



CHRISTCHURCH CATHOLIC KĀHUI AKO TE MARA AKORANGA KATORIKA

OUR VISION <<

We are a Community of Learning
in which our ākonga encounter
Christ and excel in their learning

Our Kura

St Anne's | St Mary's | St James
St Peter's | St Teresa's | Marian College
St Bede's College | St Albans Catholic
Villa Maria College | Our Lady of Victories
St Joseph's, Papanui | St Joseph's, Rangiora
Catholic Cathedral College | Our Lady
of the Assumption | St Thomas
of Canterbury College

All ākonga will strengthen
their faith and capacity to make
a positive difference to
their community

Through
developing a
genuine encounter
with Christ

By creating a
genuinely bicultural
environment & being
culturally responsive

ākonga and kaiako will respect
the Treaty, recognise the value of
our indigenous culture and language
and ensure that Māori experience
educational success

OUR GOALS



CHRISTCHURCH CATHOLIC KĀHUI AKO
TE MARA AKORANGA KATORIKA

OUR ACHIEVEMENT CHALLENGES >>

Coherent Catholic Pathways

Transitions/Relationships,
Shared virtues and values,
Community Service,
Compassion, Social Justice,
Commitment,
Servant leadership

Hauora

Holistic approach to
development, Spiritual,
physical, emotional,
social wellbeing,
Connectedness,
Cultural identity

Engagement

Learner agency,
Learner-centred curriculum,
Authentic pedagogy,
Curriculum design and achieve-
ment, Collaboration, Co-operation,
Multiple learning strategies,
Cultural awareness, Cultural
responsiveness



COHERENT CATHOLIC PATHWAYS

As a network of faith-based Catholic schools we believe that we can guide all Catholic ākonga to a deeper relationship with Jesus, a deeper appreciation of the individual gifts and abilities we are blessed with and a desire to use these in service to contribute to a society that values justice, peace, love, and respect for all.

We believe that through a *Coherent Catholic Pathway* from years 1-13 we can best prepare our students to manage the transitions, ensuring that there are strong connections at all transition points, ensuring a clear sense of continuity and direction.

How did the Kāhui Ako identify the Coherent Catholic Pathway as a challenge?

We have gathered data from the Ministry to look at 'school of origin' for students enrolling into Catholic Secondary schools.

We have data from the Catholic Education office that lists the numbers of students at each level of Catholic Primary school across the city.

An *Across Community* teacher conducted a survey of Year 9 students to gather data on the process of 'transition' from a primary to secondary school.

We are gathering data from each Parish to compare the number of children baptised in that Parish with the number who enrol at the Catholic Primary school five years later.

What did the evidence tell us?

Not all baptised children are enrolled into Catholic Primary schools.

Not all students leaving Catholic Primary, enrol into a Catholic Secondary school.

About 50% of students enrolled at a Catholic Secondary school did not attend a Catholic Primary school.

How does this relate to the learning outcomes in the NZC?

The NZC refers to "Learning Pathways"

As students journey from early childhood through to secondary school and in many cases, on to tertiary training or tertiary education in one of its various forms, they should find that each stage of the journey prepares them for and connects well with the next. Schools can design their curriculum so that students find the transitions positive and have a clear sense of continuity and direction.

How can we make progress against this challenge?

The intended actions are...

In each hub the Principals will work together to set strategic targets based on the common challenge areas of their ākongā, whānau and communities. Action plans will be developed and the Across Community teachers will support the work of the Within School teachers and all teachers undertaking an inquiry to address specific challenges.

The goal will be to support the development of the ākongā through their primary years and through the transition period into secondary school.

Kāhui Ako Structure

Three hubs based on traditional shared challenges and transitions:

Central and East, South & West and North

Each hub will have a lead Principal (*one resource shared by three*) guiding that cluster of schools to focus on the most relevant achievement challenges.

The Stewardship Group will have oversight and the Management Group will regularly meet each term to monitor progress in each hub.

What are our 'Key Drivers?'

Our key drivers are the identified challenges that are specific to each community. These may be cultural, ethnicity specific, gender specific or specific to that geographic community.

The achievement challenges that each school has identified, with solutions developed that include input from whanau.

The focus will be on the Mission for Catholic schools to build community and grow the faith in the ākonga whilst supporting the whanau in this role. In building these relationships between whanau, school and parish we will contribute to the Hauora of our community. The Coherent Pathways link whanau to Catholic schools and parishes. The primary schools have strong links to the secondary schools to grow these connections.

How can we measure progress against this challenge?

Critical Success Factors

All Catholic families; all those who seek Baptism for their children will choose Catholic Primary schools.

Families transitioning from Catholic Primary schools into Catholic Secondary schools.

Young people, educated in faith continuing to develop connections with their Parish and willing to serve their community.

Aspirations

Catholic families connected and involved in their local parish, choosing Catholic schools for the education of their children.

All young Catholics encountering Christ, strengthening their faith and remaining connected and committed to serving in their community.

By learning in an authentically Catholic community, all ākonga will grow in faith, celebrate liturgies together, and proudly be a part of the faith community.



Coherent Catholic Pathways

Indicators of Success

All baptised children will enrol in their local Catholic Primary school.
All students leaving a Catholic Primary school in Y6 or Y8 will enrol in a Catholic Secondary school.

Historically Catholic schools were started by religious orders to provide quality learning programmes, faith based education, to the poor and marginalised. An indicator of success will be that all families, regardless of their financial situation, will be able to access Catholic schools.

Students who have progressed from Catholic Primary to Catholic Secondary school will be offered opportunities to be prepared to receive the four Sacraments of Initiation.

All preference students leaving a Catholic Primary school should have made their First Holy Communion (Eucharist)

All preference students should receive the Sacrament of Confirmation before leaving Secondary school.

Through all of the above our ākonga will develop a much deeper relationship with Jesus, know that they are loved and valued and be willing to serve their community.



HAUORA

We believe all ākonga deserve to feel valued, respected, safe and happy.
To feel that their culture and identity is acknowledged and celebrated.
A sense of connectedness, confidence and self-belief, ultimately leading
to better outcomes.

How did the Kāhui Ako identify the Hauora as a challenge?

We gathered data over a 2 year period from yrs 4-10 via *Me and My School*. A tool that measures affective (emotional), behavioural and cognitive engagement levels from students perspectives.

Data was collated from Secondary level Pastoral care teams and from Primary level SenCo, Mana Ake and RTLB liaison teachers to monitor the number of students displaying symptoms of stress, anxiety and depression each year.

Some of our schools have agreed to complete the *wellbeing@school* survey which will now allow us to aggregate data across schools, including: school-wide leadership, climate, policies and practices, how teachers teach and what happens in classrooms, student culture and behaviour, and how connections are made with the school community.

This measurement tool includes: student survey, teacher survey and SLT survey.

What did the evidence tell us?

This 2 year study shows a generally positive picture, students are feeling connected to their school and how they view themselves as learners.

Areas of interest: Y6 students tracked slightly below their National cohort, and other areas with differences in ethnicities and boys compared to girls. In the Y7-10 survey, Y9 and 10 students were generally engaged and positive, feeling that their culture is valued, taking school seriously, but often feeling bored in class. With the implementation of Mana Ake to the Kāhui Ako in 2019, data gathered by this team reflects the increasing pressure on primary schools to meet the wellbeing needs of their students.

Referrals are coming from all schools, in both high and low socioeconomic communities. The schools that are doing the *wellbeing@schools* survey completed their surveys by the end of week 4. The data will be with NZCER currently generating the collective report. The results will enable schools to refine their strategic goals.

How does this relate to the learning outcomes in the NZC?

Wellbeing is vital for student learning.

Research shows that many school factors influence student success. Although no single measure is indicated, the contributing factors are interrelated and interdependent. For example, a student's sense of achievement and success is enhanced when they feel safe and secure at school. This in turn lifts their confidence to try new challenges and strengthens their resilience.

(condensed from <https://www.ero.govt.nz/publications/wellbeing-for-success-effective-practice/introduction/>)

How can we make progress against this challenge?

The intended actions are...

The goal will be to support the development of the ākonga through their primary years and through the transition period into the secondary school. It is expected that schools will work closely with Mana Ake to address Hauora concerns.

Kāhui Ako Structure

Three hubs based on traditional shared challenges and transitions:

Central and East, South & West and North

Each hub will have a lead Principal (*one resource shared by three*) guiding that cluster of schools to focus on the most relevant achievement challenges.

The Stewardship Group will have oversight and the Management Group will regularly meet each term to monitor progress in each hub.

Next steps will be guided by: our learnings from the last two years; our involvement with Grow Waitaha around Wellbeing and implementation of whole-school approaches; and the guidelines from the wellbeing from schools resource (2016): **Ero found five vital aspects in schools that successfully promoted and responded to student wellbeing. In these schools:**

Agreed values and vision underpin the actions in the school to promote students' wellbeing. *Through the revisioning process collaboratively set goals and develop a strategic plan. We are setting up a collective wellbeing framework that works across all schools but can be adapted for each school's own context.*

The school's curriculum is designed and monitored for valued goals.

Our schools are at different stages of this process and will be supported in their development. It is important to note that we have shared big goals but also acknowledge a diverse range of needs in this area as we range in deciles 1-10.

Students are a powerful force in wellbeing and other decisions. *We have already used student voice through our surveys and student wellbeing team forum within our Kahui and are continuing to develop this.*

All students' wellbeing is actively monitored. *Process collectively underway with Me and My School data and wellbeing@school plus data from Mana Ake. Each school having many internal measurements such as attendance data and referrals.*

Systems are in place and followed to respond to wellbeing issues.

These are currently being refined with the support of Mana Ake. From this data we will continue to provide specific PLD based on the needs of our students and staff.

What are our 'Key Drivers?'

Each of the three hubs will identify specific drivers or areas of concern in the area of Hauora. This could be around anxiety, depression, mental illness, relationship issues, etc. Mana Ake are keen to utilise their finite resource in the most effective way possible, by working to develop solutions within each individual hub, and working in conjunction with teachers, parents and other agencies that could be involved, such as RTLB, SWIS, etc.

Collaboratively setting shared Kāhui Ako goals for wellbeing across all schools:

Collective Framework

Developing our collective capacity in the areas of Social and Emotional Learning (needs identified).

How can we measure progress against each challenge?

Critical Success Factors

All students will be guided and supported to develop positive self-worth, to know and value themselves, their talents and abilities, and to develop confidence to make a positive contribution to their community and to society.

The development of staff in a professional capacity. Our staff need PLD that is scientifically-based and proven to move the needle in positively shifting wellbeing outcomes.

Wellbeing is a skill. It needs to be practiced. Allowing our staff space and time to upskill and practice is critical for the success of Hauora across our community.

"It takes a village to raise a child."

Along with whole-school wellbeing approaches including:
Senior Leadership Teams, ākonga, Whanau, Parish and Community

Aspirations

All Catholic school students feel valued, loved, and respected. Developing confidence, self respect and are comfortable within themselves. They will have a positive sense of identity, and be proud of their culture, utilising their talents productively. They will develop a positive sense of self-worth, and form constructive and positive relationships with their teachers and peers.

Recognising they are created in the image and likeness of God, they will respect each other and show compassion for the less fortunate and the marginalised in our society.

All of our community build their capacity with tools/ strategies and skills that support them to flourish mentally, emotionally, socially, spiritually and physically in order to navigate and thrive in this 21st century world.

For all our community to have the agency to support their own wellbeing and the wellbeing of others.



Hauora

Indicators of Success

*Listed below are desired outcomes for student wellbeing.
Focus on outcomes best suited to your school's individual Kura.
We aim to share and support all schools to build their capacity
to support better outcomes for our ākonga.*

Students have a sense of belonging and connection to school,
to whānau, to friends and the community.

Students experience achievement and success.

Students are resilient – have the capacity to bounce back.

Students are socially and emotionally competent, socially aware,
have good relationship skills, are self-confident, able to lead, self-
manage and are responsible decision makers.

Students are physically active and lead healthy lifestyles.

Students are nurtured and cared for by teachers at school, have
adults to turn to who grow their potential, celebrate their successes,
discuss options and work through problems.

Students feel safe and secure at school; relationships are valued
and expectations are clear.

Students are included, involved, engaged, invited to participate
and make positive contributions.

Students understand their place in the world, are confident in their
identity and are optimistic about the future.



ENGAGEMENT

We believe that significant learning occurs with significant relationships. Inclusive learning environments and culturally responsive teaching practices can create a climate where positive relationships are nurtured and valued, which leads to positive outcomes for all.

The 15 schools in this Kāhui Ako are committed to delivering an authentic curriculum that meets the learning needs of all our ākonga.

How did the Kāhui Ako identify Engagement as a challenge?

The Me and My School survey provides much data on a range of engagement indicators. With all 15 schools conducting the survey at the same time each year, the data provides interesting results for analysis. In addition to this we have much anecdotal evidence from teachers.

What did the evidence tell us?

Overall, data shows our students are more positive and engaged than the national sample. Y6 students were least positive, and compared to the national average: Y6 boys and Y6 Māori had a higher percentage who disagreed with the following statements: *'Most mornings I look forward to going to school. My friends like school. When I'm learning something hard I keep trying to get it right.'* The next statement also reflected lower levels of engagement: *'I like to tell people at home what I am doing at school'* The least positive were Y6 boys and Māori students.

Y7-10's survey found most students were comfortable to share ideas in class. Y7-8 Asian students and Y9-10 Māori students the least willing.

Y9's were generally more positive than they had been previously in Y8.

Y10 girls and Māori students were less positive than they had been previously in Y9.

How does this relate to the learning outcomes in the NZC?

Most children and young people enjoy school, thrive and succeed. But for some, negative experiences, behaviours or emotions during the passage from childhood to adulthood can affect their wellbeing and lead to long-term negative consequences. Student wellbeing is central to successfully implementing The New Zealand Curriculum. A focus on wellbeing ties together the curriculum's vision, principles, values, key competencies and learning areas. Wellbeing clearly positions learners and their development as confident young people at the centre of what schools do.

(Education Review Office. (2015). Wellbeing for children's success at primary school. Retrieved from www.ero.govt.nz.)

How can we make progress against this challenge?

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The intended actions are...

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What are our 'Key Drivers?'

Our goal is for each individual student to be confident that they are making progress at school, to see value in all their learning, to respect their peers and teachers and to have developed self-respect, confidence, and compassion for those less fortunate than ourselves. To know that their culture is valued, and that their teachers and whanau care about their learning.

Our goal is to have committed teachers who support the Catholic Special Character of the school, and form strong and positive relationships with their learners based on mutual respect and shared values.

How can we measure progress against this challenge?

Critical Success Factors

Cognitive Engagement: Students engage with the processes and progressions of their learning

Behavioural Engagement: Students show that they are willing and ready to learn

Emotional Engagement: Students feel secure in their teacher/classmate/school relationships. (Can be particularly important for Māori and Pasifika students.)

Many factors affect how well students are engaged by what they are learning at school. These include the: nature of relationship with the teacher and other students in the class, perceived relevance of the learning material, level of knowledge and skills that students bring into each learning situation, intrinsic interest of the subject or activity to a particular student extent to which there is variety in the teaching approaches nature and extent of teacher feedback on students' progress extent to which students are able to take responsibility for their own learning.

<http://nzcurriculum.tki.org.nz/Teaching-as-inquiry/Student-engagement>

Aspirations

Ākonga in our Kura will be confident in their ability to learn and make progress. Knowing they are cared for and supported by their teachers. Encouraged by their parents, family and whanau who have positive expectations for them. They will enjoy learning in a safe environment, feeling challenged appropriately and empowered to take responsibility for their learning.

Our ākonga will be confident, connected, persistent, motivated and respectful of others.



Engagement

Indicators of Success

Ākonga will show perseverance in their work and be self-motivated to complete tasks and overcome obstacles.

Students will feel their contribution in the classroom is valued and respected.

Students will have the opportunity for self-directed learning.

The curriculum will be meaningful, relevant to students lives.

Students will be offered appropriate feedback and feed forward.

The newly developed Learning Progressions for the revised RE Curriculum will enable schools to tailor their core RE programme to recognise prior learning and keep students engaged.

Schools will identify and recognise the individual learning styles of their ākonga, developing a curriculum and learning programme that will be engaging, challenging and motivating.

Students will experience success and feel they are making progress.

Christchurch Catholic Kāhui Ako - Te Mara Akoranga Katorika

Refreshing the Achievement Challenges

Our Journey

We formed in 2016 with representatives from the 15 Boards and schools working together to develop our first application. The achievement challenges were outlined by our Ministry Lead Advisers at the time, based on the first Kāhui Ako around the country that were gaining approval. The initial achievement challenges were similar to most other Kāhui in this respect.

Our initial achievement challenges were:

- To lift achievement in Mathematics for all students in years 1 – 10, with a particular focus on our Pasifika students.
- To lift achievement in Writing of all students in years 1 – 10, with a particular focus on Boys in year 9 & 10.
- To lift achievement in Science for all students in years 1 – 8, with a particular focus on Māori and Pasifika students.
- To lift achievement in Science for year 9 & 10 Māori and Pasifika students

Following the appointment of the Lead Principal, it was clear that some of the challenges had little connection with some of the communities. The 15 school communities were very diverse, spanning everything from decile 1 to decile 10, and geographically spread from St Joseph's Rangiora in the north to St Peters Beckenham in the south, St James in the East, to St Thomas' in the west.

There were some well-established traditional pathways from particular primary schools to particular secondary schools. There were some challenges and difficulties through very diverse schools working together. This is what led the Kāhui Ako to adopt a new model for 2020 with the formation of three hubs that combined schools with established connections and who already shared similar achievement challenges.

The benefits of working in a Kāhui Ako include the fact that teachers in secondary schools often do not fully appreciate what happens in primary schools, and vice versa. By working with Across School teachers from both sectors there has been an opportunity for teachers in both sectors to engage with and grow an understanding of the challenges at each stage of learning. The gathering of the within school teachers each Term, and the sharing of inquiry focus areas have been another success.

The practices which have had a positive impact on the progress and achievement of our students include strategies we have implemented through a focus on Biculturalism and being culturally responsive. As most of the schools have worked on these areas for the last three years we are seeing positive gains in terms of attainment levels, raised expectations, and the engagement of students as measured through *Me and My School*.

The achievement challenge that has made the most progress would be *To lift achievement in Science for all students in years 1 – 8, with a particular focus on Māori and Pasifika students.*

This would be because there was a definite need recognised in all the Primary schools to strengthen and support the teaching of Science. We had focussed CFPLD directed at supporting teachers in Primary schools with the teaching and assessing of skills in Science, and excellent support from the AST to grow their confidence through this journey.

Teacher practice generally has improved through the cycle of inquiry approach, as teachers are required to inquire into their practice, reflect on this, and to make changes that will improve outcomes. As teachers in all schools are supported and encouraged by the WST and AST there has been positive collaboration and sharing of good practice.

Previous Achievement Challenges

The high-level goal or purpose for our previous achievement challenges are evident in the simple titles for each one:

- To lift achievement in Mathematics for all students in years 1 – 10, with a particular focus on our Pasifika students.
- To lift achievement in Writing of all students in years 1 – 10, with a particular focus on Boys in year 9 & 10.
- To lift achievement in Science for all students in years 1 – 8, with a particular focus on Māori and Pasifika students.
- To lift achievement in Science for year 9 & 10 Māori and Pasifika students

What have we done so far to work to this challenge?

To lift achievement in Mathematics for all students in years 1 – 10, with a particular focus on our Pasifika students.

To lift achievement in Writing of all students in years 1 – 10, with a particular focus on Boys in year 9 & 10

We have worked with Evaluation Associates to encourage schools to adopt the Learning Progressions Framework and PACT as a way of developing teachers' understanding of the curriculum and the levels of attainment expected at each curriculum level.

Schools selected either Writing or Mathematics and have worked on developing the skills of their teachers with this curriculum area and the use of the assessment tool. This project has aimed to identify the early adopters and to build their confidence and ability to use the tool and then to encourage other teachers to upskill. Some schools have made great progress with this.

To lift achievement in Science for all students in years 1 – 8, with a particular focus on Māori and Pasifika students.

To lift achievement in Science for year 9 & 10 Māori and Pasifika students

The AST with responsibility for Science has worked with the provider of PLD to allocate this resource across the community. This meant addressing as priority the schools that were seeking assistance immediately, and then encouraging schools to take advantage of the PLD. There was a real need for this support as most primary schools acknowledged that their teachers lacked the facilities and confidence to deliver the Science curriculum. Through using "Thinking with Evidence" the facilitators were able to support the teachers to assess and analyse the results and feedback from the students and to identify the gaps in their knowledge.

What worked well and how do we know it worked well?

The Science AST has identified great progress in the Primary schools in which she has worked. Those wanting to be upskilled have grasped the opportunity that the PLD offered and have grown in confidence to deliver the strands in the Science curriculum. We know this has worked well in the feedback we have received from the teachers using it, from their new confidence, and their enthusiasm to try new tasks and topics within Science.

The implementation of LPF and PACT has worked well in schools that have embraced this with an open mind and a positive desire to utilise the new framework.

What did not work well and what have we learnt from this?

Regarding the use of PACT, for schools that have been keen to learn about the LPF and PACT there has been good progress and increase in confidence in using the tools. It has not worked so well in schools where there has been a low-trust model in terms of the collection of data and how it could be used. The NZEI instruction to not adopt PACT or to not record the data in a way that can be shared with the Ministry has been a barrier to success here.

With regard to the Science project, the AST was a previous HoD Science in a secondary school, and so she chose to work with the 10 Primary schools. The PLD provider was to work with the five secondary schools. The ten Primary schools all made progress, some more than others, but the secondary schools were reluctant to engage. They did not

think they needed help with their junior Science programmes, they were reluctant to use “Thinking with Evidence” and often the HoD Science in the secondary schools did not want to meet with the facilitator.

What we learnt from this is that the achievement challenges that were identified initially in order to have the Kāhui Ako registered were not universally seen as relevant in some schools.

The Achievement Challenge: *To lift achievement in Science for year 9 & 10 Māori and Pasifika students* was not seen as relevant in some of the secondary schools. One issue with this was not have a universal way of measuring progress between Y9 and Y10, hence the use of “Thinking with Evidence”. Some schools felt their numbers of Māori and Pasifika students were very low and statistically not valid, or that these priority groups were already achieving as well as the NZE students.

What progress have we made toward our targets?

We started our Kāhui Ako data and identified our learning challenges based on looking at National Standards data from 2014 - 2016. Whilst we had doubts about the quality of this data, and the accuracy of this in terms of judgements that did not really represent standards, we did have baseline data on which we set our targets. With the end of National Standards it has been difficult to have a common or universal measure of progress.

In the Science project we had most schools using the “Thinking with Evidence” tool that enables us to gather common data:

Summary Thinking with Evidence Data 2019.				
	Mean Test Term 1 – Term 3	National mean (stew)	Change (stew)	Year End Mean position relative to National Year Level Mean
Y7	45.4 – 46.6	49.7	+1.2	below
Y8	49.0 – 54.8	53.2	+5.8	above
Y9	54.8 – 59.4	55.8	+ 4.6	above
Y 10	59.9 – 63.1	60.5	+3.2	above

Are the targets still relevant / appropriate or do they need adjusting?

Because the initial Achievement Standards were very similar to those adopted by most new Kāhui Ako, they were not all universally seen as relevant to our diverse range of schools. The 15 Principals have worked with the Across Community teachers to re-vision these goals, to make the adjustments that we feel would be more relevant. It may be that one of the new hubs, such as the Christchurch Central and East Hub - a collection of low-decile schools with a higher proportion of Māori and Pasifika students will still keep some of these as focus areas.

What are the different ways we measured progress against this goal?

As previously explained, it has been very challenging to measure progress in lifting achievement in writing and mathematics as the PACT tool was not used consistently across the network. Some schools have used PAT, others e-AsTTle, others have used their own testing. Some schools have doubted the validity of the initial achievement challenges, but I am confident that through the focus on writing, mathematics and Science there have been many teachers who have focussed on their pedagogy and there is wide anecdotal evidence that achievement has been lifted.

Are there different / better ways to measure progress against the goals?

Ideally, it would be good for all schools to use the same measurement tools. We have used the *Me and My School* data to enable us to focus on engagement and how safe students feel at school. This is closely tied to our Wellbeing focus. Having a common set of data that can be analysed and trends identified across the network is very useful.

After working through the revisioning process in 2019, the Kāhui Ako has agreed on the following Achievement Challenges for 2020 - and beyond:

Engagement

We believe that significant learning occurs with significant relationships. Inclusive learning environments and culturally responsive teaching practices can create a climate where positive relationships are nurtured and valued, which leads to positive outcomes for all.

Hauora

Research shows that many school factors influence student success. Although no single measure is indicated, the contributing factors are interrelated and interdependent. For example, a student's sense of achievement and success is enhanced when they feel safe at school. This in turn lifts their confidence to try new challenges and strengthens their resilience.

Coherent Catholic Pathways

One of the Ministry goals for Kāhui Ako generally is the 'coherent pathways' and we have adapted that for our Catholic Kāhui Ako. It is very much about ensuring there are smooth transitions between the sectors of education - in our case from Primary to Secondary and preparing our Akonga for Tertiary.

For each of these achievement challenges, in the original document I sent the Ministry I responded to these questions:

- How did we identify these Achievement Challenges?
- What did the evidence tell us?
- How does this relate to the learning outcomes in the NZC
- How can we make progress against this challenge?
- What are our key drivers?
- How can we measure progress against this challenge?

I am now providing additional detail on each of these achievement challenges, to suggest how we will measure progress, and what levels of progress we can expect at the end of the first year.

Engagement

Whilst our data shows that our students are generally more positive and engaged than the national sample, the *Me and My School* data did show that Y6 students were least positive, and Y6 boys and Māori were less positive than students at other levels. For the primary schools in each hub this will be a target area. The secondary schools all have their own data that indicates where there is room for improved engagement within a cohort of students or an ethnic group.

By implementing strategies through an inquiry approach we aim to address these particular areas of engagement.

For example - *connection with whanau*. By developing good connections with whanau, and encouraging them to have a better understanding of the learning taking place at school, they will be able to have the learning conversations with their children that can promote deeper learning and engagement.

Each school, within each hub, will identify their own specific areas within the 'engagement' focus and using the spirals of inquiry approach will aim to improve engagement at each level, and for specific cohorts of students.

Progress will be measured in 2020 using the *Me and My School* data gathered in all 15 schools.

The specific statement: "*I like to tell people at home what I am doing at school*" should show a positive shift in the next set of results.

Another area highlighted in the data showed that Y9-10 Māori students were least willing to share ideas in class. All of the schools continue to share the common goal to create a genuinely bicultural environment and to be culturally responsive. With the AST leading and supporting this goal supporting the teachers in each school, we have identified strategies that are making a positive difference for Māori ākonga and through sharing best practice we aim to improve this aspect of the data in 2020.

Some of the schools have seen considerable lift in achievement of Māori ākonga together with increasing confidence and pride in their culture through encouraging the learning of Te Reo for all students and teachers, encouraging participation in Kapa Haka, celebrating success in both performance and academic achievement, and developing strong relationships with ākonga so that they feel valued and always treated with dignity. Whilst each school is at a different stage on this journey, there is increasing evidence that these strategies are having a positive impact.

By continuing this focus in each school we expect that the data in 2020 will show an increase in the number of Māori ākonga that indicate they are “willing to share ideas in class”

Other data used in 2020 to show a shift in engagement will be to closely monitor attendance data. Students coming late to school or not arriving at all can indicate issues with engagement. Each school has a pastoral care team that will work on this achievement challenge by monitoring students and connecting with whanau when concerns arise. Increased levels of anxiety and stress can directly impact on engagement and attendance, and the schools in each hub that have identified these areas of concern will work on strategies to address these. The ASTs will support these inquiries across the Kāhui Ako and will share the good practice that is happening and making a difference.

Hauora

Most of the kura in the Kāhui Ako have developed a policy focussed on Hauora / Wellbeing and the remaining schools are making it a focus in 2020. This increased awareness of the impact of wellbeing on learning is shared across the city, particularly in Grow Waitaha - the initiative that has seen all the secondary schools share and work together on common goals.

Mana Ake have worked with our Kāhui Ako since Term 2, 2019, and have produced data to indicate the number of referrals from our various Kura in the Kāhui Ako. This is more evidence of the increasing number of students presenting with anxiety, depression, and the associated issues such as sleep disorder, eating disorder, low self-esteem, self-harm, relationship issues, etc.

We are also working on a project with Dr Kathleen Liberty to address the needs of a cohort of students who will transition from Primary to Secondary school in the next two years who are presenting with symptoms indicative or exposure to successive layers of stress. These are children who were very young during the earthquakes of 2010-2011 and in addition to this may have been exposed to stress through domestic violence, poverty, relationship breakup, loss of contact with a parent, Mosque shootings, etc.

Our aim with this Achievement Challenge is to support the students who are affected by any of the above conditions so that they can make progress with their academic achievement. Whilst this may seem like a vague target, we will continue to collect data for the number of students who either seek support from or are referred to the College-based Pastoral Care networks, as well as the external agencies, such as Mana Ake, Social Workers in Schools, Oranga Tamariki, Youth Aid, etc.

This will simply reflect that there is a growing number of students with wellbeing issues. With the support strategies that we put in place, which will be different in each Kura and in each hub, we are aiming to support each individual student, meet the needs of each individual and work towards them achieving success.

The measurable target we will use to show we are making progress will involve identifying individual students in each kura who present with any of the range of symptoms or behaviours listed above. From here we will set individual achievement targets and closely monitor the academic progress of these students.

By the end of 2020, evidence of success with the strategies that are developed to address wellbeing concerns will be in the number of individually identified students who achieve their academic targets.

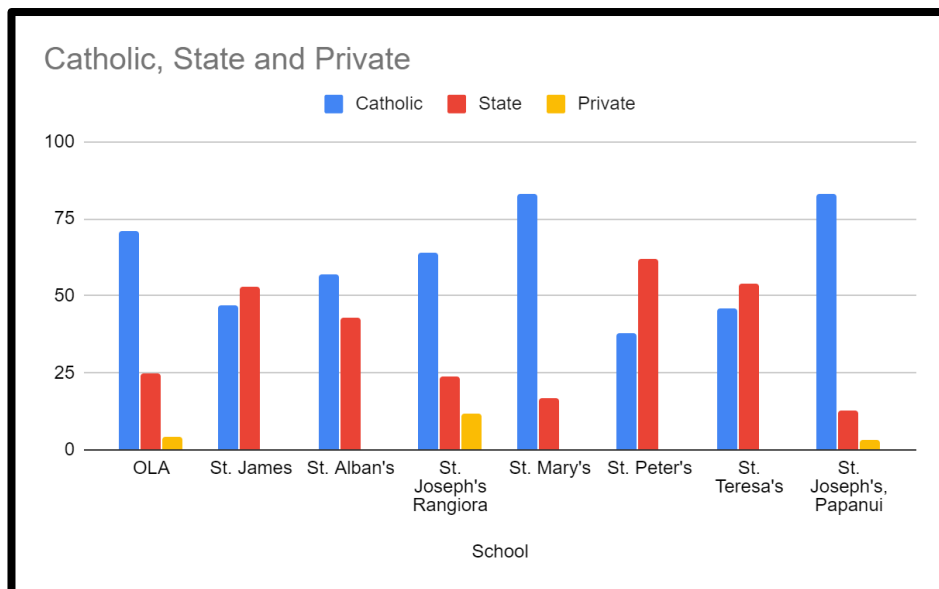
Coherent Catholic Pathways

With this Achievement Challenge, we aim to best prepare our akonga to manage the transitions from primary to secondary and onto tertiary education, ensuring that there are strong connections at all transition points, ensuring a clear sense of continuity and direction.

Our Census data shows that there are a growing number of Catholics in the city, largely due to the immigrants who have arrived for the rebuild of Christchurch. Many of these workers bring their families with them, and many are from the Philippines. A majority of the Filipino immigrants are Catholic, and the Filipino community make up to 60% of the roll of some of our Catholic kura. Others have enrolled in the closest state school on arrival into the city, and later show a preference for enrolling their children in Catholic schools.

In my initial report to the Ministry regarding the revised Achievement Challenges, I outlined the data that shows up to 50% of students who enrol into Catholic secondary schools come from the state primary sector, and varying percentages of students from Catholic primary schools elect to enrol in the local state secondary, or private education.

Overview of the percentage of students moving from Catholic Primary to either a Catholic, State or Private Secondary School.



We have a number of strategies and focus areas that will be targets for 2020. These include:

- A strong focus on the importance of Religious Education being taught in an authentic, meaningful, relevant and integrated context in the 21st century.
- Opportunities to look at the Religious Education pathway from primary to secondary with the new R.E curriculum being released and implemented.
- Professional Development for teachers on various prayer forms for the classroom.
- Increased opportunities provided for schools to collaborate on various Social Justice projects.

With teachers in both primary and secondary sectors working on these initiatives, Akonga will witness the coherent pathway between the sectors, and see that their faith development is supported by consistent values in terms of social justice, giving service, and through the new Religious Education curriculum.

One of the Within School teachers has developed a 'learning progression framework' for Religious Education which will enable us for the first time to collect data that will measure progress through this curriculum.

By the end of 2020 we will measure our success in terms of the following:

The collection of baseline data showing levels of progression at each level of the RE curriculum. This will enable us to measure progress in 2021 and beyond.

Annual surveys of ākongā regarding the RE programme will measure levels of engagement so that we can measure progress each year.

The number and range of activities undertaken in each school with a social justice focus (through Young Vinnies and other groups) will enable us to measure the engagement level of each kura in these Catholic Special Character opportunities.

Increased percentage of students from Catholic primary schools transitioning into Catholic secondary schools. The current average is 60%, with a range from 33% up to 80%. The target next year will be to increase the average to 70%, with a range from 50% to 100%.