



 **Student Leaders**

 Head Girl Regina-Lee Pomara-Thomson	 Head Boy Matt Teke
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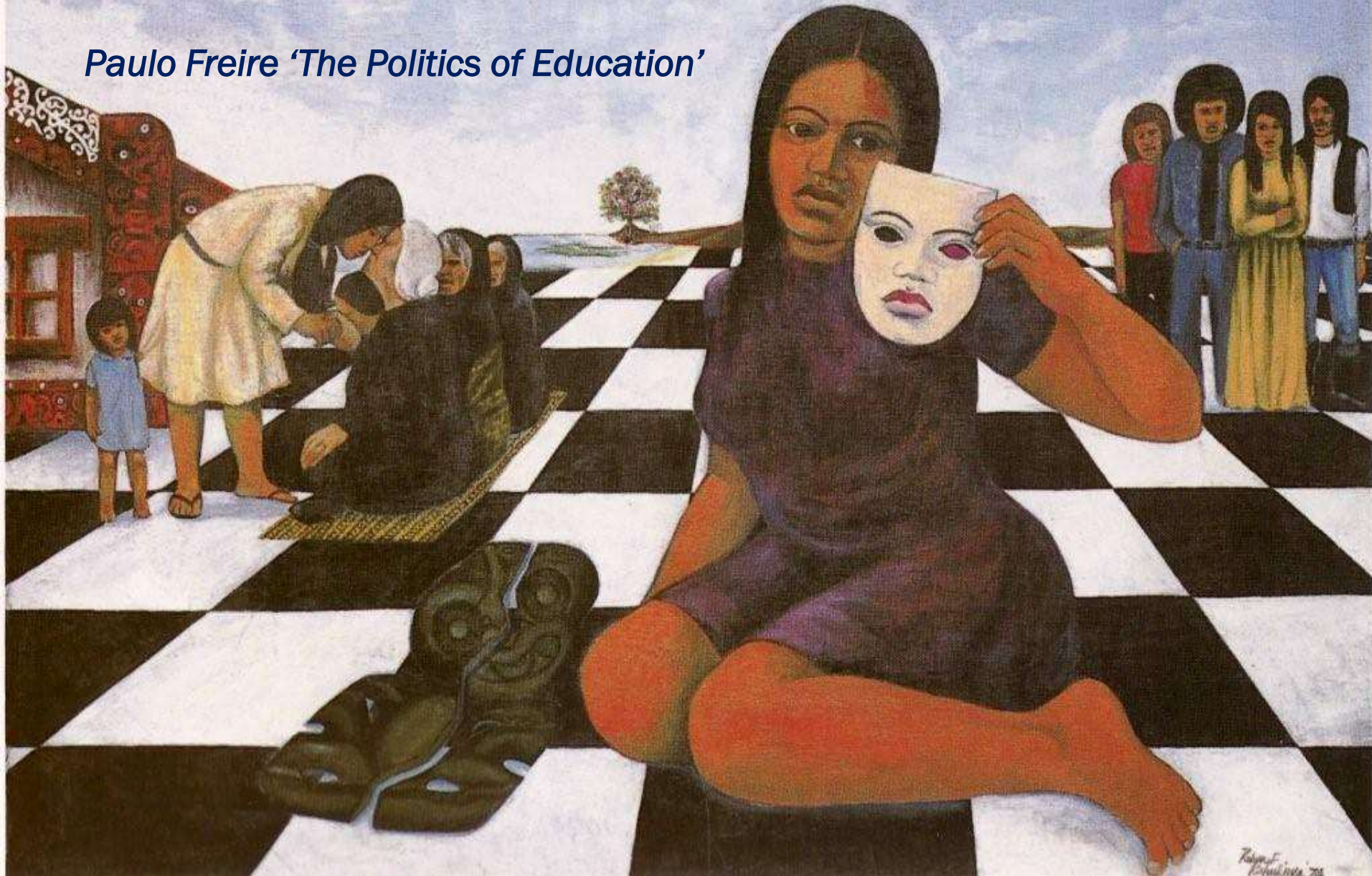


acceptance
alone
identity
barriers
alienation
change
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belonging
growth
heritage
history
consequences
culture
groups
diversity
exclusion
connection
family
friends
inclusion
isolation
participation
relationships
place
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rejection
outsider
development
conformity
community
choices
challenges

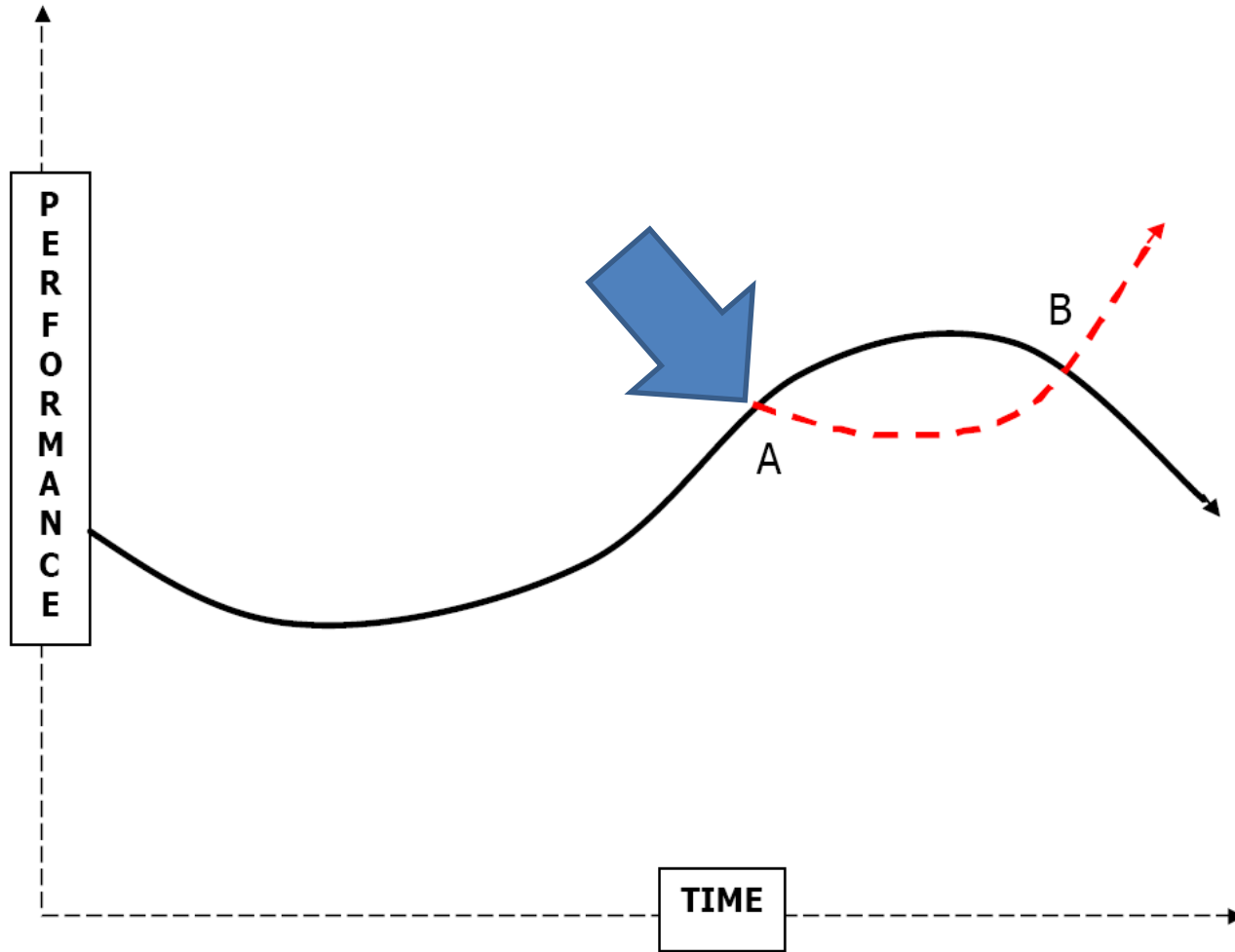


“Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.”

Paulo Freire ‘The Politics of Education’



“Knowing about our school’s performance”
The Sigmoid Curve



2009

2010

- Focus on pedagogy in the classroom.
- Classroom co-construction meetings.
- SLT developed a tool to audit our systems and decision making

- Understanding where the organisation is at.
- Maori achievement was clearly a problem.
- Get the right people on the bus and build middle leadership.
- Develop a strategy
- Develop common goals and targets

2011

- Develop SLT and HOL co-construction meetings.
- Build capacity around evidence.

2012

- Align all co-construction meetings.
- Strengthen review ie. GPILSEO Review.
- Facilitation team review.
- Align descriptors to appraisal.

2013 - 14

- Planning for sustainability
- Spreading the reform into society (Transformational leadership)

What is the evidence [telling](#) us?
What are we looking at next?

On the way:

- Whanau engagement
- Dealing with challenges



Changes in Pedagogy



Changes in Pedagogy

TE KOTAHITANGA @ WCC
DISCURSIVE/TRADITIONAL SPLIT (%)
2010-2013



Traditional interactions %

Discursive interactions %



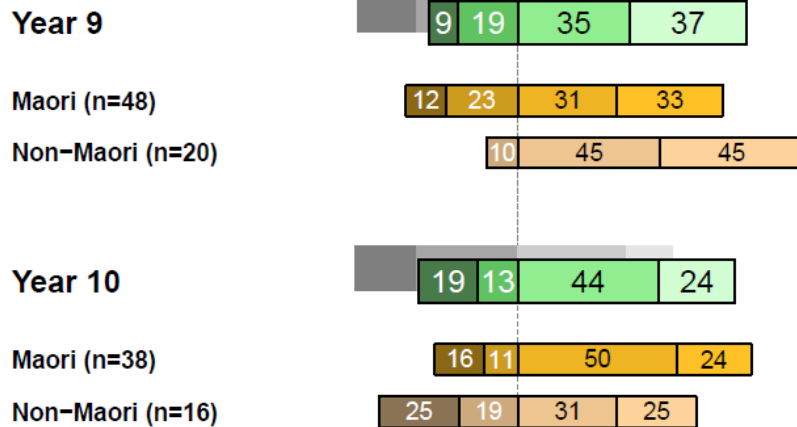
Me and My School ~ Item Report by Ethnicity

School: William Colenso College
December 2013



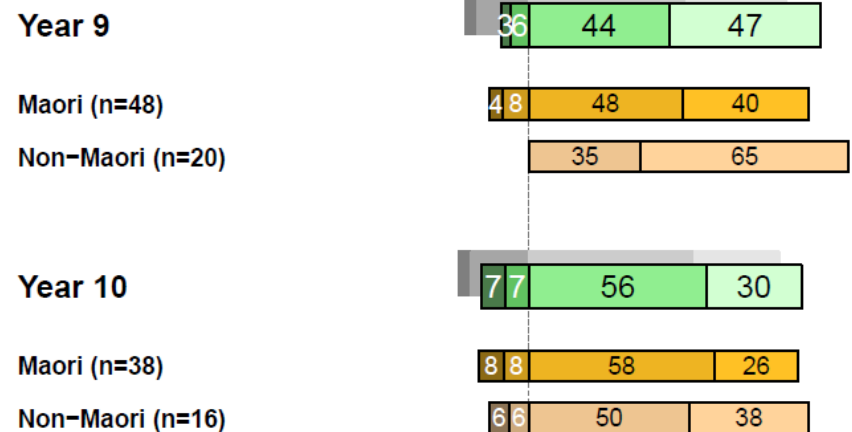
Item 12

I am comfortable talking to the teachers at this school about problems.



Item 10

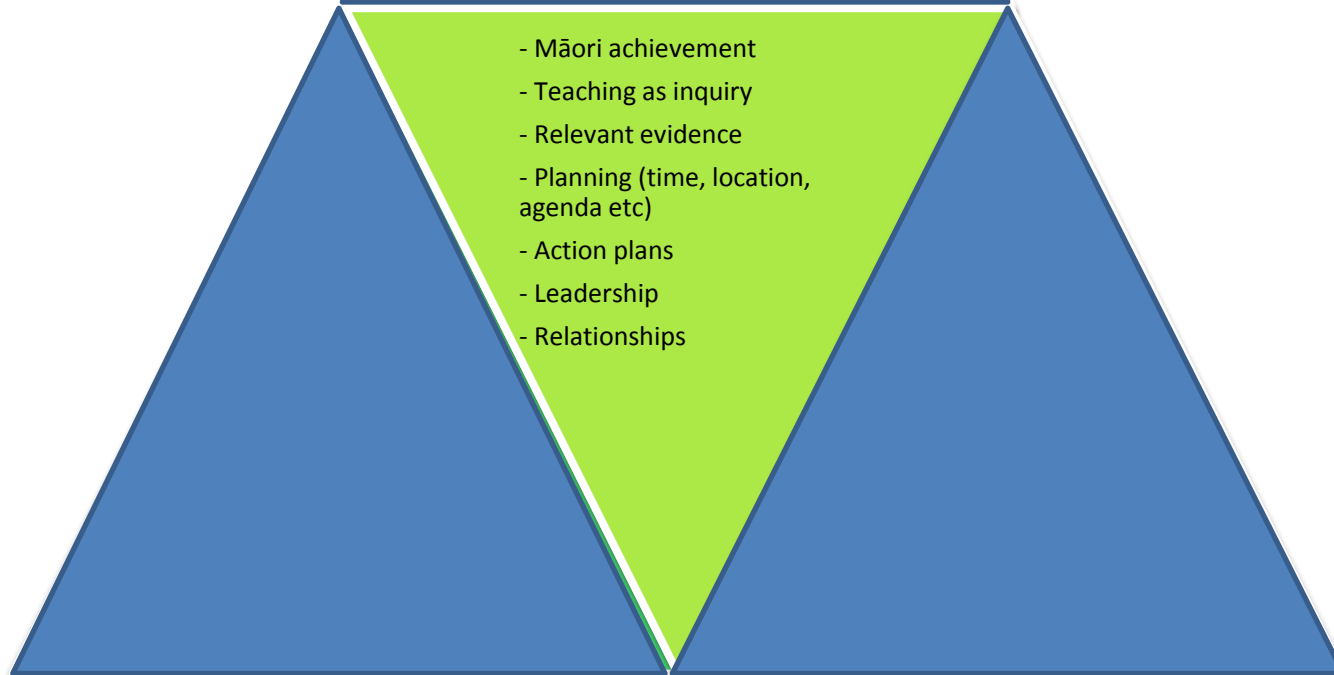
I have a lot of respect for my teachers.



Changes in relationships



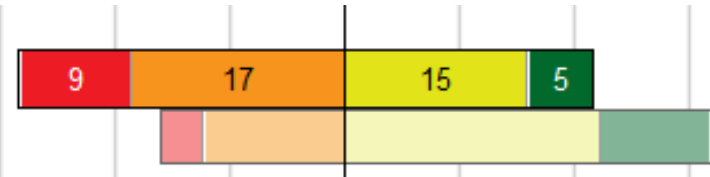
Changes in Institutions



Changes in Pedagogical support received by teachers

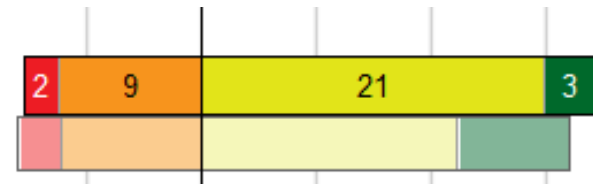
2010

I feel adequately supported to meet all the different needs of students in my class.



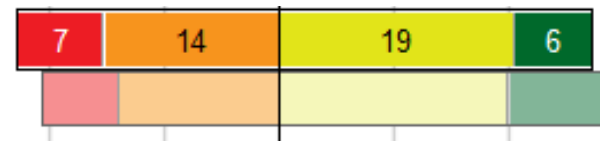
2012

I feel adequately supported to meet all the different needs of students in my class.



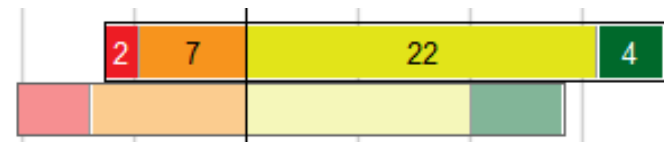
2010

I receive regular feedback on my performance.



2012

I receive regular feedback on my performance.

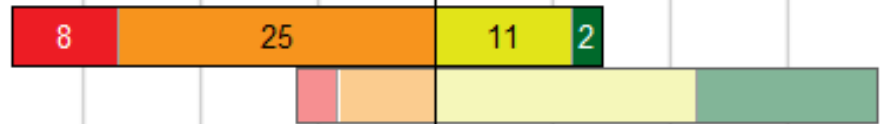




Changes in the school tone

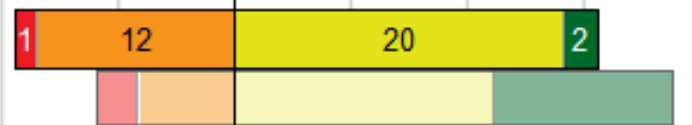
2010

The overall atmosphere in this school is conducive to student learning.



2012

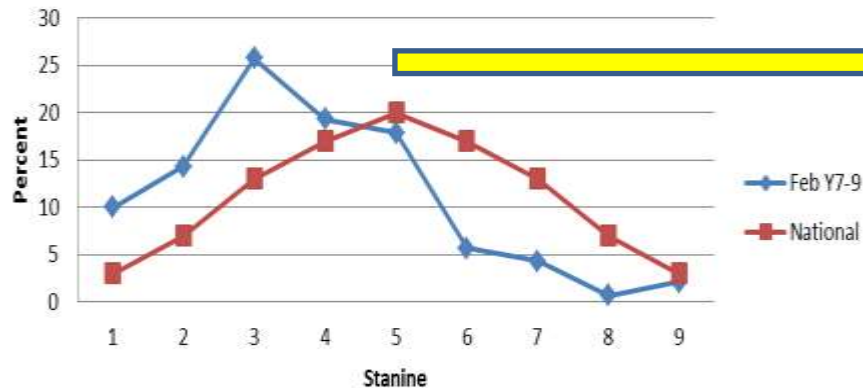
The overall atmosphere in this school is conducive to student learning.



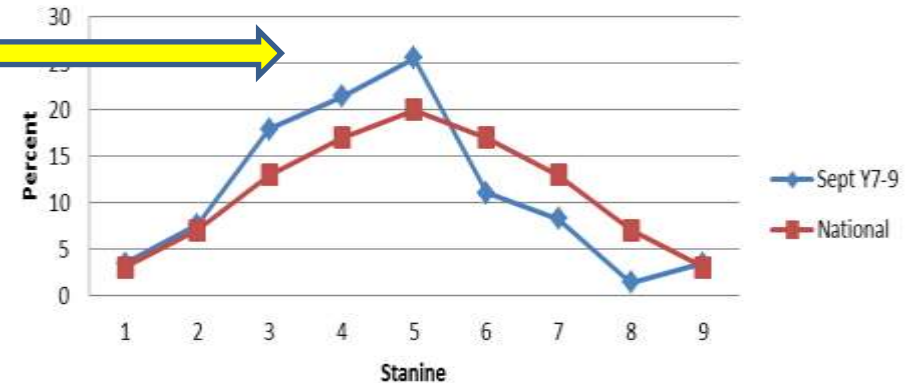
What some of the evidence is telling us!

Accelerated progress

NZ Star Stanine % Y7-9 Feb 2012



NZ Star Stanine % Y7-9 Sept 2012



Year 12 Student Achievement in Level 2 NCEA (roll based)

