Thames Community of Learning (CoL)

Te Kāhui Ako o Kauaeranga

Mai i te tauihu ko Moehau
Tae noa ki te taurapa ko Te Aroha
Ngā puke ki Hauraki ka tārehua
Climb, Ascend, Persevere
Tēnā mē pikiātu, pikiai, ki te pikinga ora mōu.

Our Vision

As a profession, we have the mandate to re-design and evolve our contexts, through leadership and spirals of inquiry\(^1\). Teacher autonomy and collaboration will empower us to proactively shift mind-sets and examine current paradigms.

As school leaders, we have made a commitment to making a greater difference to the progress and achievement of all students in and across our schools, through leadership, personal efficacy and collective action.

As a cluster, we take this opportunity to innovate in new and exciting ways, to have a significant impact on how we work together, how we improve the learning pathways of students and how we grow our collective professional practice to meet the changing landscape of our educational system.

As a community, we strive for a seamless pathway of learning. We are confident that we can strengthen our relationships, systems and resources to better meet the needs of every child. We will be empowered through a moral purpose to ensure equity and excellence for all.

As a student, I can experience a seamless transition from early childhood to secondary school. As a learner I will engage in teaching and learning programmes that place me at the heart of systemic change. As a diverse learner, the CoL will be responsive to my strengths, cultural aspirations and special needs.

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1 A framework for transforming learning in schools: Innovation and the spiral of inquiry. Timperley Kaser & Halbert
Using our Framework for Transformational Learning

We approach this innovation with an understanding of where we have come from, what we are currently doing and why we need to make a change. We will engage with Timperley, Kaser and Halbert’ Spirals of Inquiry framework to guide us on this journey to transform our learning community.

Community Profile

The Thames Kauaeranga CoL encompasses a wide geographical area in Thames Valley and Tikapa Moana, The Firth of Thames. The CoL comprises of seven full primary schools; Matatoki School, Moanataiari School, Parawai School, Puriri School, St Francis School, Tapu School, Thames South School, and Thames High School. The schools are all located in or near the town of Thames. All schools are English Medium Schools with St. Francis a state integrated Catholic School. Thames South School also provides dual medium and rumaki education streams.

At 1 July, 2015, the Thames Kauaeranga Community of Learners (CoL) consisted of 1343 students. (Education Counts, CoL data, MoE). Data confirms there is a gender balance across schools and close to 35% of students identifying as Māori, mainly of Ngāti Maru and Tainui descent. There are two kōhanga reo and two early childhood centres. The proportion of children who have attended early childhood education before they start school has been growing, but participation for Māori children is still a little below that of Non-Māori.

Scanning the current situation

Information drawn from all eight schools’ most recent ERO reports, evidential files and publicly available achievement information, sets the scene for CoL leadership to identify achievement challenges and find possible levers for change.

Schools within the CoL are well placed to work together collaboratively to improve educational outcomes for all the children and young people in these schools. Their most recent ERO reports noted high levels of student engagement and enjoyment of learning across the CoL. Positive relationships between the schools, parents and whānau were also evident. This CoL benefits from sound and effective governance and principals who are knowledgeable and experienced. A next step for the CoL is to increase collaboration and involvement with iwi as partners in the learning of students.
The schools have a history of working together, and the relationship amongst principals is already well established through the Thames Principals Association. This is characterised by a high level of trust, cooperation and goodwill. Schools cooperate in the provision of sporting and cultural events, and there is a shared culture of professional learning and development across the town’s education community.

Teachers have been involved in a range of professional learning and development opportunities, focused on literacy and mathematics. The primary schools have all independently accessed both school wide and *Programmes for Students* PLD with recent foci in science, mathematics, Blended e-learning, Accelerating Learning in Mathematics (ALiM) and Accelerating Learning in Literacy (ALL).

The High School has been involved in the Attendance, Retention and Transition (ART) and the Positive Behaviour for Learning (PB4L) initiatives to improve student engagement and achievement. In 2016 the High School has piloted Secondary Schools Employer Partnerships (SSEP) and the Sport in Education (SIE) programme. These programmes connect to the Year 9 and 10 cohort and work to strengthen student engagement in learning.

Each school’s Board of Trustees has made a commitment to align their strategic direction with that of the CoL, through their 2017 school charter and strategic plan. Schools have co-created a Memorandum of Agreement that will guide the way we undertake the work outlined within this plan. This document will be submitted as an attachment.

**Focussing our energies**

All schools in the CoL are effectively gathering achievement information and using it to make positive changes to learners' engagement, progress and achievement.

- Student attendance continues to be a focus for all schools. Staff work collaboratively with outside agencies and achieve a significant improvement in student attendance across all levels of schooling. This level of engagement needs to be maintained.
- Information is used to identify groups of students at risk and to set challenging targets focused on improving educational outcomes.
- Targets are understood and used by teachers to provide specific teaching strategies to accelerate the progress of learners at risk of underachieving.
- Achievement information is used to report to parents.
Overall, across schools, Boards of Trustees use achievement information to make well-informed resourcing decisions.

- There are examples of highly effective self-review systems within our schools that can support the CoL to evaluate the impact of programmes and initiatives.
- Schools have developed a range of strategies, including the use of digital technologies, to keep parents and whānau informed.

Recent leadership collaboration has built common understandings around collective responsibility for the achievement and progress of all students, especially those achieving below expected levels. Areas for collective development would include:

- Monitoring the progress of these students right through their education pathway
- Sharing effective practice so that every school has an ongoing programme of school evaluation, improvement and innovation
- Improving the review of targets and systems for tracking and monitoring the progress of target students.

**Narrowing the focus**

The next phase was to consider and prioritise potential achievement challenges by exploring the success of our priority learners.

**Priority Learner Profiles across the primary sector**

Data for our Pasifika community shows a very low number of students who have identified as being from a Pasifika nation (10 students - CoL Education Profile). The CoL acknowledges that current collection of data is not transparent enough for students from multiple ethnicities to be equitably represented. The CoL leaders also acknowledge that the collective learning we will experience engaging with specific target students, will translate into shifts for all students in our CoL.

**Te Reo Māori provisions**

Currently, 11 Māori students in our CoL are learning within a total immersion, Rumaki Māori, Y1-8. The curriculum for this cohort of students is Te Marautanga o Āotearoa, Ngā Whanakētanga. The CoL acknowledges the targets set for this group of students will sit within that school’s charter. Connections will be made to the High Level Plan, establishing specific actions to grow the teaching of Te Reo Māori
within and across our schools. Engagement of Rūmaki Māori, and our small rural schools, can strengthen differentiation of teaching and learning programmes for multiple levels.

At the end of 2016 there were 42 students (39 Māori/ 3 non Māori), learning within a Dual language context, and instruction in Te Reo Māori between 12.5 - 25 hours per week. This figure represents 20% (49/245) of Māori students across the primary school context. There are currently 27 students (22 Māori/5 Non Māori) learning Te Reo Māori for at least 3 hours per week. (Ministry Classification Level 4b) and there are 51 students (30 Māori/21 Non- Māori) learning Te Reo Māori at Thames High School. There is not currently an option for Level 1 Te Reo Māori students to continue their pathway at secondary level.

Some schools have focused on cultural responsiveness practice. This has included developing teacher understanding and implementation of Ka Hikitia - Accelerating Success 2013-2017 and Te Kotahitanga. The improved bicultural dimension of these schools is likely to improve the participation and achievement of Māori learners. This is considered an important lever for change, one that collaboration between schools will grow.

Identifying Possible Achievement Challenges and Actions

The next point for collaboration as a CoL, was the focussing on aspirational achievement goals that might align with the target of 85% of students at or above expected level in reading, writing and mathematics. 2014-2015 student achievement in reading was very close to our goal of 85%, sitting at 84.4 % (Education Profile, MoE), so within literacy, it was decided to take a look at writing across the CoL as an appropriate place to begin.

While overall achievement was generally good, 2015 National Standards data clearly identified that boys and Māori achieve less well than their peers in writing and mathematics respectively (boys particularly in writing and Māori particularly in mathematics). These were persistent issues over time when data sets were analysed from year to year.

As a collective we identified that writing proficiency is the biggest factor in impacting attainment for all students due to its impact across the curriculum.

The impact of our actions to address these writing and mathematics achievement challenges will require long term shifts in practice across all our schools. Therefore we are looking to a two-year strategic goal, to be achieved by the end of 2018.
The CoL foresees an improvement in all NCEA results if we look at the complete learning pathway for cohorts of students in relation to writing. Strengthening the link to high school and establishing signposts for teaching and learning will have a positive impact on literacy levels from Year 1 to Year 10 and beyond. By raising literacy achievement in Years 9 and 10, we will in turn increase the attainment of standards (credits) at Level 1 and Level 2 over and above the specific literacy requirements for these levels.

**Accelerating Student Success (Achievement Challenges)**

**Pinpointing a collaborative focus**

The professional practice of our staff and the refining of learning and teaching programmes through inquiry, has the potential to better meet the diverse needs of all our learners. A focus on specific target groups, in writing, mathematics and NCEA, will lead to accelerated learning progress for these groups, as well as the increased success of all students. The baseline data and more current figures held within each individual school were examined and the components of the High Level Plan were established. Multiple iterations of this document were drafted and redrafted in consultation with the Ministry of Education until a precise and specific data set was established and achievement challenges were confirmed.

**Achievement Challenge 1: Writing Years 1-8**

Through the process of creating this plan and the ongoing synthesis of the evidence available to us, the CoL has prioritised writing due to its impact on attainment across the curriculum and identified the following achievement challenges within writing:

- Boys not achieving at or above the National Standards in writing in Years 1-8.
- Māori students not achieving at or above the National Standards in writing in Years 1-8.

The leaders within our CoL are aware of the depth and breadth of working in this new way. It is our collective belief that we will be precise in our focus and pinpoint the challenge in writing, so that we can also give credence to the enormity of establishing the systems, practices and relationships necessary for this innovation to be effective, with the belief that many of these actions will have impact across all learning areas and identified achievement challenges. While initial target students are only a small
percentage of our student numbers, the CoL has chosen to engage a Process Target that will support us to collectively identify key benchmarks in literacy progressions to NZC Level 5 by the end of Year 10.

**Achievement Challenge 2: Process Target –NCEA Level 1 and 2 Attainment (incorporating Writing Years 9 and 10)**

Thames Kauaeranga has identified the following *achievement challenges in high School*:

- Students not achieving NCEA Level 1 and NCEA Level 2
- Students not meeting curriculum expectations in writing at years 9 and 10

Progress and achievement in literacy affects all curriculum learning. Ensuring that each student is making individual progress and achieving success is crucial to both their understanding of current schooling and their prospects for the future.

_Literacy online, Te Kete Ipurangi (2017)_

What we do in the primary schools will impact on the success of students at high school. Increasing student success with meeting literacy requirements at NCEA Level 1 will facilitate improved results at Level 1 and beyond, reducing a barrier to achieving high levels of NCEA success. The expectation is that by weaving our first two Achievement Challenges together for the 2017 cohorts we will make a greater difference to NCEA Level 2 attainment, particularly as lessons are shared across schools and levels, and learning from the system is able to impact across the whole CoL pathway. This way of working is in line with current thinking on raising student achievement ² Education Review Office, 2015.

For students at or moving to Thames High School, currently data is collected and analysed using multiple tools in relation to writing achievement:

- National Standards data from contributing primary schools
- Student writing sample collected at the beginning of Year 9
- Year 9 student assessment in formal writing in term 4
- Year 10 student assessment in formal writing in term 4

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² Raising Student Achievement through Targeted Actions - Education Review Office, 2015
As we do not currently have a widely used tool to make consistent judgements on literacy learning at key transition points (Year 8 - Year 10) the CoL has decided to establish a Process Target for writing in Years 9 and 10 that will engage the PaCT tool (Progress and Consistency Tool) as a way to clarify expectations and monitor the progress and achievement of all students against curriculum expectations in writing leading into NCEA. Additionally, focussing on NCEA Level 1 and 2 attainment provides a mechanism for monitoring and supporting long term student achievement outcomes. Through this Process Target, there will be a subsequent impact on NCEA achievement levels and an increase in numbers of students gaining quality literacy credits across the curriculum at NCEA Level 1 and 2, and beyond.

Thames High School anticipates that the adoption of the PaCT will allow the development of a common language and understanding for CoL teacher judgements and moderation of student writing in the first instance. As we implement PaCT across the CoL from Years 1 to 10, the body of evidence will be expanded in a way that will support our efforts to accelerate learning across the curriculum. Aiming to increase the number of students attaining NCEA Level 1 and 2 from 2019, will provide further impetus for the contributing primary schools and high school to work together.

**Achievement Challenge 3: Mathematics Years 1-8**

The CoL has identified the following *achievement challenges within mathematics*:

- Māori students not achieving at or above the National Standards in mathematics in Years 1 - 8
- Boys not achieving at or above the National Standards in writing in mathematics in Years 1 -8.

Further, experience and previous inquiries by our schools have highlighted that there is a direct connection with numeracy attainment based on the literacy proficiency of children/ students. It is expected that a focus on writing across the curriculum will have impact on student learning and achievement in mathematics, in combination with a continued focus on specific mathematic target students within individual schools.
Confirmed Achievement Challenge Targets

Goals 2017-2019

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Schools, 2015</strong></td>
<td>A shift to at least 85% of year 1-8 boys and Māori achieving at or above the National Standard in writing by the end of 2018</td>
</tr>
<tr>
<td>- Boys from 67.3% in writing (AC1)</td>
<td></td>
</tr>
<tr>
<td>- Māori students from 74.3% in writing (AC1)</td>
<td></td>
</tr>
<tr>
<td>- Boys from 75.2% in mathematics (AC3)</td>
<td>A shift to at least 85% of year 1-8 Māori and boys achieving at or above the National Standard in mathematics by the end of 2018</td>
</tr>
<tr>
<td>- Māori students from 65.3% in mathematics (AC3)</td>
<td></td>
</tr>
<tr>
<td><strong>High School, 2015</strong></td>
<td></td>
</tr>
<tr>
<td>- 2015 Year 7 (2019 Year 11 cohort) 63.9% at our above writing national standards <a href="AC2">2016 NCEA L1 71.3%</a></td>
<td>A shift to at least 78% of the 2019 Year 11 cohort students will achieve NCEA L1 by the end of 2019 (roll based)</td>
</tr>
<tr>
<td>- 2015 Year 8 (2019 Year 12 cohort) 70.4% at our above writing national standards [2016 NCEA L2] 79.6% (AC2)</td>
<td>A shift to at least 90% of the 2019 Year 12 cohort students will achieve NCEA L2 by the end of 2019 (roll based)</td>
</tr>
</tbody>
</table>

The following tables identify the specific target numbers and percentages for each school. This data has been taken from the confirmed National Standards data for Writing (Education Counts, MoE, 2015). We have committed to focusing on these specific challenges for Boys and Māori in particular. What works for this target group will work for all students identified as below or well below, and indeed will likely positively impact progress for those already achieving at or above expected levels.
Number of Students Required to Meet Writing Achievement Targets Within Schools

<table>
<thead>
<tr>
<th>Years 1 – 8</th>
<th>School Name</th>
<th>Baseline Data</th>
<th>Number of identified students required to meet achievement target of at least 85% by 2018</th>
<th>Total Students required to shift (=Total Boys + Total Māori - Māori Boys)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Matatoki</td>
<td>09 (40.9 %)</td>
<td>5 (35.7%)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Moanataiari</td>
<td>30 (38.9%)</td>
<td>13 (23.6%)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Parawai</td>
<td>29 (27.1%)</td>
<td>10 (23.8%)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Puriri</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>St Francis</td>
<td>15 (39.4%)</td>
<td>03 (17.6%)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Tapu</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Thames South</td>
<td>20 (30.3%)</td>
<td>30 (28.8%)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Primary Total</td>
<td>107 (32.7%)</td>
<td>63 (25.7%)</td>
<td>58</td>
</tr>
</tbody>
</table>

Notes:
1. The calculations for additional numbers to meet 85% showed schools with zero for Māori – these have been rounded to 1 which puts the total Māori to shift at 29 (86%).
2. X= data has been redacted

Thames Kauaeranga Community of Learning
Writing Goal Years 1-8

Goal - increase to at least 85% achievement over 2 years

<table>
<thead>
<tr>
<th></th>
<th>Māori At or above</th>
<th>Total Māori</th>
<th>%</th>
<th>Number of Boys At or above</th>
<th>Total Boys</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015- Actual</td>
<td>182</td>
<td>245</td>
<td>74.3%</td>
<td>220</td>
<td>327</td>
<td>67.3%</td>
</tr>
<tr>
<td>2017- Target</td>
<td>196</td>
<td>245</td>
<td>79.7%</td>
<td>249</td>
<td>327</td>
<td>76.1%</td>
</tr>
<tr>
<td>2018- Target</td>
<td>211</td>
<td>245</td>
<td>86.0%</td>
<td>278</td>
<td>327</td>
<td>85.0%</td>
</tr>
<tr>
<td>Shift per year (2017-2018)</td>
<td>14</td>
<td>29</td>
<td>5.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shift over 2 years</td>
<td>29</td>
<td>58</td>
<td>11.7%</td>
<td>17.7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Number of Students Required to Meet Mathematics Achievement Targets Within Schools

<table>
<thead>
<tr>
<th>Years 1 – 8 School Name</th>
<th>Baseline Data</th>
<th>Number of identified students required to meet achievement target of at least 85% by 2018</th>
<th>Total Students required to shift (=Total Boys + Total Māori - Māori Boys)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matatoki</td>
<td>3 (13.6%)</td>
<td>3 (21.4%)</td>
<td>0</td>
</tr>
<tr>
<td>Moanataiari</td>
<td>24 (31.2%)</td>
<td>23 (41.8%)</td>
<td>12</td>
</tr>
<tr>
<td>Parawai</td>
<td>25 (23.4%)</td>
<td>16 (38.1%)</td>
<td>9</td>
</tr>
<tr>
<td>Puriri</td>
<td>1 (9.1%)</td>
<td>0 (0.0%)</td>
<td>0</td>
</tr>
<tr>
<td>St Francis</td>
<td>7 (18.4%)</td>
<td>5 (29.4%)</td>
<td>1</td>
</tr>
<tr>
<td>Tapu</td>
<td>2 (33.3%)</td>
<td>1 (11.1%)</td>
<td>1</td>
</tr>
<tr>
<td>Thames South</td>
<td>19 (28.8%)</td>
<td>37 (35.6%)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Primary Total</strong></td>
<td>81 (24.8%)</td>
<td>85 (34.7%)</td>
<td>32</td>
</tr>
</tbody>
</table>

### Thames Kauaeranga Community of Learning

#### Mathematics Goal Years 1-8

Goal - increase to at least 85% achievement over 2 years

<table>
<thead>
<tr>
<th></th>
<th>Māori</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Māori At or above</td>
<td>Total Māori</td>
</tr>
<tr>
<td><strong>2015- Actual</strong></td>
<td>160 out of 245</td>
<td>65.3%</td>
</tr>
<tr>
<td><strong>2017- Target</strong></td>
<td>184 out of 245</td>
<td>75.2%</td>
</tr>
<tr>
<td><strong>2018- Target</strong></td>
<td>208 out of 245</td>
<td>85.0%</td>
</tr>
<tr>
<td><strong>Shift per year (2017-2018)</strong></td>
<td>24</td>
<td>9.9%</td>
</tr>
<tr>
<td><strong>Shift over 2 years</strong></td>
<td>48</td>
<td>19.7%</td>
</tr>
</tbody>
</table>
Cohort Based Year 9 and 10 Process Target - 2017 Onwards

At a CoL level a priority for Thames High School is deemed to be on developing the operational aspects around the below process targets, as it is considered this will have the greatest long term impact on student achievement across the pathway of the CoL, and in particular leading into NCEA and beyond. In addition to the data collection and targets specific to the CoL goals, Thames High School will continue to set and monitor additional targets relating to student achievement of the NCEA literacy and numeracy requirements, and student achievement of NCEA Level 1, 2 and 3 as well as University Entrance.

<table>
<thead>
<tr>
<th>Thames High School 2015 Student Cohort Data in Writing and NCEA Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal - to increase At or Above in Writing by 5% each year translating into at least a 10% NCEA Level 2 increase in 2019 from baseline</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2015 cohort National Standards Writing At or Above</th>
<th>2016</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 9</td>
<td>Yr 7 out of 119 students</td>
<td>63.9%</td>
<td>71.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td>Yr 8</td>
<td></td>
<td>63%*</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>68/100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>73/100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>78/100</td>
</tr>
</tbody>
</table>

* Based on an incomplete data set for all students (actual students 63/100 students). Please see note under future Spirals of Inquiry below.

Future Spirals of Inquiry

The original transitioning cohort identified 119 students who are Year 9 students this year. At the start of 2017, there were 115 students at Thames High School, but only physical information on National Standard results for 100 of them. Data was not available for the remaining students because they either came from out of the region, may have been in Māori medium or the information has yet to be provided by contributing schools. Over time the collection of information will be established as part of this process target. As we develop the process for collection and analysis, data will be expanded to include our priority learners from 2017, more specifically collating ethnicity and gender information by year level. We will reset our cohort targets to include this information as soon as it is available.
Kāhui Ako o Kauaeranga

High Level Plan

Poutama - Ascent to Excellence - Te Hāpai Ō - Thames South School, 2015

Through systematic sharing of expertise and resources, it is our expectation that we will be able to innovate for change. The Poutama tukutuku has been chosen to represent the pathway to successful educational achievement for all learners in our community. The poutama pattern symbolises the growth of human-kind, striving ever upwards. This poutama integrates the achievement challenges and targets that have been set, with the actions and interventions of the people that will support the achievement of these. The stairway makes reference to the three baskets of knowledge that Tane sought in heaven for the benefit of all generations to come.

Iwi engagement

All schools acknowledge the unique position of Māori as Tangata Whenua of Āotearoa and the importance of the Treaty of Waitangi as the founding document of our country. The foundations for curriculum decision-making lie in the aspirations of the Iwi and Hapū that connect to the land on which our schools stand. Ensuring the success and achievement of our Māori students will give us the
opportunity to consider principles of Te Tiriti o Waitangi and what that will look like in and across our CoL. The redevelopment of the Whareniui at Thames High School will provide an opportunity for the Community of Learning to share the journey to date, and for all iwi aspirations to be explored as the next step in our collective journey. Current action involves the inclusion of this voice on the CoL Governance group. The Kauaeranga name for the CoL was chosen for us by Ngāti Maru kaumatua.

Community Engagement
Increased engagement with the multiple support agencies and various early childhood providers has occurred now that the Lead Principal Role has been confirmed. The Lead Principal, Kim Nikora, has connected with her school community and the wider Thames Community has been informed through an article in the Hauraki Herald as a first step. Boards of Trustees and school communities have been involved in refining the Achievement Challenge, subsequent High Level Plan and a Memorandum of Agreement has collectively been developed and now signed.

A learning symposium for the Thames Kauaeranga CoL and the wider community is being held on 13 April 2017 to launch this new way of working and progress engaging with the Achievement Challenge and High Level Plan at a community level.

New Learning & what will inform us
Evidence confirms that the initial area for innovation for this CoL will be focused on the writing curriculum to impact on the identified Writing, NCEA and Mathematics achievement challenges. Extending the use of professional inquiry in and across schools’ personnel will look further into:

- Using the PaCT tool to strengthen cross sector assessment practices
- The relationship between reading, writing and mathematics programmes across all areas of the school, specifically the links with enriching vocabulary and the teaching of genre
- The impact of anniversary reporting and the ‘End of Year 4’ standard in relation to expectations
- Middle school as a key time within curriculum programmes, where the emphasis shifts towards writing across the curriculum
- The relationship between the surface features of writing (spelling, punctuation) and editing skills
- Increasing the engagement of reluctant writers
- Exploring further ways for scaffolding in multi-levelled classrooms
- Unpacking acceleration interventions within the Accelerating Literacy Learning programme.
The quality of the transitions that students experience as they move through their schooling have not been a strong focus prior to the establishment of this CoL. Areas for collective engagement and development could include:

- Growing moderation practices within and across schools and sectors to develop consistency in teacher judgements
- Engaging with the PaCT tool to develop consistent understandings around progress and achievement to improve transitions to High School
- Clear achievement expectations at transition points to identify progress and alert leadership to areas for local curriculum development
- Improving the use of Technology programmes to strengthen the link to High School.

**Collective Understandings - Educational Leadership**

Protocols for ways of working, timeframes for engagement and the development of collective understandings around achievement, ensure that we are well placed to set clear measures of success.

The ERO synthesis also confirmed the following points:

- A positive school culture in each school is providing a safe and supportive environment for sustaining and improving student learning. Across the CoL there is an emphasis on celebrating success and supporting students to develop positive attitudes to learning.
- Leadership across the CoL is effective. Leaders have a clear vision and are strongly committed to working collaboratively with teachers and trustees and to raising levels of students' achievement. Common areas for development are for leaders and teachers to develop clear expectations and a coherent approach to improving and monitoring teacher practice.

Effective practice for improvement and learner success across the Thames Kauaeranga Community of Learners will be a knowledge building process that will require commitment to growing collective professional capability. It will be achieved through leadership, responsive curriculum, effective teaching and educationally powerful relationships and connections. Achieving equity and excellence will continue to be our major challenge as a community.
Local Curriculum

School based curriculum would be further enhanced through addressing the significant disparity of achievement between Māori students and their peers by designing programmes and initiatives that add significant value to Māori students’ learning and achievement.

- Working collaboratively across the CoL to effectively implement these approaches to ensure more equitable achievement outcomes for Māori learners.
- Engaging in a meaningful learning partnership with whānau and iwi and strengthening relationships with whānau, local hapū and iwi.
- More closely reflecting the principles of The New Zealand Curriculum (NZC) and Te Marautanga o Āotearoa (TMoA).
- Including professional development for teachers in the use of Te Reo, and developing a culturally responsive curriculum that strongly values, acknowledges and affirms Māori children and their whānau and the knowledge and understandings that they bring.
- Providing more personalised learning approaches for students to increase their engagement, and ownership of their learning.

Reflecting local needs, contexts and environments in each school and across the CoL will be the key lever in the actions to address our achievement challenges. Meeting the needs of diverse learners through inclusive practices, and strengthening responsive and differentiated teacher practice, will further engage reluctant writers with broad impact across all learning areas and identified achievement challenges.

Professional Practice

There are many examples of effective teaching practice in writing across the CoL. A key next step for all schools is to develop greater consistency of teaching practice by setting clear expectations for effective teaching, supported by a robust system for monitoring teaching performance. Ensuring reflective practice employed as a way to make meaning of the change as it takes place, will guide the actions that are put in place to address the achievement challenges and transform learning and teaching.
**Actions to address OUR**

**Achievement Challenges**

*He aha te mea nui? He tangata, He tangata, He tangata.*

*The Thames Kauaeranga CoL has agreed to the following collaborative actions:*

**Leadership and Governance:**

- Integrate the actions/goals/targets of the CoL into the strategic and annual plans of individual school charters
- Share expertise in internal evaluation, self-review and culturally responsive pedagogies across the schools
- Identify the shared resources and skills available across the Community of Learning (personnel and physical)
- Establish protocols for engaging with whānau, hapū and iwi in order to clarify aspirations and expectations for collaboration
- Develop a community of practice and collaborative inquiry to:
  - Examine effective leadership practice
  - Examine effective teaching and learning practices
  - Enhance effective professional development practices
  - Establish a common language for learning across the CoL
  - Share and analyse data for collaborative action and monitoring of progress and achievement
- Engage with individual schools and across the CoL to inform boards and communities about progress towards the targets
- Develop sustainable pathways for student learning in Te Reo Māori and Asian languages
- Prioritise the implementation of the PaCT tool in writing across all schools.

**Leaders and Teachers:**

- Facilitate curriculum collaborations across and within schools in writing, mathematics and the achievement and progress of priority learners
- Improve and monitor teacher practice through leaders and teachers developing clearer expectations and a more coherent approach to appraisal
- Build greater consistency of teaching practice by setting clear expectations for effective teaching supported by a robust system for monitoring teaching performance
- Introduce cross-school moderation processes for writing through the PaCT tool
- Establish practices that set a foundation for raising the achievement levels of boys and Māori students through effective programmes
- Establish practices that identify trends for transients, transition protocols and retention of secondary students
- Build resources and practices that extend personalising the curriculum for individual students to increase their understanding and ownership of their learning
- In each school charter, establish ways to enact a stronger bicultural focus
- Promote success for Māori learners, improving teacher capability in Te Reo & Tikanga Māori
- Create ways to strengthen the learning partnership with iwi.

**Teachers and Students:**
- Develop clear expectations and a coherent approach to improving and monitoring teacher practice and outcomes in writing and mathematics
- Implement personalised learning approaches for students to increase their engagement and ownership of their learning
- Differentiate and adapt the curriculum to be more responsive to the language, culture and identity of students.

**Students and Whānau:**
- Develop sustainable pathways for students from pre-school to tertiary education
- Strengthen academic mentoring/coaching and whānau involvement in pathway planning particularly for Māori and Pacific Island students at secondary level, intermediate level and earlier
- Grow personalised learning approaches for students and whānau to increase engagement and ownership of learning
- Differentiate and adapt the curriculum to be more responsive to the language, culture and identity of all students.
Whānau, Hapū and Iwi:

- Affirm aspirations for the future of tamariki
- Collaborate with schools to consider appropriate ways of working together
- Source resources to personalise learning and create a more responsive curriculum
- Engage personnel to strengthen academic coaching/mentoring pathway planning at primary, intermediate and secondary school level.

2017 Onwards investigating for subsequent challenges:

Along the way, the CoL will also gather evidence and consider the following future challenges:

Cross Community pathways:

- Exploring the ways in which University Entrance literacy and numeracy credits can be accessed by all students as a sustainable career choice after secondary school
- Exploring the issue of the retention of students in secondary education:
  - 22.8% (28/123) of students leave secondary school without NCEA Level 2
  - 39.4% (15/38) of Māori students leave secondary without NCEA Level 2
- Exploring the opportunities for sustainable educational learning pathways for all students:
  - Language and languages programmes:
    - Provision of Te Reo Māori at all levels,
    - Provision of international languages - Mandarin, Japanese
  - Transient students moving across and into our schools
  - Connecting across the wider educational community; ECE, Primary, Secondary School, post-secondary (work, further education or training).

Taking Action

“The sea of inquiry with a horizon of transformational change”.
Timperley, Kaser & Halbert (2014).

Transforming learning in and across schools through innovation and inquiry will make a positive difference to student outcomes. Collective expertise through innovative leadership practices, and evidence based teacher practice across learning pathways, will help us be responsive to our Achievement Challenges as a Community of Learning. Substantive transformation will come from multiple inquiries in a collaborative and professional way of working. Together we succeed.
Appendix 1: Specific support required from the Ministry of Education

Writing PD and Resource Teacher Clusters

In order to accelerate the literacy learning of students, the writing Achievement Challenge and the pedagogical and teaching capacity of the Thames Kauaeranga Community of Learning, the following schools are seeking prioritisation in their application to the Accelerated Literacy Learning programme from 2017: Tapu School, Puriri School, Matatoki School, Parawai School, St Francis School, Thames South School and Moanaataiari School. Thames High School is also seeking participation. Although individual schools may already be in this process there is collective benefit in CoL wide participation and collaboration. Such participation will facilitate a structured cohesive development in common practise, pedagogical understanding and vocabulary.

Access to the Resource Teacher of Literacy and Resource Teachers of Learning and Behaviour could also provide support mechanisms for evidence based, cross-school, and in school conversations and the development of fertile literacy thinking. Ministry of Education parameters for access to these resources needs to be clarified for planning and implementation purposes.

Assessment and evaluation - Progress and Consistency Tool (PaCT)

The Thames Kauaeranga CoL has made a commitment to engaging with the Progress and Consistency Tool (PaCT) as a means to enhancing the gathering of information to make judgements, moderate judgments and further inform teaching, learning and planning.

Aligning Student Management Systems

The Thames Kauaeranga CoL is considering options for aligning the SMS programmes used by each individual school. We are aware of a current ongoing strategy around going forward with SMS options. The opportunity to be part of this strategy and use review may be of benefit to our transition pathway planning.

Māori Achievement Clusters (MAC)

Due to the high numbers of students identifying as Māori, it would be prudent for the Thames Kauaeranga CoL to engage with the National MAC clusters and facilitators associated with this initiative. The knowledge gained from existing work will be invaluable to the CoL. Te Reo Pathways are currently not available for those wishing to select this pathway, within this CoL. An opportunity to explore options and alternatives for students wishing to pursue bilingual or total immersion language pathways could be realised through the use of online learning communities.
Appendix 2:

Earlier version of the Poutama Tau containing the progress steps towards excellence as the leadership team developed our high level plan.

Earlier collective comment on disaggregation of data to meet Ministry of Education requirements

Due to the small numbers of Māori and Pasifika within some CoL schools, initial data did not distinguish target groups and students within the Achievement Plan overview. Individual schools preferred to know who the target students were in their own schools. After discussion with the Minister and the Ministry of Education, it was agreed that the numbers would be placed into the plan. Individual schools have considered the names and faces of target students within their classrooms and that collectively we can achieve better outcomes for all our students.

E hora waikohu a roto, e mau pakū a waho. Tēnā mē pikiatu, pikiāi, kī te pikinga ora mōu.

While the mistiness lurks within, without are clear skies. Therefore, climb, ascend, persevere to realise your true potential and thus attain the zenith of your well-being.