



South-East Christian

Kāhui

Ako

'Forward in Faith Together'

Ma te whakapono tātou e ahu whakamua

2018 - 2021

South-East Christian Kāhui Ako

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Learning Framework

This is a working document that we expect will change and evolve as we move forward in faith to learn and grow together, building on our strengths through being open to new and different ways of learning and being.

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Our Kāhui Ako Prayer

Gracious God

Thank you for the gift of today.

Refresh me.

Invite me to discover Your presence in each person that I meet,
and every event that I encounter.

Teach me when to speak and when to listen,

When to ponder and when to share.

In moments of challenge and decision,
attune my heart to the whisperings of Your Wisdom.

As I undertake ordinary and unnoticed tasks,

Gift me with simple joy.

When my day goes well, may I rejoice.

When it grows difficult, surprise me with new possibilities.

When life is overwhelming,

call me to quiet moments to restore Your peace and harmony.

May my living today, reveal Your Goodness.

Amen

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1. Introduction

Our Community of Learning

The South-East Christian Learning Community nurtures a faith based education across South and Eastern schools and provides a strong pathway of achievement for our learners. Forward in faith we will work collaboratively together, sharing our ideas, best practice and our inquiries to ensure relevant outcomes for our students' futures. We are building on pre-existing relationships formed through moderation practices, professional learning and the Eastern Learning Network to engage our communities and strengthen partnerships.

Since the conception of the Kāhui Ako (2016) the schools in our community (Elim Junior School, Elim Christian College, Kingsgate Primary School, Our Lady Star of the Sea, St Mark's Catholic Primary School, Sancta Maria Catholic Primary School and Sancta Maria College) have been working together to create a Christ centred Kāhui Ako.

					
Sancta Maria College	Sancta Maria Catholic Primary School	Our Lady Star of the Sea	St Mark's Catholic Primary School	Elim Christian College	KingsGate School

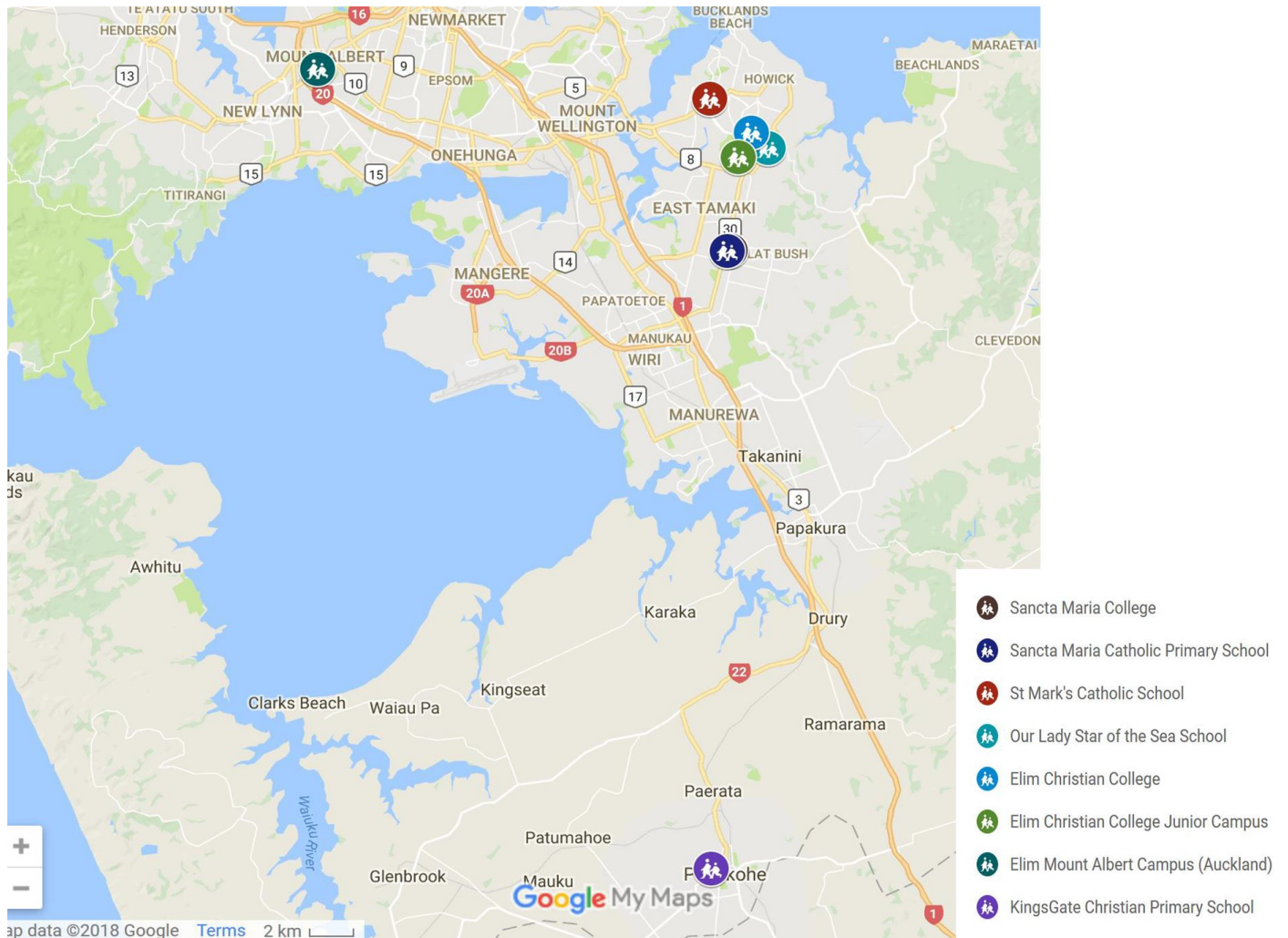
We are committed to Te Tiriti o Waitangi and honour the principles of partnership, participation and protection within our multicultural community. With five primary schools and two full colleges (Decile 5 - 10), our South-East Christian Kāhui Ako motto "*Forward in Faith Together*" shows that our Faith and Values underpin all that we do. Our schools will work together to provide seamless high quality education from primary to secondary. Our intention will enable opportunities for young people in our community to learn in new and different ways ensuring future success for all. Relational trust underpins our collaborative working relationship. High expectations are integral to our learning community.

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Our Schools



Sancta Maria Catholic College:

Sancta Maria College is a multicultural Year 7-13 integrated co-educational school located in Flat Bush. It opened in January 2004 and today is a vibrant community of learners comprising of 1000 students and over 100 staff. We are fortunate to share a campus with Sancta Maria Catholic Primary School and St Luke's Catholic Community. The college's name commemorates the historic arrival and work of Bishop Pompallier. There is a comparison between the vessel Sancta Maria being used to spread the Word and our college being a vessel for nurturing spiritually and deepening our personal relationship with a loving God. While the school is named after the schooner, the emphasis is on 'Holy Mary', on which our charism is based. The school's special character is given high priority and is integrated into all aspects of school life. Sancta Maria College prides itself on its commitment to maintaining high levels of behaviour and respectful relationships. Our school motto, "Faith is Our Compass" guides the both the faith and educational journeys of our learning community.

[Sancta Maria College Website](#)

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Sancta Maria Catholic Primary School:

Sancta Maria Catholic Primary School is a state integrated primary school which, opened in 2010, in the heart of Flat Bush. We are a multicultural school of 400 students. We foster the Catholicity of our school through the charism of Mary, the mother of Jesus. Our daily practices reflect the values of Mary, which are to be: full of grace, obedient, faithful, compassionate, thoughtful, hopeful, contented and determined. We have a curriculum that is future focused, encourages innovation, and excellence, with a vision to grow students with Catholic faith in their hearts, minds and actions. We have a school culture that values uniqueness and encourages ownership and self-awareness so that we can have the confidence to reach out to others. Sancta Maria Catholic Primary School is in the unique position of sharing a campus with both Sancta Maria College and St Luke's Catholic Community. We work closely together to unite us all in spirit, as family, school, college, Church and community, all 'growing in faith together'.

[Sancta Maria Catholic Primary School Website](#)

Our Lady Star of the Sea Catholic School:

Our Lady Star of the Sea is a state integrated school established in 1847. Our school moved from Granger Road, Howick, to its current site in 1996. We are a school with a long and rich history closely connected to our Parish and local community. As a school community we draw inspiration from the example of Mary, Our Lady Star of the Sea, who leads us to Jesus. Our Mission is to nurture faith, build community, strive for excellence and promote the practices of service and justice. Our Gospel Values of Manaaki, Awhina, Ngawari, Maia and Tika permeate our school curriculum and all that we do. We are a multicultural school with a maximum roll of 600 including a number of multigenerational families. Our students stand tall and are proud of who they are, their faith and what they can achieve.

[Our Lady Star of the Sea School website](#)

St Mark's Catholic School:

St Mark's is a state integrated suburban school in Pakuranga which provides a holistic, strong education in an attractive, well resourced, learning environment. We were founded by The Congregation of the Sisters of Our Lady of the Missions and the foundress was Euphrasie Barbier. We have been providing a high standard of Catholic Education since 1979. Our Mission statement is 'To provide the Best Education in a Catholic Environment'. Our Board of Trustees, staff, parents and parish community, encourage and challenge students to strive to achieve their potential and equip them with the skills to become successful lifelong learners. We are a wonderful multi-cultural community of faith where God is named and recognised, and students feel they belong. Our values statement "We follow Jesus through our ABC's: Attitude, Behaviour and Care, and our 3 R's: Respect for Self, Respect for Others and Respect for the Environment, underpinned by Gospel Values. Our students leave St Mark's Catholic School at the end of Year 6, confident in themselves and well prepared for the challenges that lie ahead.

[St Mark's Website](#)

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Elim Christian College:

Elim Christian College is a state integrated multi campus school for Years 0 - 13. We have one Y0-13 Campus in Mount Albert, a Primary Campus (Y0-6) in Golflands, Botany, and a Y7-13 Campus on Botany Road. For 2019 our Golflands Campus will be fully completed facilitating Y0-10, allowing our Botany Road Campus to become a Y11-13 only Campus. Being state integrated since 1997 and now with a maximum roll of 1350, the Elim Christian Centre Proprietors Trust together with the Board of Trustees, staff and students aim to 'Reach, Serve and Influence' our community and country through an authentic biblical worldview. Our learning framework for all our teaching and learning communities is ARISE, an acronym for Achievement, Responsibility, Inspiration, Skills and Elim Christian Character. In relationship with the Kingsway Trust, our Proprietors have purchased separately 21 acres in Pukekohe to provide locally for the increasing numbers of secondary students currently travelling to our Botany Road Campus. This together with Kingsgate School will ensure the provision of excellent Christian education within the Franklin District.

[Elim Christian College Website](#)

KingsGate Christian School:

KingsGate School is situated in the heart of Pukekohe in the Franklin district and as is true for the wider Pukekohe community, KingsGate School enjoys a rich cultural diversity amongst its families, with Māori, Tuvaluan, Kiribati, Indian, Dutch, South African, English and New Zealand European cultures all represented at the school. The school itself has a long history in the area but it was in December of 2007 that it transitioned from private school status to that of being a state integrated primary school. KingsGate school roll has grown significantly over the last 10 years, and as such the Board of Trustees and the Kingsway Trust (the school's proprietor), with visionary foresight, purchased 21 acres of land on Pukekohe Hill to ensure the longevity of KingsGate as a quality provider of state-integrated education. The new school is planned to be opening its doors early 2020. KingsGate school motto of "To know, To Love, To Serve" perfectly embraces its special character identity with Christ Like servant leadership being foundational to the way both staff and students live and learn as members of the greater community of Christ.

[KingsGate School Website](#)

Video link - [Student Perspectives of our Schools](#)



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July 2018 Roll (excluding International Students)

School	Maori	Pasifika	NZ Pakeha	Asian	Other	Total
Sancta Maria College	50 (5%)	95 (9%)	286 (28%)	435 (42%)	166 (16%)	1032
Sancta Maria Catholic Primary School	17 (4.5%)	77 (20%)	17 (4.5%)	230 (61%)	39 (10%)	380
Our Lady Star of the Sea School	53 (11%)	28 (5%)	155 (31%)	213 (42%)	55 (11%)	504
St Mark's Catholic Primary	13 (6%)	26 (12%)	38 (17%)	115 (52%)	30 (13%)	222
Elim Christian College	45 (4%)	89 (8%)	550 (49%)	315 (28%)	128 (11%)	1127
KingsGate School	9 (8%)	27 (26%)	60 (56%)	2 (2%)	9 (8%)	107
Totals	187	342	1106	1310	427	3372

We want to build on the strengths that already exist in our community. A Christ-centred perspective is woven into the curriculum so that the students naturally make links in seeing God is present in everything.

Additionally, foundational strengths within our Kāhui Ako have been identified by ERO as:

- Establishing and sustaining strong values to promote responsible citizenship
- Teachers reflecting on and improving their teaching practices
- Good provision for students who require learner support
- Effective and collaborative leadership
- Participating in relevant teacher professional learning to improve teaching practices
- Developing effective strategic planning to guide improvement
- Learning centred partnerships with parents / whānau.

A growing trend across all schools is the increasing diversity of cultures within our communities, leading to a significant increase in the number of English Language Learners.

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Vision, Mission and Values

Our Vision:

An authentic Christ-centred learning community of faith, collectively nurturing the whole child, towards a hope-filled future.

We are a community united in our faith in Jesus Christ, valuing each person in our community as being made in the image and likeness of God. Jesus is at the heart of all our schools and we recognise God's love in every aspect of our lives. We want our students to look to the future with hope and have an inner sense of knowing they are capable of being who they are. We are a community that cherishes, encourages and nurtures each and every child to strengthen their capabilities for life now and in the future.

Our Mission:

We are a community who are:

Learning to Be
Learning to Live with Others
Learning to Know
Learning to Do

We are a community that will work together to design rich learning opportunities and experiences that will challenge and grow our students' capabilities and understandings. Our aspirations are that students will know who they are, what they value, where they fit in, question knowledge claims and look beyond by thinking critically, creatively and compassionately.

Values important to us all:

Faith, hope, integrity, connected, respect, trust, curiosity, collaboration, compassionate, resilience, justice, service

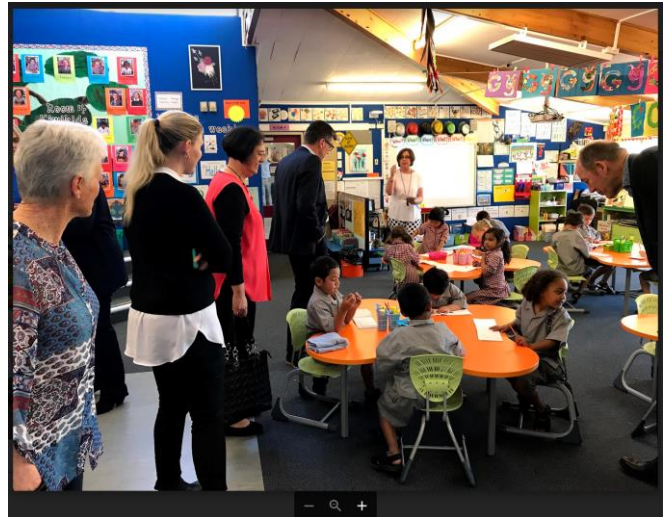
"You are not a team because you work together. You are a team because you trust, respect and care for each other." Vala Afshar

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Sharing Our Journey



As a group of Principals and Senior Leaders we have worked collaboratively since September 2016 to form a strong learning community. The connectedness of our Kāhui Ako is our faith. From the beginning we have deliberately focused on building positive relationships and strengthening our understanding of each other's context. Part of this process included our Principals and Senior Leaders visiting each school as a group. We listened to the leaders of each school talk about their unique journey, areas of strength and challenges moving forward. What was clearly noted during each school visit was the tangible Charism that shone through, giving us all the strong sense that faith was paramount in every aspect of each school.

The Principals and Senior Leadership came together on a regular basis to collaborate as a group and to drive our community of learning forward. We were determined as a group that we would progress carefully and deliberately as we were going through the process of direction forming and creating strong foundations for collective practice. We had a strong sense that "slower is faster" and that collaboration is a continuous journey and needs time to be nurtured and sustained.

In order to build a clear purpose to forming our Kāhui Ako and to purposeful collaboration, two smaller groups were developed, a Visioning Group and a Data Inquiry Group. These groups would meet regularly and then feed back to the larger group on the progress.

In order to create a sense of community, a consultation and sharing day was organised where two parents, two teachers and a group of students from each school were invited to come together and collectively complete a survey about learning. This was an inspiring day where we saw our communities working in and across mixed groups of young and older, all supporting each other.

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The Data Inquiry Group collated all the surveys from this day and the wider school communities to help inform decisions around our Achievement Challenges. This process is explained in detail later in this document.

At the beginning of 2018 all teachers, support staff and leadership teams came together for a [Kāhui Ako Day](#) to share our collective journey. This proved to be a valuable experience as our teaching communities came together for the first time to share thoughts and ideas, listen to our guest speakers, Dr Brian Annan (Infinity Learning) and Dr Howard Youngs (AUT) and this was the start of true connections across our schools.



Over the last year our Boards of Trustees Chairs and Deputy Chairs came together for two meetings with the Principals, Ministry of Education, Expert Partner and New Zealand School Trustees Association (NZSTA) personnel to keep our boards informed and up to date with the progress of our Kāhui Ako.

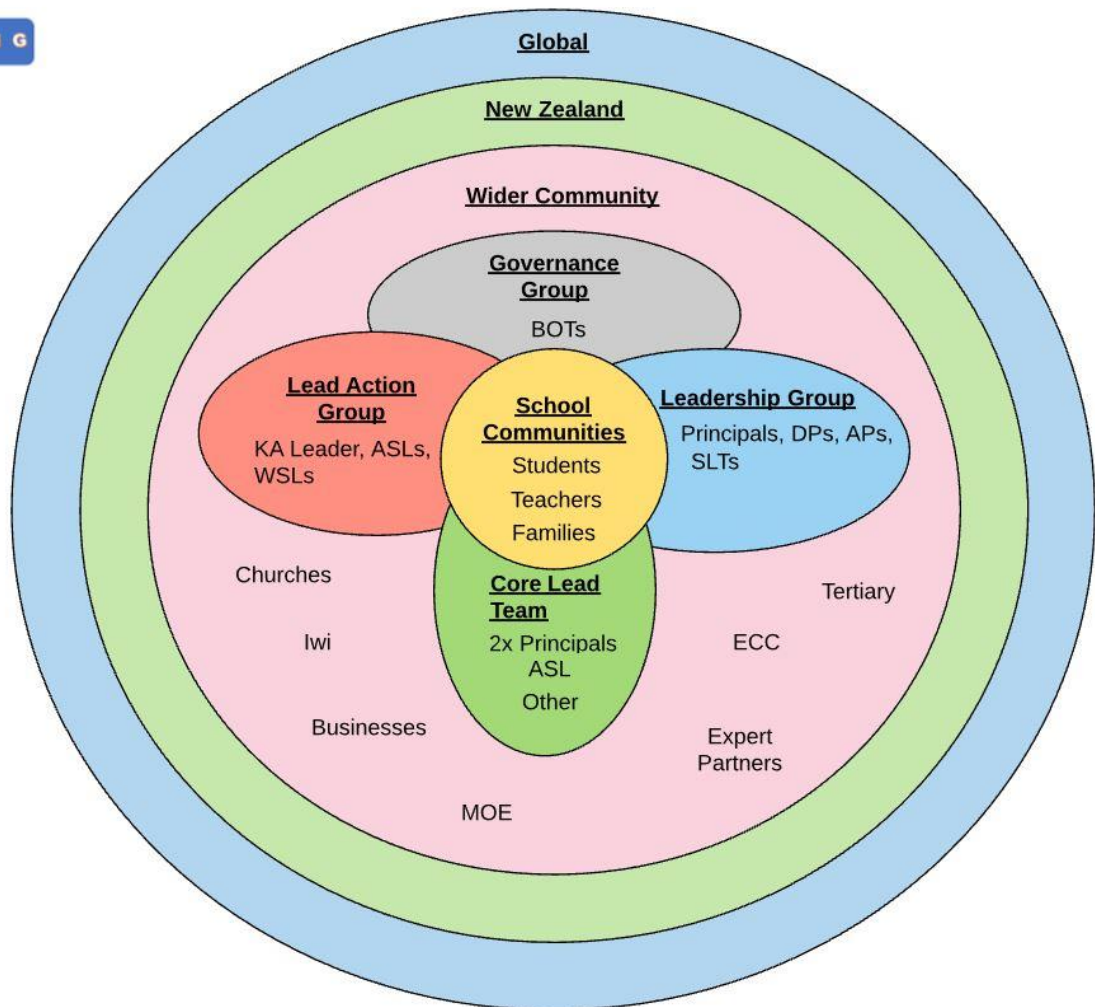
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Our Kāhui Ako Structure for Collaboration

South-East Christian Kāhui Ako Structure for Collaboration



Bronfenbrenner (1979) suggested that the physical and social contexts in which people develop are ecosystems which are constantly interacting with and influence each other. He focused on relationships as being essential to effective interaction and influence.

“You see that his (Abraham’s) faith and his actions were working together; and his faith was made complete by what he did” (*James 2:22*)

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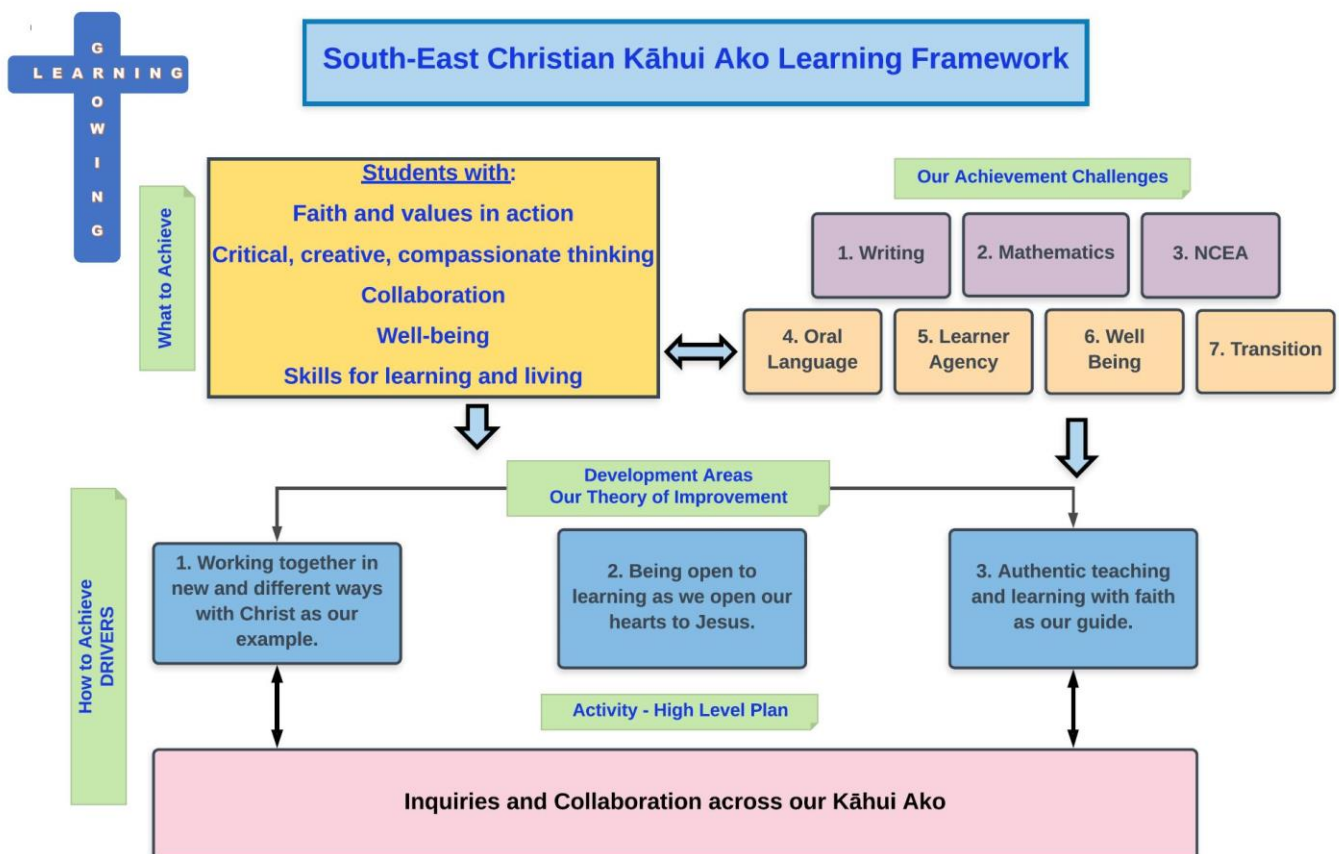
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2. Learning Framework

We have conceptualised this document as a learning framework as we believe ALL students have achievement challenges. This document has previously been identified as an achievement challenge document. Learning framework encompasses a holistic approach to raising positive outcomes for all learners.

The diagram below captures the learning dimensions our Kāhui Ako have agreed to work on collaboratively. The links between the dimensions are illustrated below. This structure outlines, for our learning community, a framework to sharply focus on relevant learning for the future. It shows the flow of ideas through the Learning Framework to the identification of inquiries relevant to student learning and wellbeing.



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Consultation with the Wider South-East Christian Learning Community

The Inquiry Group created a survey to enable us to gather the voices of our students, teachers and communities across our six schools. The questions focused on what good learning looks like and what makes learning take place. As a Kāhui Ako we were adamant that we would not just focus on quantified data and be driven by this. We wanted to have a holistic, inclusive approach which would include emotional and spiritual wellness of our students. The understanding of our Framework for Learning would need to come from all our stakeholders and drive the process of developing our achievement challenges. The questions were collectively compiled and the survey electronically distributed to all school communities.

Refer to **Appendix One** for further detail around the questions and findings across the community.

Rationale for Selection of the Achievement Challenges

Our schools have a history of consistent high achievement with results that are close to, and often exceeding, national norms. We asked ourselves, can we truly add value to our schools.

"Open the eyes of my heart, Lord." Ephesians 1:18-19

The Inquiry Group collectively collated the survey responses and synthesised them into emerging themes. We saw five distinct areas emerge:

- ❖ Faith and values in action
- ❖ Critical, creative and compassionate thinking
- ❖ Collaboration
- ❖ Well-being
- ❖ Skills for learning and living

These five attributes are **what** our students will need to be successful in the future.

Through further analysis of the second section of the survey responses, which focused on what makes good learning happen, three distinct ways emerged indicating **how to** activate good learning.

We will achieve this by:

- ❖ Working together in new and different ways with Christ as our example
- ❖ Being open to learning as we open our hearts to Jesus
- ❖ Authentic teaching and learning with faith as our guide.

This forms the basis of our Learning Framework, that is, if we work together in new and different ways, be open to learning and focus on authentic teaching and learning, we believe our community of learners will survive and thrive in a future which is uncharted and unknown.

Refer to **Appendix Two** for further detail around our findings gathered to create the Learning Framework across the community.

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South-East Christian Kāhui Ako Learning Framework

Our Learning Areas - The 'What'

Forward in faith together we identified these ideals for our students to develop strategies and skills in the following areas:

1. Faith and Values in Action.

Students who are open to grow in faith and live our Christian values through words and actions. Thus enabling the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of our living God.

2. Critical, creative, compassionate thinking.

Students who are in a safe environment are open to learning, problem solve and are willing to seize opportunities that will expand their horizons.

Students who are growing in their faith, are empathetic and respect others. They are confident, connected and actively involved in their thinking by asking inquiry questions which reflect curiosity and engagement in their world.

- *I'm in a safe environment and I'm able to ask questions - student voice*
- *Ability to work with others, ability to see things from other people's point of view - parent voice*
- *Good learning is active, engaging, deep and transferrable - teacher voice*

3. Collaboration:

Students, created in the image of God, respectfully engaging with one another to learn and challenge one another's views about the world around them.

Respectfully challenging one another's views by engaging in purposeful conversation that encourages us to think critically and take responsible risks. We need to actively listen to engage and contribute in a collaborative way.

Valuing others, through the virtues of patience and understanding, honours the contribution of everyone in the school community. These virtues respect our differences and nurture our individual and collective strengths. In faith, together we are stronger.

- *Teachers and students are engaged with each other - student voice*
- *Social skills to enable good relationships with their peers and teachers - parent voice*
- *Students collaborating and negotiating using critical thinking - teacher voice*

4. Well-Being:

Students who believe in themselves, feel strong in their own identity and grow their Hauora as culturally responsive citizens through our faith based education. They will build on their own emotional resilience to value, trust and make collaborative connections, becoming discerning and compassionate digital users. This will ensure that they will develop a strong sense of identity and be comfortable in their learning environment. They will strive to achieve their best, irrespective of success or challenge.

- *They need to believe in themselves that they can do it, they always need to try their best and ask for help when they don't know what to do - student voice*
- *Emotional resilience, learning about failure and how to cope with it - parent voice*
- *To be confident, have resilience, to value others and their opinions, be innovative, agile - teacher voice*

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5. Skills for learning and living:

Students who are motivated and engaged heighten their self-awareness and self-management skills, enabling them to walk with Jesus. Students with the ability to use foundation and future skills, to connect across knowledge fields, have an intrinsic motivation to take risks in creative and innovative ways. Students who are ubiquitous, lifelong, flexible learners show what they can do, what they know and how they behave and adapt in an ever changing world. Teachers, students and families walk alongside each other, understanding needs and challenges and help to support innovative solutions.

- *Learning that carries over to the students life outside school - student voice*
- *The ability to think for oneself, develop new skills and strategies, and to be able to apply knowledge in creative, innovative ways. - parent voice*
- *Self-belief, intrinsic motivation and a positive supportive teacher that sees the learner's potential and assists them to strive high and to overcome challenges - teacher voice*

6. Achievement Challenges:

Students who are equipped for life and living in our Christ-centred world are strong in their faith, look to develop skills that honour and respect our relationships, and the knowledge that helps us understand our world. They can transfer knowledge and skills that are essential for success in living now and in the future.

Our Achievement Challenges and Process Targets reflect our commitment to excellence and equity. Analysis of trends and patterns in 2017 baseline data from all our schools, indicated a need to enhance Writing and Mathematics. This has been a consistent area of need across all our schools.

Achievement Challenge 1:

Writing Years 1-8

Writing	Focus
<p><u>Year 1- 8:</u></p> <p>In 2017, 79.7 % (1531/1922) of our students were "At or Above" curriculum expectation in Writing for Years 1- 8.</p> <p>We will lift this to 89.7%, (1724 /1922), a 10 % shift by the end of 2021. This will mean shifting 193 additional students from "Below and Well Below" to "At or above".</p> <p>We will achieve a 3.3% shift annually.</p>	<p><u>Year 1 - 8:</u></p> <p><i>Within our overall goal of shifting 193 additional students there are 2 sub goals that are a collective focus:</i></p> <p><u>Māori:</u> We aim to lift the achievement of all our Māori students in Writing from 71.3 % (87/122) to 85% (104/122), a 13.7% shift by the end of 2021.</p> <p>This is a shift of 17 more Māori students (which is part of our target of 193 students overall).</p> <p><u>Pasifika:</u> We aim to lift the achievement of Pasifika students in Writing from 76.4% (133/174) to 87% (152/174), a 10.6% shift by the end of 2021.</p> <p>This is a shift of 19 more Pasifika students (which is part of our target of 193 students overall).</p> <p><u>Boys:</u> We aim to lift the achievement of boys in Writing from 73.6% (711/966) to 85% (821/966), a 11.4% shift by the end of 2021.</p> <p>This is a shift of 110 more boys (which is part of our target of 198 students overall).</p>

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Shifting "At to Above" - Year 1 - 8

In 2017, **11.2%** (215/1922) of our students were "Above" the curriculum expectation in Writing for Years 1-8.

We will lift this to **20.2%** (388 /1922), a **9%** shift by the end of 2021. This will mean shifting **173** additional students. to 'Above.'

We will achieve a **3 %** shift annually.

Writing Year 1 - 8

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
1531/1922	79.7	1595/1922	83	64 more	1659/1922	86.3	64 more	1724/1922	89.7	65 more

Writing Years 9 and 10

Writing	Focus
<p><u>Year 9:</u></p> <p>Achievement - End Year 9</p> <p>In 2017, 89.1% (221/248) of our students were "At or Above" curriculum expectation in Writing at the end of Year 9.</p> <p>We will lift this to 95.1% (236 /248), a 6 % shift by the end of 2021. This will mean shifting 15 additional students from "Below" to "At or above".</p> <p>We will achieve a 2 % shift annually.</p>	<p><u>Year 9:</u></p> <p>Within our overall goal of shifting 15 additional students there are 2 sub goals that are a collective focus for our priority learners:</p> <p>Pasifika:</p> <p>In 2017, 54.3% (44/81) of our students were "Above" the curriculum expectation in Writing for Year 9.</p> <p>We will lift this to 66.3% (54/81), a 12% shift by the end of 2021. This will mean shifting 10 additional students.</p> <p>We will achieve a 4% shift annually.</p> <p>Boys:</p> <p>In 2017, 50.4% (63/125) of our students were "Above" the curriculum expectation in Writing for Year 9.</p> <p>We will lift this to 59.4% (74/125), a 9% shift by the end of 2021. This will mean shifting 11 additional students.</p> <p>We will achieve a 3% shift annually.</p>

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Shifting "At to Above"- Year 9

In 2017, **60.4%** (150 /248) of our students were "Above" the curriculum expectation in Writing for Year 9.

We will lift this to **72.4%** (180/248), a **12%** shift by the end of 2021. This will mean shifting **30** additional students.

We will achieve a **4%** shift annually.

Writing	Focus
<p><u>Year 10:</u></p> <p>Achievement - End Year 10</p> <p>In 2017, 86.1% (217/252) of our students were "At or Above" curriculum expectation in Writing at the end of year 10.</p> <p>We will lift this to 95.1% (240/252), a 9% shift by the end of 2021. This will mean shifting 23 additional students from "Below" to "At or above".</p> <p>We will achieve a 3 % shift annually.</p>	<p><u>Year 10:</u></p> <p>Within our overall goal of shifting 23 additional students there are 2 sub goals that are a collective focus for our priority learners:</p> <p>Pasifika:</p> <p>In 2017, 38.3% (31/81) of our students were "Above" the curriculum expectation in Writing for Year 10.</p> <p>We will lift this to 47.3% (38/81), a 9 % shift by the end of 2021. This will mean shifting 7 additional students. We will achieve a 3 % shift annually.</p> <p>Boys:</p> <p>In 2017, 22.6% (39/172) of our students were "Above" the curriculum expectation in Writing for Year 10.</p> <p>We will lift this to 31.6% (55/172), a 9% shift by the end of 2021. This will mean shifting 16 additional students.</p> <p>We will achieve a 3% shift annually.</p>

Shifting "At to Above"- Year 10

In 2017, **51.9%** (131/252) of our students were "Above" the curriculum expectation in Writing for Year 10.

We will lift this to **60.9%** (151 /248), a **9%** shift by the end of 2021. This will mean shifting **20** additional students.

We will achieve a **3%** shift annually.

Writing Year 9

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
221/248	89.1	226/248	91.1	5 more	231/248	93.1	5 more	236/248	95.1	5 more

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Writing Year 10

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
217/252	86.1	225/252	89.1	8 more	232/252	92.1	7 more	240/252	95.1	8 more

Achievement Challenge 2 : Mathematics Years 1-8

Mathematics	Focus
<p>Year 1-8:</p> <p>In 2017, 86.2% (1657/1922) of our students were "At or Above" curriculum expectation in Mathematics for Years 1-8.</p> <p>We will lift this to 92.2% (1772/1922), a 6% shift by the end of 2021. This will mean shifting 115 additional students from "Below and Well Below" to "At or above".</p> <p>We will achieve a 2% shift annually.</p>	<p>Year 1- 8:</p> <p><i>Within our overall goal of shifting 115 additional students there are 2 sub goals that are a collective focus:</i></p> <p>Māori:</p> <p>We aim to lift the achievement of all our Māori students in Mathematics from 79.5% (97/122) to 88.5% (108/122), a 9% shift by the end of 2021.</p> <p>This is a shift of 11 more Māori students (which is part of our target of 115 students overall).</p> <p>Pasifika:</p> <p>We aim to lift the achievement of Pasifika students in Mathematics from 73.5% (128/174) to 82.5% (144/174), a 9% shift by the end of 2021.</p> <p>This is a shift of 16 more Pasifika students (which is part of our target of 115 students overall).</p>
<p>Shifting "At to Above" - Year 1 - 8</p> <p>In 2017, 24.2% (465/1922) of our students were "Above" the curriculum expectation in Mathematics for Years 1-8.</p> <p>We will lift this to 30.2% (581/1922), a 6% shift by the end of 2021. This will mean shifting 116 additional students to 'Above'.</p> <p>We will achieve a 2% shift annually.</p>	

Maths Year 1 - 8

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
1657/1922	86.2	1695/1922	88.2	38 more	1733/1922	90.2	38 more	1772/1922	92.2	39 more

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Mathematics: Year 9 and 10

Mathematics

Year 9 Achievement - End Year 9:

In 2017, **78.1%** (182/233) of our students were “At or Above” curriculum expectation in Mathematics at the end of Year 9.

We will lift this to **87.1%** (203/233), a **9%** shift by the end of 2021.
This will mean shifting **21** additional students to “At or Above”.

We will achieve a **3%** shift annually.

Shifting “At to Above” - Year 9

In 2017, **30.4%** (71/233) of our students were “Above” the curriculum expectation in Writing for Year 9.

We will lift this to **39.4%** (92 /233), a **9%** shift by the end of 2021.
This will mean shifting **21** additional students.

We will achieve a **3%** shift annually.

Year 10 Achievement - End Year 10:

In 2017, **74.2%** (190/256) of our students were “At or Above” curriculum expectation in Mathematics at the end of Year 10.

We will lift this to **83.2%** (213/256), a **9%** shift by the end of 2021.
This will mean shifting **23** additional students to “At or above”.

We will achieve a **3%** shift annually.

Shifting “At to Above” - Year 10

In 2017, **26.5%** (68/256) of our students were “Above ” the curriculum expectation in Mathematics for Year 10.

We will lift this to **35.5%** (91 /256), a **9%** shift by the end of 2021.
This will mean shifting **23** additional students.

We will achieve a **3%** shift annually.

Maths Year 9

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
182/233	78.1	189/233	81.1	7 more	196/233	84.1	7 more	203/233	87.1	7 more

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Maths Year 10

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
190/256	74.2	197/256	77.2	7 more	205/256	80.2	8 more	213/256	83.2	8 more

Achievement Challenge 3:

NCEA: Level 2 & 3

NCEA	Focus
<p><u>NCEA Level 2:</u></p> <p>In 2017, 90% (230/256) of our students achieved NCEA Level 2.</p> <p>We will lift this to 96% (245 /256), a 6% shift by the end of 2021.</p> <p>This will mean shifting 15 additional students from Not Achieved to Achieved.</p> <p>We will achieve a 2% shift annually.</p>	<p><u>NCEA Level 2:</u></p> <p><i>Within our overall goal of shifting 15 additional students we have 1 sub goal that are a collective focus for our priority learners:</i></p> <p><u>Male learners:</u> We aim to lift the achievement of our male students in NCEA Level 2 from 88% (121/137) to 97% (133/137) , a 9% shift by the end of 2021.</p> <p>This is an additional 12 students which is part of our overall target of 15 students.</p>
<p><u>NCEA Level 2 - Endorsement Rates:</u></p> <p>In 2017, 57.8% (148/256) of our students achieved NCEA Level 2 with either Merit or Excellence.</p> <p>We will lift this to 72.8% (186/256), a 15% shift by the end of 2021.</p> <p>This will mean shifting 38 additional students from Achieved to Merit or Excellence.</p> <p>We will achieve a 5% shift annually.</p>	<p><u>NCEA Level 2:</u></p> <p><u>Pasifika:</u></p> <p>In 2017, 37% (10/27) of our students achieved NCEA Level 2 with either Merit or Excellence.</p> <p>We will lift this to 67% (18/27), a 30% shift by the end of 2021.</p> <p>This will mean shifting 18 additional students from Achieved to Merit or Excellence.</p> <p>We will achieve a 10% shift annually.</p> <p><u>Male:</u></p> <p>In 2017, 45% (62/137) of our students achieved NCEA Level 2 with either Merit or Excellence.</p> <p>We will lift this to 75% (102/137), a 30% shift by the end of 2021.</p> <p>This will mean shifting 40 additional students from Achieved to Merit or Excellence.</p> <p>We will achieve a 10% shift annually.</p>

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NCEA

NCEA Level 3:

In 2017, **51%** (117/229) of our students achieved NCEA Level 3 with either Merit or Excellence.

We will lift this to **60%** (137 /229), a **9%** shift by the end of 2021. This will mean shifting **20** additional students.

We will achieve a **3%** shift annually.

NCEA Level 2 Endorsement

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
148/256	57.8	161/256	62.8	13	174/256	67.8	13	186/256	72.8	12

NCEA Level 3

Current State		2019			2020			2021		
No	%	No	%	Shift	No	%	Shift	No	%	Shift
117/229	51	123/229	54	6	130/229	57	7	137/229	60	7

Achievement Challenges 4, 5 & 6:

Process Targets:

<u>Process Target</u> : Language Acquisition / Oral Language	Focus
<p>As a Kāhui Ako, we believe that if we deliberately focus on providing many opportunities and deliberate acts of teaching to increase knowledge and use of English language, it will make a significant difference to our student achievement. In order to achieve success in all learning areas, students need to attain a specific academic, social and functional language.</p> <p>Across our Kāhui Ako we have a high percentage of students with English as a second language. There are 392 funded ESOL/ELLs funded students and a significant number of students who have attained the Level 3 ELL indicators and are no longer funded but lack academic language in oral and written language across curriculum areas. There are 35 different ethnicities and 34 different first languages spoken across our Kāhui Ako.</p>	<p>In the first year of our Kāhui Ako, a process target will be to establish baseline data of oracy descriptors.</p> <p>In the second and third year, we will look to increase oral language efficiency, including specific academic language (vocabulary) by 5% per year on the baseline data of oracy descriptors.</p>

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Process Target: Learner Agency	Focus
<p>In order to achieve great outcomes, students need to be agentic learners. We have included agency because we considered this to be fundamental to students' success and life-long learning. As our schools develop more innovative learning pedagogies our students require strong inquiry skills and an ability to lead their own learning. Agency is conceptualised as a personal and social quality that is negotiated among students and adults. Agency encompasses all the key competencies.</p>	<p>In the first year of our Kāhui Ako, a process target will be to establish data using NZCER Student Learning Survey as baseline data.</p> <p>Over the next two years we will endeavour to have all of our students aware that they have agency in their learning as evidenced by student and teacher surveys.</p>
Process Target: Well being	Focus
<p>As Christian schools, student well-being is at the heart of what we do and we know that it underpins students' belief in God and themselves, their engagement and achievement. We aim to acknowledge disparities amongst our school communities and build a strong sense of collective responsibility to enhance our student well-being.</p>	<p>In the first half of 2019, a process target will be to establish data using NZCER Well-being survey as baseline data as we believe that all students will have a strong sense of identity and be comfortable in their learning environment.</p> <p>Over the next three years all of our students will believe in themselves, feel strongly about their own identity and grow their Hauora and faith in Christ.</p>
Process Target: Transition	Focus
<p>Learning pathway for our students within our faith-based environments was a starting point for our Kāhui Ako. We aim to further strengthen our transitions along the education pathway of our students from early childhood to primary school, middle years, college, further study and/or into the world of work.</p> <p>Secondary to Tertiary The role of both Elim Christian College and Sancta Maria College is to build on the work of its primary school Kāhui Ako partners and complete the preparation of our Kāhui Ako learners for tertiary study and/or training. National data reveals that 90% of school graduates do commence tertiary courses, however, 56% do not complete the courses of study they embark on. We want to explore this in order to better prepare our Kāhui Ako graduates to thrive in tertiary education and/or the world of work, and to ensure coherent pathways for them to successfully complete qualifications and/or training beyond secondary school.</p>	<p>Develop a coherent strategy that will create strong learning pathways by focusing on key transition points. Over the next few years our focus will be to strengthen: Early Childhood to Primary; Primary to Middle Years; Middle Years to College.</p> <p>College to Tertiary We recognise that the majority of our school leavers transition to tertiary education, which resonates with whānau and the wider school community as a pathway to high skilled jobs and valued careers. We know that young people who achieve at least a Level 4 tertiary qualification will be better equipped with the specialist technical skills required to thrive in our future economy. To date, collectively, our College school leavers have positive statistics, but we wish to push further and ensure that all our graduates achieve the potential of which they are capable.</p>

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Development Areas - The 'How'

- **Working Together in New and Responsive ways with Christ as our example**

As a Christian Kāhui Ako, we aim to work together in new and different ways, with Christ as our example, so that we can learn beyond our traditional boundaries.

We can do this by:

- Creating a culture of collaboration - together we can find new ways to do things beyond the boundaries of our schools, communities and departments
- Inspiring one another - opportunities to share best practice, lessons, experiences, resources
- Inquiring together for better learner outcomes - many minds, many resources, many ideas
- Learning together - sharing opportunities for teachers and for learners, for schools and departments, for parents and faith communities
- Being open to relationship based pedagogy and strengthening identity, language and culture
- Leveraging technology to connect us - teachers, learners, community
- Together we can take risks and try new things
- Together we can create a seamless transition through the stages of learning.

- **Being open to learning as we open our hearts to Jesus**

As a Christian Kāhui Ako, we aim to move forward in faith towards becoming more 'open to learning', so that we can make progress towards achieving all aspects of our Learning Framework:

- Developing critical, creative, passionate thinkers (staff and students) especially as they seek to express their faith and values in their school community and in society
- Building a culture of relational trust and respect
- Being collaborative and deprivatizing our practice and learning across our Kāhui Ako
- Willingness to listen carefully to new learning and information from others
- Respectfully give and receive feedback
- Deep reflection enables new learning and creative ideas
- Believing that our basic abilities can be developed through dedication and commitment (growth mindset)
- See ourselves as powerful agents in the learning process
- Being challenged and making mistakes creates new learning.

- **Authentic Teaching and Learning with faith as our guide**

As a Christian Kāhui Ako, we are committed to creating authentic teaching and learning opportunities for and with our students. Authentic learning is skills-based learning in a real-life context, demonstrating to students that their learning is connected, relevant, and can have an impact upon the world around them, as well as their future selves. This includes:

- An activity that involves real-world problems
- Use of open-ended inquiry, thinking skills, and metacognition
- Engagement in discourse and social learning in a community of learners
- Students negotiating the direction of their own learning in project work
- Preparing students for life outside school
- Helping students to make meaning of their learning
- Making links between previous learning and new learning, within and between subjects.

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3. Learning Support

As Christian schools we value all students and those with additional needs receive a high level of support and nurturing because we believe “*Start children off on the way they should go, and even when they are old they will not turn from it*”. *Proverbs 22:6*

Additional Learning Support will be carried out through our regular school and Kāhui Ako systems to assist all students within our Kāhui Ako to attend school, engage in activities and access the curriculum. Our Kāhui Ako schools will partner with students/family/whānau and agency professionals to foster learning, equity and to ensure an inclusive approach. At times, students may be prioritised by schools and the wider Kāhui Ako for additional support for learning and hauora, and we recognise that some students may require intensive or ongoing support from learning support agencies.

In such circumstances, requests would be made for assistance with resourcing this additional learning support through the local Ministry of Education Learning Support facilitator. Where support for new Kāhui Ako-wide learning has been demonstrated, systemic initiatives may be initiated, or requested from agencies. Activity within the initiatives would include the participation of students/family/whānau, teachers and learning support staff, government agencies and other groups with an interest in the particular focus area.

Key aspects of learning support within the South-East Christian Kāhui Ako:

- Ensuring that **all** students have equal opportunities and equity to learn as set out in the Universal Design Learning Framework on the MOE inclusive education website. See [link](#).
- Ensuring that students and whanau are supported by school and learning support agencies if and when transitioning to new schools with regards to previous interventions. This is in an effort to ensure purposeful sharing of support and interventions to enable students to continue their learning journey when moving from school to school.
- Constructive and purposeful sharing of student information is essential and will be carried out with a duty of care.
- Decision-making through collaboration among schools, family/whānau and associated agencies as equal partners and involving students to the greatest extent possible.
- Connecting with wider social services in the local and broader community.
- Helping families/whānau understand the ways additional support can be requested and delivered, and supporting families when learning support is requested.

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4. Community Connections

Connections, culture and equity across the wider Kāhui Ako

Community engagement is about establishing strong partnerships where parents, whānau, school and parish communities are involved and supported in students learning.

Our Kāhui Ako schools have a strong connection with our church communities and these links create a large extended family. Each person is nurtured, loved and cherished by sacred individuals created in the image of God, enabling us to live Christ's call; to love, to be and to do.

Many of our schools are part of the Eastern Learning Network (ELN) which is made up of schools and colleges who work together to grow their pedagogical knowledge, skills and leadership practice.

As a Community of Learning our intention is to strengthen our connections with whānau, iwi, Pasifika families, Early Childhood Education, Tertiary and business over the next few years.

The respective school Boards recognised the importance and significance of community partnerships to be achieved through Kāhui Ako structures of collaboration.

Since its inception, the South-East Christian Kāhui Ako has been open, transparent and encompassing with regard to maintaining, developing and nurturing connections across and within the schools' wider communities.

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5. High Level Plan

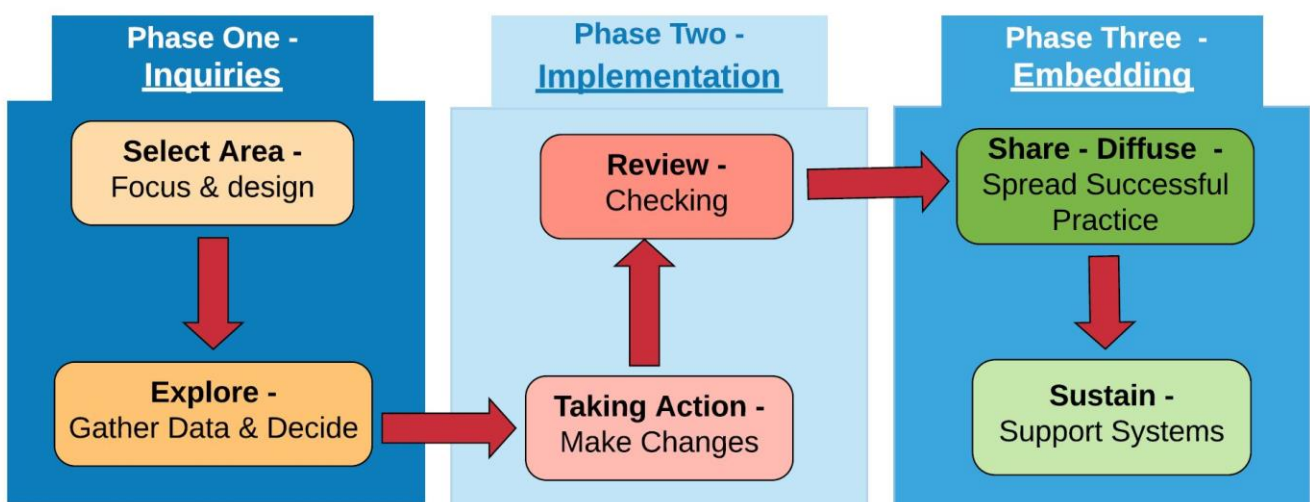
Our South-East Christian Kāhui Ako vision is to be an authentic Christ-centred learning community of faith, collectively nurturing the whole child, towards a hope-filled future. Our three principles of:

1. Working together in new and responsive ways with Christ as our example
2. Being open to learning as we open our hearts to Jesus
3. Authentic teaching and learning with faith as our guide will underpin our inquiries and areas of development.

The purpose of our high level plan is to guide our Kāhui Ako activity and lead to the development of specific practices and improved outcomes for students. These inquiries will help us identify the type of professional learning required. Our school professional learning will be aligned and should be an integral part and not additional.

Our South-East Christian Kāhui Ako Cycle of Improvement will encompass three phases, a short term, medium term and long term phase in which inquiry focuses are selected and explored, implementation through taking action and reviewing and then sharing successful practice to sustain student progress and achievement.

South-East Christian Kāhui Ako Cycle of Improvement



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High Level Plan of Action

VISION:

An authentic Christ-centred learning community of faith, collectively nurturing the whole child, towards a hope-filled future.

1. Working together in new and different ways with Christ as our example.

2. Being open to learning as we open our hearts to Jesus.

3. Authentic teaching and learning with faith as our guide.

Achievement Challenges				Student Achievement Impact
Outcome/Goal	Short Term Phase <i>Inquiries (Selecting and exploring)</i>	Medium Term Phase <i>Implementation of practice (action and review)</i>	Longer Term Phase <i>Embedding (share and sustain)</i>	Tools and measures to look at outcome goals
<p><u>Well Being</u></p> <p>How can we foster student well-being in our schools?</p> <ul style="list-style-type: none"> To build a strong sense of identity, cultural awareness, confidence and self-belief within our kingdom culture To build a strong sense of collective responsibility to enhance our student well-being To have happy contented learners 	<ul style="list-style-type: none"> Defining what 'Well Being' looks like, the environments (very subjective) Collecting baseline data using the NZCER tool Look at systems and support across the Kāhui Ako (Learning Support register) Exploring ways of the judicious use of information sharing Explore use of data to look at trends and patterns which could affect the well-being for all students 	<ul style="list-style-type: none"> Implement and review proposed practices from inquiries in the first phase 	<ul style="list-style-type: none"> Embed effective practices to enhance well-being across the Kāhui Ako (e.g. TOD, staff/Principal s/ASL/WSL sharing inquiries) 	<ul style="list-style-type: none"> Student voice of what well-being looks and feels like Well Being Survey or other that is already being used Kāhui Ako developed survey Evaluating the data Systems in place to track students Analyse trends and patterns

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Outcome/Goal	Short Term Phase <i>Inquiries (Selecting and exploring)</i>	Medium Term Phase <i>Implementation of practice (action and review)</i>	Longer Term Phase <i>Embedding (share and sustain)</i>	Tools and measures to look at outcome goals
<p><u>Learner Agency</u></p> <p>How can students take an active role in their learning?</p> <ul style="list-style-type: none"> To negotiate their own learning with teachers, whanau and other students To encompass key competencies To develop strong inquiry skills 	<ul style="list-style-type: none"> Defining what student agency looks like across the KA Collecting baseline data using the NZCER Student learning survey Exploring approaches to assessing and advancing the key competencies Explore teaching practices that promote learner agency and inquiry skills 	<ul style="list-style-type: none"> Implement and review proposed practices from inquiries in the first phase 	<ul style="list-style-type: none"> Embed effective practices to enhance well-being across the KA (e.g. TOD, staff/Principal s/ASL/WSL sharing inquiries) 	<ul style="list-style-type: none"> NZCER 'Me and My School' Student Learning survey Key competencies surveys developed within the Kāhui Ako Explicit teaching of skills
<p><u>Language Acquisition / Oral Language</u></p> <p>How can we support students to develop situationally appropriate language?</p> <ul style="list-style-type: none"> To achieve success in all learning areas, to attain a specific academic, social and functional language. 	<ul style="list-style-type: none"> Establish baseline data of oracy descriptors Collecting baseline data using assessment tools Explore how to extend students' vocabulary Explore practices that improve reading and writing 	<ul style="list-style-type: none"> Implement and review proposed practices from inquiries in the first phase 	<ul style="list-style-type: none"> Embed effective practices to enhance well-being across the KA (e.g. TOD, staff/Principal s/ASL/WSL sharing inquiries) 	<ul style="list-style-type: none"> Using selected Assessment tools: Illinois; JOST;(Junior) Paul Nation (senior)
<p><u>Transition</u></p> <p>How can we enhance a seamless pathway from early childhood through to the world of work?</p> <ul style="list-style-type: none"> To strengthen careful information sharing across schools to support and enhance transition points To equip students with the necessary skills and dispositions for success at tertiary level 	<ul style="list-style-type: none"> Initial investigation into the transition points to create a deeper understanding of each learning context. Collaboratively identifying systems and practices that effectively support transitions. Investigate ways to collect data that will reflect the success at tertiary level. 	<ul style="list-style-type: none"> Implement and review identified systems and practices that support a seamless learning pathway for our students. 	<ul style="list-style-type: none"> Embed effective and sustainable practices and systems to enhance and support a seamless learning pathway for our students. 	<ul style="list-style-type: none"> Careful and respectful sharing of meaningful student information and data. Statistical data from MOE. Leverage alumni

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Outcome/Goal	<u>Short Term Phase</u> <i>Inquiries (Selecting and exploring)</i>	<u>Medium Term Phase</u> <i>Implementation of practice (action and review)</i>	<u>Longer Term Phase</u> <i>Embedding (share and sustain)</i>	Tools and measures to look at outcome goals
<p><u>Writing</u></p> <p>How can we get our students to intrinsically motivated to write?</p> <p><u>Year 1-8:</u> In 2017, 79.7 % (1531/1922) of our students were “At or Above” curriculum expectation in Writing for Years 1- 8.</p> <p>We will lift this to 89.7%, (1724 /1922), a 10 % shift by the end of 2021. This will mean shifting 193 additional students from “Below and Well Below” to “At or above”.</p> <p>We will achieve a 3.3% shift annually.</p> <p><u>Year 9:</u> In 2017, 89.1% (221/248) of our students were “At or Above” curriculum expectation in Writing at the end of Year 9.</p> <p>We will lift this to 95.1% (236 /248), a 6 % shift by the end of 2021. This will mean shifting 15 additional students from “Below” to “At or above”.</p> <p>We will achieve a 2 % shift annually.</p> <p><u>Year 10:</u> In 2017, 86.1% (217/252) of our students were “At or Above” curriculum expectation in Writing at the end of Year 10.</p> <p>We will lift this to 95.1% (240/252), a 9% shift by the end of 2021. This will mean shifting 23 additional students from “Below” to “At or above”.</p> <p>We will achieve a 3% shift annually.</p>	<ul style="list-style-type: none"> • Inquiring into the factors that underpin success in writing • Explore further practices that will improve writing • Exploring ways to implement moderation • Develop a consistent system of moderating across the Kāhui Ako • Exploring ways of motivating boys, Maori and Pasifika in writing • Investigating and trialling the PACT tool • Alignment of testing levels 	<ul style="list-style-type: none"> • Implement and review proposed practices from inquiries in the first phase 	<ul style="list-style-type: none"> • Embed effective practices to enhance well-being across the KA (e.g. TOD, staff/Principal s/ASL/WSL sharing inquiries) 	<ul style="list-style-type: none"> • Curriculum Learning Progressions • PACT Assessment tool • On Entry Assessments • Six Year Nets • e-asTTle Writing Assessment • Classroom observations • Overall Teacher Judgements • Student, parent/whānau, community and teacher surveys

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Outcome/Goal	Short Term Phase <i>Inquiries (Selecting and exploring)</i>	Medium Term Phase <i>Implementation of practice (action and review)</i>	Longer Term Phase <i>Embedding (share and sustain)</i>	Tools and measures to look at outcome goals
<p>Mathematics How can we get our students to welcome the challenge of Mathematics?</p> <p>Year 1-8: In 2017, 86.2% (1657/1922) of our students were “At or Above” curriculum expectation in Mathematics for Years 1-8.</p> <p>We will lift this to 92.2% (1772/1922), a 6% shift by the end of 2021. This will mean shifting 115 additional students from “Below and Well Below” to “At or above”.</p> <p>We will achieve a 2% shift annually</p> <p>Year 9: In 2017, 78.1% (182/233) of our students were “At or Above” curriculum expectation in Mathematics at the end of Year 9.</p> <p>We will lift this to 87.1% (203/233), a 9% shift by the end of 2021. This will mean shifting 21 additional students to “At or Above”.</p> <p>We will achieve a 3% shift annually.</p> <p>Year 10: In 2017, 74.2% (190/256) of our students were “At or Above” curriculum expectation in Mathematics at the end of Year 10.</p> <p>We will lift this to 83.2% (213/256), a 9% shift by the end of 2021. This will mean shifting 23 additional students to “At or above”.</p> <p>We will achieve a 3% shift annually.</p>	<ul style="list-style-type: none"> • Exploring student mindsets about Mathematics • Explore effective teaching practices in Mathematics • Exploring ways of motivating boys, Maori and Pasifika in Maths • Using the PACT tool • Explore ways to share best practice across all schools forming a learning partnership 	<ul style="list-style-type: none"> • Implement and review proposed practices from inquiries in the first phase • Develop a learning partnership 	<ul style="list-style-type: none"> • Embed effective practices to enhance well-being across the KA (e.g. TOD, staff/Principal s/ASL/WSL sharing inquiries) 	<ul style="list-style-type: none"> • Curriculum Mathematics Learning Progressions • PACT Assessment tool • On Entry JAM Assessments • GLOSS Assessments • PAT Maths Assessment • Classroom observations • Overall Teacher Judgements • Student, parent/whānau, community and teacher surveys

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Outcome/Goal <u>NCEA</u>	Short Term Phase <i>Inquiries (Selecting and exploring)</i>	Medium Term Phase <i>Implementation of practice (action and review)</i>	Longer Term Phase <i>Embedding (share and sustain)</i>	Tools and measures to look at outcome goals
<p><u>NCEA Level 2:</u></p> <p>In 2017, 90% (230/256) of our students achieved NCEA Level 2.</p> <p>We will lift this to 96% (245 /256), a 6% shift by the end of 2021.</p> <p>This will mean shifting 15 additional students from Not Achieved to Achieved.</p> <p>We will achieve a 2% shift annually.</p> <p><u>NCEA Level 2: Endorsement Rates:</u></p> <p>In 2017, 57.8% (148/256) of our students achieved NCEA Level 2 with either Merit or Excellence.</p> <p>We will lift this to 72.8% (186/256), a 15% shift by the end of 2021.</p> <p>This will mean shifting 38 additional students from Achieved to Merit or Excellence.</p> <p>We will achieve a 5% shift annually.</p> <p><u>NCEA Level 3:</u></p> <p>In 2017, 51% (117/229) of our students achieved NCEA Level 3 with either Merit or Excellence.</p> <p>We will lift this to 60% (137 /229), a 9% shift by the end of 2021.</p> <p>This will mean shifting 20 additional students.</p> <p>We will achieve a 3% shift annually.</p>	<ul style="list-style-type: none"> • Exploring ways of motivating and increasing the engagement of learners • Explores ways of increasing level of achievement of our Maori and Pasifika students • Explore ways of engaging boys through authentic learning opportunities • Explore literacy strategies across the curriculum • Explore consistency of assessment practices • Explore and develop digital platforms between Kāhui Ako 	<ul style="list-style-type: none"> • Implement and review proposed practices from inquiries in the first phase • Develop literacy strategies across the curriculum 	<ul style="list-style-type: none"> • Embed effective practices to enhance well-being across the KA (e.g. TOD, staff/Principals/ASL/WSL sharing inquiries) • Embed literacy strategies across the curriculum 	<ul style="list-style-type: none"> • Academic mentoring • Develop critical friends across schools • Student voice especially at three way interviews • Across school coherent collaboration • Development of best pedagogical practices • Facilitation of moderation forum • Effective communication with parents and whānau • Effective use of Assay

South-East Christian Kāhui Ako

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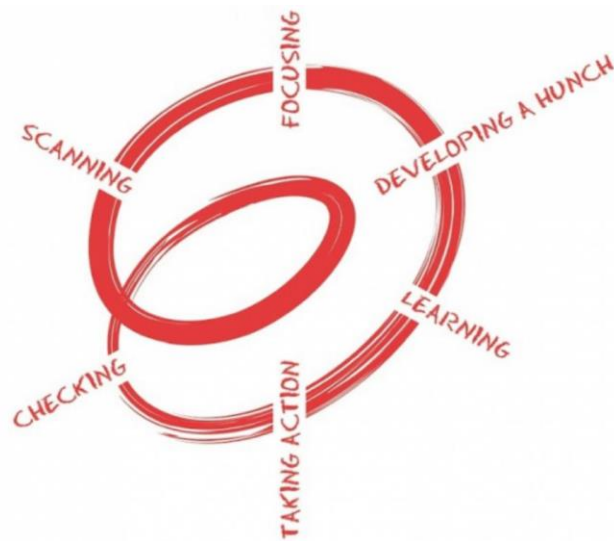
Ma te whakapono tātou e ahu whakamua

6. Inquiry Methods

There are a range of inquiry models for different contexts and needs. Our South-East Christian Kāhui Ako will use selected inquiry models to encourage accelerated progress. We will make sure our inquiry begins with an investigation of the existing situation before moving into action. As learners, we will read the literature that sits behind our inquiry model of choice.

The Spiral of Inquiry promotes the leadership of collaborative, evidence-informed inquiry in ways that keep learners' progress at the centre.

Spiral of Inquiry
(Halbert, Kazer & Timperley, 2014)



The Appreciative Inquiry model builds on the positive supports and strengths of learning environments by encouraging us to look at what is the best we have and wondering what it can be. The power of the appreciative model is that it extends our thinking to see new possibilities. However, we are aware that any inquiry model can be appreciative through reframing the problem into what we want to see (the positive).



Appreciative Inquiry
(Cooperrider & Whitney, 2007)

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7. Monitoring and Evaluation

The South-East Christian Kāhui Ako will be clear about what we want to achieve and how we will recognise progress. This means we will identify what is and is not working and adjust our actions or strategies accordingly. Being responsive to emergent trends and needs.

Monitoring

Our Kāhui Ako monitoring will focus on these aspects:

- Implementation of the High Level Action Plan using our Cycle of Improvement
- Monitoring progress of our Achievement Challenges through the use of evidence and using an inquiry model
- Share emerging evidence of outcomes - Effective teaching and learning, strong learner agency, enhanced student well-being, confident communicators and productive partnerships
- Identify and be responsive to new challenges.

The Kāhui Ako Leader will be appraised annually by an external evaluator against the Kāhui Ako Lead job description.

Teachers appointed to the various leadership roles will have their positions appraised annually against their job descriptions and based on evidence they collate through their inquiry approach.

Evaluation

Identifying, sharing and recognising what is best practices from within and across schools related to the South-East Christian Kāhui Ako Learning Framework with the purpose of helping to build the capacity of our teachers to improve student learning and achievement.

The Community of Learning Lead is assured that each school is engaged with the intent of being an active member of the South-East Christian Kāhui Ako which is evident in actions of Principals, teachers and internal systems. The Community of Learning Lead may need to facilitate support where required.

In collaboration with school leaders, external providers, and MOE, we will develop an effective model for evaluation for our South-East Christian Kāhui Ako performance. It is intended that our Kāhui Ako will use the ERO's evaluation indicators when evaluating the impact of professional learning development (PLD) and the actions of our Kāhui Ako towards the implementation of our Learning Improvement Plan.

Elements to be included:

- That the student outcomes are progressing towards meeting the identified Achievement Challenges targets set by the South-East Christian Kāhui Ako
- End of year student achievement data, with analysis of variance
- Analysis of outcomes from collaborative inquiries, noting effective interventions and practices that make significant impact
- Capture and be responsive to student, parent and teacher voice
- We will use reflective practices, inquiry methods and NZCER tools to measure our progress. Some new tools and matrices will be developed to measure the levels of agency, engagement and well-being of learners in our community.

The ongoing use of these evaluative tools will provide robust and detailed data for self-review and the sustainable development of our learning community.

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Reporting

It is vital that the data used to understand impact and to measure both progress and achievement is valid, reliable and consistent across all our schools. Moderation will be an important component of the process. The Lead Principal of the Kāhui Ako will coordinate the preparation of regular reports for the Governance Group, Boards of Trustees and all school communities. Details of this process will be developed and the reports may include commentary on targets and priorities, implementation process, emerging evidence of changes in school practices or culture.

Strategic Plans

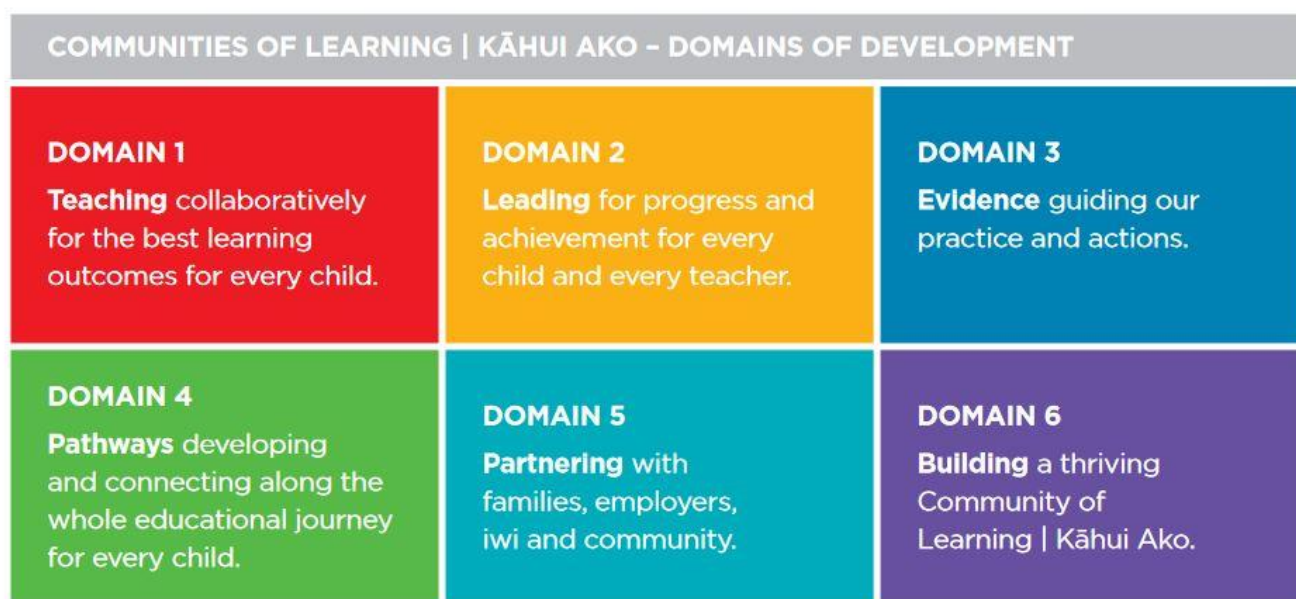
The South-East Christian Kāhui Ako Achievement Challenges will be reflected in each of our school Strategic Plans for 2019, and will therefore be reported on through each school's Analysis of Variance.

8. Community of Learning Development

There is a strong emerging culture of shared professional learning and development within our Kāhui Ako which we would like to nurture and grow. We place high emphasis on developing innovative and collaborative learning, building a strong integration of digital fluency across all schools as a tool for enhancing teaching and learning.

Our Kāhui Ako will assess our progress as a Community of Learning using the Ministry of Education's 'Guide to understanding the progress of your Community of Learning/ Kāhui Ako' (2017, March). We will consider our progress in the [six domains of the Development Map](#).

1. Teaching
2. Leading
3. Evidence
4. Pathways
5. Partnering
6. Building a thriving Community of Learning/Kāhui Ako



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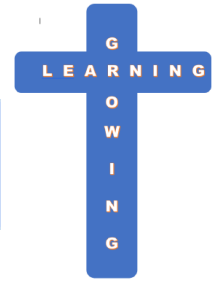
Ma te whakapono tātou e ahu whakamua

For each of these domains, we will determine each school term where our Kāhui Ako development fits. Using the Development Map, we will consider whether we are establishing the Kāhui Ako, developing our processes and activity, embedding our collective impact and effective practices or fully functioning where collaboration has become systemic, sustainable, self-improving and connected beyond. We view the map as both evaluative and formative, showing us where we have been, where we are at and our next steps in our collaborative journey.

“Apply your heart to instruction and your ears to words of knowledge”
(Proverbs 23:13)

Christ's call: to love, to be, to do.

Ko tā te karaiti karanga: kia aroha, kia tūturu, kia ora.



Appendix One:

The following questions were collectively compiled and the survey electronically distributed to all school communities:

Questions (all groups)

1. What is good learning for you?
2. What capabilities do children and young adults need to be ready, willing and able to thrive into the future?

Student's perspectives

3. How do you know when you have learned something?
 - a. What made that happen?
4. List the things you find tricky in your learning.

Teacher's perspectives

5. List the things that get in the way of effective teaching and learning (barriers)
6. What areas of teaching have you grown in?
 - a. What made this happen?

Parent's perspectives

7. What do you think good learning looks like for your children?
8. What parts of learning do you think your children find challenging?

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Appendix Two:

Our Findings

Data gathered to create the Learning Framework across the Community. The following are some representative examples.

What skills / knowledge will students need? (WHAT)

		Survey Responses	Student Voice	Parent Voice	Teacher Voice
1.	Faith and Values in Action	Holistic learning approach God's Gifts Faith, hope in God Respect of opinions Discernment and empathy Recognise the Christian Values Strong Christian Character God's love and serve community Sense of right and wrong Service, kind patient and calm Perseverance, patience, persistence Trust Self-awareness Knowing Christ	"We need to have hope and faith" "We need to have a belief in God so that we can push ourselves knowing there is someone watching over us" "To be spiritual in every space"	"Christ-centred heart" "Good values, self-esteem and an excitement for life's adventure" "Strengths and talents"	"When children know who they are, a child of God with gifts given by God, they work towards learning, developing these gifts. Confident life - long learners" "Believe in Jesus Christ - everything else flows out of this."
2.	Critical, Creative and Compassionate thinking	Open to learning Transfer of learning Creative & critical thinking Problem solving Curiosity Flexibility Life-long learning Future-focus Risk taking Student agency	"Good learning for me is having a good learning environment to help enhance my thinking." "I'm in a safe environment and I'm able to ask questions."	"Ability to learn, ability to self-manage, ability to work with others, ability to see things from other people's point of view (understanding objectivity), understanding of the capitalist economy learn from failure, respect each other."	"Good learning is active, engaging, deep and transferrable."
3.	Collaboration	Communication Listening effectively Ako Valuing others Respect Cultural awareness Global (connection / awareness)	"Teachers and students are engaged with each other."	"Social skills to enable good relationships with their peers and teachers. Having good literacy skills appropriate for their age. Good attitude to want to succeed in whatever they are wanting to pursue. Social communication skills, great working in group, confidence."	"Students collaborating, negotiating, critical thinking and the ability to explain or ally that knowledge to other situations."
4.	Well-being	Happy Trust Resilience Identity Emotional intelligence Self-belief - Pono	"They need to believe in themselves that they can do it, they always need to try their best and ask for help when they don't know what to do."	"Emotional resilience, learning about failure and how to cope with it. Striving to achieve your best."	"To be confident, have resilience, be digital, to value others and their opinions, work collaboratively, be innovative, agile."
5.	Skills for Learning and Living	Mastery - foundation & future skills Self-management Self-awareness Engagement Motivation Well-being	"Values, smarts, new thinking and good stuff and not dumb."	"The ability to think for oneself, develop new skills and strategies, and to be able to apply knowledge in creative, innovative ways."	"Self-belief, willingness to take a risk, intrinsic motivation and a positive supportive teacher that sees the learner's potential and assists them to strive high and to overcome challenges."

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What is good learning / what makes it happen? (HOW)

		Survey Responses	Student Voice	Parent Voice	Teacher Voice
1.	Working Together in New and Different ways	<ul style="list-style-type: none"> Communication Collaboration Relationships Share learning Self-management Independence Agency Perseverance Self-control 	<p>"I think also that you have a good relationship with the teachers where they will support you can relate to you and know their needs."</p>	<p>"Learning how to learn and enjoy learning and problem solve. Also encouraging creativity and creative out of the box thinking."</p>	<p>"21st century skills - digital and collaborative citizens. Resilient. Confident. Self-believe. Values others. Innovative. Agile."</p>
2.	Being open to Learning	<ul style="list-style-type: none"> Problem-solving Creative, critical thinking Appreciation of diversity Challenging Questioning Well-being Resilience Confidence Self-esteem Attitude 	<p>"Good learning to me is making mistakes before getting it right else you don't learn."</p>	<p>"Resilience, integrity, financial capability, communication skills, commitment to social justice, intrinsic as well as extrinsic motivation, flexible thinking, endurance."</p>	<p>"Problem solving skills, perseverance and determination, growth mindset, emotional intelligence, social skills." "The ability to analyse critically, be team players and risk takers."</p>
3.	Authentic Teaching and Learning	<ul style="list-style-type: none"> Authentic situation Relevant Enjoyment and interesting Not boring / fun Holding interest Active participation Safe environment Personalised learning Hands on Variety of contexts Connected curriculum Fun Flexible learning spaces Teacher expertise Catering to needs and learning styles Engaging Explicit teaching Variety of teaching and learning Professional learning 	<p>"When you know something you haven't before and able to share confidently." "You need to be open to help so that if you need it you will be able to have it."</p>	<p>"Learning necessary skills, holding interest and instilling the love and ability for learning."</p>	<p>"Student personal voice - students learn better when they had a part in choosing what they want to learn! Teaching to the curriculum can stifle this. Also, extension teaching - recognising when a student already has the content knowledge and could use that knowledge to explore/design/solve a problem, instead of staying with the cohort to work through what has been planned."</p>