

25 May 2016

IM60/104/52/3

Education Report: Mt Roskill (Puketāpapa) Community of Learning – achievement challenges endorsement

Executive Summary

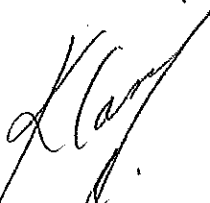
1. This report seeks your endorsement of achievement challenges and the associated high level plan for the Mt Roskill (Puketāpapa) Community of Learning (CoL).

Recommended Actions

We recommend that you:

- a. **note** the progress that the Mt Roskill (Puketāpapa) Community of Learning has made in developing its achievement challenges and high level plan; and
- b. **agree** to endorse the Mt Roskill (Puketāpapa) Community of Learning's achievement challenges and high level plan.

AGREE/DISAGREE


Katrina Casey
Deputy Secretary
Sector Enablement and Support

Encls


Hon Hekia Parata
Minister of Education

30/5/16

Education Report: Mt Roskill (Puketāpapa) – achievement challenges endorsement

Purpose of Report

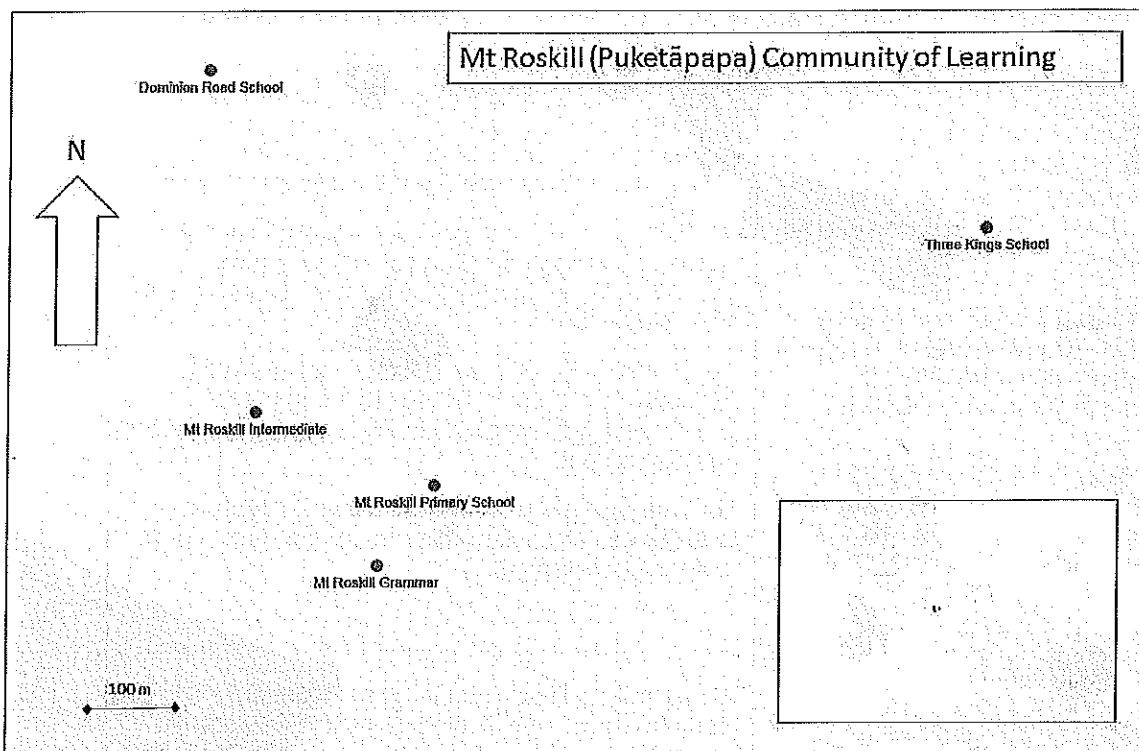
1. This report seeks your endorsement of the Mt Roskill (Puketāpapa) Community of Learning (CoL) achievement challenges and high level plan.

Background

2. In December 2014 you gave approval for the establishment of the first eleven Communities of Schools as part of Investing in Educational Success. The Ministry has since been supporting these and subsequent Communities (117 in total) to design a process for working together and with their communities to identify their achievement challenges. We have been ensuring that the schools have access to any data, information and support they need for this.
3. The CoL has developed its achievement challenges. The Ministry has been working closely with this CoL to support it through this process, and good progress has been made.
4. The achievement challenges are attached as Appendix 1 and include information about the CoL and the proposed high level plans. The CoL has decided to focus on particular cohorts of students' progress in mathematics and writing. The CoL will measure the achievement of students in Years 1-6 and Years 7-8, and then compare it against their achievement two years later.

Mt Roskill (Puketāpapa) Community of Learning

5. The CoL was approved in August 2015.
6. The CoL consists of five schools: three primary schools, one intermediate school and one secondary school. These are: Dominion Road School, Mt Roskill Grammar, Mt Roskill Intermediate, Mt Roskill Primary School and Three Kings School. The CoL has 4,347 students, of whom 298 identify as Māori and 867 as Pasifika.



Endorsement of Achievement Challenges and Plan

7. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
8. The CoL has identified four high level achievement challenges (refer to Appendix 1) which relate to:
 - Writing (for Years 1-6 and for Years 7-8);
 - Mathematics (for Years 1-6 and for Years 7-8);
 - NCEA Level 2; and
 - University Entrance.
9. A summary of the achievement challenges is displayed in Table 1.
10. For each challenge there are clear numbers and percentage increases for raising achievement, as well as clear and consistent time lines. There are also clear targets for Māori and Pasifika students across their pathway.

Table 1: Summary of Mt Roskill (Puketāpapa) CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Writing (Years 1-6)</p> <p>In 2014, 70.8% (1,003 out of 1,417) of our students were At or Above the National Standard in writing for years 1-6.</p> <p>In Years 1-6 at the end of 2014, or 63.2% (67 out of 106) of our Māori students were At/Above the National Standards in Writing.</p> <p>In Years 1-6 at the end of 2014, 66.8% (167 out of 250) of our Pasifika students were At/Above the National Standards in Writing.</p>	<p>We will lift this to 85% (1,205/1,417), a 14.2% shift by 2017. This will mean moving 202 additional students.</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in writing from 63.2% (67/106) to 85% (90/106) by the end of 2017. This is a shift of 23 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in writing from 66.8% (167/250) to 85% (213/250) by the end of 2017. This is a shift of 46 more Pasifika students.</p> <p>The CoL intends to conduct further analysis in order to develop a target for these students when they reach Years 7-8.</p>
<p>Writing (Years 7-8)</p> <p>In 2014, 61.9% (361/583) of our students were At or Above the National Standard in writing for years 7-8.</p> <p>In Years 7-8 at the end of 2014, 57.9% (22 out of 38) of our Māori students were At/Above the National Standards for Writing.</p> <p>In Years 7-8 at the end of 2014, 45.9% (56 out of 122) of our Pasifika students were At/Above the National Standards in Writing.</p>	<p>We will raise achievement for 85% (496/583) of this group to expected curriculum levels for writing when they reach Years 9 and 10, a 23.1% shift by 2017. This will mean moving 135 additional students.</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in writing from 57.9% (22/38) to 85% (32/38) by the end of 2017. This is a shift of 10 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in writing from 45.9% (56/122) to 85% (104/122) by the end of 2017. This is a shift of 48 more Pasifika students.</p>
<p>Mathematics (Years 1-6)</p> <p>In 2014, 77.1% (1092/1417) of our students were At or Above the National Standard in mathematics for years 1-6.</p> <p>In Years 1-6 at the end of 2014, 60.4% (64 out of 106) of our Māori students were At/Above the National Standards in Mathematics.</p> <p>In Years 1-6 at the end of 2014, 65.6% (164 out of 250) of our Pasifika students were At/Above the National Standards in Mathematics.</p>	<p>We will lift this to 85% (1205/1417), a 7.9% shift by 2017. This will mean moving 113 additional students.</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in mathematics from 60.4% (64/106) to 85% (90/106) by the end of 2017. This is a shift of 26 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in mathematics from 65.6% (164/250) to 85% (213/250) by the end of 2017. This is a shift of 49 more Pasifika students.</p> <p>The CoL intends to conduct further analysis in order to develop a target for these students when they reach Years 7-8.</p>

<p>Mathematics (Years 7-8)</p> <p>In 2014, 62.8% (366/583) of our students were At or Above the National Standard in mathematics for years 7-8.</p> <p>In Years 7-8 at the end of 2014, 34.2% (13 out of 38) of our Māori students were At/Above the National Standards for Mathematics.</p> <p>In Years 7-8 at the end of 2014, 37.7% (46 out of 122) of our Pasifika students were At/Above the National Standards in Mathematics.</p>	<p>We will raise achievement for 85% (496/583) of this group to expected curriculum levels for writing when they reach Years 9 and 10, a 22.2% shift by 2017. This will mean moving 130 additional students.</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in mathematics from 34.2% (13/38) to 85% (32/38) by the end of 2017. This is a shift of 19 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in mathematics from 37.7% (46/122) to 85% (104/122) by the end of 2017. This is a shift of 58 more Pasifika students.</p>
<p>NCEA Level 2 (Mt Roskill Grammar)</p> <p>At the end of 2014, 376 (or 82.1%) of our 458 students achieved NCEA Level 2.</p> <p>At the end of 2014, 16 (or 61.5%) of our 26 Māori students achieved NCEA Level 2.</p> <p>At the end of 2014, 87 (or 69.6%) of 125 Pasifika students achieved NCEA Level 2.</p>	<p>We will lift this to 87% (398/458), a 4.9% shift by 2017. This will mean moving 22 additional students to attain 87% for the whole group.</p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in NCEA level 2 from 61.5% (16/26) to 87% (23/26) by the end of 2017. This is a shift of 7 more Māori students.</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in NCEA Level 2 from 69.6% (87/125) to 87% (109/125) by the end of 2017. This is a shift of 22 more Pasifika students.</p>
<p>University Entrance (Mt Roskill Grammar)</p> <p>In 2014, 48.9% (209 /427) of our students in Year 13 achieved NCEA Level 3.</p>	<p>We will lift this to 58% (248/427), a 9.1% shift by 2017. This will mean moving 39 additional students.</p>

11. The CoL has acknowledged that the data used when developing these challenges is based on 2014 National Standards data. In 2016 the CoL will use the 2015 end of year data to modify these targets. Data analysis of trends and patterns across the CoL indicate that these challenges will continue to be a priority.
12. Furthermore, the CoL intends to conduct further in-depth analysis of data to develop goals that support the achievement of male Māori and male Pasifika students in writing. The analysis will also help to set challenges for Years 7-8 students in writing and mathematics.

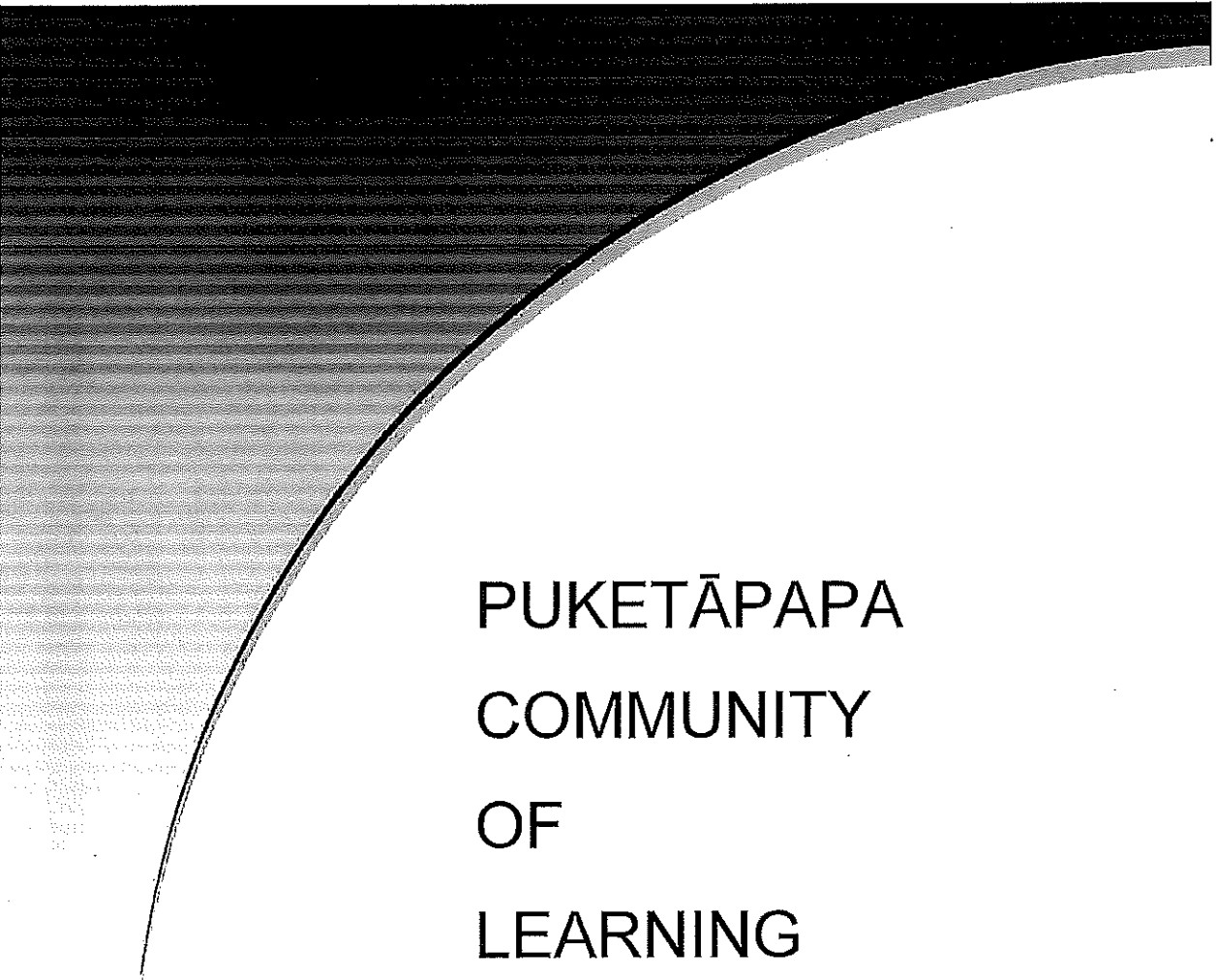
13. A breakdown of the priority learners by school is displayed in Table 2.

Table 2: Achievement Challenges' target groups for Mt Roskill (Puketāpapa) CoL – by school

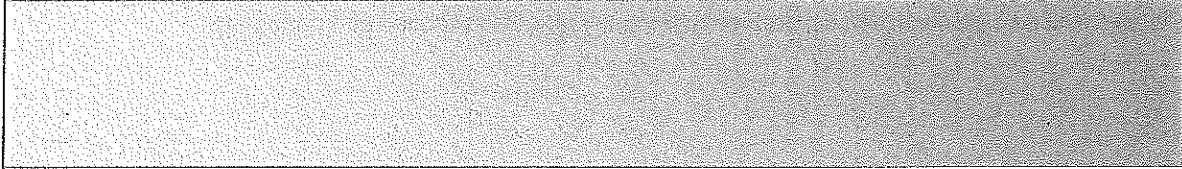
Mathematics - Schools and number of Students					
School	Student Type	Number Below or Well Below	% Below or Well Below	Total	
Dominion Rd School	All students	66	21.8	303	
	Māori	11	29.7	37	
	Pasifika	26	25.2	103	
Mt Roskill (Puketāpapa) Primary	All students	206	31.5	654	
	Māori	24	60	40	
	Pasifika	51	46.4	110	
Three Kings School	All students	53	11.5	460	
	Māori	7	24.1	29	
	Pasifika	9	24.3	37	
Mt Roskill (Puketāpapa) Intermediate	All students	217	37.2	583	
	Māori	25	65.8	38	
	Pasifika	76	62.3	122	
Mathematics - Totals					
Total Students	Total Māori	Total Pasifika	Total Below & Well Below	Total Māori Below & Well Below	Total Pasifika Below & Well Below
2,000	144	372	542	67	162

Writing - Schools and number of Students					
School	Student Type	Number Below or Well Below	% Below or Well Below	Total	
Dominion Rd School	All students	40	13.2	303	
	Māori	8	21.6	37	
	Pasifika				
Mt Roskill (Puketāpapa) Primary	All students	253	38.7	654	
	Māori	22	55	40	
	Pasifika	55	50	110	
Three Kings School	All students	121	26.3	460	
	Māori	9	31	29	
	Pasifika	16	42.1	37	
Mt Roskill (Puketāpapa) Intermediate	All students	222	38.1	583	
	Māori	16	42.1	38	
	Pasifika	66	54.1	122	
Writing - Totals					
Total Students	Total Māori	Total Pasifika	Total Below & Well Below	Total Māori Below & Well Below	Total Pasifika Below & Well Below
2,000	144	372	636	55	149

14. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is part of Appendix 1. The information provided clearly demonstrates that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13. It shows that extensive thought and effort has been made in developing the challenges articulated in Table 1.
15. The high level plan for how the CoL intends to tackle its achievement challenges is attached as Appendix 1. The plan shows the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.



PUKETĀPAPA
COMMUNITY
OF
LEARNING



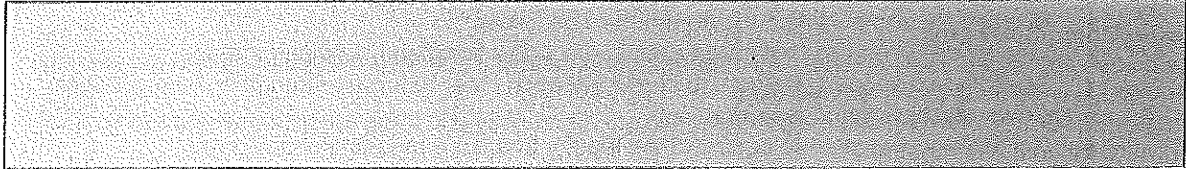
The Puketāpapa Community of Learning (CoL) is made up of five schools: Dominion Road School, Three Kings Primary, Mt Roskill Primary, Mt Roskill Intermediate and Mt Roskill Grammar.

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

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

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

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



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

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

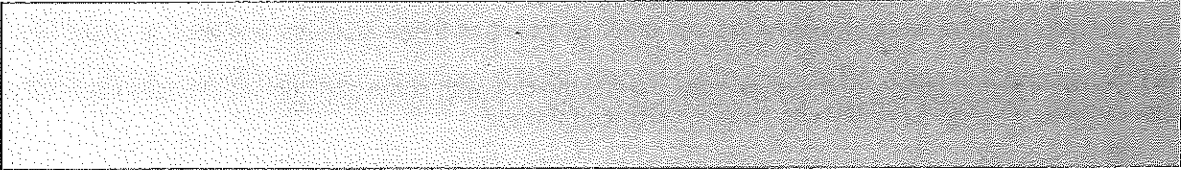
- Seamless curriculum,
- Student achievement,
- Strengthening the Campus as a Professional Learning Community
- Sustaining the Campus as an entity

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

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

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

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



High Aspirations and Expectations

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

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

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

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

Strong Community Links

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

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

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

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

History of Collaboration

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

Celebration of Culture and Identity

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

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

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

Diverse Learning Needs

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

Data is based on 2014 National Standards and NCEA data²

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

WRITING

Historical position

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

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

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

Targeted students for writing:

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

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

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

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

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

Targeted students for mathematics:

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

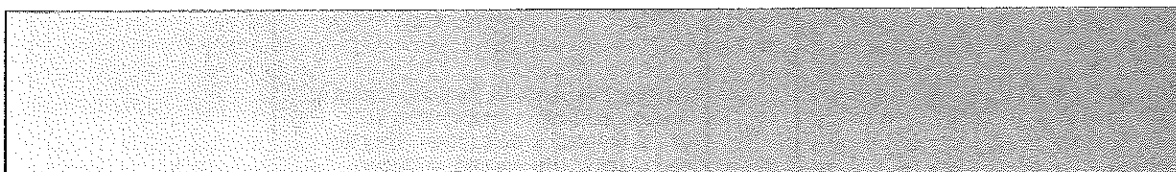
Name of School	Māori	Pasifika	Other Students	Total
D.R		11		
Mt R	18	35	55	108
TK				
Mt R Int (moving to Mt R Grammar)	19	58	53	130

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

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

By the end of 2017, we intend to have increased the number of Year 13 students gaining University to 58%.

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



Partnership with Māori

144 Māori students were included in the 2014 National Standard data from Years 1-8. At MRGS there were 111 Māori students giving us a total of 255 Māori students in our Community of Learning (CoL). Whilst our local iwi is Ngāti Whatua, our Māori students come from a range of iwi with Tainui and Ngāpuhi also being prominent.

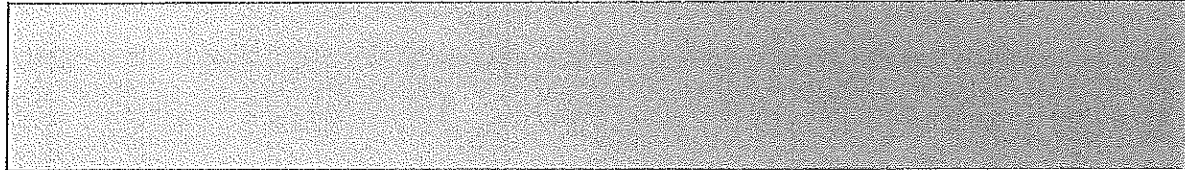
All schools in our CoL highly value genuine engagement and collaboration with our local iwi, hapū and whānau. A key factor in meeting the shared achievement challenges will be continuing to deepen our connection and engagement with our Māori families and students. Māori must achieve as Māori. The 2013-2017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

The Mt Roskill Schools have worked closely together to engage their whānau over the last seven years. They share the employment of a Kaiarahi who works in all three schools and most engagement with the whānau is as a campus. There are three major events each year, with Matariki being a celebration of performance and Māori Graduation being a celebration of achievement. There is also a hui at the beginning of the year to discuss and share the strategic direction for the year.

Based on 2014 Writing National Standard data 61.8% of our Year 1-8 Māori students were At or Above the standard for writing. This is compared to 68.2% for all students. The gap in mathematics is greater with 53.5% of Māori students At or Above the National Standard compared with 72.9% for all students. An outcome of our Community of Learning (CoL) three year plan is to close this gap. At NCEA level 2, 2014 data indicates that Māori student achievement was at 61.5% compared with 82.1% for all students. MRGS 82.1% NCEA level 2 attainment compares well with the national figure of 77.1%. Closing the gap for our Māori students compared to their peers will be a focus of our Community of Learning (CoL) plan and objectives.



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



Strong Pathways

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

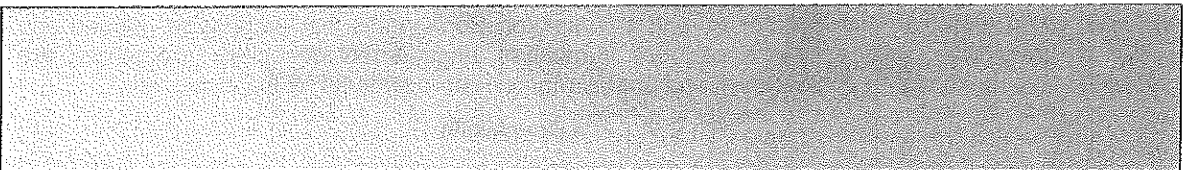
Participation in Early Childhood Education is high at 95.3% in 2014. The vast majority of the Year 1 students in our community come from these ECCs. There is an ECC on the Mt Roskill Campus that could become part of this Community of Learning (CoL).

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

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

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

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



High Engagement

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

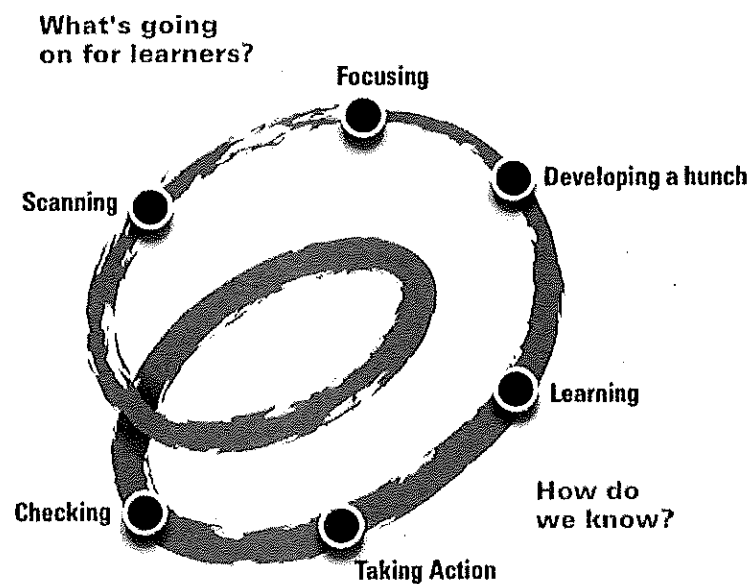
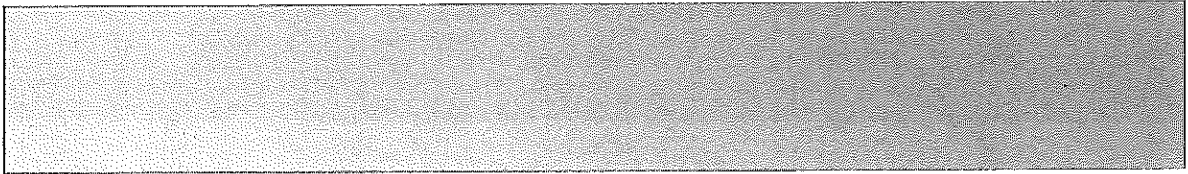
As mentioned previously participation in ECC is high at around the 97% mark for 2015.

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

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

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

Good Retention



Continuous Process

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

The Spiral has 6 stages.

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

Collaborative Inquiry

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

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

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

Focusing

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

We will:

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

Key Questions:

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

Developing a Hunch

How are WE contributing to the situation?

We will:

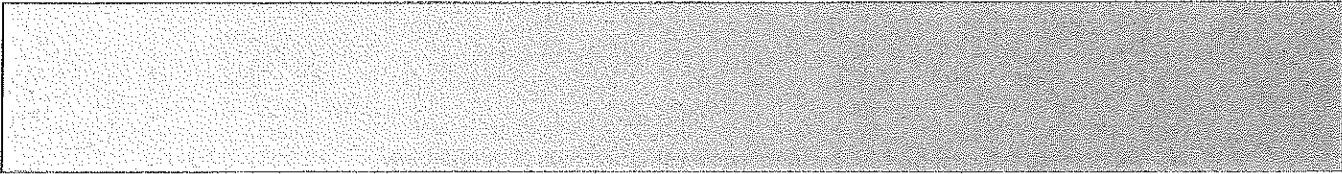
- Share deeply held beliefs about our own practices. We will use the well established links we already have between our schools to achieve this
- Concentrate on situations we can do something about.
- Check our assumptions for accuracy before moving ahead.
- Check on some of the hunches we already have.

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

Key Questions:

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

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



Parents and Whānau

Priority Learners

Learners

Across school
Teacher 1

Across school
Teacher 2

Across school
Teacher 3

Across school
Teacher 4

Across school
Teacher 5

MT ROSKILL
GRAMMAR
SCHOOL

MT ROSKILL
INTERMEDIATE

DOMINION ROAD
SCHOOL

THREE KINGS
PRIMARY SCHOOL

MT ROSKILL
PRIMARY SCHOOL

Parties to the agreement

The following schools:

Mount Roskill Grammar School
Mount Roskill Intermediate
Dominion Road School
Three Kings Primary School
Mount Roskill Primary School

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

Agreement Purpose

UNDERTAKING TO WORK AS A COMMUNITY OF SCHOOLS

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

Agreement Timeframe

TERM OF AGREEMENT:

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

AGREEMENT REVIEW:

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

How we will work together

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

We have collaboratively developed a shared achievement challenges plan (the plan) to address these shared achievement challenges in order to achieve the valued outcome we seek. This plan is attached.

We will utilise and manage the dedicated resources provided (the Community of Learning (CoL) leadership and teacher roles and associated Inquiry Time) to best implement the plan.

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

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

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

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

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

Appendix to Puketāpapa Memorandum of Agreement

Privacy Protocol – Information Sharing Protocol

Principles for Sharing Aggregated Information

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

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

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

Information sharing protocol for Puketāpapa Community of Learning

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

Who can access aggregated information held by schools?

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

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

Chairperson of Mount Roskill Grammar School

Chairperson of Mount Roskill Intermediate

Chairperson of Dominion Road School

Chairperson of Three Kings Primary School

Chairperson of Mount Roskill Primary School