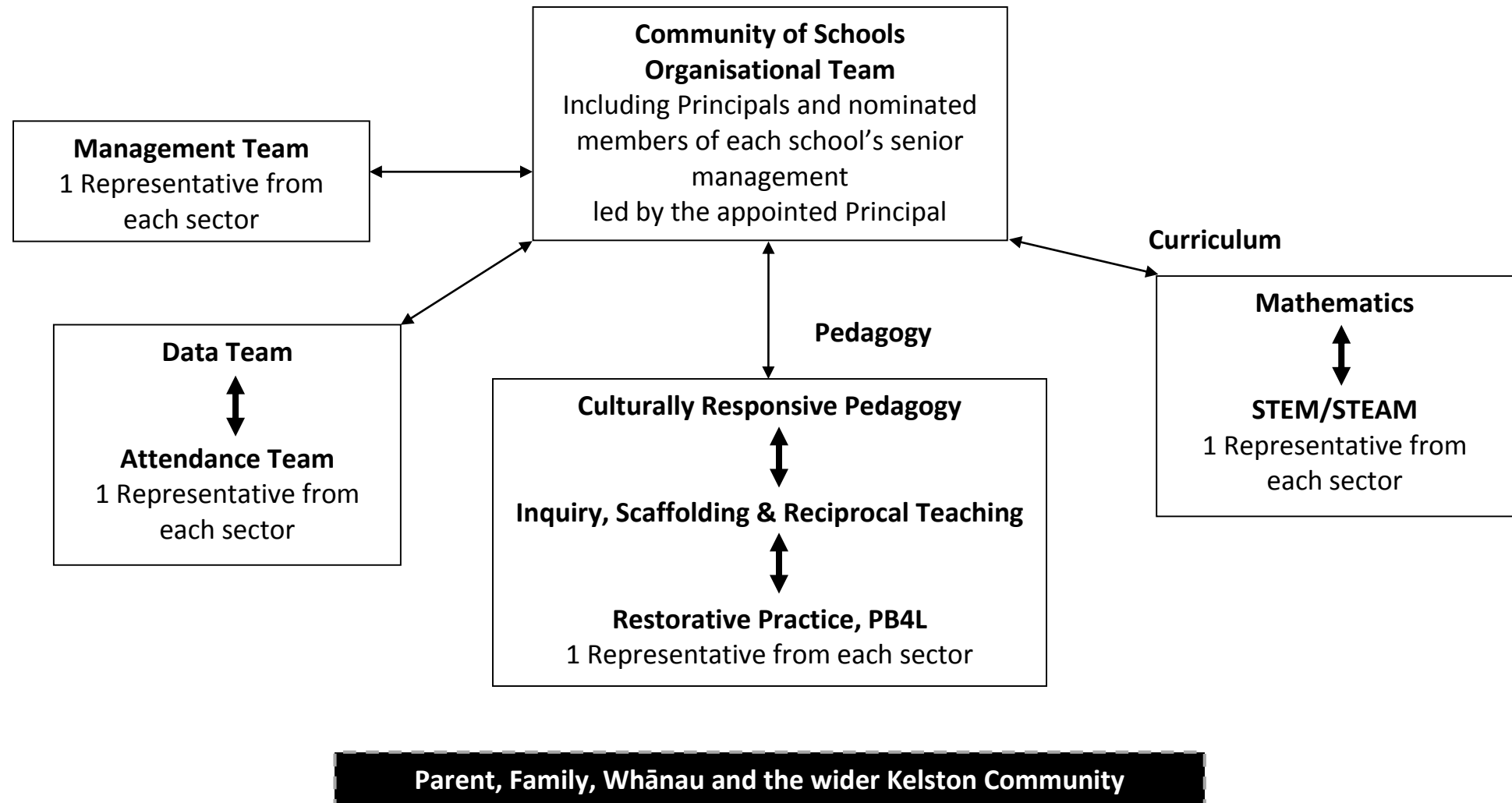
*A theory for improvement that includes how to check progress*



# Operational Structure to Reflect Kelston CoS Achievement Challenges

(Part One)

## GOVERNANCE – Kelston CoS Board of Trustees



# KELSTON COMMUNITY OF SCHOOLS AND LEARNING

## CODE OF CONDUCT

All participants will be respectful of each other's views and opinions.

All participants will undertake to read and contribute in an informed manner to the critique and community discussions.

All participants will value new learning and critique and treat shared information in a professional manner.

In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences three other members of the principals' group will meet to process a way forward.

All positions of service for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.

Appointments to positions of cross school leadership will involve the collective wisdom of all the leaders in schools where an appointee shall work, but will always be representative of the spread of schools within the COS.







## **KELSTON COMMUNITY OF SCHOOLS**

### **Memorandum of Agreement**

#### **Undertaking to work as a Community of Schools:**

The Boards of Trustees and Principals of the schools identified below have agreed that the Kelston Community of Schools (Kelston COS / COL) is based on collaboration, with the partners working together in a spirit of co-operation and good faith for the benefit of their students to raise student achievement. The purpose of this Memorandum of Agreement (MoA) is to confirm the nature of collaboration and to establish a framework and procedures within which the Kelston COS / COL will operate:

Glendene Primary  
Glen Eden Primary  
Kelston Boys' High School  
Kelston Girls' College  
Kelston Intermediate  
Kelston Primary  
St Leonards Primary.

#### **Term of Agreement:**

This Agreement is for a period of 2 years commencing from 28 January 2016.

- a) Agreement Review: One year prior to the end of this term, the schools in this Community of Schools will formally review whether to continue with its current composition.

#### **Working Together:**

- We have identified shared achievement challenges that are relevant to the needs of the students within our schools.
  - We have collaboratively developed a shared achievement challenges plan to address these shared achievement challenges in order to achieve the valued outcome we seek. This plan is attached.
  - We will utilise and manage the dedicated resources provided (the Community of Schools teacher and leadership roles and associated Inquiry Time) to best implement the plan.
-

- We will involve parents, students, families and whanau and communities in implementing the plan.
- The individual Boards will reference the Community of Schools plan within their own individual schools' Charters along with the goals/objectives related to the needs of their own students.
- We will implement systems for monitoring, reviewing and adapting the plan as necessary and we will establish and operate an operational structure to manage the processes to implement the plan. An outline of the operational structure is attached.

#### **Variation to the Achievement Challenges Plan:**

##### a) Changes to the shared achievement challenges plan:

Where substantial changes are made to the plan, i.e. the challenges being addressed and/or the approaches used to address them, and/or milestone/review dates; this will necessitate our Community of Schools to agree to the amended plan. Any such amendment to the plan will be attached to this original agreement.

## **PART TWO**

(Shared understanding of the parties obligations under the Privacy Act 1993 and the implications of variations to the formation of the Kelston Community of Schools.)

### **Privacy**

- The Community of Schools Privacy Protocol (as set out in Appendix 1 of the Community of Schools Guide for Schools and Kura) which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data) has been adopted by our Community of Schools. All participating Boards agree to comply with and to ensure compliance with the privacy protocol when dealing with personal information about leaders, teachers, students, parents, families and whanau. The privacy protocol is attached as an appendix.

### **Variations**

- We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:
    - Change to the composition of this Community of Schools:
      - Joining:* Where a school is to join our Community of Schools, the Ministry of Education is to be informed of this prior to the change taking effect.
      - Withdrawing:* Where any Board elects to leave our Community of Schools, they will provide notice no later than the end of term two to our Community of Schools and the Ministry of Education. The withdrawal will take effect from the start of the following school year.
        - 1) This does not preclude a withdrawing school from participating in another Community of Schools without resourcing during this period of notice.
-

- b) We acknowledge that our agreement to clauses A) a) i) and ii) have resourcing and employment relations implications for the schools in our Community of Schools.

Particularly:

- a) Where one of the roles is employed by a departing schools.
  - b) Where the departing school is critical to the maintenance of the student pathway within the Community of Schools.
- c) Changes to the composition of our Community of Schools will require:
- i. Approval by the Ministry of Education.
  - ii. Amendment to the list of signatories to this Agreement.
- d) Disestablishment of the Community of Schools: If prior to the termination date of the Agreement, our Community of Schools determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in Clause A) a) ii) Withdrawing, apply to disestablishment.

**Signed by:**

School Name	Principal's Name & Signature	Board of Trustees Chair Name & Signature
Glendene Primary		
Glen Eden Primary		
Kelston Boys' High School		
Kelston Girls' College		
Kelston Intermediate		
Kelston Primary		
St Leonards Primary		

# KELSTON COMMUNITY OF SCHOOLS REPORT 2015

Source: Education Review Office

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## OVERVIEW

The group of seven schools that comprise the Kelston Community of Schools (CoS) are well suited to work together in a collaborative educational network. These schools share similar characteristics and are well integrated with their respective local communities. Many of the Year 6 students move to the Intermediate school from there to the single sex secondary schools. All schools in the CoS have high Pacific rolls of between 35% and 50%, and Māori rolls of between 15% and 22%.

Schools are well known to each other and are developing networks to support learners' transitions between them. The schools are all characterised by senior leaders and trustees who are committed to making a positive difference for learners.

The schools have similar demographics. The level of early childhood education participation for children entering school is currently 92%. Student attendance is a concern reported by some schools. Two of the schools' rolls indicate small increases, but the other four are experiencing declining rolls. This is a significant issue for long term property development and maintenance, particularly for the two secondary school boards.

The achievement of students in the Kelston Cos is similar to comparable schools but below regional and national comparisons. None are yet achieving the National Standard targets. Students, particularly those who are Pacific, make good progress at secondary school and after four years are close to achieving the NCEA Level 2 national target. The two secondary schools have a lot of information about senior students, including analysed student leaver destination data. They are adding value to students' education particularly for those students who remain at school until Year 13.

The strategic focus across the Kelston CoS is on lifting student achievement levels, particularly that of boys, Māori students and students at risk. There is significant opportunity for the Kelston CoS to share initiatives and build professional capabilities to further raise student achievement levels.

Common strengths include:

- school leaders and boards of trustees committed to raising student achievement
- capable leadership and collaborative senior management teams
- eagerness to engage in professional learning involving internal and external expertise
- willingness to implement initiatives to increase success for Māori and Pacific learners
- clearly expressed values that underpin student wellbeing
- increasingly good use of evidence to inform planning and resource priorities.

Areas for further consideration include:

- developing a shared profile of effective teaching to support consistent student-centered teaching and learning practices

- strengthening the use of the digital learning environment to meet the needs of the modern learner
- exploring new ways to engage Pacific and Māori parents and whanau as partners in learning
- robust evaluation of programme and initiatives using a variety of learner focused information.

## LEARNING

There are pockets of success for Māori learners, but the schools overall are concerned about the under achievement of some Māori students. Several of the schools are also concerned about the pattern of under achievement of boys, and the engagement of Māori boys in particular.

- Strategies that are proving effective in accelerating the achievement of at-risk students

would be worth sharing across the CoS.

Some boards have prioritised the appointment of Māori and Pacific staff to strengthen partnerships between student, school and family. Promoting students' language, cultural and identity are central to these initiatives.

- The impact of these initiatives and the development of culturally responsive teaching and learning practices could be key areas for the CoS to investigate.

## CURRICULUM

ERO reports for the Kelston CoS suggest that curriculum documents in all schools have been recently reviewed. Most of the curricula offered have a deliberate bicultural dimension and some have strong Pacific themes. They reflect the values and principles of the New Zealand Curriculum. Values are stated in charter documents and expectations for learning.

All schools are exploring ways for the curriculum to be more relevant and engaging. Some schools are using an inquiry approach to learning, encouraging students to question and pursue topics that engage and interest them. The two secondary schools are developing flexible learning programmes that provide greater diversity for pathways and career choices.

Student wellbeing is a stated goal in the curriculum of most of the schools. Health and physical education and sport are important in this regard, together with community agencies that support schools to take a holistic health promoting approach. Working with families to improve attendance and healthy eating is seen by the Kelston CoS to be key steps in supporting learning.

The schools are all investing additional resources in learner support. In primary schools this involves developing teachers' capability to differentiate learning programmes. In the secondary schools, additional mentoring and academic counselling is seen as effective. Fundamental to these approaches is improving student teacher relationships.

## **SUSTAINABLE PERFORMANCE**

The Kelston CoS comprises schools that are well led and managed. Some of the principals have had many years of experience in their respective schools, and those who are newer are providing direction and have the confidence of staff and parents.

Boards of trustees support school leaders and provide good governance. Trustees identify challenges and have strategic priorities focused on lifting student achievement. They value their staff and support teacher development.

The Kelston CoS is viewed as collaborative, consultative and interested in self review. The schools have open and inclusive cultures and value community's involvement. The positive tone of the schools is conducive to learning.

The Kelston CoS leaders are very willing to seek external expertise and strengthen school leadership capacity. They have each been involved in different professional learning and development initiatives to up skill teaching and support learning. Some have been involved in other education networks, both locally and nationally. The willingness of the Kelston CoS to learn and share provides a good platform for successful collaboration.