



Auckland Central Catholic Kāhui Ako Strategic Plan Annual Plan 2017 – 2018

Contents

Cover page: Auckland Central Catholic - Kāhui Ako

Section One: INTRODUCTION / CONTEXT

Our Community

Special Catholic Character

Values | Tikanga

Māori Dimension

Pasifika Dimension

Student Engagement

Our Learners

Section Two: STRATEGIC INTENTIONS

Vision

Guiding Principles

Achievement Challenges

Section Three STRATEGIC PLAN

Strategic Plan

Annual Improvement Plans

Section One: Introduction / Context

<p>Our Community</p>	<p>Our Community of Learning Kāhui Ako consists of eleven Catholic schools located in the inner city area of Auckland. This includes, three contributing primary schools, four full primary schools and four secondary schools.</p> <p>Our roll is 4 741 students (1 July 2015 roll return) comprising of 3 347 across our four secondary schools and 1 394 across our primary schools. All schools have culturally and ethnically diverse student populations, predominantly of New Zealand European/Pākehā, Pasifika and Māori, with smaller numbers of Indian and Chinese students in several schools.</p> <p>Across the four secondary schools, Māori students comprise of 9% with Pasifika students making up 22%. In the primary schools, Māori students make up an average of about 5% of all students enrolled, with individual school rolls ranging from 3% to 10%. In total, Pasifika make up 26% of students across the Community of Learning, accounting for around two thirds of the targeted students. The proportion of these students in individual schools is varied and ranges from between 10 to 80 percent.</p>
<p>Special Catholic Character</p>	<p>Our Catholic faith is at the heart of all our schools and underpins our Kāhui Ako. Each schools’ charism also influence our Kāhui Ako by having a positive impact on learners, contributing to strong pastoral care programmes and supporting high levels of student wellbeing.</p> <p>The pathway between our schools is very clear and being faith based allows us to collectively develop the whole child. From the time a child enters in Year one, his/her faith continues to grow until they leave school. The development of the whole child is crucial and having a common set of values and beliefs, that include equity and personal respect, enables us to create a functional</p>

	and transparent process between schools.
Our Values Tikanga	<p>Our schools each have their own unique set of values – as does our Kāhui Ako. These values underpin our Community of Learning:</p> <ul style="list-style-type: none"> ● tika truth, integrity, truthfulness, professionalism ● pono honesty, sincerity, openness ● aroha love, empathy, understanding, equity, developing relationships, being open to other cultures and beliefs
Māori Dimension	<p>The Auckland Central Catholic Kāhui Ako’s policies and practices will provide opportunities for students to learn respect for the diverse ethnic nature and cultural heritage of New Zealand people and acknowledge the unique place of Tangata Whenua. We are committed to the National Māori Education strategy Ka Hikitia, improving the learning of Māori students and the Māori dimension throughout our Kāhui Ako by ensuring language, culture and identity count for all students and staff.</p> <p>We will do this by / through</p> <ul style="list-style-type: none"> ● regular consultation with Māori ● collation and analysis of Māori student achievement data to inform next steps for learning within each school ● use of preferred learning pedagogies for Māori ● realising Māori potential through participation, partnership, protection and presence ● developing cultural competencies for teachers of Māori learners - Tātaiako in inform practice
Pasifika Dimension	<p>We acknowledge the place of our Pasifika peoples and New Zealand’s growing relationships with the peoples of Asia and Europe within our community. We are committed to lifting student achievement in these communities.</p> <p>We will do this by / through</p> <ul style="list-style-type: none"> ● regular consultation with our Pasifika community ● using the principles of Pasifika Education Plan to guide and inform planning

	<ul style="list-style-type: none"> ● promote presence, partnership, participation and engagement for the Pasifika families
<p>Student Engagement</p>	<p>Our Kāhui Ako believes student engagement is vital if all our children are to succeed and become lifelong learners as they leave our schools. We understand that the degree of attention, curiosity, interest, optimism and passion that our students show when they are learning or being taught, extends to the level of motivation they have to learn and progress in their education.</p> <p>We are committed to making this happen for all our students, especially our priority learners.</p>
<p>Our Learners</p>	<p>At the end of thirteen years of schooling, our Kāhui Ako aims to produce young people who are successful learners, engaged members of their communities and strong in their faith. We want our learners to be able to pursue any pathway they choose with confidence in their life-long learning skills. To achieve this we have a strong vision of a whole child empowered and motivated by opportunities to draw upon their curiosity, interest, optimism, and passion. We are committed to achieving this vision for all our students, particularly our priority learners.</p>

Section Two: Strategic Intentions

<p>Vision What we want to be</p>	<p>A Community of Learning Kāhui Ako centred in Catholic faith that collectively strengthens us to develop the whole child.</p>
<p>Guiding principles</p>	<ul style="list-style-type: none"> ● Fosters strong partnerships Shared expertise, collaboration on design, implementation and outcomes based on reliable and valid data ● Shares accountability for results Clear, mutually agreed upon goals and desired outcomes will drive the work in our schools. Having a shared understanding will enable the group to hold each other accountable for school development ● High expectations for all Our Kāhui Ako aims to support learning and growth along developmental milestones. From New Entrant to Year 13 and beyond our students are expected to achieve high standards of learning and be positive contributors to their communities ● Builds on the community's strengths Utilisation of assets within our school community and from the wider community as required ● Embraces diversity Know our community with a commitment to the welfare of all. Respect for the identities of people of diverse backgrounds and commit to Catholic faith centred decisions based on equity for all ● Plans for sustainability Development of systems and processes that will ensure the sustainability of high quality teacher practice and student achievement
<p>Achievement challenges</p>	<p>We will provide an educational pathway that supports each learner to reach their potential. Our community will continue to strengthen the ties and relationships between our schools, our children and families, to support student engagement and excellence in learning.</p>

To do this we have set three Achievement challenges:

- By the end of 2018 we aim to achieve 90% to At or Above the standard, which means we will move 211 students across our 11 schools from Below the standard to At or Above the standard in Writing.
- By the end of 2018 we aim to achieve 90% to At or Above the standard, which means we will move 151 students from Below the standard to At or Above the standard in Mathematics.
- We intend to move an additional 28% (24) Māori and 23% (82) Pasifika students by 2018 from Achieved to Merit and Excellence endorsements., i.e move 12 more Māori students and 41 more Pasifika students each year by 2018

Section Three: Strategic Plan

Strategic Goal 1: Educational Pathway

Tracking and planning an educational pathway that will support each child to reach their potential

Strategic Programme	Initiatives 2017 - 2018	Targets 2017
<p>Develop collaborative inquiry approaches at all levels of our Kāhui Ako</p>	<ol style="list-style-type: none"> 1. Setting up Theories of Improvement across all schools based on the needs identified through the schools' data/annual plans and staff/Board of Trustees' discussions 2. Unpacking Teacher Inquiry with all teachers across our Kāhui Ako 3. Linking Theories of Improvement to the Kāhui Ako Achievement Challenges 4. Ensuring PLD supports the learning around Inquiry for teachers 	<ol style="list-style-type: none"> 1. All schools have a clear understanding of their Theories of Improvement and how this links to student achievement 2. All teachers are using Teacher Inquiry to lead their practice development and link to their appraisal
<p>Develop best practice models across our schools including culturally responsive teaching pedagogy</p>	<ol style="list-style-type: none"> 1. Develop a shared understanding of 'culturally responsive pedagogy' 2. Student voice is taken to support evidence gathering around the learning 3. Feedback is regular and learning focused to teachers and students 4. Students' identity, language and cultures are affirmed and promoted 5. Ensure PLD supports the learning around culturally responsive teaching practices 	<ol style="list-style-type: none"> 1. All schools develop and strengthen 'culturally responsive' teaching practice 2. All staff reflect and 'change' teaching practice to ensure the learning needs of their students are met

<p>Link assessment practices to effective teaching and learning</p>	<ol style="list-style-type: none"> 1. To develop common assessment practices across all our schools 2. To upskill teachers' knowledge around assessment with regards to the use of it, and how this directly links to teacher practice and 'knowing' what to teach the children 3. To facilitate effective moderation - develop a clear and shared understanding across the Community of Learning about expectations and what this means 4. To develop effective transition processes for assessment transfer across the schools 	<ol style="list-style-type: none"> 1. Assessment practice across our schools align and includes primary to secondary schools' transition points 2. A clear link between individual school assessment data and practices to Kāhui Ako assessment targets 3. Transparent and aligned moderation practices across our schools that build on teacher knowledge around Overall Teacher Judgements (OTJs)
---	--	--

Strategic Goal 2: Supporting excellence in learning through strong Community

Strengthening the ties and relationships between our schools, our children and families, to support student engagement and excellence in learning

Strategic Programme	Initiatives 2017 - 2018	Targets 2017
To engage, initiate and work with the Early childhood providers into the ACC Kahui Ako pathway	<p>Develop a collective understanding of effective transitional systems and practices across our schools</p> <p>Develop and unpack what Te Whariki might look like of we were to bring this documents into our New Entrant classrooms</p>	<p>A meeting of possible Early Childhood providers that may be interested in supporting the ACC Kahui Ako</p> <p>Investigate as a committee of Senior leaders and teachers of possible effective transitional processes that cater for the family and New Entrant classes</p>
Set up ties within the ACC Kahui Ako with our Maori community and develop possible links across our schools	<p>ACC Kahui Ako Maori community meeting twice a year where achievement becomes the focus and next practice ideas can be shared and developed across our schools.</p> <p>Set up a committee of Teachers, Whanau, BOT reps and Senior Managers to support and develop strong ties across our schools to support Maori learners</p>	<p>Set up committee and unpack a possible timetable for 2018 of community meetings and focuses</p> <p>Clear, reliable data collected for 2017 to move us into 2018 on our Maori Students</p>
A collective mini conference of all teachers that make up the ACC Kahui Ako once a year	<p>A platform where all our staff are able to come along and learn together twice a year. Term 1 and Term 3.</p> <p>Communication from ACC Kahui Ako is making out to all staffrooms and discussed at all BOT meetings</p> <p>Info sheet for the ACc Kahui Ako online</p>	<p>Date is set for 2018 mini conference</p> <p>Ensure termly communication is getting out to school</p> <p>Set up the App for all ACC Kahui Ako to engage with.</p> <p>Create an information sheet for each school in the Kāhui Ako as a future resource that can be added to as you discover more.</p>

Continue to look for and embed cross school partnerships and look for next practice that can be grown across all school that make up the ACC Kahui Ako	<p>Collect and share the relationships already taking place across the ACC Kahui Ako</p> <p>Highlight possible future activities where the ACC Kahui Ako could build on existing community events between our schools</p>	Share existing relationship events on ACC Kahui Ako website for teacher and public to see
To engage, initiate and work with Special needs personal (SENCO) structures and processes across our schools and set up transition process to support these students.	<p>ACC Kahui Ako Special Needs meeting twice a year where tracking of students between our schools is the focus. Next practice ideas can be shared and developed across our schools.</p> <p>Set up a committee of SENCO, Teachers and Senior Managers to support and develop strong ties across our schools to support our SES children.</p>	<p>Create a data base for our SES children across our 11 schools</p> <p>Set up a committee/AST to unpack and develop a SES tier plan across our 11 schools.</p> <p>Engage with SES agencies to support this process</p>
To unpack the concept of 'Bundled Services' across our ACC Kahui Ako	<p>Looking to stream line services coming into our schools so that we can utilise outside agencies better</p> <p>Collective buying power of the ACC Kahui Ako and what this may mean for contractors within our schools</p> <p>Sponsorship of the schools and using this to offer scholarships and teacher training</p>	

Strategic Goal 1: Educational Pathway Improvement Plan 1

Strategic Programme: Develop collaborative inquiry approaches at all levels of our Kāhui Ako

Initiatives 2017 - 2018

Targets 2017

1. Setting up Theories of Improvement across all schools based on the needs identified through the schools' data/annual plans and staff /BOT discussions
2. Unpacking Teacher Inquiry with all teachers across our Kāhui Ako
3. Linking Theories of Improvement to the Kāhui Ako Achievement Challenges
4. Ensuring PLD supports the learning around Inquiry for teachers

1. *All schools have a clear understanding of their Theories of Improvement and how this links to student achievement*
2. All teachers are using Teacher Inquiry to lead their practice development and is linked to their appraisal process

Baseline data

- There is a range of understandings of what true Teacher inquiry looks like across the ACC Kahui Ako
- All schools are using Teacher as Inquiry to support their teacher appraisal process however for some this is at the early stages of development.
- School are set up with 'teams structures' and there is a diverse range of what these look like across the schools in regards their roles and responsibilities.
- A range of understanding of what collaboration looks like and the reason for this within schools and across at present.
- Theories of Improvements for some schools was a new term however all schools were looking into cohorts and children and setting in place plans to supports these groups
- A range of understanding of what 'acceleration' looks like at the different year levels Yr 1-10

Key Improvement Indicators

- Learning Progression Framework becomes the guiding document for all schools in regards how we see expected levels of success
- Schools sharing findings across schools and using lessons learnt to teach better
- A platform to allow for true collaboration within schools and across schools is set up

- Shift analysis becomes the norm when assessing impact of theories of Improvement into student achievement.

When	What - <i>Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices</i>	Who	Indicators of progress <i>What we will see</i>
<i>Term 1 2017</i>	<i>Identify gaps within each school and potential areas of focus</i>	<i>AST LP</i>	<ul style="list-style-type: none"> • <i>Each school has established Theories of Improvement that link directly to the Achievement Challenges</i>
<i>Term 1 2017</i>	<i>Theories of Improvement are data focused and based on a uniform Inquiry model</i>	<i>AST LP</i>	<ul style="list-style-type: none"> • <i>Each Theory of Improvement clearly links to Māori and Pasifika students' achievement demonstrating a clear action based process identifying how it aims to impact to priority learners with our schools</i>
<i>Term 2/3 2017</i>	<ol style="list-style-type: none"> 1. Develop and establish an agreed plan to administer and manage PLD across our school 2. Engagement of PLD providers to build a common language and understanding about the purpose and importance of 'teacher inquiry' around teaching and learning 	<i>WST AST LP PLD providers</i>	<ul style="list-style-type: none"> • Roll out of plan • Our Kāhui Ako shares best practice around 'teacher inquiry'
<i>Term 1 2018</i>	All teachers within our Kāhui Ako follow the same process for their chosen Inquiry	<i>LP Principals</i>	<ul style="list-style-type: none"> • Teacher inquiry throughout our Kāhui Ako directly links to schools' Appraisal process PTC 12 • Increased understanding of effective and reflective practice by all teachers

Monitoring *How are we going*

Resourcing

Strategic Goal 1: Educational Pathway Improvement Plan 2

Strategic Programme: Develop best practice models across our schools including culturally responsive teaching pedagogy

Initiatives 2017 - 2018

1. Develop a shared understanding of 'culturally responsive pedagogy'
2. Gather student voice to support evidence gathering around the learning
3. Solicit regular 'learning focused' feedback from teachers and students
4. Affirm students' identity, language and culture

Targets 2017

1. All schools develop and strengthen 'culturally responsive' teaching practice
2. All staff reflect and 'change' teaching practice to ensure the learning needs of their students are met

Baseline Data

- All schools have a range of understanding of what this term means
- A range of prior PLD in this area has taken place
- Documents like Ka Hikatia and He Kakano have been looked into at different depths across our schools

Key Improvement Indicators

- All schools are openly discussing achievement (data and Theories of Improvement) with their parents and whanau
- Each school has high expectations for all their learners
- All teachers across our Kāhui Ako teach within the context of culture
- Student centred instruction is the norm
- Reshaping the curriculum to ensure students' needs are at the forefront of teaching and learning
- Teacher as facilitator rather than the vessel of knowledge

When

What - *Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices*

Who

Indicators of progress

What we will see

Term 2 2017	Conduct 'Me and My School' survey across all schools	AST LP	<ul style="list-style-type: none"> ● Focus groups established and student voice collated ● Results of survey analysed and results shared ● Results and analysis form the basis of our focus for next two years
Term 2/3 2017	<p>Professional Learning and Development will provide current research-based instructional practices to support student achievement with opportunities for reflective practice and discussion</p> <p>PLD delivers across all schools in the following order:</p> <ol style="list-style-type: none"> 1. Across School Teachers; Within School Teachers 2. Deputy Principals; Assistant Principals and Senior teams 3. Whole staff PLD 4. Staff groups will participate in professional learning and development opportunities to enhance knowledge, understanding and respect for diversity and to develop culturally relevant pedagogy 	LP/P AST Kāhui Ako	<ul style="list-style-type: none"> ● Common language of 'Cultural Responsiveness' increases ● Teachers are reflecting on their approach with all their students ● School culture and classroom environments will reflect sensitivity to a diverse student population ● Teaching and learning practice will demonstrate an understanding of the values and cultural diversity in the classroom ● Teachers forming stronger relationships with their students ● Parents continue to be fully informed of progress and attainment
Term 2- 4 2017	Provision of selected readings and discussion opportunities/professional conversations to build awareness and opportunities to examine attitudes, values, beliefs and teaching practice	WST AST Kāhui Ako	<ul style="list-style-type: none"> ● Professional reading for all teacher shared across Kāhui Ako ● Collective understanding continues to develop and strengthen
Term 2- 4 2017	<p>Student data collected, analysed and used to contribute to ongoing practice</p> <p>Collect and analyse 'disaggregated data' within each</p>	AST LP Principals	<ul style="list-style-type: none"> ● Data used to inform teacher practice across our Kāhui Ako ● Teachers continue to develop robust analysis of student data to identify relevant trends and needs within cohorts

	school to contribute to ongoing practice		
Term 3 - 4 2017	Formative assessment used to inform teaching and learning Student data used to identify gaps and set performance targets		<ul style="list-style-type: none"> Teachers continue to develop knowledge and skills in multiple pedagogies and a variety of instructional practices.
Monitoring <i>How are we going</i>			
Resourcing			

Strategic Goal 1: Educational Pathway Improvement Plan 3

Strategic Programme: Link assessment practices to effective teaching and learning

Initiatives 2017 - 2018

1. To develop common assessment practices across our 11 schools
2. To upskill teachers' knowledge around assessment with regards to the use of it, and how this directly links to teacher practice and 'knowing' what to teach the children.
3. To facilitate effective moderation - develop a clear and shared understanding across the Community of Learning about expectations and what this means
4. To develop effective transition processes for assessment transfer across the schools

Targets 2017

1. Assessment practice across our schools align and includes primary to secondary schools' transition points
2. A clear link between individual school assessment data and practices to Kāhui Ako assessment targets
3. Transparent and aligned moderation practices across our schools that build on teacher knowledge around OTJs

Baseline Data

- Primary and Secondary schools are using a range of assessment tools
- No centralised tools to collate the data across the schools
- A range of understanding of what Moderation looks like and because of this, judgements across schools around Well Below/Below At/Above vary and are unreliable.

Key Improvement Indicators

- A common language and process around moderation practices across our schools
- A central data base is set up that schools can load data to (PACT)
- Students and cohorts can be tracked from primary to secondary and student that need focus can be supported in the transition process.

<ul style="list-style-type: none"> All schools using similar examples of quality pieces of learning as exemplars/models 			
When	What - <i>Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices</i>	Who	Indicators of progress <i>What we will see</i>
<i>Term 1 2017</i>	<i>Collation of all assessment data across our schools to establish clear understanding of goals and targets</i>	<i>WST AST LP/P</i>	<ul style="list-style-type: none"> <i>Valid and reliable data being used to set individual school targets linked to Kāhui Ako targets</i>
<i>Term 2 2017</i>	<i>Teachers of Years 6 and 7 to meet to discuss issues around transition, Overall Teachers Judgements and moderation of Writing</i>	<i>LP AST Outside provider</i>	<ul style="list-style-type: none"> <i>Develop shared understanding of moderation processes and making OTJs</i> <i>Share approaches used within each school</i>
<i>Term 3 2017</i>	Initiate discussion around introduction of shared assessment tools for 2018 to enable increased sharing of meaningful data	LP/P AST	<ul style="list-style-type: none"> Establish shared/common assessment tools in Reading, Writing and Mathematics Communicate to all teachers purpose of assessments and how this information will be used to inform teaching and learning
<i>Term 4 2017</i>	Analyse the PaCT Tool with all senior leaders across our schools to establish how this will best fit with regards to assessment practice Establish use of PaCT Tool in each school	AST LP Outside provider	<ul style="list-style-type: none"> PaCT Tool implemented in each school Link data gathered to collective assessment Each school to share data and link to Kāhui Ako targets
Monitoring <i>How are we going - check student outcomes every term? Where are the gaps? Review - what needs to change if this is not working?</i>			
Resourcing <i>How much money and time is needed? Assistance required?</i>			

Strategic Goal 2: Supporting excellence in learning through strong Community Improvement Plan 1

Strategic Programme: To engage, initiate and work with the Early childhood providers into the ACC Kahui Ako pathway

Initiatives 2017 - 2018

Targets 2017

1. Develop a collective understanding of effective transitional systems and practices across our schools
2. Develop and unpack what Te Whariki might look like of we were to bring this documents into our New Entrant classrooms

1. A meeting of possible Early Childhood providers that may be interested in supporting the ACC Kahui Ako
2. Investigate as a committee of Senior leaders and teachers of possible effective transitional processes that cater for the family and New Entrant classes

Baseline Data

- **No engagement at present across the ACC Kahui between schools. Each school has their own way of engaging with their feeder early childhood providers.**
- **No collective information on transition processes across our schools and data on children entering our schools SEA**

Key Improvement Indicators

- **Collective data base of feeder schools**
- **SEA tracking taking place**
- **ACC Kahui Ako transition document of 'next' practice ideas for better transition**
- **The use of Te Whariki being incorporated into New Entrant classrooms programmes.**

When

What - *Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices*

Who

Indicators of progress

What we will see

Term 3 2017	Set up a data base of all feeders schools across our primary schools AST discussion with school principals of feeders schools and collecting this dat.	AST LP	<ul style="list-style-type: none"> Data base accessible by all on Google drive
Term 4 2017	AST allocated to Early Childhood role and forming a driving committee	AST LP	<ul style="list-style-type: none"> Initial meeting is called and possible goals and target set up across the primary schools
Term 4 2017	Time line for 2018 setup for this cohort		<ul style="list-style-type: none"> Dates loaded onto Web site and group set up via email and ACC Kahui Ako App
Term 1 2018	Collective staff meeting for New Entrant teacher set to unpack the Te Whariki document and possible transition processes across our schools	AST LP MOE	<ul style="list-style-type: none"> Date being set and possible ways forwards planned for using the set up committee and PLD staff meeting on this area
<p>Monitoring <i>How are we going - check student outcomes every term? Where are the gaps? Review - what needs to change if this is not working?</i></p>			
<p>Resourcing <i>How much money and time is needed? Assistance required?</i></p>			

**Strategic Goal 2: Supporting excellence in learning through strong Community
Improvement Plan 2**

Strategic Programme: Set up ties within the ACC Kahui Ako with our Maori community and develop possible links across our schools

Initiatives 2017 - 2018

Targets 2017

1. ACC Kahui Ako Maori community meeting twice a year where achievement becomes the focus and next practice ideas can be shared and developed across our schools.
2. Te Reo Teachers learning from teachers

1. Set up a committee of Teachers, Whanau, BOT reps and Senior Managers to support and develop strong ties across our schools to support Maori learners
2. Set up committee and unpack a possible timetable for 2018 of community meetings and focuses
3. Clear, reliable data collected for 2017 to move us into 2018 on our Maori Students

Baseline Data

- No collective engagement across our school at present regarding our Maori Whanau's
- Each school highlights and tracked their Maori students and have their own ways of Maori Community engagement.
- Each school is aware of the importance of relationship and high trust models when it comes to engagement with our Maori community
- All schools are really keen to develop this further across the ACC Kahui Ako.

Key Improvement Indicators

- A collective group of representatives from each school is set up across our schools
- Maori data is collected and student acceleration is the focus for those Maori students that are W/B and Below
- Engagement practices are shared and learning takes place within our schools around effective Whanau Relationships

When	What - <i>Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices</i>	Who	Indicators of progress <i>What we will see</i>
Term 4 2017	<p>Organising and collecting a database of key people from each school who could become the 'go to people' for a committee.</p> <p>A clear understanding of why we might be doing this and a real focus on Maori succeeding as Maori.</p>	AST LP Principals	<ul style="list-style-type: none"> ● Database set up of key people. ● Setting up as a collective ropu the target and goals of the group. The kaupapa that we will use.
Term 2 2018	First cross sector Hui for teachers of Maori students based on culturally responsive practice and Maori MOE tools.		<ul style="list-style-type: none"> ● A 'common language' being formed across the ACC Kahui Ako on what CR practices look like ● Teacher thinking deeply into what CR looks like in their classrooms and changes they can make to support Maori succeeding as Maori
<p>Monitoring <i>How are we going - check student outcomes every term? Where are the gaps? Review - what needs to change if this is not working?</i></p>			
<p>Resourcing <i>How much money and time is needed? Assistance required?</i></p>			

**Strategic Goal 2: Supporting excellence in learning through strong Community
Improvement Plan 3**

Strategic Programme: A collective mini conference of all teachers that make up the ACC Kahui Ako once a year and communication is getting out to schools

Initiatives 2017 - 2018

Targets 2017

1. A platform where all our staff are able to come along and learn together twice a year. Term 1 and Term 3.
2. Communication from ACC Kahui Ako is making out to all staff rooms and discussed at all BOT meetings

1. Date is set for 2018 mini conference
2. Ensure termly communication is getting out to school
3. Set up the App for all ACC Kahui Ako to engage with.

Baseline Data

- To date there has not been a mini conference set up between our schools
- Schools has engaged in the past but only between schools/ clusters not as a whole community
- Lots of engagement has been happened between schools in regards pastoral and mentoring type role of seniors with juniors
- Special character aspects have been the focus between our schools

Key Improvement Indicators

- Sense of community increases between our schools
- A collective understanding starts to form around students learning and achievement
- Progression between the schools starts to make more sense to parents, staff and children
- BOT and school communities are better informed

When	What - <i>Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices</i>	Who	Indicators of progress <i>What we will see</i>
Term 3 2017 Termly across the schools	<ul style="list-style-type: none"> ● BOT newsletter is put together ● ACC Kahui Ako Newsletter for staff rooms supported by sponsors 		<ul style="list-style-type: none"> ● Each AST shares some aspect with the Newsletter of what they have been doing/seeing and working through ● This documents has different purposes <ul style="list-style-type: none"> ● Sharing next practice with the community ● Bring the sense of partnership to the ACC Kahui Ako ● Capturing success stories across our schools
Term 4 2017	<ul style="list-style-type: none"> ● Inform all schools of the purpose for the first conference. ● Set up date and venue. ● Bring as many MOE and PLD providers on board as possible ● Engage with other CoL to make the learnings ● APP goes live to all ACC Kahui Ako staff 	AST Principals	<ul style="list-style-type: none"> ● Date has been set up and venue provided ● Clear purpose has been shared with all parties and planning has taken place in regards PLD providers ● Programme set up and purposeful ● All schools informed
Term 4 2017	<ul style="list-style-type: none"> ● Data sheet of information 		<p>The information sheet might include...</p> <ul style="list-style-type: none"> ○ School; contact details, decile, roll size, urban/rural, single sex/co-educational, teaching spaces ○ Student demographics; ethnicity, gender, age, year level, attendance, lateness, suspension ○ Staff; gender, age, years' experience, qualifications, specialties ○ Student achievement data; national standards data, NCEA data, standardised assessment tools data ● Processes; assessment tools used, timetables (e.g.

			period length, placement of breaks), reporting cycles, subjects offered
Term 1 2017	<ul style="list-style-type: none"> • Mini conference takes place • As many teachers, leaders and MOE to attend as possible • Catholic Schools Office attend • Date for 2019 is set 	AST WST Principals	<ul style="list-style-type: none"> • At least 80% of staff attend from the 11 schools • Mini conference becomes a regular feature of the schools calendars • Speakers and sponsors come on board for the 2019 mini conference
Monitoring <i>How are we going - check student outcomes every term? Where are the gaps? Review - what needs to change if this is not working?</i>			
Resourcing <i>How much money and time is needed? Assistance required?</i>			

Strategic Goal 2: Supporting excellence in learning through strong Community Improvement Plan 4

Strategic Programme: Continue to look for and embed cross school partnerships and look for next practice that can be grown across all school that make up the ACC Kahui Ako

Initiatives 2017 - 2018

Targets 2017

1. Collect and share the relationships already taking place across the ACC Kahui Ako
2. Highlight possible future activities where the ACC Kahui Ako could build on existing community events between our schools

1. Share existing relationship events on ACC Kahui Ako website for teacher and public to see

Baseline Data

There are already many mini partnership's that have been formed across the ACC Kahui Ako in regards Pastoral care elements and Mentoring roles from Senior to Juniors

No Online learning taking place between schools

- Secondary schools orchestras tour primary schools
- Same Charism schools collectively met for Catholic Schools Day
- Secondary students run PE learning modules at a primary
- Coaching of sports teams
- Secondary schools run reading programmes in primary school

Key Improvement Indicators

- More engagement type practises have taken place across the ACC Kahui Ako
- Aspects around learning are being shared and school creating new ways of partnership between schools
- Senior teaching juniors online/ Online blogs and sharing takes place

When	What - <i>Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices</i>	Who	Indicators of progress <i>What we will see</i>
Term 4 2017	Calendar setup for engagement activities that relate to our 11 schools for 2018 These may include <ul style="list-style-type: none"> ● Sports ● Learning students ● Staff meetings ● PLD meetings ● Expert teachers sharing ● Moderation meetings ● Mentoring students 		Calendar is visible by all and sets in place a timeframe when these will occur across the ACC Kahui Ako Primary and Secondary schools have engaged more where they haven't in the past. Relationships are stronger between schools and primary school students feel better about the transition into our colleges
Term 2 2017	Discussion held with principals around an online learning type environment that could be set up to support primary students not only in their learning but transition type ideas		ACC Kahui Ako learning web is set up that supports and teaches students across the Acc Kahui Ako in a range of subjects Mini video's and teaching shared throughout the 11 schools
Monitoring <i>How are we going - check student outcomes every term? Where are the gaps? Review - what needs to change if this is not working?</i>			
Resourcing <i>How much money and time is needed? Assistance required?</i>			

Strategic Goal 2: Supporting excellence in learning through strong Community Improvement Plan 5

<p>Strategic Programme: To engage, initiate and work with Special needs personal (SENCO) structures and processes across our schools and set up transition process to support these students.</p>	
<p>Initiatives 2017 - 2018</p>	<p>Targets 2017</p>
<ol style="list-style-type: none"> 1. ACC Kahui Ako Special Needs meeting twice a year where tracking of students between our schools is the focus. 2. Next practice ideas can be shared and developed across our schools. 3. Set up a committee of SENCO, Teachers and Senior Managers to support and develop strong ties across our schools to support our SES children. 	<ol style="list-style-type: none"> 1. Create a data base for our SES children across our 11 schools 2. Set up a committee/AST to unpack and develop a SES tier plan across our 11 schools. 3. Engage with SES agencies to support this process
<p>Baseline Data</p> <ul style="list-style-type: none"> ● At present no collective data base has been set up ● All SENCO are working in isolation or at the most with one other schools when it comes to transition ● Each school runs it's own system and tier process for identifying children that need extra support ● No collective database of Well Below students between schools and their needs 	
<p>Key Improvement Indicators</p> <ul style="list-style-type: none"> ● SENCO training takes place between schools ● Database set up so that these children can be tracked through to Secondary school ● MOE and RTLB are all speaking the same language when it comes to sharing information ● Collective PLD in this area ● Polling staffing to support the schools with the greatest needs ● A uniform approach to organising of the data ● Similar tier system used throughout the schools and RTLB's pooling time and resources for the needs of the children. ● Teacher aide training takes place within the ACC Kahui Ako 	

When	What - <i>Consideration of goal clarity and communication, strategic resourcing, PLD, routines that need changing, assessment practices</i>	Who	Indicators of progress <i>What we will see</i>
Term 3 2017	<ul style="list-style-type: none"> ● Set up a meeting with all SENCO from each of the schools to gauge systems and tier process they use to identify and capture the needs of the students 		<ul style="list-style-type: none"> ● Meeting date set and and invitations have been sent out ● MOE are on board and are ready to support where necessary
Term 4 2017	<ul style="list-style-type: none"> ● Set up a committee to oversee the fine tuning of our SES programme within our schools and gather ideas of where to start ● Use MOE support for this to happen 		<ul style="list-style-type: none"> ● Committee has been set up nd meetings held every term ● SENCO from each school feeds back to committee re data base between schools ● Tracking of the children can take place through this database
Term 1 2018	<ul style="list-style-type: none"> ● SENCO meeting around IEP's and support around this. ● PLD opportunities set up within the ACC Kahui AKo 		<ul style="list-style-type: none"> ● Collective IEP set up and centralised so that data can be easily transferred and shared between schools

Section Four: Endorsements

--	--	--

School	Principal's Endorsement	Board of Trustees' Endorsement
Marist College – Mt Albert		
St Mary's College – Ponsonby		
St Paul's College – Ponsonby		
St Peter's College – Epsom		
Christ the King Catholic School – Owairaka		
Good Shepherd School – Balmoral		
Marist School – Mt Albert		
Marist Catholic School – Herne Bay		
Monte Cecilia Catholic School – Mt Roskill		
St Therese School – Three Kings		
St Dominic's Catholic Primary School – Blockhouse Bay		
Submission Date to the Ministry of Education:		