
WAKATIPU COMMUNITY OF LEARNING

Kāhui Ako Wakatipu

24 May 2017

Ma whero ma pango ka oti ai te mahi

With red and black the work will be complete

The colours refer to the traditional kowhaiwhai patterns on the inside of the meeting houses. This refers to the coming together of different groups and that with cooperation where everyone does their part, the work will be complete.



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1. DESCRIPTION

Our Mission

As a network of learning organisations we:

- collaborate to enhance and sustain learning in the Wakatipu Basin.
- have a collective moral purpose to provide dynamic, future focused learning opportunities to shift achievement.

Our Goal

Our ultimate goal is to improve **student** progress and achievement by:

- enhancing student learning
- collaborating
- sharing information and resources
- identifying, developing, and embedding effective practice.

Our Guiding Principles

The principles listed below inform our actions as we collaborate.

Integrity and Ethics

We strive to create and maintain an environment of:

- transparency, honesty and trust
- fairness and respect
- compassion, understanding and insight

Significant

We address “questions that matter,” leading to:

- deep learning
- broad thinking
- positive impact.

Quality

Our work and our approach exemplify:

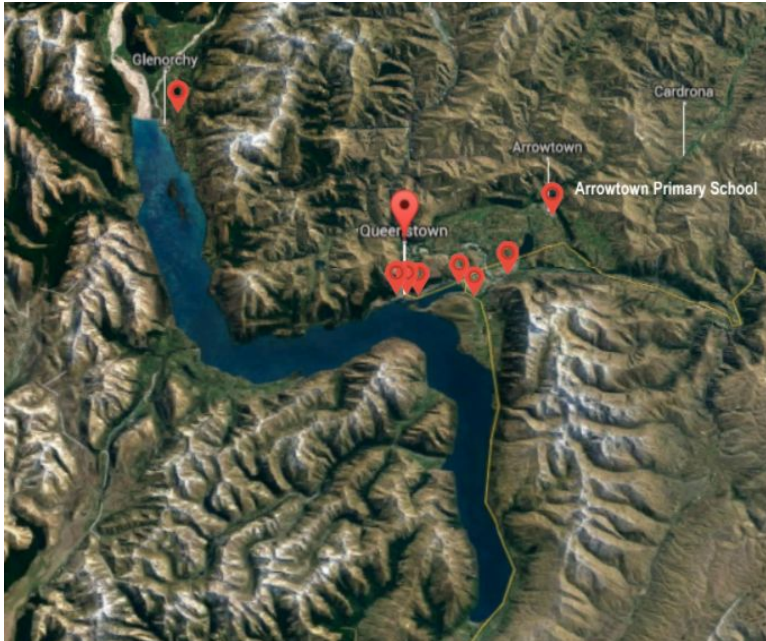
- a professional growth mindset
- critical scrutiny
- future focused practice
- continuous improvement

Responsibility

We operate for the public good and are accountable for our work, the way in which we conduct it, and our interactions with each other. What we say and do supports who we aspire to be and what we have set out to accomplish.

The Wakatipu Community of Learning

A network of learning organisations



The Wakatipu Community of Learning is nestled in one of the most beautiful parts of the world, the Southern Lakes District, Otago New Zealand.

The Wakatipu Community of Learning currently includes 7 primary schools and 1 High School. 15 local early childhood education centres and other services provide an entry point into the education pathway for most children in the local area. This pathway leads through to High School, with many students moving beyond compulsory education into tertiary study, with local or national organisations.

2. OUR APPROACH

This is a working document. We expect it to change and adapt as the understanding of our CoL wide challenges evolve. The Wakatipu CoL has the potential to be a strong network of passionate leaders and learners. We want to maintain the identity of each school and learning centre, while collaborating and sharing expertise, so any child's learning pathway is supported and their transition through the education system is optimal.

We seek to be consultative and strongly motivated to improve our places of learning. As ERO identified "Making the decision to form a community requires shifts in both thinking and practice. For many leaders, teachers, children and young people, parents, families and whānau, their school/early learning service is the teaching and learning organisation they know best. While this does not change, the big challenge is to move beyond focusing on 'my school/early learning service' to 'our schools/early learning service' – to a collective responsibility for the equity and excellence of outcomes for all children and young people within the CoL | Kāhui Ako."¹

Collaborative inquiry, along with *coaching and mentoring*, are the approaches we are focusing on to building teacher's individual and collective capacity to serve the needs of every learner. Our thinking is grounded in the belief that we approach our challenges with a growth mindset².

COLLABORATIVE INQUIRY



The collaborative inquiry structure offers the ability to address the achievement challenges and inquire into new and innovative practices. The model to be adopted has four key stages of assess, plan, act, reflect³.

Assess: evidence gathered and analysed to identify areas of need.

Plan: plan for the use of known/potential "theories of practice", within a timeframe (6-8 weeks), with measurable outcomes.

Act: implement and monitor plan.

Review: Collectively moderate results. Teams reflect on effectiveness, highlight positive impact strategies, design next steps. Modify strategy for students where impact was minimal.

We acknowledge that curiosity is key to the development of collaborative practices that strengthen learning for all, while at the same time maintaining strong equity and quality results (Timperley, H., Kaser, L and Halbert, J., 2014). We will draw on the resources of all our educational community to support this curiosity.

¹ Communities of Learning | Kāhui Ako in Action; ERO Report, January 2017

² Dweck, Carol. S. (2006) Mindset The New Psychology of Success. Ballantine Books

³ Coherence, Michael Fullan, Joanne Quinn, 2016; p64 -75

COACHING AND MENTORING

This will be a key approach to growing teacher capability and sustaining changes in practices that positively impact on the achievement challenges. A possible model is the GROW framework. This is a simple yet powerful framework for structuring coaching or mentoring sessions. GROW stands for **G**oal, **C**urrent **R**eality, **O**ptions, and **W**ill or **W**ay forward.

While waiting for the achievement challenges to be endorsed and the appointment of teachers to the CoL Leader positions, professional development relating to *Collaborative Inquiry* and *Coaching* will be undertaken. The outcomes of this phase are to build relationships across the schools, form a greater understanding of the CoL's vision of collaborative practice and that CoL Leaders will grow capacity to support a learning shift through a coaching and mentoring framework.

We acknowledge that there are no 'silver bullets' and no 'one-size fits all' model. We need to look at system wide improvements to better meet the needs and engagement of our students. Further scoping will be undertaken across all schools. This goes beyond the initial data analysis that has informed the Wakatipu CoL setup.

Scoping will include developing processes to better understand local contexts. This could include visiting schools in the area to understand their local contexts, gathering data from walk-throughs, observations of classroom practice, student voice, teacher voice and whanau voice. Analysis of this data will support us to understand the experiences of all students, in each school context and will form the basis of the action plan and collaborative inquiry cycles across the CoL.

3. ACHIEVEMENT CHALLENGES

The achievement challenges are intertwined.

Addressing them independently will weaken the impact

Achievement Challenge 1

Raising Achievement in Writing

We have set an achievement challenge to raise achievement in Writing for all students across the Wakatipu, with particular emphasis on:

- **Y1-8 Boys writing:** By 2020 lift achievement of boys At or Above the National Standard to 85%(913), an increase of 168 boys across the Wakatipu.
- **Y1-8 Maori students' writing:** By 2020 increase achievement of Maori students At or Above the National Standard to 85% (137), an increase of 13 Maori students across the Wakatipu.
- **Y9 students writing:** By 2020 lift achievement of Y9 students writing from 45% (63/141) to 60% at NZ Level 5, an increase of another 21 students
- **Y10 students writing:** By 2020 lift achievement of Y10 students writing from 40% (68/171) to 50% at NZC Level 5 Excellence or above, an increase of another 17 students.

Achievement Challenge 2

Raise achievement through future focused education

We have set an achievement challenge to raise achievement in Reading, Mathematics and NCEA through engaging learners in innovative learning practices that promote a connected, future focused education.

- **Y1-8 Reading:** Lift achievement of all students achieving At and Above National Standard from 84% to 89%, an increase of 116 students across the Wakatipu. Within this, shift the number of students Above from 35% to 45%
- **Y1-8 Maths:** Lift achievement of all students achieving At and Above National Standard from 84% to 89%, an increase of 110 students across the Wakatipu. Within this, shift the number of students Above from 25% to 35%.
- **NCEA Achievement:** Increase the percentage of students achieving NCEA Level 1 endorsed with Merit or Excellence from 56% to 65%, and NCEA Level 2 endorsed with Excellence from 21% to 30% (roll based results).

Achievement Challenge 3

Raise achievement through effective transitions

We have set an achievement challenge to raise achievement in Reading, Mathematics, Writing and NCEA through effective transitions.

- **End of Year 1:** National Standards Reading data will increase from 69% (202/295) at or above in Reading, 80% (235/295) in Writing and 86% (255/295) in Maths by 15% for Reading and Writing and 9% for Mathematics
- **End of Year 8:** National Standards data will increase from 90% (182/202) At and Above in Reading, 79%(160/202) in Writing and 79% (160/202) in Mathematics
- **Year 9 students:** Lift number of students At and Above Level 5 in Reading from 42% to 55% at the start of the Year, and from 67% to 80% by the end of the Year.
- **The percentage of secondary school students achieving University Entrance (participation-based) will increase from 71% to 80% by 2020.**

4. OUR STRATEGY

* Year 1 data is for all students who started school up to 1 March

	Baseline Data 2016	Projected Progress 2018	Projected Progress 2019	Target 2020
Achievement Challenge 1: Writing	Currently total of 2127 students, 1074 Boys, 161 Maori 1642 (77%) All Students 745 (69%) Boys 123 (76%) Maori Are 'At' or 'Above' NS	Based on 2016 numbers 1701 (80%) All Students 805 (75%) Boys 127 (79%) Maori Are 'At' or 'Above' NS	Based on 2016 numbers 1765 (83%) All Students 859 (80%) Boys 132 (82%) Maori Are 'At' or 'Above' NS	Based on 2016 numbers 1807 (85%) All Students 913 (85%) Boys 137 (85%) Maori Are 'At' or 'Above' NS
Achievement Challenge 1: Writing	At end of Year 9 45% (63/141) students were at Level 5 or higher in Writing. At the end of Year 10, 39% of students were At or Above L5 Excellence in writing.	At end of Year 9 50% students will be at Level 5 or higher in Writing. At the end of Year 10, 42% of students will be At or Above L5 Excellence in writing.	At end of Year 9 55% students will be at Level 5 or higher in Writing. At the end of Year 10, 46% of students will be At or Above L5 Excellence in writing.	Y9 Target is 60% by 2020 so another 21 students. Y10 Target is 50% at or above L5 Excellence by end of 2020. This would mean another 17 students.
Achievement Challenge 2: Future Focus Reading	Total 2127 Students 1777 (84%) students Reading At and Above 748 (35%) Students Reading Above	Based on 2016 numbers 1807 (85%) students Reading At and Above 784 (37%) students Reading Above	Based on 2016 numbers 1850 (87%) students Reading At and Above 848 (40%) students Reading Above	Based on 2016 numbers 1893 (89%) students Reading At and Above 954 (45%) students Reading Above
Achievement Challenge 2: Future Focus Mathematics	Total 2127 Students 1783 (84%) students At and Above in Maths 536 (25%) students Above NS in Maths	Based on 2016 numbers 1807 (85%) students At and Above in Maths 574 (27%) students Above NS in Maths	Based on 2016 numbers 1850 (87%) students At and Above in Maths 638 (30%) students Above NS in Maths	Based on 2016 numbers 1893 (89%) students At and Above in Maths 742 (35%) students Above NS in Maths
Achievement Challenge 2: Future Focus NCEA	Total Yr 11 - 189 students 56% achieved Merit / Excellence endorsement Total Yr 12 - 171 students 21% achieved Excellence endorsement	Based on 2016 numbers 58% achieved Merit / Excellence endorsement	Based on 2016 numbers 61% achieved Merit / Excellence endorsement	Based on 2016 numbers 65% achieved Merit / Excellence endorsement 30% achieved Excellence endorsement
Achievement Challenge 3: Transition - Year 1*	Total 295 Students 202 (69%) Reading 235 (80%) Writing 255 (86%) Maths Are 'At' or 'Above' NS	Based on 2016 numbers 215 (73%) Reading 244 (83%) Writing 260 (88%) Maths Are 'At' or 'Above' NS	Based on 2016 numbers 230 (78%) Reading 260 (88%) Writing 268 (91%) Maths Are 'At' or 'Above' NS	Based on 2016 numbers 251 (85%) Reading 280 (95%) Writing 280 (95%) Maths Are 'At' or 'Above' NS
Achievement Challenge 3: Transition - Year 8	Total 202 Y8 Students 182 (90%) Reading 160 (79%) Writing 160 (79%) Maths Are 'At' or 'Above' NS	Based on 2016 numbers 186 (92%) Reading 172 (82%) Writing 172 (82%) Maths Are 'At' or 'Above' NS	Based on 2016 numbers 190 (94%) Reading 182 (85%) Writing 182 (85%) Maths Are 'At' or 'Above' NS	Based on 2016 numbers 192 (95%) Reading 192 (95%) Writing 192 (95%) Maths Are 'At' or 'Above' NS
Achievement Challenge 3: Transition - Year 9	42% of Y9 students At and Above L5 in Reading at start of year. 67% of Y9 students were At or Above L5 in Reading at end of year.	45% of Y9 students At and Above L5 in Reading at the start of the year. 70% of Y9 students At or Above L5 in Reading at end of year.	49% of Y9 students At and Above L5 in Reading at the start of the year. 74% of Y9 students At or Above L5 in Reading at end of year.	55% of Y9 students At and Above L5 in Reading at the start of the year. 80% of Y9 students At or Above L5 in Reading at end of year.
Achievement Challenge 3: Transition - NCEA	Total Yr 13 - 121 students (81 participants) 70% of UE participants achieved University Entrance	73% of UE participants achieved University Entrance	76% of UE participants achieved University Entrance	80% of UE participants achieved University Entrance

Achievement Challenge 1 - Raising Achievement in Writing

Raise achievement in Writing for all students across the Wakatipu with particular emphasis on:

- Y1-8 Boys writing: By 2020 lift achievement of boys At or Above the National Standard to 85% (913), an increase of 168 boys across the Wakatipu.
- Y1-8 Maori students' writing: By 2020 increase achievement of Maori students At or Above the National Standard to 85% (137), an increase of 13 Maori students across the Wakatipu.
- Y9 students writing: By 2020 lift achievement of Y9 students writing from 45% (63/141) to 60% at NZ Level 5, an increase of another 21 students
- Y10 students writing: By 2020 lift achievement of Y10 students writing from 39% (78/171) to 50% at NZC Level 5 Excellence or above, an increase of another 17 students.

Rationale

Achievement of the National Standards in Writing is our least successful area with two cohorts not achieving as high as their peers or to national target of 85%.

Currently we have 69.4% or 743 of 1071 Year 1 to 8 boys At or Above the National Standards in Writing.

We intend to raise achievement of 167 additional boys (15.6% shift) to At or Above the National Standard.

We have 76.4% or 123 of 161 Maori students At or Above the National Standards in Writing.

We intend to raise achievement of 13 additional Maori students (8.6% shift) to At or Above the National Standard.

At the end of 2016, 30.6% (329) of our boys who were not achieving the Writing National Standard were in the following schools:

Name of School	Total number of Boys	Total Not Achieving NS	Number Below Standard	Number Well Below Standard
Arrowtown	280	62	57	5
Glenorchy	16	5	4	1
KingsView	25	5	3	2
Queenstown	272	89	77	12
Remarkables	268	112	91	21
St Joseph's	52	7	6	1
Shotover	161	49	47	2

At the end of 2016, 23.6% (38) of our Maori students who were not achieving the Writing National Standard were in the following schools:

Name of School	Total number of Maori	Total Not Achieving NS	Number Below Standard	Number Well Below Standard
Arrowtown	50	8	6	2
Glenorchy	x	x	x	x
KingsView	x	x	x	x
Queenstown	42	11	9	2
Remarkables	32	12	7	5
St Joseph's	x	x	x	x
Shotover	25	7	7	0

At the end of 2016, 45% (63/141) of our Y9 students were achieving at Level 5:

Curriculum Level	Achieved	Merit	Excellence
NZC L3	4 (3%)		
NZC L4	16 (11%)	18 (13%)	40 (28%)
NZC L5	36 (26%)	18 (13%)	9 (6%)

At the end of 2016, 39% (63/141) of our Y10 students were achieving Excellence at Level 5 or higher:

Curriculum Level	Achieved	Merit	Excellence
NZC L4	1 (1%)	1 (1%)	17 (10%)
NZC L5	27 (16%)	54 (32%)	35 (20%)
NZC L6	33 (19%)		

Aims:

- Scope current practise in data gathering and analysis.
- Develop a shared understanding of best practices for teaching and learning in writing.
- Work with teachers in their own schools to enhance and transform classroom practice around literacy to become more effective for boys and Maori learners.

Further Investigations for 2017:

- Is there an intersection between boys and Maori students? - i.e. Put 'faces to the data'.
- At a school level, teaching teams to translate numbers (%) to names and learning needs. This data will inform the scope and content of the plan to shift these students - at both a school and CoL level.
- How many of our students achieving below and well below NS correlate with students on learning development registers in school (CWSN register)? This would enable us to truly identify what shift is possible at a school level as while progress is anecdotally reported for these students in relation to their abilities, their ability to obtain NS achievements in line with their peers may be unrealistic.
- At a school level, translate numbers (%) to names and needs.
- Observation of a decline of students achieving NS as the cohort year levels increase - ie from 92% in Year 2 to 84% in Year 4 to 64% in Year 8. Investigate the shift cohorts have made across the last 3 years.

Possible Strategies:

- Teachers knowing learners - defining what that means for the Basin
- Develop teacher pedagogy capacity in writing
 - Identifying 'best practice' with staff from each school
 - Shared understanding of expectations in NZC/LLP
 - Leaders in each school supported by cross school leaders for a 'best practice' action plan for implementation of new strategies for the teaching of writing - coach and mentor staff to implement learning practices
- Strengthen inclusive practices
- Meet as a community to collaborate and share best practices - ACET/Lead teachers that are passionate about literacy to share their best practice
- Teachers to set up collaborative teams (networks of teachers) with similar interests to plan and expand their writing programmes
- Investigate whether we can raise the bar, aspirational levels for students entering high school - check out OECD report for language
- Support Maori learners with their language, identity and culture
- Bridging the gender gap in ways that will engage learners in contextualised and engaging writing opportunities
- Include opportunities for student agency

Achievement Challenge 2 - Raising Achievement in Reading, Mathematics and NCEA through a Future Focus

Raise achievement through engaging learners in innovative learning practices that promote a connected, future focused education with particular focus on:

- Y1-8 Reading: By 2020 lift achievement of all students achieving At and Above National Standard from 84% to 89%, an increase of 116 students across the Wakatipu.

Within this, increase the number of students achieving Above National Standard from 35% to 45%, an increase of 206 students across the Wakatipu.

- Y1-8 Maths: By 2020 lift achievement of all students achieving At and Above National Standard from 84% to 89%, an increase of 110 students across the Wakatipu.

Within this, increase the number of students achieving Above National Standard from 25% to 35%, an increase of 206 students across the Wakatipu.

- NCEA Achievement: By 2020 increase the percentage of students achieving NCEA Level 1 endorsed with Merit or Excellence to 70%, an increase of 7% from 2016. By 2020 increase the percentage of students achieving NCEA Level 2 endorsed with Excellence to 30%, an increase of 8% from 2016.

Rationale

With ERO identifying that National Standards 'results were significantly higher than national patterns, especially for reading and mathematics' (CoL Report) focus will be directed to uplifting this across all cohorts with a drive around application and transference of these skills into other curriculum areas.

Early thoughts identify our inquiry approach here would focus on:

- 'Future focused' education - the changing landscape of employment and disruption of technology
- extending student agency and engagement to ensure all students know what they need to do to learn effectively and succeed
- learners being equipped with digital literacies and key social competencies
- Innovative learning practices as schools within the Wakatipu Basin are 'building or redeveloping students' learning spaces to support modern learning practices.'

Our challenge is to raise the achievement of our learners by increasing both the number of students *At NS* and those

Above NS through connecting to the future focused element of the NZ Curriculum.

At the end of 2016 84% (1777) of our learners who were At or Above the Reading National Standard were in the following schools:

Name of School	Total number of Students	Total Achieving At and Above NS	Number At Standard	Number Above Standard
Arrowtown	544	467 (86%)	231	236 (43.4%)
Glenorchy	31	27 (88%)	20	7 (22%)
KingsView	43	36 (84%)	21	15 (34%)
Queenstown	566	503 (89%)	300	203 (36%)
Remarkables	550	434 (79%)	247	187 (34%)
St Joseph's	133	119 (89%)	64	55 (41%)
Shotover	260	191 (74%)	146	45 (18%)

At the end of 2016, 84% (1775) of our learners who were At or Above the Mathematics National Standard were in the following schools:

Name of School	Total number of Students	Total Achieving At and Above NS	Number At Standard	Number Above Standard
Arrowtown	544	452 (83%)	292	160 (29%)
Glenorchy	31	27 (87%)	19	8 (26%)
KingsView	43	38 (88%)	30	8 (18%)
Queenstown	566	475 (84%)	348	127 (22%)
Remarkables	550	443 (81%)	297	146 (26%)
St Joseph's	133	115 (86%)	85	30 (23%)
Shotover	260	233 (89%)	176	57 (22%)

At the end of 2016, 63% (105) of our learners who were achieving Merits and Excellences in NCEA L1:

	Total number of Students (M/F)	Percentage Achieving Merit and Excellence (M/F)	Number Merit (M/F)	Number Excellence (M/F)	Total Maori (M/F)	Percentage Maori Ach Merit and Exc (M/F)
NCEA L1	189 (90/99)	56% (43%/67%)	58 (28/30)	47 (11/36)	14 (7/7)	26% (18%/57%)
	Total number of Students (M/F)	Percentage Achieving Excellence (M/F)		Number Excellence (M/F)	Total Maori (M/F)	Percentage Maori Ach Exc (M/F)
NCEA L2	171 (88/83)	21% (13%/30%)		34 (10/24)	16 (9/7)	6% (9%/0%)

Aims:

- Develop and execute a shared model for future focused education in the Wakatipu Basin.
- Engage learners by using innovative learning practices
- All stakeholders able to articulate the shared beliefs of future focused education in the Wakatipu and the components of these in order to support a learner profile.
- Students will gain and apply their literacy and numeracy skills in lessons outside English and Maths.
- Demonstrate the competencies within the curriculum - e.g in students learning and collection of student voice, in teachers planning and programme design.

Further Investigations for 2017:

- At a school level, teaching teams to translate numbers (%) to names and learning needs.
- How high can we go?
- How many of our Above students are Well Above (ie 2 years above the National Standard)?
- Collect valid baseline data that will inform the shape of collaborative inquiries.

Possible Strategies:

- Explore options, models, and research around students needs for the future, e.g. NZC, key social competencies, New Pedagogies for Deep Learning (NPDL) and the 6 future skills known as the 6 Cs (Creativity, Character, Citizenship, Collaboration, Communication, Critical Thinking) Universal Design for Learning, deep learning focused, OECD 7 Principles of Learning
- Create a Wakatipu Profile of our Learners, so that schools can be working towards this - what do you want them to have (knowledge and skills), what do you want them to be, 'successful citizen of the Wakatipu' - creation of shared belief with all stakeholders. (suggested starting point and process for building the curriculum-skills and knowledge)
- Examine competencies in depth gaining an understanding of these core skills and apply them to teaching and learning
- Authentic learning experiences leading the teaching of literacies e.g. science literacies, and numeracy
- Professional mindsets - open to new things/ growth/ change
- Include examination of educational needs of priority learners, i.e. Maori, Pasifika, ELLs
- Identify pedagogies that are common across the Basin, while retaining our individual flavours
- Digital Literacy focus
- Student agency & engagement - how engaged are our students? how much say do they have?
- Explore community / parent perception of future focus education - what do they want for their students, what do they see the needs are for students leaving school

Achievement Challenge 3 - Raising Achievement in Reading, Mathematics and NCEA through effective Transitions

Directly using our ERO Community of Learning recommendations, our challenge is to:

1. Make clear expectations at *each* transition point by agreeing and embedding a common understanding around achievement between exiting from ECE and entry into Year 1 and between Year 8 and Year 9.
2. Develop a cohesive local curriculum and teaching practices.

Particular emphasis will focus on:

- End of Year 1 National Standards Reading data will increase from 69% (202/295) at or above in Reading, 80% (235/295) in Writing and 86% (255/295) in Maths by 15% for Reading and Writing and 9% for Mathematics
- End of Year 8 National Standards data will increase from 90% (182/202) At and Above in Reading, 79% (160/202) in Writing and 79% (160/202) in Mathematics
- The percentage of secondary school students achieving University Entrance (participation-based) will increase from 71% to 80% by 2020.

Rationale

The ERO Wakatipu Basin Community of Learning Report also highlighted that... *'as the Wakatipu Basin CoL schools develop the way they work together, it will be important to focus on the quality of the transitions children and young people experience as they move through their schooling. To enhance each student's learning pathways, CoL members should consider making clear expectations at each transition point by agreeing achievement signposts and developing a cohesive local curriculum and teaching practices.'*

At the end of 2016, our learners After 1 Year at school who were At and Above the National Standard were in the following schools:

Name of School	Total Y1 Students	Total Achieving At and Above Reading NS	Total Achieving At and Above Writing NS	Total Achieving At and Above Maths NS
Arrowtown	80	50	56	60
Glenorchy	x	x	x	x
KingsView	x	x	x	x
Queenstown	67	57	54	58
Remarkables	61	37	51	55
St Joseph's	x	x	x	x
Shotover	67	39	55	63

At the end of 2016, our Year 8 learners who were At or Above the National Standard were in the following schools:

Name of School	Total Y8 Students	Total Achieving At and Above Reading NS	Total Achieving At and Above Writing NS	Total Achieving At and Above Maths NS
Arrowtown	56	53	50	45
Glenorchy	x	x	x	x
KingsView	x	x	x	x
Queenstown	74	66	58	59
Remarkables	48	39	28	35
St Joseph's	x	x	x	x
Shotover	x	x	x	x

At the end of 2016, according to NZQA statistics, 71% of participants had achieved University Entrance, including 62% of Males and 77% of Females. Maori was at 56%.

Aims:

- Develop a planned, seamless middle school curriculum education across and within year 7 to 10 in the Wakatipu.
- Quality transitions for all students moving from ECE to primary school, primary to high school
- Develop clear expectations through agreed signposts for each transition point
- Develop a cohesive practice across the Wakatipu education providers.

Further Investigations for 2017

- Engaging ECEs
- How can ECEs be actively involved in the CoL?

Possible Strategies:

- Continue to strengthen the connection between Wakatipu High School and the contributing primary schools consolidating and collaborating their understanding of achievement leveling and learning programmes for adolescent students in order to support transitioning.
 - Collect data on achievement and wellbeing including attendance, engagement for students and parents e.g. asking students 'How well prepared for high school was I?'
 - Developing opportunities for this group of professionals working with Y7-10 to create a framework and trusting network.
 - WHS CEM entrance data (2015, 2014) varies compared to National Data (2015)
- Develop connections between the ECEs and the primary schools to consolidate and collaborate on systems for effective transitions
- increasing the opportunities for teachers in both areas of the network to collaborate around making OTJs, exemplars, setting transition expectations including achievement signposts and sharing of student data both qualitative and quantitative
- review and extend teacher capacity in pedagogy of these specialist age groups

5. IMPLEMENTATION, MONITORING AND EVALUATION

Initial steps:

1. Transparency with staff and Boards:
 - a. Develop a communication strategy to provide a dynamic source of information, so all stakeholders can actively participate and have access to timely information.
Information
 - b. Workshops for interested/potential Across School and In School leads will be held in Term 2 and 3 to increase evaluative capability (Collaborative Inquiry); coaching and mentoring skills and prepare potential leads.
2. Launch Conference (by end of Term 2, 2017):
 - a. The community will officially launch with a half day conference for all school staff.
3. Grow Understanding and Capability:
 - a. Visit all schools to understand the particular context they work in and the people they're working with. Offer professional development relating to *Collaborative Inquiry* and *Coaching*.
4. Appointment process:
 - a. Once the Achievement Challenges and Memorandum of Agreement is signed we will meet with a National Selection Panel member and begin the formal appointments process. The aim is to have appointments completed by the end of Term 3 2017.
5. Setting priorities and staging the rollout:
 - a. Develop an action plan.
 - b. Align purpose and value with workload and outcome.

Monitoring Focus:

1. Implementation of the action plan
2. Cross school leaders, once appointed will:
 - a. meet regularly with and report to the Lead Principal.
 - b. meet with each other for collaborative inquiry and planning.
 - c. Coach and monitor in-school leaders to develop and implement a coherent strategic plan for addressing the Achievement Challenges. This will include overseeing a

confidential register of identified target students within each school (names, needs, numbers).

- d. identify, model and effectively share examples of best practice which accelerates progress for all learners, particularly those identified in the Achievement Challenge data.
3. Share emerging evidence of changes in school community, pedagogy, practices and culture.
4. Identify and be responsive to new challenges.

Evaluation:

In collaboration with school leaders, external providers, MOE and ERO, we will develop an effective model for evaluation of the Wakatipu Community of Learning performance

Elements to be included:

1. End of year student achievement data, with analysis of variance
2. Analysis of outcomes from 6-8 week collaborative inquiry projects, noting effective interventions and practices that have significant impact.
3. Capture and be responsive to student, parent and teacher voice.
4. We will use reflective practices, inquiry methods and NZCER tools to measure our progress. Some new tools and matrices will be developed to measure the levels of engagement of 'all' learners in our community.

Tools and Measures may include:

- National Standards Writing;
- National Standards Reading;
- National Standards Maths;
- NCEA
- NZCER Me and My School survey
- Enrol: stand down, suspension, transience, lateness data

The ongoing use of these evaluative tools will provide robust and rigorous data for self-review and the sustainable development of our community.

Reporting:

Reporting to Stewardship Group and Board of Trustees:

The Lead Principal will coordinate the preparation of regular reports for the Stewardship Group and Boards of Trustees. Details of this process will be developed in the communications strategy. Reports will include commentary on targets and priorities; implementation progress; emerging evidence of changes in school practices or culture.

Charters:

The Wakatipu Community of Learning Achievement Challenges will be reflected in each of the member school's Charter for 2017/8. These will consequently be reported on in their Analysis of Variance.

6. APPENDICES

Appendix 6.1 SETUP PHASE (start dates):

<i>July 2015</i>	Initial discussion of forming a Wakatipu Community of Learning
<i>Sept 2015</i>	All schools committed to participating in the Wakatipu Community of Learning Our initial expression of interest submitted to the MoE.
<i>Oct 2015</i>	Achievement data analysis to identify achievement challenges
<i>Nov 2016</i>	Interim (until July 2017) CoL Leader appointed
<i>March 2017</i>	Achievement Challenges confirmed.
<i>March 2017</i>	Board workshop to develop Memorandum of Agreement, form stewardship structure and understand the achievement challenges.
<i>April 2017</i>	Memorandum of Agreement, Structure and Achievement Challenges forwarded to the Ministry of Education.
<i>April 2017</i>	CoL Leader role clarified and appointment process defined
<i>April 2017</i>	Develop Job Descriptions for Across School and Within School Leaders
<i>May 2017</i>	Begin Leader workshops on collaborative inquiry and coaching
<i>May 2017</i>	Build understanding of each school's context
<i>May 2017</i>	Respond to the MOE feedback on the material shared in April. Either a) proceed to implement action plan, or b) rework MoA and resubmit. Adjust action plan.
<i>June 2017</i>	CoL Launch with staff and wider community together our situation analysis feedback.
<i>July 2017</i>	CoL Leader (V2) appointed
<i>July 2017</i>	CoL Leader (V2) and Leadership Advisors begin appointment process
<i>October 2017</i>	Possible start for implementation of action plan to address Achievement Challenges

Appendix 6.2 STRUCTURE:

Stewardship - 1 x BOT 1x School Meeting once a term

INITIAL COL Leader - Fixed TEm until MOA is signed
COL Leader is a Fixed Term for 2 years (Max 4 years)
Released 2 days a week

Leadership Advisors
Determined by Achievement Challenges
Fixed Term up to 2 Years
\$2,500 to be resourced

Leadership Advisors
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Leadership Advisors
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Fixed Term up to 2 Years
\$2,500 to be resourced

Leadership Team

3 x Across School Teachers
2 Days release a week
Coaching and Mentoring
\$16,000

19 Within School Teachers (2 hours release a week) \$8,000

All Teachers in Schools