

WAKATIPU COMMUNITY OF LEARNING

Kāhui Ako Wakatipu

INFORMATION BOOKLET

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.



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:

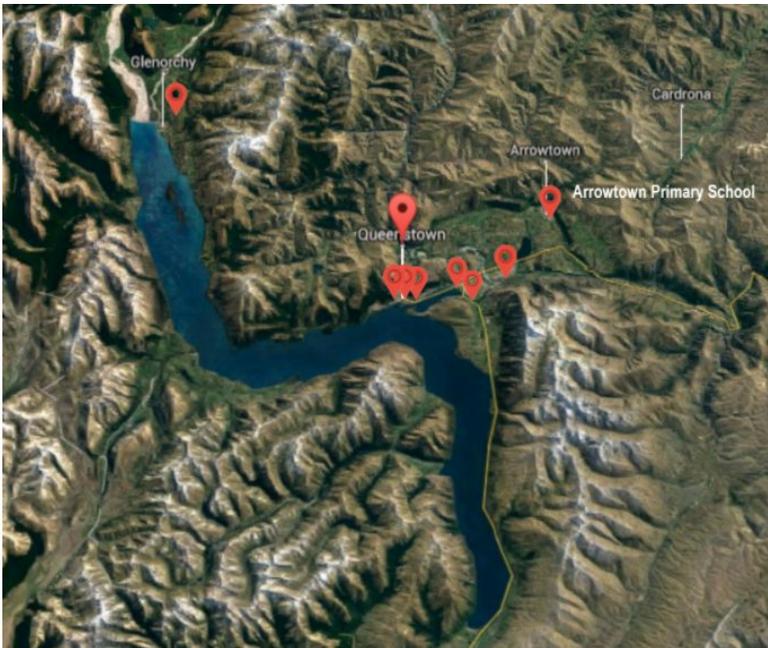
- a professional growth mindset
- critical scrutiny
- future focused practice
- continuous improvement.

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.

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."
- *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 mindset.

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, reflect.

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.



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.

ACHIEVEMENT CHALLENGES

The achievement challenges are intertwined.
Addressing them independently will weaken the impact

Achievement Challenge 1

Writing Achievement Challenge

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

- **Y1-8 Boys writing:** Currently 69.4% (745/1074) achieving At or Above National Standard. By 2020 this will increase to 85% (913), an increase of 168 boys across the Wakatipu.
- **Y1-8 Maori students' writing:** Currently 76.4% (123/161) achieving At or Above National Standard. By 2020 this will increase to 85% (136), an increase of 13 Maori students across the Wakatipu.
- **Y9 students writing:** By 2020 lift achievement of Y9 students writing at or above level 5 from 45% (63/141) to 60%, an increase of another 21 students.
- **Y10 students writing:** By 2020 lift achievement of Y10 students writing at Level 5 Excellence at the end of the year from 40% (68/171) to 50%, an increase of another 17 students.

Achievement Challenge 2

Future Focused High Performance Challenge

Raise achievement through developing and executing a shared model for future focused education using innovative learning practices.

- In Years 1-8 an improvement in Reading achievement of the total number of students At and Above the National Standard from 84% to 89%; This will be an increase of 116 students by 2020.
Within this, shift the total number of students Above from 35% to 45%.
- In Years 1-8 an improvement in Mathematics achievement of the total number of students 'At' or 'Above' the National Standard from 84% to 89% by 2020. This will be an increase of 110 students.
Within this, shift the total number of students Above from 25% to 35%.
- At Secondary School, increase the percentage of students achieving NCEA Level 1 endorsed from 63% to 70% and NCEA Level 2 endorsed with Excellence from 22% to 30% by 2020.

**Achievement
Challenge 3****Transitional Achievement Challenge**

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% at or above in Reading, 80% in Writing and 86% in Maths by 15% in Reading and Writing and 9% in Mathematics by 2020.
- 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 to 95% in Reading, Writing and Mathematics by 2020
- The percentage of students achieving University Entrance (participation-based) will increase from 71% to 80% by 2020.
- Y9 students reading: By 2020 lift achievement of Y9 students reading At and Above Level 5 at the start of the year from 42% to 60%.
- Y9 students reading: By 2020 lift achievement of Y9 students reading At and Above Level 5 at the end of the year from 67% to 80%.
- UE Entrance (participation based): By 2020 lift achievement of UE participation from 70% to 80%.

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 136 (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 63% achieved Merit / Excellence endorsement	Based on 2016 numbers 65% achieved Merit / Excellence endorsement	Based on 2016 numbers 67% achieved Merit / Excellence endorsement	Based on 2016 numbers 70% achieved Merit / Excellence endorsement
	Total Yr 12 - 171 students 22% achieved Excellence endorsement	24% achieved Excellence endorsement	26% achieved Excellence endorsement	30% achieved Excellence endorsement

	Baseline Data 2016	Projected Progress 2018	Projected Progress 2019	Target 2020
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

ORGANISATION MAP

STEWARDSHIP GROUP

- Wakatipu Kahui Ako Leader
- 3 x Board Reps (1x sec; 2x pri)
- 2 x Principal Reps
- 2 x ECE reps

To be confirmed in Term 2 207 along with:
- Terms of reference

LEADERSHIP TEAM

- Wakatipu Kahui Ako Leader
- 3 x Principals (Leadership Advisers) Supported by active Principals PLG

To be confirmed in Term 2 207 along with:
- Terms of reference
- Principals PLG

IMPLEMENTATION TEAM

- Wakatipu Kahui Ako Leader
- 3 x Cross-School Lead Teachers
- 19 x With-in School Leader Teachers (distributed 1 per 3 teacher school, then as per allocation, remainder allocated by Leadership Team in relation to ACs)

To be confirmed in Term 3 207 along with:
- appointments
- Terms of reference