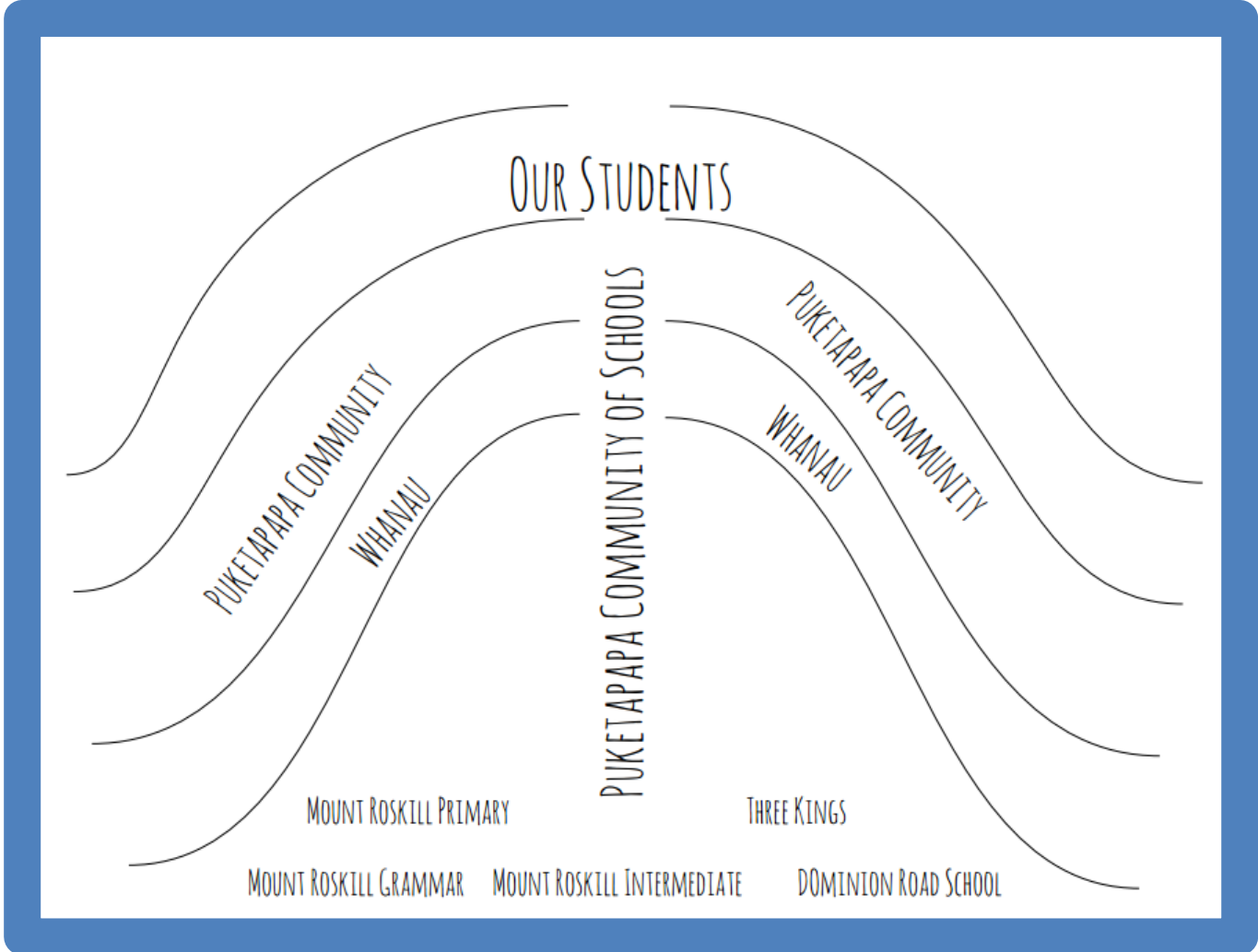
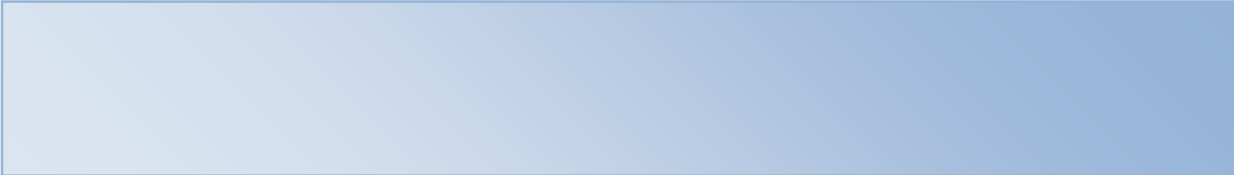


PUKETĀPAPA
COMMUNITY
OF
LEARNING



‘Whakatauki’

Our schools are a source of energy and their combined strength builds Puketāpapa (our children). The flow of knowledge moves through the whānau and community to create lateral learning and though our children will one day leave us and the flow of energy will cease, the tunnels created by the collective embrace will remain an underlying strength for our students.



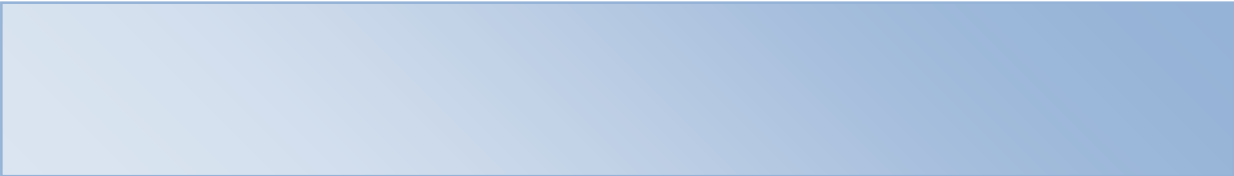
The Puketāpapa Community of Learning (CoL) is made up of five schools: Dominion Road School, Three Kings Primary, Mt Roskill Primary, Mt Roskill Intermediate and Mt Roskill Grammar.

Three Kings School is one of the oldest schools in the country, being built in 1878. Dominion Road School was built in 1937 and the Mt Roskill schools were built in the early 1950s as a campus of schools all sharing the same site.

Early immigrants to the Auckland suburb of Mt Roskill were from Scotland. The area was developed after 1945 as a major state housing suburb¹. .

The community has changed a great deal in the last 20 years. It has become an area of settlement for immigrants and with that has come incredible diversity.

Large numbers of students go home to a language other than English and the cultures, religions and beliefs that the community lives by are evident in the clothing, food and local shops.



The Mt Roskill Campus of schools has been collaborating closely together for seven years and is commonly known as MERGE (Maximising the Engagement of Roskill Group's Education). They originally came together within an Extending High Standards Across Schools (EHSAS) project and have continued to develop as a learning community

They have four strategic areas that they are working together on:

- Seamless curriculum,
- Student achievement,
- Strengthening the Campus as a Professional Learning Community
- Sustaining the Campus as an entity

They share staffing with a Kaiarahi working across the Campus and a Pasifika Liaison team also working among the three schools. There is also a Campus Coordinator who largely manages the project. Boards of Trustees from the three schools meet twice a year to discuss the project and the MERGE goals are included in each school's strategic plans

Three Kings and Dominion Road Schools have been part of a Learning and Change Network (LCN) for the past two years. The LCN was formed as part of a Ministry of Education initiative, to empower schools working together to accelerate students achievement in literacy in a future focused environment. The LCN enabled students, teachers and whānau from six schools to collaborate to develop innovative learning environments. Furthermore, both Dominion Road and Three Kings Schools have collaborated with Mt Roskill Intermediate to transition year six students into year seven.

All teachers in the CoL are part of a professional learning group, whether it is a syndicate in the primary schools or a Professional Learning Circle (PLC) at Mt Roskill Grammar School (MRGS). Across the

¹ <http://www.nzhistory.net.nz/keyword/mt-roskill> 30 March 2016

Community of Learning (CoL) the teaching as Inquiry Model as developed by Helen Timperley (2012), is being utilized by teachers to support indepth inquiry into their practice and pedagogy.

The MERGE project has had many cross school collaborations, most notably with a Provisionally Registered Teachers (PRT) group known as sub-MERGE, literacy leaders and English teachers developing benchmarks and frameworks and the current digital technologies group known as e-MERGE.

All of these groups use data and evidence to inform their next steps.

They value the strengths that teachers in other schools bring to the group and they question and build on these strengths. There is a growing confidence among teachers to take risks and to challenge each other.

In all of these projects there has been a commitment to open and honest dialogue between teachers and between school leaders. There is a willingness to learn from each other and a commitment to lifting student achievement.

We believe that this new opportunity will enhance the possibilities for ongoing school improvement, collaboration, and the raising of student achievement.

Key learning from previous collaboration that we will use in our Community of Learning (CoL):

- Use of data and evidence to inform future decisions
- Valuing the strengths that colleagues and schools bring and building on those
- Scaffold and support teachers to challenge each other to further strengthen their practice
- Affirm teachers who take risks
- Continually evaluate the quality of the inquiry to ensure meaningful outcomes

This key learning places us well to implement the inquiry process as a Community of Learning (CoL).



High Aspirations and Expectations

The Puketāpapa community is an aspirational one who value education and have high expectations of their children.

Many have travelled from around the world to give their children better opportunities. Some have tertiary qualifications and have struggled to find work in New Zealand in their chosen field.

Others have experienced great hardship and have come to our country to find a better and safer life for their families.

These experiences and attitudes have lead to students coming to school with a positive disposition towards learning, characterized by high levels of perseverance and resilience. Mt Roskill Grammar has had four Premier Scholars, by far the highest of any low to mid decile school in the country, in fact only three other schools have had more premier scholars across all deciles.

Strong Community Links

Our community is extremely diverse. All of our students have links to their own cultures and are equally comfortable with the diversity around them.

There are a number of strong cultural groups within our community and there are growing levels of support networks within these groups.

Some of these are based around churches, temples and mosques. Others are based more on welfare and cultural networks.

Our schools have good links with many of these groups and we have consulted with them as the need has arisen in the past. Of particular note is the work of the Lighthouse Trust which is based on the Mt Roskill Campus. They work in the Pasifika community and they have built strong links with churches, families and other Pasifika groups in Puketāpapa. The Lighthouse Trust support families and students as they move through the campus schools and run programmes for students in leadership and engaging them in their learning. They also advocate for Pasifika students on any issues they may be facing at school.

History of Collaboration

The schools in our CoL have a history of working closely with the community and the schools' values mirror those of their communities. These values include high expectations for achievement and behaviour, respect for each other and religious inclusiveness.

Celebration of Culture and Identity

All schools recognize the various cultures within the community through the school's curriculum and the organisation of the school year.

The various language weeks are celebrated throughout the year e.g. Samoan language week by all schools. The Mt Roskill Campus schools all have Mandarin classes to reflect the needs of their Chinese students.

Religious festivals such as Eid, Diwali, Chinese New Year, Matariki, Christmas and Easter are all celebrated and acknowledged throughout the year. Special consideration is made for Muslim students who are fasting during Ramadan, especially when it falls in the summer months and the days are long and hot.

Diverse Learning Needs

The large numbers of English Language Learners (ELLs) students reflects the diverse nature of the community and the numbers of new immigrants to the area.

Language acquisition is a priority for these students and their families and this presents challenges for the CoL in terms of parent engagement. Each school has full time staff dedicated to teaching our English Language Learners.

There are examples of good practice across the CoL that we can share and learn from.

The Campus schools work closely with each other to transition these students and also to share best practice.

The relatively high numbers of refugees does provide the CoL with some particular challenges especially with settlement of families who may have experienced trauma.

Across the Community of Learning (CoL) there is a common belief that this diversity provides opportunity for students, families and teachers to appreciate and learn from other perspective.

It takes 5-7 years for children to acquire the academic language they need, to meet National Standards, especially in reading and writing, and also NCEA (Cummins 1983).

The CoL recognizes that by working together and transitioning these students well we will enable them to leave school with at least NCEA level 2 achievement.

The large number of ORS funded students on the Mt Roskill Campus is due to the additional needs units that each school has. These learning units are units where students are fully enrolled at each school. The Endeavour Centre, The Tennyson Centre and the MacLean Centre were opened in the 1970s and they all employ therapists as well as teachers and learning assistants.

Many of the students transition to the neighbouring centre as they move through the Campus. The transition process is a strong one and the three centres share expertise and Professional Learning and Development (PLD). The expertise and resource that is held by the Campus schools, especially with regard to therapy provision could benefit students with additional learning needs in the other CoL schools.

All five schools provide well for their students with mild to moderate additional needs and have strong programmes in place. The opportunity for the SENCO's to work together across the CoL and to share knowledge and PLD in this area, will be of great benefit to support our learners.

Table 1: Distinguishing Features of Our Learners

	Number of ELLS funded students in Aug 2014	Number of 'current' funded ELLs students 2015	Number of Refugee /Migrant Students 2015	Numbers of ORS students 2015	Numbers of students with mild/moderate additional needs
Mt Roskill Primary School	282	345	4/36	36	190
Mt Roskill Intermediate	86	66	8/26	24	200
Mt Roskill Grammar	133	134	0/63	65	250
Three Kings School	37	45	0/15	0	21
Dominion Road School	89	90		3	25

The table above highlights some of the distinguishing features of our learners.

Data is based on 2014 National Standards and NCEA data²

- National Standard Year 1-6 targets set for 2017 excludes 2014 Year 7-8 students because they will not be part of the cohort for that year. Those students are in another set of target based on year 9 and 10 curriculum levels.
- The Puketapapa CoL acknowledges that the data used when developing these challenges is based on 2014 National Standard data. The CoL will begin work in 2016 and will use the 2015 end of year data to modify these targets. Our data analysis of trends and patterns across the CoL indicate that these priorities will remain the same.

WRITING

Historical position

- In Years 1-6 at the end of 2014, **1003 (or 70.8%)** of our **1417** students were At/Above the National Standards for Writing.
- In Years 7-8 at the end of 2014, **361 (or 61.9%)** of our **583** students were At/Above the National Standards for Writing.
- In Years 1-6 at the end of 2014, **67 (or 63.2%)** of our **106 Māori** students were At/Above the National Standards in Writing.
- In Years 7-8 at the end of 2014, **22 (or 57.9%)** of our **38 Māori** students were At/Above the National Standards for Writing.
- In Years 1-6 at the end of 2014, **167 (or 66.8%)** of our **250 Pasifika** students were At/Above the National Standards in Writing.
- In Years 7-8 at the end of 2014, **56 (or 45.9%)** of our **122 Pasifika** students were At/Above the National Standards in Writing.
- In Years 1-6 at the end of 2014, **463 (or 63.7%)** of our **727 Males** were At/Above the National Standards in Writing.
- In Years 7-8 at the end of 2014, **151 (or 50.8%)** of our **297 Males** were At/Above the National Standards in Writing.

Writing Target 1	Year	At / Above (Number)	Percentage
	2014	1003 out of 1417 Year 1-6 students.	70.8% At or Above

² This information is for schools approved to be in the Puketāpapa COL. Hillsborough is likely to be approved as part of our COL in April and so targets will be confirmed in the implementation plan using current data.

<p>In 2014, 70.8% (1003 out of 1417) of our students were At or Above the National Standard in writing for years 1-6.</p> <p>We will lift this to 85% (1205/1417), a 14.2% shift by 2017. This will mean moving 202 additional students.</p> <p><u>Please note:</u> A target for Year 7 and 8 students will be set in relation to this priority after the analysis of current data.</p>	2017	<p>1205 out of 1417 Year 1-6 students</p> <p>Within our overall goal of shifting 202 additional students there are 2 sub goals that are a focus:</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in writing from 63.2% (67/106) to 85% (90/106) by the end of 2017. This is a shift of 23 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in writing from 67.6% (167/250) to 85% (213/250) by the end of 2017. This is a shift of 46 more Pasifika students.</p> <p><u>Please note:</u> The CoL acknowledges that male students are also an area of focus. Māori and Pasifika males will be identified as part of the in-depth inquiry.</p>	85.0% At or Above the National Standards for Writing
Writing Target 2	Year	At / Above (Number)	Percentage
<p>In 2014, 61.9% (361/583) of our students were At or Above the National Standard in writing for years 7-8.</p> <p>We will lift this to 85% (496/583) of Year 9 and 10 students achieving expected curriculum levels, a 23.1% shift by 2017. This will mean moving 135 additional students.</p>	2014	361 out of 583 Year 7-8 students	61.9% At or Above
	2017	<p>496 out of 583 Year 9-10 students</p> <p>Within our overall goal of shifting 135 additional students there are 2 sub goals that are a focus:</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in writing from 57.9% (22/38) to 85% (32/38) by the end of 2017. This is a shift of 10 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in writing from 44.9% (56/122) to 85% (104/122) by the end of 2017. This is a shift of 48 more Pasifika students.</p> <p><u>Please note:</u> The CoL acknowledges that male students are also an area of focus. Māori and Pasifika males will be identified as part of the in-depth inquiry.</p>	85.0% At or Above the expected curriculum level for Writing

Targeted students for writing:

For 2014 the number of students to be targeted in writing for each school is set out in the table below.³ As part of the Spiral in Action in 2016, the number of students and who they are in each school will be identified.

Name of School	Māori	Pasifika	Other Students	Total
D.R	2	0	0	2
Mt R	16	39	100	155
TK	5	10	37	52
Mt R Int (moving to Mt R Grammar)	10	48	77	135

Writing					
School	Student Type	Additional students to meet	Number of students	% At or Above	Total
		85% target	At or above		
D.R	All students	2	263	86.8%	303
	Māori	2	29	78.4%	37
	Pasifika	0	93	90.3%	103
Mt R	All students	155	401	61.3%	654
	Māori	16	18	45%	40
	Pasifika	39	55	50%	110
TK	All students	52	339	73.7%	460
	Māori	5	20	69%	29
	Pasifika	10	21	56.8%	37
Mt R Int	All students	135	361	62%	583
	Māori	10	22	57.9%	38
	Pasifika	48	56	45.9%	122

³ The number of students required to meet the target for each school exceeds the total number set out in the Achievement Challenge as 1 school has already met the 85% target. It is planned that at least 202 of these 209 targeted students will contribute to the overall CoL goal.

Data is based on 2014 National Standards and NCEA data

MATHEMATICS

Historical position

- In Years 1-6 at the end of 2014, **1092 (or 77.1%)** of our **1417** students were At/Above the National Standards for Mathematics.
- In Years 7-8 at the end of 2014, **366 (or 62.8%)** of our **583** students were At/Above the National Standards for Mathematics.
- In Years 1-6 at the end of 2014, **64 (or 60.4%)** of our **106 Māori** students were At/Above the National Standards in Mathematics.
- In Years 7-8 at the end of 2014, **13 (or 34.2%)** of our **38 Māori** students were At/Above the National Standards for Mathematics.
- In Years 1-6 at the end of 2014, **164 (or 65.6%)** of our **250 Pasifika** students were At/Above the National Standards in Mathematics.
- In Years 7-8 at the end of 2014, **46 (or 37.7%)** of our **122 Pasifika** students were At/Above the National Standards in Mathematics.
- In Years 1-6 at the end of 2014, **563 (or 77.4%)** of our **727 Males** were At/Above the National Standards in Mathematics.
- In Years 7-8 at the end of 2014, **183 (or 61.6%)** of our **297 Males** were At/Above the National Standards in Mathematics

Mathematics Target 1	Year	At / Above (Number)	Percentage
<p>In 2014, 77.1% (1092/1417) of our students were At or Above the National Standard in mathematics for years 1-6.</p> <p>We will lift this to 85% (1205/1417), a 7.9% shift by 2017. This will mean moving 113 additional students.</p> <p><u>Please note:</u> A target for Year 7 and 8 students will be set in relation to this priority after the analysis of current data.</p>	2014	1092 out of 1417 Year 1-6 students	77.1% At or Above
	2017	<p>1205 out of 1417 Year 1-6 students.</p> <p>Within our overall goal of shifting 113 additional students there are 2 sub goals that are a focus:</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in mathematics from 60.4% (64/106) to 85% (90/106) by the end of 2017. This is a shift of 26 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in mathematics from 65.6% (164/250) to 85% (213/250) by the end of 2017. This is a shift of 49 more Pasifika students.</p>	85.0% At or Above the National Standards for Mathematics

Mathematics Target 2	Year	At / Above (Number)	Percentage
<p>In 2014, 62.8% (366/583) of our students were At or Above the National Standard in mathematics for years 7-8.</p> <p>We will lift this to 85% (496/583) of Year 9 and 10 students achieving expected curriculum levels, a 22.2% shift by 2017. This will mean moving 130 additional students.</p>	2014	366 out of 583 Year 7-8 students	62.8%
	2017	<p>496 out of 583 Year 9-10 learners meeting curriculum level expectations.</p> <p>Within our overall goal of shifting 130 additional students there are 2 sub goals that are a focus:</p> <p><u>Māori</u>: We aim to lift the achievement of all our Māori students in mathematics from 34.2% (13/38) to 85% (32/38) by the end of 2017. This is a shift of 19 more Māori students.</p> <p><u>Pasifika</u>: We aim to lift the achievement of Pasifika students in mathematics from 37.7% (46/122) to 85% (104/122) by the end of 2017. This is a shift of 58 more Pasifika students.</p>	85.0% At or Above the expected curriculum level for Mathematics

Targeted students for mathematics:

For 2014 the number of students to be targeted in mathematics for each school is set out in the table below.⁴ As part of the Spiral in Action in 2016, the number of students and who they are in each school will be identified.

Name of School	Māori	Pasifika	Other Students	Total
D.R	5	11	5	21
Mt R	18	35	55	108
TK	3	3	0	6
Mt R Int (moving to Mt R Grammar)	19	58	53	130

Mathematics					
School	Student Type	Additional students to meet	Number of students		Total
		85% target	At or above	% At or Above	
D.R	All students	21	237	78.2%	303
	Māori	5	26	70.3%	37
	Pasifika	11	77	74.8%	103
Mt R	All students	108	448	68.5%	654
	Māori	18	16	40%	40
	Pasifika	35	59	53.6%	110

⁴ The number of students required to meet the target for each school exceeds the total number set out in the Achievement Challenge as 1 school has already met the 85% target. It is planned that at least 113 of these 135 targeted students will contribute to the overall CoL goal.

TK	All students	6	407	88.5%	460
	Māori	3	22	75.9%	29
	Pasifika	3	28	75.7%	37
Mt R Int	All students	130	366	62.8%	583
	Māori	19	13	34.2%	38
	Pasifika	58	46	37.7%	122

Data is based on 2014 National Standards and NCEA data

NCEA Level 2

Historical position

- At the end of 2014, **376 (or 82.1%)** of our **458** students achieved NCEA Level 2.
- At the end of 2014, **16 (or 61.5%)** of our **26 Māori** students achieved NCEA Level 2.
- At the end of 2014, **87 (or 69.6%)** of **125 Pasifika** students achieved NCEA Level 2.

Target

By the end of 2017, we intend to have **87%** of students achieve NCEA Level 2 or above.

Target	Year	Achieved NCEA Level 2 (Number)	Percentage
In 2014, 82.1% (376 /458) of our students achieved NCEA Level 2. We will lift this to 87% (398/458), a 4.9% shift by 2017. This will mean moving 22 additional students.	2014	376 out of 458	82.1%
	2017	398 out of 458 Within our overall goal of shifting 22 additional students there are 2 sub goals that are a focus: <u>Māori:</u> We aim to lift the achievement of all our Māori students in NCEA level 2 from 61.5% (16/26) to 87% (23/26) by the end of 2017. This is a shift of 7 more Māori students. <u>Pasifika:</u> We aim to lift the achievement of Pasifika students in NCEA Level 2 from 69.6% (87/125) to 87% (109/125) by the end of 2017. This is a shift of 22 more Pasifika students.	87% achieve NCEA Level 2 and above

UNIVERSITY ENTRANCE

Historical position

- At the end of 2014, 209 or 48.9% of the 427 students in Year 13 gained University Entrance (UE)

Target

By the end of 2017, we intend to have increased the number of Year 13 students gaining University to 58%.			
Target	Year	Year 13 University Entrance	Percentage
In 2014, 48.9% (209 /427) of our students in Year 13 achieved NCEA Level 3. We will lift this to 58% (248/427), a 9.1% shift by 2017. This will mean moving 39 additional students.	2014	209 out of 427	48.9%
	2017	248 out of 427 We aim to lift the achievement of all our Year 13 students in University Entrance (UE) from 49.9% (209/427) to 58% (248/427) by the end of 2017. This is a shift of 39 more students.	58%



Partnership with Māori

144 Māori students were included in the 2014 National Standard data from Years 1-8.

At MRGS there were 111 Māori students giving us a total of 255 Māori students in our Community of Learning (CoL).

Whilst our local iwi is Ngāti Whatua, our Māori students come from a range of iwi with Tainui and Ngāpuhi also being prominent.

All schools in our CoL highly value genuine engagement and collaboration with our local iwi, hapū and whānau. A key factor in meeting the shared achievement challenges will be continuing to deepen our connection and engagement with our Māori families and students. Māori must achieve as Māori. The 2013-2017 Ka Hikitia document will guide and inform our community's strategy for accelerating student achievement and engagement with parents, families/whānau and community.

The Mt Roskill Schools have worked closely together to engage their whānau over the last seven years. They share the employment of a Kaiarahi who works in all three schools and most engagement with the whānau is as a campus.

There are three major events each year, with Matariki being a celebration of performance and Māori Graduation being a celebration of achievement. There is also a hui at the beginning of the year to discuss and share the strategic direction for the year.

Based on 2014 Writing National Standard data 61.8% of our Year 1-8 Māori students were At or Above the standard for writing. This is compared to 68.2% for all students.

The gap in mathematics is greater with 53.5% of Māori students At or Above the National Standard compared with 72.9% for all students. An outcome of our Community of Learning (CoL) three year plan is to close this gap.

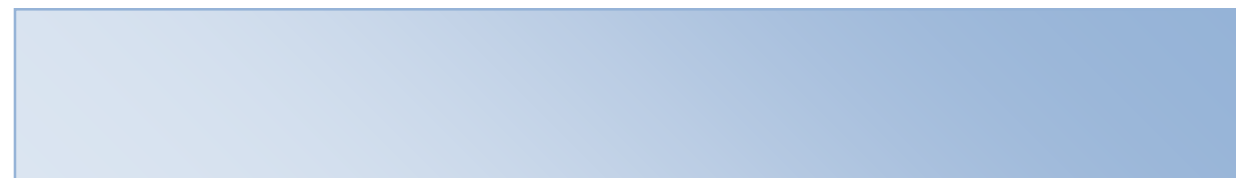
At NCEA level 2, 2014 data indicates that Māori student achievement was at 61.5% compared with 82.1% for all students. MRGS 82.1% NCEA level 2 attainment compares well with the national figure of 77.1%. Closing the gap for our Māori students compared to their peers will be a focus of our Community of Learning (CoL) plan and objectives.



372 Pasifika students were included in the 2014 National Standard data from Years 1-8. At MRGS there were 581 Pasifika students giving us a total of 953 Pasifika students in our Community of Learning (CoL). Based on 2014 writing National Standards data 60% of our Year 1-8 Pasifika students were At or Above the standard for writing. This is compared to 68.2% for all students. In mathematics 56.5% of Pasifika students were At or Above the National Standard compared with 72.9% for all students.

At NCEA level 2, 2014 data indicate that Pasifika student achievement was at 69.6% compared with 82.1% for all students.

Pasifika student achievement will be a focus of the Community of Learning (CoL). The Pasifika Education Plan (PEP) provides a platform from which to continue the work around raising Pasifika student's achievement and will be used to inform ongoing future action.



Regular and Frequent Effective Engagement

There is already considerable evidence of effective engagement with parents and whānau across the CoL. There are high levels of attendance by parents at the evenings and afternoons we have when reporting student achievement at all of our schools. Mt Roskill Grammar has a very successful academic mentoring programme that involves student led conferences for NCEA students. Dominion Road School also uses student led conferences to engage parents at report time.

All schools have evenings for parents to attend that allow them to engage with up to date thinking and methodology for core academic areas.

School websites are also very engaging and informative.

All schools have regular and frequent hui and fono for Māori students and Pasifika students. These are held to consult with student, parent family/whānau, and community around a range of issues including student achievement, strategic direction, modern learning practices, study and career pathways and other relevant topics.

The Mt Roskill Campus schools do this as a collective which is proving to be very effective especially for our Māori parents. The Campus is in the early stages of creating a Parent Advisory Group of Pasifika parents. It is envisaged that this group would meet termly to give a Pasifika "lens" on the issues we are facing and the strategic directions we are taking.

There is also evidence from within the CoL that deep engagement with parents is developing their understanding of modern and more effective teaching and learning strategies. An example of this is the anecdotal evidence from all schools that shows a growing understanding by parents that student collaboration within the classroom setting is beneficial. There is also a growing understanding of how goal setting and formative feedback also helps their child to learn more effectively.

We believe, as a Community of Learning (CoL), that this form of consultation and collaboration will be of benefit to our thinking, because it is ongoing, sequential and both groups will be able to learn from the interaction.

Ongoing and Sequential

The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) will help guide our Communities approach to parent/whānau engagement. From the Executive Summary these points are pertinent to the way we plan to operate in engaging parent/ whānau involvement to enhance student achievement outcomes.

- Quality teaching effects are maximised when supported by effective school-home partnership practices focused on student learning. School-home partnerships that have shown the most positive impacts on student outcomes have student learning as their focus.
- When educators enable quality alignments in practices between teachers and parent/caregivers to support learning and skill development then student achievement can be optimised.

- Teachers can take agency in encouraging, scaffolding and enabling student-parent/caregiver dialogue around school learning.
- Quality homework can have particularly positive impacts on student learning. The effectiveness of the homework is particularly dependent upon the teacher's ability to construct, resource, scaffold and provide feedback upon appropriate homework tasks that support in-class learning for diverse students and do not unnecessarily fatigue and frustrate students.



Strong Pathways

There are 18 kindergartens and Early Childhood Centres in our approximate area of Community of Learning (CoL).

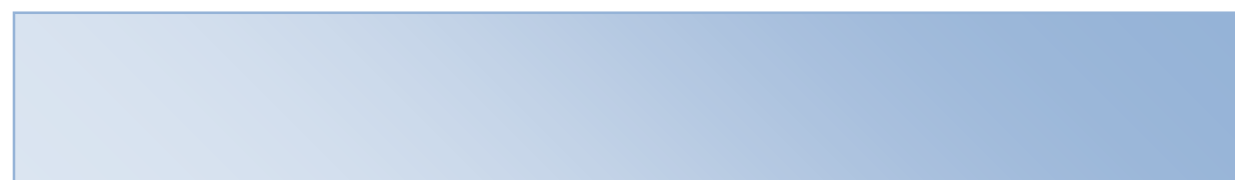
Participation in Early Childhood Education is high at 95.3% in 2014. The vast majority of the Year 1 students in our community come from these ECCs. There is an ECC on the Mt Roskill Campus that could become part of this Community of Learning (CoL).

After the completion and analysis of the 5 year observation survey, all primary schools have identified the need to provide more developmental programmes in Year 1 to give the children the very best start to their schooling.

This could be the basis of discussions with ECE providers in 2016.

The three primary schools in our community contribute to Mt Roskill Intermediate School. 95% of the Mt Roskill Primary Y6 students go to Mt Roskill Intermediate, followed by 80% of Dominion Road Primary and about 40% of Three Kings Primary Year 6 students. 90% of the 300 Y8 students at the Intermediate go on to Mt Roskill Grammar.

Beyond our learning pathway sees 75.4% of MRGS School leavers participate in tertiary education before the age of 19.



High Engagement

Student engagement in our cluster of schools is high. Educational achievement is highly valued by parents and whānau and this is reflected positively in data for our attendance, truancy, behaviour and secondary participation.

As mentioned previously participation in ECC is high at around the 97% mark for 2015.

Our students have good attendance figures with between 85% and 90% attendance on most days. In 2014 unjustified absences on any given day are around 5.5% compared with 6% justified absences per day. Māori absence statistics indicate that there are 9% unjustified absences per day. Pasifika data shows unjustified absences per day at 11%. These are compared with 4% for Asian and 2% for European.

From 2014 data, suspensions in our 5 schools are at 6.4 suspensions per 1,000 students whilst stand downs are at 51.7 per 1,000 students.

Boys far outweighed girls in the stand down statistics accounting for 41.8 stand downs per thousand students compared to 9.9 per thousand for girls.

Good Retention

At secondary school in 2014, our retention rates are high with 92.8% of our students staying at school until their 17th birthday.

Māori and Pasifika figures indicate Pasifika retention rates at 89.7 % and Māori retention rates at 82.6%. Based on 2014 data 75.4% of our school leavers participated in tertiary education before the age of 19.



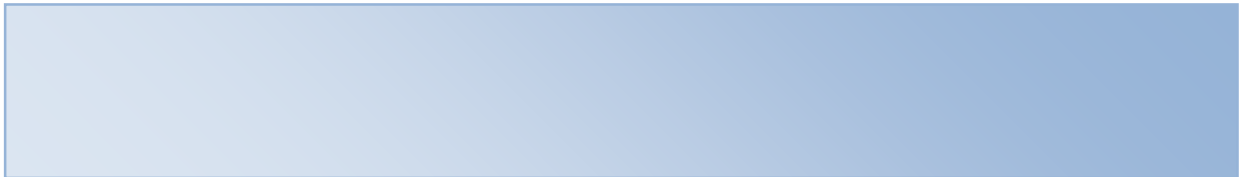
The Puketāpapa CoL will look closely at student agency (the move from teachers completely owning the learning process to learners owning more of it) during the scanning process of our spiral of inquiry.

Mt Roskill Grammar uses the “Me and My School” student engagement survey developed by NZCER with their Y9 and 10 students. Their rates of engagement overall are above national means. The engagement rate for Pasifika students is very close to that of Non- Pasifika. Māori engagement rates are lower than those of other students.

This survey is one we could consider using to capture baseline data across the CoL.

The [Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration \(BES\)](#) provides us with an excellent summary which will act as a guide to the role that student agency will take in meeting our shared achievement challenges.

“Sustained higher achievement is possible when teachers use pedagogical approaches that enable students to take charge of their own learning. Such approaches do not leave the students ‘to discover’ in an unstructured environment. Rather, they are highly structured in supporting student agency and sustained and thoughtful engagement. For example, they foster students’ abilities to define their own learning goals, ask questions, anticipate the structure of curriculum experiences, use metacognitive strategies when engaging with curriculum, and self-monitor. Pedagogies that emphasise, embed and enable metacognitive strategy-use throughout curriculum engagement for class groupings, are associated with much higher achievement and enable marked improvements for low achievers.”



Continuous Process

Our Community of Learning (CoL) intends to use The Spiral of Inquiry (Timperley, Kaser and Halbert 2014).

The Spiral has 6 stages.

It is important to note that the Spiral of Inquiry is shaped like an auger and so it allows us to drill down into the issues that are facing us. It is not a “one off” but a continuous process that builds on each spiral and allows for continuous learning. The Spiral allows for flexibility with our thinking and gives us the ability to be innovative, but it must be remembered that we need to maintain momentum and focus at all times throughout the Inquiry if we are to make accelerated progress.

Collaborative Inquiry

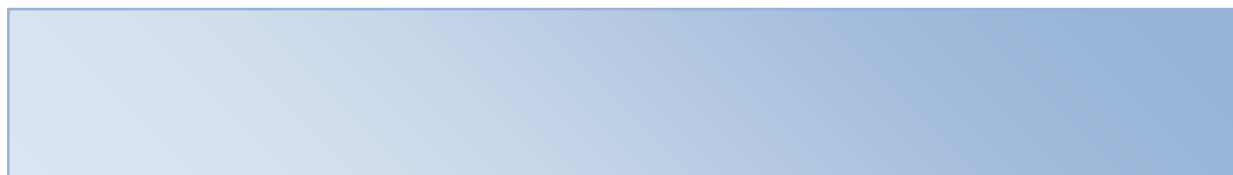
The Spiral of Inquiry the Community of Learning (CoL) is using differs from previous spirals, although it does build on the model developed by Halbert and Kaser in 2013.

Our model involves the learner, their families and communities in more meaningful ways.

This requires a shift from student voice to developing learner agency as the learners identify and address issues in their learning environments. “It is important that everyone must have a mindset of curiosity and genuine inquiry into what is going on for learners and then to move forward from there” (Timperley, Halbert and Kaser 2014).

It is also important that we approach this Spiral of Inquiry as a collective. Timperley et al highlight that it is very difficult for a teacher to inquire into their practice in isolation. Nor can leaders decide what the focus of their inquiry can be.

It is the collaborative inquiry process that matters.



For each of our Achievement Challenges we will use the following process. As discussed for the spiral of inquiry to work we need to maintain flexibility and momentum. Throughout the process we will engage with students, parents, whānau and our teachers and learning assistants. The scanning process will be a point at which all of the groups mentioned will be consulted. Another time when we would need wide consultation would be at the checking phase.

For the other points in the spiral we would be continually looking for opportunities to learn from each other whilst still maintaining momentum and impetus.

At each point we will be using data and other forms of evidence to inform our decisions.

There will be another key time when we will be including all of the stakeholders and that is when we are celebrating our successes, both large and small.

There may be an opportunity for a parent advisory group or groups to be set up to provide specific guidance and feedback. This group would be representative of the various ethnic groups within the CoL and would be a relatively static group of people. We would provide them with information and background on the various issues we are facing so that the consultation process can be ongoing, multi-layered, timely and as a result more meaningful.

There would also be general consultation and information sharing as is the case in many schools currently.

The questions outlined at each of the points on the spiral are not exhaustive, however, give a flavour of the types of questions we could ask.

Scanning

What’s going on for our learners and how do we know?

We will:

- Have an inquiry and evidence based mindset.
- Have a wide perspective on learning as part of our scanning process.
- Find out about what is happening for all learners from their perspectives, and from those of their families and communities.

For example: Consultation with whānau, the Pasifika advisory board, the use of the Me and My School student engagement survey

Key Questions:

- Do learners understand themselves as learners? Are they self- regulated? Are they becoming increasingly meta-cognitive?

- Is prior knowledge that learners bring to the setting respected and valued?
- Do learners see and understand the connections across curriculum areas?
- Are learners confident and comfortable in both giving and receiving feedback with their peers based on co-constructed criteria?
- Do learners receive high quality focused feedback that provides clear directions for improvement?
- Are all learners engaged in high quality, well organized cooperative learning on a regular basis?
- Do Māori and Pasifika students see themselves reflected in the curriculum on an ongoing basis?
- Are all learners, including students with additional learning needs, stretched through demanding, engaging and challenging work?
- This is important for us due to the high numbers of students requiring additional support.

Focusing

Where will we concentrate our energies to make the most difference?

We will:

- Use information from the scanning phase to identify an area for concentrated team learning and action.
- Collect further information and data if necessary, to ensure an accurate understanding of the situation.
- Build on strengths, as well as gain clarity on challenges, as we have done in our previous collaborations
- Identify a common area many people can buy into.

Key Questions:

- What are some strengths that our learners showed in this area?
- How could we build on these strengths? What can we do more often?
- What is going to make the biggest difference for our learners?
- What can we most effectively tackle in the next few months?
- Where are we going to concentrate our energies, so that we can change the results and the experiences of our learners?

Developing a Hunch

How are WE contributing to the situation?

We will:

- Share deeply held beliefs about our own practices. We will use the well established links we already have between our schools to achieve this
- Concentrate on situations we can do something about.
- Check our assumptions for accuracy before moving ahead.
- Check on some of the hunches we already have.

For example: That cooperative and collaborative learning practices work well with Māori and Pasifika students, especially. That improving writing skills will lift student achievement in NCEA.

Key Questions:

- How can you express our views in a way that opens up thinking about practices?

- How can we create the conditions that build curiosity not defensiveness?
- How do we ensure that when developing hunches, we focus on the areas over which we have some control?
- How might we involve learners and their families as we check out your hunches?
- We will consult with whānau, the Pasifika advisory group and parent advisory groups

New Learning

How and when will we learn more about what to do?

We will:

- Be motivated by and connected to the learning experiences of our learners.
- Ensure our new learning is directly linked to the focus identified in the earlier phase of the Spiral.
- Understand why new ways of doing things are better than previous practices.
- Sustain and support this new learning over time.
- Use the key learning strategies identified from earlier collaborations to support this phase.

For example: Scaffold and support teachers to challenge each other to improve their practice

Key Questions:

- What is the current evidence-informed thinking in this area?
- Do some of our CoL schools already have strengths in this area that we can learn from?
- What designs for professional learning will we use?
- How will we maintain momentum and keep the learning engaging?
- How will we ensure that everyone – leaders, teachers and learning assistants – are engaged in their learning?

Taking Action

What can we do differently to make enough of a difference?

We will:

- Learn more deeply about new ways of doing things.
- Be informed by a deep understanding of why new practices are better than others.
- Evaluate the impact on learners.
- Acknowledge feelings of vulnerability and build conditions of trust.
- Use our key learning strategies developed in previous collaborations to support this phase.

For example: Affirm teachers who develop innovative teaching approaches

Key Questions

- How will we ensure everyone involved knows they are expected to do something different?
- How can we encourage teachers to develop innovative practice?
- How will we ensure there are lots of opportunities for reflection?
- How will we incorporate this into our Teaching as Inquiry programmes?

Checking

Have we made “enough” of a difference?

We will:

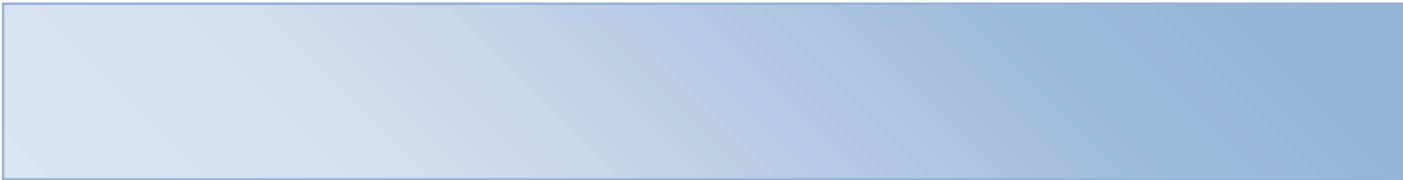
- Have a belief that checking is fundamental to an inquiry, evidence seeking mindset.
- Have high expectations that our actions will make a difference for all learners.
- Gain good quality information on the impact of our actions.
- Understand that the checking process is the beginning of setting the stage for what happens next.
- Use data to inform our next steps
- Check that our inquiry process has been robust and has stretched us

Key Questions:

- What evidence will we be seeking to know we are making a difference? How much difference?
- When will we check and how often?
- How can we do it that allows for adjustment- right away?
- How will we make it safe for teachers to share what they are learning in this phase?
- How will we celebrate the additional learning gains we have collectively made?

An example of how we might use the Spiral of inquiry with our **Mathematics Achievement Challenge**

- Confirm target numbers, identifying boys, Māori learners and Pasifika learners using current data.
- Set trajectory of progress for Years 1-6 and Years 7-8.
- Review of what our students can do and what they know already using multiple sources of evidence.
- Meeting with students to ascertain views and attitudes towards mathematics.
- Meeting with parent/whānau groups to establish their perspectives and roles in their child's mathematics challenges.
- Meeting with teachers to understand how mathematics is taught presently in classrooms.
- Review what is already working and what we can build on.
- Develop a clear understanding with students, teachers, parents and whānau about what do students need to learn and why.
- Using BES and other research evidence, identify “effective practice” for the teaching of mathematics with staff from each school, and in-school leaders to share this information with the community.
- Meet as a community to agree upon the best practice for the teaching of mathematics.
- Expectations are shared with our community.
- Leaders and teachers in each school develop an “action plan” for the implementation of new strategies for the teaching of mathematics to our priority/targeted learners (and beyond).
- Peer review and critique of each other's action plans - modifications made if necessary.
- Implementation of action plan
- “Across school” observation programme to be established with across school staff to coordinate providing exemplar “models” for exemplary teaching practice in mathematics.
- Open to Learning conversations held in syndicates and PLCs to discuss and reflect on implementation process and new learning for teachers. Teachers encouraged to take risks and to challenge each other's practice /evidence
- Meet with students, teachers, parents and whānau to check whether the action plan is making enough of a difference



Parents and Whānau

Priority Learners

Learners



Across school
Teacher 1

Across school
Teacher 2

Across school
Teacher 3

Across school
Teacher 4

Across school
Teacher 5

MT ROSKILL
GRAMMAR
SCHOOL

MT ROSKILL
INTERMEDIATE

DOMINION ROAD
SCHOOL

THREE KINGS
PRIMARY SCHOOL

MT ROSKILL
PRIMARY SCHOOL



- All participants will be respectful of each other's views and opinions.
- Teachers and leaders will approach professional learning with an open and questioning mind set to build deep knowledge and seek possible solutions.
- Relationships will be built on respect and challenge – teachers and leaders will challenge and support each other to improve teaching and learning.
- 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 the issue will be taken to the principal's leadership group 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.
- The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school/s that provided the information.
- Participants in the Community of Learning (CoL) acknowledge and support Māori as our bi cultural partners as written in the Treaty of Waitangi.

All contributing Community of Learning (CoL) Schools are signatories to the Memorandum of Agreement. Appendix A



Parties to the agreement

The following schools:

Mount Roskill Grammar School

Mount Roskill Intermediate

Dominion Road School

Three Kings Primary School

Mount Roskill Primary School

are party to this agreement and form a Community of Learning (CoL) under the title of 'Puketāpapa Community of Learning'(CoL).

Agreement Purpose

UNDERTAKING TO WORK AS A COMMUNITY OF SCHOOLS

The Boards of Trustees and principals of the schools identified above undertake to work collaboratively as a Community of Learning (CoL) to raise student achievement.

Agreement Timeframe

TERM OF AGREEMENT:

This Agreement is for a period of four years commencing from the 9th November 2015.

AGREEMENT REVIEW:

Two years prior to the end of this term, the schools in the Community of Learning (CoL) will formally review whether to continue with its current composition.

How we will work together

We have identified shared achievement challenges that are relevant to the needs of the students within our schools.

We have collaboratively developed a shared achievement challenges plan (the plan) to address these shared achievement challenges in order to achieve the valued outcome we seek. This plan is attached. We will utilise and manage the dedicated resources provided (the Community of Learning (CoL) leadership and teacher roles and associated Inquiry Time) to best implement the plan.

We will involve parents, students, families/whānau and communities in implementing the plan.

Individual Boards will reference the Community of Learning (CoL) plan within their own individual School Charters along with the goals/objectives related to the needs of their own students.

We will implement systems for monitoring, reviewing and adapting the plan as necessary.

We will establish and operate an operational structure to manage the processes to implement the plan.

An outline of the operational structure is attached in the Shared Achievement Challenges plan.

Variations to the Achievement Plan

If changes are made to the shared achievement challenges plan an amendment to the plan will be attached to this original Agreement. Substantial changes could include:

- the challenges being addressed.
- the approaches used to address them.
- changes to milestone/review dates.

Substantial changes will necessitate our Community of Learning (CoL) to agree to the amended plan.

Privacy

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

Variations

We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

- A. Change to the composition of this Community of Learning (CoL).
 - I. **Joining:** Where a kura/school is to join our Community of Learning (CoL), the Ministry of Education is to be informed of this prior to the change taking effect.
 - II. **Withdrawing^(*)** Where any Board elects to leave our Community of Learning (CoL), they will provide notice no later than the end of term 2 to our Community of Learning (CoL) and the Ministry of Education. The withdrawal will take effect from the start of the following school year.

() This does not preclude a withdrawing kura/school from participating in another Community of Learning (CoL) without resourcing during this period of notice.*

- B. We acknowledge that our agreement to clauses A a) i and ii have resourcing and employment relations implications for the schools in our Community of Learning (CoL). Particularly:
 - I. Where one of the roles is employed by a departing school.
 - II. Where the departing school is critical to the maintenance of the student pathway within the Community of Learning (CoL).
- C. Changes to the composition of our Community of Learning (CoL) will require:
 - I. Approval by the Ministry of Education.
 - II. Amendment to the list of signatories to this Agreement.

D. Disestablishment of the Community of Learning (CoL):

If prior to the termination date of this agreement, our Community of Schools determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in clause A) II Withdrawing, apply to disestablish.

Privacy Protocol – Information Sharing Protocol

Principles for Sharing Aggregated Information

As part of the formation and operation of Communities of Learning, schools will share aggregated information about their school.

There are five key principles that Puketāpapa Community of Learning will apply when sharing aggregated information:

1. Schools will give permission for their information to be used by the Community of Learning and may specify what the information may be used for.
2. The information provided by schools must not include personal information that can be, or could be used to identify an individual ākonga/student or staff member.
3. The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school that provided the information.
4. School information should be accurate, timely and collected using the agreed assessments and methods.
5. The information must be held in a secure manner. Where necessary the school holding the information shall take all reasonable steps to identify, make explicit, and mitigate the sensitivities and risks around any information shared prior to sharing it. Schools within the Community will work together to minimise the cost of collecting, storing and providing information.

Information sharing protocol for Puketāpapa Community of Learning

1. When this Community of Learning requests information from schools within the Community of Learning, information required will be specified, and for what purpose it will be used.
2. Information provided by schools can only be used for the purpose that it has been collected, unless the school gives permission for it to be used for another purpose.
3. By providing the information, schools are giving permission for their information to be used by the Community of Learning, but permission will not extend beyond the purpose for which the information has been collected, unless further permission has been granted.
4. Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.
5. The Puketāpapa Community of Learning will work together to minimise the cost of providing information by ensuring that only essential information is sought, and that that information is readily available.

Who can access aggregated information held by schools?

Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

Principles for Privacy of Personal Information

There are four principles to maintain the privacy of personal information collected as part of the selection of staff for the Puketāpapa Community of Learning roles as follows:

1. Applicants should be told what personal information about them is being collected and why (see privacy statement below).
2. Applicants should be told who the information will be shared with.
3. Applicants should be given the opportunity to correct or update any information held about them.
4. Applicants' information will only be used for the purpose for which it is collected.

Privacy statement used by Puketāpapa selection panel

1. The following statement will be included in application forms.
“The personal information you provide in this application form is being collected and will be used by the Community of Learning selection group to assess your suitability for the role of []. We will also ask your kura/school for information about your suitability for this role.”
2. The information collected by a selection panel can only be used for the purpose of determining the suitability of the applicant for the role.
3. Only members of the selection panel are able to access information collected for this purpose.

Privacy of personal information for staff occupying Community of Learning roles.

Staff appointed to the across Community of Learning roles will also have access to personal information about staff and students. Staff in these roles will:

- ensure that any personal information about ākonga/students or kaiako/teachers acquired in the performance of their duties is kept confidential or is made anonymous.
- be responsible for ensuring that any information held by them in the performance of this Community of Learning role is kept secure and is either destroyed or transferred to their successor when leaving the role.

Official Information Act 1982

1. Where a request for official information is made by a third party to the Community of Learning, that request should be forwarded to the appropriate school to provide a response in accordance with the Official Information Act 1982.
2. Where a third party requests information from a school and that school is not the prime holder or generator of that information, the school will transfer the request to the kura/school which is the prime holder or generator in accordance with section 14 of the Official Information Act 1982.

Signatories to the Puketāpapa Community of Learning (CoL) Memorandum of Agreement:

Chairperson of Mount Roskill Grammar School

Chairperson of Mount Roskill Intermediate

Chairperson of Dominion Road School

Chairperson of Three Kings Primary School

Chairperson of Mount Roskill Primary School