



DUNSTAN COMMUNITY OF LEARNING

Nau te raurau; naku te raurau; ka ora ai te iwi

With your contribution and mine; there will be ample

Better Learning Together

Through Collaboration, Empowerment, Innovation, Transformation, Sustainability, Inclusion, Excitement, FUN

Alexandra Primary

Barnardos KidStart Childcare

Clyde Primary

Clyde Playcentre

Dunstan Educare

Dunstan High School

First Steps Matau

Kids First Alexandra Kindergarten

Kids First Maniototo Kindergarten

Kids First Terrace Kindergarten

Kids Pace Education

Kopuwai Early Learning Centre

Little Oaks Early Learning Centre

Millers Flat Primary

Omakau Primary

Omakau Playcentre

Poolburn Primary

Ranfurly Educare

Ranfurly Playcentre

St John's Primary

St Gerard's Primary

The Terrace Primary

Teviot Valley Educare

Shared Achievement Challenge Plan 2019

Dunstan Community of Learning - Better Learning Together

<h2>Who we are</h2>	 <h2>What we do</h2>	 <h2>Why we do it</h2>
<p>A collaborative community of learners who provide opportunities for success for all - Nau te raurau; naku te raurau; ka ora ai te iwi</p> <p>We are a collaborative network that builds knowledge and practices that will develop deep learning and foster whole system change.</p> <p>The Dunstan Community of Learning believes that all students will build on prior knowledge, create new knowledge, and identify their talents, purpose and passion.</p> <p>The analogy is that there is a clearly marked out pathway of collaboration and understanding of what we need to do together, to support our learners to be the best they can be.</p>	<p>Our common values and themes across all sectors.</p> <p>Respect: Manaakitanga</p> <p>Integrity: Mana</p> <p>Courage: Kaha</p> <p>Transformational Learning: AKO</p> <p>The Dunstan Community has a commitment to:</p> <ul style="list-style-type: none"> ● Value every individual ● Respect diversity and culture ● Provide equitable experiences for all students ● Transform pedagogies and provide the conditions that will facilitate deep learning. 	<p>We believe every student deserves to learn deeply and to be supported by whole systems to transform learning, through taking action, making a positive impact and grasping opportunities that will lead to success in life.</p> <p>Our achievement challenge is to raise mathematics, writing and oral language across the COL through learner agency as the enabler to ensure we engage parents/whanau, students, teachers and the wider community to achieve our academic achievement challenges.</p> <p>We will achieve our goals through:</p> <ul style="list-style-type: none"> ● Raising teacher effectiveness and sustainability ● Developing diversity and cultural responsiveness ● Developing transformational pedagogy ● Promoting inclusiveness through effective engagement and transition

Dunstan Community of Learning - Better Learning Together



Who are we?

The Dunstan Community of Learning (COL) includes 2000 students from Early Childhood through to Year 13 across the sectors. The schools vary from rural to semi-rural. There is a traditional pathway with most students progressing to Dunstan High School after moving through from full primaries.

Many of the schools were founded in the late 19th century; however, most have embraced ILEs and have upgraded to new purpose built learning environments. Currently the area is experiencing roll fluctuations due to the impact of the dairy industry in our rural communities, and property growth within the wider Central Otago area.

Across the group 20% of students are Māori and 5% are Pasifika. Within some schools there are up to 87% Māori students and 22% Pasifika students, so the schools themselves are demographically varied.

Most of the schools have a history of working together through ICT contracts and Central Otago Principals' Associations. All schools and Early Childhood Centres have at least a three year return time for their ERO reviews.

Dunstan Community of Learning - Better Learning Together

Our Goals

We believe every student deserves to learn deeply and to support whole systems to transform learning, by taking action, making a positive impact and grasping opportunities that will lead to success in life.

We will achieve our goals through:

- Raising teacher effectiveness and sustainability
- Developing diversity and cultural responsiveness
- Developing transformational pedagogy
- Promoting inclusiveness through effective engagement and transition

There would be an **expectation** that we know our learning environments and their communities and that our focus would be on developing a genuine pathway for our students across our learning environments. We want to be **consistent** in our approach to the learner while retaining **each learning environment's unique context**.

Some key aspects of effective transformational learning for students and their families and whānau will be:

Sharing of :

- Knowledge of students
- Cohort information and their needs
- Professional learning opportunities across sectors for whānau, students and staff that deepen AKO

Dunstan Community of Learning Achievement Challenges 2017 -2019 Overall Data

Writing Overall 2016 data for Years 1-8 - <u>Individual School's Data - Click the link</u>													
	Well below		Below		AT		Above		Total students	AT / Above		Below/Well below	
	Number	%WB	Number	%B	Number	%AT	Number	%AB					
All students	33	3%	167	16%	545	54%	249	25%	994	795	80%	200	20%
Maori	7	4%	41	28%	71	49%	25	17%	144	96	67%	48	33%
Pasifika	1	4%	3	12%	19	76%	2	8%	25	21	84%	4	16%
Male	22	4%	112	21%	309	58%	89	16%	532	398	74%	134	26%
Female	11	2%	55	11%	237	51%	159	34%	462	396	85%	66	15%

Math Overall 2016 data for Years 1-8

[Individual School's Data- Click the link](#)

	Well below		Below		AT		Above		Total students	AT / Above		Below/Well below	
	Number	%WB	Number	%B	Number	%AT	Number	%AB					
All students	30	3%	128	13%	519	53%	317	32%	994	836	84%	158	16%
Maori	6	4%	29	20%	66	46%	43	30%	144	109	76%	35	24%
Pasifika	1	4%	3	12%	20	83%	0	0	24	22	92%	2	8%
Male	12	2%	67	12%	249	47%	204	38%	532	453	85%	79	15%
Female	18	4%	61	13%	270	58%	113	24%	462	383	83%	79	17%

Achievement Challenges

<p>Achievement Challenge 1</p>	<p>Literacy Writing</p> <p>In our community of schools there are 994 Year 1-8 students. Currently 795 (79%) are achieving at or above the National Standards. By 2019 achievement will increase for our target groups:</p> <ul style="list-style-type: none">a) Maori students: Currently - 48/144 (33%) are achieving below or well below. We aim to lift the achievement from 67% to 83% which is a difference of 16%. This will be a shift of 23 pupils based on current cohort size.b) Boys: Currently 134/532 (26%) boys are achieving below or well below the standard. 74% of boys are achieving at or above the standard. We would like to make a 9% shift to 83% to equal the levels of girls' achievement. This would be a shift of 43 boys based on current cohort size. <p>Oral</p> <p>We don't have a picture but we have a hunch that a large number of students have a common challenge with communication, organisation, attention and social interaction skills which is a significant contributor for students' ongoing literacy engagement and achievement in oral language. We want to understand the data better, build teacher capability and confidence to support the students in this area.</p>
<p>Achievement Challenge 2</p>	<p>Mathematics</p> <p>In our community of schools there are 994 Year 1-8 students. Currently 836 (84%) are achieving at or above the National Standards. By 2019 achievement will increase for our target groups:</p> <ul style="list-style-type: none">a) Maori students: Currently - 35/144 (24%) are achieving below or well below. We aim to lift the achievement from 76% to 84% which is a difference of 8%. This will be a shift of 12 students based on current cohort size. Currently 76 % of Maori pupils are achieving at or above the standard.b) Girls: Currently 79/462 (17%) are achieving below or well below the standard. 83% of boys are achieving at or above the standard. We would like to make an 7% shift to 90% This would be a shift of 32 girls across the cohort

Achievement Challenge 3

NCEA LEVEL

In our community of schools there are 100 school leavers. Our challenge is to raise the standard:

Currently 82/100 (82%) leave school with NCEA level 2 or equivalent. By 2019 this will increase to 90%. This will be a shift of 10 students by the end of 2019 based on current cohort size.

Currently 16/117 (13.6%) achieve NCEA level 2 with merit or excellence. By 2019 this will increase to 29%. This will be a shift of 18 students by the end of 2019 based on current cohort size.

Change Challenge

Learner Agency

In our community of schools learner agency is variable. Learner agency is having the power or capacity to act and make choices. In a learner-centred environment, learners have agency over their learning and classroom systems and environments serve the needs and interests of the learner. [Click here](http://elearning.tki.org.nz/Teacher/Learner-agency) (http://elearning.tki.org.nz/Teacher/Learner-agency)

By 2019 we will have extended our sense of learner ownership; therefore, learners taking responsibility for their learning will be incorporated into the culture of the community and into the programmes we offer.

**we believe that this challenge is an important enabler for the Dunstan COL to ensure we engage the students and teachers as learners so we can achieve our academic achievement challenges 1- 3*

Our Strategy - Our Action

Challenge 1 - Literacy

We don't have a picture but we have a **hunch** that there are a large number of students who have a common challenge with communication, organisation, attention and social interaction skills, which may contribute to students' ongoing literacy engagement and achievement in writing. We want to understand the data better, build teacher capability and confidence to support the students in this area.

Target 1 Writing

Our challenge is to raise the standard of literacy (writing) in the Year 1-8 Cohort for:

Maori Students: We aim to lift the achievement from 67% to 83% which is a difference of 16%. This will be a shift of 23 pupils across the cohort for 2019 based on current cohort size.

Boys: We would like to make a 9% shift in boys' achievement to 83% to equal the levels of girls' achievement. This would be a shift of 43 boys across the cohort for 2019 based on current cohort size.

Our Action - Through Collaborative Inquiry

COL Leaders	<ul style="list-style-type: none"> • Develop a Professional Learning Group (PLG) to share strategies and ideas which ensure accelerated progress for all students (expectation that all learners will achieve 1.5 academic years' progress) • Identify at each year level the students: boys, girls, Māori, Pasifika who are behind and how many in each cohort to track individual students' progress. • What's required at each level? Identify ways to sustain good practice. Create an ideal student profile for a writer across a range of gender and ethnicity at Year 4, Year 6, Year 8, Year 10, and Year 12/13.
Student Agency	<ul style="list-style-type: none"> • Priority learners to meet and share their views about how writing is taught • Develop meaningful and authentic ways in which priority learners: <ul style="list-style-type: none"> can engage to share/collaborate through writing can be creative in ways to learn to write that are engaging and motivating
Teacher Agency	<ul style="list-style-type: none"> • Foster teacher inquiry into practice within and across schools to innovate, and find practices that produce acceleration • Raise levels of engagement (cognitive and attitudes) through quality teacher student relationships

	<ul style="list-style-type: none"> Support students' ability to confidently articulate their learning progressions, determine their next learning challenge and identify steps to progress and achieve in writing
Community Agency	<ul style="list-style-type: none"> Parents/whanau of priority learners share their views about their child's achievement in writing Engage whanau in the visible learning pathways/profiles we are developing to develop a shared understanding of how they can support their child's writing
Target 1.2 Oral	Our Challenge is to improve communication for all students in order that they may access the curriculum and become contributing members of society.
<p>Our Action - Through Collaborative Inquiry</p> <p>At present we do not have data across all centres and schools to support this hunch. Therefore our proposal is to collect data using the CAOS tool (developed by MOE SE, ChCh 2000) for all students in ECE and up to the end of Year 1. We can use the MOE publication - Much More Than Words to gather information about speech clarity, articulation and vocabulary development. The data will identify the children that need acceleration. The tool will provide mechanisms for supporting and advancing students' oral language skills. Resources: Expanding their Language Expanding their World</p>	
COL Leaders	<ul style="list-style-type: none"> Develop a Professional Learning Group (PLG) to share strategies and ideas which ensure accelerated progress for identified students Develop a unified ecological assessment approach throughout the Dunstan Community of Learning by employing an assessor to gather data using the CAOS tool, focusing on the transition from ECE to early primary, to assess and support oral language development Provide clear, collectively understood information for smooth transition from ECE to primary Develop progressions and expectations in oral language
Student Agency	<ul style="list-style-type: none"> Use play-based learning models through inquiry and project based tasks for students to foster greater engagement in literacy Capture student voice through the use of 'learning stories' as a way of self-assessment across our ECE and school environment

Teacher Agency	<ul style="list-style-type: none"> ● Improve teacher confidence and capability in assessing children’s language and communication skills and providing opportunities for development ● Critically examine and consider the use of specific professional development providers to raise teacher knowledge and skill ● Develop teacher capabilities around the use of innovative digital solutions to promote teacher and parent engagement and sharing student data
Community Agency	<ul style="list-style-type: none"> ● Engage parents and whanau to promote learning through enhancing children’s communication ● Collaborate with speech language therapists to develop further curriculum based goals ● Develop networks with parents to support Oral Language development at home

Challenge 2 - Mathematics

We know that many students across our schools have differing levels of achievement in mathematics, therefore:

Target

Our challenge is to raise the standard of math knowledge for:

Maori students: We aim to lift the achievement from 76% to 84% which is a difference of 8%. This will be a shift of 12 students by the end of 2019 based on current cohort size.

Girls: We would like to make a 7% shift in achievement to 90% This would be a shift of 32 girls across the cohort by the end of 2019 based on current cohort size.

Our Action

Through Collaborative Inquiry

COL Leaders	<ul style="list-style-type: none"> • Develop a Professional Learning Group (PLG) to share strategies and ideas to ensure accelerated progress for all students (expectation that all learners will achieve 1.5 academic years progress) • Build content knowledge through PLGs as part of a collective responsibility (learning progressions) • Provide professional development on how to implement teaching strategies that consistently improve students' number competencies to support learners in years 7-10 • Explore project based and problem solving models of learning in Mathematics applicable for Y1-13 as linked with the ALiM and MST principles
Student Agency	<ul style="list-style-type: none"> • Priority learners meet (through a variety of ways) and share their views about how mathematics is taught • Students own their own learning and take responsibility for learning
Teacher Agency	<ul style="list-style-type: none"> • Foster teacher inquiry into practice within and across schools to innovate, find and identify practices that produce acceleration

	<ul style="list-style-type: none"> ● Use of innovative strategies including digital solutions to promote greater engagement in mathematical skill development for all students. This will include the use of programming, design and coding software as a mathematical project based learning tool to promote engagement in mathematics. ● Enable teachers to make use of assessment for learning (Afl) practices in the learning environment. This involves students being able to show progress by articulating where they are at in their own learning and next steps.
Community Agency	<ul style="list-style-type: none"> ● Parents/whanau of priority learners share their views about their child's achievement in mathematics ● Develop a shared understanding of how parents/whanau can support their child's mathematics development at home. This will be done collaboratively through teachers, whanau and ākongā working together

Challenge 3 - NCEA

We know there is an overarching problem with school leavers not leaving school with NCEA Level 2, therefore:

Target

Our challenge is to raise the standard

Currently 82/100 (82%) leave school with NCEA Level 2 or equivalent. By 2019 this will increase to 90%. This will be a shift of 10 students by the end of 2019 based on current cohort size.

Currently 16/117 (13.6%) achieve NCEA Level 2 with merit or excellence. By 2019 this will increase to 29%. This will be a shift of 18 students by the end of 2019 based on current cohort size.

Our Action

Through Collaborative Inquiry

COL Leaders	<ul style="list-style-type: none">• Develop evidence-based practice across the learning environment• Address the learning needs of identified groups of priority learners
Student Agency	<ul style="list-style-type: none">• Students know the purpose and expectations for their own learning and develop strategies to achieve these• Develop self-directed strategies to analyse own data and reflect on progress
Teacher Agency	<ul style="list-style-type: none">• Use teacher as inquiry to improve student learning• Strengthen learning relationships to improve engagement
Community Agency	<ul style="list-style-type: none">• Parents are encouraged to be active partners in their child's learning by teachers, whanau and ākonga working together

Change Challenge - Learner Agency

In our community of schools learner agency is variable. Learner Agency is having the power or capacity to act and make choices. In a learner-centred environment, learners have agency over their learning and classroom systems and environments serve the needs and interests of the learner.

[Click here](http://elearning.tki.org.nz/Teacher/Learner-agency) (http://elearning.tki.org.nz/Teacher/Learner-agency)

**we believe that this challenge is an important enabler for the Dunstan Community of Learning to ensure we engage the students and teachers as learners so we can achieve our academic achievement challenges 1- 3*

Target

Our challenge is:

By 2019 we will have extended our sense of learner ownership. Learners taking responsibility for learning will be incorporated into the culture of the community and into the programmes we offer. We can monitor progress through teacher inquiry cycles and capturing learner voice.

Our Action

Through Collaborative Inquiry

COL Leaders	<ul style="list-style-type: none"> ● Create educationally powerful connections and relationships ● Strengthen the learning links across the different educational levels which are informed by transition experiences and assessment practices ● Develop a common language of learning for valued student outcomes, curriculum, assessment and pedagogy (innovative, personalised, engaged, inquiry)
Student Agency	<ul style="list-style-type: none"> ● Explore ways to involve students as partners in learning design ● Students own their own learning and take responsibility for learning ● Inspire with deep challenge engagement
Teacher Agency	<ul style="list-style-type: none"> ● Teacher as the Activator - reciprocal teaching, feedback, teachers and student co-construct learning ● Teaching as Inquiry will drive teachers to continually inquire into their practice and continually critically reflect and ask about teacher impact on student learning ● Build quality relationships with students to inspire them
Community Agency	<ul style="list-style-type: none"> ● Develop a range of strategies to communicate with and engage parents and whanau in activities to improve learning ● Build and share learning strategies with parents, whanau and community to assist learner achievement and success and be active learning partners

Change Challenge - Students at Risk of NOT Achieving

Target

Our challenge is
By 2019 we will develop a model of collaborative practice through our Kāhui Ako where schools and early learning providers work together to better support children and young people who are at risk of NOT achieving.

Our Action

Through a Collaborative Approach including the use of:

Data ([Big Picture Data](#)) will be shared across our Community of Learning coordinating with Learning Support, and establishing connections to wider social services. This will enable specialists to make better decisions about the interventions required for the child.

Family connections: strengthen and support families and whanau to ensure each child or young person receives individualised learning support services

Develop a Learning Support register that is across the Community of Learning so that each child or young person receiving individualised Learning Support is tracked and progress is the focus.

COL Leaders

- Create educationally powerful connections and relationships
- Strengthen the learning links across the different educational levels which are informed by transition experiences and assessment practices

Student Agency

- Explore ways to involve students as partners in learning design
- Students own their own learning and take responsibility for learning (Assessment for learning)
- Inspire with deep challenge engagement

Teacher Agency

- Teacher as the Activator - reciprocal teaching, feedback, teacher student co-constructing learning
- Teaching as Inquiry will drive teachers to continually inquire into their practice and to be continually asking about our impact on student learning
- Build quality relationships with students to inspire them.

Community Agency

- Develop a range of strategies to communicate with and engage parents and whanau in activities to improve learning
- Build and share learning strategies with parents, whanau and community to assist learner achievement and success and be active learning partners

Our Approach

We will focus on the accelerated progress and achievement of our identified learners in literacy/writing/oral, math and NCEA Level 2. In order to achieve improved learner success the Dunstan Community of Learning is committed to building teachers' individual and collective capacity to meet the needs of every student through the following key themes:

- Educationally powerful relationships
- Professional Learning
- Pathways and Transitions
- A consensus of valued outcomes

1. Educationally powerful relationships

The Dunstan COL acknowledges the importance of educationally powerful relationships with parents, whanau and the community as key influences on **students' learning, well-being and self-efficacy (agency)**. We are committed to building and sharing learning strategies with colleagues, parents, whanau and community by:

- Working together to identify agreed values, students' strengths and learning needs and develop responsive learning strategies and environments
- Developing a range of strategies to communicate and engage parents to improve learning
- Respecting and valuing the diverse identities, languages and cultures of the Dunstan COL

2. A consensus of valued outcomes

The Dunstan Community of Learning approach to create a consensus of valued outcomes that define and identify what 'success' and 'acceleration' looks like is the key to the development of collaborative practices that strengthen learning for all, while at the same time maintaining strong equity and quality results. Our approach aims for every student and teacher to be a confident, connected, actively involved lifelong learner. This will include:

- Establishment of a graduate student profile of the learner dispositions for Dunstan COL
- Establishment of a teacher profile of pedagogy language
- Development of a shared assessment and moderation process that assists with building consistent teacher practice within and across our Community of Learning

3. Pathways and Transitions

The Dunstan Community of Learning is focused on developing coherent learning pathways for our learners transitioning from a range early childhood centres through to primary and secondary education and beyond. Our aim is to design an effective seamless learner curriculum pathway where:

- Learning links across educational environments will be strengthened by robust dialogue, learning conversations and data from students, parents and whanau around their transition experiences
- Across sector sharing of information through the transition points - feedback, data and next steps will be embraced

4. Professional Learning

The Dunstan Community of Learning is committed to building **teacher capability and leadership capacity** to improve learner success and achievement. We will build professional capacity and leadership through informed research practice through the development of:

- A strategic and future-focused professional learning pathway to develop learner agency (teacher and student)
- A whole system and collaborative inquiry process lead by COL lead and lead teachers that aligns with our vision, values and challenges
 - Opening up thinking, new ways of doing things, changing practice and creating more innovative approaches to learning and teaching through the use of digital technologies
 - A series of Professional Learning Groups (PLG) is planned for teachers to come together to share strategies, direction and innovation

Evaluation and Monitoring

The Dunstan Community of Learning will use deep questioning, through our collaborative inquiry process, tried-and-true methods and NZCER tools to measure our progress. Some new tools will be investigated and utilised and developed to measure the levels of acceleration and engagement of ‘ALL’ learners in our community.

Student Achievement Data

We need to scrutinise, align and review assessment methodologies from ECE - Year 13, then consider and decide on specific assessment tools we can use across the community to measure progress and inform next steps in learning for writing, oral language and mathematics

- Student Achievement Data (NS, PAT, e-AsTTle) for writing and mathematics will be collected across Term 1 and 4 for all students in Years 3-10. This will be analysed over time and longitudinal data will be collected to show shifts (rates of progress and acceleration).
- For Oral language - CAOS tool (developed by MOE SE, ChCh 2000) for all students in ECE and up to the end of year 1
- Students NCEA achievement and roll data is obtained
- To be investigated is the PaCT tool and online learning progressions.

Student Voice and Community Voice

- For our priority learners surveys/questionnaires and learning stories will be conducted to seek students attitude to learning in writing and mathematics.
- NZCER student wellbeing survey will be used to capture comprehensive student voice
- To undertake an in-depth investigation with groups of families to gauge the nature of change in engagement at transition points, with a focus on priority groups who may be identified through stand down, suspension, transience, lateness data and trends

Teaching as Inquiry

- Our collaborative inquiry process involves harnessing the agency and active involvement of all learners (students, teachers, leaders and whanau) in our community. Our learners will test hunches, we will check these hunches in real time through interactions and connections within and across our places of learning as well as in our PLG groups, seeking feedback to reframe, test and take action, as we craft and recraft new practices together.
- Enable teachers to make use of Assessment for learning (Afl) practices in the classroom - involves students being able to show progress in their articulation of where they are at in their own learning and relevant next steps