



Shared Achievement Challenge Plan November 2016

04 November 2016

Northcote Community of Learners

Northcote Baptist Community Pre-School (NBCP)

Tots Corner (TC)

Northcote Primary School (NPS)

Onepoto Primary School (OPS)

Willow Park School (WPS)

Northcote Intermediate School (NIS)

Northcote College (NC)

Ahakoā he tino rerekē hoki te ao o te kura ki te ao, o te hau kainga, ka tupu tonu, ngā ākonga. Mehemea he maha ngā arawhata i waenganui I ngā ākonga kia whiti ai ki ngā huarahi wāia, ōtira ki ngā whenua, o tauwiwi.

Viviane Robinson 2011 (translated by John Marsden)

'Although the worlds of school and home may differ greatly, students will thrive if there are enough bridges between them to make the crossing a walk into familiar, rather than foreign territory.' Viviane Robinson 2011

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**Northcote Baptist Community
Preschool**

67 Eban Ave, Northcote
Phone: 418 0710
Head Teacher: Liz Lupton

*Nurturing & Inspiring
Young Learners*

Northcote College
1 Kauri Glen Rd, Northcote
Phone: 481 0141
Principal: Vicki Barrie



Ut Prosim Aliis

Northcote Intermediate
145-147 Lake Rd, Northcote
Phone: 481 1400
Principal: Ben Kelsey



*Future Focussed, Informed,
Respectful, Successful Thinkers*

Northcote Primary
2 Lake Road, Northcote
Phone: 480 7376
Principal: Deborah Heasman



*Expand the foundations to inspire
continuous learning*

Onepoto Primary
17 Fraser Ave, Northcote
Phone: 480 7469
Principal: Marc Dombroski



*Nurtures a lifelong
Love of Learning*

**Tots Corner
Early Childhood Centre**
95 Onewa Road, Northcote
Phone: 480 7025
Head Teacher: Lorraine Manuela



*Together creating a dynamic
learning culture*

Willow Park
13-17 Crompton St, Hillcrest
Phone: 480 9236
Principal: Craig Holt



Inquire together, inspire forever

**Northcote
Community
of Learning**

2016

Auckland
Harbour Bridge



Vision

Success for all.

Accelerating the achievement of our priority ākonga/learners and providing opportunities for 'success for all'.

Our community

The Northcote Community of Learners (NCOL) is a group of early childhood centres and schools excited to be working together to learn about our practice for the purpose of improving ākonga/learner outcomes; in particular the learning of ākonga/learner who are currently not successful.

Our priority is to build a community that inspires learning. We aim to grow community support for a cohesive educational pathway that delivers success for all Northcote learners from early childhood through schools and beyond school.

NCOL early childhood centres and schools are **geographically close** and **philosophically aligned**:

- NCOL early childhood centres and schools have shared values around success for all ākonga/learners.
- We are committed to working together to improve ākonga/learner achievement and reduce disparity.
- We have an ongoing history of collaboration and sharing best practice across settings.
- We value the opportunity to work together to develop a sustainable professional learning community.
- We recognise the importance of educationally powerful connections with parents and whanau.
- We aim for continuous improvement.
- We share a willingness to use research and evidence to guide improvement.
- We agree on the importance of effective *teaching as inquiry*.
- We are committed to building teacher capability and leadership capacity.
- The students, families and communities served by NCOL are diverse. We view this diversity as a strength which will contribute to our success in improving student outcomes.
- Individually and collectively NCOL kura, early childhood centres and schools are committed to special rights/special needs/priority learners.

Our history of ongoing teacher and leader collaboration and sharing best practice across settings includes:

- 2015 – current ALLIS Chinese Language (NIS, NC)
- 2014 – current Transition from Early Childhood to School (NCBP, WPS)
- 2013 – current Maths Learning Exchange (NIS, NC)
- 2011 – current My Learning Transition Project (WPS, NIS, NC)

Other collaborations include:

- Student Sports Coaching Programme (NC, WPS)
- Onepoto Cultural Festival (25 years)

Our approach

We will focus on the accelerated progress and achievement of our identified priority ākonga/learners in writing, reading and maths and NCEA Level 2 for all our ākonga/learners. In order to achieve improve ākonga/learner success the NCOL is committed to collaborative development and participation in the following five key aspects.

1. A consensus of valued outcomes
2. Culturally responsive curriculum
3. Pathways and Transitions
4. Educationally powerful connections and relationships
5. Professional learning

1. A consensus of valued outcomes

The NCOL approach to a consensus of valued outcomes that define and identify what 'success' looks like in our context, will be informed by key aspects of the *ERO School Evaluation Indicators, July 2016, pages 17-18*, the NZ Curriculum, Te Whāriki, Pasifika Education Plan 2013-2017, Tātaiako and the aspirations of our ākonga/learners, parents and whānau.

Our approach aims for every student to be a confident, connected, actively involved, lifelong learner. This work will include the:

- Establishment of a 'graduate profile' for the Northcote Community of Learners
- Development of shared assessment and moderation processes that assist with building consistent teacher practice in tracking ākonga/learner progress and achievement.

2. Culturally responsive curriculum

The NCOL recognises that a culturally responsive curriculum, supports, *'the cultural identity of all children, affirms and celebrates cultural differences and aims to help children gain a positive awareness of their own and other cultures.'* (Page 18, *Te Whariki 1996*) and *'effectively incorporates connections to students' lives, prior understandings and experiences, out-of-school, drawing on, and adding to, the funds of knowledge and practices of parents, families, whānau and the community. Student identities and family, whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.'* (Page 31, *ERO School Evaluation Indicators, 2016*)

We plan to develop our culturally responsive curriculum through:

- Inquiry into our curriculum and pedagogical practice
- Consultation with the community
- Investigating a variety of teaching approaches that challenge our curriculum and pedagogical practice to respond to our ākonga/learners and our community
- Establishing an agreed set of learning dispositions to develop and sustain ākonga/learner success through NCOL
- The development of a common language of learning (for valued student outcomes, curriculum, assessment and pedagogy)
- Increased parental engagement in their children's learning.

3. Effective Pathways and Transitions

The NCOL is focused on developing a co-ordinated and coherent, learning pathway for our ākonga/learners transitioning from a range of early childhood centres to primary; primary to intermediate; intermediate to secondary; and secondary to beyond secondary education.

Our aim is to design an effective and seamless ākonga/learner curriculum pathway that:

- Is underpinned by the key principles, strands, values and competencies of Te Whāriki Early Childhood Curriculum (1996) and the New Zealand Curriculum (2007)
- Strengthens the 'learning links' across the different educational levels and is informed by the transition experiences of our ākonga/learners, parents and whānau
- Explores the opportunities between our learning pathway and the Northcote Development Project.

4. Educationally powerful connection and relationships

The NCOL acknowledges the importance of educationally focussed relationships with parents, whānau and the community as key influences on children's learning, well-being and self-efficacy. We are committed to building and sharing learning strategies with parents, whānau and community to assist ākonga/learner achievement and success.

We will develop a collaborative learning community by:

- Working together to identify agreed values, student strengths, learning needs and responsive learning strategies
- Developing a range of strategies to communicate with and engage parents and whānau in activities to improve learning.
- Recognising, respecting and valuing the diverse identities, languages and cultures of the school community.

5. Professional learning

The NCOL is committed to building teacher capability and leadership capacity and adaptive expertise to improve ākonga/learner success and achievement.

We will build professional capacity and leadership informed by research and practice through the development and implementation of:

- A strategic and coherent approach to human resource management with the appointment of a COL leader and lead teachers to facilitate the ongoing collaborative development and implementation of the NCOL Achievement Plan
- A systematic and collaborative inquiry process by the COL lead, lead teachers, teachers that aligns with the NCOL vision, values, goals and targets
- Robust evaluative processes that enables sustainable decision making and
- Seeking expertise from outside the COL to meet our professional learning needs where required.

Shared Achievement Challenges

Our priority is improved **learning**. Improved **achievement** will come as a result of the improved **learning**. To have **success for all** we need to address the achievement of **Māori, Pasifika** and **boys** overall:

There are 1405 Year 1 to Year 8 ākonga/learners in our Community of Learning.

There are 1009 (excluding international students) Year 9 – 13 akonga/learners in our Community of Learning.

Analysis of 2015 achievement data that looked at trends and patterns from all schools identified a need to address the achievement of Māori, Pasifika and boys in reading, writing and mathematics (Year 1 – 8) and NCEA Level 2.

Achievement Challenge One - Writing

Analysis of 2015 that looked at trends and patterns from all schools identified a need in writing to address the achievement of Māori, Pasifika and boys.

Currently 1099/1406 (78%) of ākonga/learners are At or Above the National Standard in Writing.

By the end of 2019 we aim to achieve 92% (1288/1406) of ākonga/learners At or Above the standard, by raising the writing achievement of Māori to 81% (121/150) Pasifika to 87% (89/102) and Boys to 85% (606/711). This is a shift of 14% by 2019. We will move 189 students from below to At or Above the National Standard.

Movement of COL Total Students for Writing												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	493/591	84%	514/591	87%	532/591	90%	544/591	92%	561/591	95%	68	11%
Onepoto School	39/89	44%	50/89	56%	60/89	67%	70/89	78%	80/89	90%	41	46%
Northcote Primary	342/449	76%	350/449	78%	359/449	80%	368/449	82%	382/449	85%	40	9%
Northcote Intermediate	225/277	81%	259/277	94%	260/277	94%	265/277	96%	265/277	96%	40	15%
COL Total Shift			74		38		36		41		189	

We will focus on three subgroups within the number of students; 150 Māori 102 Pasifika and 711 Boys.

Māori

We aim to increase the achievement of all our Māori students in writing from 60% (90/150) achieving At or Above the National Standard to 81% (121/150) by the end of 2019. This is a shift of 31 more Māori students (which is part of our target of 189 students overall).

Movement of Māori Students for Writing												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	42/52	81%	43/52	83%	44/52	85%	45/52	87%	47/52	90%	5	9%
Onepoto School	11/37	30%	13/37	35%	15/37	41%	17/37	46%	19/37	51%	8	21%
Northcote Primary	15/26	58%	16/26	62%	18/26	69%	20/26	77%	22/26	85%	7	27%
Northcote Intermediate	22/35	63%	26/35	74%	29/35	82%	33/35	94%	33/35	94%	11	31%
COL Total Shift			8		8		9		6		31	

Pasifika:

We aim to increase the achievement of all our Pacific students in writing from 62% (63/102) achieving At or Above the National Standard to 87% (89/102) by the end of 2019. This is a shift of 26 more Pacific students (which is part of our target of 189 students overall).

Movement of Pasifika Students for Writing												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	7/14	50%	8/14	57%	10/14	71%	11/14	79%	12/14	86%	5	36%
Onepoto School	29/44	66%	32/44	73%	34/44	77%	36/44	82%	37/44	84%	8	18%
Northcote Primary	6/12	50%	7/12	58%	8/12	67%	9/12	75%	10/12	83%	4	33%
Northcote Intermediate	21/32	66%	25/32	78%	28/32	88%	28/32	88%	30/32	94%	9	28%
COL Total Shift			9		8		4		5		26	

Boys:

We aim to increase the achievement of all our boys in writing from 71% (503/711) achieving At or Above the National Standard to 85% (606/711) by the end of 2019. This is a shift of 103 more boys (which is part of our target of 164 students overall).

Movement of Boys for Writing												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	227/298	76%	232/298	78%	238/298	80%	244/298	82%	253/298	85%	26	9%
Onepoto School	19/48	40%	21/48	44%	24/48	50%	26/48	55%	29/48	60%	10	20%
Northcote Primary	155/226	69%	158/226	70%	170/226	75%	181/226	80%	192/226	85%	37	16%
Northcote Intermediate	102/139	73%	116/139	83%	122/139	88%	132/139	95%	132/139	95%	30	22%
COL Total Shift			24		17		29		23		103	

Achievement Challenge Two - Reading

Analysis of 2015 that looked at trends and patterns from all schools identified a need in reading to address the achievement of Māori, Pasifika and boys.

There are 1406 Year 1 to Year 8 ākonga/learners in our Community of Learning.

Currently 79% (1111/1406) of ākonga/learners are At or Above the National Standard in Reading.

By the end of 2019 we aim to achieve 92% (1291/1406) At or Above the National Standard, by raising the reading achievement of Māori to 88% 131/149, Pasifika to 92% (92/100) and Boys to 85% (604/708). This is shift of 13% by 2019. We will move 180 students from below to At or Above the National Standard

Movement of Total Students for Reading												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	470/591	80%	490/591	83%	502/591	85%	514/591	87%	535/591	91%	65	11%
Onepoto School	42/89	47%	50/89	56%	60/89	67%	70/89	79%	81/89	91%	39	44%
Northcote Primary	362/449	81%	373/449	83%	382/449	85%	391/449	87%	409/449	91%	47	10%
Northcote Intermediate	237/277	86%	250/277	90%	260/277	94%	264/277	95%	266/277	96%	29	10%
COL Total Shift			52		41		35		52		180	

We will focus on three subgroups within the 1406 ākonga/learners; 149 Māori, 100 Pasifika and 708 Boys.

Māori

We aim to increase the achievement of all our Māori students in reading from 64% (95/149) achieving At or Above the National Standard to 83% (123/149) by the end of 2019. This is a shift of 28 more Māori students (which is part of our target of 180 students overall).

Movement of Māori Students for Reading												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	37/52	71%	39/52	75%	41/52	79%	42/52	81%	44/52	85%	7	14%
Onepoto School	13/37	35%	15/37	41%	17/37	46%	19/37	51%	21/37	57%	8	22%
Northcote Primary	18/25	72%	19/25	76%	20/25	80%	20/25	80%	21/25	84%	3	12%
Northcote Intermediate	27/35	77%	30/35	86%	33/35	94%	34/35	97%	37/37	100%	10	23%
COL Total Shift			8		8		4		8		28	

Pasifika:

We aim to increase the achievement of all our Pacific students in reading from 65% (65/100) achieving At or Above the National Standard to 92% (92/100) by the end of 2019. This is a shift of 27 more Pasifika students (which is part of our target of 180 students overall).

Movement of Pasifika Students for Reading												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	7/14	50%	8/14	57%	10/14	71%	11/14	79%	12/14	86%	5	36%
Onepoto School	34/44	77%	35/44	80%	37/44	84%	39/44	87%	40/44	91%	6	14%
Northcote Primary	4/10	40%	5/10	50%	6/10	60%	7/10	70%	8/10	80%	4	40%
Northcote Intermediate	20/32	63%	24/32	75%	28/32	88%	32/32	100%	32/32	100%	12	37%
COL Total Shift			7		9		8		3		27	

Boys:

We aim to increase the achievement of all our boys in reading from 74% (526/708) achieving At or Above the National Standard to 85% (604/708) by the end of 2019. This is a shift of 78 more boys (which is part of our target of 180 students overall).

Movement of Boys for Reading												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	228/298	77%	232/298	78%	238/298	80%	244/298	82%	253/298	85%	25	8%
Onepoto School	16/48	33%	19/48	40%	22/48	46%	25/48	52%	28/48	58%	12	25%
Northcote Primary	170/223	76%	174/223	78%	178/223	80%	183/223	82%	190/223	85%	20	9%
Northcote Intermediate	112/139	81%	116/139	83%	122/139	88%	128/139	92%	133/139	96%	21	15%
COL Total Shift		15		19		20		24		78		

Achievement Challenge Three - Mathematics

Analysis of 2015 that looked at trends and patterns from all schools identified a need in mathematics to address the achievement of Maori, Pasifika and boys.

There are 1397 Year 1 to Year 8 ākonga/learners in our Community of Learning. Currently 84% (1167/1397) of ākonga/learners are At or Above the National Standard in Mathematics.

By the end of 2019 we aim to achieve 95% (1324/ 1397) At or Above the National Standard, by raising the mathematics achievement of Māori to 88% (129/157) Pasifika to 86% 86/100 and Boys to 91% (643/706). This is shift of 11% by 2019. We will move 157 students from below to At or Above the National Standard.

Total Movement of Students for Mathematics												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	522/591	88%	532/591	90%	544/591	92%	555/591	94%	561/591	95%	39	7%
Onepoto School	51/89	57%	61/89	69%	68/89	76%	75/89	84%	80/89	90%	29	33%
Northcote Primary	368/440	84%	374/440	85%	387/440	88%	401/440	91%	418/440	95%	50	11%
Northcote Intermediate	226/277	82%	250/277	90%	260/277	94%	265/277	96%	265/277	96%	39	14%
COL Total Shift		50		42		37		28		157		

We will focus on three subgroups within the 1397; 147 Māori 100 Pasifika and 706 Boys.

Māori

We aim to increase the achievement of all our Māori students in mathematics from 73% (108/147) achieving At or Above the National Standard to 88% (129/147) by the end of 2019. This is a shift of 21 more Māori students (which is part of our target of 157 students overall).

Movement of Māori Students for Mathematics												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	47/52	90%	48/52	92%	49/52	94%	49/52	94%	50/52	96%	3	6%
Onepoto School	17/37	46%	19/37%	51%	21/37	57%	23/37	62%	25/37	68%	8	22%
Northcote Primary	20/23	87%	21/23	91%	21/23	91%	22/23	96%	22/23	96%	2	9%
Northcote Intermediate	24/35	69%	28/35	80%	30/35	86%	32/35	91%	32/35	91%	8	22%
COL Total Shift			8		5		5		3		21	

Pasifika:

We aim to increase the achievement of all our Pasifika students in mathematics from 63% (63/100) achieving At or Above the National Standard to 86% (86/100) by the end of 2019. This is a shift of 23 more Pacific students (which is part of our target of 157 students overall).

Movement of Pasifika Students for Reading												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	9/14	64%	10/14	71%	11/14	79%	12/14	86%	12/14	86%	3	22%
Onepoto School	29/44	66%	31/44	70%	33/44	75%	34/44	77%	35/44	80%	6	14%
Northcote Primary	5/10	50%	6/10	60%	7/10	70%	8/10	80%	9/10	90%	4	40%
Northcote Intermediate	20/32	63%	25/32	78%	28/32	88%	29/32	91%	30/32	94%	10	31%
COL Total Shift			9		7		4		3		23	

Boys:

We aim to increase the achievement of all our boys in mathematics from 82% (580/706) achieving At or Above the National Standard to 91% (643/706) by the end of 2019. This is a shift of 63 more boys (which is part of our target of 157 students overall).

Movement of Boys for Mathematics												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Willow Park	265/298	89%	268/298	90%	274/298	92%	280/298	94%	283/298	95%	18	6%
Onepoto School	26/48	54%	29/48	60%	31/48	65%	34/48	71%	36/48	75%	10	21%
Northcote Primary	176/221	80%	179/221	81%	181/221	82%	186/221	84%	195/221	88%	19	8%
Northcote Intermediate	113/139	81%	121/139	87%	129/139	93%	129/139	93%	129/139	93%	16	12%
COL Total Shift			17		18		14		14		63	

Achievement Challenge Four - NCEA

Analysis of 2015 that looked at trends and patterns from Northcote College identified a need to improve NCEA level 2 achievement of Māori, Pacific and male leavers.

There were 218 leavers from Northcote College in our Community of Learning in 2015.

193/218 (89%) ākonga/learners achieved NCEA Level 2 or better before they left Northcote College.

By the end of 2019 we aim to achieve 95% (207/ 218), by raising the achievement of NCEA Level 2 for Māori to 95% (38/40) Pasifika to 95% (21/22) and Boys to 95% (101/106). This is a shift of 6% by 2019. We will increase the number of Northcote College leavers achieving NCEA Level 2 by 14 students.

Total Movement for Students NCEA Level 2												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Northcote College	193/218	89%	199/218	91%	206/218	94%	207/218	95%	207/218	95%	14	6%

We will focus on three subgroups within the 218 total number of leavers: 40 Māori 22 Pasifika and 106 Boys.

Māori

We aim to increase the achievement of Northcote College Māori student leavers from 75% (30/40) to 95% (38/40) by the end of 2019. This is a shift of 20% (8 more Maori students which is part of our target of 14 students overall).

Total Movement of Māori Students for NCEA Level 2												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Northcote College	30/40	75%	32/40	80%	34/40	85%	36/40	85%	38/40	95%	8	20%

Pasifika:

We aim to increase the achievement of Northcote College Pacific student leavers from 68.2% (15/22) to 95% (21/22) by the end of 2019. This is a shift of 27% (6 more Pasifika students which is part of our target of 14 students overall).

Total Movement of Pasifika Students for NCEA Level 2												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Northcote College	15/22	68.2%	17/22	77%	19/22	86%	20/22	91%	21/22	95%	6	27%

Boys:

We aim to increase the achievement of Northcote College male student leavers from 83% (88/106) to 95% (101/106) by the end of 2019. This is a shift of 12% (13 more male students which is part of our target of 14 students overall).

Total Movement of Boys for NCEA Level 2												
	Actual 2015		Targets 2016		Targets 2017		Targets 2018		Targets 2019		Total Shift	% Shift
Northcote College	88/106	83.0%	90/106	85%	95/106	85%	99/106	90%	101/106	95%	13	12%

Planning, Implementation, and Evaluation

Continuous improvement will be achieved through a process of noticing, investigating, collaborative sense making, prioritising to take action and monitoring and evaluating impact (*ERO Effective School Evaluation, 2015, page 40*). Akonga/learner, parent and teacher views will inform the process.

For our achievement challenges and in relation to the COL graduate profile we will ask:

Noticing

- What does our information tell us about which learners are/not achieving and in what contexts?

Investigating

- Where do we need to focus?
- What more do we need to know?
- How might we find out?
- What is/are our current practice(s)?
- What do we need to improve?

Prioritising to take action

- What is the most important action we need to take and why?
- What support do we need?

Monitoring and evaluating impact

- What impact is our action is having?
- What are our next steps?

(See *ERO Effective School Evaluation, 2015, page 40*).

A NCOL annual plan will be developed each year. The annual plan will state student achievement goals (numbers and percentages) for each learning context in relation to the NCOL achievement challenges. The NCOL achievement goals and actions will be reflected in the annual plan and annual report of each school and early childhood centre. The NCOL leader will share a regular progress update with principals, Boards and the wider community. A NCOL annual report including a variance report will presented at the end of each year.

Working together

To build an effective professional learning community we will:

- Focus on our shared student learning goals
- Accept collective responsibility for students' learning and for our own learning
- Share data and practices
- Build respectful and trusting relationships
- Collaborate
- Critique and challenge
- Use evidence to inform decisions

Next steps

Appointment of COL Leader

We are currently working on the position description and appointment process of the COL leader. Our aim is to have all COL positions in place in advance of the 2017 academic year.

Communication with the wider COL community

All COL Board members, teachers and parents will be invited to an information event in Term 4 2016. The Northcote COL Achievement Plan will be shared throughout the community.

Planning and Reporting

The COL achievement plans and actions will be reflected in each school's Charter and Annual Plan for 2017 and reported on in the Analysis of Variance.

Determining the COL organisation and structure

We will outline a structure to support the ongoing planning, implementation, monitoring and evaluation of the COL and to outline the detail of how we will work together.

Combined Teacher Only Day and meetings in 2017

We have a date for a COL Teacher Only Day on Wednesday 25 January 2017 and afternoon/evening meetings (4-7pm) set for Week 4 in each of Terms 2,3 and 4 in 2017. These meetings are for all teachers in the COL.

NCOL Organisational Structure

Governing Boards						
Northcote Baptist Community Pre-school	Tots Corner	Northcote Primary School BOT	Onepoto Primary School BOT	Willow Park School BOT	Northcote Intermediate BOT	Northcote College BOT

NCOL Stewardship/Leadership Group
<p>1 Principal/Leader from each school/EC <i>plus</i> up to 2 other leaders from each school/EC</p> <p><i>Northcote Baptist Community Pre-School</i> : Liz Lupton (Head Teacher) <i>Tots Corner</i> : Lorraine Manuela (Centre Leader), Jen Boyd (Teacher) <i>Northcote Primary School</i> : Deborah Heasman (Principal), Jo Gregory (DP), Heather Bartlett (AP) <i>Onepoto Primary School</i> : Marc Dombroski (Principal), Pamela Bhika (DP) <i>Willow Park School</i> : Craig Holt (Principal), Melinda Borland (DP), Wendy Grace (DP) <i>Northcote Intermediate</i> : Ben Kelsey (Principal), Jo Deerness (DP) <i>Northcote College</i> : Vicki Barrie (Principal), Karen Russell (DP), Sam McNaughton (DP)</p>

NCOL Leadership Team		
COL Leader	Across School Leaders	Within School Leaders

Teachers in Schools/EC						
Northcote Baptist Community Pre-school	Tots Corner	Northcote Primary School	Onepoto Primary School	Willow Park School	Northcote Intermediate	Northcote College