

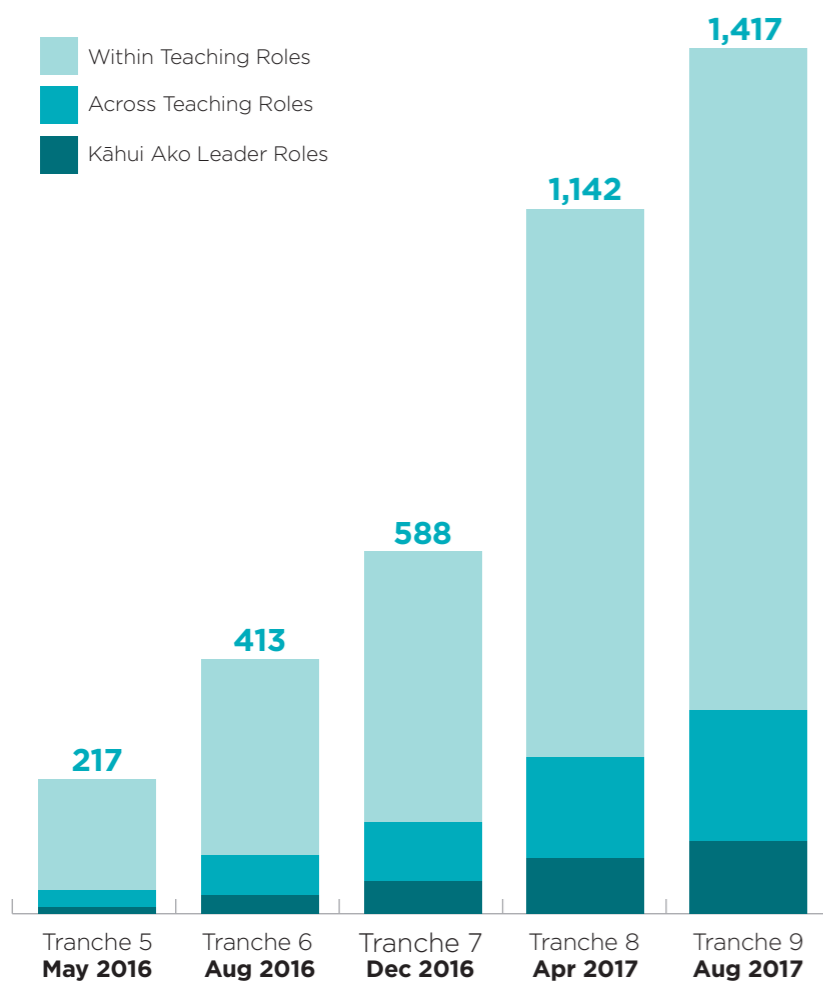
At a glance

210 Communities of Learning

581,728 Kids in Communities of Learning

279 Early Learning Services
1,734 Schools
8 Tertiary Education Providers

Teacher and leadership roles



On the ground

The **Lynfield (Auckland)** community is using the new higher quality student data that is now available to set clear achievement challenges for students. Using this data, along with changes to classroom practice, increased student engagement, and more effective teacher parent partnerships, Lynfield has set targets to raise achievement in writing and mathematics, for Māori, Pasifika, male, and English as Second Language (ESOL) students in particular. Lynfield has aligned all its primary student data by using one student management system. This enables easier transfer of student information as children move between schools and allows the community to develop a joint understanding of student progress.

Te Waka o Māramatanga (Flaxmere) is setting innovative targets, in addition to those in areas like writing and maths, to meet the wider needs of its students and their local community. It has targets for improving hauora (health and wellbeing) as part of its action plan. These include improving student fitness and encouraging healthy eating habits for all its students. These plans are being incorporated into teaching and learning in all its schools, as the foundation for improving progress and achievement across the community.

Palmerston North East is using the new across and within school teaching roles to develop consistent overall teacher judgments, and to help teachers become more confident to teach subjects in which they have previously lacked training or experience. It has an across (secondary) school teacher working with 11 eleven primary and intermediate within school teachers to develop a consistent understanding of maths progress achievement across these schools. Another across school teacher is helping improve science teaching for primary teachers, with assistance from the Ministry of Education and the Royal Society Te Apārangi. The Ministry recently funded 800 hours of science PLD for teachers in the community over two years.

Northern Porirua (Wellington) This Community shows how Ministry of Education-funded Expert Partners are helping communities accelerate their development and define priority areas for lifting their children and young people's progress and achievement. With the help of their Expert Partner, the nine schools in this community have developed achievement challenges focused on STEAM (science, technology, engineering, arts and mathematics). Using their student data, the Expert Partner also worked with these schools to define clear achievement targets for their Pasifika and Māori students.

Blenheim's Piritahi Community of Learning is giving their kids the best starts to primary school. Twenty one schools are collaborating with the Marlborough Kindergarten Association to make sure students are academically and emotionally ready to move to school, and to help prepare new entrants to meet the community's achievement challenges in areas like maths and writing.

Southern Area Schools (Otago, Southland) is using digital technologies to bridge the large distances between the schools in this community. It has a Google community for all of the teachers to develop strategies and share good practice around raising writing performance in all its five area schools. Cohort teacher groups are being set up across the community, based on the age of the students being taught. Each will be coordinated by an educator in one of the new in-school teaching positions. The groups will organise professional learning and development opportunities for staff and collaborate to raise progress and achievement for students using Google community and Google hangouts.

13 new Communities of Learning

Over 23,000 children and young people

