

Maungakiekie Community of Learning



The Greatest CoL in the Universe
 Rangitāmirotia ngā miro ako tuatinitini
 Weave together the threads of learning

The image is a symbol of Maungakiekie Community of Learning which represents the six individual schools collaborating for our collective success. The schools each bring their talents, strengths and whānau/aiga & communities to the collective in a spirit of robust inquiry. The school logos are connected as roots that give nourishment and strength to the tree.

Maungakiekie Community of Learning schools are woven together tightly to make a beautiful fabric that is stronger than the individual threads. Our success is reliant on one another. Within the collective we bring our uniqueness without becoming 'generic'.

The native tree at the pinnacle represents our students succeeding - to reach the heights we know they can with the right foundations and support. The tree is flourishing at the top of Maungakiekie, continually reaching and growing.

The image from root to tip of the tree illustrates the multiple learning pathways to achieve our aspiration to become the greatest CoL in the universe.



The Maungakiekie Community of Learning (MaCoL) is located at the base of Maungakiekie and comprises six schools within the One Tree Hill College zone, with One Tree Hill College being the school of choice for most of our students. It is a Community of Learning of approximately 3,400 learners from five full primary schools and one secondary school. The MaCoL is experiencing significant roll growth in a highly urban area of Auckland. There is long-standing educational history within MaCoL, including schools which are some of the oldest in New Zealand, dating back to the 1870s. We have a proud history of adapting and changing with our community needs to ensure educational success for our communities.

There is a high level of commitment and collaboration within the MaCoL. MaCoL has been working together as a successful Learning Change Network (LCN) since 2009. The trust based relationship that we share is built on a foundation of honesty, openness and a shared purpose. For the past two years the Maungakiekie Boards of Trustees have met as a collective to share their knowledge and strength. We are in an excellent position to make decisions and lead our own destiny. Our Principals are committed to advocating for our students and teachers and move into unbroken, new ground in education to bring about undeniably positive outcomes for their students. In 2014 two of our Principals were honoured in the Queen's Honours list: Ms Barbara Ala'alatoa as a Member of the New Zealand Order of Merit for services to education & Mrs Corinne Hansell as a Queen's Service Medal recipient for services to education.

The MaCoL has a diverse ethnic composition which mirrors the demographics of the wider Auckland community. The MaCoL places a strong emphasis on acknowledging student diversity and creating opportunities for them to be proud of their culture. Bilingual language provision occurs within the MaCoL. All schools have built stronger partnerships with whānau and now have good engagement. We are inclusive schools with a number of students having additional needs that are well met by their schools with the support of agencies.

An emerging culture of shared professional development and learning is occurring within MaCoL. We place high emphasis on developing innovative and collaborative learning environments for all learners. There is commitment to continue building a strong integration of digital fluency across all schools as a tool for enhancing teacher pedagogical practice. The MaCoL is committed to using the Spiral of Inquiry as a fundamental approach to our professional development and learning. Building and raising teacher capability is a key driver in our aspirations as we believe that with teachers challenging one another through our spiral of inquiry discoveries we will unlock the conditions for success for our students in developing their key competencies. We are collectively accountable which means that we have a vested interest in supporting one another to be innovative, strategic and collaborative in the true sense of the word. MaCoL will give priority within their individual strategic plans and school calendars. Our MaCoL values the growth and pathways of the whole person 'from before school until beyond school'. It is our intention, over time and with the sharing of emerging collective thinking, to see our students succeed in all areas of their lives. We have high expectations and aspirations for our students. Schools within MaCoL are high performing learning environments, proud of their academic, sporting and cultural successes. Recent ERO reports attest to the journey of success occurring within the MaCoL.



Maungakiekie Community of Schools' Profile 2016

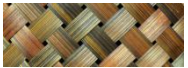
Total number of students: 3319 **Māori students:** 571 **Pasifika students:** 1047

June 2016 roll figures

	Māori	Pasifika	Asian	Other	Pākehā	Int	Total
Panmure District School (Dec 2)	16 (14%)	74 (65%)	16 (14%)	6 (5%)	1	0	113
Sylvia Park School (Dec 2)	150 (29%)	246 (48%)	77 (15%)	15 (3%)	25 (5%)	0	513
Stanhope Road School (Dec 4)	60 (12%)	118 (24%)	193 (39%)	36 (7%)	89 (18%)	0	498
Ellerslie School (Dec 9)	38 (5%)	49 (7%)	152 (22%)	39 (8%)	406 (59%)	0	684
Bailey Road School (Dec 3)	126 (27%)	166 (36%)	97 (20%)	13 (3%)	60 (13%)	0	462
One Tree Hill College (Dec 3)	206 (20%)	395 (38%)	284 (27%)	27 (2%)	110 (10%)	28 (3%)	1050
Total	571 (17%)	1047 (31%)	822 (25%)	139 (4%)	710 (21%)	30	3319

<h2>Vision</h2>	<p>A community of learners working for the best education we can offer - from before to beyond school.</p> <p><i>The Spiral of Inquiry informs the fundamental operation of the Maungakiekie Community of Learning</i></p> <p>MaCoL is committed to a strong pathway from Early Childhood Education to beyond secondary school. We believe that with our united, committed and passionate teachers we will achieve equity of outcomes for our students. A disciplined approach to the spiral of inquiry will underpin actions and decision making.</p>
<h2>Mission</h2>	<p>Schools - Collaboratively set goals and values to strengthen our community of learning</p> <p>Students - Experience success through developing agency for their own learning</p> <p>Staff - Strong shared reflective pedagogical practice</p> <p>Whanau -The community is agentic at all levels of our Learning Community</p> <p>We value the voice of all to challenge assumptions and share their expertise for the benefit of our students.</p>
<h2>Values</h2>	<p>The Maungakiekie Community of Learners values the following to ensure equity of outcomes for all students:</p> <ul style="list-style-type: none"> • Kotahitanga, Commitment, Respect • To collaborate and to share best practice • To grow outstanding teachers through disciplined inquiry • To innovate in the pursuit of excellent outcomes for our students • To create successful learning pathways for our students • To exceed our potential <p>The opportunity to work as MaCoL will enhance the possibilities for collaboration and raising student achievement. As a result we have decided on these shared values.</p>
<h2>Whakatāukī</h2>	<p>Rangitāmirotia ngā miro ako tuatinitini</p> <p><i>‘Weave together the threads of learning’</i></p> <p>This whakatāukī illustrates the interconnected relationship of the six schools. We rely on one another to meet our achievement challenges. The woven imagery demonstrates the threads of learning for teachers, support staff, students, whanau and the wider community. We will weave together emerging, innovative ideas to find solutions for our students in expectation of contributing strongly to the solutions for other learners in Aotearoa New Zealand.</p>

Through our previous collaborations we have learnt to use data and evidence to give meaning to shared conversations and to make important decisions for future foci. We have many examples of across school support, collaboration and moderation that have already deepened and strengthened our collective knowledge. We will affirm teachers to take risks in their Spiral of Inquiry investigations as we seek new, innovative responses for complex, New Zealand wide challenges rather than a repetition of what is already known.



Identifying the shared achievement challenges

Our achievement challenges are:

- Mathematics
- Writing
- NCEA
- Student agency

Our process target is:

- Science

We are committed to science becoming one of our achievement challenges in the near future. We have anecdotal evidence that this is an area of need in our schools. Without a standardised assessment currently available we do not have the baseline data to make this an achievement challenge. Part of our 2017 MaCoL work will be to investigate assessment possibilities.

Our achievement challenges and process target selection is based on the following data and discussion:



Achievement Challenge 1: Mathematics

Analysis of data that looked at trends and patterns, from all schools clearly identified a need in mathematics. We have used 2015 overall teacher judgement achievement data as our baseline data for Years 1-8. All primary schools have collated and analysed the National Standards data for reading, writing and mathematics. Mathematics is clearly identified as an area in need of improvement. We have agreed to measure progress and achievement in mathematics across Years 3 - 8 using Overall Teacher Judgements (OTJs) and PATs. NCEA achievement data and PAT data will be the measure for Years 9 & 10. We will trial PACT for moderation of OTJ's. We have identified focus groups and set targets for achievement in mathematics across all schools. Ellerslie School currently achieves at 87% which is 2% above the MaCoL achievement challenge set. Ellerslie School will focus on the 13% of students achieving below or well below National Standards expectation in mathematics. 25% of this cohort are Pasifika students. This is the first stage of scanning for our Spiral of Inquiry and will be used for determining our next steps in addressing the achievement challenge. We will use current baseline data as a start point to drill down and identify particular needs to inform our spiral inquiries.

Achievement Challenge 1: Mathematics	Focus
<p>Year 1-8: In 2015, 75% (1518/2025) of our students were At or Above the National Standard in mathematics for years 1- 8. We will lift this to 88% (1790/2025), a 14% shift by 2018. This will mean moving 272 additional students from 'Below and Well Below' to 'At'.</p>	<p>Year 1-8: <i>Within our overall goal of shifting 272 additional students there are 2 sub goals that are a collective focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in mathematics from 66% (233/353) to 86% (304/353), a 20% shift by the end of 2018. This is a shift of 71 more Māori students (which is part of our target of 272 students overall).</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in mathematics from 65% (406/620) to 86% (534/620), a 21% shift by the end of 2018. This is a shift of 128 more Pasifika students (which is part of our target of 272 students overall).</p> <p><u>Ellerslie School:</u> We aim to lift the achievement of Ellerslie students in mathematics from 87% (524/598) to 97% (578/598), a 9% shift by the end of 2018. This is a shift of 54 more Ellerslie students (which is part of our target of 272 students overall).</p>

<p>Year 11: In 2015, 86.7% (189 out of 218) of Year 11 students achieved their Level 1 numeracy in 2015. Our goal is to lift this to 100% for 2018 which will mean shifting an additional 29 (15%) students.</p>	<p>Year 11: <u>Māori:</u> In 2015, 83.8% (31 out of 37) of Year 11 Māori students achieved their Level 1 numeracy in 2015. Our goal is to lift this to 100% for 2018 which will mean shifting an additional 6 (16.2%) students. <u>Pasifika:</u> In 2015, 80.7% (67 out of 83) of Year 11 Pasifika students achieved their Level 1 numeracy in 2015. Our goal is to lift this to 100% for 2018 which will mean shifting an additional 16 (19.3%) students.</p>
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Current State		2017			2018		
No	%	No	%	Shift	No	%	Shift
1518/2025	75	1660/2025	82	142 more	1790/2025	88%	130 more
Current State for Year 11		2017			2018		
No	%	No	%	Shift	No	%	Shift
189/218	86.7%	208/218	95%	19 more	218/218	100%	10 more

Students Below or Well Below the National Standard for each school in the Maungakiekie CoL in mathematics



The data provided in the following tables is drawn from 2015 OTJ data. The number of students to be targeted in mathematics and writing for each school shown school by school to assist with development of foundational achievement challenges for MaCoL. As part of the Spiral in Action in 2017, the number of students and who they are in each school will be identified and shared so that as a collective we are able to analyse in a fine grain, way looking for information that will provide valuable patterns and trends on an individual student basis and as well as for groups of students.

School	Students	Current Position students in 'at or above'		Target additional students in 'at or above' for overall 85%		Total
		# of students	%	# of students	% shift	
Bailey Road	All students	272	68%	65	17%	272
Sylvia Park	All students	286	63%	94	22%	
Ellerslie	All students	524	87%	54	9%	
Stanhope	All students	353	75%	47	10%	
Panmure	All students	83	74%	12	11%	
School	Students	Current Position students in 'at or above'		Target additional students in 'at or above'		Total
		# of students	%	# of students	% shift	
Bailey Road	Māori	64	63%	22	22%	71
Sylvia Park	Māori	74	58%	35	27%	
Ellerslie	Māori	38	84%	x	x	
Stanhope	Māori	44	70%	10	15%	
Panmure	Māori	13	72%	x	x	
School	Students	Current Position students in 'at or above'		Target additional students in 'at or above'		Total
		# of students	%	# of students	% shift	
Bailey Road	Pasifika	93	65%	29	20%	128
Sylvia Park	Pasifika	143	61%	56	24%	

Ellerslie	Pasifika	48	75%	7	10%	
Stanhope	Pasifika	80	64%	27	21%	
Panmure	Pasifika	42	71%	9	14%	
School	Students	Current Position students in 'at or above'		Target additional students in 'at or above'		Total
		# of students	%	# of students	% shift	
Ellerslie	All Students	524	87	62	9%	62

Note: x=data redacted

[Achievement Challenge 2: Writing](#)

From our 2015 OTJ and NCEA data we have identified our students have an area of need in writing. This is further supported by National data in the form of Public Achievement Information. 2015 PAI Nationally showed achievement levels for Primary at 79.4% for girls and 63.9% for boys, level one NCEA 88.4 % and level two NCEA 79.1%. We have agreed to measure progress and achievement in writing across Years 4 - 8 using OTJs and e-asTTle. NCEA achievement data and e-asTTle data will be the measure for Years 9 & 10. We will trial PACT for moderation of OTJ's. As time progresses our MaCoL will draw upon the findings of the recently approved teacher-led innovation fund project titled **'Teaching past the Frangipani' - empowering Pasifika Arts in Niu Sila Schools**. The lead school for this project is Sylvia Park School. The emerging ideas will be communicated across MaCoL with Dagmar Dyck (lead teacher for this project) supporting writing achievement challenge spirals of inquiry where appropriate. This project is about how innovative and culturally responsive teaching practices in the arts can be implemented to make a difference in literacy achievement with Yr 7 - 13 Pasifika students. This work will be lead by Pasifika teachers, with Pasifika students. It is driven by lower than average rates of literacy achievement by Pasifika students across the country, and the lack of comparable work inquiring into this area. The approach to this work will be through review of current literature, teacher led inquiry, and the sharing and replicating of results. The aim of this work is to inquire into teaching practices in literacy through the frame of Pasifika art; to share the learning from these enquiries with others; and to develop a framework that will lift literacy achievement, social literacy and cultural competence for Pasifika students. The intent is that this work will inform literacy practice across a school, and community, but ultimately can create a pedagogical practice and acquired knowledge that can be shared nationwide.

We will look towards current national & international research and successful educational innovations that may be ripe for adaptation or trial in our unique contexts. However, we may find that the answers come not from the thinking of others but from within our own expertise.

Achievement Challenge 2: Writing	Focus
<p>Year 1-8:</p> <p>In 2015, 71% (1440/2037) of our students were At or Above the National Standard in writing for years 1- 8.</p> <p>We will lift this to 86% (1749/2037), a 15% shift by 2018. This will mean moving 309 additional students from ‘Below and Well Below’ to ‘At’.</p> <p>Year 11:</p> <p>In 2015, 85.4% (198 out of 232) of Year 11 students achieved their Level 1 literacy in 2015. Our goal is to lift this to 95% for 2018 which will mean shifting an additional 22 (9.6%) students.</p>	<p>Year 1-8:</p> <p><i>Within our overall goal of shifting 309 additional students there are 2 sub goals that are a collective focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in writing from 61% (220/362) to 86% (312/362), a 25% shift by the end of 2018. This is a shift of 92 more Māori students (which is part of our target of 309 students overall).</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in writing from 65% (422/650) to 86% (557/650), a 20% by the end of 2017. This is a shift of 135 more Pasifika students (which is part of our target of 309 students overall).</p> <p>Year 11:</p> <p><u>Māori:</u> In 2015, 86.5% (32 out of 37) of Year 11 Māori students achieved their Level 1 literacy in 2015. Our goal is to lift this to 100% for 2018 which will mean shifting an additional 5 (13.5%) students.</p> <p><u>Pasifika:</u> In 2015, 90.4% (75 out of 83) of Year 11 Pasifika students achieved their Level 1 literacy in 2015. Our goal is to lift this to 100% for 2018 which will mean shifting an additional 8 (9.6%) students.</p>

Current State		2017			2018		
No	%	No	%	Shift	No	%	Shift
1440/2037	71	1640/2037	80	200 more	1749/2037	86%	109 more
Current State for Year 11		2017			2018		
No	%	No	%	Shift	No	%	Shift
198/232	85.4%	209/232	90%	11 more	220/232	95%	11 more

Students Below or Well Below the National Standard for each school in the Maungakiekie CoL in Writing

The data provided in the following tables is drawn from 2015 OTJ data. The number of students to be targeted in mathematics and writing for each school shown school by school to assist with development of foundational achievement challenges for MaCoL. As part of the Spiral in Action in 2017, the number of students and who they are in each school will be identified and shared so that as a collective we are able to analyse in a fine grain, a way of looking for information that will provide valuable patterns and trends on an individual student basis and as well as for groups of students.

School	Students	Current Position students in 'at or above'		Target additional students in 'at or above' for overall 85%		Total
		# of students	%	# of students	% shift	
Bailey Road	All students	226	57%	110	28%	309
Sylvia Park	All students	292	64%	95	21%	
Ellerslie	All students	494	82%	18	3%	
Stanhope	All students	321	68%	80	17%	
Panmure	All students	107	81%	6	4%	
School	Students	Current Position students in 'at or above'		Target additional students in 'at or above'		Total
		# of students	%	# of students	% shift	
Bailey Road	Māori	56	51%	38	34%	92
Sylvia Park	Māori	75	59%	33	26%	
Ellerslie	Māori	36	80%	x	x	
Stanhope	Māori	39	62%	15	23%	
Panmure	Māori	14	73%	x	x	
School	Students	Current Position students in 'at or above'		Target additional students in 'at or above'		Total
		# of students	%	# of students	% shift	
Bailey Road	Pasifika	80	55%	44	30%	135
Sylvia Park	Pasifika	153	66%	44	19%	
Ellerslie	Pasifika	44	68%	x	x	
Stanhope	Pasifika	76	60%	32	25%	
Panmure	Pasifika	69	81%	x	x	

Note: x=data redacted

Achievement Challenge 3: NCEA

Success in NCEA ensures our students have opportunities to pursue their choice of great outcomes. We also recognise that we need to have clarity about what primary students are doing at any point in time and how this contributes to their success in NCEA. A seamless learning pathway where we leave behind silo or binary thinking and embrace collective, sophisticated thinking transitioning across and between traditional school boundaries is something we are passionate about creating. We will work to being inclusive of our our whanau and ensure that they have a clear understanding of the learning process from start to finish, early childhood education to beyond secondary schooling. For several years our MaCoL has had rich evidence-based discussion, which has contributed to our ability to identify challenges and priority groups of students with accuracy. Our work in identifying the achievement challenges has highlighted the need to focus on two specific groups of learners: Māori and Pasifika. All MaCoL schools understand they will select priority learners and that these will be Māori and Pasifika.

Achievement Challenge 3: NCEA	Focus
<p>In 2015, 82.2% (120 out of 146) of One Tree Hill College students in Year 12 achieved their NCEA Level 2.</p> <p>In 2015, 83.3% (20 out of 24) of Māori One Tree Hill College students in Year 12 achieved their NCEA Level 2.</p> <p>In 2015, 78.2% (43 out of 55) of Pasifika One Tree Hill College students in Year 12 achieved their NCEA Level 2.</p>	<p>Our overall goal is for 90% (135 out of 150) of One Tree Hill College students in Year 12 to achieve NCEA Level 2 by the end of 2018.</p> <p><u>Māori:</u> We will aim to lift the achievement of NCEA Level 2 for Year 12 One Tree Hill College Māori students to 90% (27 out of 30) by the end of 2018.</p> <p><u>Pasifika:</u> We will aim to lift the achievement of NCEA Level 2 for Year 12 One Tree Hill College Pasifika students to 90% (54 out of 60) by the end of 2018.</p>

[Achievement Challenge 4: Student Agency](#)

In order to achieve great outcomes, students need to be agentic in their learning (agency). We have included agency as our achievement challenge because we consider this to be fundamental to students being successful lifelong learners who are well-equipped with key competencies and strategies for learning. As our schools develop Innovative Learning Pedagogies, our students require strong inquiry skills and an ability to demonstrate ‘leading their own learning’.

We have collected baseline data using a survey asking staff and students ten questions related to agency. While it has provided us with useful information we now need to undertake further scanning that will provide us with a finer grain analysis of what agency looks and sounds like, across year levels, gender, ethnicity, whānau and teachers. It also allows us to have a clear, shared target for all teachers across our community as a start point for further deepening of collective knowledge in regards to agency.

Achievement Challenge 4: Agency	Focus
<p>Achievement challenge; 100% of our students feeling they have agency in their learning as evidenced by student and teacher perception surveys.</p> <p>In 2016, 73% (20601 out of 28119) responded as being ‘always’ or ‘usually’ agentic in their learning.</p> <p>We will lift this to 100% a 27% shift by 2018. This will mean moving 7518 responses from ‘never’ or ‘sometimes’ to ‘usually’ or ‘always’ agentic.</p> <p>Our intention is to resurvey our students to gauge the level to which they consider they are agentic in their learning. This survey will determine levels of agency by age level, gender, and ethnicity. We will triangulate this with teacher perceptions. This will further refine our baseline data, however, we will remain focused on students being 100% usually or always agentic in their learning.</p>	<p>The focus groups will be determined by the second round of surveying of students in regard to their perceptions of agency.</p>

[Students who responded with sometimes or Never for each school in the Maungakiekie CoL in the student agency survey](#)

The data provided in the following tables is drawn from the 2016 student agency survey completed by all students. In the survey every student answered 10 questions. The table below outlines the amount of responses in each category for each school. The number of students to be targeted in developing student agency for each school is shown school by school to assist with development of foundational achievement challenges for MaCoL.

As part of the Spiral in Action in 2017, the number of students and who they are in each school will be identified and shared so that as a collective we are able to analyse in a fine grain, a way of looking for information that will provide valuable patterns and trends on an individual student basis and as well as for groups of students.

School	Students	Current Position “Usually or always”		Target additional students “Sometimes or never moved to Usually or always”		Total
		# of students	%	# of students	% shift	
Bailey Road	All students	2263	65%	1199	35%	3462
Sylvia Park	All students	3525	77%	1023	23%	4548
Ellerslie	All students	4194	72%	1560	28%	5754
Stanhope	All students	3188	70%	1348	30%	4536
Panmure	All students	811	81%	188	19%	999
OTHC	All students	6620	75%	2200	25%	8820

Process Target 1: Science

Our students’ chances of success will be greatly enhanced by their ability to be successful in Science. We have agreed that we want to include a science achievement target for our students. We have included this as a ‘process’ target as we currently do not have a body of evidence about our students’ achievement in Science. We intend to use the ‘Science: Thinking with Evidence’ assessments for Years 7 - 10 and the NZCER PAT Science once it is available for years 3 - 10 (which is due to be released 2017), this will establish our baseline data. Our students are highly responsive to scientific learning and approaches. We are also keen to trial the NZCER Science engagement survey. This is an online tool to help teachers find out how students perceive their science learning in class. There are two versions of the survey: one for Years 0 to 4 and one for Years 5 to 10. We expect this tool will give us information about our students’ engagement with science and their perceptions of the learning opportunities engaged in. We expect this data to be a great starting point for designing a science programmes that respond to students’ interests and needs across our community. We know we will have a focus on developing a strong, reflective pedagogical practice that is shared universally across MaCoL.

Process Target 1: Science	Focus
<p>2017 All year 7 to 10 students will undertake the ‘Science:Thinking with Evidence’ assessment. This will establish baseline data that we will set targets against and inform practice.</p> <p>All Year 3 - 10 students will undertake the NZCER PAT Science assessment. This will establish baseline data that we will set targets against and inform practice.</p>	<p>Collection of baseline data across MaCoL.</p>

Strategies to address challenges



It is our intention that the opportunities to work across MaCoL will be both in the identified funded positions and for all staff as a group. As we work to meet our identified achievement challenges the purposes for particular groups, such as curriculum leaders or SENCO, to come together in partnership and capacity building will become clear. We will prioritise allowing these groups of teachers to meet in our school calendars, to add to our collective understandings and knowledge. As outlined in the Education Council discussion paper titled ‘ Leadership for Communities of Learning’ (see appendices) there is allowance for leadership where the lead changes as challenges change and the collective intelligence emerges in unexpected ways. The flexibility for change as agreed needs or challenges evolve ensures success and interconnected responsibility from all schools within MaCoL. The Spiral of Inquiry will underpin our approach in addressing identified achievement challenges, process targets and all other MaCoL work.

- We are committed to being collaborative in developing strategies to address the identified challenges that we have set for ourselves. .
- Our collective approach will be one hundred percent personalised to meet the needs of our unique MaCoL
- Thinking, development and collaboration will be our drivers to continually meet the challenges. An emerging curriculum that is responsive to our students and progresses the essence of our overarching goals is an expected outcome
- We will adhere to the 6 principles recommended by the professional learning and development advisory group designing our work programme and actions against these.

The six principles are:

1. A coherent learning system focused on priority goals – Professional learning is supported and embedded in a coherent learning system at both school and kura and system levels with the active involvement of leaders, teachers, students, boards of trustees and family/whānau in partnership around a shared focus on priority goals. We have committed to using the Spiral of Inquiry as our framework for learning.
2. Disciplined Inquiry – Professional learning builds motivation and collective responsibility through systematic evidence-informed inquiry. This is based on an analysis of student profiles of engagement, progress, achievement and well-being, which focused on improving these outcomes and is responsive to the diversity of leader and teacher learning needs. Again we have agreed to the Spiral of Inquiry framework for all of our inquiries.
3. Deep knowledge and skills – The inquiry process develops adaptive experts who are culturally responsive and who have the knowledge and skills in learning, assessment and pedagogy which have been established as effective in improving learner outcomes, along with developing deep content knowledge underpinning the national curriculum. We will be using a range of expertise, both internal and external.
4. Multiple opportunities to learn – Multiple opportunities to learn and practise in real contexts with support occur over an extended period of time with constant checking to ensure the opportunities are making a difference to Learners. The collaborative nature of MaCoL offers many opportunities to do this.
5. Sustained improvement – Sustained improvement in learner outcomes requires leaders and teachers to have sound theoretical knowledge and to be confident and competent and creating, developing and sustaining a culture of ongoing improvement. We anticipate a long life for MaCoL, beyond the deadlines set for these achievement challenges. We will continually and deliberately build capacity and capability of our lead teachers to sustain the learning across the community.
6. System learning through research and development – Sustained improvement at the system level requires disciplined innovation with embedded research and development, with the information used to develop a coherent system infrastructure and the strategic uses of resources. We plan to regularly reflect and evaluate the impact of our innovations and inquiries, using this information to inform our next steps. We plan to write case studies to share our learning across MaCoL and beyond.

A commitment to continue to grow educationally powerful partnerships with our community, to ensure they are a strong, educated voice in the continual development of MaCoL is important to all schools. We intend to draw from expertise within our local Māori and Pasifika communities. We have appropriate cultural representation on our individual and collective Boards of Trustees. Focus groups to give specific feedback or provide information to map our future are part of our strategy to address and meet our selected achievement challenges.



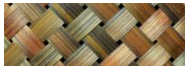
Evaluation: How will we know we are making a difference?

Action plan of evaluation

Focus area	Data: Summative	Data: Anecdotal / formative	Timeframe
Mathematics	PATs (scale scores used to calculate the effect size) PACT for moderation	Overall teacher judgements mid - year / end of year	End of term two Mid term four Mid term four
Writing	e-asTTle data PACT for moderation	Overall teacher judgements mid - year / end of year	End of term two Mid term four Mid term four
Science	Year 7-10 students 'Thinking with Evidence' Year 3 - 10 students NZCER PAT Science assessment.		Beginning 2017 End of term three
Agency		Staff / student / whānau surveys	End of term one End of term three
NCEA	NCEA		National assessment reporting schedule

As our MaCoL lead roles develop we expect our teachers to gain skills in using a range of tools to measure the impact of our work. For example the use of scale score of PAT to calculate effect size to illustrate evidence of progress for our identified priority learners. This would be one tool to help to consistently build teachers knowledge in analysing student data to add to the refinement of their inquiry.

We will draw upon well researched, respected documents that reflect the our priority students cultures. We will also collect evidence from our community to measure the impact of MaCoL in building student agency and educationally powerful partnerships. The Pasifika Education Plan, Ka Hikitia and Tātaiako documents offer specific illustrations for guiding and deepening culturally responsive practice and professional knowledge with teachers and leaders within MaCoL.



Spiral of inquiry



The Spiral of Inquiry will be used to improve student outcomes.

MaCoL will use Timperly, H, Kaser, L. & Halbert, J.(2014) Spiral of Inquiry to transform our teacher practices. The cycle is an organising framework that teachers can use to help them learn from their practice and build greater knowledge. The Spiral of Inquiry will be used to fundamentally improve student outcomes.

In the Spiral Inquiry, teachers select teaching strategies that will support their students to achieve these outcomes. This involves asking questions about how well current strategies are working and whether others might be more successful. Teachers search their own and their colleagues' past practice for strategies that may be more effective, and they also look in the research literature to see what has worked in other contexts. They seek evidence that their selected strategies really have worked for other students, and they set up processes for capturing evidence about whether the strategies are working for their own students. Further to this teachers will look beyond what is already known, towards new horizons and innovations rather than repetitions of the past. By engaging in a genuine inquiry process, teachers will be able to analyse and deconstruct their teaching practice in a meaningful way. Utilising the Spirals of Inquiry framework, valuing student voice and agency, will be the key to creating authentic and positive change in this approach.