



St Joseph's School  
Temuka IN GOD  
WE LEARN



**RONCALLI COLLEGE**  
TIMARU, NEW ZEALAND

# South Canterbury Catholic Community of Learning



**ST. JOSEPH'S SCHOOL  
TIMARU**  
ENTER TO LEARN · LIVE TO SERVE

**St Patrick's Waimate**  
My strength is in Christ, not in myself alone.

[Home](#)



**St Joseph's  
Pleasant Point**



**SACRED HEART**  
PRIMARY SCHOOL TIMARU



*May the light of God's presence  
shine forth brightly at St  
Patrick's School and be a blessing  
for all who are a part of this  
school and for anyone who shall  
come to our door.*



# Vision

To collaborate for success in the South Canterbury Catholic Community of Learning by providing high quality Catholic Education for our students, ensuring a seamless pathway and deeper engagement in learning.

Ecclesiastes 4:9-12 *“Two are better off than one, because together they can work more effectively. If one of them falls down, the other can help him up.”*

# Our Goals

1. Building teacher and leadership capacity, including consistency of practice and developing a shared language of learning.
2. Strengthening transitions to ensure consistency in expectation between ECEs and schools.
3. Developing a shared learning platform to enable collaboration and the sharing of information between students, parents, whanau and teachers.
4. Enhancing community engagement and partnership between parish, church, boards, students, parents, whanau and iwi.

# Description of the South Canterbury Catholic Community of Learning

There are five Catholic State-integrated primary schools and one Catholic State-integrated secondary school engaged in the South Canterbury Community of Learning. These include Roncalli College, Sacred Heart Primary Timaru, St Patrick's Waimate, St Joseph's School Pleasant Point, St Joseph's School Temuka and St Joseph's School Timaru.

In South Canterbury, our Catholic School network has regularly worked together as principals, staff, students and Boards. Through this work, it became clear that a Community of Learning was a natural progression for our schools to strengthen the network and ensure educational success for all of our students.

Three of our primary schools were founded by Mary MacKillop (St Mary of the Cross) and the Josephite sisters and have strong ties together, regularly meeting for celebrations, Masses and sports events. The other two primary schools in Timaru both have strong links to the Mercy Sisters and also meet regularly for sporting events such as Cross Country and Marist Cup. All of the primary schools have a clear pathway for their students to Roncalli College with over 90% of the primary students going onto Roncalli College. Each year the Year 7 and 8 students take part in a Leadership Day which Roncalli students help to lead. At other times, such as Catholic Schools Day all the schools gather together for Mass followed by tabloid sports which Roncalli students lead for the younger students.

The school Boards have been meeting regularly for some time to work collectively on property matters with the Proprietor. A strong working relationship of trust exists between the Boards. The primary principals have for several years, met at least once a term as a professional learning group, with input from the Catholic Education Office. They have also met with the secondary principal and with Catholic schools in Canterbury and across New Zealand. This has resulted in a high level of relational trust and collaboration.

The last 5 year's March roll return for this Community of Learning has indicated there is an average number of 1044 students. The largest ethnicity group across our schools is New Zealand European with small numbers of Maori and Pasifika and an increasing number of Asian students coming into our schools, predominantly Filipino and Indian.

In Term 4 of 2015, Catholic School Principals and Board members were invited to meetings to discuss the possibility of a Catholic Community of Learning. The Principals worked together to develop a vision for our community and looked at what could be achieved by collaborating more deliberately.

The key features of our Community of Learning include:

- Strong working relationships with members at levels of our Catholic School community
- Commitment to sharing knowledge and expertise to raise student achievement
- A clear educational pathway of Catholic primary students leading into our Catholic secondary school.

# Our Structure

## **Management Group**

The management group is made up of all of the principals who have met regularly to set the goals for the Community of Learning and to develop the achievement challenges. The group have worked together to collate and analyse data as evidence to inform the achievement challenges and Community of Learning objectives.

## **Stewardship Group**

One representative from each Board and principals of the 6 schools make up the stewardship group. It was agreed that the stewardship group would initially meet once a term and more often when required e.g. appointments time. The stewardship group will report back to the individual Boards on the development of the Community of Learning. The stewardship group has authority to make decisions on the formation and development of the Community of Learning.

The stewardship group has taken a leadership role in the appointment of roles to the Community of Learning.

# Process in Developing our Achievement Challenges

In developing the achievement challenges we initially used the Education Review Office Community of Learning Report 2016. We also used the Community of Learning profile provided by the Ministry of Education which showed 2015 National Standards and NCEA data. In addition, we analysed National Standards and NCEA data across 2013-2015. The evidence from the Education Review Office and the achievement data indicated that there were both areas of good practice to share and areas to work on.

In developing our achievement challenges we gathered information from a range of sources. We met and collectively analysed the findings, drawing on our knowledge understanding of each school's context. This led to in-depth conversations, which resulted in us identifying evidence to support some of our hunches.

## Evidence used to inform Achievement and Learning Challenges

### **National Standards Data and NCEA**

National Standard data 2013-2016 was initially analysed alongside NCEA data to set the focus for the achievement challenges.

### **NZCER Me and My School Survey**

This research-based student engagement survey designed for New Zealand students Years 4 to 10 was used to give us a starting point in developing our learning challenge focussing on engagement.

### **Preference Criteria**

Preference criteria data was used to inform our hunch that we needed to strengthen the Catholic Special Character sense of belonging for students in our schools. Catholic schools' enrolment process requires as State-integrated schools that 95% of the integrated roll have preference of enrolment. The Criteria Promulgated by the New Zealand Catholic Bishops' Conference, which are to be used by Proprietors and their Agents, in order to Grant Preference of Enrolment are:

1. The child has been baptised or is being prepared for baptism in the Catholic Church.
2. The child's parents/guardians have already allowed one or more of its siblings to be baptised in the Catholic faith.
3. At least one parent/guardian is a Catholic, and although their child has not yet been baptised, the child's participation in the life of the school could lead to the parents having the child baptised.
4. With the agreement of the child's parent/guardian, a significant familial adult such as a grandparent, aunt or uncle who is actively involved in the child's upbringing undertakes to support the child's formation in the faith and practices of the Catholic Church.
5. One or both of a child's non-Catholic parents/guardians is preparing to become a Catholic.

### **Education Review Office Report**

A combined Education Review Office report was also analysed and helped in the initial inquiry.

#### Common Strengths

- Highly evident special character, culture and values
- Identification of learning needs and adapting programmes
- Students knowing about and being involved in decisions about their learning
- Reflective teachers
- Useful curriculum guidelines with a wide range of learning experiences for students

#### Areas for Improvement

- Lifting the National Standards achievement of Year 1-8 boys and Maori students
- Use of progress and achievement data
- Strengthening internal evaluation practices
- Lifting quality of curriculum evaluations

# Achievement Challenges

From National Standard and NCEA data (Appendix 1) we began to develop our initial achievement challenges. As the NCEA data reflected positively with 95.2% achieving Level 1, 97.3% Level 2 and over 85% Level 3 in 2016. Therefore, we had identified Year 1-10 student achievement as a priority area. We decided to use 2016 Year 9-10 Overall Teacher Judgements (OTJ's) to inform the identification of achievement challenges in reading, writing and maths at the secondary level. We believe that by focussing on Year 1-10, we will continue to strengthen student success in gaining NCEA endorsements which reflect high levels of achievement, e.g. merit and excellence.

From the analysis of data we have identified raising achievement in reading, writing and maths for Year 1-10 as a priority, with a particular focus on Māori, boys and Asian students. We believe that by raising the achievement of students in Year 1-10 in literacy and numeracy, students will be well placed to achieve across the curriculum in NCEA and into the future.

Although Māori, boys and Asian students are also represented in the general Year 1-10 cohort within each of our achievement challenges, we felt it was important to focus on the achievement of Māori, boys and Asian students, as our data indicated significant disparity in their achievement compared to that of other cohorts e.g. year group, gender and other ethnicities. The only exception to this was in reading, where boys and Asian students achieved similar to the general cohort. A number of the Asian students represented in the data also receive ESOL funding as English Speakers of Other Languages.

Our detailed action plan will include the identification of specific groups of students at a school level, to ensure we are effectively addressing our identified Community of Learning achievement challenges.

Our plan is to address these achievement challenges over a three year period from 2018 - 2020.

## **Our achievement challenges are:**

1. To lift achievement in Writing for all students in Years 1-10, with a particular focus on Māori and boy students
2. To lift achievement in Reading for all students in Years 1-10, with a particular focus on Māori and boy students
3. To lift achievement in Mathematics for all students in Years 1-10, with a particular focus on Māori and Asian students.



## 1. Achievement Challenge: Writing

Our challenge is to lift achievement in Writing for all students in Years 1-10, with a particular focus on Māori and boy students.

Baseline Achievement Information 2016	
The <b>percentage</b> of students operating at or above the appropriate curriculum level (*using National Standards and Year 9-10 Overall Teacher Judgements).	<b>Year 1-10:</b> 77% <b>Boys:</b> 68% <b>Māori:</b> 64%
The <b>number</b> of students achieving at or above the appropriate curriculum level*.	<b>Year 1-10:</b> 527/687 <b>Boys:</b> 225/331 <b>Māori:</b> 49/76

Achievement Target at end of 2020	Interim Targets at end of 2018	Interim Targets at end of 2019
We will increase the percentage and number of <b>Year 1-10 students</b> operating at or above the age appropriate curriculum level* from 77% 527/687 in 2016 to 87%, 598/687 by 2020. This equates to a 10% shift of 71 students.	79% 544/687	84% 577/687
We will increase the percentage and number of <b>boy students</b> operating at or above the age appropriate curriculum level* from 68% 225/331 in 2016 to 84% or 277/331 by 2020. This equates to a shift of 16% or 52 students	74% 245/331	80% 265/331
We will increase the percentage and number of <b>Maori students</b> operating at or above the age appropriate curriculum level* from 64% 49/76 in 2016 to 86% or 65/76 by 2020. This equates to a 22% shift of 16 students.	70% 53/76	78% 59/76

## 2. Achievement Challenge: Reading

Our challenge is to lift achievement in Reading for all students in Years 1-10, with a particular focus on Maori and boy students.

Baseline Achievement Information 2016	
The <b>percentage</b> of students operating at or above the appropriate curriculum level (*using National Standard and Year 9-10 Overall Teacher Judgements)	Year 1-10: 80% Boys: 73% Maori: 68% Asian: 74%
The number of students achieving at or above the appropriate curriculum level*	Year 1-10: 551/687 Boys: 242/331 Māori: 52/76 Asian 35/47 (includes 13 ESOL funded students)

Achievement Target at end of 2020	Interim Targets at end of 2018	Interim Targets at end of 2019
We will increase the percentage and number of <b>Year 1-10</b> students operating at or above the age appropriate curriculum level* from 80% 551/687 in 2016 to 87% 598/687 by 2020. This equates to a 7% shift of 47 students.	83% 572/687	85% 585/687
We will increase the percentage and number of <b>boy students</b> operating at or above the age appropriate curriculum level* from 73% 242/331 in 2016 to 82% or 272/331 by 2020. This equates to a shift of 9% or 30 students.	77% 254/331	79% 262/331
We will increase the percentage and number of <b>Māori students</b> operating at or above the age appropriate curriculum level* from 68% 52/76 in 2016 to 84% or 63/76 by 2020. This equates to a shift of 16% or 11 students.	74% 56/76	79% 60/76
We will increase the percentage and number of <b>Asian students</b> operating at or above the age appropriate curriculum level* from 74% 35/47 in 2016 to 89% or 42/47 by 2020. This equates to a shift of 15% or 7 students.	79% 37/47	85% 40/47

### 3. Achievement Challenge: Mathematics

Our challenge is to lift achievement in Mathematics for all students in Years 1-10, with a particular focus on Māori and Asian students.

Baseline Achievement Information 2016	
The percentage of students operating at or above the appropriate curriculum level (*using National Standard and Year 9-10 Overall Teacher Judgements).	Year 1-10: 77% Māori: 64% Asian: 68%
The number of students achieving at or above the appropriate curriculum level.	Year 1-10: 530/687 Māori: 49/76 Asian: 32/47 (includes 13 ESOL funded students)

Achievement target as at the end of 2020	Interim Targets at end of 2018	Interim Targets at end of 2019
We will increase the percentage and number of <b>Year 1-10 students</b> operating at or above the age appropriate curriculum level* from 77% 530/687 in 2016 to 86% 591/685 by 2020. This equates to a 9% shift of 61 students.	80% 550/687	84% 575/687
We will increase the percentage and number of <b>Māori students</b> operating at above the age appropriate curriculum level* from 64% 49/76 in 2016 to 86% or 65/76 by 2020. This equates to a shift of 22% of 16 students.	68% 52/76	80% 61/76
We will increase the percentage and number of <b>Asian students</b> operating at above the age appropriate curriculum level* from 68% 32/47 in 2016 to 85% or 40/47 by 2020. This equates to a shift of 17% or 8 students.	74% 35/47	81% 38/47

# Learning Challenges

In addition to achievement challenges, our Community of Learning has identified engagement and Catholic Special Character as priority areas for development.

## Engagement

Although there was evidence of students achieving well across the community, we had a hunch that student engagement was variable, in particular student cognitive engagement and the relevance of learning for students. It was important to our community to gather student voice and find out what was happening. We decided our focus on student engagement should be directed at Year 7-10, as one of our broad goals is to develop smooth transitions and shared learning pathways across the Community of Learning. This was supported results gained from the Me and My School survey for Year 7-10 students which indicated 92/164 students felt engaged in their learning.

We believe that students who are cognitively engaged in their learning achieve. We plan to build staff capacity to understand the seven principles of learning (*The 7 Essential Principles of Innovative Learning OECD publication - The Nature of Learning, Dumont et al., 2013*) and what this looks like in a classroom, foster constructive self regulated learning and improved knowledge of how students behave as learners.

ERO also identified student engagement as a priority for several of our schools, in particular extending student ownership and understanding of learning. The work on risk taking, ensuring the level of challenge is appropriate, growth mindset and learners knowing their learning steps will be embedded in our development plan. This will be combined with the focus on accelerating progress for our targeted students in order to address the identified Community of Learning achievement challenges in reading, writing and maths.

### **Our engagement learning challenge is to:**

- Increase cognitive engagement, by enabling Year 1-10 students to be engaged with the processes and progressions of their learning.

## Learning Challenge: Engagement

Our challenge is to increase cognitive engagement, by enabling Year 1-10 students to be engaged with the processes and progressions of their learning.

### Baseline Information 2016

The percentage of students who were engaged in their learning (Identified from the Me and My School Survey Year 7-10 NZCER).

Year 7-10: 56%

The number of students who were engaged in their learning.

Year 7-10: 92/163

### Target as at the end of 2020

We will increase the number and percentage of **Year 7-10 students** engaged in their learning from 56% 92/163 to 70% or 114/163 by 2020. This equates to a 14% shift of 22 students.

### Interim Targets at end of 2018

61%  
100/163

### Interim Targets at end of 2019

66%  
107/163

## **Catholic Character**

- Develop staff understanding of Catholic Special Character in order to create a learning environment that reflects this
- Investigate ways to engage with our Parish Communities effectively
- Encourage and support our Catholic families towards Baptism for their children (5.2, 5.3 & 5.4 Preference Criteria students in our schools)

The Bishops of New Zealand in [The Catholic Education of School-Age Children](#) have challenged Catholic schools to be centres for excellence but have also challenged them to develop people of faith. The Bishops reminded us that many of our students are unchurched and/or unbaptised and that we have a mission as Catholic Educators. The total number of students baptised in our community of learning is 720/1024 of preference students. Recent research has indicated that our Catholic schools turn out good people but not necessarily people of faith.

Increasing numbers of enrolments have as the Catholic connection, the parent or grandparent being baptised. We are also seeing a disconnect at times between schools and parishes. At the same time, many staff require support to develop understanding and this is also a push by the Bishops for qualified RE teachers.

Our starting point with this challenge will be the preference criteria data. We will endeavour to put in place programmes that support, challenge and encourage our communities to come together in faith. The future of our Catholic Integrated Schools relies on this. Much work has already been done to develop a sense of connectedness as a South Canterbury Catholic Community. Strengthening this further by working across the schools to enhance our Catholic Special Character is the core reason for joining together as a community of learning. This is about who we are and our common purpose. Working closely with our Parish Communities to enhance Catholic Special Character and a sense of belonging for our students will be central to what we do.

### **Our Catholic Special Character learning challenge is to:**

- Lift the number of students who are baptised and have preference of enrolment to enable them to take a full part in the sacramental life of the school and parish community.

## Learning Challenge: Catholic Special Character

Our challenge is to lift the number of students who are baptised and have preference of enrolment to enable them to take a full part in the sacramental life of the school and parish community.

### Baseline Information 2016

The percentage of students who are baptised and have preference of enrolment.

70%

The number of students who were baptised and have preference of enrolment.

720/1024

### Target as at the end of 2020

We will increase the number and percentage of **students who are baptised** and have preference of enrolment from 70% 720/1024 in 2016 to 75% or 768/1024 by 2020. This equates to a 5% shift of 48 students.

### Interim Targets at end of 2018

72%  
735/1024

### Interim Targets at end of 2019

73%  
750/1024

# Our Approach

## **Process and Pedagogy**

There are three key aspects to our approach to accelerate the achievement of our priority learners/akonga. These include:

- Culturally responsive pedagogies
- Collaborative inquiry within writing, mathematics and reading
- Effective parent engagement.

## **Culturally Responsive Pedagogies**

Research based on culturally responsive pedagogies will be utilised to promote a student centred approach to teaching. The documents Ka Hikitia and Tataiako will underpin our approach. We will acknowledge the students' unique cultural strengths to identify nurture and promote student achievement. This will enhance a sense of well-being about the students' cultural place in the world.

To ensure all learners in our community have a voice we will:

- Identify the learning needs of our Māori, Asian and Year 1-10 priority students and appropriate pathways for their success.
- Further develop the pedagogy of teachers to respond effectively to the learning needs of our Māori, Asian and Year 1-10 students.
- Ensure all teachers have a firm understanding of Ka Hikitia and how the principles outlined in these documents affect students' achievement.
- Continue to strengthen our home-school partnerships to meet the learning needs of our culturally diverse community.



## **Collaborative Inquiry**

Using collaborative inquiry, teachers will use evidence from research and best practice to plan teaching and learning opportunities aimed at accelerating the achievement of our Māori, Asian and Year 1-10 students in the following areas:

- Writing
- Reading
- Mathematics

To ensure consistency in our collaborative inquiry approach we have adopted a set of seven principles. These principles will be the basis of our actions and lead to a shared understanding of what constitutes good practice. They will also underpin work on cognitive engagement which supports our work. Developing a learning pathway and language of learning across the Community of Learning based on these principles will be key.

These principles are:

- *Learners at the centre.* The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.
- *The social nature of learning.* The learning environment is founded on the social nature of learning and actively encourages well-organised co-operative learning.
- *Emotions are central to learning.* The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.
- *Recognising individual differences.* The learning environment is acutely sensitive to the individual learning differences among the learners in it, including their prior knowledge.
- *Extending all students.* The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.
- *Assessment for learning.* The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations: there is a strong emphasis on formative feedback to support learning.
- *Building horizontal connections.* The learning environment strongly promotes “horizontal connectedness” across areas of knowledge and learning areas as well as to the community and the wider world.

The 7 Essential Principles of Innovative Learning OECD publication: The Nature of Learning, Dumont et al., 2013

### **Effective Parent/Whānau Engagement and Student Voice**

Effective communication enables parents, whānau and students to better understand the learning progressions and the ways in which learning can be supported at home. It is imperative that we gather parent, whānau and student voice in order to inform our decision making and delivery of an effective programme that promotes the success of our learners. This is also central to developing a stronger Catholic Special Character, as we build relationships between our families/whānau and our Parishes.

To ensure we effectively guarantee our parents, whānau and akonga have a voice we will:

- Gather student voice to ascertain what successfully supports their learning in target areas.
- Provide regular opportunities to enable parents/whānau to share their ideas and opinions.
- Use a variety of means to share information about the Community of Learning with parents/whānau and seek their views on the targets and how best to work towards them
- Develop the use of digital resources across the Community of Learning to regularly report to parents on the progress of their child's achievements in relation to national targets.
- Report to Boards of Trustees on the implementation process of the Community of Learning and the ongoing progress towards targets.

### **Monitoring and Evaluation**

Monitoring is an important aspect of reaching our achievement challenges. Therefore, our Community of Learning will take part in ongoing and regular evaluation of our progress towards achieving our initiatives.

We will focus on:

- Implementation of the plan, ensuring there is a clear and universal understanding of the identified achievement challenges of the Community of Learning and an implementation of pedagogy and school practice which aligns to and supports these achievement challenges.
- Emerging evidence of any changes in pedagogy, school practice or culture that may affect the proposed desired outcomes of the plan.

In collaboration with the community, principals, Kahui Ako leader and across school teachers, we will develop an effective evaluative model. A wide range of methods and tools will be utilised or developed to measure the progress of the Community of Learning in working towards or successfully attaining set targets and engaging all learners in our community.

This model will include:

- Analysis of student achievement data formative and summative with supporting commentary that evaluates results in relation to the set targets including using the range of tools within the development map teaching domain.
- Analysis of evidence of any changes in pedagogy, school practice or culture that has had an effect on the proposed outcomes of the target areas within the plan.
- Gathering parent, whānau, student and teacher voice to evaluate the delivery of the plan and progress towards achieving targets.

Some tools and measures the Community of Learning will utilise include:

- National Standards Writing
- National Standards Reading
- National Standards Mathematics
- NCEA
- Student, teacher and parent/whānau survey
- Collaborative inquiry documentation
- NZCER student Me and My School survey
- NZCER leadership wellbeing survey
- NZCER teacher wellbeing survey

### **Charters**

In 2018 the achievement challenge targets will be in all school charters.

### **Reporting**

The Lead Principal will coordinate preparation of reports for our Community of Learning stewardship group each term. These reports will keep our Community of Learning informed of progress towards meeting the identified achievement challenges.

# Appointments and Structure

The stewardship group has set up an appointments panel. Once the Community of Learning leadership role has been appointed, the process for appointing the across school role and the 7 within school roles will begin.

