AUCKLAND CENTRAL
COMMUNITY OF SCHOOLS
(ACCOS)

Shared Achievement Challenge Plan
2015
Auckland Central Community of Schools (ACCOS)

Waiho i te toipoto, kaua i te toiroa
Let us keep close together, not wide apart

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1. Description and Purpose of our Group
The Auckland Central Community of Schools consists of one kindergarten, ten primary schools and one secondary school. These 12 learning organisations are situated in central Auckland just south of the CBD. The combined rolls total 8,119 students which includes 3,980 European, 468 Maori, 413 Pasifika, 2,789 Asian, 235 other and 234 International Fee Paying students.

The demography of the community has changed considerably in the last decade with all schools having growing multicultural rolls - particularly students of Asian heritage.

Our community is a very high performing Community of Schools and is characterised by exceptional levels of achievement by students, strong senior leadership, high quality teaching programmes and a professional environment that focuses on student progress. The learning environments are settled and reflect a responsive curriculum that engages and motivates students.

As a community we will work collaboratively on strengthening the pathways for our students throughout their schooling journey. This will involve developing a more holistic pathway, acknowledging each student’s strengths, as they transition through various schools within our community. Robust, rigorous data, around our students will be shared across our schools. Culturally appropriate support will comprise part of the student’s transition between schools.

2. Collaboration and Consultation
Members of Auckland Central Community of Schools (ACCOS) include a strong network of passionate and motivated leaders and learners. We are consultative and strongly motivated to improve our places of learning. We recognise the need to break down silos of learning and refocus the dialogue on what works for us all. We acknowledge that curiosity is key to the development of collaborative practices that strengthen learning for all, while at the same time maintaining strong equity and quality results (Timperley, H., Kaser, L and Halbert, J., 2014). We will draw on the resources of all our educational community to support our curiosity.

3. Our Approach
ACCOS’s approach is to build teachers’ individual and collective capacity to attend to the needs of every student. This approach is based on our community sharing the educational processes that are currently working well, valuing ‘the best of what is’, engaging in dialogue about ‘what should be’, and envision processes that will work well going forward, ‘what will be,’ across the community. We will manage this process by:

- Utilising a collaborative inquiry process to address our challenges
- Developing collective professional learner agency across our community’s places of learning
- Encouraging professional curiosity and strengthening our inquiry mind-set to identify what is going on for learners.
- Developing hunches about what is leading to the current situation, before deciding what to do about it.
- Opening up thinking, new ways of doing things, changing practice and creating more innovative approaches to learning and teaching
- Contextualising and figuring out together what works now and in the future in our context.
4. Developing Student, Teacher and Community Agency
5. Achievement Challenges

**Achievement Challenge 1**

**WRITING**

In our community of schools there are 5782 Year 1 – 8 students. Currently 4540 (78%) are achieving at or above the National Standard. By 2017 this will increase to 5204 (90%).

*Our target groups are:*

- a) Maori students: Currently 210 (71.9%). By 2017 this will increase to 251 (85%)
- b) Pasifika students: Currently 139 (59.9%). By 2017 this will increase to 197 (85%)
- c) Boys: Currently 2131 (72.6%). By 2017 this will increase to 2496 (85%)

**Achievement Challenge 2**

**READING**

In our community of schools there are 5782 Year 1 - 8 students. Currently 4993 (86%) are achieving at or above the National Standard. By 2017 this will increase to 5494 (95%).

*Our target groups are:*

- a) Maori students: Currently 224 (76.8%). By 2017 this will increase to 248 (85%)
- b) Pasifika students: Currently 152 (65.7%). By 2017 this will increase to 197 (85%)

**Achievement Challenge 3**

**NCEA LEVEL 2**

In our community of schools there are 403 school leavers.

- a) Currently 388 (96.3%) leave school with NCEA Level 2 or equivalent. By 2017 this will increase to 395 (98%).
- b) Currently 291 (72.3%) achieve NCEA Level 2 with merit or excellence. By 2017 this will increase to 298 (74%).

**Achievement Challenge 4**

**NCEA LEVEL 3 AND TERTIARY**

In our community of schools there are 403 school leavers.

- a) Currently 343 (85%) leave school with NCEA Level 3 or equivalent. By 2017 this will increase to 358 (89%).
- b) Currently 221 (55%) achieve NCEA Level 3 with merit or excellence which contributes to a higher grade point average for entry to limited entry tertiary courses. By 2017 this will increase to 234 (58%).

**Achievement Challenge 5**

**PARENT ENGAGEMENT AND PARTICIPATION**

In our community of schools communication with parents is variable. On many occasions it is one way and the usefulness of the interactions we have with them is not monitored. By 2017 we will have extended our connections and refocused actions so that 90% of our parents report there is a strategic focus to the collaboration.

*A note to Achievement Challenge 5 – we believe that Achievement Challenge 5 is an important enabler for the Auckland Central Community of Schools to ensure we engage parents, families and whanau so we can achieve our academic achievement challenges 1-4.
## 6. Our Strategy

<table>
<thead>
<tr>
<th>Achievement Challenge</th>
<th>Baseline Data 2014</th>
<th>Projected Progress 2015</th>
<th>Projected Progress 2016</th>
<th>Target 2017</th>
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<tbody>
<tr>
<td><strong>Challenge 1</strong></td>
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<tr>
<td><em>Writing</em></td>
<td>Total 5,782 students.</td>
<td>Total 5,782 students.</td>
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<td>Total 5,782 students.</td>
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<td></td>
<td>4540 (78%) All students</td>
<td>4741 (82%) All students</td>
<td>4973 (86%) All students</td>
<td>5204 (90%) All students</td>
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<td>210 (71.9%) Maori 139 (59.9%) Pasifika 2131 (72.6%) Boys are at or above NS</td>
<td>222 (76%) Maori 158 (68%) Pasifika 2261 (77%) Boys are at or above NS</td>
<td>235 (80.5%) Maori 178 (76.6%) Pasifika 2393 (81.5%) Boys are at or above NS</td>
<td>251 (85%) Maori 197 (85%) Pasifika 2496 (85%) Boys are at or above NS</td>
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<tr>
<td><strong>Challenge 2</strong></td>
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<tr>
<td><em>Reading</em></td>
<td>Total 5,782 students.</td>
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<td></td>
<td>4993 (86%) All students</td>
<td>5155 (89%) All students</td>
<td>5319 (92%) All students</td>
<td>5494 (95%) All students</td>
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<td>224 (76.8%) Maori 152 (65.7%) Pasifika are at or above NS</td>
<td>232 (79.5%) Maori 167 (72.1%) Pasifika are at or above NS</td>
<td>240 (82.2%) Maori 182 (78.5%) Pasifika are at or above NS</td>
<td>248 (85%) Maori 197 (85%) Pasifika are at or above NS</td>
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<tr>
<td><strong>Challenge 3</strong></td>
<td><strong>NCEA L2</strong></td>
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<td>403 School Leavers 388 (96.3%) NCEA L2 291 (72.3%) Merit or Excellence</td>
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<td>403 School Leavers 391 (97.1%) NCEA L2 294 (73%) Merit or Excellence</td>
<td>403 School Leavers 395 (98%) NCEA L2 298 (74%) Merit or Excellence</td>
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<td><strong>Challenge 4</strong></td>
<td><strong>NCEA L3 and Tertiary</strong></td>
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<tr>
<th>Achievement Challenge 5*</th>
<th>Parent Engagement &amp; Participation</th>
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<tbody>
<tr>
<td><em>Parental communication is:</em></td>
<td>- variable - one way - not monitored across the community</td>
<td>70% of parents say communication is: - collaborative - strategic - monitored across the community</td>
<td>80% of parents say communication is: - collaborative - strategic - monitored across the community</td>
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*A note to Achievement Challenge 5 – we believe that Achievement Challenge 5 is an important enabler for the Auckland Central Community of Schools to ensure we engage parents, families and whanau so we can achieve our academic achievement challenges 1-4.*
COLLABORATIVE INQUIRY:

COS LEADERS
a) Leaders in each CoS to develop an ‘action plan’ to promote innovative strategies for writing
b) Lateral critic of action plans
c) Establish a lateral observation program for teachers and students
d) Establish a student agency group, with representatives from each school to attend CoS leader meetings and be a part of the strategic planning of CoS

STUDENT AGENCY
a) Priority learners to meet and share their views about how writing is taught
b) Develop meaningful and authentic ways in which priority learners can regularly engage to share their learning
c) Explore creative ways to learn to write that are engaging and motivating

TEACHER AGENCY
a) Review of current writing pedagogy across all classes
b) Identify good practice: where are Maori and Pasifika experiencing success? Why? How?
c) Explore creative ways to teach writing that are relevant and authentic for all learners
d) Identify models of good practice within and beyond CoS

COMMUNITY AGENCY
a) Parents/whanau of priority learners share their views about their child’s achievement in writing
b) Develop share understanding of how parents/whanau can support their child’s writing
COLLABORATIVE INQUIRY:

COS LEADERS
a) Leaders in each CoS to develop an ‘action plan’ to implement new strategies for reading
b) Lateral critic of action plans
c) Establish a lateral observation program for teachers and students
d) Establish a student agency group, with representatives from each school to attend CoS leader meetings and be a part of the strategic planning of CoS

STUDENT AGENCY
a) Priority learners to meet and share their views about how reading is taught
b) Develop meaningful and authentic ways in which priority learners can regularly engage to share their learning
c) Explore creative ways to learn to read that are engaging and motivating

TEACHER AGENCY
a) Review of current reading pedagogy across all classes
b) Identify good practice: where are Māori and Pasifika experiencing success? Why? How?
c) Explore creative ways to teach writing that are relevant and authentic for all learners
d) Identify models of good practice within and beyond CoS

COMMUNITY AGENCY
a) Parents/whanau of priority learners share their views about their child’s achievement in reading
b) Develop share understanding of how parents/whanau can support their child’s reading
COLLABORATIVE INQUIRY:

COS LEADERS
a) Develop collaborative practice across the schools
b) Encourage a culture of high expectations
c) Address the learning needs of identified groups of priority learners

STUDENT AGENCY
a) Students know the purpose and expectations for their own learning and develop strategies to achieve these
b) Deepen critical engagement in learning
c) Develop self-directed strategies to analyse own data and reflect on progress

TEACHER AGENCY
a) Use teaching as inquiry to improve student learning
b) Explore strategies to respond to diverse learning needs
c) Strengthen learning relationships to improve engagement

COMMUNITY AGENCY
a) Parents are encouraged to be active partners in their child’s learning
b) The community is aware of the CoS achievement challenges and strategies to improve
c) The diversity of the community is reflected in learning strategies and opportunities.
COLLABORATIVE INQUIRY:

COS LEADERS
a) Provide pathways to meet the needs of all students
b) Improve transition from one stage to the next within the sector
c) Collaboratively develop an action plan to improve transition of students from one sector to the next

STUDENT AGENCY
a) Share their whakapapa and support the teacher to know about them as learners
b) Explore creative ways to share their learner profile
c) Develop ownership of their learning goals, pathways and achievement

TEACHER AGENCY
a) Use data from previous classes/schools and student-presented information to know students’ learning profiles
b) Provide rich opportunities to build positive and meaningful learning relationships with all learners
c) Explore creative ways to engage students that are relevant and authentic for all learners
d) Identify the learning needs of all students and appropriate pathways for their success

COMMUNITY AGENCY
a) Parents and whanau of priority learners share their views about their child’s learning
b) Parents and whanau understand the purpose of different pathways
c) Parents and whanau develop a shared understanding of appropriate pathways for their students

Achievement Challenge 4
NCEA LEVEL 3 AND TERTIARY ACTION PLAN
Achievement Challenge 5*  

PARENT ENGAGEMENT & PARTICIPATION ACTION PLAN

*A note to Achievement Challenge 5 – we believe that Achievement Challenge 5 is an important enabler for the Auckland Central Community of Schools to ensure we engage parents, families and whanau so we can achieve our academic achievement challenges 1-4.

COLLABORATIVE INQUIRY:

COS LEADERS
a) Provide regular and varied opportunities for parents to be active learning partners within and across schools.

b) Provide regular hui/fono to enable parents/whanau to share their ideas and opinions.

c) Arrange a meeting for parents, leaders, students to establish a strategy and direction of CoS with a specific focus on community agency

STUDENT AGENCY
a) Explore ways parents can feedback about learning

b) Investigate authentic ways parents can support learning

c) Involve students in decisions about how to involve parents

TEACHER AGENCY
a) Provide regular and varied opportunities for parents to be active learning partners

b) Explore creative ways to share students learning which enables parents to contribute/feedback

COMMUNITY AGENCY
a) Develop individual learning plans with families and whanau of priority learners

b) Share aspirations across the community of what our parents want

c) Define what it means to accelerate priority learning progress to the level of their peers
8. Methodology and Pedagogy

Rigorous research and a strong program of self-review will underpin our collective direction as a Community of Schools

Our collaborative inquiry process involves harnessing the agency and active involvement of all learners (students, staff, leaders, whanau) in our community. Our learners will test hunches and propositions about what is currently happening in our places of learning utilising the concept of ako. We will check these hunches in real time through empathetic interactions and connections within and across our places of learning, seeking feedback to reframe, test and take action, as we can then craft and recraft new practices together.

ACCOS will utilise the methodology of appreciative inquiry to better understand the challenges in our community. We will identify and analyse what is working well, in order to learn how to learn from each other, focusing on the things that count to best meet the diverse needs of our students, staff, leaders and whanau. Appreciative inquiry attempts to use ways of asking questions and envisioning the future in order to foster whanangatanga and build on the present potential of our places in learning. Our aim is to create greater equity of outcomes for students at risk of not achieving and coherence both within and across our schools around what works, rather than trying to fix what doesn’t.

The elements and relationship which will be at the heart of our learning environment is understood as the pedagogical core. This comprises the learner, the educators, the content and the resources. This layer is supported by the formative cycle of partnerships that make things happen and the third component is the seven principles that permeate throughout any changing educational environment. These seven principles have been identified by the innovative learning project team at OECD as running through the contributing layers that change any learning organisation in order to be effective. It is considered that all the principles should be met not just a select few.

1. Make learning central, encourage engagement and be where leaders come to understand themselves as learners.
2. Ensure that learning is social and often collaborative
3. Be highly attuned to learner’s motivations and the importance of emotions
4. Be acutely sensitive to individual differences including in prior knowledge
5. Be demanding for each learner but without excessive overload
6. Use assessments consistent with its aims, with strong emphasis on formative feedback
7. Promote horizontal connectedness across activities and subjects both in and out of schools

9. Evaluation

ACCOS will use deep questioning, tried-and-true methods and sophisticated NZCER tools to measure our progress. Some new tools and metrics will be utilised and developed to measure the levels of engagement of ‘all’ learners in our community.

Tools and Measures include:
• National Standards Writing
• National Standards Reading
• NCEA
• NZCER student wellbeing survey
• NZCER leadership survey
• Enrol; stand down, suspension, transience, lateness
• NZCER teacher wellbeing survey

Alongside these tools we will also develop non cognitive tools such as learning maps.
The ongoing use of these evaluative tools will provide robust and rigorous data for self-review, and the sustainable development of our community.

10. Appendicies

10.1 SETUP PHASE

15 October 2014
Initial discussion of forming a community, initiated by Jill Farquharson, Principal of Auckland Normal Intermediate.

26 November 2014
All schools committed to participating in this Central Auckland Community of Schools asked to sign a form to be submitted to the MoE, showing willing participation. Stakeholder engagement non-negotiables agreed to. A possible framework discussed. Our initial expression of interest submitted to the MoE.

January Holidays 2015
We learn that our Central Auckland CoS group has been accepted as one of the first eleven CoS.

20 February 2015

10 March 2015
Delanee Dale (Maungawhau School) and Lucy Naylor (ANI) attended a MoE presentation re: CoS with Tony Turnock and Sarah Borrell. 3-5 achievement challenges are now being suggested.

29 April 2015
Process of situation analysis described to leaders. Situation analysis completed in each school by teachers, leaders and students.

23 June 2015
Whole day session led by Brian Annan pulling together our situation analysis feedback.

July 2015
ERO report on Auckland Central Community of Schools 2015 received.

7 August 2015
Jill, Delanee and Wendy met with Ray Webb and Paul Manson to talk about next steps for us in framing up our achievement challenge.

12 August 2015
Discussion of emerging themes, sharing of potential achievement challenges following Brian’s synthesis of each school’s situation analysis. Calls for nominations for Lead Principal for our CoS. One received from Jill Farquharson, Principal of Auckland Normal Intermediate.

25 September 2015
Memorandum of Agreement (Part 1), Our Structure (Part 2) and Achievement Challenges (Part 3) forwarded to the Ministry of Education.
10.2 CODE OF CONDUCT
1. All members of the community will undertake to read documentation and contribute to discussions in a constructive and informed manner.

2. All members of the community will value new learning and treat all new information in a professional manner.

3. In case of a dispute or breakdown of communication, issues will be referred to the leaders of the community. Where the leaders are involved or are unable to resolve differences three other members (Principals) will meet to find a solution and way forward.

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

5. The appointment of teachers to across school positions will involve the collective wisdom of all the leaders in which an appointee shall work, including primary and secondary representation.

6. Decisions will be made by group consultation, collaboration and general consensus.

7. The achievement challenges will be relevant for most schools. Where one school does not fit with these challenges an amended challenge may be proposed.

8. To ensure there is consistent and regular flow of communication, if the Principal cannot attend meetings then a delegated representative will be appointed. This representative will have full authority to make decisions related to the CoS on the schools behalf.

10.3 APPOINTMENTS

Leadership Role: Panel to endorse our leader of the project: Steve King (Remuera Primary Principal), Delanee Dale (Maungawhau School Principal), Lynley Sheweiry (Epsom Girls Grammar Board of Trustees member), Prue Kelly (External Consultant).

Teachers (across community) role (nine in total): An appointment panel will be established for the ‘Across Schools Appointments’. Job descriptions will be available for interested applicants, these will be tailored around our achievement challenges. The nine positions will be advertised across our schools internally. Applicants will require their Principal and Board of Trustees support because they will receive the equivalent of two days (.4) release time per week. These positions are not pro-rata appointments. The most suitable candidates will be appointed to these roles.

Teachers (within the school) roles (47 in total): These roles will be up to individual schools to appoint, dependant on the number of FTTEs in each school, and the ability of these teachers to work directly with the teachers across community appointments. Teachers in these roles have two hours per week (0.08) release time. The number of positions within a school will be dependent on its size.
10.4 CLUSTER DATA - PUBLIC ACHIEVEMENT INFORMATION (PAI)