The Waitakere Community of Learners

- Birdwood School
- Henderson North Primary
- Holy Cross School
- Pomaria Primary
- Ranui Primary
- St Paul's School
- Summerland Primary
- Western Heights Primary

- Henderson Intermediate

- Liston College
- St Dominic's College
- Waitakere College
INTRODUCTION

OUR VISION

Our vision is to create a community of learners in which learning is engaging, empowering and success-making for our diverse population, where no school and no student is left behind. We will forge links between primary, intermediate and secondary schools, to ensure that students’ learning needs are met as they progress into the next level of education and to enable students, parents and whanau to see a clear pathway ahead. We will work in partnership with students, parents and whanau towards these goals.

We aim:

- to raise the achievement levels for our Maori and Pasifika students in Reading, Writing and Mathematics as measured against National Standards and agreed targets for Years 9-10;
- to increase the percentage of Maori and Pasifika leaving school with NCEA Level 2 or higher;
- to improve the retention of Maori students.

We will achieve this by working together on three important areas:

- culturally responsive pedagogies – where teachers understand how to work effectively with diverse groups of students;
- collaborative inquiry to identify and share best practice in working towards the targets for literacy, mathematics, NCEA Level 2+ and retention.
- More effective transition processes to support students as they move from primary and intermediate into secondary schools.
OUR COMMUNITY

The Waitakere Community is set in Henderson, West Auckland, predominantly clustered between Lincoln and Swanson Roads, looking out to the Waitakere Ranges. The student population is highly ethnically diverse, with 21% Maori and 29% Pasifika in the 2013-14 primary cohort, along with similar proportions of NZ European and smaller numbers of other groups, including Asians, Africans, Middle Eastern and other European migrants. Parents and whanau want their children to achieve and have high expectations of the schools to help our rangatahi to achieve their aspirations.

There is a long history of cooperation between West Auckland Principals at both primary and secondary level, so we have a solid foundation of trust on which to base this community. The secondary schools have worked together on a range of initiatives as the Achieving@Waitakere cluster since 2007, sharing data and collaborating in order to raise student achievement. Primary and Secondary Principals meet regularly through the West Auckland Principal’s Association (WAPA), working on initiatives such as the WAPA 20:20 Plan. A number of schools in the cluster have also worked together in an EHSAS project.

The community will remain open to future links with early childhood education. The secondary partners in the community are already actively engaged in West Auckland-wide Vocational Pathways programmes which link into tertiary and trades education, which offering significant choices relevant for the NCEA Level 2 and Maori retention goals.
OUR TARGETS

We aim to raise the achievement of all students. In order to achieve this goal, our data tells us our priority learners must be the two groups who are currently not progressing at the expected levels - Maori and Pasifika. By focusing on accelerating Maori and Pasifika achievement towards the National Standards goals in Reading, Writing, Mathematics and the BPS goal of NCEA Level 2+, we will raise the achievement of all our students.

We are aware that more boys than girls are currently not progressing at the expected levels in Writing. However, the ethnic gaps are much more significant overall. Our in-school data suggests that most of the boys falling below expectations are Maori and Pasifika, while Maori and Pasifika girls are also well below NZ European. Our initial hypothesis is that if we succeed in improving the writing skills of Maori and Pasifika, the gender gaps will close for all students.
### OUR TARGETS

**Reading**

We aim to have at least 85% of all learners to be at expectations in Reading by 2017.

We intend to move at least 192 of the 323 Maori students currently below expected levels, to At or Above National Standards in Reading by the end of 2017.

We intend to move at least 241 of the 427 Pasifika students currently below expected levels, to At or Above National Standards in Reading by the end of 2017.

<table>
<thead>
<tr>
<th>Year</th>
<th>Maori At or Above National Standard in Reading</th>
<th>Pasifika At or Above National Standard in Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Actual 2014</td>
<td>548</td>
<td>63%</td>
</tr>
<tr>
<td>2016</td>
<td>636</td>
<td>73%</td>
</tr>
<tr>
<td>2017 Target</td>
<td>740</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Evidence used to set targets**

**All Students**

Currently 26% or 1115 of 4256 of our primary/intermediate students are not progressing in their reading at the levels expected within the national standards framework.

- **Maori** make up 20.5% of the 2014 cohort (871)
  
  323 of the 871 Maori students are Below the National Standard in Reading. (37%)

- **Pasifika** make up 29.2% of the 2014 cohort (1242)
  
  427 of the 1242 Pasifika students are Below the National Standard in Reading. (34.4%)

**Writing**

We aim to have at least 85% of all learners to be at expectations in Writing by 2017.

We intend to move at least 265 of the 396 Maori students currently below expected levels, to At or Above National Standards in Writing by the end of 2017.

We intend to move at least 277 of the 463 Pasifika students currently below expected levels, to At or Above National Standards in Writing by the end of 2017.

<table>
<thead>
<tr>
<th>Year</th>
<th>Maori At or Above National Standard in Writing</th>
<th>Pasifika At or Above National Standard in Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Actual 2014</td>
<td>475</td>
<td>55%</td>
</tr>
<tr>
<td>2016</td>
<td>610</td>
<td>70%</td>
</tr>
<tr>
<td>2017 Target</td>
<td>740</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Evidence used to set targets**

**All Students**

Currently 31.7 % or 1350 of 4256 of our primary/intermediate students are not progressing in their maths at the levels expected within the national standards framework.

- **Maori** make up 20.5% of the 2014 cohort (871)
  
  396 of the 871 Maori students are Below the National Standard in writing. (45.5%)

- **Pasifika** make up 29.2% of the 2014 cohort (1242)
  
  462 of the 1242 Pasifika students are Below the National Standard in Writing. (37.3%)
Mathematics

We aim to have at least 85% of all learners to be at expectations in Mathematics by 2017.

We intend to move at least 170 of the 301 Maori students currently below expected levels, to At or Above National Standards in Maths by the end of 2017.

We intend to move at least 196 of the 382 Pasifika students currently below expected levels, to At or Above National Standards in Maths by the end of 2017.

<table>
<thead>
<tr>
<th>Year</th>
<th>Maori At or Above National Standard in Maths</th>
<th>Pasifika At or Above National Standard in Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Actual 2014</td>
<td>570</td>
<td>65%</td>
</tr>
<tr>
<td>2016</td>
<td>653</td>
<td>75%</td>
</tr>
<tr>
<td>2017 Target</td>
<td>740</td>
<td>85%</td>
</tr>
</tbody>
</table>

Evidence used to set targets

All Students
Currently 25% or 1065 of 4256 of our primary/intermediate students are not progressing in their maths at the levels expected within the national standards framework.

Maori make up 20.5% of the 2014 cohort. (871)
301 of the 871 Maori students are Below the National Standard in Mathematics. (34.6%)

Pasifika make up 29.2% of the 2014 cohort (1242)
382 of the 1242 Pasifika students are Below the National Standard in Mathematics. (30.8%)

Attendance of Maori students

Improved attendance of Maori students is an essential part of achieving this goal.

Schools within the cluster will closely monitor Maori student attendance and work with parents and whanau with the aim of making improvements. We will explore how best to measure this to allow comparison with the PAI data on justified and unjustified absences.

This will be reported to Boards of Trustees as part of the school’s annual review cycle.

Year 9-10 Reading, Writing and Mathematics

We will explore how best to continue the progress in Reading, Writing and Mathematics at Years 9-10 in order to meet the Level 2+ goals.

Each of the secondary schools school currently sets Year 9-10 targets and reports on this as part of the annual analysis of variance.

We will collaborate to explore current assessment tools and targets, share data and consider setting common targets.

This will be reported to Boards of Trustees as part of the school’s annual review cycle and when agreed will be incorporated into later versions of the COS targets.
### OUR TARGETED STUDENTS

For 2014 the number of students to be targeted for improvement in Reading, Mathematics and Writing in each school is set out in the table below. As part of our collaborative inquiry in 2016, the number of students and who they are in each school will be identified to be targeted for improvement.

#### Number and percentage of students targeted for improvement in Reading, Mathematics and Writing

<table>
<thead>
<tr>
<th>School Name</th>
<th>Student Type</th>
<th>Reading</th>
<th></th>
<th></th>
<th>Mathematics</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Writing</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>% below</td>
<td>Total</td>
<td>Number</td>
<td>% below</td>
<td>Total</td>
<td>Number</td>
<td>% below</td>
<td>Total</td>
<td>Number</td>
<td>% below</td>
</tr>
</tbody>
</table>
|                              |              | below or well below | or well below & | | below or well below | | below or well below | | below or well below | & | Total
| Birdwood School              | All students | 59     | 29.1%   | 203     | 62          | 30.5%   | 203     | 81      | 39.9%   | 203
|                              | Māori        | 23     | 28%     | 82      | 24          | 29.3%   | 82      | 36      | 43.9%   | 82
|                              | Pasifika     | 33     | 30%     | 110     | 37          | 33.6%   | 110     | 41      | 37.3%   | 110
| Henderson Intermediate       | All students | 212    | 38.3%   | 554     | 237         | 42.8%   | 554     | 236     | 42.6%   | 554
|                              | Māori        | 72     | 47.7%   | 151     | 79          | 52.3%   | 151     | 83      | 55.0%   | 151
|                              | Pasifika     | 83     | 41.3%   | 201     | 91          | 45.3%   | 201     | 83      | 41.3%   | 201
| Henderson North School       | All students | 116    | 27.7%   | 419     | 97          | 23.2%   | 419     | 142     | 33.9%   | 419
|                              | Māori        | 31     | 25.0%   | 124     | 31          | 25.0%   | 124     | 46      | 37.1%   | 124
|                              | Pasifika     | 33     | 32.7%   | 101     | 30          | 29.7%   | 101     | 37      | 36.6%   | 101
| Holy Cross Catholic School   | All students | 50     | 13.9%   | 359     | 51          | 14.2%   | 359     | 107     | 29.8%   | 359
|                              | Māori        | 9      | 34.6%   | 26      | 7           | 26.9%   | 26      | 15      | 57.7%   | 26
|                              | Pasifika     | 24     | 16.2%   | 148     | 25          | 16.9%   | 148     | 53      | 35.8%   | 148
| Liston College               | All students | 29     | 14.1%   | 206     | 66          | 32.0%   | 206     | 46      | 22.3%   | 206
|                              | Māori        | 4      | 16.7%   | 24      | 11          | 45.8%   | 24      | 6       | 25.0%   | 24
|                              | Pasifika     | 8      | 22.9%   | 35      | 18          | 51.4%   | 35      | 8       | 22.9%   | 35
| Pomaria Road School          | All students | 205    | 46.5%   | 441     | 115         | 26.1%   | 441     | 210     | 47.6%   | 441
|                              | Māori        | 65     | 49.2%   | 132     | 38          | 28.8%   | 132     | 71      | 53.8%   | 132
|                              | Pasifika     | 105    | 49.5%   | 212     | 58          | 27.4%   | 212     | 93      | 43.9%   | 212
| Ranui School                 | All students | 157    | 48.6%   | 323     | 122         | 37.9%   | 322     | 176     | 54.7%   | 322
|                              | Māori        | 64     | 53.8%   | 119     | 47          | 39.5%   | 119     | 72      | 60.5%   | 119
|                              | Pasifika     | 82     | 49.1%   | 167     | 61          | 36.7%   | 166     | 87      | 52.4%   | 166
| St Dominic’s Catholic College| All students | 50     | 21.4%   | 234     | 77          | 32.9%   | 234     | 87      | 37.2%   | 234
|                              | Māori        | 7      | 26.9%   | 26      | 12          | 46.2%   | 26      | 9       | 34.6%   | 26
|                              | Pasifika     | 13     | 37.1%   | 35      | 13          | 37.1%   | 35      | 15      | 42.9%   | 35
| St Paul’s School             | All students | 15     | 4.2%    | 357     | 34          | 9.5%    | 357     | 25      | 7.0%    | 357
|                              | Māori        | 2      | 7.7%    | 26      | 6           | 23.1%   | 26      | 3       | 11.5%   | 26
|                              | Pasifika     | 4      | 6.5%    | 62      | 7           | 11.3%   | 62      | 5       | 8.1%    | 62
| Summerland Primary           | All students | 127    | 21.2%   | 598     | 108         | 18.1%   | 598     | 142     | 23.7%   | 598
|                              | Māori        | 26     | 32.9%   | 79      | 23          | 29.1%   | 79      | 30      | 38.0%   | 79
|                              | Pasifika     | 24     | 27.9%   | 86      | 23          | 26.7%   | 86      | 26      | 30.2%   | 86
| Western Heights School       | All students | 95     | 16.9%   | 563     | 96          | 17.1%   | 563     | 98      | 17.4%   | 563
|                              | Māori        | 20     | 24.4%   | 82      | 23          | 28.0%   | 82      | 25      | 30.5%   | 82
|                              | Pasifika     | 18     | 21.2%   | 85      | 19          | 22.4%   | 85      | 15      | 17.6%   | 85
| All Schools                  | All students | 1115   | 26.2%   | 4256    | 1065        | 25%     | 4256    | 1350    | 31.7%   | 4256    |
|                              | Māori        | 323    | 37.1%   | 871     | 301         | 34.6%   | 871     | 396     | 45.5%   | 871     |
|                              | Pasifika     | 427    | 34.4%   | 1242    | 382         | 30.8%   | 1242    | 463     | 37.3%   | 1242    |
By the end of 2017, we aim to have at least 85% of all our secondary students leaving school with NCEA Level 2 or higher.

By the end of 2017, we intend to increase the percentage of Maori leaving with NCEA Level 2 or higher to at least 85% and Pasifika to at least 90%.

On average, we intend to move an additional 8 Maori students each year to reach an additional 15-16 students by the end of 2017.

On average, we intend to move an additional 6 Pasifika students each year to reach an additional 12 students by the end of 2017.

This will be adjusted when we have 2015 actual school leaver data, noting that the COL is unlikely to have any impact on 2016. Actual numbers may differ slightly depending on numbers of Maori and Pasifika within each cohort.

<table>
<thead>
<tr>
<th>Year</th>
<th>Maori School leavers NCEA Level 2+</th>
<th>Pasifika School leavers NCEA Level 2+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>2014 actual</td>
<td>57</td>
<td>68%</td>
</tr>
<tr>
<td>2016</td>
<td>65</td>
<td>77.3%</td>
</tr>
<tr>
<td>2017 Target</td>
<td>72</td>
<td>85%</td>
</tr>
</tbody>
</table>

Evidence used to set targets -shared

All Students
Currently 81.3% (395 of 486 in 2014) of our secondary students are leaving school with NCEA Level 2 or higher.

Maori made up 17.2% of the 2014 school leaver cohort. (84 of 486)
27 of the 84 Maori school leavers left school with less than NCEA Level 2. (32%)

Pasifika made up 27.5% of the 2014 school leaver cohort. (134 of 486)
25 of the 134 Pasifika school leavers left school with less than NCEA Level 2. (18.6%)

Evidence used to set targets -schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Student Ethnicity</th>
<th>No. of leavers with less than NCEA Level 2</th>
<th>% of leavers with less than NCEA Level 2</th>
<th>Total leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liston College</td>
<td>All leavers</td>
<td>12</td>
<td>10.6%</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>2</td>
<td>28.6%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>2</td>
<td>8.0%</td>
<td>25</td>
</tr>
<tr>
<td>St Dominic’s Catholic College (Henderson)</td>
<td>All leavers</td>
<td>8</td>
<td>7.6%</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>1</td>
<td>7.7%</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>6</td>
<td>25.0%</td>
<td>24</td>
</tr>
<tr>
<td>Waitakere College</td>
<td>All leavers</td>
<td>71</td>
<td>26.5%</td>
<td>268</td>
</tr>
<tr>
<td></td>
<td>Māori</td>
<td>24</td>
<td>37.5%</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Pasifika</td>
<td>17</td>
<td>20.0%</td>
<td>85</td>
</tr>
</tbody>
</table>
Improved retention of Maori students is an essential part of achieving this goal.

By 2017 we aim to retain at least 85% of our Maori students until at least their 17th birthday. On average, we intend to retain approximately an additional eight Maori students until at least their 17th birthday the end of 2017.

This will be adjusted when we have 2015 actual school leaver data, noting that the COS is unlikely to have any impact on 2015. Actual numbers will differ slightly depending on numbers of Maori and Pasifika within each cohort.

<table>
<thead>
<tr>
<th>Percentage of Maori school leavers staying until at least their 17th birthday</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 actual</td>
<td>63 of 84</td>
<td>75%</td>
</tr>
<tr>
<td>2016</td>
<td>67 of 84</td>
<td>80%</td>
</tr>
<tr>
<td>2017 target</td>
<td>71 of 84</td>
<td>85%</td>
</tr>
</tbody>
</table>

Evidence used to set targets

In 2014 19 of Waitakere College’s 64 Maori school leavers left school before their 17th birthday. (29.7% = 70.3% retention compared with whole school rate of 83.6%).

In 2014 none of St Dominic College’s 13 Maori school leavers left school before their 17th birthday. (0% = 100% retention compared with whole school rate of 99%).

In 2014 2 of Liston College’s 7 Maori school leavers left school before their 17th birthday. (28.6% = 71.4% retention compared with whole school rate of 87.6%).
OUR APPROACH

There are three key aspects to our approach to accelerating the achievement of our priority students:

- Culturally responsive pedagogies
- Collaborative Inquiry – Reading/Writing/Mathematics/NCEA L2 & Maori retention
- Effective transition between schools.

Culturally responsive pedagogies

Many of the schools in the community have engaged in research based initiatives designed to build teachers’ understanding of and capacity in **culturally responsive pedagogies**, including Te Kotahitanga and Te Kauhua. Given the major focus on accelerating achievement for Maori and Pasifika students, it will be essential to share what we have learned about best practice and grow the capacity of all teachers within the community. This will underpin all the interventions below.

Two of the cross-school leaders will be an acknowledged high implementer of culturally responsive pedagogies, who will assist designated lead teachers within each of the schools:

- to grow their own understandings of what works well for Maori and Pasifika students
- to work with teachers in their own schools to enhance relationships with Maori and Pasifika students and transform classroom practice to become more universally effective for Maori and Pasifika learners.

Collaborative Inquiry

The central focus of this inquiry will be in accelerating the achievement of Maori and Pasifika learners in the following areas:

- Reading/Writing/Mathematics
- NCEA L2
- Maori retention.

This focus arises from the evidence of student achievement set out above.

Three of the cross-school leaders will be an acknowledged high implementer of effective literacy strategies, who will assist designated lead teachers within each of the schools:

- to scope current practice in data gathering and teaching of reading and writing
- to develop shared understandings of best practice for teaching and learning reading and writing
- to work with teachers in their own schools to enhance and transform classroom practice around literacy to become more universally effective for Maori and Pasifika learners.

Two of the cross-school leaders will be an acknowledged high implementer of effective Mathematics strategies who will assist designated lead teachers within each of the schools:

- to scope current practice in data gathering and teaching of mathematics
- to develop shared understandings of best practice for teaching and learning numeracy and mathematics
- to work with teachers in their own schools to enhance and transform classroom practice around Mathematics and numeracy to become more universally effective for Maori and Pasifika learners.

The secondary schools within the community will share information about how they track, monitor and mentor Maori and Pasifika student retention and achievement, identify best practice and critique each others’ plans.

One of the cross-school leaders will be an acknowledged high implementer of effective tracking, monitoring and mentoring of Maori and Pasifika strategies who will assist designated lead teachers within the secondary schools as well as assisting all schools to explore strategies to increase Maori retention.
Effective transition between schools

One of the major benefits of the community will be the opportunity to develop more effective processes to support students as they move from primary and intermediate into secondary schools. Through engaging in collaborative inquiry, teachers and leaders will build shared understandings about pedagogy and about each school’s community, centred around the best ways to meet the learning needs of our Maori and Pasifika students and working in partnership with parents and whanau. This will enable us to identify current barriers to effective transition and to devise innovative approaches to help students move confidently into the next stage of their education.

More effective transition could include, but is not limited to the following:

- Sharing of knowledge about individual students between schools and agencies so the ball is not dropped as they move from one school to another.
- Interactions between schools and events which mean students, parents and whanau become familiar with a next level school before the student moves to the new school.
- A more coherent approach to teaching and learning as students move through the schools in the cluster.

This focus will be built into the Key Performance Indicators for each of the cross-school leaders, with a requirement to identify opportunities for improved transition, which will be reported to the Leadership Group for possible implementation.

The community will remain open to future links with early childhood education. The secondary partners in the community are already actively engaged in West Auckland wide Vocational Pathways programmes which link into tertiary and trades education, which offers significant choices relevant for the NCEA Level 2 and Maori retention goals.

Students, Parents and Whanau

In all the approaches above it will be important to gather the voices of students as well as those of their parents and whanau. Our approach to this will be fleshed out during the first year of implementation as we develop a clearer understanding of the processes each school uses.

Processes will include:

- Gathering student voice to understand what works well to support their learning in the target areas.
- Working with students to understand the value of their own voices through publishing their own writing and reading that of others.
- Sharing information about the Community of Schools with parents and seeking their views on the targets and how best to work towards them.
- Publishing student work in order to share them with parents.
- Reporting to Boards of Trustees on the implementation process as well as progress towards the targets.
- Reporting to parents on the progress of their own child as well as the school’s progress towards the targets.
Collaborative Inquiry

**Reading**

We aim to have at least 85% of all learners to be at expectations in Reading by 2017.

Currently 37% or 323 of our 871 Maori students and 34.4% (427 of our 1242 Pasifika students) are not progressing in their reading at levels expected within the national standards framework.

We intend to move at least 192 of the Maori students currently below expected levels, to at or above national standards reading by the end of 2017.

We intend to move at least 241 of the Pasifika students currently below expected levels, to at or above national standards reading by the end of 2017.

Writing

We aim to have at least 85% of all learners to be at expectations in Writing by 2017.

Currently 45.5 % or 396 of our 871 Maori students and 34.4% (427 of our 1242 Pasifika students) are not progressing in their writing at levels expected within the national standards framework.

We intend to move at least 265 of the Maori students currently below expected levels, to at or above national standards writing by the end of 2017.

We intend to move at least 277 of the Pasifika students currently below expected levels, to at or above national standards writing by the end of 2017.

**Literacy achievement - Reading and Writing**

Reading and writing are two distinct but closely related skills - therefore this inquiry will focus on both, aiming:

- to scope current practice in data gathering and teaching of reading and writing
- to develop shared understandings of best practice for teaching and learning reading and writing
- to work with teachers in their own schools to enhance and transform classroom practice around literacy to become more universally effective for Maori and Pasifika learners.
- to gather data measuring progress towards the targets above.

The likely approach will include the following actions:

a. Reconnaissance of our present data gathering tools and teaching of reading and writing pedagogy across all classrooms;
b. Gathering student voice to understand how they see reading and writing;
c. Meeting with teachers to understand how reading and writing is taught presently
d. Consulting parents about their child’s reading and writing, establishing their perspectives on their child’s reading challenges;
e. Identify ‘good practice’ for the teaching of reading and writing with staff from each school,
f. Meet as a community to agree upon the best possible practice for the teaching of reading and writing.
g. Document and share this expectation with the community;
h. Leaders in each school, assisted by the cross school leader, form a ‘best practice action plan’ for the implementation of new strategies for the teaching of reading and writing to Maori and Pasifika (and beyond);
i. In-school leaders to critique each others’ action plans
j. Principals and in-school leaders to use the critique to revise the actions plans.
k. A ‘cross school’ observation programme to be established with cross school staff to co-ordinate providing exemplar ‘models’ for exemplary teaching practice in reading and writing.
**Mathematics**

We aim to have at least 85% of all learners to be at expectations in Mathematics by 2017.

Currently 34.6% or 301 of our 871 Maori students and 30.8% (382 of our 1242 Pasifika students) are not progressing in their mathematics at levels expected within the national standards framework.

We intend to move at least 170 of the Maori students currently below expected levels, to at or above national standards reading by the end of 2017.

We intend to move at least 196 of the Pasifika students currently below expected levels, to at or above national standards reading by the end of 2017.

**Mathematics Achievement**

The teaching of mathematics presents a different set of challenges, although we recognise literacy plays its part. This inquiry will aim:

- to scope current practice in data gathering and teaching of mathematics and numeracy
- to develop shared understandings of best practice for teaching and learning numeracy and mathematics
- to work with teachers in their own schools to enhance and transform classroom practice around Mathematics and numeracy to become more universally effective for Maori and Pasifika learners.
- to gather data measuring progress towards the targets above.

The likely approach will include the following actions:

a) Reconnaissance of the present data gathering tools and methodology of the teaching of mathematics in each school.
b) Gathering student voice to understand how they see Maths and number.
c) Meetings with teachers to understand how Maths is taught presently.
d) Consultation with parents, students and teachers will establish a common understanding and approach to the teaching of mathematics in all the community schools.
e) The community will agree, develop and implement a more consistent methodology across the schools to analyse needs and measure progress.
f) The community will ensure that mathematics programmes will provide authentic contexts for improving mathematical achievement.
g) Critique of the current approaches to the teaching of mathematics in every school will be led by a cross school leader, documented, analysed and observed, so that all members of the community see the different strategies that are in place.
h) Each school, led by an in-school leader, will formulate an action plan unique to their context and share this at a community meeting for critique and evaluation.
i) After the critique schools will be supported by cross school leaders to revise their action plan and make plans for implementation.
School leavers with NCEA Level 2+

By the end of 2017, we aim to have at least 85% of all our secondary students leaving school with NCEA Level 2 or higher.

Currently, 32% of our Maori school leavers (27 of the 84 in 2014) and 18.6% of our Pasifika school leavers (25 of the 134 in 2014). We intend to increase the percentage of Maori and Pasifika leaving with NCEA Level 2 or higher to at least 85%. On average, we intend to move an average of 8 additional Maori students per year by the end of 2017.

On average, we intend to move an average of 6 additional Pasifika students each year by the end of 2017.

Retention

In 2014, 25% of our Maori students (21 of 84 in 2014) left school before their 17th birthday. By 2017 we aim to retain at least 85% of our Maori students until at least their 17th birthday. On average, we intend to retain an additional 8 Maori students until at least their 17th birthday by the end of 2017.

School leaver NCEA Level 2+ achievement, including Maori retention

Each of the three secondary schools has a very different student population. However, we acknowledge the potential benefits to be gained by learning from each other.

The inquiry is likely to include the following actions:

a) Reconnaissance of the present approaches taken by the three secondary schools to tracking, monitoring and mentoring of Maori and Pasifika student retention and achievement.

b) Identifying best practice approaches for improving retention of Maori and accelerating the achievement of Maori and Pasifika.

c) Each school, led by an in-school leader, will formulate an action plan unique to their context and share this at a community meeting for critique and evaluation.

d) After the critique schools will revise their action plan and make plans for implementation.
IMPLEMENTATION, MONITORING AND EVALUATION

First steps before full implementation

- **Transparency with staff**
  An information leaflet has been prepared to inform all staff about the proposal and to invite questions and expressions of interest. This includes an initial indication of the cross-school and within-school leadership positions available for teachers with links to national documentation about the positions.

- **Half day conferences to build shared understandings**
  Half day conferences demonstrated that within the CoL there is considerable strength in teaching and learning pedagogy that can be used to drive the planned changes.
  During November 2015, Summerland School hosted a Literacy conference, Pomaria School a Mathematics conference and a conference on Culturally Responsive Pedagogies was held at Holy Cross Catholic School.
  Schools’ teams shared the data and rationale that underpinned their specific approaches and effective initiatives that have helped raise achievement for Maori students and/or Pasifika students in each school, and what was working well. Feedback amongst the schools was positive – the value of sharing expertise already apparent.

- **Appointments process**
  Once the proposal is approved and the memorandum of agreement signed, we will meet with a National Selection Panel member and get the formal appointments process under way. Some initial work on developing the community specific aspects of the job descriptions is already under way.

  The goal is to complete the appointments process before the end of the 2015 school year in order to enable schools to plan staffing and timetables for an effective start in 2016.

Start-up 2016

- **Setting priorities and staging the roll-out**
  We recognise that it may be challenging to expect primary teachers to focus on three separate areas of the curriculum at one time. In some cases the schools also have new Principals. Consequently, further thought needs to be given as to how best to stage the roll-out of the reading, writing and mathematics initiatives.

  The half day conferences will provide some initial insights into the priority areas for each school. This will be further explored by the Lead Principal in consultation with the Cross-Schools Leaders and Principals with a view to making a decision by mid February 2016 on the priority order for the three target areas. It is understood that it may not be possible for some schools to focus on all three at once.

- **Cross-schools calendar**
  A cross schools calendar will be prepared for the cluster to ensure that that cross-school events are coordinated and time is used productively.

- **Cross school leaders**
  The cross-school leaders will:
  - meet regularly with and report to the Lead Principal
  - meet with each other for collaborative planning.
  - work with the in-school leaders to develop a coherent strategic plan to support each school to meet its specific targets. This will include overseeing a register of identified target students within each school. (Names, needs, numbers).
  - identify, model and effectively share examples of best practice which accelerates progress for Maori, Pasifika and all learners.
  - develop and reflect upon best practice ways of supporting the professional learning of teachers.
Monitoring and evaluation

Monitoring
Monitoring will focus on two aspects:

- Implementation of the plan (Have the agreed tasks been carried out? How well? Problem solving....)
- Emerging evidence of changes in pedagogy and school practices or culture.

Evaluation
The COL Leader will work with the Cross–Schools Leaders and seek advice from the Education Review Office to develop an effective model for evaluation. This will focus on:

- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
- Emerging evidence of changes in pedagogy and school practices or culture.
- Use of student, parent and teacher voice.

Reporting
Reports to Board of Trustees
The COL Leader will coordinate the preparation of reports for Boards of Trustees to be supplied regularly through the year. These will cover:

- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
- Emerging evidence of changes in pedagogy and school practices or culture.
- Issues arising.

Charters
The community’s achievement challenges will be reflected in each school’s Charter for 2016 and reported on in the Analysis of Variance.
WAITAKERE COLLEGE COMMUNITY OF LEARNERS: STRUCTURE

Leadership team – COL Leader and Coordinating Principals

- 3 Cross Schools Leaders: Literacy
  - Henderson North Primary Leaders
  - Holy Cross Primary Leaders
  - Pomaria Primary Leaders
  - Ranui Primary Leaders
  - St Paul's Primary Leaders

- 2 Cross Schools Leaders: Mathematics
  - Summerland Primary Leaders
  - Western Heights Primary Leaders

- 2 Cross Schools Leaders: Culturally Responsive Pedagogies
  - Henderson Intermediate Leaders
  - Liston College Leaders
  - St Dominic College Leaders
  - Waitakere College Leaders

- 1 Cross Schools Leader: NCEA Level 2+ / Maori retention

More effective transition – sharing knowledge about learners and whanau, more coherent approach to teaching and learning

All the teachers in the schools

Parents and Whanau

Maori and Pasifika Learners

All Learners
How issues will be addressed within the Community of Schools

Any issue will be addressed by the agreed process below:

**Code of Conduct**
Waitakere Community of Schools

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.

### Appendices:

- NCEA summary data from each of the 3 secondary schools
- National standards summary data (PAI) from each of the intermediate and primary schools (separate spreadsheet)
- MOE Infographics data for the COS (separate PDF)