



Wellington Catholic Schools

Kāhui Ako ~ Community of Learning

Blessing – Karakia

*E te Atua, God our loving Father,
 You gift us with this world and invite us to respond with love and wisdom
 Hehu Karaiti, Jesus Christ, beloved Son,
 You show us how to live and call us to participate in your mission of life
 Wairua Tapu, Holy Spirit,
 You empower us with your will and guide us on our shared journey.
 Bless the children and whānau in our parishes and their Catholic school
 communities
 Bless all who work in Religious Education in Aotearoa New Zealand,
 Remind us that you are always with us,
 Fill us with enthusiasm, knowledge and joy
 To teach and learn that which is at the heart of our schools,
 You, who live and reign for ever and ever.
 Amen*

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Who We Are

This is an exciting time for Catholic Education in Wellington! We are a community of 13 Catholic Primary and Secondary schools throughout the city of Wellington, and within the Archdiocese of Wellington. We have come together to work alongside each other - to ensure that all students can enjoy a seamless educational journey, which is founded on Gospel Values.

Our Vision

“We take pride in providing an excellent holistic Catholic education to enable our community of learners on their Catholic journey – where each student is known”

The Schools that make up our Kāhui Ako:

Cardinal McKeefry School; Holy Cross School, Miramar; Sacred Heart Cathedral School Thorndon; St Anne’s School, Newtown; St Anthony’s School, Seatoun; St Benedict’s School, Khandallah; St Bernard’s School, Brooklyn; St Catherine’s College, Kilbirnie; St Francis de Sales School, Island Bay; St Mary’s College, Thorndon; St Patrick’s College, Kilbirnie; St Patrick’s School, Kilbirnie; St Teresa’s School, Karori.

Our Values

Gospel values permeate every decision made and every action taken within all Catholic schools in our community. There already exists cooperative, values-driven relationships between our schools, and we nurture our Catholic Special Character by helping to form Christ in the lives of others and promoting Catholic schools as a place to encounter Christ.

We are guided by our acknowledgement that the role of a Catholic school is to promote “growth of the virtues characteristic of the Christian” (NZ Bishop’s Conference, 2014). The student who has encountered Christ, and is growing in knowledge and understanding, naturally grows into a virtuous life, because Christ is being formed in them.

Our Challenges

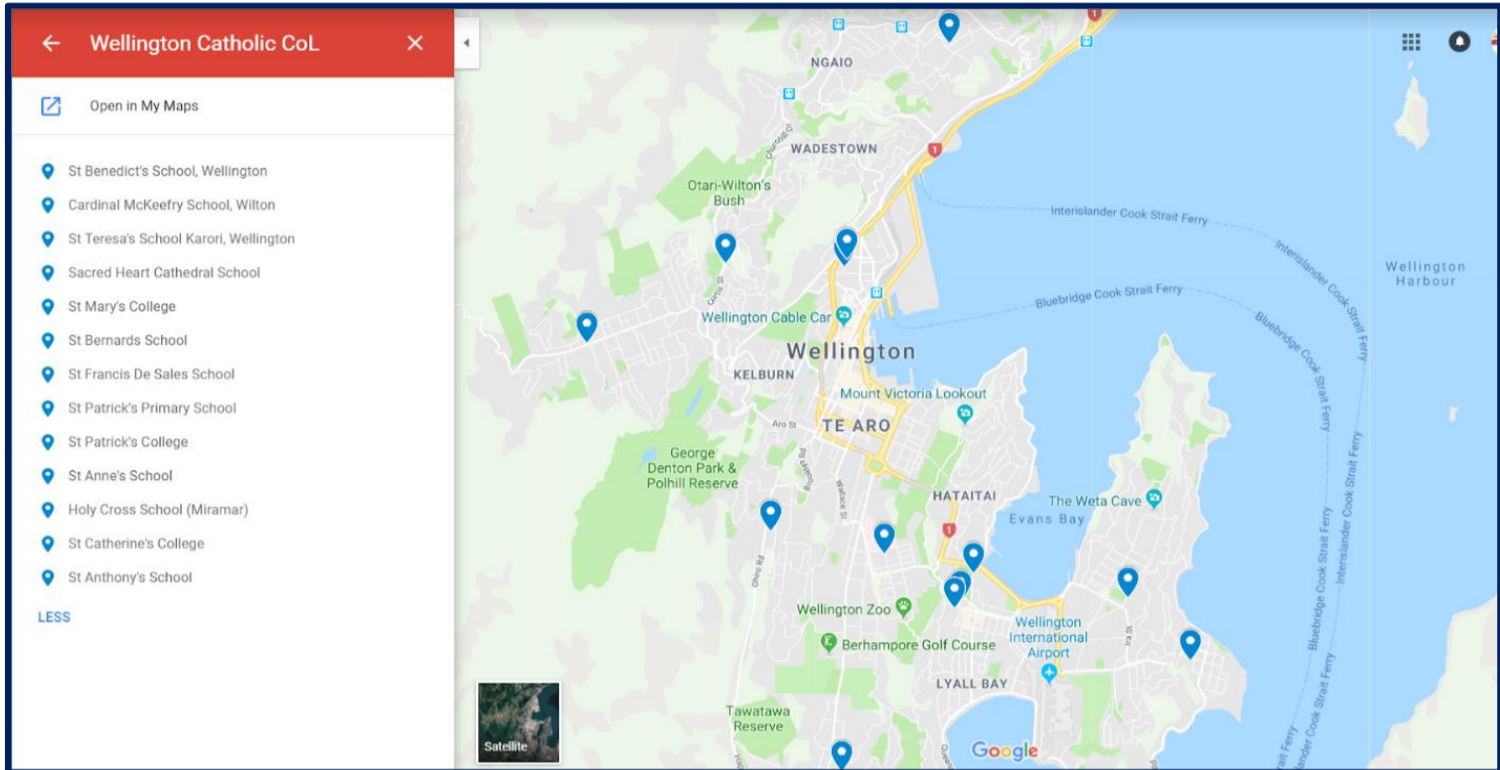
Together, we have common identified challenges, and we plan to use our collective advantage to address these challenges as a Kāhui Ako ~ Community of Learners. As Special Character Schools, the challenges associated with Wellbeing and Catholic Character are integrated across all of our achievement challenges associated with the New Zealand Curriculum:

Well-being and Catholic Character (Year 1-13)	Writing across the Curriculum (Year 1-8)
	Reading across the Curriculum (Year 1-8)
	Literacy across the Curriculum (Year 9-10)
	NCEA Achievement (Year 11 - 13)

Our Students

This Community of Learning/Kāhui Ako comprises ten state Integrated full-primary schools and three state integrated single-sex secondary schools within the Wellington city area.

Location of schools in Wellington City Catholic Community of Learning/Kāhui Ako



All of our primary schools cater for students in Years 1-8. Our secondary schools provide education for Years 9-13. Our community is diverse, with students drawn from a wide geographic area throughout the Greater Wellington Region, and therefore from economically diverse circumstances.

Rolls in the ten primary schools range from 52 to 309, and the secondary schools range from 250 to 900 students. There are approximately 250 teachers across this Kāhui Ako. Within the community there are some schools with a highly transient population.

Currently there are approximately 1540 primary and 1700 secondary students across the Kāhui Ako with approximately 10% identifying as NZ Māori, and 25% Pasifika. Over 50 Iwi are represented within our Kāhui Ako (refer Table 1), our range of ethnicities is wide, and many of our students have English as an additional language.

Students in our primary schools follow a number of different pathways to secondary schools across the Wellington region, and the secondary schools draw students from schools within and beyond those in this Kāhui Ako.

Table 1: Iwi Affiliations of Students within our Kāhui Ako

Iwi Affiliations - Number of Students					
Aotea	1	Ngāti Kahu	3	Ngāti Paoa	1
Ngāpuhi	18	Ngāti Maniapoto	5	Taranaki	1
Tainui	7	Ngāti Raukawa (Horowhenua/Mana watū)	6	Ngāti Apa	3
Ngāti Raukawa	4	Ngāti Ruanui	4	Ngāti Ranginui	6
Te Atiawa	15	Ngāti Wai	2	Ngā Ruahine	2
Ngāti Toarangatira (Te Whanganui-a- Tara)	3	Ngāti Tūwharetoa	7	Ngāi Tahu/Kāi Tahu	6
Ngāti Toa	6	Ngāti Whātua	2	Whakatōhea	4
Ngāti Kahungunu ki Heretaunga	12	Te Aitanga-a-Māhaki	1	Te Whānau-a- Apanui	1
Ngāti Kahungunu	1	Te Ati Hau Nui-A- Pāpārangī	1	Pakakohi	
Ngāti Porou	14	Tūhoe	9	Ngāti Rangi	2
Ngāti Mutunga	2	Ngāti Kahungunu ki Te Wairoa	4	Rangitāne	3
Te Rarawa	3	Ngāti Rārua	1	Ngāti Awa	1
Te Arawa	6	Ngāti Kauwhata	1	Ngāti Maru	4
Ngāti Porou ki Harataunga ki Mataora	1	Ngāti Tai	1	Ngāti Tama	2
Ngā Rauru	1	Ngāti Pahauwera	1	Ngāi tahu / Kāi tahu	1 0
Ngāti Kahungunu ki Wairarapa	2	Ngāti Pukenga	1	Ngāti Koata	1
Ngāti Rangiwewehi (Te Arawa)	1	Rongomaiwahine (Te Mahia)	1	Ngāti Tara Tokanui	1
Not stated	12				

Our Staff

In a Catholic school, teaching is an opportunity to participate in the mission of Jesus by sharing his Good News with the children and young people in our care and their families in our community. This is particularly so for teachers of Religious Education who accept the responsibility and challenge of imparting knowledge and creating an environment and opportunities for children to engage personally with learning which will develop in a life-long relationship with Jesus and the Church (NZ Catholic Education Office, 2017).

The Principals from the schools in this Kāhui Ako have a history of working together through the Wellington Catholic Primary Principals' Association and the Wellington Catholic Secondary Principals' networks and through specific professional development. There are also some existing connections between deputy principals and between teachers in our schools. As we move into a more collaborative way of working, we will seek to build upon those existing relationships to foster a meaningful collaborative structure focused on our shared goals.

All of the schools in this Kāhui Ako have shared history through the establishment of Catholic Schools by different religious orders, Mercy Sisters, Marist Brothers, Marist Fathers, Marist Sisters, Brigidine Sisters, and the journey towards integration for each of our schools, between 1979 and 1986. Our schools have a shared ethos of Catholic Character and gospel values that we wish to build on to further strengthen these relationships. These connections provide a platform for moving forward into stronger collaboration within and across the community.

Why We Want to be a Community of Learners

We want to work as a Kāhui Ako to investigate, through a Christian, culturally responsive, inclusive lens what is important for all of our students within an excellent, holistic Catholic education. Our focus affirms the identity of individuals and groups within our Kāhui Ako. This means respecting and paying attention to each context and the people within it, in all actions and interactions.

For each individual school and their learners, wellbeing is paramount. We want all in our Catholic Community of Learning to be confident, connected and engaged in the development of competencies that will enable strengthened relationship-building and resilience in order to achieve excellence in learning. We are passionate about community engagement because we know that we all need to be connected to each other if we are to help young people become connected with themselves, with their country, and with each other. We are also committed to raising the profile of Catholic Schools within all Wellington Parishes.

The evidence used to inform our achievement challenges and action planning include National Standards reading, writing and Mathematics data from the end of 2016 for Years 1-8, NCEA data, Year 9 and 10 numeracy data, retention and attendance data. Moving forward, the Kāhui Ako will also measure progress against the New Zealand Curriculum Levels, using agreed assessment tools across the Kāhui Ako. Teacher/student and community group surveys will be developed to reflect and measure the Kāhui Ako aims.

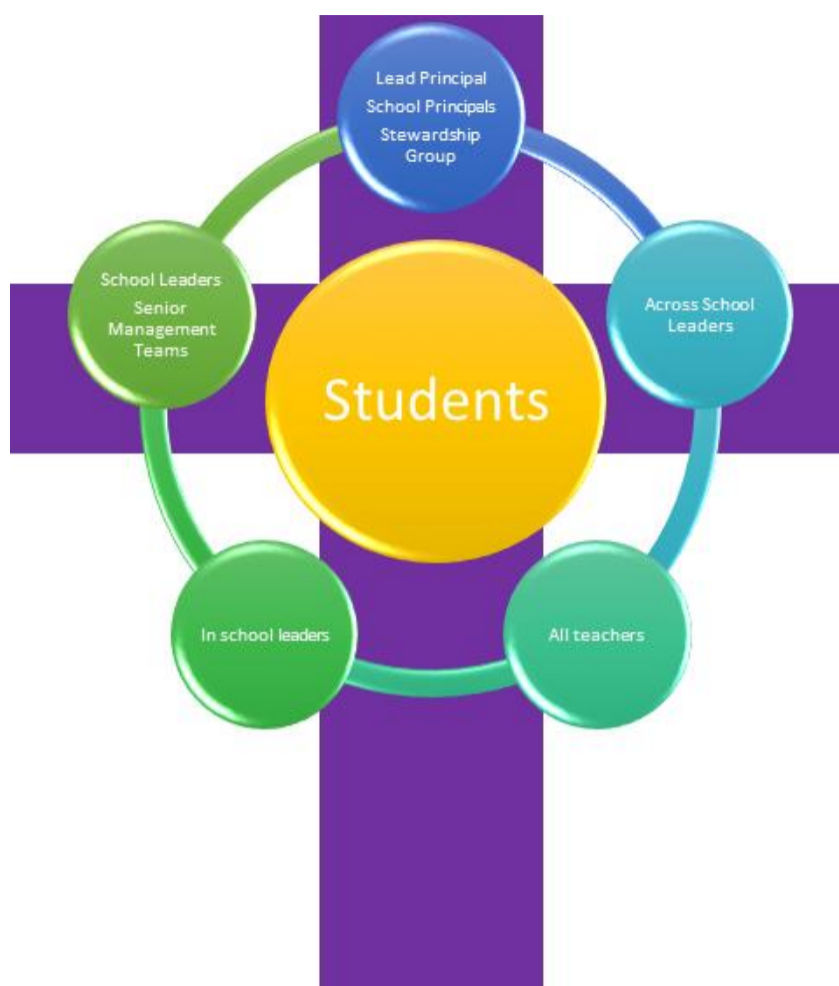
Our main challenge is to ensure that each of our school communities nurtures, supports and cares for individuals, so that we lift achievement for all students across the curriculum, in each focus area by the end of 2020. Each of these focus areas will be customised to meet the needs of individual schools.

Structure of our Community

We place our students in the centre of all community activities and decision-making. We value the contributions of all members of the community and know that in order to be successful we need everyone working together to achieve our goals. All members of the community interact with one another at different times for a range of purposes.

Our Kāhui Ako will give agency for teachers, to plan and contribute to actions that support wellbeing and success within learning. Teachers will collaborate to explore possibilities and find solutions, and celebrate learning, supported by in-school and across-school lead teachers.

The lead principal, school principals and stewardship group will oversee the operation of the community. We will work with appointed across school leaders and teachers and within school teachers who will focus on the areas identified in our achievement challenge. All Members of the Kāhui Ako will work with professional integrity (refer Appendix A).



Our Analysis of Current Achievement Across the Curriculum

Our academic results across our Community of Learning show high levels of achievement. The last National Standards results of 2016 indicate that the vast majority of students in Year 1-8 achieve at or above expected levels in relation to the New Zealand Curriculum. NCEA results show that achievement over the past four years has been above the national average at all levels, with a drop in Level 3 in 2016 only.

Given the context of these current excellent outcomes, the challenge for the Wellington Catholic Kāhui Ako has been to define a further level of excellence aspiration that is seen as relevant and challenging for each individual school that is best approached as an across-school community.

We recognise that a large proportion of the students across our Kāhui Ako are part of families for whom English is an additional language. Many are recent migrants to New Zealand, and face the additional challenges associated with this. Our intervention to lift achievement will recognise the additional challenges faced by students who are learning to speak English as an additional language, framed in culturally responsive approaches.

Our understanding of why there are gaps between the achievement we want and the achievement we have is because the formation of our Kāhui Ako has caused us collectively to ask big questions about what we wish for our students and to therefore 'lift the bar'. To close the gaps requires us to define more closely the problems / issues in terms of the students to whom they apply specifically, and then consider the implications for pedagogy and school systems over all.

The remaining sections of this document outline the following:

- **What we already know about challenges facing schools in our Kāhui Ako**
- **Our theory of improvement**
- **Our achievement plan**

What we already know about problems facing our Kāhui Ako

Well-being and Catholic Character (Year 1-13)

The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student and the wider Kāhui Ako, including their physical, social, emotional, academic and spiritual needs. We recognise that a happy young person is confident, connected, engaged and able to contribute positively to their own, and others', learning.

These considerations require deliberate expression and action across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role that schools have in promoting and responding to student wellbeing, these systems, people and initiatives require a high level of school-wide coordination and cohesion across our Kāhui Ako.

All education activities take place within a cultural context. For this reason the indicator framework singles out four concepts, manaakitanga, whanaungatanga, ako and mahi tahi, which have the power to transform the learning environment for students. These concepts are fundamental to supporting students' wellbeing.

Problem Analysis:

We are mindful of some of the challenges 21st Century developments have placed on a growing number of our learners and their whanau. Anecdotally we are noticing some students are experiencing:

- Raised levels of anxiety at all levels of schooling
- Increased need to make use of guidance counsellors
- A need for greater self-esteem to deal with challenges and have positive relationships
- Increased rates of bullying through social media
- A need for resilience when dealing with external issues
- A need for skills in making and maintaining relationships.
- Parents who are concerned for their future, contributing to a high stakes achievement focus.
- Parents whose personal circumstances prevent them from engaging effectively with the schools
- Parents, families, whanau who anticipate a "Quick fix" to barriers to learning, and positive learning behaviours

Writing across the Curriculum (Year 1-8)

Our 2016 Writing data for students who have had 120 weeks at school showed that:

(Refer Appendix B)

22.8% (34 students) of all students were achieving below the national standard in writing. 2.7% (4 students) were 'well below' and 20.1% (30 students) 'below' the national standard for writing.

- 70% (21) of the students working below the national standard were boys,
- 30% (9) were girls,
- 3% were NZ Māori
- 23% were Pasifika
- 23% were MELAA
- 13% were Asian,
- 36.5% were European

All four of the students working well below the national standard were boys. Going forward progress data will be collected against the Learning Progressions Framework annually using formative assessment methods to be agreed upon by the Kāhui Ako.

Problem Analysis

We have observed an increase in the number of students entering school with low levels of oral and receptive language, reading and writing knowledge and awareness. A number of these students have English as an additional language and are at the early stage of the acquisition of this second or third language. Many children may not 'see themselves' in the learning and this is a challenge for us all.

Our 2016 Writing data across Year 1-8 in the Kāhui Ako showed that:

19% (290 students) of all students were achieving below the national standard for writing, including 2% (36 students) 'well below' and 16.5% (254 students) 'below' the national standard for writing.

Gender and Ethnic Breakdown Below

- 67% (170) of the students working below the national standard were **boys**
- 33% (84) were **girls**
- 8% (21) were **NZ Māori**,
- 21% (53) were **Pasifika**, and
- 14% (36) **MELAA**

Gender and Ethnic Breakdown Well Below

- 70% (25) of the students working well below the national standard were **boys**
- 30% (11) were **girls**
- 9% (3) were **NZ Māori**,
- 32% (12) were **Pasifika**
- 20% (7) **MELAA**

As a Kāhui Ako, we consider that these ranges are too significant and we believe that we can raise achievement for these students and increase the number of students working at the appropriate curriculum level, particularly the:

- 26% (187) of boys who are currently below/well below
- 16% (23) of NZ Māori who are currently below/well below
- 31% (72) of Pasifika who are currently below/well below
- 33% (42) of MELAA who are currently below/well below

(Going forward progress data will be collected against the Learning Progressions Framework annually using formative assessment methods to be agreed upon by the Kāhui Ako).

Problem Analysis

We have observed the number of students struggling to 'take off' and engage with their writing, which leads to a lack of writing confidence as students' progress throughout the Primary and Intermediate school years. A number of these students have English as an additional language and are at the early stage of the acquisition of this second or third language. Many children may not 'see themselves' in the learning and this is a challenge for us all.

Reading across the Curriculum (Year 1-8)

Our 2016 Reading data for students who have had 120 weeks at school showed that:

(Refer Appendix D)

13% (19 students) of all students were achieving below and well below the national standard in reading after 120 weeks at school. 2.8% (4 students) 'well below' and 10.4% (15 students) 'below' the national standard for reading.

Gender and Ethnic Breakdown Below

- 60% (9) of the students working below the national standard were **boys**,
- 40% (6) were **girls**,
- 0% were **NZ Māori**,
- 26.5% were **Pasifika**
- 20% **MELAA**
- 15% **Asian**
- 40% **NZ European**

Gender and Ethnic Breakdown Well Below

100% (4) of the students working well below the national standard in reading were **boys**.

As a Community of Learning, we consider that these ranges are too significant and that we can accelerate progress for these students to increase the number of students working at expected levels in relation to writing.

Therefore our students of concern, after 120 weeks enrolled at school are:

- European boys
- Pasifika students

(Going forward progress data will be collected against the Learning Progressions Framework using formative assessment methods to be agreed upon by the Kāhui Ako).

Our 2016 Reading data across Year 1-8 in the Kāhui Ako showed that:

(Refer Appendix E)

14% (215 students) of all students were achieving below and well below the national standard for reading. 2% (32 students) 'well below' and 12% (183 students) 'below' the national standard for reading.

Gender and Ethnic Breakdown Below

- 61% (111) of the students working below the National Standard in Reading were **boys**
- 39% (72) were **girls**
- 10% (19) were **NZ Māori**,
- 21% (39) were **Pasifika**
- 13% (24) **MELAA**
- 34% (63) **NZ European**

Gender and Ethnic Breakdown Well Below

- 68% (22) of the students working well below the National Standard in Reading were **boys**
- 32% (10) were **girls**
- 0% were **NZ Māori**
- 40% (13) were **Pasifika**

- and 20% (6) **MELAA**
- 12% (4) NZ European

As a Kāhui Ako, we consider that these ranges are too significant and we believe that we can raise achievement for these students and increase the number of students working at the appropriate curriculum level, therefore our areas of concern identify the:

- 18% (130) of the Boys who are currently below/well below
- 19% (19) of NZ Māori who are currently below/well below
- 21% (49) of the Pasifika who are currently below/well below
- 23 % (30) of the MELAA who are currently below/well below
- 36% (76) of the NZ European who are currently below/well below

As a community, we are conscious that a large proportion of the students included in these data have English as their second (or subsequent) language. In many cases, the students and their families are recent immigrants to New Zealand, and some are refugees. It will be necessary to gather a deeper understanding of the way students, for whom English is an additional language, learn - and how to assess their skills and needs. National Standards and NCEA have not necessarily been the useful measures of progress for these students.

(Going forward, progress data will be collected against the Learning Progressions Framework annually using formative assessment methods to be agreed upon by the Kāhui Ako. Other forms of monitoring / assessment will also be explored to ensure that the needs of our English Language Learners are catered for).

Problem Analysis

We have observed the number of students struggling to ‘take off’ and engage with their reading and comprehend the variety of texts they meet, which leads to a lack of reading confidence and capability as students’ progress throughout the Primary and Intermediate school years. A number of these students have English as an additional language and are at the early stage of the acquisition of this second or third language. Many children may not ‘see themselves’ in the learning and this is a challenge for us all

Literacy Across the Curriculum (Year 9-10)

Overall teacher judgments against the Curriculum levels within The Literacy Learning Progressions (MOE 2010), provide teachers at our Primary Schools with valuable information to inform next teaching steps. Over recent years, such judgments have informed measurement against National Standards in Reading and Writing.

While moderation between our 10 Primary Schools is not currently carried out, each school has valuable information that identifies low levels of English Literacy in the first 3 years of school. This collective data has informed our Literacy Achievement challenges for our Kāhui Ako. Our three secondary schools use a variety of assessment tools to collect Literacy achievement data, so collective data is not available.

Assessment and data collection methods are not comparable between our Primary and Secondary schools. Therefore, it is difficult to measure progress in Literacy progress between Year 8 and Year 9, particularly, and subsequent progress in Literacy through until students leave school.

Writing requirements within NCEA across different learning areas requires different forms, styles and skills of writing. Therefore it is essential that students have a strong literacy base that is developed in years 9 and 10 to meet the demands of the senior school.

A priority for our Kāhui Ako will be to establish good baseline data gathering in Literacy from which progress can be measured, and next steps in learning can be planned. To support teachers at Years 9/10 to be able to make a judgement around levels of achievement across the curriculum, in 2019 we will undertake professional learning around the writing progressions framework.

Problem Analysis

We have strong anecdotal evidence that, despite our NCEA success rate, that there is still much that can be improved in our students' ability to authentically write across the curriculum to express themselves, in that:

- some students are still operating at the early levels of the Curriculum in writing, and well below expectation
- some students are not able to apply their writing capabilities to a specific context (eg Physical Education, Science)
- Some students lack purpose in writing
- Non attendance impacts achievement for some students

NCEA Achievement (Year 11 - 13)

NCEA Achievement is high across the three Catholic Colleges in our Kāhui Ako. Despite our NCEA success rate, there is still much that can be done to improve equity across ethnicity and gender, in relation to achievement and endorsement at the higher levels of secondary schooling. There are some disparities between the overall achievement, and achievement of our NZ Māori and Pasifika students, particularly at NCEA Levels 2 and 3, and University Entrance.

Course endorsement at each level provides recognition for our students who have performed exceptionally well in an individual course. Key skills, such as the ability to apply critical thinking, and informed and perceptive understandings are necessary for endorsement in any subject.

During 2017, across our three colleges 87% of our Year 11 students achieved NCEA Level 1, and 49% of our Year 11 students achieved NCEA Level 1 with at Merit or Excellence.

Student Type	Total Year 11 Students	NCEA Level 1		NCEA Level 1 with Merit or Excellence		
		Number	% of Year 11	Number	% of Achieved	% of Year 11
Female	158	142	90%	99	70%	63%
Male	194	164	85%	74	45%	38%
Māori	56	51	91%	26	51%	46%
Pasifika Peoples	71	57	80%	19	33%	27%
Asian	52	54	104%	37	69%	71%
NZ European	136	129	95%	87	67%	64%
Total	352	306	87%	173	57%	49%

During 2017, across our three colleges 87% of our Year 12 students achieved NCEA Level 2, and 43% of our Year 12 students achieved NCEA Level 2 with at Merit or Excellence.

Student Type	Total Year 12 Students	NCEA Level 2		NCEA Level 2 with Merit or Excellence		
		Number	% of Year 12	Number	% of Achieved	% of Year 12
Female	178	160	90%	82	51%	46%
Male	162	137	85%	64	47%	40%
Māori	50	44	88%	21	48%	42%
Pasifika Peoples	76	65	86%	14	22%	18%
Asian	50	49	98%	30	61%	60%
NZ European	127	118	93%	73	62%	57%
Total	340	297	87%	146	49%	43%

During 2017, across our three colleges 81% of our Year 13 students achieved NCEA Level 3, and 38% of our Year 13 students achieved NCEA Level 3 with at Merit or Excellence.

Student Type	Total Year 13 Students	NCEA Level 3		NCEA Level 3 with Merit or Excellence		
		Number	% of Year 13	Number	% of Achieved	% of Year 12
Female	190	165	87%	89	54%	47%
Male	153	113	74%	42	37%	27%
Māori	45	32	71%	14	44%	31%
Pasifika Peoples	64	49	77%	8	16%	13%
Asian	49	42	86%	22	52%	45%
NZ European	159	140	88%	77	55%	48%
Total	343	278	81%	131	47%	38%

During 2017, across our three colleges 81% of our Year 13 students achieved University Entrance.

Student Type	Total Year 13 Students	University Entrance	
		Number	% of Year 13
Female	190	165	87%
Male	153	113	74%
Māori	45	32	71%
Pasifika Peoples	64	49	77%
Asian	49	42	86%
NZ European	159	140	88%
Total	343	278	81%

Problem Analysis

Anecdotally, we believe inequity at higher levels of secondary school achievement relate to:

- Students' ability to authentically write across the curriculum to express themselves
- Students' ability to engage with the increased level of problem-solving expected at each NCEA Level
- Levels of critical and creative thinking expected for NCEA endorsements
- Variations in attendance, engagement and retention of students in upper secondary

We believe that we can:

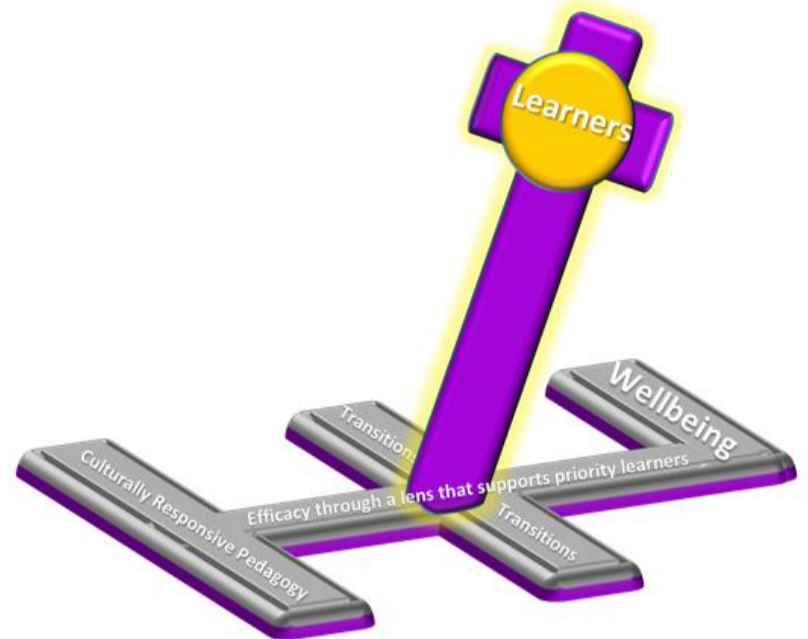
- Raise achievement for these students and increase the number of students working at the appropriate curriculum level, particularly in relation to disparities between boys and girls, and between ethnicities.
- Increase the overall number of students achieving endorsement at each level of NCEA
- Supporting Māori students to enjoy and achieve success as Māori.

Our Theory of Improvement: Levers for Change

We believe there are levers for change that will make a difference for all learners: students and staff across the Kāhui Ako.

These levers have evolved from our dialogue and hunches as a community and are supported by a number of resources including: Best Evidence Synthesis (Robinson, Hohepa and Lloyd, 2009), Teaching for Positive Behaviour (MOE, 2017), Tu Rangatira (MOE, 2010). Collaboration will underpin all the work undertaken to raise student achievement across all schools in our Kāhui Ako.

This theory follows a logical sequence (teaching as inquiry) from our achievement challenges through to our understanding of the issues, to our design and implementation of changes to our actions, to how we will evaluate the impact of our improvement plan annually and thereby build our understanding of what really needs to happen, to lift achievement as we have described it.



Lever for change 1: Culturally Responsive Pedagogy

Our Kāhui Ako honours Te Tiriti o Waitangi Partnership, demonstrated through our commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand:

- Understanding and recognizing the unique status of tāngata whenua in Aotearoa New Zealand.
- Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. Practicing and developing the use of te reo and tikanga NZ Māori
- Understanding of the Catholic Church's commitment to bi-culturalism.
- Deepening our understanding of NZ Māori spirituality, and incorporating it into our teaching of Religious Education and spirituality.

Multicultural Perspective: In our schools we are blessed to have students and families from many different cultural and ethnic backgrounds. We are committed to providing programmes of learning in which all students 'can see themselves in the learning'; programmes of learning that engage our learners through the implementation of quality teaching practices, in a range of meaningful, authentic contexts.

Educational practices that are culturally responsive are integral to supporting successful student learning. 'Cultural Consciousness' (Macfarlane, et al., 2015), on the part of teachers and school leaders, enables responsive pedagogy. Teachers and leaders who are culturally conscious dismiss deficit theorising about individuals and groups of students. They understand that students' learning and behaviours are influenced by their language and culture. They engage with students' identities to enhance engagement and achievement (Rohan, 2017).

We recognize that our schools are on a continuous journey to strengthen culturally responsive practice and pedagogy. They seek to strengthen their practices in this area by engaging with professional learning and development, supported by collaborative inquiry in their setting and across the Kāhui Ako. They are committed to developing a shared understanding of what a culturally responsive and relational pedagogy looks and feels like. The NZCER Wellbeing@School and Inclusive Practice tools

We take pride in providing an excellent holistic Catholic education to enable our community of learners on their Catholic journey – where each child is known

provide useful ways for our schools to measure progress in the areas of inclusion and cultural responsiveness.

Kāhui Ako leaders have identified their current connections to whānau and iwi, and found that they already have many connections in common across the Kāhui Ako. Building on these connections and strengthening links with each other will support the further development of across-school collaboration. The Wellington Catholic Kāhui Ako acknowledge the diverse iwi connections our whānau identify with, as below.

Lever for change 2: Well-Being

In order to engage with their learning, students need to enjoy physical, spiritual, emotional and cultural wellbeing. The engagement of parents and whānau is also critical. Our Kāhui Ako believes a Wellbeing focus for our community of learning is an opportunity for all schools to better support students through cohesive, coordinated practices, with open sharing between schools.

The ethical responsibility of staff, leaders and trustees is to consider all wellbeing dimensions to enable students to realise their full potential. We believe a focus on wellbeing will support all who learn and work in our schools in the areas of:

- Student achievement
- Stewardship
- Leadership
- Educationally powerful connections and relationships
- Responsive curriculum, effective and opportunity to learn
- Professional capability and collective capacity

Several of our schools are participating in pastoral care programmes such as Positive Behaviour for Learning (PB4L), Restorative Schools and Cool Schools. There is an opportunity to develop common expectations and consistency as our students' journey through Catholic Education pathway within our Kāhui Ako, with all schools in our community sharing common values.

What this will look like?

- Curriculum information sessions
- Guidance counselling
- Student achievement conferences with a focus on next learning steps
- Celebration of learning
- Collaborative problem solving
- Restorative practices

Lever for Change 3: Transitions

We seek opportunities for closer communications between schools, whānau, and Parish communities - especially around the transition points for students at different levels of the system.

While there are no Catholic Early Childhood Centres in our Kāhui Ako, we acknowledge the transition to school is critical to ensure success for our children and we intend to work alongside our local Early Childhood Educators to build:

- A shared understanding of the diversity of children in our community;
- Pedagogical practices, such as play-based learning, that best support transition;

- Information and data-sharing, that allows us to build on the success that children have experienced in Early Childhood Education.

Our desire is to work together to provide a seamless Catholic Primary and Secondary Education and ease transition for students and their whānau across our Kāhui Ako by:

- Developing shared learning progressions or learner profile that gives clarity and consistency around desired competencies or achievement at benchmarks through the learning journey.
- Finding opportunities to link and flow through Catholic pathways by sharing resources and providing continuation for learners, this includes the parish offices actively encouraging families to attend their local Catholic School
- Ensuring the consistency of pastoral care initiatives to support learning and achievement
- Ensuring there is a smooth and consistent flow of data across our schools
- Ensuring our pedagogical practice is consistent in affirming the language, culture and identity of our students.

Lever for change 4: Efficacy through a lens that supports priority learners

Our Kāhui Ako will allow agency to teachers - giving them the licence to explore practice that they believe will make a difference for their learners - and to share that practice with their colleagues across our community of schools. We are committed to building collective advantage by increasing the ability of educators at all levels of the system to make the instructional changes required in order to meet the identified needs of students, underpinned by the Catholic Character and Pastoral Care already present within our schools.

We will remain focused on key strategic goals and sustain our collaborative effort over time. We will create a focused and collaborative approach that provides a vehicle for learning from the work, whilst engaged in the work (Fullan & Quinn, 2016). This will involve the appointment of in-school and across-school leaders and teachers who have the interest, motivation and skills to lead by influence, seek and learn from good practice, and focus on the identified challenges of the Kāhui Ako.

As the work progresses, we will focus on building the leadership capabilities of those who hold leadership positions. We will draw on existing frameworks of leadership skills and capabilities in order to determine those that are appropriate to our context. ERO (2017) have produced documents related to Communities of Learning that provide examples of effective leadership practice for equity and excellence, and also guidance on the supporting conditions for effective leadership. These documents, as well as the development map for leadership found in the 'Guide to understanding the progress of your Kāhui Ako' (MOE, 2017), will support the development of effective leadership in our community.

Each school will develop their own **action plan** to meet the needs of priority learners within their own context, within our collaborative - cross-sector context of our community.

What this will look like?

- Shared understandings between teachers, schools, communities
- “Deprivatisation” of practice - honest conversations about real challenges, successes, and learnings
- Spotting “gems” in practice - and sharing these across those who could benefit from knowing
- Developing deep pedagogical knowledge and understanding
- Appointment of high quality leaders
- Evidence of high staff engagement
- Work/life balance

Critical and Creative thinking, we intend to foster programmes of learning that encourage inquiry and problem solving within authentic contexts.

What this will look like?

- Healthy, helpful communication
- Co-operative strategies
- Authentic contexts
- Problem solving
- Cross curricular, independent, deep learning tasks
- Formative assessment to improve outcomes
- Opportunities to share learning with a wider audience
- Use of digital technologies/tools to support learning

How will we achieve this?

- Developing a shared Vision
- Working Collaboratively through a team approach
- Sharing workload
- Targeted professional development relevant to the needs of each individual school
- Learning from others e.g school visits
- Challenging ideas in a respectful way
- Developing robust relationships/conversations
- Critical friends

Inquiry will be a driver through collaboration - we aim to develop and extend a culture of inquiry across our Kāhui Ako staff, where teachers and leaders are actively engaged in collaborative problem solving and constantly reflecting on their practice. The spiral of inquiry will be used as a model to guide this work.

What this will look like?

Teachers and leaders will focus on aspects of their practice which will improve student learning

Noticing - What is happening here? For what students (target group).

Investigating - What do we know about what is currently happening? What do we need to find out and from whom? What does research tell us? What does effective practice look like?

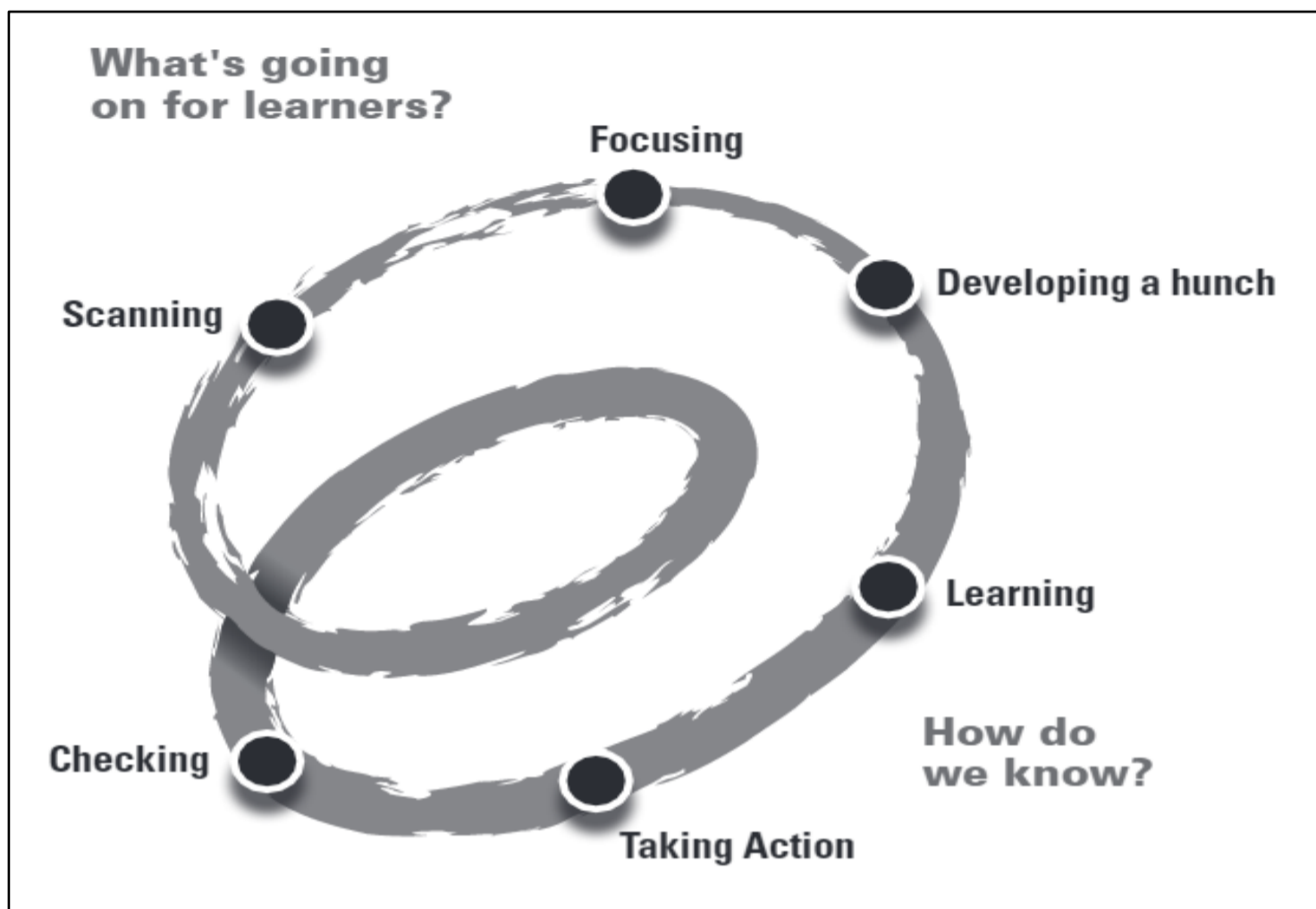
Collaborative sense making - What is our data telling us? What is working well and what isn't? How can we share our findings with others?

Prioritising for taking action - What do we need to do and why? What changes can we make that will give us an immediate response to the issues we have identified? How can we involve other groups in the school and across schools in this review? How big is the change we want to make?

Monitoring and evaluating impact - What difference are we making? What more do we need to do?

Teaching as Inquiry - We aim to develop and extend a culture of inquiry across our Kāhui Ako staff, where teachers and leaders are actively engaged in problem-solving, and constantly reflecting on their practice. Within some schools, Teaching as Inquiry is well-established and embedded in practice, whilst in other schools within our Kāhui Ako there is some development required. We will look to utilise the experience and expertise that exists within the community.

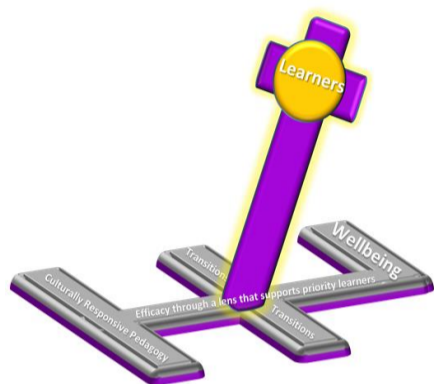
The Spiral of Inquiry pictured below (Timperley, Kaser & Halbert, 2014), will be used as a model to guide this world.



Our Achievement Plan

Through our Achievement Challenges we intend to foster programmes of learning that encourage collaborative inquiry and problem-solving within authentic contexts. For some of our challenges we have set specific targets because we have detailed data about current performance. Others are set more generally until we ‘dig more deeply into our data’ throughout 2018 and each subsequent year.

We believe that, using our **levers for change**, we can build our capability to enable our students, as they move from Years 1 to 13, to improve their individual and collective sense of well-being, identity, Catholic Character, self-efficacy and achievement, by focusing on each of our five challenge areas:



1. Well-being and Catholic Character (Year 1-13)	2. Writing across the Curriculum (Year 1-8)
	3. Reading across the Curriculum (Year 1-8)
	4. Literacy across the Curriculum (Year 9-10)
	5. NCEA Achievement (Year 11 - 13)

Woven through all of these five areas, our focus is on raising achievement through creative and critical thinking across the Curriculum, particular attention to student agency, engagement with the Key Competencies, Equity, Pastoral Care, Catholic Character, the use of Learning Progressions.

Our Designed Improvement Plan

For each of our achievement challenges we need to gather more data that will allow us to better understand the barriers that might exist for the students and their families, our teaching, and our leadership. We will do this with the use of student/family interviews, analysis of achievement data, student voice, surveys where appropriate, classroom observations, and from transition information between schools.

We will also examine the information or data that is available within and between schools as to whether some schools or teachers meet these challenges better at present than others and might therefore have expertise that could be made available, through the Kāhui Ako that would enable collaborative improvement.

Once we have formulated a clear understanding of each of the achievement challenges we will design an improvement plan that will enlist in-school and across-school leads as well as external expertise where it seems useful.

Our Kāhui Ako Evaluation Plan

From our analysis of the issues we will have a clear understanding of the information we will need to gather to allow us to evaluate the success of our improvement plans. These will relate to both short-term improvements (e.g. students more engaged in learning as a result of a change to pedagogy, or students providing immediate feedback about enhanced clarity of the feedback on their learning), and longer-term improvements that relate directly to the achievement challenge targets.

The leadership team will gather, analyse and report on progress at agreed intervals, including their recommendations as to what changes should be made, if any, to the plan.

We view this proposal as a working document that will be changed and adapted as we grow our understanding of the specific needs of the Community of Learning/Kāhui Ako. We will continue to gather and analyse relevant evidence, in order to reflect on our approach and the extent to which it is meeting the needs of our learners, and our wider community.

Focus Area 1: Well-being and Catholic Character

1a) Empower students to improve their own, and collective, well-being

Baseline evidence: to be determined in 2018 from Year 7-13 students completion of the NZCER Wellbeing@school surveys when reviewing the Wellbeing at School data we will use a Catholic lens to identify our areas of focus. Other surveys will also be investigated.

1b) Strengthen the Catholic identity of our students

Baseline evidence: to be determined in 2018 from individual school self-reviews in relation to the Catholic Special Character Review for Development (NZ Catholic Education Office, 2018), The Catholic Education of School Aged Children (NZ Catholic Bishop's Conference, 2014)

1c) Strengthen the pathway into and between Catholic Primary and Secondary Schools.

Baseline evidence:

1. Catholic College Destination of Year 8 leavers from 2016 and 2017: Currently approximately 60% move through to Catholic Secondary School.
2. Catholic Primary School Destination primary-school students: Approximately 40% of the students enrolled under the preference criteria at our Catholic secondary schools have not previously attended the Catholic primary schools.
3. Transition processes to be strengthened between primary and secondary, measured through a range of means, for example surveys, discussion groups, etc
4. Parish records, for example Baptism records, attendance, engagement data held by parishes

Focus Area 2: Writing Across the Curriculum (Year 1-8)

(Refer Appendix C)

2a) Raise writing skills of students in the first 120 weeks of school

Our challenge is to raise writing skills of students in the first 120 weeks of school	
<p>Baseline Achievement Data</p> <p>Percentage (and number) of students operating at or above the appropriate curriculum level in Writing according to their time at school according to National Standards data 2016.</p>	<p>At the end of 2016:</p> <ul style="list-style-type: none"> • 66% or 136 out of 205 students were at or above expectation in writing after 40 weeks • 79% or 127 out of 162 students were at or above expectation in writing after 80 weeks • 77% or 115 out of 149 students were at or above expectation in writing after 120 weeks <p>See Appendix B for baseline data</p>
<p>Achievement Targets</p> <p>Increase the percentage (and number) of students operating at or above the appropriate curriculum level in Writing according to their time at school</p> <p>(Measured using the Learning Progressions Framework).</p>	<p>By the end of 2020, 85% of students after 120 weeks will be achieving at or above year 3 based on the Learning Progressions Framework. This is a target of approximately 126 out of 149 students or an increase of 11 students.</p> <p>Year by Year breakdown:</p> <ul style="list-style-type: none"> • 2018 Target: 80% (4 additional students) • 2019 Target: 83% (4 additional students) • 2020 Target: 85% (3 additional students)

2b) Raise writing skills of students to achieve equity across culture and gender

Our challenge is to raise writing skills of students to achieve equity across culture and gender	
<p>Baseline Achievement Data</p> <p>Percentage (and number) of students operating at or above the appropriate curriculum level in Writing according to National Standards data 2016</p>	<p>At the end of 2016, 81% (1,251 out of 1,541) of all Year 1-8 students were at or above expectation.</p> <p>This included:</p> <ul style="list-style-type: none"> • 74% of Year 1 - 8 Boys (559 out of 752 students) • 75% of Year 1 - 8 Pasifika (159 out of 212 students) • 80% of Year 1 - 8 Māori (88 out of 110 students) <p>See Appendix C for baseline data</p>
<p>Achievement Targets</p> <p>Increase the percentage (and number) of students operating at or above the appropriate writing curriculum level.</p> <p>(Measured using the Learning Progressions Framework)</p>	<p>By the end of 2020:</p> <ul style="list-style-type: none"> • All Year 1-8 students: 88% (108 additional students) • Year 1-8 Pasifika: 83% (16 additional students) • Year 1-8 Māori: 85% (6 additional students) • Year 1-8 Boys: 85% (80 additional students) <p>Year by Year breakdown:</p> <ul style="list-style-type: none"> • 2018 Target: 83% (39 additional students) • 2019 Target: 85% (39 additional students) • 2020 Target: 88% (30 additional students)

Focus Area 3: Reading Across the Curriculum (Year 1-8)

(Refer Appendix E)

3a) Raise reading skills of students in the first 120 weeks of school

Our challenge is to raise reading skills of students in the first 120 weeks of school	
<p>Baseline Achievement Data</p> <p>Percentage (and number) of students operating at or above the appropriate curriculum level in Reading according to National Standards data 2016</p>	<p>At the end of 2016:</p> <ul style="list-style-type: none"> 62% or 127 out of 204 students were at or above expectation in Reading after 40 weeks 89.5% or 145 out of 162 students were at or above expectation in Reading after 80 weeks 87% or 125 out of 144 students were at or above expectation in Reading after 120 weeks <p>See Appendix D for baseline data</p>
<p>Achievement Targets:</p> <p>Increase the percentage (and number) of students operating at or above the appropriate reading curriculum level</p> <p>(Measured using the Learning Progressions Framework)</p>	<p>By the end of 2020, 92% of students after 120 weeks will be achieving at or above year 3 based on the Learning Progressions Framework. This is a target of approximately 132 out of 144 students, or an increase of 7 students.</p> <p>Year by Year breakdown:</p> <ul style="list-style-type: none"> 2018 Target: 88% (1 additional student) 2019 Target: 90% (3 additional students) 2020 Target: 92% (3 additional students)

3b) Raise reading skills of students to achieve equity across culture and gender

Our challenge is to raise reading skills of students to achieve equity across culture and gender	
<p>Baseline Achievement Data</p> <p>Students operating at or above the appropriate curriculum level for their time at school according to National Standards data 2016 (see Appendix E)</p>	<p>At the end of 2016, 86% (1326 out of 1541) of Year 1-8 students were at or above expectation.</p> <p>This included:</p> <ul style="list-style-type: none"> 79% of Year 1 - 8 Pasifika (185 out of 234) 82% of Year 1 - 8 Māori (90 out of 110) 82% of Year 1 - 8 Boys (618 out of 752)
<p>Achievement Targets:</p> <p>Increase the percentage (and number) of students operating at or above the appropriate reading curriculum level (Learning Progressions, 2010).</p>	<p>By the end of 2020:</p> <ul style="list-style-type: none"> All Year 1-8 students: 90% (64 additional students) Year 1-8 Pasifika: 86% (17 additional students) Year 1-8 Māori: 90% (9 additional students) Year 1-8 Boys: 89% (50 additional students) <p>Year by Year breakdown:</p> <ul style="list-style-type: none"> 2018 Target: 87.5% (23 additional students) 2019 Target: 89% (23 additional students) 2020 Target: 90% (18 additional students) <p>See Appendix E for School Level Targets</p>

Focus Area 4: Literacy across the Curriculum (Year 9-10)

4a) Raise Literacy skills of Year 9/10 (progress)

Baseline evidence, and targets: to be determined in 2019 using the learning progression framework

Focus Area 5: NCEA Achievement (Year 11)

5a) Raise achievement of NCEA for students in Year 11

Our challenge is to raise achievement of NCEA for all students to increase the numbers of students achieving endorsement	
<p>Baseline Achievement Information NCEA 2017</p>	<p>In 2017:</p> <ul style="list-style-type: none"> • 85% of boys in year 11 achieved Level 1 NCEA at Year 11 compared to 90% of girls. • 38% of boys in year 11 achieved Level 1 NCEA with Merit or excellence compared to 63% of girls. • 80% of Pasifika peoples in year 11 achieved Level 1 NCEA at Year 11 compared to 87% of all students • 27% of Pasifika peoples in year 11 achieved Level 1 NCEA with Merit or excellence compared to 49% of all students
<p>Achievement targets</p>	<p>By 2020:</p> <ul style="list-style-type: none"> • 90% of boys in Year 11 will achieve NCEA Level 1 including 63% of with Merit or Excellence. • 87% of Pasifika Peoples in Year 11 will achieve NCEA Level 1 including 49% of with Merit or Excellence.

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