

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

Blessing – Karakia

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

This document is a revised summary of the original Achievement Challenge Document, which should be referred to for more details.



Catholic Character

“There is plenty of data to show that Catholic schools have good academic standards and that their students receive a sound education. But provision of a sound education is not the reason for the existence of the Catholic school; such an education can equally be provided by state or private schools. The Catholic school is first and foremost **“a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.”**”

“Its primary goal is “above all a question of communicating Christ, of helping to form Christ in the lives of others”. That is the goal against which the effectiveness of Catholic schools must be assessed, because it is the reason for their existence.”

The Catholic Education of School-Age Children A document of the New Zealand Catholic Bishops Conference to guide those involved in the work of Catholic education in Aotearoa New Zealand.

Our Vision

“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”.

Our Values

Gospel Values permeate every decision made and every action taken within all Catholic schools in our community. There already exists cooperative, values-driven relationships between our schools, and we nurture our Catholic Special Character by helping to form Christ in the lives of others and promoting Catholic schools as a place to encounter Christ.

We are guided by our acknowledgement that the role of a Catholic school is to promote “growth of the virtues characteristic of the Christian” (NZ Bishop’s Conference, 2014). The student who has encountered Christ, and is growing in knowledge and understanding, naturally grows into a virtuous life and soul, because Christ is being formed in them.

Our Purpose

We want to work 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.

For each individual school and their learners, wellbeing is paramount. We want all in our Catholic Community of Learning to be well, confident and connected and 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. We are also committed to raising the profile of Catholic Schools within all Wellington Parishes.

Our Background

The schools in this Wellington Catholic Schools' Kāhui Ako have a shared history through the establishment of Catholic schools by different religious orders, Mercy Sisters, Marist Brothers, Marist Fathers, Marist Sisters and Brigidine Sisters, as well as the journey towards integration for each of our schools between 1979 and 1986. Our schools have a shared ethos of Catholic Character and Gospel Values that we wish to build on to further strengthen these relationships.

Our People

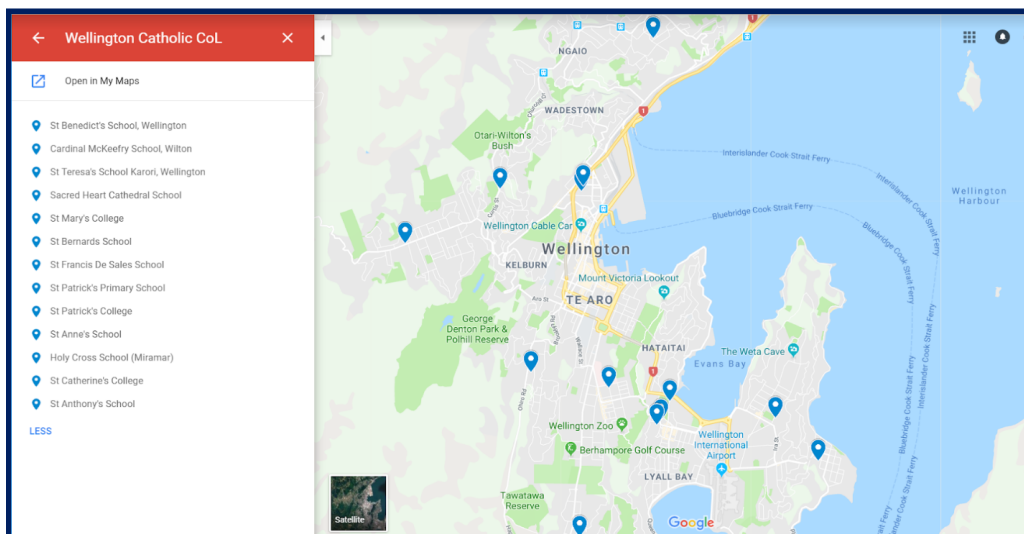
We are a community of 13 Catholic Primary and Secondary schools throughout the city of Wellington, and within the Archdiocese of Wellington. We have come together to work alongside each other - to ensure that all students can enjoy a seamless educational journey, which is founded on Gospel Values. (See table Appendix A - School Details).

All of our primary schools cater for students in Years 1-8. Our secondary schools provide education for Years 9-13. Our community is diverse, with students drawn from a wide geographic area throughout the Greater Wellington Region, and therefore from economically diverse circumstances.

Rolls in the ten primary schools range from 50 to 273, and the secondary schools range from 202 to 748 students. There are approximately 250 teachers across this Kāhui Ako. Within the community there are some schools with a highly transient population.

There are approximately 1540 primary and 1700 secondary students across the Kāhui Ako with approximately 10% identifying as NZ Māori, and 25% Pasifika. Over 50 Iwi are represented within our Kāhui Ako (See table Appendix B - Iwi), our range of ethnicities is wide, and many of our students have English as an additional language.

Students in our primary schools follow a number of different pathways to secondary schools across the Wellington region, and the secondary schools draw students from schools within and beyond those in this Kāhui Ako.



Our Achievement Challenges

Improve Writing Across the Curriculum (Y1-10)

- We have observed an increase in the number of students entering school with low levels of English oral and written language. A significant number of these students have English as an additional language and are at Foundation Stage or the early stages of the English Language Learning Progressions (ELLP).
- Many students may not 'see themselves' in the learning and this is a challenge for us all. In particular, there is a significant number of boys, NZ Māori, Pasifika and MELAA students who are achieving below / well below the expected level. We have strong anecdotal evidence that, despite our NCEA success rate, there is still much that can be improved in our Y9 and 10 students' ability to authentically write across the curriculum to express themselves.
- Challenge: Appropriately cater for English language learners' needs. Improve the proportion of boys, NZ Māori, Pasifika and MELAA students achieving in writing so it is equitable with other groups and increase the number of Y9 and 10 students writing at an appropriate level of the curriculum.

Measured using the English Language Learning Progressions (ELLP) and the Learning Progressions Framework (LPFs)

Improve Reading Across the Curriculum (Y1-8)

- We have observed a number of students struggling to 'take off' and engage with their reading and comprehend the variety of texts they meet, which leads to a lack of reading confidence and capability as students' progress throughout the Primary and Intermediate school years. A significant number of these students have English as an additional language and are at Foundation Stage or the early stages of the English Language Learning Progressions (ELLP).
- Many children may not 'see themselves' in the learning and this is a challenge for us all.
- In our community, a significant number of boys, NZ Māori, Pasifika, NZ European and MELAA students are achieving below/well below the expected level.
- Challenge: Improve the proportion of these students achieving in reading so it is equitable with other groups.

Measured using English Language Learning Progressions (ELLP) and the Learning Progression Frameworks (LPFs).

Improve NCEA Achievement (L1-3)

- In our community, a significant number of boys, NZ Māori, Pasifika and MELAA students are achieving below / well below the expected level.
- Challenge: Increase the overall number of students achieving endorsement at each level of NCEA and remove the disparities in achievement between boys and girls, and between ethnicities.

Measured using NCEA data

Improving wellbeing (Y1-13)

- We are mindful of some of the challenges 21st Century developments have placed on a growing number of our learners and their whanau. In our community we have identified a number of priorities concerning the wellbeing of our students.
- Challenge: Improve the wellbeing of our students through:
 - their ability to express and manage their feelings
 - having positive (pro) social relationships
 - feeling that their teachers know them and care about their culture and family
 - feeling that they can ask for help from their teacher
 - feeling that they have a say in what happens in their school

Measured using Wellbeing@Schools Survey

Our Theory of Improvement

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 supporting learners within our Catholic Schools to encounter Christ. Efficacy is the ability to produce the desired outcome / result.

Levers of Change

As a group of 13 schools that have been working together for four years, we believe there are levers for change that will make a difference for all learners: students and staff across the Kāhui Ako. 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.

1. Culturally Sustaining Teaching and Learning

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

What will success look like?

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

2. Well-Being / Being Well to Learn

In order to engage with learning, students need to enjoy spiritual, physical, emotional and cultural wellbeing.

What will success look like?

- Students attending school, involved and engaged in their learning
- Everyone feels and is safe - spiritually, physically, emotionally and culturally
- Students feel they are cared for
- Students are supported to share their opinions, and feedback on teaching
- All students are able to express and manage their feelings
- Positive (pro)social relationships
- Restorative practices and the norm
- Learners and teachers asking for help / support when they need it and having a say in their learning and teaching
- Students feel their teachers care about them and their families
- Everyone is comfortable being who they are and know they are infinitely loved by God

3. Transitions

Transitions refer to key points of change for students in their learning journey at school.

What will success look like?

- Our families choose to follow the natural pathway through Catholic primary and secondary education in Wellington
- Students' learning builds on prior knowledge
- Students feel part of the school community quickly
- Students feel prepared for transition and anxiety associated with change is low
- Sharing and communicating information about learners and learning is efficient, responsive and effective
- Assessment data is easily transferred between year levels and schools
- Teachers understand the learning environment that students have come from and the support required going forward
- Transition of pastoral care is effective and responsive to student and whānau needs
- Consistent practices between schools make transition easier for learners
- Consistent transition practices between schools where practicable (enrolment processes, open days, taster days, forms)

4. Agency

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

What will success look like for learners?

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

What will success look like for teachers?

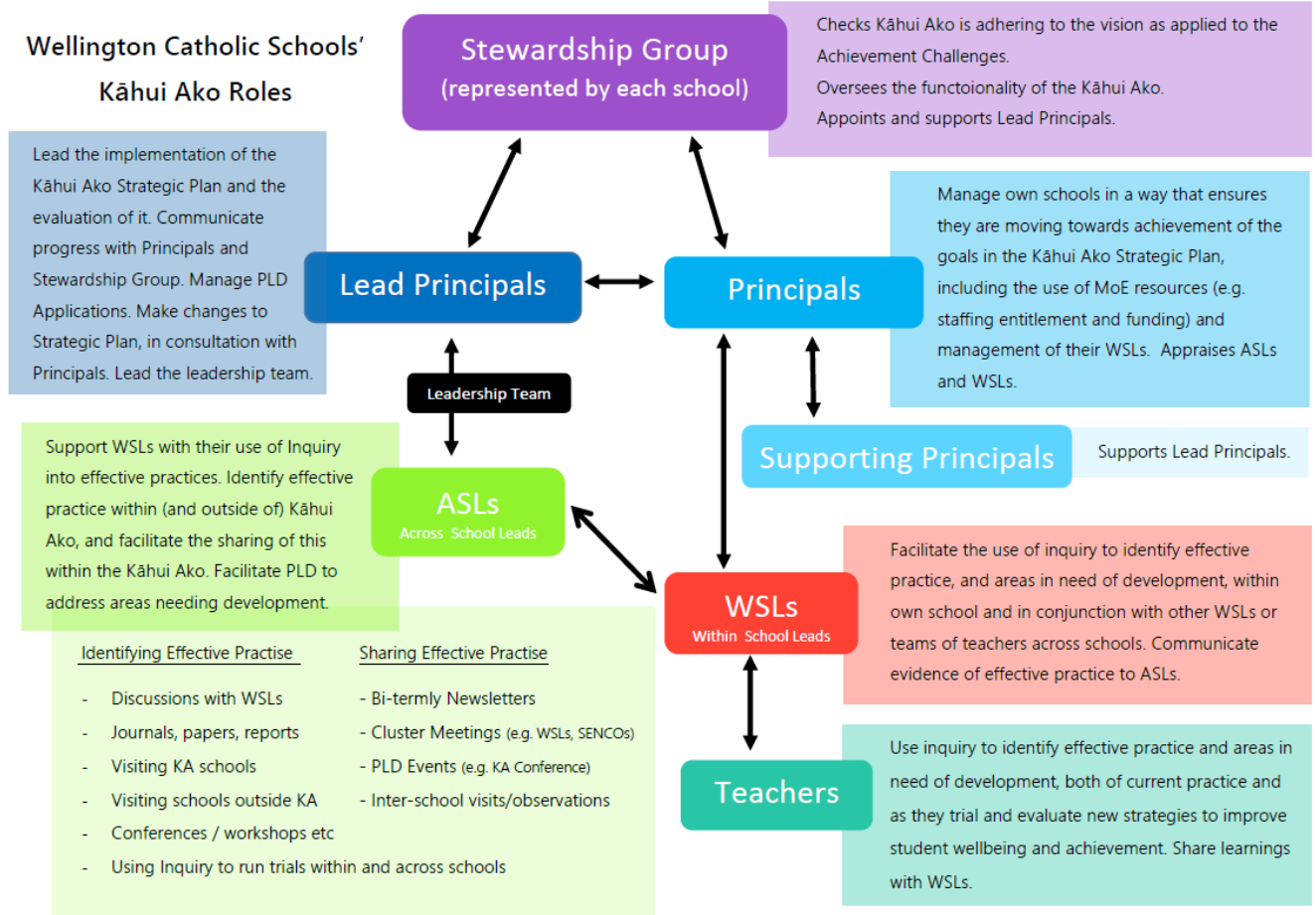
- Empowering teachers to explore practice that they believe will make a difference for their learners
- Teachers checking regularly to make sure teaching actions are making a difference
- Honest, professional conversations between teachers - about real challenges, successes, and learnings
- Spotting "gems" in their own and others' practice - and sharing these across our community - [ion-ISBN-978-0-473-27170-1.pdf](#)
- Developing deep pedagogical knowledge and understanding

Our Structure

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

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

Wellington Catholic Schools' Kāhui Ako Roles



References and Links

Achievement Challenge Document - Original - link to be added

[Catholic Education of School Age Children](#) NZ Catholic Bishops

[English Language Learning Progressions \(ELLP\)](#)

[Tātaiako](#)

[The Learning Progression Frameworks \(LPFs\)](#)

[Transition from Primary to Secondary School](#)

[Wellbeing Survey @ Schools](#)

Appendix A - School Details

School + website	Location	Roll as at Oct. 2020	Teachers as at Oct 2020
<u>Cardinal McKeefry School</u>	Wilton	78	5
<u>Holy Cross School</u>	Miramar	187	11
<u>Sacred Heart Cathedral School</u>	Thorndon	237	10
<u>St Anne's School</u>	Newtown	145	9
<u>St Anthony's School</u>	Seatoun	70	6
<u>St Benedict's School</u>	Khandallah	273	17
<u>St Bernard's School</u>	Brooklyn	50	3
<u>St Catherine's College</u>	Kilbirnie	202	23
<u>St Francis de Sales School</u>	Island Bay	259	16
<u>St Mary's College</u>	Thorndon	636	54
<u>St Patrick's College</u>	Kilbirnie	748	65
<u>St Patrick's Primary School</u>	Kilbirnie	89	6
<u>St Teresa's School</u>	Karori	140	7

Appendix B - Iwi affiliations of students within our Kāhui Ako

Iwi Affiliations - Number of Students					
Aotea	1	Ngāti Kahu	3	Ngāti Paoa	1
Ngāpuhi	1 8	Ngāti Maniapoto	5	Taranaki	1
Tainui	7	Ngāti Raukawa (Horowhenua/ Manawatū)	6	Ngāti Apa	3
Ngāti Raukawa	4	Ngāti Ruanui	4	Ngāti Ranginui	6
Te Atiawa	1 5	Ngāti Wai	2	Ngā Ruahine	2
Ngāti Toarangatira (Te Whanganui-a-Tara)	3	Ngāti Tūwharetoa	7	Ngāi Tahu/Kāi Tahu	6
Ngāti Toa	6	Ngāti Whātua	2	Whakatōhea	4
Ngāti Kahungunu ki Heretaunga	1 2	Te Aitanga-a-Māhaki	1	Te Whānau-a-Apanui	1
Ngāti Kahungunu	1	Te Ati Hau Nui-A-Pāpārangi	1	Pakakohi	
Ngāti Porou	1 4	Tūhoe	9	Ngāti Rangi	2
Ngāti Mutunga	2	Ngāti Kahungunu ki Te Wairoa	4	Rangitāne	3
Te Rarawa	3	Ngāti Rārua	1	Ngāti Awa	1
Te Arawa	6	Ngāti Kauwhata	1	Ngāti Maru	4
Ngāti Porou ki Harataunga ki Mataora	1	Ngāti Tai	1	Ngāti Tama	2
Ngā Rauru	1	Ngāti Pahauwera	1	Ngāi tahu / Kāi tahu	1 0
Ngāti Kahungunu ki Wairarapa	2	Ngāti Pukenga	1	Ngāti Koata	1
Ngāti Rangiwewehi (Te Arawa)	1	Rongomaiwahine (Te Mahia)	1	Ngāti Tara Tokanui	1
Not stated	1 2				

