

2021 Annual Report

Review of progress against Achievement
Challenges

Wellington Catholic Schools
Kāhui Ako ~ Community of Learning





Wellington Catholic Schools
KĀHUI AKO

Ngā wāhi e mōhiotia ai ngā ākonga katoa

*E te Atua, God our loving Father,
You gift us with this world and invite us to respond with
love and wisdom
Hehu Karaiti, Jesus Christ, beloved Son,
You show us how to live and call us to participate in your
mission of life
Wairua Tapu, Holy Spirit,
You empower us with your will and guide us on our
shared journey.
Bless the children and whānau in our parishes and their
Catholic school communities
Bless all who work in Religious Education in Aotearoa
New Zealand,
Remind us that you are always with us, Fill us with
enthusiasm, knowledge and joy
To teach and learn that which is at the heart of our
schools,
You, who live and reign for ever and ever.
Amen*

Introduction

Wellington Catholic Schools Kāhui Ako was formed in 2018 to use our collective advantage for the benefit of our students across all of our schools. After identifying common achievement challenges, we formed our own theory of improvement to address these challenges. This year we have further refined our Theory of Improvement, related to **'levers of change'**, because we now believe that **Efficacy through a lens that supports priority learners** is fundamental to being able to make a difference for all learners. Beneath this umbrella **Culturally Sustaining Teaching and Learning, Well-Being / Being Well to Learn, Transitions and Agency** will be beneficial for learners AND teachers.

2021 has proven to be a challenging year for us all - teachers, leaders, students and families. However, we managed to maintain momentum, amid the continued Coronavirus pandemic, including changing of Alert Levels and a temporary lockdown. 2021 has also seen the induction of several new Principals and the departure of three Principals. This turnover of key leaders in our schools continues to be a challenge in terms of keeping momentum going and maintaining a shared understanding of what we are trying to achieve and why.

This year we refreshed our achievement challenges - evaluating our assumptions about achievement, looking at trends within the data and measuring against the baseline. From this, we formed an action plan to celebrate achievement, and accommodate students' individual and collective needs. We are looking forward to implementing a dynamic and responsive professional learning plan focussed on effective teaching, evaluative practice and wellbeing in 2022.

Leadership meetings, professional learning for teachers, mentoring and support, focussed primarily on wellbeing kept us connecting as a community. We also met with our Stewardship group, and with Trustees across some schools to develop understanding of Te Tiriti o Waitangi . A highlight for us was our Mid-Winter Hui. Our dynamic keynote speakers Ann Milne and Paul Ferris, combined with wellbeing experts and teachers across our thirteen schools sharing their knowledge and wisdom motivated continued collaboration across our primary and secondary sectors.

Six schools participated in the Accelerated Literacy Learning (ALL) programme, with many taking this opportunity to engage with the Learning Progressions Framework and the Progress and Consistency Tool (PaCT). Three schools also participated in the Better Start Literacy Programme, a Ministry of Education and University of Canterbury initiative which was facilitated by one of our Across School Leads. 2021 has also seen us strengthen systems that ensure a seamless learning journey from primary to secondary, and building a strong base of understanding about our Kāhui Ako context. This has included improving transition processes, building a common understanding about barriers to learning, and strengthening whakawhānaukatanga.

We know there continue to be gaps between the achievement we want and the achievement we have. This annual report details the third year of our journey as a Kāhui Ako to reduce these gaps.

We take pride in providing an excellent holistic Catholic education to enable our community of learners on their Catholic journey – where each child is known.

Revised Achievement Challenge

Now that we have been working together as a community for several years, 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 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: Baseline measured 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: Baseline measured 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%



***An excellent holistic
Catholic education to
enable our community
of learners on their
Catholic journey –
where each student is
known.***

We believe that evaluative thinking plays an important role in continuous learning and improvement. Our theory of improvement sets out **HOW** and **WHY** a desired change is expected to come about. We are in the early stages of building content knowledge within leadership teams and across our schools

Efficacy Supports All Learners in our Wellington Catholic Schools

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 promoting Catholic Schools to encounter Christ. Efficacy is the ability to produce the desired outcome / result.

Levers of Change

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.

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

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 are building trust in 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.***

New Ministry Government Priorities and Legislation

Revised National Education Learning Priorities

- Learners at the centre
- Barrier-free access
- Quality teaching and leadership
- Future of learning and work
- World class inclusive public education

These national priorities are also the priorities of our Kāhui Ako, and through a lens of **Catholic Social Teaching**, including pastoral care will support our 13 catholic schools to:

- Be safe and inclusive and free from racism, discrimination, and bullying;
- Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life in a continuing catholic journey;
- Collaborate more with whānau, hapū, iwi, parish, employers, industry and communities;
- Take account of learners' needs, spirituality, identities, languages and cultures in their practice;
- Incorporate te reo Māori and tikanga Māori, Māori spirituality into everyday activities.

Revised Education and Training Act 2020: Te Tiriti o Waitangi

The Act provides, in section 127, that one of the primary objectives for our catholic school boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori;
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- achieving equitable outcomes for Māori students.

Kāhui Ako Roles & Responsibilities

We are all ultimately responsible for improving outcomes for our learners in all 13 schools.

As a Kāhui Ako, we have made various appointments to positions of responsibility. The people in these positions each has their own responsibilities and accountabilities, as is illustrated beside.

We started the year with 3 Across School Leads (ASLs). The 4th position was advertised in Term 3 and Meg Davies (St Mary's College) will be introduced to the role in Term 4. The three ASLs work in collaboration on most aspects of our work but below are a few areas of their leadership:

Rebecca Rapira-Davies:

- Data collection and analysis
- Coordination of WSL Hui
- PT network

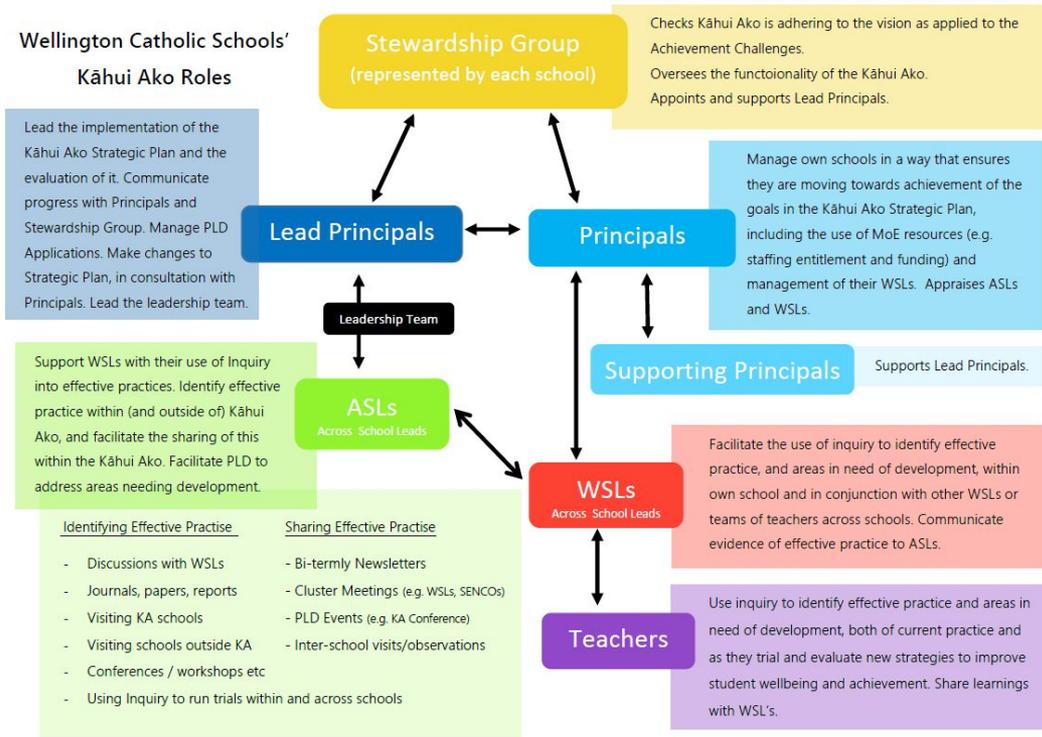
Helen Figueira:

- Post Secondary Transitions
- Website and facebook updates

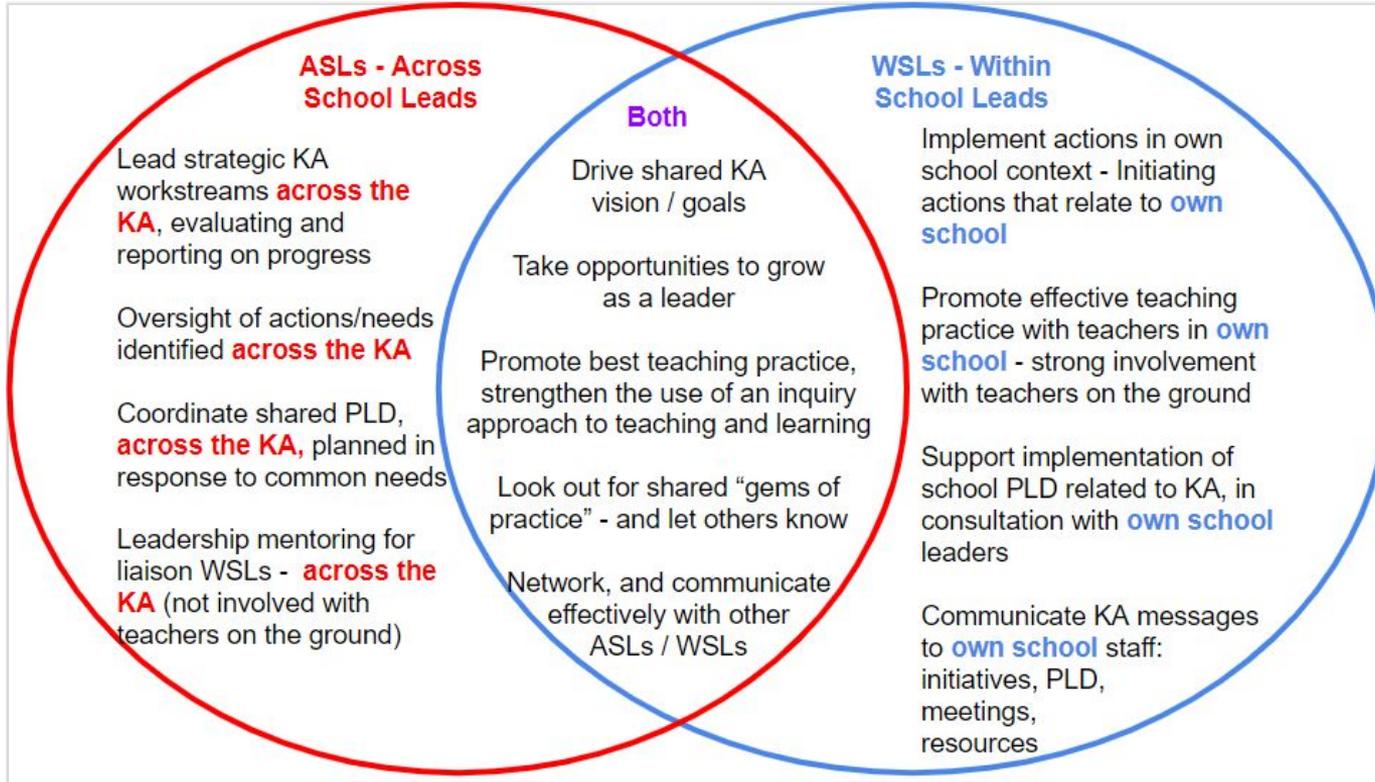
Pip Cook:

- Better Start Literacy
- SENCo network
- Year 8-9 transitions

Each ASL also liaises with our professional learning facilitators.



Comparison of Kāhui Ako Roles & Responsibilities

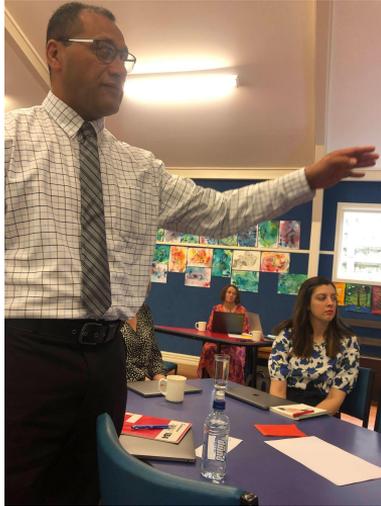


We now know that empowerment of Within School Leads (WSL) will strengthen the collaborative nature of what we are trying to achieve as a Kāhui Ako.

This responsibility lies with the leaders of our 13 schools - ensuring that each WSL has opportunity, resourcing, time and mentoring to lead and gain further knowledge.

Each WSL is also supported in their important role by our team of Across School Leads.

What impact have we had?



Kāhui Ako Leadership

Integral to the success of our Kāhui Ako goals is the commitment of our 13 principals. Our termly principals' meetings are focussed on what we are all trying to achieve as a community, and building the leadership capabilities of our principals. During our 2021 meetings, together we have:

- Considered how to move from being **cooperative** to **collaborative** as a community
- Supported one another and planned ways to collaborate
- Built understanding of evaluative thinking
- Made connections with School Annual Planning
- Explored progress against each of the key areas of focus
- Supported principals throughout appointment processes
- Clarified MOE resourcing allocations
- Reviewed our direction, and professional learning needs
- Mentored and supported Principals
- Use of student voice to delve deeper into social and emotional aspects of transition beyond college
- Clarified the various roles within the Kāhui Ako

Feedback about leadership:

"We have a really great group dynamic in the ASL/Co-Lead Principal group and the Tuesday meetings always have an inclusive and positive vibe to them."

"has worked effectively and efficiently to ensure maximum engagement of member schools and those in Kahui leadership roles."

"clever at developing the leadership capability of others."

"gives the Across School Leads' significant autonomy in their roles as good listeners."

"taking a range of abstract ideas and developing them into something concrete."

Navigating Term 1

2021 Annual Plan - divided into workstreams

Website revamp and Facebook group created

Collaborative PLD - Reading Workshop / PTs

Principal, WSL, ASL, SENCO meetings

6 schools - Accelerated Literacy Learning PLD

College transition working group

New Principals, support principals appointed

Mid-winter hui planning

Status Reporting to Boards

ELL cluster meeting



“The true gift of the wayfinder’s journey is not arrival at a destination; it is who we become along the way as we fulfil our potential.”



Find out more at
www.wayfindingleadership.co.nz

Wellington Catholic Schools Kāhui Ako Status Report: Term 1 2021

Focus Areas	Status	Overall status
1. Building relationships		<p>Workstream focuses on creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community.</p> <ul style="list-style-type: none"> activities this term have focussed on: developing relationships between ASLs and WSLs; empowering WSLs to lead KA initiatives in their own schools; arranging opportunities for new principals to connect; and beginning to arrange opportunities that increase secondary students' involvement with primary students
2. Teacher capability		<p>Workstream focuses on improving teacher capability, including the ability to use evidence to determine effectiveness.</p> <ul style="list-style-type: none"> Our focus has been on making use of evidence - wellbeing, literacy (PaCT), ELL Progressions, NCEA data The Accelerated Literacy Learning (ALL) contract for 7 schools is continuing to build knowledge on effective practice by using evidence and applying strategies with target groups of learners from Year 1-10
3. Successful innovation		<p>Workstream focuses on identifying and celebrating successful practices where teachers/leaders are being innovative.</p> <ul style="list-style-type: none"> Our focus this term has been on encouraging leaders to identify and showcase innovations in their schools, including at the Mid-Winter Hui, July 2021
4. Communication		<p>Workstream focuses on 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> <ul style="list-style-type: none"> After our 2020 communication review we have streamlined our processes with communicating with Principals, leaders and teachers

KEY

■ Work in progress, on target

■ Work in progress, minor issues

■ Work in progress, major issues

✓ Work completed

- Work yet to commence

ASLs = Across School Lead Teachers

WSLs = In-school Lead Teachers

PLD = Professional learning and development

MOE = Ministry of Education

Key activities undertaken this term	Key activities planned for next term	Key activities planned but not completed
<p>Key activities undertaken during Term 1</p> <ul style="list-style-type: none"> Reconvened Midwinter Hui planning process for T2, 2021 Strategic Planning for 2021 with new team Appointment and induction of new ASLs Continuation of Principal and WSL meetings, and support Induction of new principal Review of Leadership actions with Principals Collaborative PLD St Patrick's/St Catherine's: strengthening Whakawhānaungatanga Two NZCER wellbeing@school survey planning sessions with Principals / ASLs / senior leaders ALL resumed for 7 schools Kura Ahurea (Tenths Trust, Te Atiawa) PLD session Forward planning for both Co-Leaders' Principal Sabbaticals - Terms 2, 3 Continued communication with MOE Stewardship Group meeting SENCO, ESOL, Provisional Teacher Hui held, with teachers attending Collaboration (ERO) seminar attended 	<ul style="list-style-type: none"> Hold Mid-Winter hui for all teachers and leaders Continue preparations for, administer and evaluate results from the wellbeing@school survey and embed next steps Begin to facilitate the development of WSL confidence in using evidence to identify effective practice in relation to wellbeing@school survey Begin to communicate and facilitate opportunities to celebrate effective practice at classroom level Learning Support Register workstream continues (preparing for MOE approval) Increase in number of schools using Learning Progressions Framework through ALL Parent presentation related to online safety Review college transition processes Induction of new principal(s) 	<ul style="list-style-type: none"> Increase secondary students' involvement with primary students

Navigating Term 2

Future focussed PLD programme developed

MOE workshop - networking alongside other KAs

Wellbeing@school survey and workshop

ALL impact day

1:1 principal support meetings started

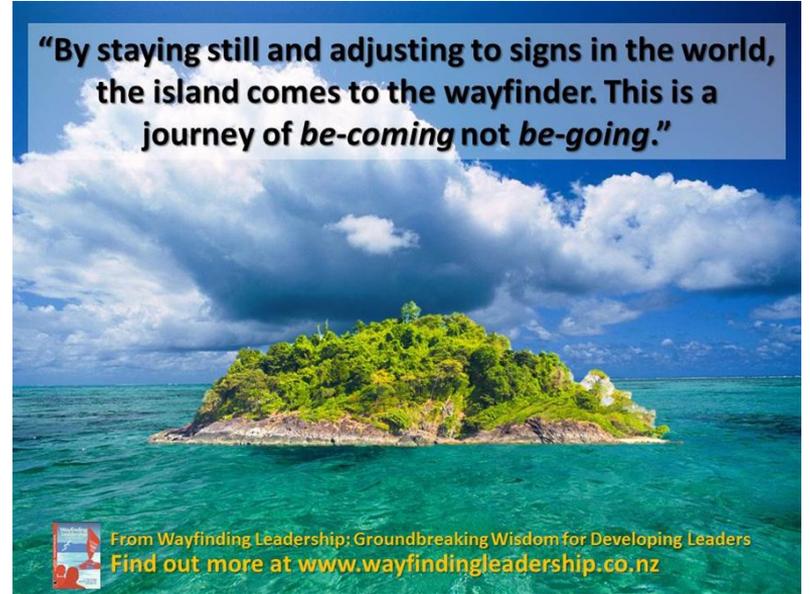
Mid Winter hui: Feeling Good functioning welli

Principal induction started

Principal, WSL, ASL, MOE, SENCO meetings

On-line safety presentation for staff & community

**“By staying still and adjusting to signs in the world,
the island comes to the wayfinder. This is a
journey of *be-coming* not *be-going*.”**



From Wayfinding Leadership: Groundbreaking Wisdom for Developing Leaders
Find out more at www.wayfindingleadership.co.nz

Wellington Catholic Schools Kāhui Ako Status Report: Term 2 2021

Focus Areas	Status	Overall status
1. Building relationships		<p>Workstream focuses on creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community.</p> <ul style="list-style-type: none"> • Actions this term have focussed on building stronger connection between primary and secondary (students and teachers). We have also promoted WSLs to develop their own connections between their school and others - observations, sharing specific learning activities.
2. Teacher capability		<p>Workstream focuses on improving teacher capability, including the ability to use evidence to determine effectiveness.</p> <ul style="list-style-type: none"> • This term all schools have focussed (individually and collectively) on the analysis of evidence of wellbeing, using school information and the wellbeing@school survey (Year 7-13), to help us plan next steps and PLD. • The impact of teaching to accelerate learning in literacy has also been measured, to improve teaching capability.
3. Successful innovation		<p>Workstream focuses on identifying and celebrating successful practices where teachers/leaders are being innovative.</p> <ul style="list-style-type: none"> • This term we have continued to showcase innovations in our schools, including at the Mid-Winter Hui, July 2021, and WSL meetings. Connections have been made between teachers in different schools, to support innovation
4. Communication		<p>Workstream focuses on 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> <ul style="list-style-type: none"> • This term we have begun streamlining the Kāhui Ako Website as a key source of celebration, information, new learning. A Kāhui Ako Facebook page is beginning to build community by celebrating events and initiatives

KEY

-  Work in progress, on target
-  Work in progress, minor issues
-  Work in progress, major issues
- ✓ Work completed
- Work yet to commence

ASLs = Across School Lead Teachers

WSLs = In-school Lead Teachers

PLD = Professional learning and development

MOE = Ministry of Education

Key activities undertaken this term	Key activities planned for next term	Key activities planned but not completed
<ul style="list-style-type: none"> • Learning Support Register workstream continues (preparing for MOE approval) • Further developed SENCO meetings: support, collaboration, information - high attendance • Secondary students' involvement with primary students - through drama, Kapa Haka • Mid Winter Hui - teachers, leaders, external speakers and invited guests (9 July) • Coordination, administration, implementation of wellbeing@school survey for 7-13 students • Wellbeing @school survey data aggregated across all 13 schools, and survey analysis workshop for principals & leaders, facilitated by NZCER • Principal meeting following wellbeing@school workshop • Support provided for forward-planning from wellbeing@school survey, and planning begun for wellbeing professional learning • 1:1 principal visits by Lead Principal started, and induction visits for new principal • Review of college transition processes, forms, practices begun • Emergent review of post-secondary transitions and wellbeing • Parent presentation related to online safety • Increase in number of schools using Learning Progressions Framework through ALL • Preparation for appointment of 4th ASL - pack, advertising, communications • Effective handover for Co-lead principals' sabbaticals • Leadership professional learning focussed on complexities of leading Kāhui Ako • Forward planning for 2022 PLD dates 	<ul style="list-style-type: none"> • Continue to share effective practice at classroom level and school-initiative level across WSL network • Continue reviewing and strengthening transition processes, including forms, college days, ways of connecting between Year 9 and Year 8 teachers • Begin implementing PLD contract • Provide PLD opportunities to build evaluative thinking capabilities • Begin facilitator training for Better Start Literacy Programme • Implement Better Start Literacy Programme across three schools • Appoint 4th Across School Lead • Continue wellbeing@school focus - forward planning of Kāhui Ako actions • Explore the Professional Growth Cycle in relation to the role of ASL/WSL 	<p>In some schools the WSL was not involved in leadership related to the wellbeing@school analysis, due to individual school processes. This has impacted our ability to support each WSL and build their confidence in using this data.</p>

Navigating Term 3 (including L4 lockdown)

Refreshing of Achievement document

Wellbeing@Schools survey analysis

NCEA Data analysis and next steps

Wellbeing & 2022 PLD info sessions for teachers

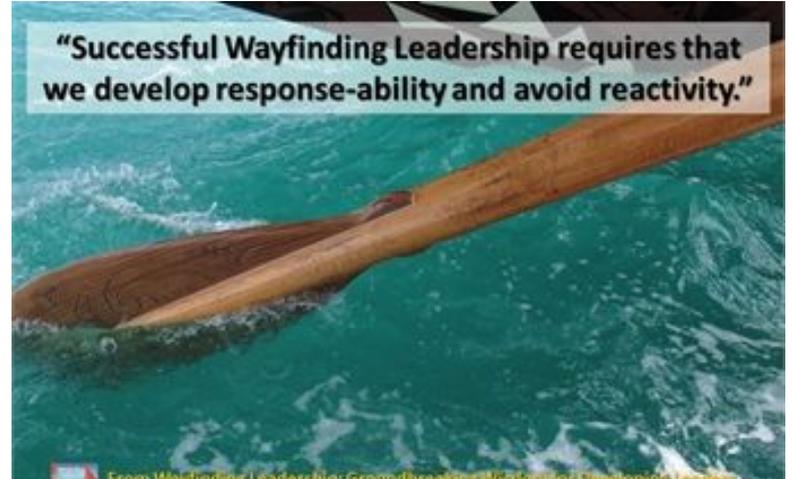
Collaborative celebration of Catholic Schools Day

Principal, WSL, ASL, MOE, SENCO meetings

Better Start Literacy Approach started

Collaborative PLD - English Language Learners

ASL recruitment



Wellington Catholic Schools Kāhui Ako Status Report: Term 3 2021

Focus Areas	Status	Overall status
1. Building relationships		Workstream focuses on creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community. <ul style="list-style-type: none"> • Actions this term have focussed on building stronger connection between primary and secondary (students and teachers). We have also promoted WSLs to develop their own connections between their school and others - observations, sharing specific learning activities.
2. Teacher capability		Workstream focuses on improving teacher capability, including the ability to use evidence to determine effectiveness. <ul style="list-style-type: none"> • This term all schools have focussed (individually and collectively) on the analysis of evidence of wellbeing, using school information and the wellbeing@school survey (Year 7-13), to help us plan and develop next steps and PLD. • The impact of teaching to accelerate learning in literacy has also been measured, to improve teaching capability • Mid Winter hui was a great opportunity to build networks and knowledge while collaborating with 13 schools.
3. Successful innovation		Workstream focuses on identifying and celebrating successful practices where teachers/leaders are being innovative. <ul style="list-style-type: none"> • This term we have continued to showcase innovations in our schools,. Connections have been made between teachers in different schools, to support innovation
4. Communication		Workstream focuses on 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) <ul style="list-style-type: none"> • The Kāhui Ako Website as a key source of celebration, information, new learning. A Kāhui Ako Facebook page is beginning to build community by celebrating events and initiatives

KEY

 Work in progress, on target

 Work in progress, minor issues

 Work in progress, major issues

 Work completed

- Work yet to commence

ASLs = Across School Lead Teachers

WSLs = In-school Lead Teachers

PLD = Professional learning and development

MOE = Ministry of Education

Key activities undertaken this term	Key activities planned for next term	Key activities planned but not completed
<ul style="list-style-type: none"> • Learning Support Register workstream continues (preparing for MOE approval) • Further developed SENCO meetings: support, collaboration, information - high attendance • Secondary students' involvement with primary students - through drama, and kapa haka • Evaluation of Mid Winter hui • Continue wellbeing@school focus - forward planning of Kāhui Ako actions • Principal meeting via zoom due to being in Alert Level 4 • 1:1 principal visits by Lead Principal continued • Emergent review of post-secondary transitions and wellbeing • Appointment of 4th ASL -Interviews led by National Appointments Panel • Effective handover for Co-lead principals' sabbaticals • Forward planning for 2022 PLD dates • Continue to share effective practice at classroom level and school-initiative level across WSL network via zoom • Continue reviewing and strengthening transition processes, including ways of connecting between Year 9 and Year 8 teachers • Begin implementing PLD contract • Begin facilitator training for Better Start Literacy Programme • Implement Better Start Literacy Programme across three schools 	<ul style="list-style-type: none"> • Continue to share effective practice at classroom level and school-initiative level across WSL network • Continue reviewing and strengthening transition processes, • implementing PLD contract and trying to get as many schools as possible being part of Tier one and 2 • Provide PLD opportunities to build evaluative thinking capabilities • Implement Better Start Literacy Programme across three schools • Continue wellbeing@school focus - forward planning of Kāhui Ako actions • "Life Skills" day for Year 13 students across our Colleges • Whānau survey for post-secondary transitions 	<ul style="list-style-type: none"> • Explore the Professional Growth Cycle in relation to the role of ASL/WSL • PLD pushed out due to lockdown: BoTs 'Giving Effect to Te Tiriti'/ Strengthening cultural capability through Agentic Learning: Mana Motuhake in Years 1-10

Navigating Term 4

Review of 2021 strategy and impact

Strategic Planning for 2022

Survey to measure impact

Life Skills Day for Year 13 students

ASL induction

Liaising with PLD providers to plan for 2022

Principal, WSL, ASL, SENCO meetings

Evaluative thinking session with principals & WSLs

Status reporting and reporting to each board

Appraisal as part of professional growth cycle

Māori Achievement KA Cluster, and Te Tiriti PLD



Wellington Catholic Schools Kāhui Ako Status Report: Term 3 2021

Focus Areas	Status	Overall status
1. Building relationships		<p>Workstream focuses on creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community.</p> <ul style="list-style-type: none"> • Actions this term have focussed on building stronger connection between primary and secondary (students and teachers). We have also promoted WSLs to develop their own connections between their school and others - observations, sharing specific learning activities.
2. Teacher capability		<p>Workstream focuses on improving teacher capability, including the ability to use evidence to determine effectiveness.</p> <ul style="list-style-type: none"> • This term all schools have focussed (individually and collectively) on the analysis of evidence of wellbeing, using school information and the wellbeing@school survey (Year 7-13), to help us plan and develop next steps and PLD. • The impact of teaching to accelerate learning in literacy has also been measured, to improve teaching capability • Mid Winter hui was a great opportunity to build networks and knowledge while collaborating with 13 schools.
3. Successful innovation		<p>Workstream focuses on identifying and celebrating successful practices where teachers/leaders are being innovative.</p> <ul style="list-style-type: none"> • This term we have continued to showcase innovations in our schools,. Connections have been made between teachers in different schools, to support innovation
4. Communication		<p>Workstream focuses on 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> <ul style="list-style-type: none"> • The Kāhui Ako Website as a key source of celebration, information, new learning. A Kāhui Ako Facebook page is beginning to build community by celebrating events and initiatives

KEY

-  Work in progress, on target
-  Work in progress, minor issues
-  Work in progress, major issues
- ✓ Work completed
- Work yet to commence

ASLs = Across School Lead Teachers

WSLs = In-school Lead Teachers

PLD = Professional learning and development

MOE = Ministry of Education

Key activities undertaken this term	Key activities planned for next term	Key activities planned but not completed
<ul style="list-style-type: none"> • Learning Support Register workstream continues (preparing for MOE approval) • Further developed SENCO meetings: support, collaboration, information - high attendance • Secondary students' involvement with primary students - through drama, and kapa haka • Evaluation of Mid Winter hui • Continue wellbeing@school focus - forward planning of Kāhui Ako actions • Principal meeting via zoom due to being in Alert Level 4 • 1:1 principal visits by Lead Principal continued • Emergent review of post-secondary transitions and wellbeing • Appointment of 4th ASL -Interviews led by National Appointments Panel • Effective handover for Co-lead principals' sabbaticals • Forward planning for 2022 PLD dates • Continue to share effective practice at classroom level and school-initiative level across WSL network via zoom • Continue reviewing and strengthening transition processes, including ways of connecting between Year 9 and Year 8 teachers • Begin implementing PLD contract • Begin facilitator training for Better Start Literacy Programme • Implement Better Start Literacy Programme across three schools 	<ul style="list-style-type: none"> • Continue to share effective practice at classroom level and school-initiative level across WSL network • Continue reviewing and strengthening transition processes, • implementing PLD contract and trying to get as many schools as possible being part of Tier one and 2 • Provide PLD opportunities to build evaluative thinking capabilities • Implement Better Start Literacy Programme across three schools • Continue wellbeing@school focus - forward planning of Kāhui Ako actions • "Life Skills" day for Year 13 students across our Colleges • Whānau survey for post-secondary transitions 	<ul style="list-style-type: none"> • Explore the Professional Growth Cycle in relation to the role of ASL/WSL • PLD pushed out due to lockdown: BoTs 'Giving Effect to Te Tiriti'/ Strengthening cultural capability through Agentic Learning: Mana Motuhake in Years 1-10

Community Building

Opportunities



Wellbeing student voice

Wellbeing at school survey and feedback about post secondary transitions.



Networking

School administrators

Our school administrators were included in networking opportunities to support them in their important role.



Collaboration professional learning

Several professional learning opportunities were provided for teachers.

Wellbeing workshops
Within School leadership
Schools meeting to moderate and analyse data
Te Tiriti o Waitangi workshop
SENCO support
English Language Learners
Provisionally Registered teachers
Wellbeing support during Lockdown
Year 8/9 teacher collaboration



Catholic Schools Day

Students from all schools united in reading our karakia



Leadership support

Focussed Leadership meetings for all principals
Mentoring for Co-Leaders and ASLs
1:1 support for principals
1:1 mentoring for ASLs
Professional learning and networking for leadership team



Cultural Competence

Te Ao Māori

Māori Achievement Collaborative - Changing the hearts and minds of Principals. Faith-based MAC Cluster set up with KA schools that are involved
Kura Ahurea - development of Te Reo Curriculum



Online Safety

Understanding the harm children could be facing online, and practical solutions for teachers and parents in keeping tamariki safer online

Te Tiriti

BoTs upskilling in understanding of and giving effect to Te Tiriti o Waitangi in our schools.

Goal One:
“Creating connections and supporting relationship-building between individuals, groups, schools, parishes, Tangata Whenua and the wider community.”

What community-building opportunities have we provided?

Mid winter hui

- Theme: “Feeling Good and Functioning Well”
- Opportunities for networking
- Drawing out the gems of practice
- Learning from other schools
- Learning from expert parents within our school communities
- Keynote speakers who challenged the status quo

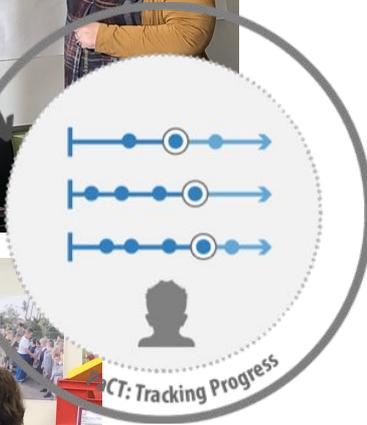
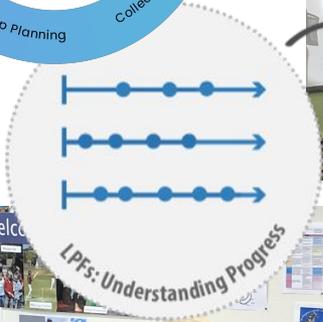
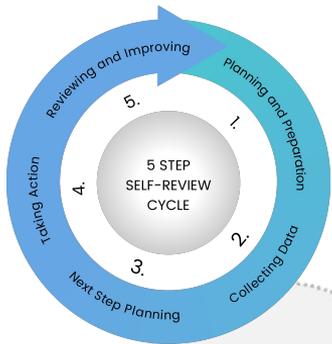


“Superbly run hui. Keynotes incredible and all workshop options to me were 11/10. Loved the jovial nature with spot prizes. Organisation of lanyards was professional and well organised. Looking forward to the next one”

“Thoroughly enjoyed the day. Got a lot from it. Thought it flowed well. Breakout sessions were good. Well organised. Good way to end Term 2”

Compared to baseline data of 2019: understanding the purpose of a Kāhui Ako and our achievement challenges, feeling of belonging and being involved are all improved.

Agency	Culturally Sustaining Teaching & Learning	Wellbeing / Being Well	Transitions	
1.Integrate Digital Technology to enhance learning and make learning fun (St Mary's College)	5.The Sacred Heart Cathedral School Local Curriculum (Sacred Heart)	11.Lego Therapy (St Patrick's School)	16.Idea Sharing of Wellbeing for Post Secondary Transitions (St Patrick's College)	
2.Spotlight: Real-Time Reporting (Cardinal McKeefry)	6.Improving Literacy through Shared Reading (St Anne's)	12.More meaningful PE. (St Benedict's)		
3.Using computational thinking (sorting network) to support learning in RE (Holy Cross)	7.ALL (Accelerating Learning through Literacy) (A.L.L. Schools)	13.Relational Practice (St Mary's College)		
4.STEM / STEAM in schools (St Patrick's College)	8.Everyday Te Tiriti o Waitangi (St Anthony's)	14.The value of using the creative arts for wellbeing (St Patrick's College)		
	9.Being Awesome with Game of Awesome! (St Bernard's)	15.Engaging boys in learning for the purposes of their academic and emotional wellbeing (St Teresa's)		
	10.Crossing the bridge! (St Catherine's College)			
KEY:	Secondary focus	Primary focus	Primary + Secondary focus	
A: Dr Flaviu Hodis	Associate Professor	School of Education, Victoria University	Agency	Room C007
B: Dr Deirdre Brown	Associate Professor	School of Psychology, Victoria University	Wellbeing / Being Well	Room Staffroom
C: Dr Greg Spencer	Psychiatrist	University of Otago	Wellbeing / Being Well	Room W205
D: Victoria Parsons	Educational Psychologist	Ministry of Education	Wellbeing / Being Well	Room W015



Goal Two:
“Improving teacher capability, including the ability to use evidence to determine effectiveness.”

Accelerated Literacy Learning

Accelerating Literacy Learning (ALL) operated in seven of the Kāhui Ako schools in 2021: Cardinal McKeefry, St Teresa's, Sacred Heart, St Mary's, St Bernard's, St Patrick's Primary and Holy Cross. Within this Ministry of Education funded contract, each of the seven schools were provided with Mentor support. The support was matched to each school's context but essentially supported leaders and teachers to:

- Identify underachieving students to receive a tier two intervention aligned to the school strategic plan,
- Design authentic, relevant interventions over one inquiry timeframe (due to COVID 19 interruptions) that focused on identified student needs that was linked to each classroom curriculum
- Support with the delivery of the intervention focused on best practice design principles
- Use appropriate assessment and monitoring tools; for some schools this included the introduction of the Reading and /or Writing Learning Progressions frameworks and the subsequent use of the Progress and Consistency Tool (PaCT) and for some embedding knowledge of PACT tool.
- Evaluation of the effectiveness of the intervention and then planning for next steps
- Construct a summary report to share with Board of Trustees describing the extent and effectiveness of ALL in the school.

The ALL work is situated within a Teaching as Inquiry model teachers were able to use this to guide their thinking and learning. All schools also spent time reviewing their inquiry, where the information was collated to inform a report for sharing with the Board of Trustees.

What impact have we had?

Impact Sharing day at St Teresa's was an empowering opportunity for teachers to share and evaluate their own practice and the practice of their colleagues.

"The Impact Sharing Day allowed the 7 teachers to demonstrate how they are strengthening their use of inquiry, particularly between cycles, to analyse the effect of their teaching, identifying and using adapted strategies for the next teaching cycle." (Principal feedback)

Feedback from teachers about impact of ALL...

" ALL has allowed me to have time to think deeply about my students who need to accelerate in their literacy learning" Teacher

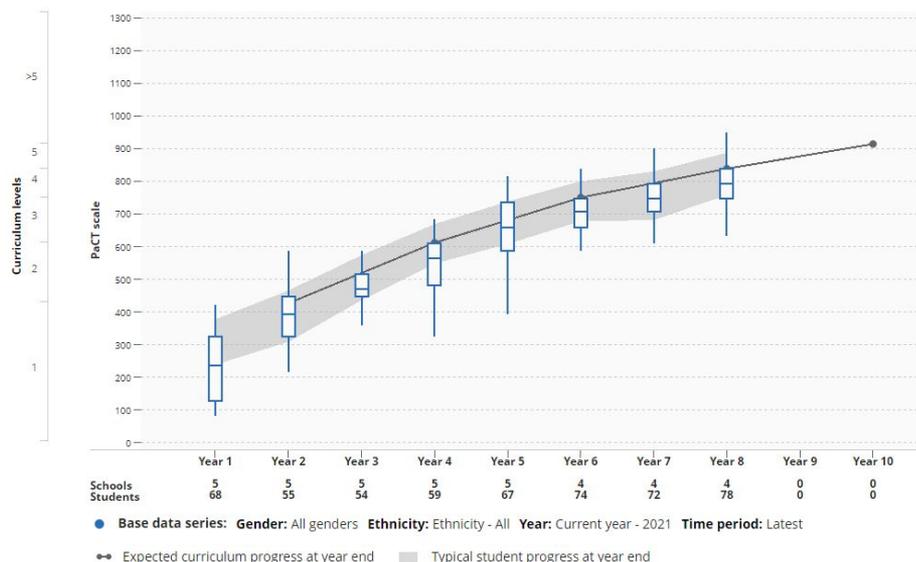
" ALL supported me with engaging and motivating students who are hard to move. I appreciated the input of our facilitator who challenged me to think differently about my students."Teacher

What impact have we had?

Achievement report (Kāhui Ako view) - Writing

Wellington Catholic Community of Learning - St Teresa's School (Karori)

Gender: All genders Ethnicity: Ethnicity - All Year: Currer



The graph above shows that by the second half of 2021, five of our schools were sharing their PaCT data with one another. The trends evident in this data will be more and more powerful, going. Having all schools (including secondary) contribute to this platform will strengthen us even further.

Learning Progressions Framework

Most of our primary schools are now using the Progress and Consistency Tool (PaCT) to measure learner achievement against the NZ Curriculum.

This will provide an indicator of the impact of the interventions we have started as a Kāhui Ako (such as Better Start Literacy, and ALL).*

We are in the early stages of implementing PaCT across our Kāhui Ako and we can already see the power of this collaborative data synthesis and the potential for us to work collaboratively to accelerate achievement and strengthen pedagogy.

***NB: At time of publication of this report, we have not yet received the overall ALL results for 2021.**

Better Start Literacy Approach

[Better Start Literacy Approach \(BSLA\)](#) was introduced to three of the Kāhui Ako schools in 2021: Cardinal McKeefry, Sacred Heart, and St Francis De Sales. A facilitator was trained - Pip Cook (ASL). The Better Start Literacy Approach programme will be extended into 2022, and will focus on:

- An integrated classroom literacy approach for Year 0/1 classrooms to support children's early reading, writing, and oral language success.
- Vocabulary development using quality children's storybooks, structured teaching of critical phonological awareness skills and letter-sound knowledge through fun, game-based activities, activities making explicit links to the reading and spelling context, and structured small group reading sessions
- Implementation of new Ready to Read resources: The Phonics Plus early readers series.
- phonics scope and sequence that is used in the class and small group reading teaching.

What impact have we had?

At time of print it is too early to measure the impact, as the programme is still early in its development across our Kāhui Ako.



Feedback from teachers about impact of Better start Literacy...

"I was impressed with the programme and how it seems pretty easy and manageable to follow in the classroom. The stories are relevant and relatable to the tamariki in my class. I especially liked the emphasis on oral language development. I am looking forward to starting it next year with my 2022 NE class"

NE/Year 1 Teacher .

What impact have we had?

NCEA 2020

Analysis of NCEA data across the 3 Secondary Schools from 2017 to 2020 shows progress towards our goals of:

- *raising achievement of NCEA for students in Year 11 and*
- *increasing the numbers of students achieving endorsement.*

We have not yet met all of our 2020 Targets :

- *90% of boys in Year 11 will achieve NCEA Level 1 including 63% with Merit or Excellence.*
- *87% of Pasifika peoples in Year 11 will achieve NCEA Level 1 including 49% with Merit or Excellence.*

Overall achievement at L1 has increased from 87% to 90%.

Endorsements at L1 have increased from 49% to 72%.
Endorsements at L2 have increased from 43% to 58%.
Endorsements at L3 have increased from 38% to 50%.

89% of boys achieved NCEA Level 1.
49% of boys achieved NCEA Level 1 with a Merit or Excellence endorsement.

92% of Pasifika peoples achieved NCEA Level 1.
60% of Pasifika peoples achieved NCEA Level 1 with a Merit or Excellence endorsement.



Feedback from teachers about Kāhui Ako interactions:

“Thanks for a wonderful opportunity to come together and share all this wisdom and talent”

“I feel that teachers are very well involved in Kāhui Ako activities and the strategic directions which is great”

“This was a great day of learning”

“The 2 workshops I went to provided me with some concrete ideas that I plan to put into practice”

“My 2 workshops were fantastic - it is great to hear what other schools are doing”



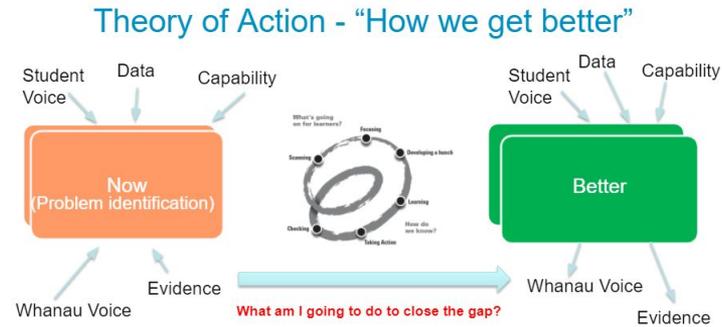
**Goal Three:
“Identifying and
celebrating successful
practices where
teachers/leaders are
being innovative.”**

What professional learning opportunities have we offered?

Within School Lead Teacher meetings

Despite the ongoing challenges presented by Covid, our Within School Lead (WSL) meetings continued throughout the year - either face to face or by Zoom:

- Building understanding of the ASL and WSL roles, the Draft Achievement Challenge, and 2021 Strategic Plan.
- Planning for the Midwinter Hui
- In depth learning around the Wellbeing@School toolbox
- Sharing best practice:
 - Growth Mindset (Learning Tunnels) - (St Anthony's)
 - Building 'Whānau Hauora' (SCC)
 - Game of Awesome (St Bernard's)
 - Facilitating student agency (SPPS)
 - Wellbeing initiative - Pause, breathe, smile (SHCS)
- Models of teacher change and reflection on our practice
- Evaluative thinking and models of inquiry
- Puzzles of practice approach (mentoring approach to problem solving)
- Evaluative Thinking
- Culturally Sustaining Practice



PLD Sessions throughout the year:

The following sessions have been on offer to various groups across our community this year:

- Sowing the Seeds of Good Practice (outcomes from the Wellbeing@School survey) - NZCER
- Ironing out the steps to College (for Year 8 and 9 teachers)
- Te Tiriti o Waitangi (for Boards of Trustees)
- Evaluative Thinking (Principals, ASLs, WSLs) - Evaluation Associates
- Better Start Literacy
- Accelerated Literacy Learning (ALL)
- Provisional Teachers
- SENCo group

What impact have we had?

ASL Interactions that our Within School Leads have found most helpful.

- *“Really helpful regular support and great communication.”*
- *“Very supportive and enthusiastic about our role.”*
- *“A pillar of strength when I need reassurance that I am on the right track.”*
- *“Very supportive and very willing to listen and offer ideas. They are very collaborative.”*
- *“Approachable and available for support both in person and/or via email.”*
- *“Listening to my ideas - giving feedback and being positive with my role in general.”*
- *“They have helped me to feel confident in my abilities and think through ideas.”*
- *“Discussing ideas with me and suggesting ways to run initiatives or again guiding me to who I can ask.”*
- *“She has provided me with advice and pushes me to think reflectively about the initiatives we are carrying out in school.”*
- *“Helping to facilitate contact with other schools and working on an initiative together both from within and across the kahui ako.”*
- *“By checking in on how we are doing, keeping us focused and making suggestions for things that need to be done or ways that we can better improve what we are doing.”*



What impact have we had?

What has improved as a result of the Kāhui Ako? How do we know?

We have started drawing out the gems of practice.
EG: a WSL shared their practice at a principal's meeting.

Teachers are feeling improved self-confidence as leaders in the WSL role (WSL feedback).

WSLs are becoming leaders. EG: they are finding practice, bringing it back and sharing, looking for evidence.

The WSL role has provided a context for teachers to work outside their normal comfort-zone and ways of working. (feedback from meeting for Outgoing / Incoming WSLs).

Students are feeling more comfortable to visit other schools (student leader from a college taught the haka at one of our primary schools).

Actions our WSLs have been most proud of in their role:

- *“It was great to be able to share a resource that has such a positive impact on our tamariki with other teachers across the Kāhui Ako.”*
- *“Literacy results and involvement in some great PD by Learning Solutions regarding ALL and PACT tools. Supporting PRT teachers in this.”*
- *“planning/initiating Whare tapa wha for a whole school approach to aid wellbeing as result of survey.”*
- *“Presenting in both LoopEd and the Mid Winter Hui about the transition data that the ASL and I had gathered and analysed and developing next steps for what we could do to address some of the issues that were uncovered”*





Goal Four:
“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”



Wellington Catholic
Jun 22

Ngā Maioha o te Rangikaia

Ngā Maioha o te Rangikaia is a collaboration between our three Catholic Colleges - St Catherine's, St Patrick's, and St Mary's. In...



Wellington Catholic
Jun 21

ALL Impact Sharing Day

Today, seven teachers from five schools around our Kāhui Ako gathered at St Teresas to share their professional inquiries related to...



Wellington Catholic
Jun 19

Pink Shirt Day!

On 21st May our schools celebrated inclusion and diversity via the Pink's Shirt Day initiative. The main message was anti-bullying. This...

2021: What a year to consolidate wellbeing!

All 13 schools carried out the Wellbeing at School survey. This will be administered every two years, to measure the effectiveness of initiatives. Change takes place over many years. We were supported again by NZCER to analyse the data and to identify new areas of focus across our Kāhui Ako, including:

- Continuing to develop trusting and respectful relationships/opportunities between students and teachers and teachers and parents.
- Encouraging students to share their own culture.
- Making sure students know what is acceptable (and unacceptable behaviour)
- Ensuring students feel valued and are treated fairly
- Teachers having a growth mindset approach to how students learn
- Teachers being open to making learning interesting
- Teachers being role models in terms of behaviour
- Having a consistent approach to solving problems around behaviour.
- Giving students strategies as to how they can manage feelings

Positive impact:

Areas some schools have seen a significant improvement* in between the 2019 and 2021 surveys:

- Teachers are interested in my culture / family background
- At school I am taught how to manage my feelings
- Students treat each other with respect
- Students always stand up for other children if someone is mean to them

** of the schools that focussed on improvement in this particular aspect, there was an improvement of at least 35%*

Deep analysis of Wellbeing@school data : Trends and Next Steps

Evaluation of initiatives across our 13 individual schools

All schools carried out the W@S survey in Term 2 and used the data to evaluate the progress made in their own schools over the last two years.

Collective data analysed to find trends. How do we capture the voice of smaller schools in the whole school data? Need to take the % response and average that out per school.

Schools to have a more localised approach and any data pertinent to each individual school is further investigated by gathering more student voice.

Build trusting and respectful relationships/opportunities between students and teachers is a key focus area.

In our classrooms

Integrate regularly what to do if being bullied or hurt

Key areas in the classroom that can be improved upon

- Ensure students feel valued and are treated fairly
- Teachers have a growth mindset approach to how students learn
- Teachers are open to making learning interesting
- Teachers are role models in terms of behaviour
- Consistent approach to solving problems around behaviour. Giving students strategies as to how they can manage feelings

Deep analysis of Wellbeing at school data : Trends and Next steps

WHOLE-SCHOOL WELLBEING' PLD 2022-2023

In 2022, nine of our schools will participate in an in-depth whole-school focus on Wellbeing which is based on research by the New Zealand Institute of Wellbeing and Resilience, and will be facilitated by Core Education for the next eighteen months.

We believe the benefits of gratitude and a strengths focus will support staff, increase student resilience and help teams perform under pressure. Wellbeing needs to be at the forefront, allowing us to be positively responsive during these times of a worldwide pandemic, and the pressures of 21st century living.

As a community

- Community is a strength - need to keep this aspect going so it is BAU, Keep strengthening partnership between teachers and parents.

Pro-social culture - student strategies

- Keep reinforcing what students need to do if they require any help to solve issues
- Be citizens that are inclusive and respectful

Aggressive behaviour

- Ensure students know what is acceptable and unacceptable behaviour
- Develop understanding of social cues

Racism and Resilience

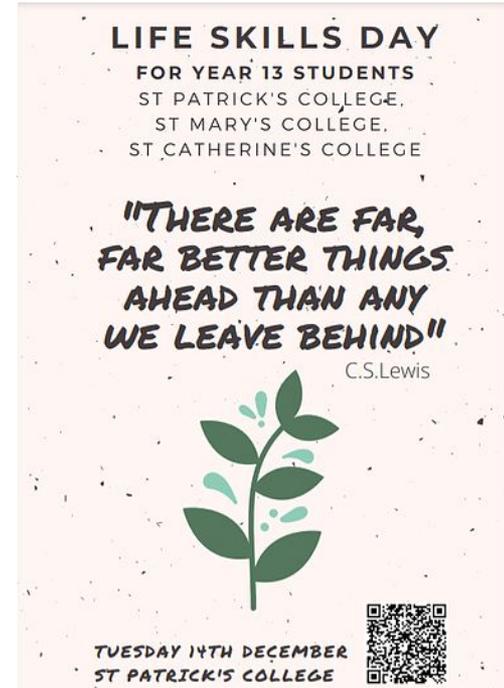
- Keep developing student/teacher relationships so students know who they can get support from
- Keep encouraging students to share own culture

Post Secondary Transitions

We carried out a research project and gathered both student and whānau voice around how we can set our students up well for life beyond college. Feedback has supported all 3 colleges going forward so they can delve deeper into the social and emotional aspects of curriculum and transition. Feedback from the surveys led to us planning a “life skills” day for Year 13 students in Term 4. Unfortunately, due to a lack of engagement, the event had to be postponed until 2022.

Feedback from Year 13 students and whānau (2018-2020):

- *“I would have appreciated a gradual change, starting in Year 12, from the nurturing environment school is supposed to be, to the tougher environment that uni is”*
- *“Impress the importance of wellbeing both mental and physical”*
- *“More self-direction at Year 13 as a stepping-stone”*
- *“Tell students it’s ok to fail sometimes ... but to learn to get up and ask for help”*
- *“Having a transition class that covers finances, tenancy, contracts, professional conduct, taking notes, skim reading, saving money, academic referencing etc”*
- *“Emphasise the fact that life is not just about success, failures are a part of our lives and we need to accept it”*



What has improved as a result of the Kāhui Ako?

Sense of collaborative community between SENCOs, and feeling valued in their role.

Feeling of 'belonging' to a community, 'knowing' the staff in our schools.

Individuals having more confidence to make change, or introduce something new within their schools than before.

Transition from primary to secondary schools more collaborative.

Uptake on opportunities for Boards.

Board members gaining a greater understanding of our Kāhui Ako practices and goals.

Stronger collegial relationships are being built between leaders in different schools and across sectors.

Primary schools contacting secondary to ask to engage on specific projects.

Relationships are being built between schools.

Developing a relationship with Te Atiawa, Ngati Toa - and a commitment to be stronger with reciprocal engagement

How do we know?

Feedback from a teacher

ASL feedback

ASL feedback

Record of Actions

Attendance and feedback from Te Tiriti Workshop

Indicative questions at the Stewardship Group meeting

SENCO in primary school developed a collegial relationship with a SENCO in a college - attending courses together
Kapa Haka, Ministeries

Teacher engagement in transitions day

Communications with Iwi representatives

Engagement by our 13 schools

Catholic Kāhui Ako Data Collation 2019 onwards

Record of school participation in events/opportunities

Events	Date	SPC	SCC	SMC	StAnn	StT	StAnt	StBen	SFDS	CM	StBer	SHCS	SPP	HC
Strengthening Whakawhanaungatanga 2	16/11/20													
SEnCo Hui	17/2/21													
Wellbeing@Schools Survey Discussion	23/2/21													
1. WSL Meeting	3/3/21													
PT Hui	31/3/21													
2. WSL Meeting	7/4/21													
3. WSL Meeting	19/5/21													
Wellbeing@Schools Survey Workshop	1/6/21												video	
PT Hui	2/6/21													
Sowing the seeds (NZCER)	2/8/21													
W@S survey next steps (Cathie J)	8/8/21													
1. Ironing out the Steps to College	12/8/21													
Wellbeing through Change from Y7-Y10	12/8/21													
W@S survey next steps (Cathie J)	17/8/21													
Principals Meeting (Zoom)	24/8/21													
Wellbeing with CORE Info Zoom	26/8/21													
Lockdown Zoom	6/9/21													
6. WSL Hui (with MAC)	15/9/21													
Governance Workshop: TToW (SHCS-Zoom)	1/11/21													

The table beside shows that throughout 2021, our Kāhui Ako has provided many opportunities for groups of teachers and leaders to come together as a community, to form a plan of action for how we will work together to support our learners.

These events have been well attended by our 13 schools.

Financial Hosts	Attended	N.A.
-----------------	----------	------



A high level overview of the stages of development

Establishing

Pre-approval, achievement challenges and recruitment



Pre-Approval - In this stage members of a potential Community of Learning are exploring becoming a Kāhui Ako. A key part of this process is exploring and understanding the benefits and commitments that come from being in a Community of Learning. If interested in becoming an approved Kāhui Ako the members meet with Ministry staff to complete an approval process.

Achievement Challenges - Once a Kāhui Ako is approved they begin to develop a vision for what the Community of Learning will be, and what they will achieve. The Kāhui Ako members jointly identify achievement challenges and develop a high level plan for how to tackle the challenges. Many also appoint the Kāhui Ako Leader during this stage who helps lead this process.

A key part of this process is building working relationships between members, establishing basic processes and ways of working together, and setting the strategic direction for what the Kāhui Ako wants to achieve.

Recruitment - Once a Kāhui Ako has a formal Memorandum of Agreement, and had the achievement challenges and high level plan endorsed they are able to recruit all of their new teacher roles. In order to recruit effectively the Kāhui Ako needs to have a clear vision of what they want to achieve and what skills and knowledge is needed in these roles to support this.

Developing

Shifting from cooperating to collaborating on what matters most.



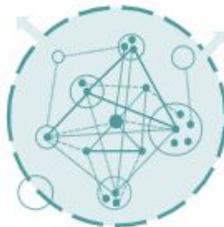
In this stage Communities of Learning are beginning to implement their high level plan for tackling their achievement challenges. The leader will likely be focusing on working with the Across School teachers to ensure that they are supported and understand their roles. The Kāhui Ako Leader, Across School Teacher(s), and Within School Teachers will be taking responsibility for turning the high level plan into a detailed implementation plan.

By this stage there are formal processes in place for working together and established relationships between members, although these are often just between leaders. The Kāhui Ako has developed a vision and identity. Often this has been driven mostly by the leaders (generally school principals and possibly early learning service head teachers) in the Community of Learning.

In this stage members build off their working relationships with one another and start to develop stronger relationships that are Kāhui Ako focused – not school focused. The leaders are supporting the development of other relationships within the Community of Learning. Across and Within school teachers are building relationships with one another, with the Leader, and with other teachers. The Community of Learning is moving from a group of leaders working together to leaders, teachers and the wider community beginning to work together. The vision and identity begins to grow and evolve as more people within the Community of Learning contribute to it.

Embedding

Collaborating leads to collective impact on children and young peoples learning



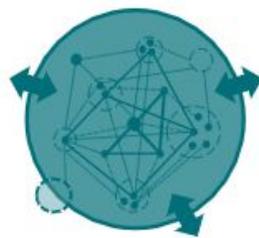
As Communities of Learning move into this stage they are implementing the detailed plan for lifting the progress and attainment of their children and young people. Teachers across the Kāhui Ako have an understanding of their role in supporting the challenges, have visibility about what the Across and Within school teacher roles are doing and how that can support changes in their own practice.

The vision and shared purpose is embedded at every level in the Community of Learning. The Kāhui Ako Leader, Across and Within School Teachers are working as a cohesive team. There is a strong leadership network within the Community of Learning and relationships between members and with the wider community that extend beyond the leaders. Members of the wider community, such as parents, family whānau, iwi and employers are viewed as members of the Community of Learning.

The Kāhui Ako has processes and systems in place that enable collaboration to occur on the things that matter the most rather than it being seen as "extra work". The Community of Learning is becoming a joined up pathway that has systems and practices in place that support children and young people as they transition into, across and out of the Community of Learning.

Members in the Community of Learning work in coordinative, cooperative and collaborative ways when and where they will have the maximum impact on collective goals.

Fully Functioning
Collaboration is focused, systemic, sustainable and responsive.



As Communities of Learning move into this stage they are regularly monitoring, reviewing and refining their planning, processes and practices using evidence from a range of sources, including inquiries, data on teacher capability and student outcomes data.

The Kāhui Ako has effective systems and processes in place that create efficiencies and encourage collaboration on the things that matter the most. Resources are allocated across the pathway to best meet the needs and goals of the Kāhui Ako.

There is a well embedded culture of collective improvement and whānauotanga (trusting, culturally appropriate and professional relationships) that enable teachers and leaders to collaborate with and learn from each other. There is a well developed effective process that engages and involves the whole community. This includes working with some community members, such as iwi, in a productive partnership with the Kāhui Ako.

The learner pathway is well developed and there is regular refining of structures and processes so that learners can migrate seamlessly through it and get easily to where they want to get to next.

Members of the Kāhui Ako fully understand about working in coordinative, cooperative and collaborative ways and can easily switch between them knowing what is involved and needed so the collective impact of actions is fully maximised to benefit all children and young people.

The Ministry of Education has identified **development stages** for Kāhui Ako within 6 Domains that will help set the foundation for building strong and effective collaborative practice:

Teaching, Leading, Evidence, Pathways, Partnering and Building

Full document available at:

<https://www.education.govt.nz/assets/Documents/col/Development-map-Version-3.pdf>

Domain 1 - Teaching collaboratively for the best learning outcome for every child

DEVELOPMENT STATEMENTS DOMAIN 1

Teaching collaboratively for the best learning outcome for every child

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

1. IMPROVING TEACHING PRACTICE & CAPABILITY

2. COLLABORATIVE TEACHING

3. OUR CURRICULUM



Current State? **Developing - Embedding**

What Next?
Embedding - Fully Functioning

... implementing our plan to improve teacher capability. Across and Within School Teachers are driving a shared view of good practice

Evidence:
Kura Ahurea
Literacy
Local Curriculum
Catholic Character
MAC

Embedding...

The Kāhui Ako is actively implementing the action plan to lift teaching capability and improve consistency in the use of good practice.

Across and Within School Teachers are working with other teachers to support them in evaluating their teaching practices and how to make continuous improvement through an inquiry approach, reinforcing a strong sense of pono across all teachers.

Some resources (eg. PLD) are being deployed in response to needs that are emerging from the work that is being done with teachers.

The Community of Learning is monitoring and evaluating the effectiveness of the Kāhui Ako roles in supporting the lifting of teacher capability and using the evidence to make changes to their practice model.

Kāhui Ako leaders are collaborating to build the collective capability of teachers across the whole pathway. For example they share and direct teaching resources to where they are needed the most and utilise inquiry time to support teachers in developing collaborative practice.

A common language for talking about good practice is emerging across the Kāhui Ako and is being shared with the wider community.

The Kāhui Ako is able to describe the state of teacher capability across the whole pathway and by doing so, are able to provide a greater range of developmental opportunities to support their teachers.

Domain 2 - Leading for progress and achievement for every child and every teacher

DEVELOPMENT STATEMENTS DOMAIN 2

Leading for progress and achievement for every child and every teacher

within our Kāhui Ako making a difference to the progress and achievement of every child and young person?

Establishing	Developing	Embedding	Fully Functioning
Achievement challenges, recruitment and planning.	Shifting from cooperating to collaborating on what matters most.	Collaborating leads to collective impact on children and young peoples learning.	Collaboration is focused, systemic, sustainable and responsive.

1. LEADERSHIP DEVELOPMENT

We are identifying the roles and responsibilities of leaders in the Kāhui Ako and identifying what leadership skills, knowledge and attributes we want in our Kāhui Ako Leader, Across and Within School Teachers.

Our Leaders are learning from each other.

We are supporting our Kāhui Ako Leader, Across and Within School Teachers to establish themselves as leaders of learning.

We are growing leadership capability across the community.

Our Leader, Across, and Within School Teachers are leading change across the Kāhui Ako.

Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage professional growth across the Kāhui Ako.

2. COLLECTIVE PURPOSE, FOCUS & RESPONSIBILITY

We are finding common ground and agreeing how to work together to achieve our goals.

We have a shared purpose and an established way of working together.

Our people are engaging with and influencing the shared purpose and vision.

We have a clear vision and purpose developed with, and owned by, the wider community.

Our leaders have strong and trusting relationships and are leading the community together.

Our Leaders lead with manaakitanga. They hold themselves accountable for achieving our communities vision for all of our children and young people.

Current State? **Full Functioning**

What Next?
Continue Fully Functioning

... *Our Kāhui Ako has a strong leadership capability that is self-sustaining. Our Leaders support and encourage professional growth across the Kāhui Ako*

Fully Functioning...

The Kāhui Ako has a strong leadership network.

Leaders across the Kāhui Ako have working relationships with one another that enable them to seek and share support, and confront and address challenges needed to improve performance across the Community of Learning.

There are ongoing and self-sustaining processes in place to support the development of leaders across the Community of Learning as new leaders emerge and experienced leaders move on.

The Kāhui Ako is willing and able to move their strongest leaders and leadership resources to where they can make the most difference for all children and young people.

Awhinatanga is evident in relationships across the whole Community of Learning.

Leaders in the Kāhui Ako are role models of Ako. They recognise their own learning is important and demonstrate passion for personal development.

The Kāhui Ako uses evidence that provides feedback (including appraisals) to the Leader and Across and Within School Teachers to support their ongoing development.

The Community of Learning has established pathways to leadership roles. Potential leaders are identified and provided with opportunities, support, and encouragement to take on leadership responsibilities.

Domain 3 - Evidence guiding our practice and actions

DEVELOPMENT STATEMENTS DOMAIN 3

Evidence guiding our practice and actions

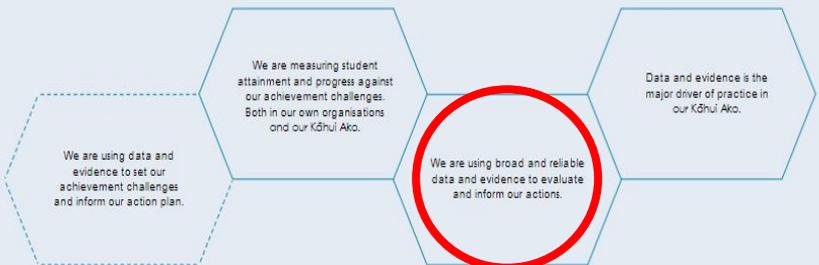
As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing	Developing	Embedding	Fully Functioning
Achievement challenges, recruitment and planning.	Shifting from cooperating to collaborating on what matters most.	Collaborating leads to collective impact on children and young peoples learning.	Collaboration is focused, systemic, sustainable and responsive.

1. DATA COLLECTION AND MANAGEMENT



2. USING EVIDENCE & DATA TO MONITOR PROGRESS AND LIFT ACHIEVEMENT



Current State? **Embedding**

What Next?
Fully Functioning

*... improving the quality of our data
...having sustainable systems in place for
data collection and management (PACT?
Reading?)
...using broad and reliable data and
evidence to evaluate and inform our
actions*

Evidence:
W@S Survey
Wellbeing survey data (CORE)
PACT (7 schools)
NCEA Data
Participation
Enrolment

Embedding...

The Kāhui Ako can securely share data and evidence in real time learner progress across the pathway.

The Kāhui Ako adds or discontinues data collections in response to its needs.

The Kāhui Ako is able to effectively share data and evidence about learners and progress with students, parents, family, whānau and iwi.

The Kāhui Ako has confidence that it can make good, evidence based decisions to make improvements in lifting children and young people's achievement.

There is no unnecessary duplication of data collection.

Members have high trust in one another and readily share data and evidence when needed.

The use of moderation processes and tools have become common practice amongst our teachers.

There are clear protocols in place about collecting data, and what the data can and can't be used for across the Kāhui Ako.

Data is stored and managed in a way that allows for information to be analysed and presented from multiple levels, ie. Individual child or teacher, a cohort of children within a school or across the Kāhui Ako, school level, or Kāhui Ako level.

Domain 4.1 - Pathways: Integrating the learning pathway

DEVELOPMENT STATEMENTS DOMAIN 4

Pathways developing and connecting along the whole educational journey for every child

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing

Achievement challenges, recruitment and planning.

Developing

Shifting from cooperating to collaborating on what matters most.

Embedding

Collaborating leads to collective impact on children and young peoples learning.

Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

1. INTEGRATING THE LEARNING PATHWAY

We are developing relationships to create a joined up learner pathway for our children and young people.

We are working on addressing our achievement goals across the learning pathway.

We are ensuring that learning is joined up and responsive to the needs of our children and young people as they progress across our pathway.

We are able to work flexibly across the Kāhui Ako and the learner pathway to be able to deliver high quality teaching and learning opportunities.

2. SUPPORTING TRANSITIONS

We have identified the key transition points in, out, and through our local education system.

We have a plan of action for how we will work together to support learners across transition points.

We have evidence-based practices in place to support successful and seamless transitions through the pathway.

We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people.

Current State? **Developing**

What Next?
Embedding

... ensuring that learning is joined up and responsive to the needs of our students as they progress across our pathway

Evidence:

Transitions work between Y8-9
Data collection from Y8s passed on
Post-secondary transitions work

Embedding...

The Community of Learning has flexibility about where children and young people are learning to provide the learning pathway that best fits their needs.

The Community of Learning has clear and well supported pathways of learning and a connected and seamless approach for their children and young people to progress across them.

The Kāhui Ako are working with tertiary providers and employers to develop career focused learning pathways that meet the needs and interests of their learners and communities.

When appropriate, the Kāhui Ako share resources and have combined events (such as cultural or sporting activities) which strengthen the connections across the learning pathway between students, teachers, families and whānau.

The Kāhui Ako has established processes and ways of working together that enable learning to be joined up and responsive to the needs of the students across the learner pathway and is re-organising its systems and structures to better align to the pathway.

Domain 4.2 - Pathways: Supporting transitions

DEVELOPMENT STATEMENTS DOMAIN 4

Pathways developing and connecting along the whole educational journey for every child

As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing

Achievement challenges, recruitment and planning.

Developing

Shifting from cooperating to collaborating on what matters most.

Embedding

Collaborating leads to collective impact on children and young peoples learning.

Fully Functioning

Collaboration is focused, systemic, sustainable and responsive.

1. INTEGRATING THE LEARNING PATHWAY

We are developing relationships to create a joined up learner pathway for our children and young people.

We are working on addressing our achievement goals across the learning pathway.

We are ensuring that learning is joined up and responsive to the needs of our children and young people as they progress across our pathway.

We are able to work flexibly across the Kāhui Ako and the learner pathway to be able to deliver high quality teaching and learning opportunities.

2. SUPPORTING TRANSITIONS

We have identified the key transition points in, out, and through our local education system.

We have a plan of action for how we will work together to support learners across transition points.

We have evidence-based practices in place to support successful and seamless transitions through the pathway.

We regularly review the practices in place to support sustained success and seamless transitions for all of our children and young people.

Current State? **Embedding**

What Next?
Fully Functioning

... have a plan of action for how we will work together to support learners across transition points

Developing...

The Kāhui Ako is identifying risks, issues and opportunities for improvement at key transitions points and developing a plan for improvement.

The Kāhui Ako is focused on the uninterrupted progress of its learners as they transition into, through, and out of their Kāhui Ako.

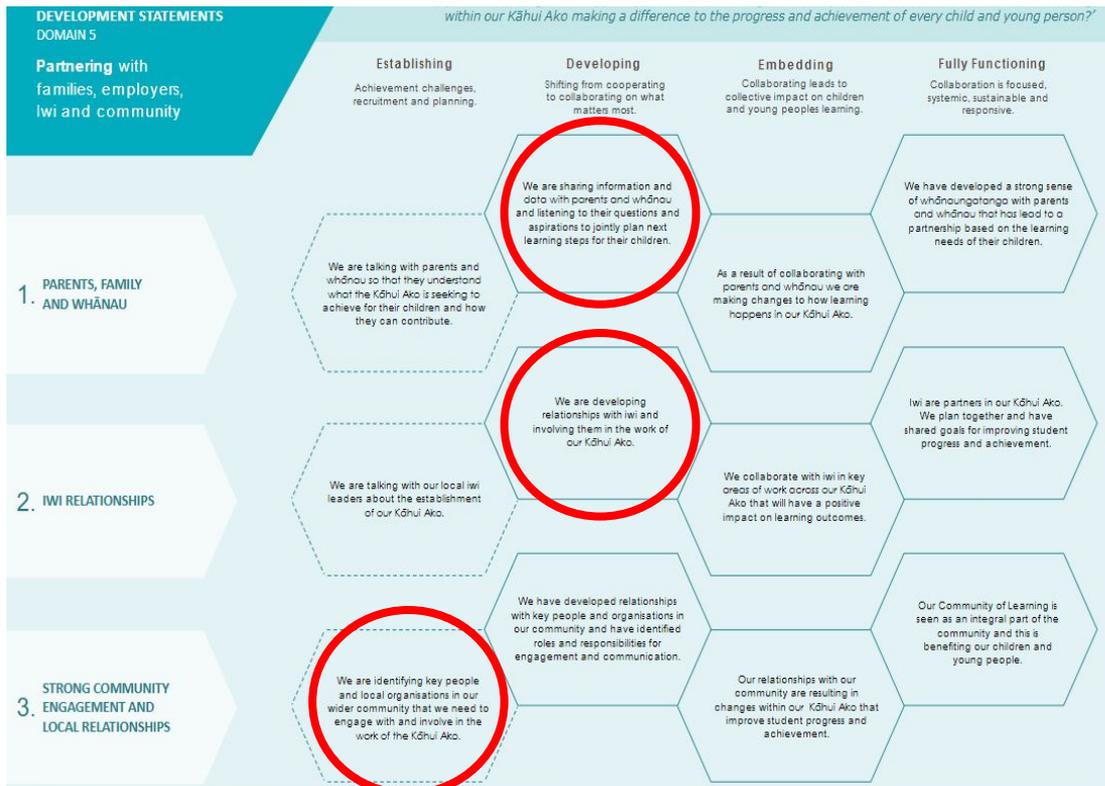
The Kāhui Ako has a particular focus on supporting the transitions of their children and young people who need additional learning support.

The Kāhui Ako is developing systems and processes for tracking learners progress through key transition points to ensure transitions are not hindering achievement.

The Kāhui Ako has a plan of action for how it will work together to support learners at transition points between the school/organisations and at other transitions points across and into the Kāhui Ako including working with iwi, employers, etc.

The members are committed to improving the quality of information that is shared about children and young people across transitions. This is so that all transitions are well managed for all learners – in particular those who have been identified as requiring additional support.

Domain 5.1 - Partnering: Parents, family and whānau



Current State? **Developing**

What Next?
Embedding

... talking with parents and whānau so that they understand what the Kāhui Ako is seeking to achieve for their children and how they can contribute

Establishing...

The Kāhui Ako is using existing ways to communicate its goals, aspirations, priorities, data and information to parents, family and whānau (eg. through individual school newsletters etc).

The Kāhui Ako is establishing a process to communicate with parents, family and whānau as a collective (eg. a Kāhui Ako website, a 'Community of Learning day').

The Kāhui Ako is developing a plan to engage and consult with the parents and whānau (ie. two directional communication).

The Kāhui Ako is seeking parent and whānau reflections on, and input into the achievement challenges.

The Kāhui Ako is exploring what information they collect about parent and whānau voice.

The Kāhui Ako is talking about what relationships currently exist with parents, family and whānau, and what type of ongoing relationship they would like.

The Kāhui Ako is identifying benefits and barriers to working with parents, family and whānau.

Domain 5.2 - Partnering: Iwi relationships



Current State? **Developing**

What Next?
Embedding

... talking with our local iwi leaders about the establishment of our Kāhui Ako

Establishing...

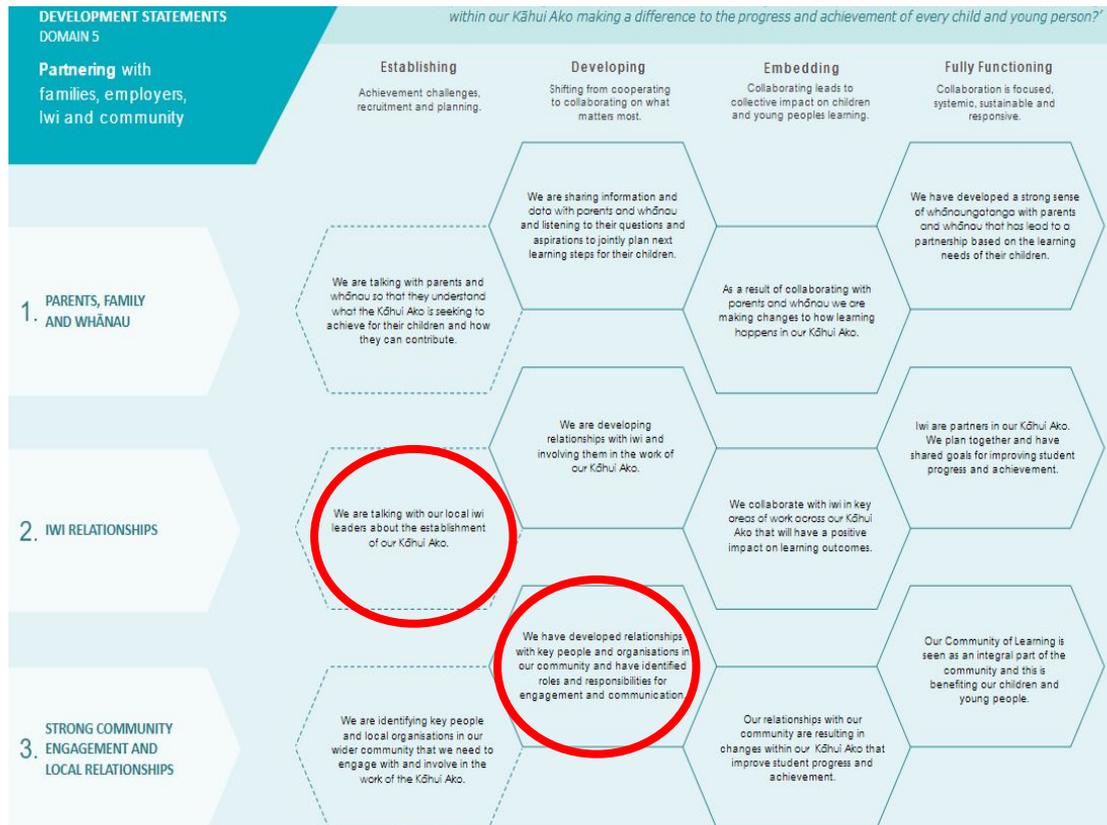
The Kāhui Ako is sharing their goals, aspirations, priorities, data and information with iwi partners.

The Kāhui Ako is listening to and learning about the aspirations and priorities their iwi partners have for their tamariki.

The Kāhui Ako is seeking iwi reflections on and input into the achievement challenges and planning.

The Kāhui Ako is beginning to explore with iwi about how they can contribute to the Community of Learning.

Domain 5.3 - Partnering: Strong community engagement and local relationships



Current State? **Establishing**

What Next?
Developing

... relationships with our community resulting in changes within our Kāhui Ako that improve student progress and achievement.

Embedding...

Communication with the wider community is open, transparent, and two way.

The action plan has been informed by engagement and consultation with the wider community.

The Kāhui Ako has established strong relationships with a range of community representatives who have identified roles and responsibilities. This has strengthened the culture of awhinatanga across all members.

The Kāhui Ako has established conditions and processes that enable it to collaborate with key community members.

There is evidence of shared decision making and responsibilities between the Kāhui Ako and community members.

There is joint and collective responsibility for children and young people across the Kāhui Ako.

The Kāhui Ako and some key community members are drawing on each other's strengths to develop strategies and actions to improve learner outcomes.

The Kāhui Ako and key community groups are co-constructing shared goals and aspirations questioning and challenging ideas and practices, to improve student outcomes.

The Kāhui Ako and some key community members are sharing resources to achieve shared goals and aspirations.

Domain 6 - Building a thriving Community of Learning ~ Kāhui Ako

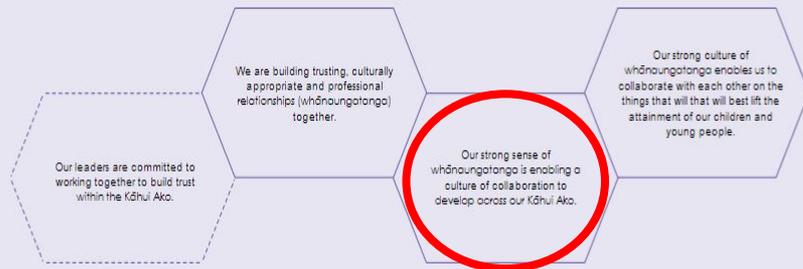
DEVELOPMENT STATEMENTS DOMAIN 6

Building a thriving Community of Learning | Kāhui Ako

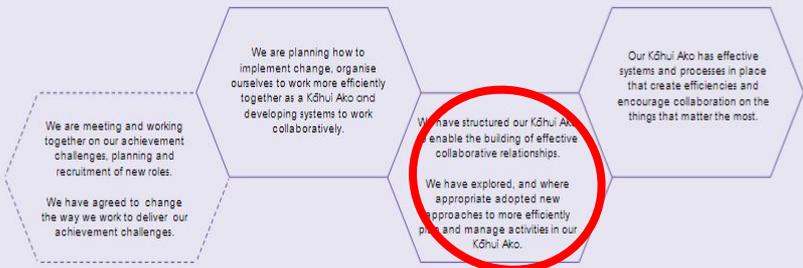
As you work through the map, ask yourselves 'What stage of development are we at?' and 'Is what we are doing within our Kāhui Ako making a difference to the progress and achievement of every child and young person?'

Establishing	Developing	Embedding	Fully Functioning
Achievement challenges, recruitment and planning.	Shifting from cooperating to collaborating on what matters most.	Collaborating leads to collective impact on children and young peoples learning.	Collaboration is focused, systemic, sustainable and responsive.

1. CULTURE OF TRUST



2. PLANNING AND DELIVERING TOGETHER



Current State? **Embedding**

What Next?
Fully Functioning

... effective systems and processes in place that create efficiencies and encourage collaboration on the things that matter the most.

Fully Functioning...

The Community of Learning allocates resources flexibly in clear alignment with:

- its vision and achievement challenges
- the needs and goals of the wider community
- the needs of students across the whole learning pathway
- where resources will have the greatest collective impact.

There is a strong stewardship group that act as kaitiaki guiding the Kāhui Ako by ensuring that it keeps it's overall activities aligned to the agreed vision.

The Kāhui Ako has effective support systems to enable leaders, teachers and learners to maximise focus on progress and achievement.

The Kāhui Ako uses evidence to inform joint work to improve student progress and achievement.

The Kāhui Ako partners with the community in joint planning, and developing sustainable collaboration focused on improving outcomes for all children and young people.

There is a clear plan of action that includes what each member is doing to tackle the achievement challenges, the areas of collaborative inquiry and alignment to the Kāhui Ako's vision. This plan is constantly adjusted and updated as a result of feedback and monitoring.

Collaboration is now integrated as a way of working rather than being seen as additional work.

Collaborative practice emerging across Kāhui Ako: Ten trends

A report by the
New Appointments National Panel
October 2021

*Ehara taku toa i te toa takitahi. Engari he toa takitini
Ko koe ki tēnā, ko au ki tēnei kiwai o te kete*



National Evaluation of Kāhui Ako

Recently, the New Appointments National Panel put together a [national report on the trends they have witnessed across New Zealand](#), where schools are working as communities of schools. We believe that this report has highlighted each of the 10 national trends within our own Kāhui Ako.

1. Teacher-led professional growth
2. Growing leading learning capability
3. Translating theory into practice
4. Coherent pathways across transitions
5. Authentic partnerships with iwi and mana whenua
6. Strengthening educationally powerful connections
7. Authentic focused collaboration
8. Using data to improve achievement
9. Identifying the capabilities required to lead collaborations across institutions
10. Developing the organisational conditions necessary for teachers to engage in collaborative relationships

“Collaboration is active participation in a shared endeavour. It occurs when individuals and organisations give up some of their own goals and priorities to adopt a collectively generated shared strategy or goal to solve a challenge that they accept that they cannot solve alone.” (p17)

Acknowledgements

Thank you to, Rebecca, Helen and Pip, our Across School Leads, who have worked very hard to unpack the Achievement Challenges and help individual schools see themselves as part of the Kāhui Ako.

Thank you to each school's Within School Leads - your leadership capabilities have grown, and it is exciting to see some of the work being done in our schools, with your leadership.

Thank you to Steve, Celeste, Doreen, Tania - our Supporting Principals, who have guided us and been fabulous sounding boards as we stayed true to what collaboration means. Thank you to all of the the school representatives of our Stewardship group. All have made valuable contributions.

Thank you to the team who helped to organise the Mid Winter hui: Tania, Tracy, Michael, Pip, Rebecca and Helen - together you created a very special event where learning together was the focus.

Thank you to all of our Principal colleagues. We are appreciative of your growing commitment to our Kāhui Ako vision and goals. We have a strong team of professionals who all want the very best for the learners in their schools.

Thank you to our professional learning facilitators, especially Kim Nikora, Kathe Tawhiwhirangi-Perry and Kath Delahunty (CORE), Ben Laybourn and Kaye Brunton (Evaluation Associates), Julie Beattie (Learning Solutions), and Cathie Johnson (NZCER) - for guiding our teachers and leaders to grow as effective practitioners.

Thank you to Anne Bell, Victoria Parsons and Di Drake from the Ministry of Education, who have been instrumental in support, advice and guidance with us, while ensuring that we are creating an environment of collective improvement.

Finally - thank you to all of the 250 teachers in our 13 Catholic Schools for the wonderful work you do for our learners. We pray that through the work we do together as a Kāhui Ako, your commitment is strengthened, and you feel supported in your important role.

Conclusion

We feel very proud of what we have achieved throughout the 2021 school year. 2021 presented our schools extraordinary challenges. There have been many silver linings and this report has highlighted some. For each individual school and their learners, wellbeing has continued to be paramount. We want all in our Catholic Community of Learning to be well, confident, connected, and to develop competencies that will enable strengthened relationship-building and resilience. We are passionate about community engagement because we know that we all need to be connected to each other if we are to help young people become connected, with their community, their country, and with each other as they journey in their faith.

As we look forward to 2022 we are very committed to planning, reviewing and refining our processes that will encourage collaboration on the things that matter the most. We will continue to allocate resources to best meet the needs and goals of the Kāhui Ako. We are also building capability and capacity so we have a sustainable model going forward.

There have been challenges along the way but with good communication, application of our Theory of Improvement, a refreshed achievement challenge and regular opportunities to share and learn from each other, these challenges can be overcome.

We are working as a Kāhui Ako to investigate, through our Catholic faith what is important for all of our students within an excellent, holistic Catholic education. This focus affirms the identity of individuals and groups within our Kāhui Ako. This means respecting and paying attention to each context and the people within it, in all actions and interactions. Our Kāhui Ako is changing practice, Teachers are talking and learning from their colleagues. Staff across our thirteen schools are growing their understanding of educational Catholic pathways. Teaching is being de-privatised and relational trust is evident.

We believe that by working together we will have a significant impact on our common achievement challenges, so that all students across our thirteen schools will enjoy an holistic seamless Catholic education journey from Year 1 to 13 with a wellbeing context. Throughout this journey, we continue our commitment to implementing our vision:

We take pride in providing an excellent holistic Catholic education to enable our community of learners on their Catholic journey, where each child is known.

Mary-Angela Tombs, Bernadette Murfitt,
Co-Leaders, Wellington Catholic Schools Kāhui Ako,
December 2021



Wellington Catholic Schools
KĀHUI AKO
Ngā wāhi e mōhiotia ai ngā ākonga katoa

December 2021