

GLENDOWIE KAHUI AKO - COMMUNITY OF LEARNING

Shared Achievement Challenge Plan

Our Community - Background Information

Background

The Glendowie Kahui Ako - Community of Learning is a network of state schools located in Auckland's eastern suburbs. All of our schools are well established. Our Community consists of three full primary schools: Churchill Park School, Glendowie School and St Heliers School. The main pathway for Year 8 students is to Glendowie College. However, we recognise that in this part of Auckland, students and parents have a wide range of choices for their secondary schooling including state integrated schools, single sex schools and independent schools.

Our schools' communities

Traditionally, many of our students came from high decile backgrounds. However, in keeping with the changing ethnic makeup of Auckland, the communities which make up the eastern suburbs are becoming increasingly diverse. A characteristic in all of our schools, is the growth in the number of students from Asia, some of whom have had little early childhood education and for whom English is a second language.

Our local iwi are Ngati Whatua and Ngati Paoa

Table 1. 1 July 2016 roll

School	European/Pakeha	Maori	Pasifika	Asian	Other	International	Total
Churchill Park	286	31	6	32	84	1	440
Glendowie School	422	41	12	102	45	31	653
St Heliers	572	26	15	86	36	8	743
Total Primary School	1280	98	33	220	165	40	1836
Glendowie College	706	54	58	217	52	89	1176
Total Kahui Ako	1986	152	91	437	217	129	3012

(NB 1 July 2016 totals vary from total numbers by ethnicity reported in 2016 National Standards data e.g. 1 July Maori numbers are 98 whereas in NS data they number 94)

Purpose

The purpose of Glendowie Kahui Ako - Community of Learning is to build the long term sustainability and capability of staff and effectiveness of systems within and across the schools to achieve the very best outcomes for our students.

Principles

1. **Collaboration:** We will work together to get the best outcomes for our students
2. **Independence of schools:** Each school and board remains a separate organisation
3. **Holistic:** We are committed to the broad development of our students and not addressing single issues in isolation

Our Community - a History of Collaboration

The schools which make up the Glendowie Kahui Ako - Community of Learning have worked closely in both informal and formal ways for some time now through:

- Supporting the senior students around observations to support their applications for teaching
- Our Asian Language Learning in Schools (ALLIS) contract around teaching Mandarin as a second language
- Close collaboration with Glendowie College e.g. sharing data of our students transitioning from our primary schools and reporting back from the College to our schools re their entry assessments
- Sharing of newsletters and information
- Combined meetings of our BOT's for the last 2 years
- Teachers sharing information e.g. our maths teachers, our e- learning teachers, senior management with Glendowie College.
- Special needs transitioning and working with the RTLB's
- Sharing community events including participating in the college's community fun run, attending productions, prize-givings, opening of new facilities, etc
- Working collaboratively to form a COL since early 2016
- Shared staffing 2016 College and Primary School
- Giving opportunities for College students to do some of their assignments with our students especially around PE

Learning Pathways

Our community comprises a number of early childhood services, both not for profit and private. Early childhood participation in 2015 was at 99.5% which exceeded the Better Public Service target of 98% by 2017. 204 five year olds started at our schools between April 2015 and March 2016.

The pathway from our primary schools to Glendowie College is growing year by year with the three full primary schools currently making up 67% of Glendowie College's Year 9 intake. As noted previously, the wide variety of choices for schools after Year 6 in this area has a significant impact on family decisions about where students will go for their secondary education.

After leaving school 80% of our school leavers participate in tertiary education before the age of 19. The Community is well served with the University of Auckland campus being very accessible and a large number of other tertiary providers readily available in central Auckland and immediate environs.

Student Engagement

Student engagement in our cluster of schools is excellent. This starts with 99.5% of children attending early childhood services. Between April 2014 and March 2015 204 young students started at one of the three primary schools. Educational achievement is highly valued by parents and whanau and this is reflected positively in the data for our attendance, behaviour and secondary participation.

Our students have high attendance rates. In 2015, unjustified absences on any given day were between 1-2/100 students compared with an average of 3/100 students for justified absences per day. Maori student absence was 2/100 students a day for unjustified absences and 3/100 learner per day for justified absences.

2015 data indicates that there was 0.7 suspension/1000 and 5.1/1000 stand downs for girls; and for boys the figures were 0/1000 for suspensions and 9.6/1000 for stand downs.

At Glendowie College our retention rates are very high with enrolments typically growing from Year 9 through to Year 12, before some slight drop-off in Year 13. Over 80% of students leaving the college go on to tertiary study in New Zealand or overseas.

Maori Student Achievement

94 (5.3%) Maori students were identified in the 2016 National Standard data in Years 1-8. At Glendowie College there are 54 (4.9%) Maori students in Years 9-13 giving a total 148 Maori students in our Community of Learning. Our local iwi are Ngati Whatua and Ngati Paoa but our enrolment data indicates our Maori students come from a range of different iwi.

All schools in our community value genuine engagement and collaboration with our iwi, hapu and whanau. A key factor in meeting the shared Achievement Challenges will be to deepen our engagement with our Maori whanau and students.

In National Standards Maori performed at or above the target of 85% across two curriculum areas. Maori performed well in NCEA.

Based on the 2016 National Standards data 84% (79) of our Year 1-8 Maori students were At or Above the National Standard for writing. This is compared to 86.7% for all students. This is a 2.7% point difference.

In Reading 88.3% (83) of our Year 1-8 Maori students are At or Above the National Standard compared with 91.7% for all students. This is a 3.4% point difference.

In Mathematics is 86.2% (81) of Maori students are At or Above the National Standard compared with 91.7% for all students. This is a 5.6% point difference.

In 2015, 94.3% of all 18 year old students attained Level 2 or above. 80% of our Maori students attained NCEA Level 2 or above compared to the national average of 70.6%. Therefore, our focus is on improving the quality of their attainment which will be reflected in increasing the percentage of NCEA endorsements

Tables 2 2016 NCEA achievement results for Maori (participation data)

Achievement Rates	Glendowie College Maori Students	Decile 10 Maori Students	New Zealand Maori Students
Level 1 <i>(17 Year 11 students)</i>	88.2% <i>15/17</i>	89.9%	76.2%
Level 2 <i>(6 Year 12 students)</i>	X	92.4%	85.7%
Level 3 <i>(5 Year 13 students)</i>	X	87.1%	76.1%

Therefore, our primary focus is on improving the quality of Maori students' attainment which will be reflected in increasing the percentage of NCEA endorsements.

Table 3 2016 NCEA endorsement data

Endorsement Rates	Glendowie College Maori Students	Decile 10 Maori Students	New Zealand Maori Students
Level 1	66.7% <i>10/15</i>	67.2%	9.5%
Level 2	X	49.2%	24.6%
Level 3	X	48.5%	25.9%

Note: X=data has been redacted.

Pasifika Student Achievement

29 Pasifika (1.6%) students were identified in the 2016 National Standards data from Years 1-8. At Glendowie College, there were 58 (5.3%) Pasifika students in Years 9-13. This gives us a total of 85 Pasifika students in our Community of Learning.

Based on the 2016 National Standards, 79.3% (23) of our Year 1-8 Pasifika students were At or Above the National Standard for Writing. This is compared to 86.7% for all students. This is a 7.4% point difference.

In Reading 93.1% (27) of Pasifika students achieve At or Above the National Standard compared with 91.6% for all students.

In Mathematics 79.4% (23) of Pasifika students are At or Above the National Standard compared with 91.8% for all students.

Table 4 2016 NCEA achievement results for Pasifika (participation data)

	Glendowie College Pasifika Students	Decile 10 Pasifika Students	New Zealand Pasifika Students
Level 1 <i>(9 Year 11 students)</i>	88.9% <i>8/9</i>	86.3%	77.1%
Level 2 <i>(15 Year 12 students)</i>	100.0% <i>15/15</i>	92.4%	83.8%
Level 3 <i>(15 Year 13 students)</i>	93.3% <i>14/15</i>	86.5%	71.7%

Therefore, our focus is on improving the quality of Pasifika students' attainment which will be reflected in increasing the percentage of NCEA endorsements.

Table 5 2016 NCEA endorsements data

	Glendowie College Pasifika Students	Decile 10 Pasifika Students	New Zealand Pasifika Students
Level 1	25.0% 2/8	51.5%	34.6%
Level 2	33.4% 5/15	38.3%	21.5%
Level 3	35.7% 5/14	31.1%	19.1%

Student Agency

Our schools believe in the students being at the heart of all learning

- We believe in students knowing their learning goals and strategies to achieve them. We believe in student voice and being able to share in decisions and opportunities to show their involvements.
- We believe in students having opportunities for leadership in a range of ways.
- We believe that we are preparing our students around 21st century skills and knowledge and setting them up for success for their future employment and as citizens of NZ and the world.
- We believe that we provide opportunities for students to learn in innovative learning environments and to share their learning with others as well as being supported to be independent learners.
- We encourage our children to be thinkers, inquirers, take risks, see others perspective, evaluate, reflect and make decisions.
- We encourage and support our students to be caring and respectful for themselves, to each other, and for the environment they live in.
- We believe in learning which is authentic and links skills and knowledge to real life.
- We believe in teachers making learning visible, consolidating, clarifying and challenging the learner.
- We task our teachers to be providing learning that excites and captivates the learner and supports the learners with resources they will need.

Students have opportunities for BYOD, portfolios of learning, different ways of presenting information and ways of showing their knowledge and skills. They have opportunities to participate in a wide range of clubs/ activities/ sports, arts events and subject choices.

- We believe in supporting our students with advisors' support e.g. Deans, social workers, councillors, SENCO's, RTLB's, Career advice, IEP's etc.

Agency is about giving students opportunities and allowing them to be actively involved in this learning and the school environment with opportunities for challenges and opportunities to celebrate.

Glendowie Community of Learning Parent/Whanau Engagement and Partnerships

Our Kahui Ako - Community of Learning supports a strong community within mainly the Glendowie and St Heliers Bay areas. Our families have had strong connections with learning institutions from early childhood, to primary and secondary. The parent community comes from a high socioeconomic area and our schools reflect this as decile 10 schools. Many of our parents have reached high levels in their own academic achievements and in the wide range of high level positions that they have held and continue to work to.

The community is a close geographical community with students living in close proximity to our schools. In the district we are well served by opportunities for sports, culture, the arts, service organisations etc. Many parents therefore have many connections that their children have helped to foster.

We strongly believe that our COL will connect our parents. They will know our achievement challenges, the progress towards these challenges, the successes and goals still to achieve. We see our COL as being a community resource that builds student agency, parent agency and teacher agency. The ways we communicate and collaborate will be a strong focus as we move towards 2019.

Our parent communities have high expectations for student achievement delivered through quality programmes, quality teaching and quality resourcing. Each school has a strong and committed Board of Trustees and over time we have also seen Primary School Board members being elected to the Board of Glendowie College. The ERO reports of the COL schools speaks highly of the role the Boards play in each school.

All schools have active parents associations and it is a feature of the district that parents continue to take on roles and follow their children as they transition to secondary school.

We recognise our parents as active and important participants in their child's learning. We recognise that our parents seek continuing opportunities around parent agency, looking at ways to engage with the school, and ways to grow their own understanding on our taught curriculum, our learnt curriculum and our assessed curriculum.

Our community recognise that for our students to meet with success for their future that they are reliant on our schools providing our students with the knowledge, skills, attitudes, concepts that will enable them to cope with the ever changing landscape of the 21st century. Our parent communities want our schools to prepare our students to be strong local and global citizens. They expect our students to be self managing, resilient, connected and to know and use the key competencies of our NZ Curriculum

Our communities recognise there have been significant challenges that they have had to meet and will continue to meet around roll growth, enrolment legislation, building developments, technological advances, innovative learning environments, catering for special needs, resourcing to a high level of expectation, meeting Government priorities, and staffing schools with quality teachers when they are needed.

Our parents' academic goal for their students at our schools is to develop our students into expert learners, brilliant at learning, any place and anytime.

Achievement Challenges

In deciding on the Achievement Challenges for the Glendowie Kahui Ako - Community of Learning we have undertaken a rigorous examination of our achievement data. We have developed a strong collaborative approach in this analysis. This level of collaboration at this formative stage of our Community augers well for the next 3-5 years. Our Boards of Trustees have also been involved at a governance level as our Community has evolved.

(The analysis of Year 1-8 data has 87% of our students At and Above the National Standard in reading and 49% of those students are Above the National Standard. As a result we have chosen not to focus on reading.)

The focus of our Achievement Challenges is on Years 1-8 and Years 11-13. Through in-depth analysis and discussion we have identified the following areas:

1. Our first target is in mathematics where a target of 94% for all students in Years 1-8 students to be At or Above the National Standards. Currently 91.7% of all students are At or Above National the National Standard.
 - a. This includes 94% for Maori. As a Community we recognise that that our number of Maori students is low i.e. 94, many of whom achieve At or Above the National Standard. Similarly, we have very low numbers of Pasifika students. It is for this reason we have included Pasifika with other students. There are 29 Pasifika students in total in Years 1-8 and when analysed at a school level the numbers who are not At or Above are very low. Notwithstanding, as a Community, we are committed to ensure Pasifika enjoy success in their educational achievement.
2. In writing we have set an aspirational target of 92%. Currently, 86.5% of all students are At or Above the National Standard. However, we need to take cognisance that many of those students who are below or well below are either ESOL students or international students who come from a non-English speaking background. Our analysis of writing also confirmed the nationwide trend for boys writing to be below that of girls.
 - a. For our Community 82.4% of boys were At or Above compared with 91.4% for girls. As Principals we have looked at the international research into the variance between boys and girls writing and have decided that there is little justification in separating the genders when setting our goal of 92%. We will however look at strategies which target boys and as part of our workshop approach to developing key strategies we have examined current research into boys achievement.

3. Targets have also been set for accelerating learning for those who are At the National Standard. We have set a target of 40% in mathematics and 35% in writing. This is an increase of 8.5% in writing and 5.6% in mathematics.
4. In setting targets for NCEA we are seeking to improve on the quality of achievements at Levels 1-3 by increasing the number of endorsements and the number of scholarships. Part of our strategy for achieving these targets to to implement initiatives in Years 9-10 that will support student improve their NCEA outcomes.

Process Target:

In examining our data we noted potential challenges around ESOL students and their progress in language proficiency. We want to look at this challenge more carefully and to better analyse information relating to non-international students before reviewing our current targets and proposing an ESOL related target.

Overall we intend to move 480 students which is made up of 93 secondary students and 387 Year 1-8 students
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National Standards data analysis

Our National Standards data analysis has enabled us to identify four areas where we believe we can make a difference for our students by enhancing our working relationships and focussing the expertise of some of our best teachers and leaders on these areas.

Mathematics

Target 1: Within the mathematics target we want to lift the achievement of 92% (1647/1790) of all students who have Achieved At or Above the National Standard to 94% (1683/1790) a shift of 36 (2%) additional students. Our analysis shows that we have challenges in mathematics for Maori. 91.7% (1642) of all students Achieve At or Above; whereas 86.2% (81) Maori achieve At or Above. We want to lift this achievement to 94% (1683) for all students including Maori. This will require a shift of 6 Maori students and 30 other students.

- Maori 86.2% (81/94) This will require a shift of 6/13 Maori students
- All other students 92% (1561/1696) This will require a shift of 30 of 1590/1696 other students

For 2019, the number of students to be targeted in mathematics to be At or Above the National Standard for each school is set out in the table below:

Table 6

Name of school	Maori	All other	Total
Churchill Park	2	5	7
Glendowie	2	4	6
St Heliers	3	21	24
Total	6	30	36

Target 2:

We also want to increase the number of students achieving Above National Standard in mathematics from 34.4 % (615/1790) to 40% (716/1790) by the end of 2019. This is a shift of 5.6% and 101 students. We have identified 40% as being aspirational across the Community and to demonstrate our commitment to ensuring all students progress. At an individual school level, this means the following:

Table 7

Name of school	Maori	All other	Total
Churchill Park	5	20	25
Glendowie	4	2	6
St Heliers	5	65	70
Total	14	87	101

Our Writing Achievement Challenge

Target 3

Within the writing target we want to lift the achievement of 86.7% (1552/1790) of all students who have Achieved At or Above the National Standard to 92% (1649/1790) a shift of 97 (5%) additional students. This includes

- Maori 84% (79/94) This will require a shift of 7/15 Maori students
- All other students 87% (1,470/1,696) This will require a shift of 90 of 1,560/1,696 other students

For 2019 the number of students to be targeted in Writing to be at or Above the National Standard for each school is set out in the table below:

Table 8

Name of school	Maori	Other	Total
Churchill Park	2	1	3
Glendowie	1	32	33
St Heliers	4	57	61
Total	7	90	97

Target 4:

We also want to increase the number of students achieving Above National Standard in writing from 26.5% (474/1790) to 35% (627/1790) by the end of 2019. This is a shift of 8.5% or 153 students. We have identified 35% as being aspirational across the Community and to demonstrate our commitment to ensuring all students progress. At an individual school level, this means the following:

Table 9

Name of school	Maori	All other	Total
Churchill Park	4	40	44
Glendowie	3	6	9
St Heliers	7	93	100
Total	14	139	153

NCEA High Achievement

Target 5:

Targets for Years 11-13 reflect the already high achievement Glendowie College students attain at NCEA i.e. 94.3% with NCEA Level 2 or equivalent which is well above the former Better Public Service Target of 85% for NCEA Level 2. Hence, the focus of the Achievement Challenges for Glendowie College is on improving the quality of learner achievement in Years 11 – 13.

This is reflected in targets for the percentage of students achieving NCEA endorsed with merit or excellence and for Maori and Pasifika students to ensure that their number of endorsements is equivalent to that of other students.

We will raise the percentage of students across Levels 1-3 achieving NCEA endorsed with merit or excellence, and increase the number of scholarships achieved by students to over 40 each year.

Based on 2016 data, this breaks down to the following targets at each year level:

Table 10

● Year 11	Level 1 NCEA	72.6% (167/230 students)	=>	80% (184/230 students)	i.e. 17 students
● Year 12	Level 2 NCEA	60.1% (143/238 students)	=>	70% (167/238 students)	i.e. 24 students
● Year 13	Level 3 NCEA	50.3% (84/167 students)	=>	70% (117/167 students)	i.e. 33 students
	Scholarship	21	=>	> 40	i.e. approximately 19 students

To achieve these targets over three years, over the next three years Glendowie College is also going to backmap from Year 13 to enable more students the opportunity of subject choice. This will mean that in Year 9 and 10 there will be a specific group of students that are going to be tracked and monitored in a range of subjects.

- literacy year 13 scholarship students (35 students)
 year 9 & 10 students (470 students)
- boys achievement year 11 males (120 students)
- Maori and Pasifika year 9-11 Maori + Pasifika students (63 students)
- inquiry learning year 9 & 10 students (470 students)

Target 6:

Within the Inquiry Learning space we want to lift the achievement of 53.2% (250/470) of all year 9 and 10 students who have completed one inquiry project which is 8th of their current course allocation to 100% (470/470) a shift of 220 (47%) additional students doing at least 3 inquiry projects which would be 37.5% of their course allocation.

To achieve this goal, Glendowie College is implementing a junior curriculum framework that builds on the New Zealand curriculum, and integrates with the other secondary achievement challenge of high achievement. This will prepare students to be resilient, lifelong learners with the skills and values to be active and responsible global citizens. This programme will apply the International Baccalaureate Middle Years Programme (IB MYP) within the New Zealand Curriculum to develop a pedagogical approach that will develop a greater alignment of teaching practice, assessment and evidence-based reporting in Years 9 to 10. An outcome of this will be a greater emphasis on ‘learning to learn’ and student agency.

Inquiry learning is central to the MYP framework, and will help to develop effective learners who are actively involved in their own learning process and understand what approaches are effective for their own goals and contexts.

The IB MYP has been selected for this pedagogical development and is a key improvement strategy in the Kahui Ako o Glendowie. It aligns with other initiatives, existing and proposed, across the kahui and with the direction and intent of the New Zealand Curriculum.

Glendowie Community of Learning Our Key Strategies

Theory of Improvement & Key Strategies

As part of the process involved in developing the Achievement Challenge targets we have held a number of workshop sessions on what will make a difference for our students. All of our schools are currently engaged in innovative programmes that are part of our strategic plans, school charters and annual goals. These include:

- Middle Years Programme
- 21 Century Learning Project including the language of learning
- SHS Inquiry Learning

Now that the Glendowie Kahui – Community of Learning Lead Principal has been appointed and will take up the position in mid-July it is expected that over the next two terms the Lead Principal will develop a plan to align these strategies to ensure both programme fidelity and programme integrity. By taking this approach we believe will be able to honour commitments to our community, our students and our staff. At the same time, we will have the opportunity to look at what works well and how to ensure continuity.

The following strategies have been developed at individual schools and will now form the basis of our CoL's collaborative approach.

Middle Years Programme

Glendowie College is implementing a junior curriculum that will prepare students to be resilient, lifelong learners with the skills and values to be active and responsible global citizens. This programme will apply the International Baccalaureate Middle Years Programme (IB MYP) within the New Zealand Curriculum to develop a pedagogical approach that will develop a greater alignment of teaching practice, assessment and evidence-based reporting in Years 9 to 10. An outcome of this will be a greater emphasis on 'learning to learn' and student agency.

A focus will be developing effective learners who are actively involved in their own learning process and understand what approaches are effective for their own goals and contexts.

The IB MYP has been selected for this pedagogical development and is a key improvement strategy in the Kahui Ako o Glendowie. It aligns with other initiatives, existing and proposed, across the kahui and with the direction and intent of the New Zealand Curriculum.

By focussing on Year 9 and 10 students we believe the targets we have set will be able to be met when these students teach Years 11-13.

Other strategies to lift the percentage of students achieving NCEA endorsed with Merit or Excellence, and to gain scholarships, include

1. Academic Counselling

Further develop / enhance students' goal-setting, along with their parents and whanau, and support through the year to achieve these goals.

2. Mentoring of Maori and Pasifika Students

Work with Maori and Pasifika students and whanau to provide academic counselling. This will especially focus on working with akonga and whanau around course selection, with the intention of increasing the percentage of 'academic' courses, i.e. achievement standards courses, that akonga select.

3. e-learning

Better leverage our BYOD policy to support students' learning, especially when they are absent from school on curricular or co-curricular trips and events.

4. Literacy

Develop school-wide literacy rubrics and tools to support more students achieve NCEA with endorsement and scholarship in years 12 and 13.

21 Century Learning Project (Glendowie School)

Glendowie School commenced the 21st Century Learning Project (21CLD) in May 2015. To live in a globalised world which is changing at a rapid pace, and to be successful in work and life beyond school, students need a set of cross-functional capabilities that will enable them to adapt to the changing society in which they live. The implementation of the 21st Century Learning Design led to significantly greater innovative teaching practices including the way in which teachers designed and assessed their learning activities. The project was designed to meet the following outcomes:

· Develop a vision for learning that supports 21 Century Learners
· Develop a collaborative Professional Learning culture
· Ensure that all students have the opportunity to develop 21st century skills across the curriculum

An interim report has provided evidence that the specified outcomes of the project are being met along with areas identified for future directions. In the future directions section of the report it was noted that there have been four 21CLD areas implemented in units of inquiry in 2016 (ie Collaboration, Self Regulation, Constructing Knowledge and Real-world Problem Solving & Innovation). In 2017, the remaining two 21CLD areas (ICT use for learning and Skilful communication) have also been implemented. Across the board these skills have been implemented highly effectively across the year levels and there are many examples of best practice amplifying many opportunities to develop 21st Century skills. We also see that the language of learning around inquiry, formative assessment, goal setting and students and teachers being able to articulate their learning journey, successes and future goals as being integral to learning in the 21st century

As a result of current PD, the next focus will be on:

1. Teachers use regular checkpoints to identify: where students are at, and what has been learnt so far.
2. Clarifying language on assessment rubrics so it is explicit with differentiated levels, thus enabling students to identify where they are at, and to know what they need to do, to get to the next level.
3. To develop a common language of learning (eg when using feedback), that can be used throughout all year levels that supports the students and teachers around explicit language that articulates and supports our students around learning, inquiry and goal setting
4. Identify the interconnection between NZ curriculum, PYP and 21st Century skills on scope & sequence documents.

St Heliers School (SHS) Inquiry Learning

SHS Inquiry Learning is being implemented at St Heliers School. SHS Inquiry Learning is a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action.

Like many programmes SHS Inquiry Learning is based on teaching as an inquiry cycle to achieve improved outcomes for all students. The cycle is an organising framework that teachers can use to help them learn from their practice and build greater knowledge.

SHS Inquiry Learning enables students to become lifelong learners, who are critical thinkers and effective problem solvers with the ability to ask and act on higher order questions. Our inquiry learning model gives the learner a focussed approach through which they can search for meaning, construct understanding, build knowledge and respond to big ideas and key concepts.

In implementing SHS Inquiry Learning we are using SOLO (Structure of Observed Learning Outcomes). The SOLO taxonomy provides a simple and robust way of describing how learning outcomes grow in complexity from surface to deep to conceptual understanding. The taxonomy describes five levels of understanding for students who are encountering new learning: prestructural; unistructural; multistructural; relational and extended abstract.

SOLO is useful because it makes learning outcomes visible to teachers and to students. By offering clear, simple and robust ways of identifying the level of cognitive complexity of learning intention and outcome it improves the quality and effectiveness of feedback conversations in teaching and learning (Hook, p100).

All are underpinned by a model of inquiry and targeted at our student communities.

Churchill Park School - Visible Learning

Churchill Park School embraces the concept of student- led learning through a 'Visible Learning' philosophy where students can articulate their learning monitor and assess their learning goals and develop a growth mindset to progress their learning. Like the other schools with their initiatives, inquiry forms a basis for the teaching / learning which includes the following components:

Visible Learning

- Based on John Hattie's research - influences which impact on student learning
- Effect size of 0.4 and above to have expected impact e.g. an expected year's achievement
- Principles of formative assessment reinforced to support student engagement in the learning process
- Learning intentions and success criteria - linked with learning progressions, provide clear outlines for the learning pathway in all areas of the school
- Assessment capable learners - i.e. knowing about their learning - where they are, what their next steps are, how to achieve this, e.g. through goal setting and monitoring
 - ∅ Feedback is an important part of the teaching /learning cycle
 - ∅ Student voice - impact the teacher is having on the learning - Learning Walks as part of student feedback and teacher appraisal
 - ∅ Active learners and risk takers

Learner Qualities

- Based on Key Competencies and school values of Respect, Honesty and Striving for Excellence
- Whole school community exercise on preferred learner qualities - discussion from home, class, syndicates, staff resulted in the preferred five qualities:
- Team Player; Communicator; Risk Taker; Problem Solver; Creator
- Curriculum areas reflect these learner qualities
- Report formats stress these - 21st C skills
- Awards in assembly etc. based on Learner Qualities

Enviro Schools Philosophy

Five principles of:

- Empowered students
- Learning for sustainability
- Maori Perspectives
- Respect for the Diversity of People and Cultures
- Sustainable Communities

The principles are linked with the four umbrella areas of:

- Place - Wahi
- People and Participation - Tangata
- Practices - Tikanga
- Programmes - Kaupapa Ako

Digital Literacy / Citizenship

- BYOD policy from Years 5 - 8
- Digital Citizenship - values, communication, pro active, use of Netsafe to promote cyber safety along with school policies and procedures
- Initiatives to support development of digital literacy

Glendowie Community of Learning Structure (GCoL)

Needs of All Leaders *(Māori/Pasifika/Learning Support)*

Governing Boards

- Churchill Park
- Glendowie Primary
- St Heliers
- Glendowie College

GCoL

Leadership Group

- Principals
- Senior Leadership in Schools

GCoL

Leadership Team

- CoL Leader
- Across School Leaders
- Within School Leaders

Our GCoL

- Teacher in schools
- Families/Whanau
- Students

Glendowie Community of Learning Monitoring and Evaluation

Monitoring

Our Community will monitor progress towards our Achievement Challenge targets on an annual basis. The progress and achievement of our students across the Community will be reported back to our Boards of Trustees at a combined boards meeting in May of each year subject to the date of the triennial board elections.

In the first year the development of the implementation plan will be monitored by the Principals working party and also by the CoL Governance Group. At this time, we are working with our Boards to determine the composition of the Governance Group.

We will also receive regular updates on implementation from the CoL Lead so that we can monitor progress throughout the year. We anticipate that our Achievement Challenges, the targets and our key strategies will be reviewed and where necessary refreshed as we move into Years 2 and 3 of this initiative.

Evaluation

We are keen to develop an evaluative framework that looks at the progress and achievement of all our students. One aspect we want to focus on is the cohort of students which remain within our COL for all of their schooling. This would provide us with strong longitudinal data and it may also show what in-school size effect we have across the schools in our Community.

As a starting point for our evaluation framework we may use the Education Review Office's Key Evaluation Indicators.