



**THE WAIKATO CATHOLIC  
KĀHUI AKO**

**ACHIEVEMENT  
CHALLENGE PROPOSAL  
2017 - 2019**

***Ehara taku toa i te toa takitahi, engari he toa takitini***

*My success is not mine alone, as it is not the work of one, but the work of the collective.*

This document includes contributions from Principals and staff from across all our schools and Early Learning Centres.

Special thanks to Dominic Tester from St John's College for the collection and analysis of data.

We thank you all.

OUR VISION

“The Waikato Catholic Kāhui Ako embraces its distinctive Catholic nature; our culture of learning is supported through strong connections with staff, who are collaborative, reflective and strategic practitioners. Our confident, effective ākonga will continue to learn and thrive in an environment that is strengthened by our core values of Justice and Equity”.

As a Catholic Community, we share core virtues and values that drive our intentions to meet our challenges and make the necessary changes to our assumptions, beliefs about learning, and, ultimately, our practice in the classroom.

As a community of Hope/Tumanako, we approach our challenges from a mind-set of GROWTH: a growth mind-set will impact on teachers’ beliefs and practice, and will be essential to the realisation of our Vision. This proposal, therefore, intends to push boundaries, challenge assumptions about learning and raise achievement across our Kāhui Ako.

Participating schools and their learners:

Data collected from July 1<sup>st</sup> roll returns in 2016, indicates:

- 4,367 learners are engaged with their learning across the Waikato Catholic Kāhui Ako
- 701 learners are Māori, and 277 are Pasifika.

The cultural dimension of our learners reflects an area of particular interest for our Kāhui Ako. It is something to be celebrated. Having analysed data across all our schools, there is the potential for us to create a learner experience that reflects and values our cultural diversity.

Table 1: Waikato Catholic Kāhui Ako – Contributing Early Learning Centres and Schools (2016).

	MĀORI	PASIFIKA	TOTAL
<b>WAIKATO CATHOLIC KĀHUI AKO</b>	<b>701 (16.0%)</b>	<b>277 (6.3%)</b>	<b>4,367</b>
St John’s College (Hillcrest)	141 (18.1%)	54 (6.9%)	757
Sacred Heart Girls’ College (Hamilton East)	128 (14.1%)	40 (4.4%)	889
St Anthony’s Catholic School (Huntly)	37 (42.5%)	11 (12.6%)	87
St Columba’s Catholic School (Frankton)	91 (18.5%)	40 (8.1%)	491
St Joseph’s Catholic School (Fairfield)	55 (16.2%)	11 (3.2%)	337
St Joseph’s Catholic School (Morrinsville)	25 (11.5%)	7 (3.2%)	217
St Joseph’s Catholic School (Te Aroha)	13 (14.6%)	16 (17.9%)	89
St Patrick’s Catholic School (Te Awamutu)	46 (16.8%)	5 (1.8%)	273
St Paul’s Catholic School (Ngāruawāhia)	55 (41.3%)	5 (3.7%)	133
St Peter Chanel Catholic School (Te Rapa)	25 (8.4%)	27 (9.0%)	297
St Pius X Catholic School (Melville)	27 (16.9%)	15 (9.4%)	158
Marian Catholic School (Hamilton East)	58 (9.6%)	46 (7.6%)	589
Jubilee Early Childhood Centre (Hamilton) – pathway to Marian School	5 (11.0%)	4 (9.0%)	43
Our Place Preschool (Frankton) – pathway to St Columba’s School	12 (23.0%)	2 (4.0%)	51

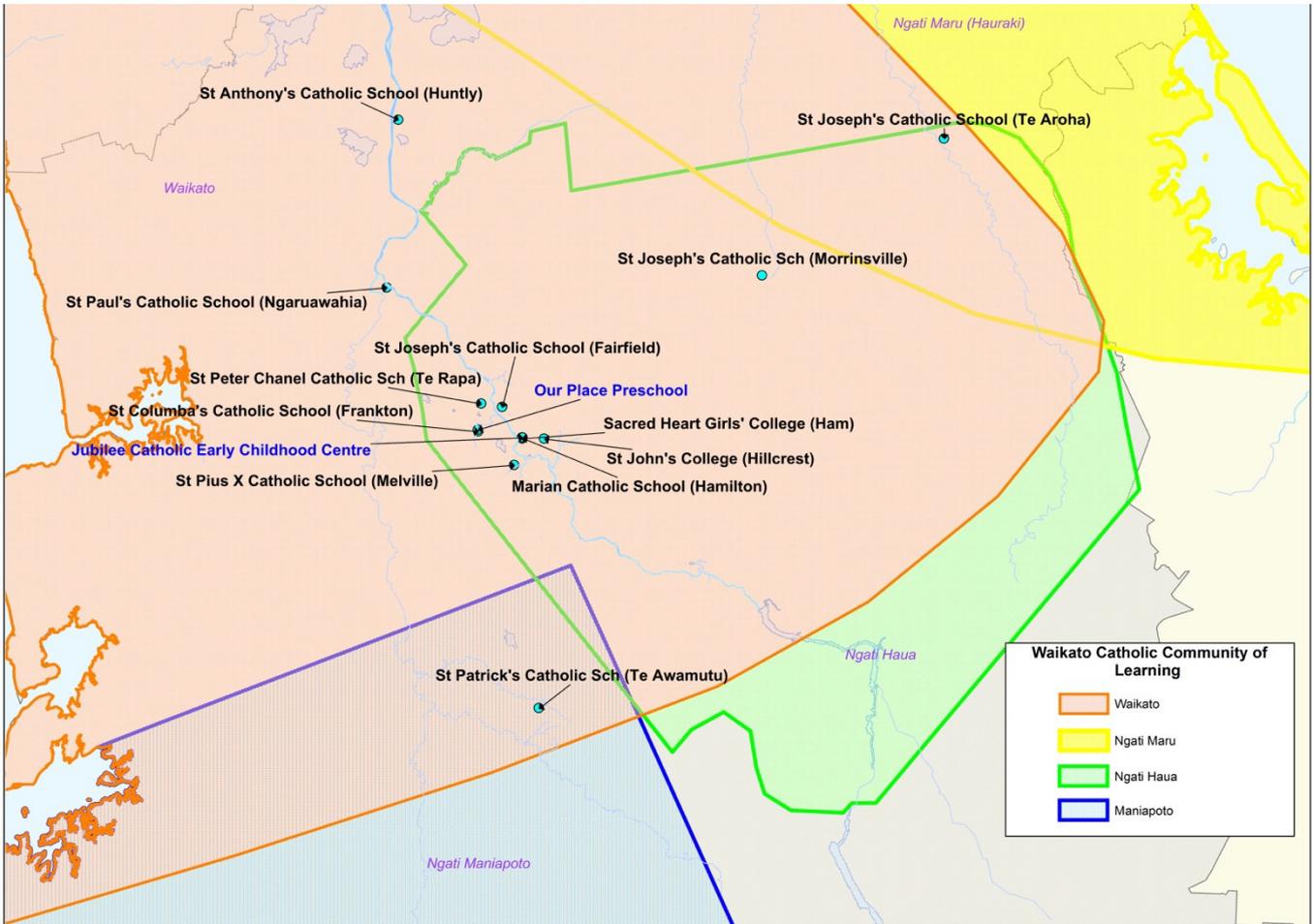
NB: Figures are taken from the ‘Education Counts’ website and are based on the school roll, excluding international learners.

**Note:** these numbers fluctuate due to recent migrants from the Pacific Islands, as well as Pasifika families moving into the area as a result of population migration from Auckland to Hamilton.

Since the beginning of 2017, many of our schools have enrolled new families across all levels. The numbers across our Kāhui Ako reflects the demographics of Hamilton and its neighbouring towns. In addition, our schools are experiencing a growth in the number of learners from a refugee background as well as migrating families from the Philippines, and India. This growth adds to our ethnic diversity and mirrors the changing face of the Catholic Church in the Diocese of Hamilton.

Participating Schools and Early Learning Centres (ELCs)

Waikato Catholic Kāhui Ako – Iwi boundaries



Situated within boundaries linking back to Tainui waka, our schools commit to strengthening links with local Iwi, honouring their mana as tangata whenua. As a Kāhui Ako, we have approached the Ministry of Education for guidance, and to benefit from their networks, seeking appropriate Iwi representation at a governance and stewardship level. Iwi will ultimately assist us in determining how we can best serve our Māori community. We are pleased to have the support of Ngāti Hauā, at this proposal stage:

*“Ngāti Hauā accepts the goals as set by the Kāhui Ako and provide our support for your application”*  
 (Lisa Gardiner, General Manager, Ngāti Hauā Iwi Trust).

A commitment to strengthening partnerships with whānau so that we might effectively consult, collaborate, and communicate about the work, progress and gains of our Kāhui Ako, is something that resonates very much with our schools. All our schools have well established and on-going partnerships with their whānau and Pasifika communities and we endeavour to harness these connections as our Kāhui Ako makes progress. Indeed, as evidenced through the Kawenata relationship with Waikato Tainui, our aim is to serve our whānau, iwi and hapu through a model of Companionship – share stories, build trust, journey together, share resources, guide, lead, advise in a reciprocal and respectful relationship. (Note: ‘companion’ means ‘to break bread’ – food that unites, nourishes and sustains relationships in community with our God, self and each other.)

We are fortunate to have a valuable relationship with **Hui Te Rangiora**, our Catholic marae. Hui Te Rangiora is situated in the heart of Hamilton City, easily accessible for the majority of our schools for such things as ‘noho marae’, as well as being an important source of cultural support and guidance as we strive to realise the bicultural foundation of our society in a multicultural setting. We see the potential in connecting with our local marae as a strength of the partnership journey.

INTRODUCTION AND BACKGROUND INFORMATION

The Waikato Catholic Community of Learning | Kāhui Ako comprises of 14 learning communities, of which 9 are in Hamilton City and 5 in the surrounding towns. There are 2 Early Learning Centres (ELCs), 10 Catholic Primary Schools, and 2 Catholic Colleges. Many learners transition from our ELCs, through to our Primary schools, and then on to our Colleges. We wish to strengthen this well-established pathway for the benefit of our learners’ learning and success.

Table 2: Waikato Catholic Kāhui Ako – Year 8 learners in 2016 who transitioned into secondary schools within the Kāhui Ako in 2017

Retention Data	Y8 Males 2016	To SJC 2017	% to SJC	Y8 Females 2016	To SHGC 2017	% to SHGC
St Anthony's Catholic School (Huntly)	3	3	100.00%	4	3	75.00%
St Columba's Catholic School (Frankton)	29	25	86.20%	31	20	64.51%
St Joseph's Catholic School (Fairfield)	19	11	57.89%	19	12	63.15%
St Joseph's Catholic School (Morrinsville)	14	9	64.28%	12	5	41.66%
St Joseph's Catholic School (Te Aroha)	3	3	100.00%	4	1	25.00%
St Patrick's Catholic School (Te Awamutu)	15	9	60.00%	16	9	56.25%
St Paul's Catholic School (Ngāruawāhia)	10	9	90.00%	12	9	75.00%
St Peter Chanel Catholic School (Te Rapa)	16	13	81.25%	11	9	81.81%
St Pius X Catholic School (Melville)	5	4	80.00%	13	10	76.92%
Marian Catholic School (Hamilton East)	40	25	62.50%	43	34	79.06%

Throughout 2015 and 2016, Principals held a series of meetings where they shared their collective learning aspirations. These meetings eventually led to the development of a Vision, Strategic Direction, and ultimately some Achievement Challenges for our Kāhui Ako.

Boards and staff are regularly kept informed of progress, and are very supportive. As Catholic schools, we are unified in our understanding of the formation of the whole child, which honours the dignity and complexities of human development. Consequently, we uphold a moral imperative that demands of us to prepare our young people for a future where skills, dispositions, and character traits to navigate an ever-changing world are essential for ‘first chance’ education.

Waikato Catholic Principals have a history of collaboration. We believe this provides the foundations for a highly successful Kāhui Ako as we operate from a position of strength, with an already-established Hamilton Catholic Principals Association that gathers regularly for dialogue, sharing and learning.

Our journey towards the Waikato Catholic Kāhui Ako includes:

- Hamilton Catholic Principals first exploring Investing in Educational Success (IES) in 2015.
- Principals agreeing an Expression of Interest to the Ministry of Education was appropriate.
- Information/consultation meetings with Principals and Boards throughout 2016.
- A Stewardship Group convened to support the establishment of the KāhuiAko
- Ministry of Education meeting with Principals, Boards of Trustees (including Māori, and Pasifika), and those with an interest in special needs, and migrant education.
- All Catholic schools in Hamilton City and the immediate surrounding areas becoming signatories to a Memorandum of Agreement (MoA) in October 2016.
- Principals, a Board representative, and an Independent adviser (John Huston) being part of the appointment panel for the Lead Principal.

Other work and consultation contributing to informing our Kāhui Ako:

- Māori and Pasifika representatives (from across different schools) taking part in consultations and discussions around the value of the collaborative model for their tamariki.
- Involvement by both our Colleges in Ministry of Education mentoring initiatives for Māori and Pasifika learners.
- Extensive pedagogical expertise across all schools.
- Principals involving senior leaders and expert teachers in discussions.
- Our Catholic ELCs joining the Kāhui Ako, and having representation on both our Stewardship, and our Leadership groups.

Next Steps to strengthen the Kāhui Ako:

- Professional learning across the Kāhui Ako to grow and sustain appropriate and culturally responsive pedagogy, ensuring teacher efficacy and consistency:
  - Professional learning facilitated by Waikato Tainui representatives to grow knowledge and insight of the aspirations of our local Māori community so that Māori are engaged and supported in their education
  - Professional learning across the Kahui Ako to grow the understanding of the Waikato Story, in particular, mindful of the implications and necessary mamae.
  - Professional learning facilitated by the Ministry of Education's Pasifika Adviser through 'Welcome To My World', to deepen an understanding of Pasifika learners as learners.
- Professional learning across the Kāhui Ako to grow and sustain a Growth Mindset(GMS):
  - Professional learning facilitated by Kāhui Ako experts to explore and develop an understanding of a GMS learner in the local and community context.

We have plans for the team of across school and within school leaders to be the influencers of change. Using our Expert Partners to develop this team's capacity to coach and mentor colleagues will be a key strategic focus of the professional learning and formation of this team. We are excited to be working with Infinity Learn Ltd (Brian Annan and Mary Wootton) who bring considerable experience and capability in this space. We intend to co-construct relevant inquiry through the 'Communities of Practice' model.

CULTURAL NARRATIVE

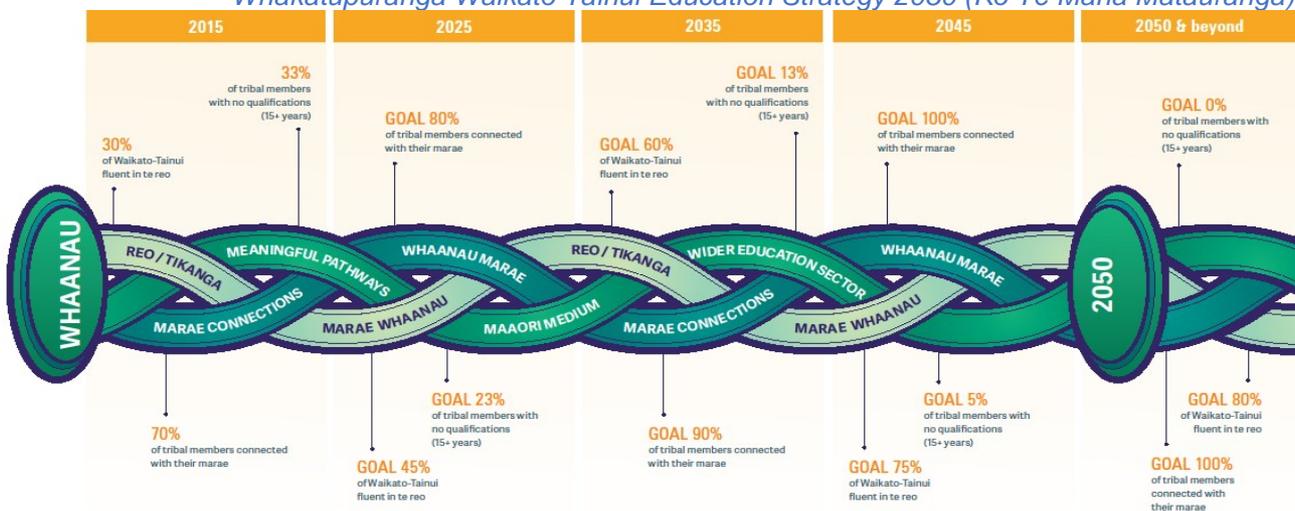
The Waikato Catholic Kāhui Ako spans the rohe of Tainui waka. Sacred Heart Girls' College (SHGC) and St John's College (SJC) have entered into partnerships with Waikato Tainui as *Kawenata Schools* and as such, become a conduit for schools within our Kāhui Ako to benefit from working with Waikato Tainui Iwi to raise the aspirations and achievement of our Māori learners. We take pride in sharing the Waikato Tainui Education Strategy (below), with the kind permission of Kimai Huirama from the Waikato Tainui Education Team.

Our Kāhui Ako supports the cultural, social, economic, and educational aspirations of Waikato Tainui tribal members as articulated in their Education Strategy. We have made a commitment to identify and support Waikato Tainui learners and whānau attending their respective early learning centres, schools, and tertiary institutions as most of our learning communities are situated within the boundaries of the Waikato Tainui rohe. (See p.3)

Sacred Heart Girls' College and St John's College are both engaged with the Kawenata programme. This programme aims to develop and deepen partnerships with the Iwi, so as to improve the professional learning and development of staff about Waikato Tainui and Māori educational success, as well as accelerating Māori learners' progress, achievement, and learning.

Given that our Māori learners are disproportionately represented in under-achievement statistics, schools within our Kāhui Ako will look to, collectively, engage in the Kawenata programme, and we embrace this opportunity to help reduce the disparity of achievement.

*Whakatupuranga Waikato Tainui Education Strategy 2050 (Ko Te Mana Matauranga)*



We share the commitment of the NZ Catholic Bishops' Conference to Māori by honouring Te Tiriti o Waitangi as 'a covenant, and a taonga', thereby re-affirming the commitment of the Catholic Church "to promote bicultural relationships in a multicultural society".

*(NZ Catholic Bishops Conference, "Statement on the Treaty of Waitangi in Today's Perspective", 1995.)*

As the data in Table 1 (page 2) shows, two of our schools within the Waikato Tainui rohe have a high percentage of Māori learners (St Paul's Catholic School, Ngāruawāhia and St Anthony's Catholic School, Huntly). This demographic is pertinent to our Achievement Challenges.

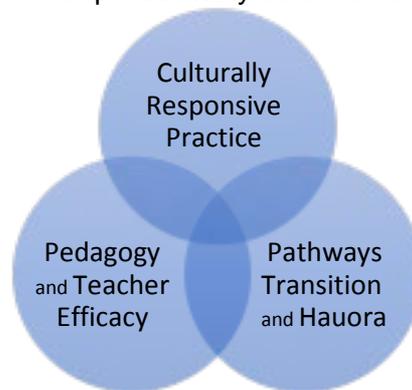
We also recognise that both ELCs in our Kāhui Ako reflect a similar cultural dimension where early intervention could make a significant contribution to the Waikato Tainui Education Strategy.

## KEY STRATEGIC FOCUS (AREAS OF INQUIRY)

The Waikato Catholic Kāhui Ako has been involved in many strategies and interventions (e.g. Literacy, ICT, Numeracy, ESOL, etc.) seeking to improve outcomes for learners, with varying levels of success. We wish to build on the effective components of these interventions so that we can better meet the needs of all our learners.

Leadership across the Kāhui Ako will support teachers to take responsibility for their performance in the classroom. The teacher in the classroom is the main 'variable' and what matters are the expectations that teachers have of themselves, more than the expectations they have of their learners. If every teacher can acknowledge that they are the variable in the classroom, then school improvement can make significant progress, which in turn will permeate through to our Kāhui Ako.

This approach has the potential to raise the level of teacher efficacy which will have the desired impact on learners and their learning. Success in any profession starts with a focus on self. As leaders/teachers/coaches, we can most productively influence ourselves.



Central to a successful learning experience is a capable, reflective and inquiry-minded practitioner. Teachers have the greatest impact on learners and their learning, wellbeing, engagement and achievement.

The following areas for inquiry are crucial for the success of a student's 'first chance' education. Consequently, following much dialogue across our ELCs and schools, we agreed that given the current research of 'effect size', what the teacher does is what we have most influence over. We believe there are key areas in the NZ Curriculum and Te Whāriki where learners are most vulnerable and teachers are, potentially, least effective.

### 1. Culturally Responsive and Relational/Whānau-centric Pedagogy

Improving Māori and Pasifika student progress, achievement and engagement is critical to addressing the identified achievement disparities in our Kāhui Ako. It will require the sharing of what we have learned about best practice in order to grow the capacity of all teachers across our Kāhui Ako:

- Cultivating the environment where Māori can achieve as Māori, enjoying success and reaching their full potential, secure in their identity, language and culture.
- Cultivating the conditions where Pasifika learners can participate, engage and achieve in learning, secure in their identities, languages and cultures and reaching their full potential.

*Ka Hikitia Accelerating Success, 2013-17*

*Pasifika Education Plan, 2013-17*

Growing our capacity to foster connectedness, community, and collaboration with whānau and āīga in order to establish and sustain caring learning communities at all levels is an area of utmost importance for us. This will help us in adopting classroom management styles that are, not only culturally responsive (e.g. restorative practices), but which are also aligned to our values, vision, and mission. In addition, supporting teachers' cultural responsiveness and capability to recognise and respond to cultural diversity, requires an improvement of all our school-wide whānau/āīga engagement and consultation.

## 2. Teacher Efficacy and Transformation

Building teacher efficacy and capability in providing inclusive learning environments for all learners using a model of inquiry to ascertain our impact on student learning is essential.

Our Leadership group acknowledges that quality pedagogy is a crucial factor in successful learning outcomes. Teachers make a difference in education, and research consistently supports the view that a good relationship between student and teacher is vital. This is especially the case for Māori and Pasifika learners for whom 'whanaungatanga' and 'Vā' are paramount. There is no substitute for a teacher who is resourceful, reflective, responsive, and with high expectation of themselves.

Supporting our teachers to grow and develop as reflective and responsive practitioners is crucial to accelerating student progress and achievement, and to realising the values, vision, and mission of our Kāhui Ako.

## 3. Transition, Pathways and Hauora (Student Wellbeing)

Learners make many transitions during their educational journey, which have their own complexities:

- beginning early childhood education and care services;
- starting school, changing year levels within a school, transfer from one school to another;
- moving from primary school to intermediate school, and on to secondary school;
- moving on from secondary school to further education, training and/or employment.

A student's transition can be complicated by social, emotional and physiological changes that can impact negatively on their learning. Teachers who understand the impact these changes can have on learners are better placed to help them make positive adjustments at each transition point.

Relationships with, and between, teachers and learners are critical in the transition process as it deepens the understanding of what has happened before, to inform the present, and shape the future. In particular, wellbeing and learning must be maintained as the learner transitions from early childhood to primary, within primary, primary to secondary, and secondary to tertiary.

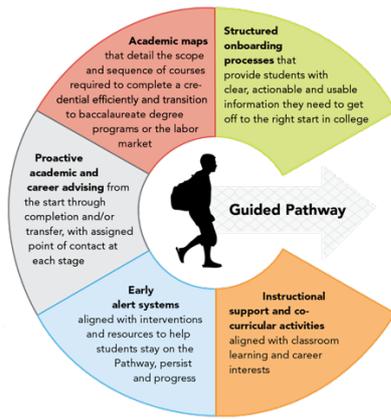
Relationships and communication with parents, whānau/āīga, and groups within the community are also important during transition. 'Hauora' underpins the community's approach and strategies to achieve educational outcomes.

It is worth noting that research findings from the Education Review Office (ERO) and other agencies, found six factors that contribute to successful transitions:

1. *understanding the features and importance of education transition,*
2. *preparing well for successful transitions,*
3. *providing additional support for vulnerable learners,*
4. *using effective transition processes,*
5. *introducing a curriculum that responds to the diversity of learners,*
6. *ongoing monitoring and review of transition processes.*

*Education Review Office, "Education at a Glance: Transitions from Primary to Secondary School", Executive Summary*

We intend to use this research to strengthen good practice and address the areas of development as part of our Plan.



This is an example of a possible Framework for transition and pathways (©Completion by Design)

### Collaborative Inquiry

*‘The vision for Kāhui Ako is a network of education professionals who are connected to what’s happening in their surrounding schools and communities, deeply invested in the needs of their young people, and equipped with the information and support to respond to those needs...The purpose of Kāhui Ako is for the adults in the system to focus on seamless pathways of learning for the children in their communities’.*

*Iona Holsted, Secretary for Education, Letter to Principals, 16 June 2017*

We believe that a commitment to genuine collaboration across our Kāhui Ako is one of the most effective means of strengthening teaching and learning, and enables us to investigate learner outcomes around the three areas of inquiry. It will form the basis of our partnership: sharing knowledge and expertise to raise achievement, and the preferred learning pathway for all our learners beginning at our Catholic ELCs, to Primary, to College, and then further training and/or study. An initial collaborative inquiry across our Kāhui Ako identified our three key strategic focus areas that we believe will be most effective in improving outcomes for our learners.

Figure 1: Spiral of inquiry



**NOTE:** We intend to inquire into the Strategic Focus Areas and investigate what aspects of pedagogy, teacher efficacy and transition are specifically related to writing-related student achievement among the targeted learners. Successful inquiries are likely to design fit-for-purpose solutions to address the overarching challenges. This will be a key role of the Across School Leader and the Within School Leader.

An example of a framework for transforming learning in schools: Innovation and the spiral of inquiry.

Some of our schools are already making progress as collaborative inquirers within their own schools, and the challenge is to extend this across our Kāhui Ako.

An agreed model of inquiry such as *‘The Spiral of Inquiry’* (Timperley, Kasar and Halbert, 2014) will be used to improve teacher efficacy; and, a model of classroom practice that focuses on the development of learning dispositions and aligns with the values, vision, and mission of the Kāhui Ako will transform teaching practice.

Through a deeper collaborative approach, we can enhance the practice of leaders and teachers to better meet the needs of all learners, in particular priority groups, improving progress, engagement and capacity for lifelong learning.

## PRINCIPLES OF LEARNING

### What should learning look like in the contemporary world?

Schools and education systems around the world are constantly re-evaluating their design and approach to teaching and learning. Significant global research about learning has inspired practice and guided the development of modern learning spaces.

*“The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.”*

*OECD, The Nature of Learning, 2016*

An OECD report identified 7 principles which are applicable to the learning process. They provide additional insight into what makes people learn most effectively. **These principles point towards student-centred, evidenced-informed, teacher-led, personalised learning in a technology-enhanced, blended learning classroom:**

- **Principle of Potential:** Humans are endowed with an inherent potential for increase in capacity, the establishment of habit, and the definition of being.
- **Principle of Target:** Human potential may be channelled intentionally toward a specific, predetermined target of learning, or will otherwise follow incidentally from the conditions to which a person is subjected.
- **Principle of Change:** Learning is a specific type of change, which is governed by principles of (a) repetition, (b) time, (c) step size, (d) sequence, (e) contrast, (f) significance, and (g) feedback.
- **Principle of Practice:** Principles of change are activated and aligned with learning targets through models of practice, exercise, or experience.
- **Principle of Context:** Learning is facilitated by a context of practice that is the same as, or accurately represents, the context of performance.
- **Principle of Engagement:** Learners will often engage in certain activities as a matter of habit, though they are also influenced by their current capacity to engage, as well as factors of motivation and inhibition related to the activity as a whole, part of the activity, its circumstances, or its expected results.
- **Principle of Agency:** Learners are not passive recipients of learning, but active agents with the ability to choose how they will apply their attention and effort, and to choose what learning activities they will engage in. Others may exercise their agency to promote or inhibit the agency of the learner, and may play a role in facilitating or impeding successful learning.

*Principles of Learning: 7 principles to guide personalised, student-centered learning in the technology-enhanced, blended learning environment. Retrieved December 4, 2016 from [https://principlesoflearning.wordpress.com]. Weibell, C. J. (2011)*

*“The good news is that teachers make a difference; the bad news is that teachers make a difference”.*  
*Sir John Jones*

## COLLABORATION

It was agreed by all Principals and Boards of Trustees, and outlined in the Memorandum of Agreement between schools, that the Waikato Catholic Kāhui Ako will be structured in the following way to ensure that the strategic direction aligns with our Vision, and to monitor and evaluate progress towards our achievement goals:

### Stewardship Group

- Lead Principal
- Leadership Expertise Allowance holders (if applicable)
- Invited Principals/ELC Supervisor
- Board Representation (including a Trustee of the Lead Principalschool)
- Iwi liaison and/or Pasifika adviser

The purpose of this group is to support the Lead Principal, and to act as guardians and stewards of the vision and mission of the Waikato Catholic Kāhui Ako.

A key role of this group is to manage the appointment process of Across School staff.

### Leadership Group

- ALL Principals and ELC Managers (and/or their delegates)

The purpose of this group is to develop, review, critique, confirm and implement the *Achievement Challenge Action Plan* for the Kāhui Ako in consultation with all stakeholders. This group monitors progress of the *Achievement Challenge Action Plan* within and across, ELCs and schools.

It is essential that the effectiveness of the *Achievement Challenge Action Plan* is continually monitored and reviewed so that the Kāhui Ako is responsive to the needs of the community.

A particular role required from each member of the Leadership Group is:

- ensuring a reference to the *Achievement Challenge Action Plan* is included in each school's key strategic documentations, budgets, and plans.
- reporting to all key stakeholders, ensuring they continue to be fully informed.
- maintaining ongoing consultation and communication with their own communities.



**Note:** the Lead Principal of the Kāhui Ako is entitled to engage an **Expert Partner**, and **Change Manager** (through the Ministry). This is a significant strategic partnership role as a critical friend, to undertake a high-level needs analysis to identify Kāhui Ako development and professional learning needs around raising school capability to accelerate student achievement, particularly for priority learners and target learners.

---

## MONITORING

---

How will we monitor our progress against these targets?:

- continuing to measure all our learners against the national standard for writing at all year levels with a specific focus on Pasifika boys, targeted learners, and all Year 8 learners to strengthen transition.
- assessing learners using agreed common assessment tools (eg. e-asTTle) at the start and end of Year 9, in addition to the end of Year 10 to monitor the primary-secondary transition.
- regularly monitoring and tracking the progress of learners identified as needing to make accelerated progress.
- ensuring that there are systems and processes in place in Year 9/10 to track and monitor student progress in writing, and identifying learners needing to make accelerated progress.
- using 'on track' data for targeted learners to assist in benchmarking progress.
- utilising student voice/teacher surveys to monitor the effectiveness of strategies put in place.
- analysing family/whānau/aīga surveys, and explore ways of engaging effectively.
- auditing transition from Year 8 into Year 9 – analysis of retention statistics.
- auditing data that has been made available at all transition points – early childhood to primary, primary to secondary, and secondary to tertiary.
- reviewing/disseminating information from teacher inquiries.
- regularly updating our stakeholders on progress against the targets.
- ensuring each school has identified the number of learners who are required to make accelerated progress and have appropriate intervention strategies in place. (see page 22)

---

## EVALUATION

---

The Lead Principal (or their delegate) will work with the Across School Leaders to develop an effective model of evaluation for the context of The Waikato Catholic Kāhui Ako.

There will be a requirement to:

- evaluate outcomes in relation to our Achievement Challenges.
- analyse the next steps stemming from the student/teacher and family/whānau surveys.
- Identify key areas of impact where change/progress/shift is evident as a result of collective actions.
- prioritise the areas for future focus.
- identify areas for development of professional capacity.
- use student, whānau/aīga, and teacher perspective as a key contributor to the evaluation process.

These evaluations will shape our reporting commitments below.

---

## REPORTING

---

The Lead Principal (or their delegate) will manage the submitting of reports from key staff to our stakeholders each term, to keep them updated on progress towards meeting our Achievement Challenges.

---

## LEADERSHIP

---

### Expert Partners and Lead Principal:

- Catherine Gunn (SHGC)
- Brian Annan and Mary Wootton (Infinity Learn Ltd)

### Stewardship Group:

- Catherine Gunn - Lead Principal (SHGC)
- Gareth Duncan - Primary Principal (St Columba's, Frankton)
- James Murray - Primary Principal (St Joseph's Fairfield)
- Erin Burr – Supervisor (Jubilee Early Learning Centre)
- Hayley McConnell – Board of Trustees (SHGC)
- James Barnes – Māori Cultural Adviser (Hui Te Rangiora Marae)
- Kapeli Iulio Martinez – Adviser (Ministry of Education)

### Leadership Group:

- All Principals (and/or delegates)
- Tara Kanji– Lead Principal's Delegate (Reporting to Stewardship Group)
- (Brian Annan and Mary Wootton Infinity Learn Ltd)

### Across/Within School Teachers Group:

- Tara Kanji – Lead Principal's Delegate (Reporting to Leadership Group)
- Across School Teachers
- Within School Teachers

### Community Consultation and Participation

As a Faith Community, it is important to recognize that we are deeply connected beyond our school boundaries. In most cases we share a common Proprietor (except SHGC), we also share parishes, we share whānau and aīga, we share Trustees, we even share combined sports teams.

In short, we have a valuable connection sustained by faith, and nourished by a common purpose and desire to guide learners through a strong Catholic learning pathway.

We acknowledge that for productive partnerships between Iwi and our Kāhui Ako to exist, it needs to begin with us recognising that Māori learners are intrinsically connected to their whānau, hapū and Iwi. We believe that forming these partnerships is essential for working effectively with, and for, Māori learners, particularly as we intend to accelerate their progression and achievement through our Key Strategic Focus areas. Consequently, we intend to strengthen the cultural responsiveness of our teachers and leaders, capitalise on students' identity, language and culture and support whānau to engage confidently with their child's ELC, school, and tertiary provider.

Similarly, we believe engagement with aīga will support and raise Pasifika students' progress and achievement. Effective partnerships will enable us to capitalise on the influence of aīga to support and champion learning pathway success for Pasifika learners. We look to make use of the partnerships already established across the schools in our Kāhui Ako to achieve this.

Overall, our commitment to our Kāhui Ako as leaders of change is to transform learning and teaching practice, to empower learners and their whānau/aīga, and to accelerate progress and achievement through the Learning Pathways, 0 - 24. This transformation is supported and sustained through engagement with the tools of technology, effective collaboration across and within schools, as well as appropriate Professional Learning.

KĀHUI AKO ACHIEVEMENT PROFILE

Waikato Catholic Kāhui Ako Education Profile

2015-2016

Custom profile: 12 Schools Included

Monday, 11 September 2017 02:08:44 p.m.

SECONDARY/TERTIARY (AGES 16-18)

Qualifications

18-year-olds with NCEA Level 2 or equivalent



Parentthesised values indicate the number of students attaining  
▲ ▼ All comparisons are to the previous year  
Values marked \* are suppressed to protect confidentiality

SECONDARY (AGES 13-18)

School Leavers

By highest qualification



TOTAL FEMALE LEAVERS

175

140 NCEA Level 3 or above  
26 NCEA Level 2  
6 NCEA Level 1  
3 Below Level 1

TOTAL MALE LEAVERS

161

126 NCEA Level 3 or above  
28 NCEA Level 2  
6 NCEA Level 1  
1 Below Level 1

Proportion of leavers with NCEA level 2 or above:  
**95.2%** ▲ 2.3 percentage points

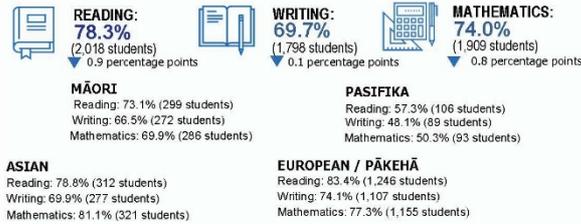
Proportion of leavers with NCEA level 3 or above:  
**79.2%** ▲ 16.6 percentage points

PRIMARY (AGES 5-13)

Achievement

Students at or above National Standards

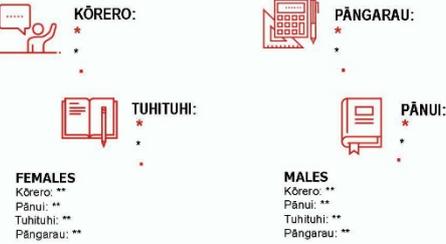
Reported numbers based on 10 out of 10 Schools



KURA AND MĀORI MEDIUM (AGES 5-13)

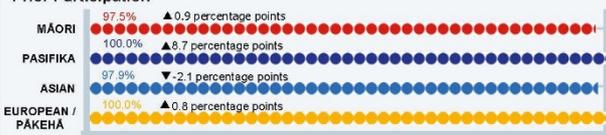
Achievement

Students at or above Ngā Whanaketanga Rumaki

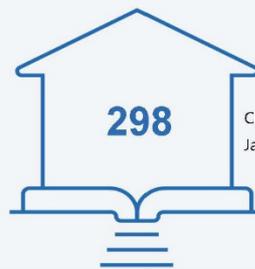


EARLY CHILDHOOD EDUCATION (AGES 0-6)

Prior Participation



Total participation in ECE:  
▲ 0.5 percentage points to 99.3%



STUDENT ACHIEVEMENT DATA

It is clear that our Māori and Pasifika learners are over-represented in our under-achievement statistics. Initial analysis of our Kāhui Ako data for 2016 confirms the broad disparities between our learners.

We consider these disparities an area where improvement will ultimately benefit our learners long-term, and we are committed to meeting this challenge. Through shared dialogue across all learning spaces we have established that these disparities can be tracked along the learning pathway from new entrants through to NCEA, and in particular NCEA Level 2.

On the whole, the Achievement Profile data for our Kāhui Ako (p.14), especially where it pertains to National Standards, is not too dissimilar to the national profile, or that of the Waikato Region. However, as our profile shows, the under-achievement of our Pasifika learners is more pronounced.

We have identified critical areas where progress and achievement has been compromised:

- All Māori and Pasifika learners;
- Pasifika boys, specifically, and boys in general.

We have also identified, and we acknowledge, that across our community Māori and Pasifika learners, and male learners generally, are achieving at levels that are well short of their expectations as well as that of their parents/whānau/aīga, and their school.

Some disparities are evidenced in the tables below:

Table 3: Waikato Catholic Kāhui Ako National Standards, At or Above (2013 – 2016).

	Mathematics				Reading				Writing			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
All Students	77.7	75.0	74.8	74.0	80.2	79.0	79.2	78.3	75.7	73.1	69.8	69.7
Girls	77.8	76.8	75.7	73.1	84.2	84.5	83.8	81.9	82.6	82.1	78.5	77.8
Boys	77.6	73.1	73.8	75.0	76.0	72.8	74.5	74.4	68.2	63.2	60.6	61.2
Māori	78.6	70.4	67.9	69.9	80.0	74.4	72.8	73.1	71.7	69.1	63.2	66.5
Pasifika	61.7	52.0	55.4	50.3	64.8	59.5	57.4	57.3	62.5	59.5	48.6	48.1

At NCEA level, there is a slight disparity at Year 11 Level 1, between the performances of girls when compared to boys (all students), although pass rates for both groups are well above the national average. Conversely, at Year 13 UE level boys are not doing as well when compared with girls.

Table 4: Waikato Catholic Kāhui Ako Roll-based Achievement in NCEA and UE, (2016).

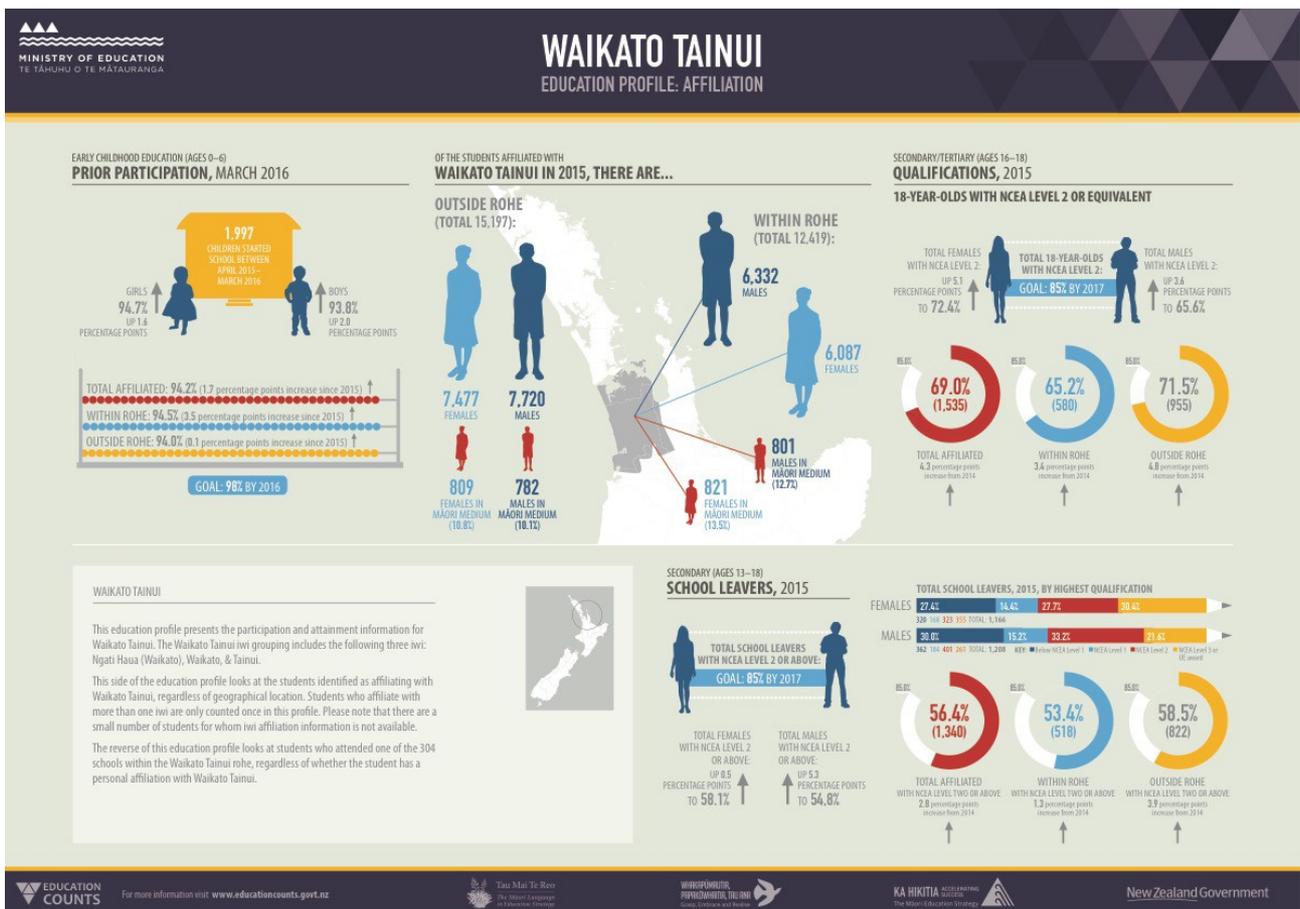
	Sacred Heart Girls' College				St John's College			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
All Students	87.7	91.6	90.3	75.5	100.0	98.0	91.3	54.3
Māori	90.6	92.3	91.3	82.6	100.0	100.0	94.7	57.9
Pasifika	45.5	80.0	77.8	66.7	100.0	111.1	93.3	33.3
European	93.2	91.2	91.3	73.9	100.0	98.9	92.9	54.8
Asian	100.0	113.6	100.0	87.0	108.3	166.7	122.2	111.1

NB: Sacred Heart Girls' College and St John's College are single-sex secondary schools.

Whilst the number of Pasifika learners at both Colleges is small, there is significant progress that needs to be made with the proportion of learners who attain NCEA Level 3 and UE. In essence, both Colleges need to increase the number of learners who attain both qualifications to ensure pathways to further education are clear by the time they leave our schools.

Although there is evidence of good practice and success across our ELCs and schools, we are determined to create the conditions for collaborative and sustained improvement for all learners within our Kāhui Ako, mindful that achieving the best possible academic standards for all tamariki is a goal for all Catholic schools, in our commitment to social justice.

As shown in the infographic below, the level of achievement by school leavers affiliated to Waikato Tainui is not where we would like it to be. There is a danger of these figures remaining static or trending backwards, unless we make a concerted effort to respond. As our Kāhui Ako spans the rohe where most of the Waikato Tainui learners reside, we feel a particular responsibility to be proactive in this space. We acknowledge the need to look at system-wide transformational improvements to better meet the needs and engagement of our learners, and the engagement of priority learners in particular.



## IMPROVEMENT PLAN

### Culturally Responsive Relational/whānau-centric Pedagogy:

#### KEY AREAS FOR IMPROVEMENT INCLUDES:

- Educationally powerful connections with whānau and aīga,
- Cultural responsiveness and relational pedagogy,
- Evidence-based Teacher inquiry.

#### Collaborative work will be initiated to address these issues and strengthen good practice:

The Waikato Catholic Kāhui Ako acknowledges that a culturally responsive curriculum and pedagogy is about valuing diversity as an asset, and validating culture, language and identity is essential to successful learning. Making educationally-powerful connections with whānau and aīga, and embedding culturally responsive and relational pedagogy is a priority.

Cultural competence, in terms of teaching, is to affirm and validate the culture of each learner. It acknowledges that all learners and teachers come to the classroom as culturally located individuals and that all interactions and learning are culturally defined.

*“Evidence shows teaching that is responsive to student diversity can have very positive impacts on low and high achievers at the same time.”*

*Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES), Adrienne Alton-Lee, 2003*

Through a culture of inquiry across our Kāhui Ako we aim to grow culturally competent teachers.

#### Culturally competent teachers:

- understand that Te Tiriti o Waitangi protects Māori learners' rights,
- understand that engaging with aīga is honoured through a Talanoa process,
- use the learner's culture to aid the teaching and learning process,
- facilitate relationships and professional growth.

#### Culturally competent teachers:

- get to know the learner and work to ensure that the learning environment, learning partnerships and learning discussions acknowledge and respect the learner's culture,
- develops the concept of Ako – as a reciprocal, two-way teaching and learning approach.

#### Culturally competent teachers:

- understand, respect, and value culture and know how to use culture as an asset in the teaching and learning process, both inside and beyond the classroom,
- are aware of the different Pasifika ethnicities under the Pasifika umbrella,
- fittingly responds to the diversity within different ethnic groups.

#### DESIRED OUTCOMES

- Shared understanding of culturally responsive and whānau/relational pedagogy,
- Educationally powerful connections with whānau and aīga,
- Culturally responsive pedagogy embedded across the Kāhui Ako
- An educational mindset that develops an internal drive for relentless gradual improvement which will result in higher academic excellence and attainment (Growth Mindset),
- Learning experiences that will be authentic and relevant to learners, without compromising what will be of maximum educational benefit,
- Improved attendance for Māori and Pasifika learners across all of the Learning Pathways, (0 –24).

---

## IMPROVEMENT PLAN

---

### Teacher Efficacy and Transformation

#### KEY AREAS FOR IMPROVEMENT INCLUDES:

- Curriculum design and innovative learning environments,
- Blended learning,
- Learning to Learn

#### Collaborative work will be initiated to address these issues and strengthen good practice:

The Waikato Catholic Kāhui Ako Leadership Group firmly believes that teacher quality is the crucial factor in successful educational outcomes. Evidence-based research indicates, time and time again, that what teachers do in the classroom and the relationships they have with learners is what makes the difference. Teachers must, therefore, always be mindful of their impact on learning, progress and wellbeing.

Through a culture of inquiry across our **Kāhui Ako** we aim to raise the capacity of teachers:

- capable of appropriate curriculum design
  - where there is learner agency, where power is shared and culture counts that ensures equitable access to curriculum and enables successful outcomes,
  - that is future-focused and reflects our Kāhui Ako's Catholic Character.
- capable of high level pedagogy
  - that is based on evidence and appropriate for innovative learning environments,
  - where staff are reflective, collaborate and well-informed practitioners,
  - where effective and appropriate use of digital technologies is made to support learning.
- capable of engaging learners and their families/whānau as partners in education
  - where whānau/aīga aspirations for their children are sought, considered, and valued,
  - where a sense of hope, trust, self-worth and competency is fostered.

#### DESIRED OUTCOMES

- An agreed Teacher Profile across the Kāhui Ako,
- Personalised Pathways and accelerated progress of targeted learners,
- Deprivatisation of practice and collaboration to inform pedagogy and practice,
- Sharing of curriculum leadership, knowledge and expertise across the Kāhui Ako,
- Consistent assessment for learning practices,
- Learning experiences that are authentic and relevant, resulting in maximum educational benefit.

## IMPROVEMENT PLAN

### Transition, Pathways and Hauora (Student Wellbeing)

#### KEY AREAS FOR IMPROVEMENT INCLUDES:

- Effective transition and retention of learners
- Pastoral care
- Building resilience

Collaborative work will be initiated to address these issues and strengthen good practice:

The wellbeing of our learners is a crucial component of educational success and is demonstrated in our schools in a variety of ways: self-managing at new entrant level, effective transition throughout the different points of change, and growing resilience to develop confident, connected, and engaged learners.

We commit to working in partnership with ELCs and schools to gain deeper insights to assist with our Kāhui Ako's understanding of the whole curriculum, continuity and progression for all:

- Working in partnership with agencies and specialists to enhance the process of transition, in general, focusing on the most vulnerable groups, in particular:
  - Migrants and learners from a refugee background,
  - Learners with identified additional learning needs,
  - Māori and Pasifika learners.
- Effective sharing, collaborative use and evaluation of practice of data collecting across key learning transitions to inform learning, teaching and readiness for learning:
  - Pastoral Care and wellbeing information,
  - Careers Education and Vocational Pathway data.
- Numbers and percentages of learners meeting BPS Literacy/Numeracy in Year 8:
  - Development of accelerated learning initiatives for identified learners,
  - Transfer of common attainment data.
- Developing the role of families/whānau/aīga in transition processes:
  - Sharing current practice to identify barriers and effective approaches,
  - Honouring whānau and aīga as the primary educators who know their children.

#### DESIRED OUTCOMES

- Progression of learning outcomes/key competencies through key transition stages.
- Consistency and alignment of the curriculum, key competencies and learning dispositions.
- Improved staff capacity to recognise and respond appropriately to student anxiety.
- New approaches to support learners to confidently transition at all points in the pipeline.
- Retention of all Preference learners from ELC, to Primary, through to Secondary.
- Progression at transition points, easing anxiety and lessening regression.
- Preference learners are retained within the Kāhui Ako particularly at most vulnerable transition points: ELC to primary, Year 6 to 7 and Year 8 to 9.

ACHIEVEMENT CHALLENGES

There is significant under-achievement in National Standards for our Māori and Pasifika learners, which hinders progress and impacts on future learning and the foundations of study for NCEA.

In particular, Pasifika Boys' achievement in these areas is wanting and must be addressed. While both primary and secondary learners have challenges with writing, the main need identified is teacher understanding of effective pedagogy and assessment practices.

Our Kāhui Ako will focus on WRITING as a key area for improvement within its targets, as lack of competency in writing prevents learners from gaining endorsement at NCEA level, placing their progression to further education at risk.

There is also a need to address writing in all subjects in the primary and secondary curriculum up to Year 10. The development of writing is also a focus for our Māori and Pasifika learners who are performing at levels well below expectation in National Standards.

Table 5: Waikato Catholic Kāhui Ako - Number of Māori and Pasifika learners currently NOT at the expected curriculum standard/level, (2016).

SCHOOL	READING			WRITING			MATHEMATICS		
	Māori	Pasifika	Pasifika Boys	Māori	Pasifika	Pasifika Boys	Māori	Pasifika	Pasifika Boys
Sacred Heart Girls' College	16	16	0	7	3	0	28	19	0
St John's College	22	9	9	43	18	18	13	9	9
Marian School	15	17	6	25	26	12	20	21	7
St Joseph's, Fairfield	11	8	3	10	9	3	9	10	3
St Joseph's, Morrinsville	11	x	x	12	x	x	9	x	x
St Pius X, Melville	7	6	5	9	6	4	13	7	4
St Anthony's, Huntly	21	8	5	21	7	5	18	9	5
St Paul's, Ngāruawāhia	8	x	x	15	x	x	12	x	x
St Joseph's, Te Aroha	4	7	4	4	8	4	3	7	4
St Patrick's, Te Awamutu	10	x	x	10	x	x	9	x	x
St Columba's, Frankton	20	15	5	27	16	7	26	21	7
St Peter Chanel, Te Rapa	3	14	8	4	18	12	4	12	8
<b>TOTAL:</b>	<b>148</b>	<b>104</b>	<b>46</b>	<b>185</b>	<b>117</b>	<b>66</b>	<b>165</b>	<b>120</b>	<b>48</b>

Note: x=data has been redacted

Learning needs to be seamless with learners not being hindered by changing year levels at school, or transition between schools. We have identified that in some areas there is regression with regards to some National Standards levels. This must be addressed.

Transition from Y1-2: 0.7% increase in learners achieving at/above national standard in writing (68.1%)  
 Transition from Y4-5: 8.0% decrease in learners achieving at/above national standard in writing (70.7%)  
 Transition from Y6-7: 3.3% decrease in learners achieving at/above national standard in writing (71.0%)

We recognise that there needs to be more effective sharing of assessment data between ELC/primary/secondary/tertiary and/or employment, to ensure that the process of transition is managed as effectively as possible, particularly with high need learners.

Learners must make good rates of progress at key transitions, ELC to Primary and within Primary: L1-2, L2-3, L3-4 which must be sustained throughout secondary transition points.

---

## TARGETS

---

**TARGETS (by 2019):****In relation to Years 1-10:**

1. Accelerate the progress of at least 127 identified Pasifika learners by 2019 in WRITING in Years 1-10.  
*Increase of 10 percentage points, at each level, is a target for each school, each year.*
2. Accelerate the progress of at least 195 identified Māori learners by 2019 in WRITING in Years 1-10.  
*Increase of 10 percentage points, at each level, is a target for each school, each year.*
3. Accelerate the progress of at least 115 identified Pasifika learners by 2019 in MATHS in Years 1-10.  
*Increase of 10 percentage points, at each level, is a target for each school, each year.*
4. Accelerate the progress of at least 165 identified Māori learners by 2019 in MATHS in Years 1-10.  
*Increase of 10 percentage points, at each level, is a target for each school, each year.*

These annual percentage increases across all schools, have the potential to raise the achievement of 379 learners (including Māori and Pasifika) to 'at the standard' in all areas by 2019.

Whilst we have a focus on Pasifika learners in our targets, a special emphasis will be on Pasifika Boys as our data (Table 5, p 21) highlights their under-achievement to be particularly concerning.

**In relation to Years 11-13:**

5. Increase (NCEA) ENDORSEMENTS, across all levels, that match or exceed national levels  
*Increase of 10 percentage points, at each level, is a target for each school, each year*

These percentage increases, each year and across both Colleges, have the potential to raise the progress and achievement of a further 214 learners by 2019. We believe an emphasis on WRITING will support the progress and achievement of all learners which can be demonstrated through endorsed qualifications. This target also has the potential to impact 65 Pasifika learners (39 boys) and 172 Māori learners.

We will develop specific details of the plan to give effect to our Achievement Challenges which will be further unpacked within, and between, schools, and supported by community and student consultation once the Kāhui Ako is formally established with roles in place. Some examples could include: rubrics, individual professional inquiries into student achievement and well-being, appraisal information, teacher voice and student voice survey, in-school observations and reviews, attendance data and behaviour data.

## THE WAIKATO CATHOLIC KĀHUI AKO

Table 6: The number of additional learners needed to reach the WRITING target set across each school (Years 1 – 10)

WRITING						
	Māori	Pasifika	Pasifika Boys	Target: 20%	2018 Target	2019 Target
Sacred Heart Girls' College	7	3	0	2	1	1
St John's College	43	18	18	12	6	6
Marian School	25	26	12	10	5	5
St Joseph's, Fairfield	8	9	3	3	2	1
St Joseph's, Morrinsville	12	x	x	3	2	1
St Pius X, Melville	9	6	4	3	2	1
St Anthony's, Huntly	21	5	5	5	3	2
St Paul's, Ngāruawāhia	15	x	x	4	2	2
St Joseph's, Te Aroha	4	7	4	2	1	1
St Patrick's, Te Awamutu	10	x	x	2	1	1
St Columba's, Frankton	28	16	7	9	5	4
St Peter Chanel, Te Rapa	4	18	12	4	2	2

Note: x=data has been redacted

Table 7: The number of additional learners needed to reach the MATHEMATICS target set across each school (Years 1 – 10)

MATHEMATICS						
	Māori	Pasifika	Pasifika Boys	Target: 20%	2018 Target	2019 Target
Sacred Heart Girls' College	28	19	0	9	5	4
St John's College	13	9	9	4	2	2
Marian School	20	21	7	8	4	4
St Joseph's, Fairfield	7	10	3	3	2	1
St Joseph's, Morrinsville	9	x	x	2	1	1
St Pius X, Melville	13	7	4	4	2	2
St Anthony's, Huntly	18	5	5	4	2	2
St Paul's, Ngāruawāhia	12	x	x	3	2	1
St Joseph's, Te Aroha	5	6	4	2	1	1
St Patrick's, Te Awamutu	9	x	x	2	1	1
St Columba's, Frankton	27	21	7	9	5	4
St Peter Chanel, Te Rapa	4	12	8	3	2	1

Note: x=data has been redacted

Background notes reflecting the leadership's discussion/dialogue/sharing:

- Special Character
- Culturally responsive pedagogy
- Inclusive practice
- Ka Hikitia/Tātaiako
- Growth mind-set - understanding the need for change and working through the discomfort of change
- Leading complex change, change leadership/management
- Effective pedagogy for innovative learning environments
- Te Reo and Tikanga
- Digital technology: BYOD, 1:1 devices, Google apps
- Future focused teaching
- Positive Behaviour for Learning (PB4L)
- Restorative practices
- Deprivatisation of practice
- Collaboration within schools and across schools
- Collaboration with Tertiary
- Collaboration with the Ministry of Education and other agencies (Learning Support)
- Identifying strengths and expertise within our schools to share with others
- Collaboration with Early Childhood
- Engagement and ownership of learning
- Valuing and building on student identity, language & culture
- Using student voice to inform teacher practice
- Planning, learning and teaching through student voice
- Self-regulated learners, student-directed learning
- Capacity for lifelong learning
- Competencies for 21st Century Learners
- Engaging whānau and aīga: what strategies work and don't work - why? why not?
- Participate with whānau, aīga and wider community in designing and implementing a solution to addressing under-achievement
- What opportunities can we provide to share as a community...what resources can we share?
- Attendance strategies
- Success as learners
- Community understanding of innovative learning environments
- Build on inclusive practices
- Educationally Powerful Connections with Parents and Whānau ERO report
- Support and be supported by the Waikato Tainui Education Strategy, Whakatupuranga 2050