

Auckland Central Catholic Kāhui Ako



Our Vision is to create a Community of Learning / Kāhui Ako centred in the Catholic faith that collectively strengthens us to develop the whole child.



Auckland Central Catholic Kāhui Ako Kotahi Conference

"United we are stronger"



Matthew 18:20
"For where two or three gather in my name I am with them."

www.acckahuiako.ac.nz

Auckland Catholic Central Kāhui Ako

Special Character

Colossians 3:16

“Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.”

A Blessing for Us All

May today there be peace within you,

May you trust God that you are exactly where you are meant to be.

May you not forget the infinite possibilities that are born of faith.

May you use those gifts that you have received, and pass on the love that has been given to you.

We grant that our teachers and our learners find God to be the source of all truth;

May we be content to know that we are children of God.

Amen

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Auckland Central Catholic Kāhui Ako

Our Schools

The pathway between our schools is very clear, and being faith based allows us to collectively develop the whole child. Working together, we have the opportunity to build on a child's faith from Year 1 to Year 13.

We work collaboratively to share effective teaching and learning practice and to ensure positive transitions amongst our primary and secondary schools in central Auckland through our Kāhui Ako.

Many of the schools within the community have worked together in the past, so there is already a sense of partnership amongst our schools for us to build on.

Our Community

Our Community of Learning | Kāhui Ako consists of fourteen Catholic schools located in the inner city area of Auckland. This includes seven contributing primary schools, three full primary schools and four secondary schools.

Our roll is **5 336** students (July 2020 roll return) consisting of **3 426** across our four secondary schools and **1 910** across our primary schools. All schools have culturally and ethnically diverse student populations, predominantly of New Zealand European/Pākehā, Pasifika and Māori, with smaller numbers of Indian and Chinese students in several schools.

Across the four secondary schools, Māori students comprise 10% with Pasifika students making up 22%. In the primary schools, Māori students make up 4% of all students enrolled, with individual school rolls ranging from 3% to 9%, and Pasifika comprise 22% of all students, ranging from 3% to 83%.

In total, Pasifika make up 22%, and Māori make up 8% of students across the Community of Learning. The proportion of these students in individual schools is varied.

Our Special Character

Our Catholic faith is at the heart of all our schools and underpins our Kāhui Ako. Each school's charism also influences our Kāhui Ako by having a positive impact on learners, contributing to strong pastoral care programmes and supporting high levels of student wellbeing.

The pathway between our schools is very clear and being faith based allows us to collectively develop the whole child. From the time a child enters Year one, his/her faith continues to grow until they leave school. The development of the whole child is crucial and having a common set of values and beliefs, that include equity and personal respect, enables us to create a functional and transparent process between schools.

Our Fourteen Schools



Marist College

+64 9 846 8311
31 Alberton Ave
Mt Albert
Auckland 1025



St Mary's College

+64 9 376 6568
11 New Street
Ponsonby
Auckland 1144



St Paul's College

+64 9 376 1287
183 Richmond Road
Ponsonby
Auckland 1021



St Peter's College

+64 9 524 8108
23 Mountain Road
Grafton
Auckland 1023



Christ the King Catholic School

+64 9 626 7123
288 Richardson Road
Mount Roskill
Auckland 1041



Good Shepherd School

+64 9 620 4962
30 Telford Avenue
Balmoral
Auckland 1041



Marist Catholic School

+64 9 376 7173
82 Kelmarna Avenue
Grey Lynn
Auckland 1011



Marist Primary School

+64 9 846 7408
14 Kitenui Avenue
Mount Albert
Auckland 1025



Monte Cecilia Catholic School

+64 9 625 5018
34 Whitmore Road
Mount Roskill
Auckland 1041



St Dominic's Catholic Primary School

+64 9 626 5391
32 Bolton Street
Blockhouse Bay
Auckland 0600



Our Lady of the Sacred Heart School

+64 9 638 6200
19 Banff Ave
Epsom
Auckland 1023



St Francis Catholic Primary School

+64 9 846 4696
2 Montrose St
Point Chevalier
Auckland 1022



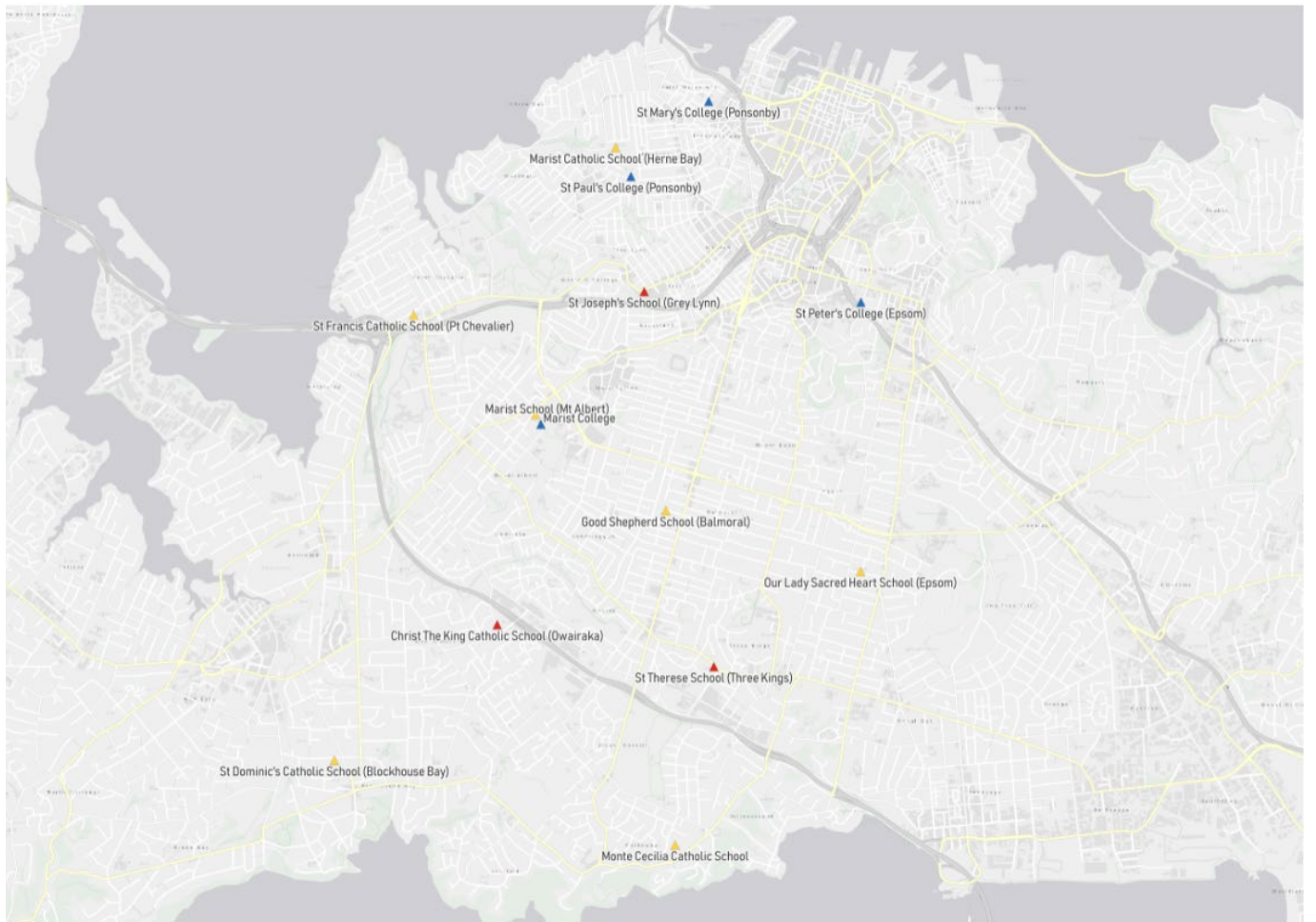
St Joseph's Catholic School

+64 9 376 5456
456 Great North Road
Grey Lynn
Auckland 1021



St Therese School

+64 9 620 9441
463 Mount Albert Road
Mount Roskill
Auckland 1041



Our Learners

At the end of thirteen years of schooling, our Kāhui Ako aims to produce young people who are successful learners, engaged members of their communities, and strong in their faith. We want our learners to be able to pursue any pathway they choose with confidence in their life-long learning skills. To achieve this we have a strong vision of a whole child empowered and motivated by opportunities to draw upon their curiosity, interest, optimism, and passion. We are committed to achieving this vision for all our students, particularly our priority learners.

Data July 2020

School	Total Number of Students	Total Number of Boys	Total Number of Girls	Number of Maori Boys	Number of Maori Girls	Number of Pasifika Boys	Number of Pasifika Girls
Marist College	760		760		73		143
St Mary's College	1051		1051		98		175
St Paul's College	295	295		41		226	
St Peter's College	1320	1320		145		231	
Christ the King Catholic School	107	48	59			25	25
Good Shepherd School	204	93	111			18	24
Marist Catholic School Herne Bay	186	87	99			16	18
Marist Primary School Mt Albert	317	147	170			12	19

Monte Cecilia Catholic School	162	75	87			31	32
St Dominic's Catholic Primary School	270	124	146			16	19
St Joseph's Catholic School Grey Lynn	53	21	32			18	26
St Therese School	91	54	37			41	25
St Francis (Pt Chevalier)	288	150	138			21	22
Our Lady of the Sacred Heart School	232	114	118				
ACC Kahui Ako	5,336	2,528	2,808	224	214	658	533

Student Engagement

Our Kāhui Ako believes student engagement is vital if all our children are to succeed and become lifelong learners as they leave our schools. We understand that the degree of attention, curiosity, interest, optimism and passion that our students show when they are learning or being taught, extends to the level of motivation they have to learn and progress in their education.

We are committed to making this happen for all our students, especially our priority learners.

Māori Dimension

The Auckland Central Catholic Kāhui Ako's policies and practices will provide opportunities for students to learn respect for the diverse ethnic nature and cultural heritage of New Zealand people and acknowledge the unique place of Tangata Whenua.

We are committed to Te Tiriti o Waitangi and will action this through the Ministry of Education's strategy for Ka Hikitia and Tau Mai Te Reo. We will improve the learning of Māori students focusing on Te Tuakiritanga and dimension throughout our Kāhui Ako by ensuring language, culture and identity count for all students and staff whilst acknowledging the presence of the significance of the four outcomes domain.

We will do this by / through

- regular consultation with Māori
- we will provide high quality Māori language education
- incorporating Māori identity, language and culture into teaching and curriculum areas
- collation and analysis of Māori student achievement data to inform next steps for learning within
- each school
- use of preferred learning pedagogies for Māori
- realising Māori potential through participation, partnership, protection and presence
- developing cultural competencies for teachers of Māori learners - Tātaiako in inform practice

Pasifika Dimension

We acknowledge the place of our Pasifika peoples and New Zealand's growing relationships with the peoples of Asia and Europe within our community. We are committed to lifting student achievement in these communities.

We will do this by / through

- regular consultation with our Pasifika community
- using the principles of Pasifika Education Plan to guide and inform planning
- promote presence, partnership, participation and engagement for the Pasifika families

Our Vision

Our Vision is to create a Community of Learning / Kāhui Ako centred in the Catholic faith that collectively strengthens us to develop the whole child.

Our Values Tikanga

Our schools each have their own unique set of values – as does our Kāhui Ako. These values underpin our Community of Learning:

- ***Tika*** *truth, integrity, truthfulness, professionalism*
- ***Pono*** *honesty, sincerity, openness*
- ***Aroha*** *love, empathy, understanding, equity, developing relationships, being open to other cultures and beliefs*

Analysis of Variance for 2017 Achievement Challenges

Writing

1. There are 2144 Year 1 to Year 8 students in our Community of Learning.
2. Currently (1775/2144) (82.79%) students are At or Above the National Standard in Writing. 326 (15.20%) students are below the standard in Writing. We will focus on two subgroups within the 326, namely 98 Pasifika and 144 Boys.
3. By the end of 2018 we aim to achieve 90% or 1929/2144 At or Above the standard, by raising the writing achievement of 81/98 Pasifika and 73/144 Boys. (154/329 total who are below)

What progress has been made?	How do we know	Where to next?
<p>1. In 2018 the percentage of all students achieving At or Above in relation to the end-of-year NS in Writing had risen to 86%(968/1124)</p> <p style="padding-left: 40px;">The movement from 2017 to 2018 in Writing was: <i>Above NS -1%</i> <i>At NS +2%</i> <i>Below NS no change</i> <i>Well Below -1%</i></p> <p>2. In 2018, this percentage of Boys achieving At or Above the NS in Writing had risen to 80% (291/375).</p> <p style="padding-left: 40px;">The movement in Boys achievement levels from 2017 to 2018 in Writing was: <i>Above NS +5%</i> <i>At NS -3%</i> <i>Below NS no change</i> <i>Well Below -2%</i></p> <p>3. In 2018, this percentage of Pasifika students achieving At or Above the NS in Writing had risen to 75% (48/64).</p> <p style="padding-left: 40px;">The movement for Pasifika students from 2017 to 2018 in Writing was: <i>Above NS no change</i> <i>At NS +1%</i> <i>Below no change</i> <i>Well Below -1%</i></p>	<p>Collation of National Standards student achievement data in Mathematics from all Kāhui Ako schools at the end of 2018</p> <p>Careful analysis of these data, followed by discussion at AST and school leader levels</p>	<p>Please note that our AoV accounts for Years 4 to 8 data and statements are in alignment of comparing our initial AC targets with these.</p> <p>As a Kāhui Ako the Leadership team decided to shift our focus away from Writing</p> <ul style="list-style-type: none"> ● As a group we shifted 1% (968/1124). of our overall students to At and Above ● A range of strategies have been implemented across all schools that will be ongoing and we have developed sound systems to sustain our current achievement trend. ● We appreciate that there is still a focus on Pacific and Male data which is an on-going focus for all schools and will be monitored at individual levels.

Mathematics

- There are 2144 Year 1 to Year 8 students in our Community of Learning
- Currently (1765/2144) (82.32%) students are At or Above the National Standard in Mathematics. 329 (15.35%) students are below the standard in Mathematics including 114 Pasifika, and 34 Māori.
- By the end of 2018 we aim to achieve 90% or 1929/2144 to At or Above the standard, by raising the mathematics achievement of 18/34 Māori, 60/114 Pasifika, and 80/181

What progress has been made?	How do we know	Where to next?
<p>1. In 2018 the percentage of all students achieving At or Above in relation to the end-of-year NS in Mathematics had risen to 88% (989/1124)</p> <p>The movement from 2017 to 2018 in Mathematics was: <i>Above NS +3.5%</i> <i>At NS -0.5%</i> <i>Below NS -2%</i> <i>Well Below -1%</i></p> <p>1. In 2018, this percentage of Māori students achieving At or Above the NS in Mathematics had risen to 83% (315/389).</p> <p>The movement from 2017 to 2018 in Mathematics was: <i>Above NS -2%</i> <i>At NS +4%</i> <i>Below +1%</i> <i>Well Below -3%</i></p> <p>1. In 2018, this percentage of Pasifika students achieving At or Above the NS in Mathematics had risen to 79% (70/98).</p> <p>The movement from 2017 to 2018 in Mathematics was: <i>Above NS +7%</i> <i>At NS +1%</i> <i>Below -7%</i> <i>Well Below -1%</i></p>	<p>Collation of National Standards student achievement data in Mathematics from all Kāhui Ako schools at the end of 2018</p> <p>Careful analysis of this data, followed by discussion at AST and school leader levels</p>	<p>Please note that our AoV accounts for Years 4 to 8 data and statements are in alignment of comparing our initial AC targets with these.</p> <p>As a Kāhui Ako the Leadership team we have decided to continue our focus Mathematics</p> <ul style="list-style-type: none"> • We will like to celebrate a shift of 3% (989/1124) of our overall students to At and Above • Another celebration is that 2% of our Māori students and 8% of Pacific shifted to At and Above • Our key reason to continue with Mathematics are <ol style="list-style-type: none"> a. Shift in teacher practice is still a need b. Data across the pathway needs strengthening c. We acknowledge that there is celebration and work within the Māori and Pacific cohort to be continued

NCEA

- Currently 30% (132/438) of our Maori and Pacific students gain NCEA endorsed with Merit and Excellence. 41% (38/85) Māori and 27% (94/353) Pasifika
- Currently, there are 46% (39/85) Māori students and 66% (233/353) Pacific students with Achieved.
- We intend to move an additional 28% (24/85) Māori and 23% (81/353) Pasifika students by 2018 from Achieved to Merit and Excellence endorsements., i.e move 8 more Māori students and 27 more Pasifika students each year by 2018.

What progress has been made?	How do we know	Where to next?
<p>NCEA</p> <ul style="list-style-type: none"> • Attainment of NCEA increased to 96% (1023/1070) in 2018 • Merit and Excellence endorsement increased to 62% (662/1070) in 2018 • For Māori and Pasifika, Merit and Excellence endorsement increased from 30% to 43% (184/430) in 2018 • For Māori, Merit and Excellence endorsement increased from 46% to 56% (68/122) in 2018 • For Pasifika, Merit and Excellence endorsement increased from 27% to 38% (116/308) in 2018 	<p>Collation of NCEA student achievement data from all Kāhui Ako schools at the end of 2017 and 2018</p> <p>Careful analysis of this data, followed by discussion at AST and school leader levels</p>	<p>As a Kāhui Ako we would like to celebrate:</p> <ul style="list-style-type: none"> • Most (96% - 1023/1070) of our learners are gaining the respective NCEA qualification by the end of the year. • Maori and Pasifika Endorsement has increased by 13%, seen in both Maori and Pasifika numbers <p>A range of strategies have been implemented across all secondary schools that will be ongoing and we have developed sound systems to sustain our current achievement trend.</p> <ul style="list-style-type: none"> • We appreciate that there is still a focus on Pacific and Māori data which is an on-going focus for all schools and will be monitored at individual levels in schools.

2020 to 2022 Achievement Challenges

Achievement challenges	<p>We will provide an educational pathway that supports each learner to reach their potential. Our community will continue to strengthen the ties and relationships between our schools, our children and families, to support student engagement and excellence in learning.</p> <p><u>Secondary focus: University Entrance Passes</u></p> <p><i>Baseline Data:</i></p> <ul style="list-style-type: none">• In 2018 Overall 83%(310/374) of students succeed in attaining UE• In 2018 Boys at 90% (148/165) outperformed the girls at 78% (162/209)• In 2018 Māori and Pasifika students' attainment of UE is well below all other students <p>Māori 79% (34/43) Pasifika 70% (84/120) European 90% (131/145) Other 92% (61/66)</p> <p>The differences in attainment of UE are more pronounced than the attainment of NCEA Level 3. This would seem an obvious area in which to focus any possible achievement challenges for 2019.</p> <p>By the end of 2020:</p> <ul style="list-style-type: none">• 85% (37/43) Māori achievement of UE• 80% (96/120) Pasifika achievement of UE <p>By the end of 2022:</p> <ul style="list-style-type: none">• 90% (39/43) Māori achievement of UE• 85% (102/120) Pasifika achievement of UE <p><u>Transition focus: Science Years 5-9</u></p> <p><i>Baseline Data</i> Collect data through NZCER "Science: Thinking with Evidence" (Junior and Years 7-10 Assessments)</p> <p>To be set after collection of data above. Possibly could include: By the end of 2019:</p> <ul style="list-style-type: none">• Entry level into The Sciences options be boosted <p>By the end of 2020</p> <p><u>Primary focus: Mathematics Years 4-6</u></p> <p>All Students Stanines 4-6 target. In 2018, 53% (387/728) of our Year 4 to 6 students achieved Stanine 4-6 in their PAT level in Mathematics.</p> <p>We will reduce this to 43% (315/728), a 10% shift by the end of 2022. This will mean shifting 72 students from Stanine 4 to 6 into Stanine 7 to 9 in PAT Mathematics.</p> <p>Within our overall goal there is 1 sub goal:</p> <p>Pacific: Currently the achievement of Pacific students that achieve Stanine 4 to 6 is 65% (97/150)</p>
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We will reduce this to 55% (82/150), a 10% shift by the end of 2022. This will mean shifting 15 students from Stanine 4 to 6 into Stanine 7 to 9 in PAT Mathematics.

All Students Stanines 7-9 target.

In 2018, 18% (131/728) of our Year 4 to 6 students achieved stanines 8 and 9 in their PAT level in Mathematics.

We will lift this to 25% (182/728), a 7% shift by the end of 2022. This will mean shifting 51 additional students into Stanines 8 and 9 in PAT Mathematics.

Science

Our Kāhui Ako will focus on achievement in Science through NZCER Science thinking with Evidence.

There are 2300 Year 4 to Year 10 students in our Community of Learning. Our aim is to shift mean scale score from 52.9 to 54.5 which is a total shift of 1.6. The measure of this will be conducted with Year 7 end of year results. However the focus is on improving the mean scale score in Years 5 to 7 in order to achieve the shift in the Year 7 mean scale score.

Currently we have 800 students in Years 5 to 7. 111 (111/800 is 14%) of our current Year 7 students are below the mean scale score. We intend to shift 50 additional students above this mean scale score (161/800 is 20% a move of 6%).

Within this target there will be a focus on Pacific Learners

Currently the Mean Scale score for our Year 7 Pacific students is 46.6% in Science

By the end of 2022 we aim to achieve a Mean Scale score of 49.7% (In line with National Mean scale score) for our Year 7 Pasifika students, by raising the Science achievement of the 91 Pacific students.

AUCKLAND CENTRAL CATHOLIC KĀHUI AKO

United we are Stronger

Our Vision	Our Vision is to create a Community of Learning / Kāhui Ako centred in the Catholic faith that collectively strengthens us to develop the whole child			
Our Values	<p>Our schools each have their own unique set of values – as does our Kāhui Ako. These values underpin our Community of Learning:</p> <ul style="list-style-type: none"> • tika truth, integrity, truthfulness, professionalism • pono honesty, sincerity, openness • aroha love, empathy, understanding, equity, developing relationships, being open to other cultures and beliefs 			
Our Strategic Goals	<p style="text-align: center;">Strategic Goal 1: Educational Pathway</p> <p>Tracking and planning an educational pathway that will support each child to reach their potential</p>		<p style="text-align: center;">Strategic Goal 2: Supporting excellence in learning through strong Community</p> <p>Strengthening the ties and relationships between our schools, our children and families, to support student engagement and excellence in learning</p>	
Our Achievement Challenges	Transition focus: Science Years 5-9		Primary focus: Mathematics Years 4-6	Secondary focus: University Entrance Passes
Our Theory of Improvement	<i>Collaborative Inquiry</i>			
Key Initiatives	<i>Development of best practice models across our schools</i>			
Key Initiatives	Teaching as Inquiry	Culturally Responsive Practice	Student Voice / Learner Agency	Accessing Professional Learning and Development

Strategic Goals

Strategic Goal 1: Educational Pathway Tracking and planning an educational pathway that will support each child to reach their potential	
Strategic Programme	Initiatives 2019 - 2022
Collaborative inquiry approaches are promoted at all levels of our Kāhui Ako	<ol style="list-style-type: none"> 1. Unpacking <i>Teaching as Inquiry</i> with all teachers across our Kāhui Ako 2. Linking Teaching as Inquiry to the Kāhui Ako Achievement Challenges 3. Ensuring KA internal resources support teachers' learning and understanding of best practice 4. Ensure PLD provision through KA is documented in all the schools' strategic planning
Implementation of best practice models across our schools including culturally responsive teaching pedagogy	<ol style="list-style-type: none"> 1. Develop and respond to a shared understanding of 'culturally responsive pedagogy' 2. Student voice is used to support evidence gathering for learning 3. Students' identity, language and cultures are affirmed and promoted 4. Ensure PLD supports the learning around culturally responsive teaching practice
Assessment practices are linked to effective teaching and learning	<ol style="list-style-type: none"> 1. Develop common assessment practices across our 12 schools 2. Upskill teachers' knowledge around assessment and how this directly links to teacher practice and 'knowing' what to teach 3. Facilitate effective moderation - develop a clear and shared understanding across the Community of Learning about expectations and what this means 4. Develop effective transition processes for information to transfer across the schools

Strategic Goal 2: Supporting excellence in learning through strong Community Strengthening the ties and relationships between our schools, our children and families, to support student engagement and excellence in learning	
Strategic Programme	Initiatives 2019 - 2022
Our Māori community are connected through our ACC Kāhui Ako by a shared vision of achievement for our Māori learners	<ol style="list-style-type: none"> 1. Establish a working group representative of our stakeholders that develop ways to strengthen ties between our schools that supports our Māori learners 2. Establish a biannual meeting involving our ACC Kāhui Ako Māori community to develop and share practice that promotes the raising of achievement for our Māori learners 3. Establish a system for collecting and collating accurate and reliable achievement data for all our Māori learners
The ACC Kāhui Ako promotes shared professional learning and strong partnerships across all schools	<ol style="list-style-type: none"> 1. Plan and develop second conference for all teaching staff within our ACC Kāhui Ako 2. Establish and maintain clear and regular communication for all stakeholders of our ACC Kāhui Ako 3. Document current collaborations between schools seeking to further develop and broaden these partnerships
Special Education needs are supported across all schools in the ACC Kāhui Ako	<ol style="list-style-type: none"> 1. Engagement with each school's Special Education team including all Special Education Needs Co-ordinators (SENCO) and outside SES agencies 2. Develop shared vision/plan for Special Needs across our Kāhui Ako to support all SES children 3. Explore relevant PLD options to support staff

Auckland Central Catholic Kāhui Ako

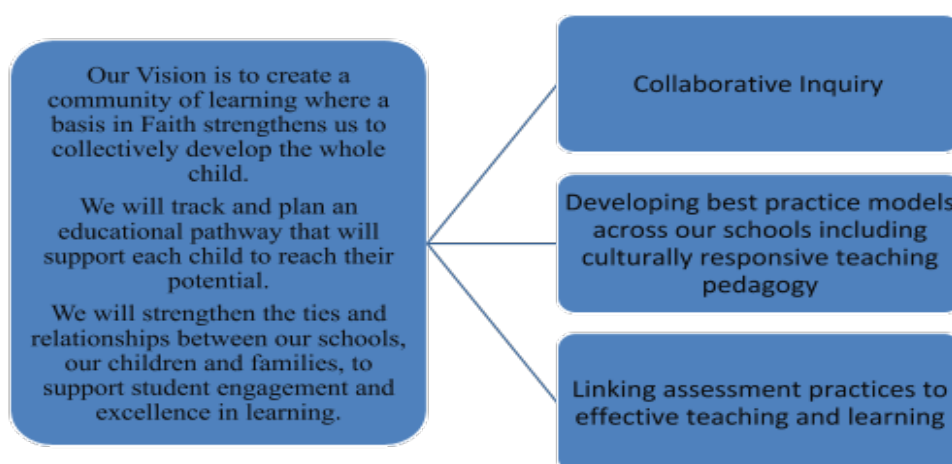
Summary of Theory of Improvement

for Updated Achievement Challenge July 2020

STATING OUR APPROACH

Our approach to addressing our achievement challenges are:

- Collaborative inquiry
- Develop best practice models across our schools including culturally responsive teaching pedagogy
- Link assessment practices to effective teaching and learning



DESCRIBING OUR APPROACH

1. Collaborative Inquiry

- Using credible evidence (for example, student achievement data, student work, classroom observations) to identify a problem of practice at the right grain size.
- Challenging enough to require a stretch of existing knowledge and capacity within the group and
- Manageable enough to be tackled with the existing capacity of the group.
- Designing, trying out, and testing changes in practice aimed to solve the identified problem.
- Rapidly accumulating evidence of impact; embedding those changes that improved teacher effectiveness and student performance into the daily work of participants, and refining or discarding change ideas based on evidence of their effectiveness or lack thereof.
- Identifying next areas to develop practice further.

David, J.L. What Research Says About Collaborative Inquiry, *Educational Leadership*, Vol. 66 No 4.

Rincón-Gallardo, S., Fullan, M. (2016). Essential features of effective networks in education, *Journal of Professional Capital and Community*, Vol. 1 No. 1, pp. 5-22.

Schnellert, L., Butler, D.L. (2014). Collaborative Inquiry: Empowering teachers in their professional development. *Education Canada*, June 2014.

2. Developing best practice models across our schools including culturally responsive teaching pedagogy

- a. Our Community of Learning is inclusive of all students and will establish a system, (detailed in the implementation plan), to develop and share best practice models that have a measurable impact on the achievement of all students that includes Māori, Pasifika and special needs:
 - Students' identity, language and cultures are affirmed.
 - Classroom planning programmes and work is inclusive of the identity, language and culture of all learners.
 - Analysis of classroom assessment information is disaggregated to show Māori, Pasifika, and Special Needs learners' achievement, by year level and gender.
 - Inclusive pedagogies will allow students to contribute their own knowledge and bring authentic contexts to class learning and programmes
 - Teaching techniques includes collaborative strategies (e.g. co-construction of presentations and storytelling to illustrate concepts)
 - Best practice models are inclusive of student's voice.
 - Self regulated learners will be embedded and inclusive of all students
 - Students work shows that they regularly receive critical feedback and feed forward about their learning and are able to talk about how it impacts on their work
 - In response to the aspirations of whānau and the community, our Community of Learning will provide Te reo Māori and Pasifika language programmes if it is requested.
- b. Review governance, leadership, teaching and learning, in each school and across the community using such tools and resources as "Hautu"

Following the self review of your evidence and using the criteria, the school's will:

- identify priorities for development – these will form your strategic aim
- prioritise the two to four areas for immediate focus
- set Charter goals and targets from evidence gathered using Hautū
- determine the evidence you will gather to monitor your progress
- develop processes for monitoring, reporting and reviewing your progress towards achieving your goals and targets. This should include the process the schools/boards will use for engaging with Māori students, their parents, whānau and wider Māori community.
- Continue to monitor progress towards your goals.
- Review interim feedback and evidence.
- Make adjustments where necessary.

3. Linking assessment practices to effective teaching and learning

- To develop common assessment practices in writing.
- Upskilling the teacher's knowledge around assessment with regards to the use of it, and how this directly links to teacher practice and 'knowing' what to teach the children.
- Effective moderation and having a clear understanding across the Community of Learning about expectations, and all speaking a common language around this.
- Purposeful and focused use of assessment data for more effective transition processes. Looking at systems and clear processes from primary to secondary schools, to save time and to set our children up for success

Education Review Office. *The Collection and Use of Assessment Information: Good Practice in Secondary Schools*.

<https://www.ero.govt.nz/publications/the-collection-and-use-of-assessment-information-good-practice-in-secondary-schools/introduction/>

Education Review Office. *The Collection and Use of Assessment Information: Good Practice in Primary Schools*.

<https://www.ero.govt.nz/publications/the-collection-and-use-of-assessment-information-good-practice-in-primary-schools/>

McTighe, J. & O'Connor, K. Seven Practices for Effective Learning. *Educational Leadership*, Vol. 63 No. 3. 2005.

AUCKLAND CENTRAL CATHOLIC KĀHUI AKO: STRUCTURE FOR COLLABORATION



Memorandum of Agreement

Redacted