



VISION: We are a Community of Learning in which our ākonga encounter Christ and excel in their learning.

"Catholic education is above all a question of communicating Christ, of helping to form Christ in the lives of others. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth"

The Catholic Education of School-Age Children, para 11, 12.

Our Community

Catholic Schools Learning Community Cluster was established in 2014 – the purpose was our schools working together to develop a Catholic Schools Network Plan. The focus of the Network Plan was the strengthening of our education network, and initiatives that focus on preserving and nurturing the Catholic special character of our schools.

In late 2015, Christchurch Catholic School Principals and Board members were invited to meetings to discuss the possibility of forming a Catholic Community of Learning (Catholic CoL).

Discussion at these meetings centred on the key features of Communities of Learning including; the development of broader collaboration across our schools; the sharing of knowledge and expertise to raise student achievement; and the clear educational pathway of Catholic primary students leading into our Catholic secondary schools.

Student movement data (accessed via the Ministry) was analysed which showed the pathways from our primary to secondary schools. This data was for the period 2012 – 2015, and gave a comprehensive view of the educational pathway of the whole network.

Initially 11 Catholic schools applied to the Minister of Education to be accepted as a Community of Learning. The application was approved in November 2015. Since then an additional four schools have joined. The Catholic Community of Learning now consists of 15 schools (5 secondary and 10 primary schools).

- St Mary's School
- Our Lady of Victories School
- St Albans Catholic School
- St Anne's School
- St Teresa's School
- St James School
- St Thomas of Canterbury College
- St Joseph's School, Rangiora
- Catholic Cathedral College
- Villa Maria College
- Marian College
- St Peters School
- St Bede's College
- St Joseph's School, Papanui
- Our Lady of the Assumption School

There is a history of cooperation between schools within the Community. The schools have worked on a range of initiatives as members of the Catholic Learning Community Cluster, and this has built a solid foundation of trust on which to base this Community. The Community will remain open to future links with other Catholic schools and early childhood education services.

Our communities are diverse - both ethnically and economically. Our schools range from decile 1 to 10, and are spread across Christchurch city. Our school communities are therefore diverse in the range of social and economic need. Our schools see our Community of Learning as a wonderful opportunity to share resources across our schools and work towards equity within our Community.

Our Community has a high number of Māori, Pasifika and Filipino students. Our high numbers of Filipino families is representative of the changing face of our Catholic Church in Christchurch.

Agreed Principles

Our schools have agreed on the following principles as the basis of their work together:

- Focusing on the principle of the Common Good for all students by creating conditions which allow every person to reach fulfillment – academically, socially, physically, emotionally, and spiritually.
- Working in partnership with students, parents, whānau and Parish to achieve our vision.
- Providing learning environments that engage students.
- Being culturally responsive to our bi-cultural heritage and the ethnic diversity of our school communities.

Our Structure

Our community currently operates under the following structure:

Management Group: membership of this group is the Principal of each school. This is to ensure all schools are represented at this management level. A working party of 5 principals (both primary and secondary sectors were represented) was set up to gather data and draft the achievement plan. This working party was not a decision making group, but was responsible for gathering, collating and analysing data and evidence and then reporting back to the Management Group.

Stewardship Group: membership of this group is a Board member from each school. The purpose of the Stewardship Group is to provide oversight. This group has been meeting to monitor progress regarding the development of the achievement plan, and to provide their own boards with information and updates.

Our Process for Engagement

Our Management Group met as a whole group for 3 meetings to discuss possible achievement targets. A Working Party was established to do the initial planning. Draft plans were circulated to all members of the Management and Stewardship Groups. Once the achievement plan was finalised, it was presented to the Stewardship Group for approval (in draft). The community used Google Docs to gather and collate relevant achievement data.

Once approved by the Stewardship Group, the draft plan was circulated to all Boards and staff. Principals were responsible for sharing information with their staff, and members of the Stewardship Group were responsible for seeking feedback from their own Boards.

Our Achievement and Learning Challenges

The focus of our Community of Learning is student achievement and faith development, which is enhanced by a strong educational pathway.

As Catholic schools, we have networks that reach beyond our school boundaries. Some of our schools have a common Proprietor, some share Parishes, some schools share families. However, what we all share is a common religious belief which makes our schools responsible for ensuring every one of our students makes the most of his or her God given talents as they develop their relationship with Jesus.

Learning Challenges - Achievement

We acknowledge the criteria for a Community of Learning is the adoption of agreed achievement targets. The community readily accepts these criteria, as achieving the best possible academic standards is a goal for all Catholic schools: *“Expecting and facilitating the achievement of the best possible academic standards for all children, whatever their ability, is part of enabling each student to use his or her God-given talents in promoting the good of society and the spread of the kingdom of God”* The Catholic Education of School-Age Children, para 18.

Our Community deliberately chose to focus on the academic achievement of junior levels (year 1 – year 10). This decision was made in the context of an agreed longer term strategy – that by working to accelerate our junior students, there would be a positive impact on academic achievement at NCEA level.

Our challenges are:

- To lift achievement in Mathematics for all students in years 1 – 10, with a particular focus on our Pasifika students.
- To lift achievement in Writing of all students in years 1 – 10, with a particular focus on Boys in year 9 & 10.
- To lift achievement in Science for all students in years 1 – 8, with a particular focus on Māori and Pasifika students.
- To lift achievement in Science for year 9 & 10 Māori and Pasifika students

Achievement Challenge Years 1 -10	Our challenge is to lift achievement in Mathematics, for all students in Y1-10. With a particular focus on Pasifika learners.
Baseline Achievement Information 2015 *	
% of students operating at or above the age appropriate curriculum level (using NS and teacher judgement).	Year 1-10 (77%) Pasifika (55%)
The number of students achieving at or above the appropriate curriculum level.	Year 1-10 (1780/2303) Pasifika (121/221)
Achievement target as at the end of 2017/2018 Increase the number of students operating at or above the age appropriate curriculum level (2015 baseline student numbers) (Pasifika numbers are included in Y1-10 data)	Year 1-10 2017 – 85% - 181 additional students 2018 - 90% - 115 additional students
	Pasifika 2017 – 75% - 45 additional students 2018 - 85% - 22 additional students

Achievement Challenge Years 1 -10	Our challenge is to lift achievement in Writing, for all students in Y1-10. With a focus on Boys in Y9&10.
Baseline Achievement Information 2015 *	
% of students operating at or above the appropriate curriculum level (using NS and teacher judgement)	Year 1-10 (75 %) Boys 9&10 (60%)
No of students in years 1-10 at or above the appropriate curriculum level.	Year 1-10 (1730/2303) Boys 9&10 (373/618)
Achievement target as at the end of 2017/2018 Increase the number of students operating at or above the appropriate curriculum level (Using baseline student numbers) (Boys numbers are included in Y1-10 data)	<div> Year 1-10 2017 – 85% - 227 additional students 2018 - 90% - 116 additional students </div> <div> Boys 9&10 2017 – 75% - 90 additional students 2018 - 85% - 62 additional students </div>

Achievement Challenge Years 1 -10	<p>Our challenge is to lift achievement in Science, for all students in Y1-8. With a particular focus on Māori and Pasifika learners.</p> <p>Our challenge is to lift achievement in Science for All Māori and Pasifika learners in Y1-10.</p>
Baseline Achievement Information 2016 *	
% of students operating at or above the appropriate curriculum level (using NS and teacher judgement)	<p>Year 1-8 (69%)</p> <p>Year 1-10 Māori (70%)</p> <p>Year 1-10 Pasifika (63%)</p>
No of students at or above the appropriate curriculum level.	<p>Year 1-8 (819/1187)</p> <p>Year 1-10 Māori (132/188)</p> <p>Year 1-10 Pasifika (141/225)</p>
Achievement target as at the end of 2017/2018 Increase the number of students operating at or above the appropriate curriculum level (Using baseline student numbers) (Some of the Māori and Pasifika numbers are included in Y1-8 data)	<p>Year 1-8</p> <p>2017 – 75% - 71 additional students</p> <p>2018 - 85% - 119 additional students</p>
	<p>Year 1-10 Māori</p> <p>2017 – 75% - 9 additional students</p> <p>2018 - 85% - 19 additional students</p>
	<p>Year 1-10 Pasifika</p> <p>2017 – 75% - 28 additional students</p> <p>2018 - 85% - 22 additional students</p>

*** Please see Appendix 1 for a summary of student achievement data from which these Achievement Challenges were derived.**

Learning Challenge – Hauora

We acknowledge that the well-being of our students is a crucial component of educational success. The concept of hauora (well-being) manifests itself within our schools in a variety of ways including:

- The necessary self managing skills to engage in learning at new entrant level;
- An effective transition from primary school to high school, and then onto tertiary education; and
- Growing resilience to develop confidence and encourage participation.

This area of hauora is therefore included as an important element of our achievement plan strategy.

Learning Challenge - Catholic Character

We are state integrated schools, and are therefore accountable to many stakeholders for our outcomes. The schools who have chosen to be a part of this Community of Learning have acknowledged that more can be achieved to enhance our educational and religious outcomes by working collaboratively, and strengthening bonds and networks that already exist among our schools.

We believe the focus on our Catholic character will strengthen connections across our community, develop capacity of our teachers, and enhance our educational pathways - therefore having a direct influence on the educational success of our students.

Education Review Office report 2016 confirms this: *“....the advantage of commonly-held special character values, strong relationships with parents and communities, and collaboration within and across the schools position this COL very well for promoting and contributing to high quality outcomes that benefit all students and their families”.*

In order to achieve this we aim to increase the level of understanding and participation in the concept of social justice. This is the promotion of respect for creation, and principles of stewardship, participation, the common good, solidarity, subsidiary and the preferential option for the poor and the vulnerable.

Social justice issues revolve around structures or human actions within society that result in people being treated unfairly or unjustly. Addressing social justice issues as a Community of Learning may provide opportunities to engage with our wider Catholic community and could mean:

- Building capacity of staff to engage students in discussion on social justice issues.
- Building capacity of students to engage in discussion on social justice issues.
- Building capacity of student leaders to manage projects which provide practical support to those in need, either overseas or here at home.
- Encouraging students to engage in practical community service activities.
- Developing opportunities for students to engage in faith and mission activities.
- Developing 21st century pedagogies in our schools to support equity and diversity.
- Developing links with Catholic Youth Team to further grow capacity of Catholic student leadership in Parishes.

Our Approach

We aim to raise the achievement of all students. In order to achieve this goal, our data tells us our priority learners are those who are currently not progressing at the expected levels.

There are three key aspects to our approach to accelerate the achievement of our priority students:

- Collaborative Inquiry – writing, maths, science
- Culturally responsive pedagogies
- Hauora

A. Collaborative Inquiry

The central focus of this inquiry will be accelerating the achievement of students in the following areas:

- Writing
- Maths
- Science

These focuses arise from the evidence of student achievement data. The decision was made to focus on accelerating our junior students in order to have a long-term positive impact on NCEA achievement levels.

It is acknowledged that some students appear in more than one target group. This was done deliberately in order to ensure a holistic approach to those students' acceleration.

In addition, our Community will focus on social justice and building the capacity of our students to become critical thinkers about social issues and who respond to others in need.

Mathematics

The data analysis indicated that achievement in Mathematics was consistent across gender groups. Our challenge is to lift achievement for all students in years 1 – 8, with a particular focus on Pasifika students.

Schools have been involved in initiatives such as Accelerated Learning in Mathematics (ALiM), focussed teaching and learning in maths, and professional development to improve practice. This has assisted to improve the levels of success for learners.

Some further actions we might take will include sharing teaching and learning strategies between primary and secondary practitioners, as there will be skilled mathematics teachers who can model lessons for teachers and provide feedback to improve practice, and creating a digital network to link teachers within the Community to share ideas and resources for the teaching of Mathematics.

A maths leader, with highly effective numeracy and maths strategies, will be appointed from within the Community of Learning to assist the designated Lead Teachers within each school to:

- Carry out an in depth analysis of achievement in maths. Achievement data from the students across our Community will be collected and collated; patterns identified, priority learners and individual cohorts identified.
- Scope current practice in data gathering and the teaching of maths.
- Develop shared understanding of best practices in the teaching and learning of maths.
- Work with teachers in their own schools to enhance and transform classroom maths practice with a focus on strategies to engage and accelerate students.

Writing

Our challenge is to lift achievement of all students in Years 1 -10, with a particular focus on Boys writing in years 9 & 10. While the focus will be on boys writing at Years 9 & 10, it is perceived that all students will benefit by positive changes to teaching and learning across the Community.

Schools that have been involved in successful professional development initiatives (for example the Accelerated Literacy Learning (ALL) programme or similar literacy programmes) will be identified and information gained so this knowledge can be shared across the Community.

A writing leader, with highly effective literacy strategies, will be appointed from within the Community of Learning to assist the designated Lead Teachers within each school to:

- Carry out an in depth analysis of achievement in writing. Achievement data from the students across our Community will be collected and collated; patterns identified, priority learners and individual cohorts identified.

- Scope current practice in data gathering and the teaching of writing.
- Develop shared understanding of best practices in the teaching and learning of writing.
- Work with teachers in their own schools to enhance and transform classroom writing practice with a focus on strategies to engage and accelerate learners.

Science

Science was identified by our Community as a key achievement challenge due to the majority of our primary schools not having ready access to specialist science labs and equipment or specialist teachers. This lack of student understanding and knowledge has been identified as a significant barrier to Year 9 students' ability to learn. Sharing science resources and building teacher confidence will support achievement levels and retention of students in science at NCEA level.

Our challenge is therefore to lift achievement of all students in Years 1- 8, with a particular focus on Māori, and Pasifika students. We also aim to lift achievement in Science for Boys in Year 9 & 10, with a particular focus on Year 9 & 10 Māori, and Pasifika students.

Some actions we might take will include sharing teaching and learning strategies between primary and secondary practitioners, as there will be skilled science teachers who can model lessons for teachers and provide feedback to improve practice, and creating a digital network to link teachers within the Community to share ideas and resources for the teaching of science.

A science leader, with highly effective science strategies, will be appointed from within the Community of Learning to assist the designated Lead Teachers within each school to:

- Carry out an in depth analysis of achievement in science. Achievement Data from the students across our Community will be collected and collated; patterns identified, priority learners and individual cohorts identified.
- Scope current practice in data gathering and the teaching of science.
- Develop shared understanding of best practices in the teaching and learning of science.
- Work with teachers in their own schools to enhance and transform classroom science practice with a focus on strategies to engage and accelerate learners.

In addition, a highly effective data analyst leader will be appointed from within the Community of Learning to assist the Lead Principal and other Cross-School Leaders to collate and analyse all necessary data.

Catholic Character – Social Justice

A religious education leader, with highly effective strategies, will be appointed from within the Community of Learning to assist the designated Lead Teachers within each school to:

- To scope current practice in teaching and monitoring of religious education and Catholic teaching around social justice.
- To develop shared understanding of best practice for teaching and learning in religious education Catholic teaching around social justice.
- To work with teachers in their own schools to enhance and transform classroom practice to provide learners with opportunities to encounter Christ.

B. Culturally responsive pedagogies

Some of the schools in the community have engaged in research based initiatives designed to build teachers' understanding of, and capacity in, culturally responsive pedagogies:

- Māori, Success as Māori, – a 2 year place-based learning project which focused on building capacity of senior and middle leaders to lead school wide change around cultural responsiveness.
- He Kākano - a 3 year intensive Māori, achievement strategy based on Te Kotahitanga research focused on supporting senior leadership teams to lead school wide change around cultural responsiveness.
- Pasifika Success Talanoa Programme - a two year Pasifika achievement strategy focused on supporting schools to lead organisational change so Pasifika students can succeed as Pasifika.

As acceleration of our Māori, and Pasifika learners is a major focus, it will be important to share what we have learned about best practice and grow capacity of all teachers within the community. This will be the basis of work detailed below.

One of the cross-school leaders will be an acknowledged successful implementer of culturally responsive pedagogies, who will assist designated lead teachers within each school:

- To grow their own understanding of what works well for Māori, and Pasifika students.
- To work with teachers in their own schools to enhance relationships with Māori, and Pasifika students and transform classroom practice to become more universally effective for Māori, and Pasifika learners.
- To build capacity of teachers to foster connectedness, community and collaboration with whānau, and to grow caring classroom communities.
- To build capacity of teachers to utilise classroom management styles that are culturally responsive.

C. Hauora

Hauora underpins the Community's approach and strategies to achieve our educational outcomes.

Key areas are:

- Developing self management skills
- Building resilience
- Effective transitions between primary and secondary school

Work will be done to address these issues, and strengthen what is already working, including:

- Working with representatives from the Early Childhood Education sector to better understand ECE curriculum and best practice teaching strategies.
- Gathering data through a well-being tool, such as "Me and My School", to provide student and parent whānau voice.
- Working with agencies and mental health specialists to build teacher capacity to recognise and respond appropriately to anxiety.
- Sharing information about what each school does to address readiness for learning, and how schools track, monitor and evaluate their practices.
- Sharing current practice about transition to identify any current barriers to effective transitions and to develop new approaches to help students move confidently into the next stage of their education.

This work will provide the foundation upon which the community can build and address the achievement challenges it has identified.

One of the cross-school leaders will be an acknowledged successful implementer of effective strategies that deal with pastoral care, who will assist designated lead teachers within each school:

- To scope current practice in pastoral care.
- To develop shared understanding of best practice in pastoral care.
- To work with teachers in their own schools to enhance pastoral care to become more universally effective for students.

What the Community would like to see in effective transition could include:

- The sharing of knowledge about individual students between schools so information is not lost as the student moves between schools;
- Interactions between schools so students and their whānau become familiar with their secondary school, easing anxiety at transition points; and
- A more coherent approach to teaching and learning as students move through the community.

This focus will be built into the KPI for each of the cross-school leaders, with a requirement to identify opportunities for improved transition, which will be reported to the Management Group for possible implementation.

Our Students, Parents and Whānau

In all approaches, it will be important to gather voices of students as well as those of their whānau. Our approach will be developed during the first year of implementation as we develop an understanding of the processes each school uses.

Processes will include:

- Gathering student voice to understand what works well to support their learning in the target areas.
- Sharing information about the Community with parents and seeking their views on the targets and how to best work towards them.
- Reporting to Boards of Trustees in the implementation process as we progress.

Our Plan and Our Progress

Plan

More detailed analysis and planning will be developed once the resources are in place. This will include the following:

- Carrying out an in depth analysis of achievement in writing, maths and science. Up to date achievement data from the students across our Community will be collected and collated; patterns identified, priority learners and individual cohorts identified.
- Development of an agreed governance model.
- Approval of the Achievement Plan.
- Development of detailed Annual/Strategic Plans.
- Integration of the Community actions/goals into the Strategic/Annual Plans of individual schools.
- Identification of shared resources, skills etc available across the Community.
- Format of the reporting to each individual school and across the Community to its Boards, communities about progress against the targets and challenges.

Monitoring

Monitoring of progress in relation to our goals and targets:

- On-going collection of data to inform where we are now, identify our next steps, and evaluate our progress towards our goals.
- A range of quality information, including achievement data, will be used to measure our progress.
- Collaboration and inquiry will underpin our pedagogical approaches and growth in professional capability in order to raise achievement for all of our students.
- Student, staff, Board of Trustees, and community voice will be gathered and used to strengthen our valued partnerships.
- Methods used to collect evidence will be open and transparent to ensure relevance and connection to our communities.
- Data will be collected and aggregated in a way that respects the privacy and integrity of all.

Evaluation

The Lead Principal will work with the cross-school leaders to develop an effective model for evaluation. This will include the requirement to:

- Evaluate outcomes in relation to our achievement challenges.
- Analyse next steps for our Community of Learning.
- Identify things that have changed as a result of individual and collective actions.
- Prioritise the areas of future focus.
- Identify areas for further building of our professional capability.
- Use of student, parent and teacher voice.

Reporting

The Lead Principal will coordinate the preparation of reports for our school communities to be supplied each term. These reports are to keep school communities informed of progress towards meeting the identified achievement challenges.

Appendix 1:

	Mathematics (2015)			
SCHOOL % No.	Y 1-10 At/Above	Y 1-10 Below/ Well below	Y 1-10 Pasifika At/Above	Y 1-10 Pasifika Below/ Well below
Our Lady of Victories	71% 111/156	29% 45/156	40% 4/10	60% 6/10
St Anne's School (Woolston)	77% 82/106	23% 24/106	68% 23/34	32% 11/34
St Joseph's School Rangiora	76% 112/147	24% 35/147	80% 4/5	20% 1/5
St Mary's School (Christchurch)	75% 56/75	25% 19/75	36% 4/11	64% 7/11
St Albans Catholic School	86% 70/81	14% 11/81	100% 1/1	-
St Teresa's School	82% 129/157	18% 28/157	73% 22/30	27% 8/30
St Peters Beckenham	72% 101/140	28% 39/140	100% 1/1	-
St James (Aranui)	56% 58/103	44% 45/103	49% 31/63	51% 32/63
Catholic Cathedral College	60% 116/194	40% 78/194	38% 10/26	62% 16/26
Marian College	92% 129/140	8% 11/140	55% 5/9	44% 4/9
Villa Maria College	82% 300/364	18% 64/364	71% 5/7	29% 2/7
St Bedes College	92% 300/326	8% 26/326	50% 2/4	50% 2/4
St Thomas of Canterbury College	69% 216/314	31% 98/314	45% 9/20	55% 11/20

	Writing (2015)			
SCHOOL % No.	Y 1-10 At/Above	Y 1-10 Below/ Well Below	Y 9 & 10 Boys At/Above	Y 9 & 10 Boys Below/ Well Below
Our Lady of Victories	72% 112/156	28% 44/156		
St Anne's School (Woolston)	74% 78/106	26% 28/106		
St Joseph's School Rangiora	78% 115/147	22% 32/147		
St Mary's School (Christchurch)	77% 58/75	23% 17/75		
St Albans Catholic School	93% 75/81	7% 6/81		
St Teresa's School	80% 125/157	20% 32/157		
St Peters Beckenham	74% 104/140	26% 36/140		
St James (Aranui)	56% 58/103	44% 45/103		
Catholic Cathedral College	58% 113/194	42% 81/194	45% 38/84	55% 46/84
Marian College	98% 138/140	1% 2/140		
Villa Maria College	95% 347/364	5% 17/364		
St Bedes College	75% 244/326	25% 82/326	75% 244/326	25% 82/326
St Thomas of Canterbury College	52% 163/314	48% 151/314	44% 91/208	56% 117/208

	Science (2016)					
SCHOOL % No.	Y 1-8 At/Above	Y 1-8 Below/ Well Below	Y 1 -10 Māori At/Above	Y 1-10 Māori Below/ Well Below	Y1 -10 Pasifika At/Above	Y 1-10 Pasifika Below/ Well Below
Our Lady of Victories	54% 84/156	46% 72/156	33% 6/18	67% 12/18	64% 7/11	36% 4/11
St Anne's School (Woolston)	76% 75/99	24% 24/99	79% 11/14	21% 3/14	73% 22/30	27% 8/30
St Joseph's School Rangiora	84% 123/147	16% 24/147	56% 5/9	44% 4/9	100% 7/7	-
St Mary's School (Christchurch)	88% 66/75	12% 9/75	50% 5/10	50% 5/10	78% 7/9	22% 2/9
St Albans Catholic School	93% 75/81	7% 6/81	78% 7/9	22% 2/9	100% 1/1	-
St Teresa's School	68% 106/157	32% 51/157	89% 8/9	11% 1/9	67% 18/27	33% 9/27
St Peters Beckenham	73% 102/140	27% 38/140	100% 4/4	-	0	-
St James (Aranui)	47% 48/103	53% 55/103	58% 11/19	42% 8/19	56% 37/66	44% 29/66
Catholic Cathedral College	38% 17/45	62% 28/45	35% 6/17	65% 11/17	35% 12/34	65% 22/34
Marian College			100% 18/18	-	100% 8/8	-
Villa Maria College	67% 52/78	33% 26/78	84% 16/19	16% 3/19	100% 7/7	-
St Bedes College			88% 14/16	12% 2/16	50% 4/8	50% 4/8
St Thomas of Canterbury College	67% 71/106	33% 35/106	81% 21/26	19% 5/26	65% 11/17	35% 6/17