Central Catholic Schools Community

Contents

P3. Our Community

P4. Our Vision, Special Character, and Principles

P5. Our Achievement Challenges and supporting data

P11. Use of Achievement Data

- The Journey toward defining our Achievement Challenge

- Our Approach

P12. Describing our approach

P14. Our actions

P16. Philosophy of Collaboration

P18. Proposed Community of learning Structure

P19. Working toward a Community of Learning

22. Memorandum of Agreement
Central Catholic Schools Community

OUR COMMUNITY

The school charism is the overarching influence in each of the schools. It has a positive impact on learners, contributes to strong pastoral care programmes and supports high levels of student wellbeing.

The Auckland Central Catholic Community of Learning (CoL) has approximately 4,741 students (1 July 2015 roll return). School rolls in the CoL for the four secondary schools are 3347 and 1394 in the 7 primary schools. All schools have culturally and ethnically diverse student populations, comprised predominantly of Māori, Pākehā, and different Pacific cultures, with smaller numbers in several schools of Indian and Chinese students. Māori students comprise 9% and 22% Pasifika students in the four secondary schools. In the primary schools, Māori students comprise an average of about 5% of all students enrolled, with individual school rolls ranging from 3 to 10%. Pasifika students make up the majority group at 26%, accounting for around two thirds of all students across the CoL. The proportion of these students in individual schools is varied and ranges from between 10 to 80 percent.

Auckland Central Catholic Community of Learning (CoL) consists of a group of 11 schools located in the inner city area of Auckland. Three contributing primary schools, four full primary schools and four secondary schools make up this community (Refer to Map).
Central Catholic Schools
Community

Vision Statement
Our Vision is to create a Community of Learning where a basis in Faith strengthens us to collectively develop the whole child.

We will:
- Track and plan an educational pathway that supports each child to reach their full potential.
- Strengthen the ties and relationships between our schools, our children and families, to support student engagement and excellence in learning.

Special Catholic Character
The pathway between our schools is very clear, and being Faith based allows us to collectively develop the whole child. When a child enters our Year 1 classroom, each year their faith is added to, and this continues until they leave in Year 13. This development of the whole child is crucial. Our faith is a major factor between our schools, and having a common set of values and beliefs, that includes equity and personal respect makes sense, that we would naturally create a functional and transparent process between schools. Many of the schools within the community have worked together in the past, so there is already a sense of partnership established.

Central Catholic Community of Learning’s Guiding Principles
Foster strong partnerships – we will share expertise, and work together on design, implementation and outcomes based on reliable and valid data.

Share accountability for results – clear, mutually agreed-upon goals and desired outcomes will drive the work of our schools. Having a shared understanding will enable the group to hold each other accountable for school development.

Set high expectations for all – our Community of Learning aims to support learning and growth along developmental milestones. New Entrant to Year 13 and beyond formal school years is the pathway we have set, and students within our Community of Learning are expected to achieve high standards of learning, and to be positive contributors to their communities.

Build on the community’s strengths – we will ensure that we utilize the assets of all the schools that not only make up our community, but also the wider community if needed.

Embrace diversity – we will endeavour to truly know our collective communities, and will be committed to the welfare of all. We will, as a group, work to develop and respect strong, positive identities for people of diverse backgrounds and continue to commit, across our schools, faith driven decisions based on equity for all.

Avoid cookie-cutter solutions – we will work to understand our community-specific needs; identify strengths within the schools and the broader community that can support our needs; and create a unique Community of Learning that develops the whole child and their Catholic faith.

Follow the ABCs – we will align our assessment challenges; bring communities, families and schools together for the benefit of our children; and coordinate resources and expertise so children receive maximum benefits from the community.

Plan for sustainability – we plan to set up systems and processes that will ensure sustainability and build within our Community of Schools, teacher practice and student achievement.
Central Catholic Schools Community

OUR ACHIEVEMENT CHALLENGES

1. Will address the current writing results for students below standard from Year 1 to Year 8, and lift achievement for these students across all schools in the community.

2. Will address the Maori and Pasifika students who are currently ‘below’ standard from Year 1 to 8 and lift their results to at least 90% by 2018.

3. Will focus on ‘below’ only as it means we will be able to accelerate the students quickly to reach the targets of the Community of Learning. As a community we believe that accelerating those closest to expectation will enable us to direct and concentrate our current resources on our students who are well below with a determined focus.

Writing

Achievement Challenge 1

- There are 2144 Year 1 to Year 8 students in our Community of Learning.
- Currently (1775/2144) (82.78%) students are At or Above the National Standard in Writing. 326 (15.20%) students are below the standard in Writing. We will focus on two subgroups within the 326, namely 98 Pasifika and 144 Boys.
- By the end of 2018 we aim to achieve 90% or 1929/2144 At or Above the standard, by raising the writing achievement of 81/98 Pasifika and 73/144 Boys. (154/329 total who are below)

Mathematics

Achievement Challenge 2

- There are 2144 Year 1 to Year 8 students in our Community of Learning.
- Currently (1765/2144) (82.32%) students are At or Above the National Standard in Mathematics. 329 (15.34%) students are below the standard in Mathematics including 114 Pasifika, and 34 Māori.
- By the end of 2018 we aim to achieve 90% or 1929/2144 to At or Above the standard, by raising the mathematics achievement of 18/34 Māori, 50/114 Pasifika, and 80/181 Non-Pasifika/Māori students, a total of 164/329.

NCEA

Achievement Challenge 3

- Currently 30% (32/438) of our Maori and Pasifika students gain NCEA endorsed with Merit and Excellence. 38/85 Māori and 94/353 Pasifika.
- Currently, there are 39/85 Māori students and 233/353 Pasifika with Achieved.
- We intend to move an additional 28% (24/85) Māori and 23% (81/353) Pasifika students by 2018 from Achieved to Merit and Excellence endorsements, i.e move 8 more Māori students and 27 more Pasifika students each year by 2018.
Central Catholic Schools Community

Writing Achievement Challenge 1

- There are 2144 Year 1 to Year 8 students in our Community of Learning.
- Currently (1775/2144) (82.78%) students are At or Above the National Standard in Writing. 326 (15.20%) students are below the standard in Writing. We will focus on two subgroups within the 326, namely 98 Pasifika and 144 Boys.
- By the end of 2018 we aim to achieve 90% or 1929/2144 At or Above the standard, by raising the writing achievement of 81/98 Pasifika and 73/144 Boys. (154/329 total who are below)

<table>
<thead>
<tr>
<th></th>
<th>2015 (current data)</th>
<th>2016 Target</th>
<th>2017 Target</th>
<th>2018 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># at or above</td>
<td>% at or above</td>
<td>Total Students</td>
<td># at or above</td>
</tr>
<tr>
<td>Non-Pasifika Boys</td>
<td>673</td>
<td>88.4</td>
<td>761</td>
<td>702</td>
</tr>
<tr>
<td>Pasifika Boys</td>
<td>151</td>
<td>72.9</td>
<td>207</td>
<td>169</td>
</tr>
<tr>
<td>Pasifika Girls</td>
<td>195</td>
<td>82.3</td>
<td>237</td>
<td>209</td>
</tr>
<tr>
<td>Total Target Students</td>
<td>1019</td>
<td>84.6</td>
<td>1205</td>
<td>1081</td>
</tr>
<tr>
<td>All Students</td>
<td>1775</td>
<td>82.8</td>
<td>2144</td>
<td></td>
</tr>
</tbody>
</table>

NOTE:

Please refer Appendix 1 for detailed school by school data. This information is not included in the main Achievement Challenge for privacy reasons.
There are 2144 Year 1 to Year 8 students in our Community of Learning.

Currently (1765/2144) (82.32%) students are At or Above the National Standard in Mathematics. 329 (15.34%) students are below the standard in Mathematics including 114 Pasifika, and 34 Māori.

By the end of 2018 we aim to achieve 90% or 1929/2144 to At or Above the standard, by raising the mathematics achievement of 18/34 Māori, 60/114 Pasifika, and 80/181 Non-Pasifika/Māori students, a total of 164/329.

<table>
<thead>
<tr>
<th>MATHS</th>
<th>2015 (current data)</th>
<th>2016 Target</th>
<th>2017 Target</th>
<th>2018 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># at or above</td>
<td>% at or above</td>
<td>Total students</td>
<td># at or above</td>
</tr>
<tr>
<td>Māori</td>
<td>122</td>
<td>78.2</td>
<td>156</td>
<td>129</td>
</tr>
<tr>
<td>Pasifika</td>
<td>370</td>
<td>76.4</td>
<td>484</td>
<td>396</td>
</tr>
<tr>
<td>Non-Māori Non-Pasifika</td>
<td>1273</td>
<td>84.7</td>
<td>1503</td>
<td>1305</td>
</tr>
<tr>
<td>Total Target Students</td>
<td>1765</td>
<td>82.4</td>
<td>2143</td>
<td>1830</td>
</tr>
<tr>
<td>All Students</td>
<td>1765</td>
<td>82.4</td>
<td>2143</td>
<td>1929</td>
</tr>
</tbody>
</table>

NOTE:

Please refer Appendix 1 for detailed school by school data. This information is not included in the main Achievement Challenge for privacy reasons.
Central Catholic Schools Community

NCEA Achievement Challenge 3

- Currently 30% (132/438) of our Maori and Pasifika students gain NCEA endorsed with Merit and Excellence. 38/85 Maori and 94/353 Pasifika
- Currently, there are 39/85 Maori students and 233/353 Pasifika with Achieved.
- We intend to move an additional 28% (24/85) Maori and 23% (81/353) Pasifika students by 2018 from Achieved to Merit and Excellence endorsements, i.e. move 8 more Maori students and 27 more Pasifika students each year by 2018.

NOTE:

Please refer Appendix 1 for detailed school by school data. This information is not included in the main Achievement Challenge for privacy reasons.

Use of Achievement Data
Our challenge is based soundly on achievement data. As a collective of schools, we will need to know not only the numbers that make up our targets, but also the names that make up these numbers. By knowing the children within our schools, we will know their needs, and as a collective be able to draw on expertise and knowledge within the community, to address and improve outcomes for our students. We need to be able to make ‘data driven’ decisions, and by having a transparent and systematic approach to this across the schools, we will be able to make a greater difference for our children. As a Community of Learning, we need to ensure that we remove barriers to student development, support students’ academic challenges, and enrich and deepen students’ development and learning.

The Journey toward defining the AC
Initially a small group of Principals worked with their Community of Learning (CoL) infographics data and identified preliminary Achievement Challenges (AC). That information was shared with the rest of the Community of Learning principals and it became evident what was going to be targeted. A data team was formed and they were assigned to collect recent data from the schools. This team then analysed the data which was shared again with the schools. Trends and patterns within the data identified the strengths and weaknesses for Writing and Mathematics across the Community of Learning. In addition, the four Secondary colleges were asked to also analyse their data and come up with their AC and feed that back to the data team and the rest of the CoL schools.
Central Catholic Schools Community

1. STATING OUR APPROACH

Our approach to addressing our achievement challenges are:

1. Collaborative inquiry
2. Develop best practice models across our schools including culturally responsive teaching pedagogy
3. Link assessment practices to effective teaching and learning.

2. DESCRIBING OUR APPROACH

1. Collaborative Inquiry

- Using credible evidence (for example, student achievement data, student work, classroom observations) to identify a problem of practice at the right grain size.
- Challenging enough to require a stretch of existing knowledge and capacity within the group and
- Manageable enough to be tackled with the existing capacity of the group.
- Designing, trying out, and testing changes in practice aimed to solve the identified problem.
- Rapidly accumulating evidence of impact; embedding those changes that improved teacher effectiveness and student performance into the daily work of participants, and refining or discarding change ideas based on evidence of their effectiveness or lack thereof.
- Identifying next areas to develop practice further.

Central Catholic Schools
Community

2. Developing best practice models across our schools including culturally responsive teaching pedagogy

a. Our Community of Learning is inclusive of all students and will establish a system, (detailed in the implementation plan), to develop and share best practice models that have a measurable impact on the achievement of all students that includes Māori, Pasifika and special needs:

- Students’ identity, language and cultures are affirmed.
- Classroom planning programmes and work is inclusive of the identity, language and culture of all learners.
- Analysis of classroom assessment information is disaggregated to show Māori, Pasifika, and Special Needs learners’ achievement, by year level and gender.
- Inclusive pedagogies will allow students to contribute their own knowledge and bring authentic contexts to class learning and programmes
- Teaching techniques includes collaborative strategies (e.g. co-construction of presentations and storytelling to illustrate concepts)
- Best practice models are inclusive of student’s voice.
- Self regulated learners will be embedded and inclusive of all students
- Students work shows that they regularly receive critical feedback and feed forward about their learning and are able to talk about how it impacts on their work
- In response to the aspirations of whānau and the community, our Community of Learning will provide Te reo Māori and Pasifika language programmes if it is requested.

b. Review governance, leadership, teaching and learning, in each school and across the community using such tools and resources as “Hautū”

Following the self review of your evidence and using the criteria, the school’s will:

- identify priorities for development – these will form your strategic aim
- prioritise the two to four areas for immediate focus
- set Charter goals and targets from evidence gathered using Hautū
- determine the evidence you will gather to monitor your progress
- develop processes for monitoring, reporting and reviewing your progress towards achieving your goals and targets. This should include the process the schools/boards will use for engaging with Māori students, their parents, whānau and wider Māori community.
- Continue to monitor progress towards your goals.
- Review interim feedback and evidence.
- Make adjustments where necessary.
3. Linking assessment practices to effective teaching and learning

- To develop common assessment practices in writing.
- Upskilling the teacher’s 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.
- Effective moderation and having a clear understanding across the Community of Learning about expectations, and all speaking a common language around this.
- Purposeful and focused use of assessment data for more effective transition processes. Looking at systems and clear processes from primary to secondary schools, to save time and to set our children up for success.

3. OUR ACTIONS

Our potential actions are aligned to our writing, mathematics and NCEA targets

1. Collaborative Inquiry

This inquiry will focus on:
- Data gathering information that will pull together a range of current writing and mathematics practices.
- Using information to clarify what effective practices work well for our CoLs.
- Sharing evidence of impact.
- Collaboratively accumulate data at certain points (yet to be decided) to measure progress toward targets.

The potential actions will include:
- Identify assessment tools for writing and mathematics across all schools and NCEA across colleges.
- Meet with teachers to understand how writing and mathematics is taught across the CoLs.
- Meet as a CoL to identify good writing and mathematics assessment practices.
- Engage with parent and whānau to indentify Māori indigeneity and distinctiveness so as to tailor education to the learner.
- Engage with parent and Pasifika fānau to collaborate and co-construct learning.
- Using the wealth of knowledge that exists in the CoL to plan key writing and mathematics practices to implement across the CoL.
- Principals and Across School Teachers will provide feedback during the planning stages.
- Within Teachers to support learning in writing that is necessary to help teachers meet their targets.

2. Developing best practice models across our schools including culturally responsive teaching pedagogy

This inquiry will focus on:
- Developing best practices that are inclusive and or culturally responsive

---

1 This is in reference to having inclusive practices that is defined as; all students being welcome and able to take part in all aspects of school life. Diversity is respected and upheld. Being inclusive means all students are confident, connected, actively involved, lifelong learners and work towards this within the New Zealand Curriculum. Students’ identities, languages, abilities, and talents are recognised and affirmed and their learning needs are addressed. Ministry of Education, (2016). Retrieved from http://www.education.govt.nz/school/running-a-school/inclusive-education/
Central Catholic Schools Community

The potential actions will include:
- To develop pedagogical practices that are inclusive and responsive to the diverse learners.
- Affirming students’ identity, language and cultures across the CoL.
- Developing an inclusive action plan that will meet the needs of all students that includes Māori, Pasifika and special needs students.
- All teachers to develop an understanding of, and practices, of having high expectations for all students.
- All CoLs will have an understanding and knowledge of implementing the strategic aims of Ka hikitia and the Pasifika Education Plan.
- Inclusive practices will be lead by Across School Teachers and there will be an accountability plan designed to ensure this is happening.

3. Linking assessment practices to effective teaching and learning

This inquiry will focus on:
- Developing best assessment practices across the CoLs

The likely actions will include:
- Principals and Across school teachers will develop a plan for the assessment and data collection
- Developing inclusive assessment practices that makes learning visible
- Develop learning and assessment tools that privilege diverse ways for students to express, develop and gain feedback on their growing knowledge and expertise
- Will develop ways in which to make assessments easily accessible and can be openly shared
- Will develop ethical accountability processes for accessing and sharing of data and assessment practices.
- Principles for sharing aggregated information will be referred to. (refer to Appendix 1 in Guide for schools and Kura, (2015).
Central Catholic Schools
Community

Philosophy of Collaboration

Educational Pathway
By focusing on the year 1-8 students, we will clearly be able to track and plan for an educational pathway that will support the children. It will also strengthen the ties and relationships between the schools, which will in turn support engagement of children and families. As a community of Catholic Schools, there is already a clear relationship with regards to our faith, however we see this pathway only becoming stronger, by focusing on the upper transition areas of the Year 6-7 crossover and the Year 8-9 crossover, depending on the full primaries we have in the community.

Engagement of Families/Whanau
A major part of this education challenge. Research and best practices demonstrate that schools working in partnership with parents create better outcomes for students. Having a clear understanding of an educational goal across the Community of Learning and how to achieve it, leads to honest relations with parents and allows them to feel ‘on board’ with the community. It will be important that we use ‘parent friendly’ ways of communicating with them, and regular feedback across the community and within the school will be vital for them to stay engaged with the Achievement Challenge.

Priority Learners
Unpacking the priority learners within the data, will be another major aspect that will take place as a Community of Learning. Maori and Pacifica students will be part of the collective goal setting, however this data will be broken down with individual schools, so that more focus and targeted action can take place. The community, through the achievement goal, will also look into those children that are deemed as ‘well-below’ and acknowledge their movement and achievement within this goal.

Lead Teachers
The idea of Lead Teachers working within schools and across our schools appeals to us, as we would be able to use internal expertise to develop teachers’ practice and thus impact on student achievement. Teachers supporting and learning from teachers is a powerful professional development aspect, and using focused expertise will benefit all our schools.

Future Focuses
We see this Community as a long lasting collective, as building up teacher knowledge and practice over time will be of benefit, long term, for our families that make up our communities. Our families, as a rule, enrol at our Catholic primary schools, and naturally continue their education at the four community secondary schools. Initial focus will be on Writing and Mathematics Years 1-8; however we are aware that there are other areas that we would wish to unpack over the coming years. For example, transition from Preschool to Year 1, mathematical strategies and knowledge development across the community, are some of the areas we have discussed. We see this as a way of offering all our students broader opportunities to learn and achieve at their places of learning.

Principal Leadership
The collective group of principals have an important role in planning, designing, implementing and analysing data, to ensure that they enable positive community school outcomes. Data from program evaluations, program monitoring, attendance, student outcomes and other needs assessment, are all part of the ongoing data cycle. This will be filtered down to each individual school, and then from here shared within each school’s community.
Central Catholic Schools
Community

Boards of Trustees within each school will use this data in order to track, not only effective teacher practice, but also be able to better fund their schools, based on the ‘gaps’ that are presented through this drilling down into data.

Collaboration

The Law of Synergy: the whole is greater than the sum of its parts. As a Community of Learning we are all aware of the need to collaborate, and have been doing this in various ways through Ministry initiatives and resource opportunities. We do, however, see this particular Community of Learning as a way of creating a clearer direction and better focused approach between our Catholic schools. It will lead to the improvement of our student’s achievement through the sharing and exchanging of ‘best’ practice and assessment data. It will allow us to better track and ‘keep an eye’ on certain children and their needs, and to monitor them as they leave one school and enter another. The avenues for communication will be that much better and are already proving to be an advantage, as we collectively put together this Achievement Challenge.

Within each school there will be people and teams that have a unique perspective, strength, skill or capacity to bring to the table. Successful collaboration depends on creating an environment that encourages and allows all parties to bring their best to the effort. It is vital within our community that we have consistent commitment to collaboration, and each school should have access to multiple opportunities of involvement. Involvement needs to be real and meaningful in this collaborative relationship. We understand that working collaboratively requires changes in the norms, patterns, habits and practices within each of our schools, and we acknowledge this. Collaborative schools learn to support one another through these changes, and being of a similar faith base will only support this aspect of collaboration.

Accountability

Sharing accountability is essential, and as a Community of Learning, success depends on the involvement and ownership of all stakeholders within the community. Although a degree of involvement and level of expertise may differ, all must take ownership in the success of the overall work. Shared accountability also relies on meaningful dialogues between our schools at staff, lead teacher, senior staff, Principal and Board of Trustee level. Within the community, proactive and committed leadership is needed. This requires engaged and active leadership from each of the schools. Our school leaders must be clear about which aspects of the work require collaboration, and which decisions must be made by the individual schools.
Central Catholic Schools Community

Proposed structure of the Community of Learning

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Lead Principal and Principals from the 10 schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>These principals will form possible sub committees that would feedback to the overall Leadership team. From here all information would be communicated to all the possible stakeholders who will include School parent committees, Board of Trustees and School staff.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross school lead teachers in Mathematics</th>
<th>Cross school lead teachers in Teacher Inquiry (Primary and Secondary)</th>
<th>Cross school lead teachers in Writing</th>
<th>Cross school Primary role looking at transition times.</th>
<th>Cross school Secondary role based around Acceleration of Maori and Pacifika students moving from Merit to Excellence at NCEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Therese School in school leader</td>
<td>St Dominic’s Catholic Primary School in school leader</td>
<td>Monte Cecilia Catholic School in school leader</td>
<td>Marist School in school leader</td>
<td>Good Shepherd School in school leader</td>
</tr>
</tbody>
</table>

Our school communities which include Parents, Staff, Board of Trustees and Parishes.

All our students with special focus on Maori and Pasifika learners.
Central Catholic Schools
Community

Working toward a Community of Learning

• Preparing to work as a Community of Learning
  Once Achievement Challenges and plan have been approved a clear time line will be set and shared.

  This will ensure that those cross-school events are coordinated and time is used productively. This time line will be available on the Central Catholic Community web site.

  As a community, we will organise packs regarding leadership positions available for teachers with links to national documentation about the positions.

  An information leaflet has been prepared to inform all staff about the proposal and to invite questions and expressions of interest for these roles.

  Transparency and equity will drive this process.

• Appointments process
  Once the Achievement Challenge document is endorsed and the memorandum of agreement signed, a member of the National Selection Panel member will communicate with members from the CoL.

  This person will support the Community of Learning to undertake the formal appointments process that includes the Lead Principal and Across School Teachers. Some initial work on developing the community specific aspects of the job descriptions is already under way.

  The goal is to complete the appointments process before the end of the 2016 school year in order to enable schools to plan staffing and timetables for an effective start in 2017.

• to build shared understandings of the achievement challenges, plan, and roles

  Principals and key school leaders will decide where to prioritise the use of resources to support our Achievement challenges.

  Clear and effective systems for communicating will be established. We are aware that as we begin to operate this will involve a wide range of people at varying levels and intensity. These will range from those who are responsible for day to day activities through to those leading, planning and monitoring, to Boards, students, parents, families and whānau.

Start-up 2017

• Term 4 2016 onwards -The appointees initiate the task of developing the Implementation plan

• The implementation plan will include the explicit development of roles and responsibilities for across-school and within-school teachers.

Setting priorities and staging the roll-out

• These will include a set of meetings that will discuss how the CoLs will be implemented and how we will work together.

• Transparency will be paramount at this point and will endeavour to ensure all staff and the community will be considered as this the Col begins to take shape.
Central Catholic Schools Community

- Possible half day conferences with principals and senior leaders will provide some initial insights into the priority areas for each school in regards the ACs.
- This will be further explored by the Lead Principal in consultation with the Cross-Schools Leaders and Principals with a view to making a decision by mid December 2016 on the priority order for the three target areas.
- It is understood that it may not be possible for some schools to focus on all three at once.

Across school leaders

The Across-school leaders will:
- Meet regularly with the relevant leaders/teachers to promote best teaching practices that are inclusive across the CoLs that include Maori, Pasifika and special needs learners.
- Have reporting schedules with the Lead Principal but also work closely with the Lead Principal and other relevant staff members to focus their efforts for meeting our achievement challenges.
- Strengthen the use of effective knowledge and understanding to the implementation of the three Col approaches across the CoL in order to meet the achieved targets.
- Use their expertises to work collaboratively in problem solving identified areas of concern.
- Work collaboratively with other relevant members to develop a coherent strategic plan to support each school to meet its specific targets. This will include overseeing a register of identified target students within each school. (Names, needs, numbers).
- Develop a sustainable model for reflective practice that will support the professional learning of teachers.

Within school teachers

The within school teachers will:
- Work in collaboration with the Across School Leaders in order to meet the achieved targets.
- Promote best teaching practice
- Will offer guidance for teachers as they develop their capabilities
- Work with the Across School Leaders to also strengthen the implementation of the three Col approaches across the CoL in order to meet the achieved targets.

Monitoring and evaluation

Monitoring
Monitoring will focus on two aspects:
- Implementation of the plan (How effective is the plan, what actions have been taken, how well are these going? What impact are these actions having on learning? What will need to be done differently?)
- Pedagogical practices are informed by a deep understanding of why some practices are more effective than others and judging when it is the right time to do something differently.

Evaluation
1. The Lead Principal will work with Link assessment practices to effective teaching and learning.
Central Catholic Schools
Community


Reporting

Reports to Board of Trustees
The Lead Principal will coordinate the preparation of reports for Boards of Trustees to be supplied regularly through the year. These will cover:
- Targets and priorities
- Key aspects of implementation
- Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
- Emerging evidence of changes in pedagogy and school practices or culture.
- Issues arising.

Charters
The community’s achievement challenges will be reflected in each school’s Charter for 2017 and reported on in the Analysis of Variance
Memorandum of Agreement

Undertaking to work as a Community of Learning
The Boards of Trustees and Tumuaki/Principals of the kura/schools identified below, undertake to work collaboratively as a Community of Learning to raise ākonga/student achievement. To fulfil the Achievement Challenge we have agreed to:

TERM OF AGREEMENT: This Agreement is for a period of 4 years commencing from 2016.

Agreement Review: One year prior to the end of this term, the kura/schools in this Community of Learning will formally review whether to continue with its current composition.

Variations to the Achievement Plan
If changes are made to the shared achievement challenges plan an amendment to the plan will be attached to this original Agreement. Substantial changes could include:

- the challenges being addressed.
- the approaches used to address them.
- changes to milestone/review dates.

Substantial changes will necessitate our Community of Learning (CoL) to agree to the amended plan.

Parties (Schools) involved in the Agreement
- St Mary’s College (Ponsonby)
- St Paul’s College (Ponsonby)
- St Peter’s College (Epsom)
- Marist College
- Christ the King Catholic School (Owairaka)
- Good Shepherd School (Balmoral)
- Marist School (Mt Albert)
- Marist School (Herne Bay)
- Monte Cecilia Catholic School (Mt Roskill)
- St Dominic’s Catholic Primary School (Blockhouse Bay)
- St Therese School (Three Kings)

How the parties will work together
- We have identified shared achievement challenges that are relevant to the needs of the ākonga/students, within our kura/schools.
- We have collaboratively developed a shared achievement challenges plan (the plan) to address these shared achievement challenges, in order to achieve the valued outcome we seek. This plan is attached.
- We will utilise and manage the dedicated resources provided (the Community of Learning teacher and leadership roles and associated Inquiry Time), to best implement the plan.
- We will involve parents, ākonga/students, families and whānau and communities in implementing the plan.
- Individual Boards will reference the Community of Learning plan within their own individual kura/schools’ Charters, along with the goals/objectives related to the needs of their own students.
Central Catholic Schools
Community

- We will implement systems for monitoring, reviewing and adapting the plan as necessary.
- We will establish and operate an operational structure to manage the processes to implement the plan. An outline of the operational structure is attached.

Privacy Protocol – Information Sharing Protocol

Principles for Sharing Aggregated Information
As part of the formation and operation of Communities of Learning, schools will share aggregated information about their school.

There are five key principles that the Catholic Central Community of Learning will apply when sharing aggregated information:

1. Schools will give permission for their information to be used by the Community of Learning and may specify what the information may be used for.

2. The information provided by schools must not include personal information that can be, or could be used to identify an individual ākonga/student or staff member.

3. The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school that provided the information.

4. School information should be accurate, timely and collected using the agreed assessments and methods.

5. The information must be held in a secure manner. Where necessary the school holding the information shall take all reasonable steps to identify, make explicit, and mitigate the sensitivities and risks around any information shared prior to sharing it. Schools within the Community will work together to minimise the cost of collecting, storing and providing information.

Information sharing protocol for the Catholic Central Community of Learning

1. When this Community of Learning requests information from schools within the Community of Learning, information required will be specified, and for what purpose it will be used.

2. Information provided by schools can only be used for the purpose that it has been collected, unless the school gives permission for it to be used for another purpose.

3. By providing the information, schools are giving permission for their information to be used by the Community of Learning, but permission will not extend beyond the purpose for which the information has been collected, unless further permission has been granted.

4. Schools should make best endeavours to ensure that information is accurate and provided on a timely basis.

5. The Catholic Central Community of Learning will work together to minimise the cost of providing information by ensuring that only essential information is sought, and that that information is readily available.
Central Catholic Schools
Community

Who can access aggregated information held by schools?
Access to aggregated information held by schools will be in accordance with the principles of the Official Information Act (see below).

PRIVACY
The Community of Schools’ Privacy Protocol (as set out in Appendix 1 of the Community of Learning Guide for Schools and Kura), which is compliant with the Privacy Act 1993, and the Official Information Act 1982 (sharing of aggregated data), has been adopted by our Community of Learning. All participating Boards agree to comply with and to ensure compliance with the privacy protocol when dealing with personal information about leaders, teachers, students’, parents, families, and whānau.

Principles for Privacy of Personal Information
There are four principles to maintain the privacy of personal information collected as part of the selection of staff for the Catholic Central Community of Learning roles as follows:

1. Applicants should be told what personal information about them is being collected and why (see privacy statement below).

2. Applicants should be told who the information will be shared with.

3. Applicants should be given the opportunity to correct or update any information held about them.

4. Applicants' information will only be used for the purpose for which it is collected.

Privacy statement used by the Catholic Central selection panel
1. The following statement will be included in application forms.

“The personal information you provide in this application form is being collected and will be used by the Community of Learning selection group to assess your suitability for the role of [ ]. We will also ask your kura/school for information about your suitability for this role.”

2. The information collected by a selection panel can only be used for the purpose of determining the suitability of the applicant for the role.

3. Only members of the selection panel are able to access information collected for this purpose.

Privacy of personal information for staff occupying Community of Learning roles.
Staff appointed to the across Community of Learning roles will also have access to personal information about staff and students. Staff in these roles will:

- ensure that any personal information about ākonga/students or kaiako/teachers acquired in the performance of their duties is kept confidential or is made anonymous.
- be responsible for ensuring that any information held by them in the performance of this Community of Learning role is kept secure and is either destroyed or transferred to their successor when leaving the role.

Official Information Act 1982
1. Where a request for official information is made by a third party to the Community of Learning, that request should be forwarded to the appropriate school to provide a response in accordance with the Official Information Act 1982.
2. Where a third party requests information from a school and that school is not the prime holder or generator of that information, the school will transfer the request to the kura/school which is the prime holder or generator in accordance with section 14 of the Official Information Act 1982.

Variations
We acknowledge that the following must be recorded as an amendment to this Agreement and the Ministry of Education informed as per the following:

A. Change to the composition of this Community of Learning:
   (a) Joining: Where a kura/school is to join our Community of Learning, the Ministry of Education is to be informed of this, prior to the change taking effect. This Community of Learning will form a policy on the conditions of entering our Community.
   (b) Withdrawing: Where any Board elects to leave our Community of Learning, they will provide two terms’ notice to our Community of Learning and the Ministry of Education. The withdrawal will take effect from the start of the following school year. This does not preclude a withdrawing kura/school from participating in another Community of Learning without resourcing during this period of notice.
   (c) We acknowledge that our agreement to clauses A.(a) and A.(b) have resourcing and employment relations implications for the kura/schools in our Community of Learning, particularly:-
      i. where one of the roles is employed by a departing kura/school.
      ii. where the departing kura/school is critical to the maintenance of the ākonga/ student pathway, within the Community of Schools.

B. Changes to the composition of our Community of Learning will require:
   (a) Approval by the Ministry of Education.
   (b) Amendment to the list of signatories to this Agreement.
   (c) Disestablishment of the Community of Schools. If, prior to the termination date of this Agreement, our Community of Learning determines to disestablish, we will notify the Ministry of Education of this intent immediately. We acknowledge the same conditions as in clause A.(b) Withdrawing, apply to disestablishment.

NAME OF SCHOOL: __________________________________________

CHAIRPERSON: Name: __________________________ Signature: __________________________

PRINCIPAL: Name: __________________________ Signature: __________________________

DATE: __________________________