

# Wellington Catholic Schools Kāhui Ako - 2022 Annual Strategic Plan

Our Vision	Our Theory of Improvement	Our People
<p><i>“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”</i></p>	<p style="text-align: center;"><i>Efficacy Supports All Learners in our Wellington Catholic Schools</i></p> <p style="text-align: center;"><i>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.</i></p> <p style="text-align: center;"><b>Levers of Change : Culturally Sustaining Teaching and Learning, Well-Being / Being Well to Learn, Transitions, Agency.</b></p> <p style="text-align: center;"><i>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.</i></p> <p style="text-align: center;"><i>Each lever, on its own, is not enough - all four levers need to be engaged for learners to enjoy success.</i></p>	<p><b>Learners, Teachers, Leaders, Whanau and Community from our 13 Catholic Schools:</b></p> <p><i>Cardinal McKeefry School; Holy Cross School, Miramar; Sacred Heart Cathedral School Thorndon; St Anne’s School, Newtown; St Anthony’s School, Seatoun; 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</i></p>

Rationale	2022 Actions				Success Metrics
We challenge ourselves to:	...through:	Term One, 2022	Term Two, 2022	Term Three, 2022	Term Four, 2022

<p><b>...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:</b></p> <p>* 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>	<p><b>1. Creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community.</b></p>	<p>Arrange opportunities to strengthen principal leadership through mentoring and PLD</p>	<p>Midwinter Hui (held across 4 sites)</p>			<p><i>Further improvement on baseline: Teacher understanding, familiarity, involvement, belonging in Kāhui Ako. (Measure: Teacher Survey done at Midwinter Hui)</i></p> <p><i>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)</i></p> <p><i>Engagements documented in Termly Status / Annual Reports.</i></p>	
	<p><b>2. Improving teacher capability, including the ability to use evidence to determine effectiveness.</b></p>	<p>Facilitate the "Whole-School Wellbeing" programme (CORE / NZIWR)</p> <p>Facilitate Professional Learning to develop teacher and leader confidence in using evidence to identify effective practice (Evaluation Associates)</p>					<p><i>Frurther improvement on baseline (Measure: 2022 Student Achievement results, Additional baseline Data through NZIWR Survey wellbeing@school Survey - in odd years only, so due again in 2023)</i></p> <p><i>Teacher confidence in using evidence to inform effectiveness: (Baseline Measure included in PLD contracts: teacher feedback questions, IE "How do you know...?")</i></p>
	<p><b>3. Identifying and celebrating successful practices where teachers/leaders are being innovative.</b></p>	<p>Develop WSL ability to lead / facilitate culturally sustainable practices in their schools (MAC)</p>	<p>Lead / facilitate culturally sustainable practices in schools.</p>				
	<p><b>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)</b></p>	<p>Implement 'sharing good practice across schools' initiative.</p>	<p>Arrange opportunities for WSLs to 'Show and Tell'</p>				<p><i>Further improvement on baseline: teachers sharing strategies and practices within and across schools (Measure: teacher / leader TSP Survey, Termly Status Reports)</i></p>

**Business as Usual'**

<p><b>Business as Usual'</b></p> <p><i>(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)</i></p>						<p><i>Further improvement on baseline enrolment data (Measure: ADW statistics for 2021)</i></p>
		BAU 1: Continue Weekly Leadership Team, Termly Principal, 6 monthly Stewardship group, Twice-termly WSLs, and Termly SENCo Hui				
		BAU 2: Regularly gather evidence of success for comparison against baseline				
		BAU 3: Continue producing Termly Status Reports and Yearly Annual Reporting				
		BAU 4: Continue monitoring MOE Resource allocations and ongoing KA commitments, and liaising with PLD facilitators				
		BAU 5: Continue workstream related to facilitating transitions from Y8 to Y9 and post-secondary transitions, and increasing secondary students' involvement with primary students				
		BAU 6: Continue updating and broadening use of the website and facebook page				
		BAU 7: Continue arranging opportunities to support new principals				
		BAU 8: Continue arranging opportunities for Boards of Trustees to develop skills and understanding				
		BAU 9: Continue sharing knowledge, resources, understandings, support, information for the benefit of our Kāhui Ako, and moving us closer to our vision				

**Key Leadership Accountabilities:**

Lead Principal(s)	Across School Leads	KA Leadership Team	Teachers and teaching teams	Within School Lead Teacher	PLD Providers	Principals and Leaders in schools
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