

Our New Kaupapa

The relationship between our 13 schools has evolved over the past three years, since we began working and learning together as one Community of Learning ~ Kāhui Ako. Opportunities to work, learn and teach together enrich our catholic community.

We recognise the importance of *Wayfinding Leadership*, drawing on the strengths of matauranga Māori. Our leaders and teachers gain much by learning from the past and journeying alongside one another - going beyond the known to discover new ways to improve outcomes for our young people, both now and in their future, beyond 'school'.

We trust one another and look for ways to journey together towards our vision - ***to provide an excellent holistic Catholic education to enable our community of learners on their Catholic journey – where each student is known.***

We have set new goals to guide us on this journey, and take us closer to our vision:

1. By the end of 2023 100% (13/13) of our schools will evaluate learner progress using the Learning Progressions Framework in reading and/or writing. (Baseline: 4/13 currently using LPF (PaCT) for writing and 3/13 for reading)
2. By the end of 2023 60% of students at all year levels from 1-8 will be achieving at or above the expected level for writing. (Baseline: <25% of students at all year levels from 1 to 8 are achieving at or above the expected level) NB This baseline data is collected using PaCT from 4 schools.
3. By the end of 2023 60% of students at all year levels from 1-8 will be achieving at or above the expected level for reading. (Baseline: 50% of students at 2 year levels (Years 3 and 5) are achieving at or above the expected level) NB This baseline data is collected using PaCT from 3 schools.
4. By the end of 2023 there will be a 5% increase in endorsements in NCEA (Baseline Data [NCEA 2020] L1 72%, L2 58%, L3 50%)
5. By the end of 2023, 65% of our learners will report:

- a. their ability to express and manage their feelings
- b. having positive (pro) social relationships
- c. feeling that their teachers know them and care about their culture and family
- d. feeling that they can ask for help from their teacher
- e. feeling that they have a say in what happens in their school

6. By the end of 2023 we aim to increase regular attendance at school from 69.18% in 2020 to 75%

Refer to Strategic Plan (Appendix C) for further data

Achievement Challenges	Actions taken to address specific Achievement Challenges	Actions taken that contribute to the achievement of all challenges	Monitoring progress .
Improving Writing	<ul style="list-style-type: none"> ● Accelerated Literacy Learning ● Write that Essay ● Better Start Literacy ● PACT workshops 	<p>Māori Achievement Collaborative Workshops</p> <p>Board of Trustees training - giving effect to Tiriti o Waitangi</p>	<p>Perception data</p> <p>PACT data</p> <p>e-asTTle writing data</p>
Improving Reading	<ul style="list-style-type: none"> ● Accelerated Literacy Learning ● Write that Essay ● Better Start Literacy ● PACT workshops 	<p>Within School Lead Network</p> <p>SENCO Network</p>	<p>e-asTTle reading data</p> <p>PACT data</p> <p>Better Start Literacy</p>
Improving NCEA data	<ul style="list-style-type: none"> ● Accelerated Literacy Learning ● Write that Essay 	<p>English Language Learners network</p> <p>Principals Meetings</p>	<p>NCEA data</p>
Improving Wellbeing	<ul style="list-style-type: none"> ● Well being data workshops ● Initiatives in individual schools that promote and extend wellbeing of staff and students' ● Strengthening Whakawhānaungatanga across two colleges 	<p>Mid Winter Hui - <i>"Feeling Good and Functioning Well in our New Normal"</i>, including keynote speakers and teachers sharing their practice with colleagues.</p> <p>Transitioning to college programme</p> <p>Te Kura Ahurea</p>	<p>Individual schools " Wellbeing at School data" and Kāhui Ako aggregate data</p> <p>W@S survey data</p> <p>Attendance data</p>

Our Theory of Improvement

Efficacy Supports All Learners in our Wellington Catholic Schools

Efficacy is the ability to produce the desired outcome / result. In addressing our schools' ongoing achievement challenges, our teachers need to know that they can make a positive difference, and be able to check that their practice is achieving the desired outcomes while supporting learners within our Catholic Schools to encounter Christ.

Levers of Change

As a group of 13 schools that have been working together for four years, we believe there are levers for change that will make a difference for all learners: students and staff across the Kāhui Ako, taking us closer to our vision. These levers have evolved from our dialogue and hunches as a community and are supported by research into best practice about how to raise student achievement.

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

Each lever, on its own, is not enough - all four levers need to be engaged for learners to enjoy success.

Culturally Sustaining Teaching and Learning

Culturally sustaining teaching and learning is centred on students' cultural identity and an understanding of the society we live in. Every student experiences opportunities to learn and progress through a curriculum where the unique status of tāngata whenua in Aotearoa / New Zealand is understood and recognised, is strengths-based and aspirational of learners and their whānau.

What will success look like?

- Teachers know each learner and their whānau
- Teachers show interest in their learners - who they are and what makes them unique
- Student and whānau voice is listened to and acted upon
- Learning programmes reflect the culture, language and identity of our students and our Catholic Character
- Parents, whānau and community feel and are welcome at school
- The whakapapa (histories and heritages) of partners to Te Tiriti o Waitangi is explored and understood
- The use of te reo and tikanga Māori is practiced and embedded
- The Catholic Church's commitment to bi-culturalism is reflected in our schools
- Practices deepen understanding of Māori spirituality, and this understanding is incorporated into practice

Agency

Agency means having the opportunity and the ability to make your own decisions. For teachers, this means having the opportunity and ability to take control of the way they teach and for students, the way that they learn best. Each has the freedom to actively pursue their interests, creativity and critical thinking; making decisions, and evaluating their learning and teaching choices - within real-life contexts, and guided by Gospel Values.

What will success look like for learners?

- Being involved in course construction, planning the curriculum - what they will learn about, how they will learn and how they will be assessed
- Having opportunities to make choices and decisions
- Participating in setting and reviewing their own goals
- Self and peer assessment and reporting, to make sure learning actions are making a difference
- Developing perseverance, self-management, self-efficacy, growth mindset, creativity and critical thinking

What will success look like for teachers?

- Empowering teachers to explore practice that they believe will make a difference for their learners
- Teachers checking regularly to make sure teaching actions are making a difference

	<ul style="list-style-type: none"> • Honest, professional conversations between teachers - about real challenges, successes, and learnings • Spotting “gems” in their own and others’ practice - and sharing these across our community • Developing deep pedagogical knowledge and understanding
<p>Transitions</p> <p>Transitions refer to key points of change for students in their learning journey at school.</p> <p>What will success look like?</p> <ul style="list-style-type: none"> • Our families choose to follow the natural pathway through Catholic primary and secondary education in Wellington • Students’ learning builds on prior knowledge • Students feel part of the school community quickly • Students feel prepared for transition and anxiety associated with change is low • Sharing and communicating information about learners and learning is efficient, responsive and effective • Assessment data is easily transferred between year levels and schools • Teachers understand the learning environment that students have come from and the support required going forward • Transition of pastoral care is effective and responsive to student and whānau needs • Consistent practices between schools make transition easier for learners • Consistent transition practices between schools where practicable (enrolment processes, open days, taster days, forms) 	<p>Well-Being / Being Well to Learn</p> <p>In order to engage with learning, students need to enjoy spiritual, physical, emotional and cultural wellbeing.</p> <p>What will success look like?</p> <ul style="list-style-type: none"> • Students attending school, involved and engaged in their learning • Everyone feels and is safe - spiritually, physically, emotionally and culturally • Students feel they are cared for • Students are supported to share their opinions, and feedback on teaching • All students are able to express and manage their feelings • Positive (pro)social relationships • Restorative practices and the norm • Learners and teachers asking for help / support when they need it and having a say in their learning and teaching • Students feel their teachers care about them and their families • Everyone is comfortable being who they are and know they are infinitely loved by God

Our Structure

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

The co-lead principals, school principals and stewardship group oversee the operation of the community. We work with appointed Across School Teachers and Within School Teachers who focus on the areas identified in our achievement challenges.

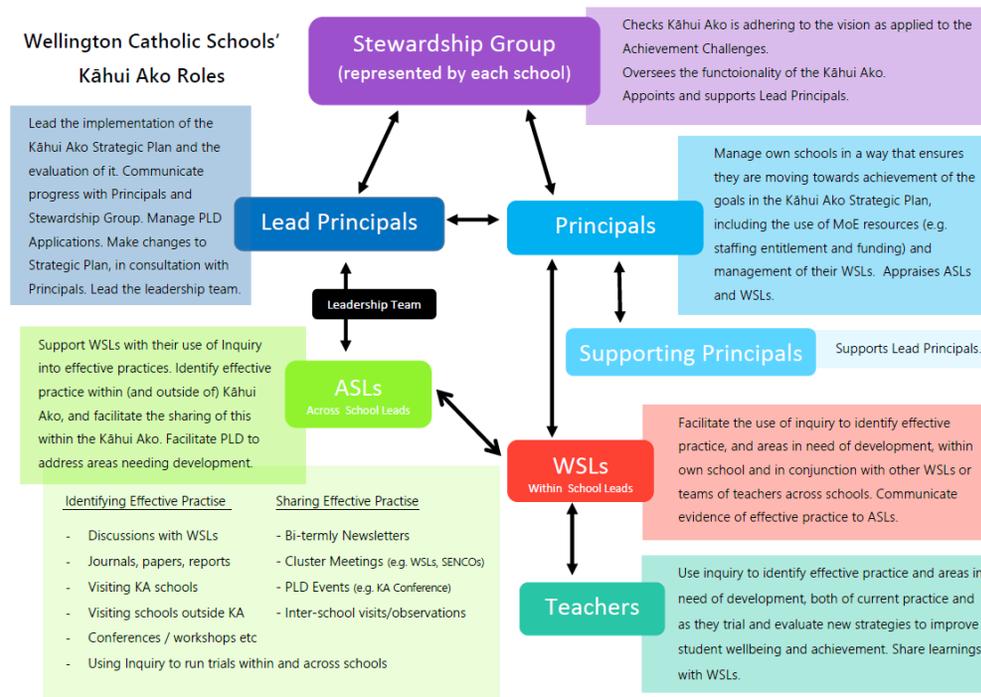
Throughout 2021 and 2022 Professional Development accessed through Centrally Funded PLD will be allocated in 3 tiers.

Tier 1 - PLD provided through large scale events

Tier 2 - PLD provided as a series of events for small groups across schools with a specific focus

Tier 3 - PLD provided within individual schools

The focus of PLD for this period is on learning and teaching, evaluating practice and wellbeing / being well.



Appendix A - School Details

School + website	Location	Roll as at Oct. 2020	Teachers as at Oct 2020	References and Links
<u>Cardinal McKeefry School</u>	Wilton	78	5	Wellington Catholic Schools Kāhui Ako Website Founding Achievement Challenge Document Catholic Education of School Age Children NZ Catholic Bishops English Language Learning Progressions (ELLP) Tātaiako The Learning Progression Frameworks (LPFs) Transition from Primary to Secondary School Wellbeing Survey @ Schools
<u>Holy Cross School</u>	Miramar	187	11	
<u>Sacred Heart Cathedral School</u>	Thorndon	237	10	
<u>St Anne's School</u>	Newtown	145	9	
<u>St Anthony's School</u>	Seatoun	70	6	
<u>St Benedict's School</u>	Khandallah	273	17	
<u>St Bernard's School</u>	Brooklyn	50	3	
<u>St Catherine's College</u>	Kilbirnie	202	23	
<u>St Francis de Sales School</u>	Island Bay	259	16	
<u>St Mary's College</u>	Thorndon	636	54	
<u>St Patrick's College</u>	Kilbirnie	748	65	
<u>St Patrick's Primary School</u>	Kilbirnie	89	6	
<u>St Teresa's School</u>	Karori	140	7	

Appendix B - Iwi affiliations of students within our Kāhui Ako

Iwi Affiliations - Number of Students					
Aotea	1	Ngāti Kahu	3	Ngāti Paoa	1
Ngāpuhi	1 8	Ngāti Maniapoto	5	Taranaki	1
Tainui	7	Ngāti Raukawa (Horowhenua/Mana watū)	6	Ngāti Apa	3
Ngāti Raukawa	4	Ngāti Ruanui	4	Ngāti Ranginui	6
Te Atiawa	1 5	Ngāti Wai	2	Ngā Ruahine	2
Ngāti Toarangatira (Te Whanganui-a- Tara)	3	Ngāti Tūwharetoa	7	Ngāi Tahu/Kāi Tahu	6
Ngāti Toa	6	Ngāti Whātua	2	Whakatōhea	4
Ngāti Kahungunu ki Heretaunga	1 2	Te Aitanga-a- Māhaki	1	Te Whānau-a- Apanui	1
Ngāti Kahungunu	1	Te Ati Hau Nui-A- Pāpārangi	1	Pakakohi	
Ngāti Porou	1 4	Tūhoe	9	Ngāti Rangi	2
Ngāti Mutunga	2	Ngāti Kahungunu ki Te Wairoa	4	Rangitāne	3
Te Rarawa	3	Ngāti Rārua	1	Ngāti Awa	1
Te Arawa	6	Ngati Kauwhata	1	Ngāti Maru	4
Ngati Porou ki Harataunga ki Mataora	1	Ngati Tai	1	Ngāti Tama	2
Ngā Rauru	1	Ngati Pahauwera	1	Ngāi tahu / Kāi tahu	1 0
Ngāti Kahungunu ki Wairarapa	2	Ngati Pukenga	1	Ngati Koata	1
Ngati Rangiwewehi (Te Arawa)	1	Rongomaiwahine (Te Mahia)	1	Ngati Tara Tokanui	1

Not stated	1				
	2				

Appendix C - 2021 Strategic Plan

Wellington Catholic Schools Kāhui Ako - 2021 Annual Plan								
Our Vision	Our Theory of Improvement				Our People			
<p>"We take pride in providing an excellent holistic Catholic education to enable our community of learners on their Catholic journey – where each student is known"</p>	<p>Efficacy Supports All Learners in our Wellington Catholic Schools</p> <p>In addressing our schools' achievement challenges, our teachers need to know that they can make a positive difference, and be able to check that their practice is achieving the desired outcomes while supporting learners within our Catholic Schools to encounter Christ. Efficacy is the ability to produce the desired outcome / result.</p> <p>Levers of Change : Culturally Sustaining Teaching and Learning, Well-Being / Being Well to Learn, Transitions, Agency.</p> <p>As a group of 13 schools that have been working together for four years, we believe there are levers for change that will make a difference for all learners: students and staff across the Kāhui Ako. These levers have evolved from our dialogue and hunches as a community and are supported by research into best practice about how to raise student achievement.</p> <p>Each lever, on its own, is not enough - all four levers need to be engaged for learners to enjoy success.</p>				<p>Learners, Teachers, Leaders, Whanau and Community from our 13 Catholic Schools:</p> <p>Cardinal McKeefry School; Holy Cross School, Miramar; Sacred Heart Cathedral School Thorndon; St Anne's School, Newtown; St Anthony's School, Seaton; St Benedict's School, Khandallah; St Bernard's School, Brooklyn; St Catherine's College, Kilbirnie; St Francis de Sales School, Island Bay; St Mary's College, Thorndon; St Patrick's College, Kilbirnie; St Patrick's School, Kilbirnie; St Teresa's School, Karori</p>			
Rationale	2021 Actions				Success Metrics			
We challenge ourselves to:	Term One, 2021	Term Two, 2021	Term Three, 2021	Term Four, 2021				
<p>...build a Learning Community that develops and shares effective practice to make a positive difference for the learners in our Catholic schools with respect to the following challenges:</p> <ul style="list-style-type: none"> * Well-being and Catholic Character (Year 1-13) * Writing across the Curriculum (Year 1-13) * Reading across the Curriculum (Year 1-8) * NCEA Achievement (Year 11 - 13) 	<p>1. Creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community.</p>	<p>Arrange opportunities that increase secondary students' involvement with primary students</p> <p>Arrange opportunities for our new principals to connect and support each other</p>	<p>Hold Midwinter Hui</p>		<p>Further improvement on baseline: Teacher understanding, familiarity, involvement, belonging in Kāhui Ako. (Measure: Teacher Survey done at Midwinter Hui)</p> <p>Leaders effectively help the community understand and stay focussed on what the Kāhui Ako is about. (Measure: ASL / WSL / Principal feedback gathered for Leader Appraisals)</p> <p>Engagements documented in Termly Status Reports.</p>			
	<p>2. Improving teacher capability, including the ability to use evidence to determine effectiveness.</p>	<p>Offer opportunities for teachers to build skill and knowledge to develop effectiveness.</p>	<p>Facilitate the development of teacher confidence in using evidence to identify effective practice - in turn, improving teacher efficacy</p>			<p>Improvement on baseline (Measure: 2021 Student Achievement results, W@S Survey in 5 focus areas)</p> <p>Teacher confidence in using evidence to inform effectiveness: (Baseline Measure: teacher feedback questions, i.e. "How do you know...?")</p>		
	<p>3. Identifying and celebrating successful practices where teachers/leaders are being innovative.</p>	<p>Arrange opportunity for WSLs to "Show and Tell"</p>	<p>Carry out Wellbeing@school survey</p>	<p>Review interventions / practices that have made a difference to wellbeing through the W@S survey</p>		<p>Further improvement on baseline: teachers sharing strategies and practices within and across schools (Measure: teacher / leader TSP Survey, Termly Status Reports)</p>		
	<p>4. Communicating effectively within and across the 13 schools, in ways that are responsive to context, by being aware of and responding to individual needs and wellbeing (flexibility, resource allocation, checking in, etc)</p>	<p>Create a clear procedure for communicating information and make this explicit to Principals and WSLs</p> <p>Lead Principals attend first WSL meeting to share big picture and role expectations</p>			<p>Evaluate communications using 2020 survey</p>	<p>Improvement on baseline: (Measure: Communications Survey)</p>		
<p>"Business as Usual"</p> <p>(Effective teaching and learning, communication and pastoral care - ensuring equity and excellence for all learners. Continually developing culturally sustainable practices with the support of the Kāhui Ako)</p>	<ul style="list-style-type: none"> BAU1: Termly Principal Meetings BAU2: Regularly gather evidence of success for comparison against baseline BAU3: Continue SENCo workstream, developing shared LSR (and ELL when new ASL appointed) BAU4: Continue regular WSL meetings with a focus on either an Achievement Challenge or Lever of Change BAU5: Continue producing Termly Status Reports and Yearly Annual Reporting BAU6: Continue Stewardship Group Meetings BAU7: Continue monitoring MOE Resource allocations and ongoing KA commitments BAU8: Continue workstream related to facilitating transitions from Y8 to Y9 BAU9: Continue offering opportunities for DRGs to meet and share work towards KA vision together BAU10: Update and broaden use of the website BAU11: Continue to strengthen whakawhānaungatanga in colleges BAU12: Continue using evidence in schools to identify effective practice and make improvements to practice 				<p>Further improvement on baseline enrolment data (Measure: ADW statistics for 2021)</p>			
Key Leadership Accountabilities:								
MOE - Lead Adviser	Lead Principal(s)	Across School Leads	KA Leadership Team	Teachers and teaching teams	Principals and Leadership Teams	PLD Facilitators	Within School Lead Teacher	