



Wellington Catholic Schools
KĀHUI AKO
Ngā wāhi e mōhiotia ai ngā ākonga katoa

Karakia- *Blessing*

E tō mātou Atua o te aroha,
nāu tēnei ao i tuku ki a mātou, ā nāu anō te
tono kia whakautu mātou i roto i te aroha me te
whakaaronui.

E Hēhu Karaiti, e te Tamaiti e arohaina ana,
e whakatauirā ana koe ki a mātou me pēhea te
āhua o te noho, ā nāu te karanga ki te hāpai i
tāu kaupapa o te ora.

E te Wairua Tapu, e whāngaia ana mātou e koe
ki tōu whakaaronui, ā, māu mātou e arahi i
runga i tō tātou hīkoi tahi.

Whakapaingia ngā tamariki me ngā whānau
i roto i ō mātou pārihi me ō rātou hapori
Katorika.

Whakapaingia ngā mahi Mātauranga
Whakapono katoa i Aotearoa.

Kia maumahara tonu mātou kei konei koe i ngā
wā katoa. Whakakīngia mātou ki te ihi, ki te
mātauranga me te harikoa hei ako atu, hei ako
mai ko ia anō te pūmanawa o ō mātou kura.

Ko koe anō e ora nei, e rangatira nei mō āke
āke.

Amene

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

Our beginnings

Following a consultation period, the Wellington Catholic Schools Kāhui Ako was established in 2019. As a group of Catholic schools in Wellington City that are part of the Wellington Archdiocese, the intention was to build on the shared history and kaupapa established through our links with the Mercy, Marist and Brigidine orders. Our schools have a shared ethos of Catholic Character and Gospel Values that we wish to build on to further strengthen these relationships - our whanaungatanga.

Our Vision

‘Ngā wāhi e mōhiohia ai ngā ākonga katoa’





“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”.








Our ākonga, kaiako and whānau

- feel safe and supported in their faith
- understand the principles of Catholic social teaching
- are linked together with common values such as Aroha - feel compassion, Atawhaita - show kindness, Kaitiakitanga - trust, Manaakitanga - respect, Whakaakohia - educate, Whanaungatanga - connection

Our Community

<https://sites.google.com/stmw.school.nz/wcs-kahuiako/home>

 <p>https://www.st-annes.school.nz/</p>	 <p>https://www.stants.school.nz/</p>	 <p>https://www.st-benedicts.school.nz/</p>
 <p>https://www.stbernards.school.nz/</p>	 <p>https://www.cardinalmckeefry.school.nz/</p>	 <p>https://www.stcatherinescollege.school.nz/</p>

 <p>St Francis de Sales SCHOOL</p> <p>http://www.sfds.school.nz/</p>	 <p>Holy Cross School Te Rotokura Miramar Wellington</p> <p>https://www.hcm.school.nz/</p>	 <p>https://www.stmw.school.nz/</p>
 <p>St. Patrick's Primary School "Together in Faith & Learning"</p> <p>https://www.spps.school.nz/</p>	 <p>https://www.stpats.school.nz/</p>	 <p>Sacred Heart Cathedral School</p> <p>https://sacred-heart.school.nz/</p>
 <p>St Teresa's School Karori https://www.stteresas.ac.nz/</p>		

Our initial journey with our Theory of Improvement.

Previous work we have done has focused on the following levers of change

1. Culturally Sustaining Teaching and Learning
2. Well-Being / Being Well to Learn
3. Transitions
4. Agency

This was to move achievement in reading and writing in Years 1-8, NCEA endorsements in L1, 2, and 3, shifts in positive reporting against aspects of the NZCER Wellbeing @ Schools survey, and increases in attendance. The WCKA was also establishing ways of working together and cementing an understanding of what could be achieved as a Kāhui Ako.

How the WCSKA decided on the new achievement challenges

As a Kāhui Ako, we adopted the national refocus of direction through the NELP to shape our framework and develop achievement challenges. We have focused on our levers of change shaping them to become our work streams as we seek to impact ākonga outcomes and kaiako practice.

How the WCSKA intends to monitor progress against the new challenges

The new achievement challenge document is intended for a 3+ year time frame. An action plan has been developed with targets and data sources stated.

2024-2025 Wellington Catholic Schools Kāhui Ako - Achievement Challenge Document

WCSKA- weaving the mahi together	Achievement Challenge 1 To create an inclusive, culturally safe, barrier-free learning environment for all ākonga NELP 1.1,1.2, 2.3, 2.4	Achievement Challenge 2 To strengthen teaching, leadership and learner support capability NELP 3.5,3.6
Workstream #1 Catholic Faith Wellbeing/Being well to learn	<i>Success will look like:</i> Ākonga and whānau have a strong connection to their Faith (KA self-review tool to be developed) Ākonga experience positive wellbeing, being well to learn (NZCER WellBeing tool) Ākonga attends school regularly (MOE Every day matters)	<i>Success will look like:</i> Kaiako are knowledgeable in (and confident at showing how) our Catholic faith base connects to learning (KA self-review tool to be developed) Kaiako communicates a strong sense of wellbeing (NZCER Staff Wellbeing tool)
Workstream #2 Culturally Sustaining Leading and Learning Practices	<i>Success will look like:</i> Ākonga have a sense of belonging and are listened to and their voice is acted upon (NZCER WellBeing tool) Ākonga understand and explore the whakapapa (histories and heritages) as partners to Te Tiriti o Waitangi. (KA self review tool) Ākonga are becoming fluent in te reo and tikanga Māori (NZCER Te Urungi - Te Reo Māori assessment)	<i>Success will look like:</i> Schools/Kāhui Ako building an understanding and relationship with Mana Whenua (BOTs - introduction to and self-review against the Hautū Tool and Principals use Poutama Reo) Kaiako are developing and improving cultural capability for self and within classroom programmes (NZCER Te Urungi - Te Reo Māori assessment)
Workstream #3 Focus on National Priorities Reading, Writing, NCEA/ UE/Tertiary pathways	<i>Success will look like:</i> Ākonga experience equity of opportunity in National Curriculum Priorities and know there are high aspirations for them (NCEA, eAsttle, PACT, BSLA)	<i>Success will look like:</i> Empowered Kaiako explore/ implement practices that will make a difference for their learners (eg NCEA, eAsTTle, PACT, BSLA) Kaiako demonstrate the ability to reflect and change practice based on evidence (PGCs and/or other common frameworks that schools are using, yet to be identified)

2024-2027 Action plan

Achievement Challenge 1 - To create an inclusive, culturally safe, barrier-free learning environment for all ākonga
NELP 1.1,1.2, 2.3, 2.4

Achievement Challenge 2 - To strengthen teaching, leadership and learner support capability
NELP 3.5,3.6

Workstream	Target	Actions
Workstream #1 - Catholic Faith/Wellbeing/Being well to learn		
<i>Ākonga, Whānau and Kaiako with a strong connection to their faith</i>	By the end of 2025 ākonga voice collected (data source- Faith rubric)	Faith Rubric established assisted by AST and identified DRS and ākonga voice collected on the level of connection to their faith and values for a sample of ākonga at transition points Yr 6, Yr 8, Yr 10, Yr13 (AST and DRS)
<i>Ākonga experience positive Wellbeing/ being well to learn.</i>	By the end of 2025 from the Wellbeing@school survey, we will see a shift past 70% of positive responses in all of the following aspects (2021, 2023) NZCER survey (data source NZCER) <ul style="list-style-type: none"> a. <i>Student ability to express and manage their feelings</i> b. <i>Having positive pro-social relationships</i> c. <i>Feeling that their teachers know them and care about their culture and their family</i> d. <i>Feeling that they can ask for help from their teachers</i> e. <i>Feeling that they have a say in what happens at their school</i> 	NZCER Student wellbeing survey 2025 data in Term 3 (Schools, WSL) NZCER Staff wellbeing survey 2025 data in Term 3 (Schools, WSL) Each school's implementation of their Wellbeing model set by past PLD- Core Education. (WSL Wellbeing HUB) Inclusion of wellbeing focus in the school's strategic/annual plans (Principal/ BOT) Provide Kaiako with tools around strengthened communication and relationships eg Courageous Conversations PLD (KA led) Across schools collaborations to strengthen approaches to positive relationship building for ākonga (ASL, WSL)
<i>Ākonga attend school regularly.</i>	By the end of 2027, there will be an increase in overall attendance across the WCSKA to exceed 80% of ākonga who will have regular attendance (identified as attending 90%+) (data source Every	Every day Matters data analysis at the end of Terms 1,2,3 aggregated and anonymised data For schools where barriers to attendance have been identified specific actions taken are year on

	Day Matters, MoE)	year. (KA leads, Principals)
<p>Monitoring progress: Faith Rubric will be designed to gather ākonga voice to be used at the end of 2024 and 2026 Wellbeing data collected and analysed in 2025 against previous years' data Termly attendance data presented at Principal's hui term by term</p>		
Workstream	Target	Actions
Workstream #2 - Culturally Sustaining Leading and Learning Practices		
<p>Ākonga have a sense of belonging Ākonga and Whānau voice is listened to and acted upon.</p>	<p>See above By the end of 2025 from the Wellbeing@school survey, we will see a shift past 65% of positive responses in all of the following aspects of the NZCER survey (data source NZCER) in particular <i>C. Feeling that their teachers know them and care about their culture and their family</i></p>	<p>Learning programmes reflect Catholic Character and the culture, language, and identity of our ākonga (Schools) Events are organised across Kāhui Ako eg Cultural day every two years (ASL, WSL)</p>
<p>Ākonga are becoming fluent in te reo me te tikanga Māori</p>	<p>By the end of 2025 baseline data will be established for how to measure this target. Targets for 2026/2027 will be made (data source diagnostic testing tbc)</p>	<p>NZCER Te Urungi survey 2024 Analyse data and determine actions Share understanding around tikanga and kawa across the KA developed through the Culturally Sustaining hub (WSL, ASL)</p>
<p>Ākonga understand and explore the whakapapa of partners to te Tiriti o Waitangi Kaiako building an understanding and relationship with Mana Whenua</p> <p>Kaiako cultural capability strengthened through Kāhui Ako PLD focuses</p>	<p>By the end of 2025 there is a positive shift across data obtained from Poutama Reo (input by Principals) on areas of focus (Leading, Teaching and Learning, Whānau Hapu and Īwi, Student Agency) (data source Poutama Reo survey 2023,2025)</p>	<p>Continued involvement with MAC PLD focus</p> <ul style="list-style-type: none"> ● Kura Ahurea/ Purakau (stories) 8 schools ● Mana whenua historical tours- (Ed Sector Consultants- completed 2023) ● Niho Taniwha (Evaluation Associates) <p>Partnership with communities/whānau The Catholic Church's commitment to bi-culturalism is reflected in our schools (Schools) Analysis tools such as Poutama Reo, NZCER will show improvements (KA leads and Principals)</p>
<p>Monitoring progress:</p>		

Wellbeing survey - see above
 NZCER Te Urungi survey baseline data gathered 2025
 Poutama Reo survey from 2023 used as baseline data and Principals will be surveyed in Term 3 2024 and 2025

Workstream	Target	Actions
Workstream #3 - Focus on National Priorities Reading, Writing, Maths, NCEA/ UE/Tertiary pathways		
<p><i>Ākonga will experience equity of opportunity in National Curriculum Priorities.</i></p>	<p>By the end of 2027 the target is to have 80% of ākonga at Year 8 ready to enter college achieving within the expected curriculum phase in literacy and numeracy (data source, Year 3 BSLA- non Word reading test, Year 6, Year 8, Year 9 and 10 ākonga evaluation source based on Government direction) with the understanding that variables may apply such as immigration trends</p>	<p>Baseline data established through working with a provider. (Sound Data). Protocols established around analysing data. From this, focuses are identified for interventions to promote achievement. Kāhui Ako wide review of assessment practices.</p>
<p><i>Ākonga will know there are high aspirations for them.</i> <i>Kaiako exploring practice that they believe will make a difference for their learners</i> <i>Kaiako demonstrating the ability to reflect and change practice based on evidence</i></p>	<p>By the end of 2025 there will be an upward trend of the number of ākonga Gaining Level 3 NCEA Gaining University Entrance (data source NZQA results) By the end of 2025 there will be baseline data established in targets for NCEA literacy and numeracy with cohort relevancy (data source NZQA results, standardised testing eg e-asTTle)</p>	<p>Data will show strengthened learning outcomes (wellbeing @school survey, Niho Taniwha inquiry, attendance data) UE and NCEA data - improved results L1 NCEA Literacy and Numeracy data Improved primary literacy (including BSLA) and numeracy results.</p>
<p><i>Monitoring progress</i> <i>Using combined schools data from 2023 to gauge % of ākonga working at expected curriculum levels for a baseline.</i> <i>Using BSLA non word reading test at Year 3 as a measure of baseline literacy skills- Term 3.</i> <i>Using data from the government-mandated standardised testing for identified levels.</i> <i>Using NCEA data at the end of 2024 and 2025 for Level 3 and University Entrance</i> <i>Using the NCEA Literacy and Numeracy standards data from Term 2 and Term 3 in 2024 and 2025</i></p>		

