North Shore Catholic Schools Kāhui Ako Achievement Challenge

Re-updated September, 2020

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1. Our Community - background information

Background

The North Shore Catholic Community of Learning is a faith based network of schools located on Auckland's North Shore.

Our Kāhui Ako consists of all seven of the Catholic schools on the Shore. This includes five primary schools: St John's, St Joseph's, St Leo's, St Mary's and Stella Maris. Our Kāhui Ako was first approved in January, 2017 and St John's joined our Kāhui Ako officially in 2018.

Since the establishment of our Kāhui Ako, Stella Maris and St Mary's are no longer full primary schools. All of the primary schools provide a direct pathway to Rosmini College and Carmel College, both of which are Year 7-13 schools.

Table 1: 1 July 2019 roll (excluding foreign fee paying students)

School	NZ Pakeha	Māori	Pasifika	Asian	Other	Total
Carmel	592	54	60	212	46	**964**
Rosmini	632	123	72	211	38	**1076**
St John's	154	12	9	77	55	**307**
St Joseph's	159	10	15	200	31	**415**
St Leo's	58	2	2	6	7	**75**
St Mary's	187	14	43	113	15	**372**
Stella Maris	188	31	12	32	10	**273**
Total	**1970**	**246**	**213**	**851**	**202**	**3482**
% of student population	**57%**	**7%**	**6%**	**24%**	**6%**	

2017 School	NZ Pakeha	Māori	Pasifika	Asian	Other	Total
Carmel	526	62	63	229	148	1028
Rosmini	656	94	64	184	56	1054
St Joseph's	187	11	17	150	30	395
St Leo's	61	1	2	2	19	85
St Mary's	177	18	46	119	51	411
Stella Maris	184	24	14	17	42	281
Total	**1791**	**210**	**206**	**701**	**346**	**3254**
Ethnicity %	**55%**	**6%**	**6%**	**22%**	**11%**	
Change in population (including St John's)	**179**	**36**	**7**	**150**	**-144**	**228**
Change in population (excluding St John's)	**25**	**24**	**-2**	**73**	**-199**	**-79**

The comparison of student populations between the start of our Kāhui Ako and July, 2019, shows that, excluding St John's, there would have been a population decrease of 79 students overall or 2%.

School	2016 total	Difference in 2019	% difference
Carmel	1028	-64	-6%
Rosmini	1054	22	2%
St Joseph's	395	20	5%
St Leo's	85	-10	-12%
St Mary's	411	-39	-9%
Stella Maris	281	-8	-3%
Total overall	**3254**	-79	-2%

Kāhui Ako 2019 1st July roll return	Y1-6	% of total	Y7-13	% of total	Totals by ethnicity and gender	% of total
Kāhui Ako female	737	53%	1039	48%	1776	49.8%
Kāhui Ako male	663	47%	1129	52%	1792	50.2%
Kāhui Ako total	**1400**	**39%**	**2168**	**61%**	**3568**	

From the table above, the majority (61%) of all students in this Kāhui Ako are attending secondary school. Overall, there is an even gender split within the Kāhui Ako, with slightly more girls in the primary schools and more boys in the secondary colleges.

2. Our Community - a history of collaboration

Our schools are strongly bound by their common faith which acts as a catalyst for the Catholic Church, families and whānau working together in support of each other.

From an education perspective, this collaboration has been demonstrated in a number of ways. Since 1992, the principals of Catholic primary schools on the North Shore have been involved in a professional learning community and this work continues within the Kāhui Ako.

Prior to the formation of the Kāhui Ako, there were several other initiatives that included collaborative PLD with staff, and with Boards.

3. Our Learning Pathways

The pathway from primary to secondary schooling is very strong, with the five primary schools making up an average of 66% of Rosmini College's Year 7 intake and 62.3% for Carmel College.

Beyond our primary and secondary school learning pathway, using data from Education Counts in the tables in Appendix 1, we can see that:

- Over 80% of our school leavers participate in tertiary education in their first year of leaving secondary school and this number is largely maintained into the second year.
- There are slightly more girls than boys in tertiary education.
- It is difficult to discern trends for Māori and Pasifika participation as the small numbers tend to distort percentage comparisons.
- In terms of the types of tertiary our school leavers attend:
    - University attendance: over 75% of the girls and around 60% of the boys. Māori and Pasifika are around 50%.
    - More boys partake in apprenticeships.
    - Māori and Pasifika participate in private training establishments and none participate in apprenticeships.

4. Achievement Data in relation to our initial academic targets.

In our initial Achievement Challenge, we were using 2015 National Standard data for our academic targets. In our first year as a Kāhui Ako, there was a two-fold issue with being able to report against our initial academic targets:

1. By the end of 2017, our first year, National Standards were no longer being used a measure of learner progress.
2. The Achievement Challenge targets were set using data that was now two years out of date. Despite valiant attempts to find another common way of measuring learning progress across the Kāhui Ako, we were unable to agree on a measure. Link to initial data gathering attempt in 2017. There was another attempt to determine what measurement all schools were using, again, no agreement. Link to 2019 data gathering attempt

Referring to P9 to P18 of our first Achievement Challenge, we can only use the overall NCEA data of this 2015 cohort of Y7 and Y8 to show learner progress. The NCEA data does not allow a direct match with National Standards as we are unable to breakdown the NCEA overall pass and endorsement percentages to Reading, Writing and Maths.

The 2015 Y7 cohort sat L1 NCEA in 2019 and the 2015 Y8 cohort sat L2 NCEA in 2019.

2015 Y7 - 2019 L1 NCEA	L1 overall endorsement rates	L1 Māori endorsement rates	L1 Pasifika endorsement rates	L1 overall % pass rates	L1 Māori % pass rates	L1 Pasifika % pass rates
Females	91.8% (148)	100% (5)	66.7% (3)	97%	100%	70%
Males	65% (164)	50% (14)	30% (10)	90%	74%	60%
2015 Y8 - 2019 L2 NCEA	**L2 overall endorsement rates**	**L2 Māori endorsement rates**	**L2 Pasifika endorsement rates**	**L2 overall % pass rates**	**L2 Māori % pass rates**	**L2 Pasifika % pass rates**
Females	82% (138)	90% (10)	60% (10)	98%	73%	66%
Males	62% (170)	35% (20)	25% (4)	94%	91%	44%

1. In Maths and Writing, the targets were to get 40% of all students above the National Standard. For Reading, it was 35% above. This would equate to an Endorsement at NCEA.

As you can see by the NCEA Endorsement rates above, for the 2015 Y7 and Y8 students, these all exceed 40% targets set in 2015. There are some gaps between our overall results compared to Māori and Pasifika cohorts but, the small numbers do tend to distort percentage comparisons.

Appendix 4 shows the variability due to small numbers in endorsement rates over time based on ethnicity.

In Reading, Writing and Maths, the targets were to get 95% of the cohort to At or Above. This would equate to a pass in NCEA.

As you can see by the NCEA pass rates above, for the 2015 Y7 and Y8 students, for both males and females, overall pass rates exceed 95% except for L2 males which is 90%. So, overall, we have achieved our academic targets. There are some gaps between our overall results compared to Māori and Pasifika cohorts but, the small numbers do tend to distort percentage comparisons. Appendix 4 shows the variability due to small numbers in pass rates over time based on ethnicity.

2. The NCEA targets in our initial Achievement Challenge targets aimed to lift endorsement rates to 75%. This has been achieved by L2 females. There is still work to be done with L2 males. Our Māori girls are exceeding this target but our Pasifika females and males and Māori males are not reaching this target in 2019. The small numbers do tend to distort percentage comparisons (over 5 years: Māori females variation 67-100%; Māori males 27-80%; Pasifika females 30-75%; Pasifika males 14-44%). Appendix 4 shows the variability due to small numbers in endorsement rates over time based on ethnicity.

3. The UE target in our initial Achievement Challenge targets aimed to lift Māori and Pasifika UE pass rates to 80%. This was always going to be a very ambitious goal. Overall, in 2019, 84% females and 74% males gained UE. In 2019, 63% of Māori females and 63% of Māori males gained UE. 42% of Pasifika females and 57% of Pasifika males gained UE.

   Again, small numbers of Māori and Pasifika students distort percentage reporting rates and there is considerable variability in attainment levels each year. Overall, UE pass marks for the past 5 years have varied been between 81% and 92% for females and 71% to 83% for males. There is much greater variability with these small ethnic group reporting: Māori females – 63-83%; Māori males – 46-88%; Pasifika females – 33-67% and Pasifika males – 25-57%.

5. Kāhui Ako Learning Journey since 2017

In our first year of our Kāhui Ako, Chris Allen, the principal of Carmel College, was appointed as the Lead Principal. There were four Across School Leaders (ASL) appointed: two from Rosmini, one from Carmel. There were no primary teacher in the initial applications but a primary teacher was added in Term 3 of that year after it was re-advertised.

There were 23 Within School Leaders (WSL) appointed and an expert partner engaged from Auckland University.

Our first year was focused on establishing structures and processes to enable the Kāhui Ako to work effectively. Our key areas of foci were:

1. Establishing role expectations for each of the appointed roles. Link to example of role expectations; Roles and how they connect
2. Agreeing on protocols for meetings and visiting other schools Governance minutes - May 2017
3. Determining the learning needs of each of the key appointed roles, focusing initially on the Lead Principal and ASL roles.

4. Developing a PLD plan for these roles to upskill them to ensure they could carry out their roles effectively
5. Writing our Theory of Action plan to ensure we would achieve our stated Achievement Challenges. Theory of Improvement planning
6. Beginning work on teacher inquiries. WSL inquiry work
7. Developing a communications process including termly newsletters and a website.
8. Reviewing our Achievement Challenge and, since these targets were based on data that was now two years out of date, trying to establish if these initial targets were still valid and then attempting to update the data to the current year.
9. Gathering resources and readings for PLD purposes. Readings folder

Impact on learners:

Because of the removal of National Standards and the out-of-date data that our initial AC was based on, we were not able to provide any Kāhui Ako wide data to show that we had made progress towards these academic goals. The reasons for this have already been discussed previously in this document. Therefore, our entire focus has been on the 'pockets' of students who are not making the expected learning progress within the classrooms of our WSL role leaders initially, and then by sharing strategies that worked with other teachers in the Kāhui Ako. Link to inquiry example.

In 2018, we decided to do an interim review of our Kāhui Ako after one year because of the following changes:

1. Changes in key personnel:
    - Out of the seven 'founding' principals of the Kāhui Ako, there were four changes in this governance group within 2 years.
    - Two of our four ASL resigned after one year and moved out of the region.
2. A new Government had resulted in the removal of National Standards as a mandatory measure of academic progress in Y1-8.

We used Springboard Trust as our expert external partners for this interim review to refocus on our governance structures, role expectations and strategic planning.

Focus for 2018:

1. Despite many discussions, there was no agreement between the 7 schools about how we are going to use a common language to describe learning progress. There has been agreement to continue to explore the Learning Progression Framework (LPF) and participate in some small group trials to see how this could be implemented for all years 1-10. This work is continuing in 2020 and we have an application in for additional PLD funding to support this initiative. (Link to initial data gathering attempt in 2017.)
2. Using Jenni Donohoo's work, using her collaborative inquiry framework as our common language of inquiry. Link to Donohoo work book
3. TOD for whole Kāhui Ako. TOD link
4. Twice termly workshops for WSL Link to WSL workshop example
5. Annual presentation day for WSL and ASL to share their learning. Example of WSL inquiry presentation
6. Development of Kāhui Ako website. NSCS website link
7. Cultural pedagogy focus with visiting speaker, Marcus Akuhata-Brown.

Impact on learners:

- Our focus is on improving teacher practice by teachers using collaborative inquiries linked to Jenni Donohoo's framework. These presentations show that WSL and ASL, in conjunction with other staff who are invited to join these collaborative groups, determine their focus for targeted students and work together to show how their changes in their practice has a positive impact on student learning. Link to presentations for 2018

Focus for 2019:

1. Continuing to further develop our collaborative inquiry framework.
2. We gave schools the opportunity to engage an external provider to give whole school PD around collaborative learning. One school took this up and others had some of their staff join this schools workshops.
3. Upskill WSL as facilitators for this collaborative inquiry work Link to facilitation workshop for WSL
4. First year without our Expert Partner so used a range of external providers to support our work including attending workshops by Jenni Donohoo when she visited NZ.
5. Began work on LPF with external provider. LPF planning
6. Annual TOD
7. Introduction of cultural day for Kāhui Ako. Link to photos
8. Termly WSL meeting and annual presentation of learning.
9. Further development of website and change of format for twice termly newsletters.
10. Our Kāhui Ako were a pilot of AskYourTeam survey company. We used their surveys to give us some baseline data about wellbeing for our schools.

6. Discussion of the difficulties / challenges that the Kāhui Ako encountered through this new way of working and how the Kāhui Ako overcome them.

1. In the first year, the difficulties were around understanding what the role expectations, upskilling the people appointed to the role, appointing an Expert Partner, deciding what was to be the agreed, initial focus and how were we going to achieve this. We overcame this through continued dialogue, regular reviews of these key documents and then referring to them as needed.
2. The lack of updated data that related to our initial AC targets. As stated previously, despite the many valiant attempts, we were unable to come to an agreed measuring tool (once National Standards had been removed). In reviewing each schools' annual Analysis of Variance, most of the schools are using a measure of Above/At/Below/Well Below the Expected Curriculum level but, when we drill down, were also using a range of other tools (both qualitative such as e-asTTle and quantitative such as teacher observations of students ability to work independently AoV exemplar) to arrive at these judgements. We decided that, as we were focusing on 'pockets' of students not making the expected academic progress, our collaborative inquiry groups would use their own school based data, from whatever tools each school was using to measure this, and use this data to both identify target students and to measure their progress. The whole Kāhui Ako wide data gathering was not seen to serve a useful purpose.
3. With the new appointments to ASL and the renewed vision work 'reset', the Kāhui Ako have worked well collaboratively at the WSL, ASL and Lead Principal and Governance levels but have still continued to struggle to get much engagement in the wider school arena. To overcome this, we have tried a range of strategies.
    a. We have had TOD annual events to try to build some collaborative connections between schools. This has met with varying degrees of success. The connections,

especially between the secondary schools, has been on a more informal basis and the sharing of resources as needed but not is as regular, scheduled connections. This is mainly due to the structure of CoL itself, with the payments and time allowances for appointed roles that has created resentment and resistance from other staff. We await the promised review of CoLs to overcome this issue.

b. We have held an annual Cultural Day to build connections with wider groups and this has been successful in the sharing of personnel to both develop performances prior to the day and for continued sharing of communications between schools.
c. The newsletter updates are more frequent and the changed format means there is more positive feedback about what's happening in each school. The 'Featured School' article for each publication definitely develops conversations between schools.
d. The website continues to be upgraded and kept current to share our learnings with each other.
e. The Lockdown experience meant that principals shared parent communication letters to give each other ideas and we developed a specific page on our website for online learning tools to assist all teachers and learners.

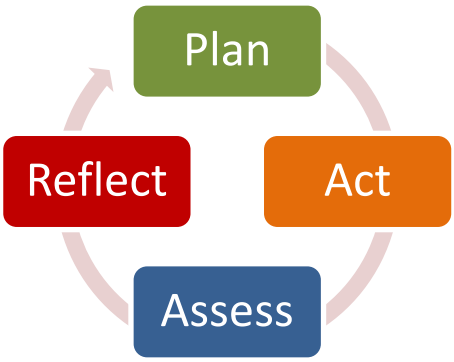
7. Discussion of the benefits / successes that the Kāhui Ako have experienced through this new way of working.

1. Continuing to further develop our collaborative inquiry framework that have given teachers the tools to upskill in how they identify target students and then how to meet their learning needs.
2. Upskilling WSL as facilitators for this collaborative inquiry work has meant that we have a team of staff who are now more confident in leading others with PLD and gives them more opportunities to share their Kāhui Ako learning with others who are not in Kāhui Ako roles.
3. Our staff have all had more PLD opportunities, especially from other teachers both within and across schools, to deliver workshops to other schools.
4. At a Governance level, we have a better understanding of how other schools work and the Kāhui Ako structure provides us with the opportunities to share our challenges and our successes.
5. The ability to pool our resources and fund external support to help us focus on particular areas of learning needs. A particular success was the whole school adoption of an external provider's collaborative inquiry plan that, as the principal reported back, showed a significant shift in all teachers' approach to how to own their own learning and improve their pedagogy.

8. Discussion of which practices have had the most impact on the progress and achievement of the students.

While at the outset of our Kāhui Ako, we were believed we would implement whole school or whole Kāhui Ako adoption of particular strategies or areas of foci, this is not what has evolved. It quickly became clear that each school had their own areas that they wanted to focus on at any one time. What we then worked to do was to collate the areas of foci each year and make those connections between schools but not dictate what all schools had to do.

What has had the most impact is using the Jenni Donohoo collaborative inquiry framework to give teachers a clear structure to guide their collaborative inquiries. The four parts of this framework ensure that target students are identified using reliable data, the teacher interventions match the problem identified, the data used to measure progress is valid and the summary shows genuine reflective practices.



This framework has identified the 'pockets' of underachievement in the classrooms and made a difference for those learners. What is most reassuring are the reflections of the teachers, who are learners as well, which show the impact on their thinking about what is happening in their classrooms and the changes that they have made to their own practice to improve learning outcomes. Link to CI presentation and reflection

9. Discussion of teacher practice that has improved as a result of this new way of working

See above.

The following sections, from 10 through to 15, using data from Education Counts and NZQA, show that this Kāhui Ako continues to be a groups of schools whose students are engaged in their learning and achieving high academic results. Therefore, our focus on the 'pockets' of underachievement rather than whole cohorts, is the appropriate strategy for this particular Kāhui Ako.

10. Student Engagement based on Education Counts data

Student engagement in our cluster of schools is high. Educational achievement is highly valued by parents and whānau and this is reflected positively in the data for our attendance, truancy, behaviour and secondary school retention.

Using data from 2018 in the tables in Appendix 2, we can make the following observations:

- Stand downs across the cluster were quite low compared to national comparative figures.
- As for suspensions, there was only one.
- Our retention rates are high, with over 95% of our learners staying at school until their 17th birthday. From 2016-2018, the Māori retention rate was 100% and the Pasifika retention rate was above 90%.

11. School Leaver qualifications based on Education Counts data

Based on the tables in Appendix 3, we can make the following observations:

- Almost all of our students leave with at least L1 NCEA. This is fairly consistent across gender and ethnicity.
- Almost all of our students leave with at least L2 NCEA. This is fairly consistent across gender and ethnicity.
- The percentage of students leaving with L3 NCEA is consistently in the mid-80s, with slightly more girls than boys staying on for L3. Across ethnicities, Māori and Pasifika are all in the mid to high 70s.
- When comparing our school leaver qualification with national figures, we are considerably higher, especially at L3.

12. Māori Student Roll data

Our Māori learners continue to be identified as priority learners by the MOE. We have 67 Māori learners as at the 2019 July 1st roll count the primary schools, Years 1-6.

At Carmel and Rosmini Colleges, there were an additional 179 Māori learners in Years 7-13, giving us a total 246, an increase of 35 Māori students on our 211 at the beginning of our Kāhui Ako. Our local area resides in Ngāti Whatua, however, our Māori learners come from a range of iwi.

Table 1

2019 1st July roll return	Y1-6	% of total	Y7-13	% of total	Totals by ethnicity and gender	% of total
Māori female	32	48%	56	31%	88	36%
Māori male	35	52%	123	69%	158	64%
Māori total	**67**	**27%**	**179**	**73%**	**246**	

From Table 1, you can see that there are similar numbers of male and female Māori students in the primary schools but, in the colleges, there are more than twice as many Māori males as there are females.

Table 2

2019 1st July roll return	Māori % Kāhui Ako Y1-6	Māori % Kāhui Ako Y7-13	Māori % Kāhui Ako total
Māori female	4%	5%	5%
Māori male	5%	11%	9%
Māori total	**5%**	**8%**	**7%**

From Table 2, we can see that Māori students make up 5% of the primary school rolls and Carmel College but make up 8% of the Rosmini College roll.

All schools in our cluster highly value genuine engagement and collaboration with our local iwi, hapu and whānau. A key factor in meeting the shared achievement challenges is in deepening our connection and engagement with our Māori whānau and learners. Māori must be able to achieve

educational success as Māori. Both colleges are offering Te Reo Māori at all Year levels including NCEA Levels 1, 2 and 3.

13. Pasifika Roll data

78 Pasifika learners were included in the 2019 1st July roll return for Years 1-8. At Carmel and Rosmini Colleges, there were an additional 135 Pasifika learners in Years 9-13 giving us a total of 213 Pasifika learners in our Kāhui Ako.

Table 3

2019 1st July roll return	Y1-6	% of total	Y7-13	% of total	Totals by ethnicity and gender	% of total
Pasifika female	37	47%	63	47%	100	47%
Pasifika male	41	53%	72	53%	113	53%
Pasifika total	**78**	**37%**	**135**	**63%**	**213**	

From Table 3, there are similar numbers of female and male Pasifika students in the primary schools and slightly more Pasifika males at Rosmini in the secondary colleges.

Table 3

2019 1st July roll return	Pasifika % Kāhui Ako Y1-6	Pasifika % Kāhui Ako Y7-13	Pasifika % Kāhui Ako total
Pasifika female	5%	6%	6%
Pasifika male	6%	6%	6%
Pasifika total	**6%**	**6%**	**6%**

From Table 4, we can see that female and male Pasifika students make up between 5% to 6% of the Kāhui Ako school rolls at all year levels.

14. Achievement Data – NCEA comparison of Female and Male Pass Rates by Ethnicity.

The summary comments here are taken from the graphs in Appendix 4. These graphs compare Māori and Pasifika NCEA results with European results.

Please note that percentages allow comparisons by year to show trends but, because of the small numbers of Māori and Pasifika students in the colleges, this can skew results.

Level 1: Māori

Māori females have had a 100% pass rate for the past 4 years. This has been consistently above European girls' achievement. Māori males were closing the gap on their European peers' rates of achievement but this gap has widened in the past 2 years. Overall, there is a developing trend of a widening gap for Māori males.

Level 1: Pasifika

Pasifika females have shown a steady increase in levels of achievement from 2015, with 100% pass rates for 2017 and 2018, exceeding levels of attainment for European females. In 2019, there was a significant drop to 75% but there were only 3 Pasifika females. Pasifika males were close or above rates of attainment for European males from 2015 to 2017 but there was a marked decrease in 2018 and 2019. Overall, there is gap between levels of attainment for both Pasifika females and males in the last year.

Level 2: Māori
Māori females are achieving at a similar rates as their European peers except for one year (2016). Māori males had a similar rate of achievement in 2015 and then the gap widened in 2016-17. In 2018 and 2019, the achievement gap compared to European students is very similar. Overall, the percentage pass rates are similar for Māori and European cohorts.

Level 2: Pasifika
Pasifika females were achieving at 100% in 2015 and again in 2019. The gap varied between 80% to 94% in the intervening years. Pasifika males levels of attainment showed a steady increase and narrowing of the gap to European males from 2015 to 2018 and then a sudden decrease in 2019 but there were only 4 Pasifika males in that cohort. Overall, there has been quite a significant gap develop for Pasifika males in 2019.

Level 3: Māori
Māori females were exceeding their European peers in 2015 and 2016. They have been below European levels of attainment for the past three years but show a steady increase in attainment. In 2019, they were 5% lower than European rates. Māori males were slightly lower that Europeans in 2015 and 2016 but equal in 2017. There was a significant dip in 2018 but equal again in 2019. Overall, the achievement rates for Māori compare favourably with European rates.

Level 3: Pasifika
There was a steady increase in levels of attainment for Pasifika females from 2015 to 2017 but a growing gap in 2018 and 2019. For Pasifika males, the trend is about 20% below that of their European peers. Overall, there is a widening gap for Pasifika females.

UE: Māori
Māori females show a steady increase in rates of attainment from 2015 to 2018 and then a drop in 2019. Māori males show a declining trend from 2015 to a low of 27% in 2018 but a very significant increase in 2019 to almost match European male levels of UE achievement. Overall, there has been a marked improvement in attainment levels for Māori males but a gap developing for Māori females.

UE: Pasifika
Pasifika females show a steady increase in UE achievement rates from 2015 to 2017 but a widening gap for 2018 and 2019. Pasifika males show a closing of the gap when compared to European males and the trend show that they are achieving UE at about 10 to 15 percent lower than Europeans. Overall, there is a widening gap between Pasifika females and European levels of UE achievement.

15. Achievement Data – NCEA comparison of Female and Male Endorsement Rates by Ethnicity.

The summary comments here are taken from the graphs in Appendix 5. These graphs compare Māori and Pasifika NCEA endorsement results with European results.
Please note that percentages allow comparisons by year to show trends but, because of the small numbers of Māori and Pasifika students in the colleges, this can skew results.

Level 1 endorsements: Māori

Māori females have had a 100% pass rate for the past 4 out of 5 years. This has been consistently above European girls' achievement. Māori males were closing the gap on their European peers' rates of achievement and are now within 10% of their European peers. Overall, there is a developing trend of a small gap between Māori and European endorsement rates.

Level 1 endorsements: Pasifika

Pasifika females have variability in endorsement rates when compared to their European peers but this could be due to small numbers. As an example, in 2019, there was a drop to 66.7% but there were only 3 Pasifika females. Pasifika males had very similar rates of attainment for European males from 2015 to 2017 but there was a marked decrease in 2018 and 2019. Overall, there is gap between levels of endorsements for both Pasifika females and males in the last year.

Level 2 endorsements: Māori

Māori females and males are achieving at a similar endorsement rates as their European peers. In 2019, the gap widened for Māori males to 29%. Overall, the percentage pass rates are similar for Māori and European cohorts.

Level 2 endorsements: Pasifika

Pasifika female endorsement rates are variable from year to year. For the past two years, that gap to European endorsement rates is between 20 and 30 percent. Pasifika male endorsement rates showed a steady increase and narrowing of the gap to European males from 2015 to 2017 and then a sudden decrease in 2018 and 2019 to zero. Overall, there has been quite a significant gap develop for Pasifika males for the past two years.

Level 3 endorsements: Māori

Despite variability due to small numbers, Māori females were closing the gap with their endorsement rates compared to their European peers in 2016 to 2018. In 2019, this gap widened considerably 40% lower than European rates. Māori males showed similar variability but a smaller gap in 2015 to 2017. There was a significant dip in 2018 but the endorsement rates were equal in 2019. Overall, the achievement rates for Māori compare favourably with European rates for most years except for 2019 for Māori females.

Level 3 endorsements: Pasifika

There was a steady increase in levels of attainment for Pasifika females from zero in 2015 to 62% in 2017, a dip in 2018 and then 100% endorsement rate in 2019. For Pasifika males, the endorsement rates have been similar to their European peers for the past 3 years. Overall, there is a widening gap for Pasifika females.

16. Achievement Challenge - updated

	North Shore Catholic Kāhui Ako - Strategic Plan 2019 - 2021		
Vision	**A Catholic education that develops learners for life** who can successfully **navigate** their own **learning pathways.**		
Rationale behind the vision	Ongoing commitment to academic excellence through holistic development of core competencies, founded on Catholic faith. Emphasis on student agency, their self-determined definition of success and an adaptive, culturally responsive learning environment.		
Strategic Goals	Clear learning pathways within and between schools	Sharing of expertise and effective teaching practice	Engagement through effective partnerships with the wider Kāhui Ako community
Focus Stakeholder	STUDENT	TEACHERS	WHOLE COMMUNITY
Workstream	Raising achievement by providing a holistic learning pathway	Collaborative Inquiry and other collaborations	Hauora and whanaungatanga
Storyline about how we partner/ support our students	The learner is at the centre. (Student-directed learning)	Working collaboratively, with and through teachers. (Building capacity)	We're all in this together It takes a village to raise a child: teachers and parents and parishes to form genuine partnerships in support of students and their learning.
Initiative across all workstreams	Building a more shared faith community.		
	Wellbeing initiative		
Possible Initiatives / Framework	1. Develop a common understanding of learner progression 2. Define shared learner profiles and aligned pathways (including a 'graduate' profile) 3. Define and agree stages to becoming a self-directed learner 4. Improved transitions between schools at Y6/7 and between year levels within schools. 5. Shared language of learning. 6. Across school moderation of learning levels	1. Identification of domains of expertise within Kāhui Ako 2. Build further expertise in leading learning for adults 3. Operating model to facilitate sharing of expertise 4. Sharing outside expertise with Kāhui Ako funding. 5. Providing opportunities for focused shared PD. 6. Culturally responsive pedagogies. 7. Mtg between schools of teachers, SENCOs, BTs, SCTs, SLT.	1. Parent education on supporting learning 2. Empowering teachers to build positive learning focused relationships 3. Communication expectations within community based on common values (gospel based /mana enhancing) 4. Build community with more student interaction between schools. 5. Educating parents – (like Kristin master classes). 6. More combined schools social events 7. Opportunities for Kāhui Ako Boards to meet.

Enablers	• Kāhui Ako roles / funding • Defined capabilities across the curriculum doc • Kāhui Ako tools online • TKI • Focus groups from all parts of the community • SENCO roles to assist with transitions • School visits for transitions • Assay Connect for all Kāhui Ako data sharing • Assessment tools available	• Kāhui Ako roles / funding • Build on current relationships between teachers • Using in school capabilities that already exists. • Time for sharing and discussing • Cross-school working groups • PLC • Coaching models and PLD providers • Collaborative inquiry models	• Kāhui Ako roles / funding • Faith-based underpinning of relationships between schools and the community • Prayer cards to start meetings. • BOT as reps to build parent conduct. • Shared liturgies • Diocese / Parish connections
Success Measures	• Agreed written definitions • Agreed practices evident in practices • Feedback surveys	• Model defined and in practice • Evidence of sharing across schools that is leading to improved learning outcomes • Teachers have greater self-belief in their own capabilities • Feedback surveys	• Parent education opportunities provided • Feedback surveys

See Updated Achievement Challenge – Section 18

This is section outlines our updated Achievement Challenge.

17. Our Key Strategies in practice since Strategic Plan update in 2018.

1. ***Collaborative inquiry***

Initially, we focused our collaborative inquiry model on the spiral inquiry model (Timperley) but quickly found that there were other inquiry models that were already in operation in some schools. We therefore adapted to include other inquiry models and focused on having key common inquiry aspects across all models across the Kāhui Ako.

After our first completed year, we agreed that there needed to a more structured, common inquiry model so adopted Jenni Donohoo's collaborative inquiry model as the fundamental inquiry model for all inquiries. We are continuing to use this model in our Kāhui Ako. Link to Donohoo work book

The development of this work led to the opportunity to present our findings at the International Conference for School Effectiveness and Improvement (ICSEI) conference in Morocco in January, 2020. The Lead Principal and our previous expert partner, Camilla Highfield, gave a joint presentation at this conference. Link to conference presentation

2. ***Effective transitions***

Our focus for the Kāhui Ako has been the transitions between primary and the two main secondary schooling pathway. Over the past two years, we have focused on developing a collaborative team, with representatives from all Kāhui Ako schools, to develop a common form to gather agreed key data and common software to gather and analyse this data. This has been very effective in reducing the workload for the primary schools as they now can put in the same data sets for both boys and girls, in the same format, using the same transition software.

This transition work has also led to a common Orientation Day for both colleges and collaboration on developing similar structures for those Orientation Days so that the transition experience for both girls and boys is the same. The focus for these days is on developing connections and relationships and there is no longer any testing done at this time.

3. ***Learner progression***

Over the past two years, we have investigated and begun work on using the Learning Progression Framework as the common language for showing learner progression from Years 1-8. This initiative has been very slow to develop. There is a considerable amount of work in firstly understanding the key concepts of this Framework and secondly, getting a team of willing teachers to undertake trials in their own classrooms and then review their findings to see what is applicable. Our focus with these trials is to try to make this Framework as user friendly as possible before we launch to include a wider group of teachers.

We have made a PLD application for continued external support with this initiative and we are still waiting to see if our application is successful. In the meantime, we are developing some hard copy resources for teachers to use in their classrooms.

4. ***Building teacher capabilities***

Our work with our WSL and ASL teams have resulted in the establishment of collaborative inquiry teams that, initially, were across school teams. We were holding twice termly WSL workshops to both build teacher capacity and to share expertise across the schools. We have adapted our model

as the WSL and ASL have developed more expertise and we are currently working on termly meetings and more one on one meetings with ASL in between times.

Our ASL and WSL teams have delivered annual presentations of their collaborative inquiries to those who hold roles within the Kāhui Ako and, in a more consolidated workshop format, at our annual Kāhui Ako Teacher Only days.

We have also used the expertise of our expert partner, Camilla Highfield from Auckland University, to upskill all our Kāhui Ako roles but the main thrust of her work has been with the Lead Principal and ASL team.

There has been some work in providing shared workshops with our provisionally registered teachers at the secondary schools to share expertise and experiences.

PLD workshops offered by external providers have also been used by our teachers and we have made available a range of texts for reading both in hard copy and online. One of our key PLD sessions have been with Jenni Donohoo when she visited NZ in 2019. Her texts are core reading for all WSL and ASL roles.

Marcus Akuhata-Brown was another key speaker in 2018 whom we used to provide upskilling our teachers in terms of pedagogical approaches that would work with our Māori students. This work built on workshops delivered at our first Teacher Only Day.

All of our resources are in shared folders and we also have a Kāhui Ako website where we have uploaded all of our collaborative inquiry summaries and presentations. It also includes readings and links to other resources.

5. ***Surveys and feedback***

We have used Google forms to gather feedback from a range of stakeholders in our Kāhui Ako community, including an external agency, AskYourTeam. These surveys provide us with feedback to assist us with evaluating the implementation of our initiatives and to inform our next steps.

18. Updated Achievement Challenge:

Key Areas of Focus for 2020 and Beyond

As our student learning outcomes in NCEA and tertiary pathways show, this Kāhui Ako have very academically able students. There are pockets of students who are not making the learning progress that they could be and this is the focus for our continuing Kāhui Ako work.

1. **Achievement Challenge 1**: Collaborative Inquiries:

This links to our Strategic Plan 'working collaboratively, with and through teachers' and an 'operating model to facilitate sharing of expertise.'

We are using Jenni Donohoo's collaborative inquiry framework, linked to her more recent work about collective efficacy. The fundamental question that underpins our collaborative inquiries is: Who are the learners who are not making the expected learning progress?

Our belief is that the focus for Kāhui Ako is about teachers examining their practices to ensure that they are meeting the needs of all of their learners. It is about being inclusive for all learners in the classroom.

Teachers are being supported to identify specific students who would benefit from more specific and deliberate interventions that will build their resilience, aspirations and positively focused mindset. The desired outcomes are that students learn and use strategies, tools and skills to build and sustain pro-social behaviour in order to enhance relationships with peers and adults, becoming successful members of society.

Research tells us that:
'the ability to address student-learning needs no longer depends on individuals but on the collective wisdom brought by a team of educators with diverse experiences and expertise'. (Donohoo and Velasco, 2016, p.xii)

Because 'Successful and sustainable improvement **can therefore never be done *to or even for* teachers**. It can only ever be achieved ***'by and with* them'** (Hargreaves and Fullan, 2012).

Goals:

- To increase the 'spread' of collaborative inquiries:
  - That the collaborative inquiries groups that are formed from appointed Kāhui Ako groups include at two other teachers who not in an appointed role.
  - That each collaborative inquiry group presents to at least one other audience other than their annual Kāhui Ako presentation at the end of the year.
- To provide a wider range of ways to show learner progress rather than just academic grades.
  - The increased use of qualitative measurement tools for learning progress. Link to PLD on qualitative measurement tools. We would like to see all collaborative inquiry groups include a trial of at least one qualitative measurement tool in each of their inquiries.

Targets: Achievement Challenge 1: Collaborative Inquiries	
2021	• That the collaborative inquiry groups include at least 2 other teachers who are not in appointed Kāhui Ako role. • That each of these collaborative inquiry groups include at least 1 qualitative learning progress measurement tool to measure impact of change in teacher practice on students. • That each of these collaborative inquiry groups either present their findings to an audience outside of our Kāhui Ako presentation day or publish their findings on an online site other than our Kāhui Ako website.
2022	• That the collaborative inquiry groups include at least 3-4 other teachers who are not in appointed Kāhui Ako role. • That each of these collaborative inquiry groups include at least 2 qualitative learning progress measurement tools to measure impact of change in teacher practice on students. • That each of these collaborative inquiry groups present their findings to both an audience outside of our Kāhui Ako presentation day and publish their findings on an online site other than our Kāhui Ako website.

2023	• That the WSL and ASL leading collaborative inquiry groups are leading groups where the majority of participants are not in appointed Kāhui Ako role. • That each of these collaborative inquiry groups include at least 2-3 qualitative learning progress measurement tools to measure impact of change in teacher practice on students and have run at least 1 workshop to assist others to use these measurement tools. • That each of these collaborative inquiry groups present their findings to both an audience outside of our Kāhui Ako presentation day and publish their findings on an online site other than our Kāhui Ako website and have found at least one other forum to share their findings

2. **Achievement Challenge 2**: Learning Progression Framework (LPF):

This links to our Strategic Plan around developing a common language of learner progression.

We are continuing to trial LPF and work on developing resources to support teachers in implementing this framework in their classrooms.

Goal: Link to LPF scoping document

Targets: Learning Progression Framework (LPF):	
2021	• That trialling of LPF has occurred in at least 3 of the 7 Kāhui Ako schools.
2022	• That implementation of LPF has occurred as a school wide practice in at least 3 of the 7 Kāhui Ako schools and that at least one other school is trialling LPF.
2023	• That implementation of LPF has occurred as a school wide practice in at least 4 of the 7 Kāhui Ako schools and that other 3 schools are trialling LPF.

3. **Achievement Challenge 3**: Continuing to Build Teacher Capacity and Confidence

This links to our Strategic Plan around 'identification of domains of expertise within the Kāhui Ako' and 'build expertise in leading learning for adults'.

We continue to build teacher capacity through scheduled workshops with ASL and WSL, one-on-one sessions with ASL and WSL, wider PLD opportunities, TOD and the support of external providers.

Goals:

- To build teacher capacity by increasing the 'spread' of collaborative inquiries as in AC 1:
  - That the collaborative inquiries groups that are formed from appointed Kāhui Ako groups include at two other teachers who not in an appointed role.
- To provide at least 2 opportunities for Kāhui Ako funded PLD for all teachers to participate in, based on Kāhui Ako areas of focus per year.
  - This will take the place in a range of formats as described above.
  - The range of what is offered as PLD opportunities are to be identified by teachers through a survey undertaken during 2020 for offerings in 2021.

Targets: Continuing to Build Teacher Capacity and Confidence	
2021	• To provide at least 3 workshops per annum for all ASL and WSL roles. • To provide at least 2 PLD opportunities per annum for staff from within Kāhui Ako schools to participate in.
2022	• To provide at least 2 opportunities for ASL and WSL to provide workshops for all Kāhui Ako staff to participate in. • To provide at least 2 PLD opportunities per annum for staff from within Kāhui Ako schools to participate in and seek out internal expertise to lead at least 1 of these PLD sessions.
2023	• To provide at least 3 opportunities for ASL and WSL to provide workshops for all Kāhui Ako staff to participate in. • To provide at least 3 PLD opportunities per annum for staff from within Kāhui Ako schools to participate in and seek out internal expertise to lead at least 2 of these PLD sessions.

4. **Achievement Challenge 4**: SENCOs and Learning Support Collaboration

This links to our Strategic Plan around 'improving transitions between schools', with a focus on the transitions for our high priority learners.

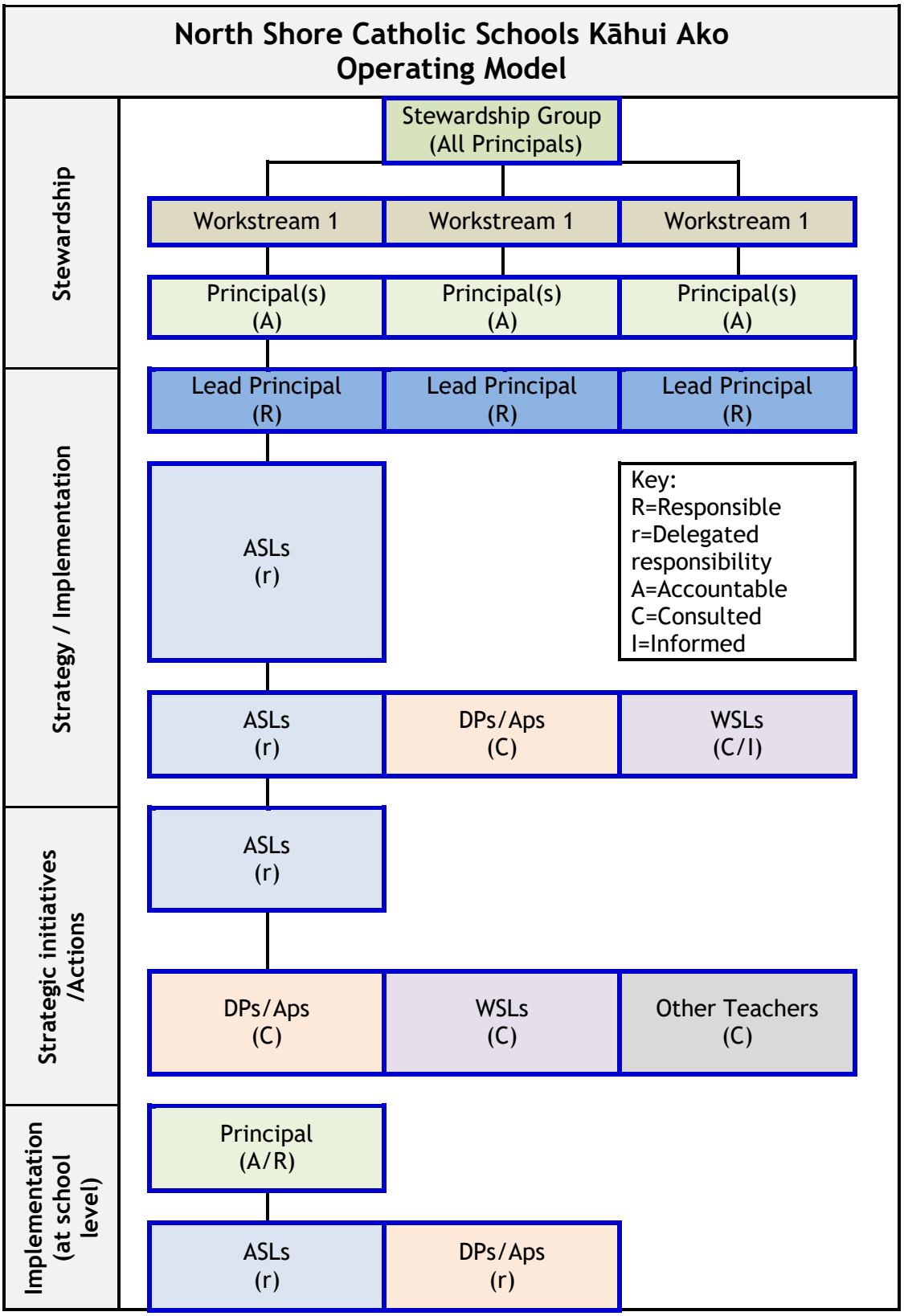
A new stream of work that we are initiating is working more collaboratively with our SENCOs. We have been successful in gaining funding for our SENCOs in their work in supporting the wellbeing of our students on the Learning Support Registers.

Goals:

- In 2020, to provide an opportunity for SENCOs to collaborate and co-construct their own collaborative inquiry group.
- By the beginning of 2021, have an action plan outline of what their collaborative work hopes to achieve and when.

Targets: SENCOS and Learning Support	
2021	• Collaboratively plan for and develop a learning support collaborative inquiry group. This plan will include a vision linked to the Kāhui Ako Strategic Plan and milestone reporting.
2022	• Implement that collaborative learning support inquiry group plan and complete milestone reports to the Governance group that are then shared the whole Kāhui Ako.
2023	• Based on the previous year's milestone reporting, review the collaborative learning support inquiry group plan and make amendments as required. By the end of the year, have published a report for the Governance group to consider and review for further work stream resource allocation.

19. Agreed operating model



20. Monitoring and Evaluation

Monitoring

- Governance:
  - At the twice termly Governance meetings, the Kāhui Ako principals are updated with progress with the implementation of the strategic workstreams to date by the Lead Principal.
  - Governance approval the annual budget and get termly updates of all expenses. (all funding is pooled into one account then redistributed based on roll).

- Lead Principal:
  - Update the Kāhui Ako community with twice termly newsletters.
  - These newsletter form the basis of 6 monthly BOT reports.

- ASL and WSL:
  - Shared Google folders and docs allow real time updates of what each collaborative inquiry group is working on. These shared docs include discussion notes that ASL have had with each of the WSL.
  - All Kāhui Ako collaborative inquiries are published in a standardised Google Slides format and shared on our website.

- Minutes and Agendas:
  - All minutes and agendas are shared docs in shared folders and all Kāhui Ako roles have access to these documents.

Evaluation

- Summaries of Collaborative Inquiry Findings:
  - All ASL and WSL give a presentation of their inquiries each year. The summary of these are published on our Kāhui Ako website.
  - As a team, the Lead Principal and ASL, review and discuss the progress of these collaborative inquiries and their impact on the learners. They identify commonalities between the inquiries and making connections between these groups. This team also identifies inquiries that might need additional support.
  - The four part framework of the Donohoo inquiry model ensures rigour in the identification of focus of the inquiry, the selection of the intervention and evaluation of the impact of the selected intervention of the learners.

- Achievement Data:
  - This is still a work in progress. We are working towards using a common way of measuring learning progress in Years 1-10. Our NCEA data shows that our students are high achieving academically and there focus needs to be identifying those students who are not making the expected academic progress.

- Survey Feedback:
  - We have used Google forms to gather feedback and inform next steps for many of our initiatives.

- We have used an external provider, AskYourTeam, to support us to gather information about wellbeing in our schools

21. Code of Conduct

- All participants will be respectful of each other's views and opinions.
- Teachers and leaders will approach professional learning with an open and questioning mind set to build deep knowledge and seek possible solutions
- Relationships will be built on of respect and challenge – teachers and leaders will challenge and support each other to improve teaching and learning
- All participants will value new learning and critique and treat shared information in a professional manner
- In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences the issue will be taken to the principal's leadership group to process a way forward.
- All positions of service for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.
- 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/s that provided the information.
- Participants in the Community of Schools acknowledge and support Māori as our bi cultural partners as written in the Treaty of Waitangi
- All participants will be respectful of each other' views and opinions.
- All participants will undertake to read and contribute in an informed manner to the critique and Community's discussions.
- All participants will value new learning and critique and treat shared information in a professional manner. This includes using shared data for the expressed purposes it is intended for.
- In a case of dispute or breakdown in communication matters will be referred to the Lead Role of the Community. Where the Principal Lead is involved or unable to resolve differences the other members of the principals' working party and two appointed board members will meet to identify a way to resolve the concerns.
- All positions of appointment to the Community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the North Shore Catholic Schools Community of Learning.
- Appointments to positions of cross school leadership will involve the collective wisdom of all the leaders in schools where an appointee shall work and will always be representative of the spread of schools in the Community

Parties to the agreement

The following schools:
Carmel College
Rosmini College
St John's School
St Joseph's School
St Leo's School
St Mary's School
Stella Maris

are party to this agreement and form a Community of Learning (Kāhui Ako) under the title of North Shore Catholic Community of Learning.

Agreement Purpose
UNDERTAKING TO WORK AS A COMMUNITY OF LEARNING

The Boards of Trustees and principals of the schools identified above undertake to work collaboratively as a Community of Learning to raise student achievement.

Agreement Timeframe
TERM OF AGREEMENT

This Agreement is for a period of three years, commencing 28 January, 2017.

AGREEMENT REVIEW
One year prior to the end of this term, the schools in the Community of Learning will formally review whether to continue with its current composition.

How we will work together
We have identified shared achievement challenges that are relevant to the needs of the learners within our 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 leadership and teacher roles and associated Inquiry Time) to best implement the plan.

We will involve parents, learners, families/whānau and communities in implementing the plan.

Individual Boards will reference the Community of Learning plan within their own individual school charters along with the goals/objectives related to the needs of their own learners.

We will implement systems for monitoring, reviewing and adapting the plan a necessary.

We will establish and operate an operational structure to manage the process to implement the plan

An outline of the operational structure is attached.

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 to agree to amend the plan.

Part Two

Privacy

The Community of Learning Privacy protocol (as set out in appendix 1 of the Community of Schools 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, learners, parents, families and whānau. The Privacy Protocol is attached as an Appendix.

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 the Community of learning
    I. Joining: Where a school is to join our Community of Learning, the Ministry of Education is to be informed of this prior to the change taking effect.
    II. Withdrawing* Where any Board elects to leave our Community of Learning they will provide notice no later than the end of term 2 to our Community of Learning and the Ministry of Education. The withdrawal will take effect from the start of the following year.

    (*) This does not preclude a withdrawing school from participating in another Community of Learning without resourcing during this period of notice.

B. We acknowledge that our agreement to clauses A a) 1 and 11 have resourcing and employment relations implications for schools in our Community of Learning. Particularly:
    I. Where one of the roles is employed by the departing school.
    II. Where the departing school is critical to the maintenance of the student pathway within the Community of Learning.

C. Changes to the composition of our Community of Learning will require:
    I. Approval by the Ministry of Education.
    II. Amendment to the list of signatories to this Agreement.

D. Disestablishment of the Community of Learning:

If prior to the termination date of this agreement, our Community of Schools determines to disestablish we will notify the Ministry of Education of this intent

immediately. We acknowledge the same conditions in clause A) 11 Withdrawing, apply to disestablish.

Carmel College Board of Trustees

Rosmini College Board of Trustees

St John's Primary School Board of Trustees

St Joseph's Primary School Board of Trustees

St Leo's School Board of Trustees St

Mary's School Board of Trustees

Stella Maris School Board of Trustees

22. Appendix 1: Learning pathways beyond Primary and Secondary education

School leavers enrolled in tertiary after one year:

Group	Highest tertiary qualification study level	Year left school					
		2015		2016		2017	
Female	Enrolled Degree L7 or above	100	75.2%	97	75.8%	114	79.2%
Female	Enrolled Non Degree L4-L7	12	9.0%	10	7.8%	8	5.6%
Female	Enrolled L1-L3	2	1.5%	4	3.1%	7	4.9%
Female	Not Enrolled in Tertiary	19	14.3%	17	13.3%	15	10.4%
Female	**Total**	**133**	**100.0%**	**128**	**100.0%**	**144**	**100.0%**
Male	Enrolled Degree L7 or above	78	61.4%	89	59.7%	96	61.1%
Male	Enrolled Non Degree L4-L7	21	16.5%	17	11.4%	26	16.6%
Male	Enrolled L1-L3	3	2.4%	6	4.0%	4	2.5%
Male	Not Enrolled in Tertiary	25	19.7%	37	24.8%	31	19.7%
Male	**Total**	**127**	**100.0%**	**149**	**100.0%**	**157**	**100.0%**
Māori	Enrolled Degree L7 or above	x		14	50.0%	11	47.8%
Māori	Enrolled Non Degree L4-L7	x		4	14.3%	6	26.1%
Māori	Enrolled L1-L3	x		0	0.0%	2	8.7%
Māori	Not Enrolled in Tertiary	x		10	35.7%	4	17.4%
Māori	**Total**	**x**		**28**	**100.0%**	**23**	**100.0%**
Pacific	Enrolled Degree L7 or above	7	33.3%	x		10	47.6%
Pacific	Enrolled Non Degree L4-L7	3	14.3%	x		3	14.3%
Pacific	Enrolled L1-L3	1	4.8%	x		2	9.5%
Pacific	Not Enrolled in Tertiary	10	47.6%	x		6	28.6%
Pacific	**Total**	**21**	**100.0%**	**x**		**21**	**100.0%**
CoL Total	Enrolled Degree L7 or above	178	68.5%	186	67.1%	210	69.8%
CoL Total	Enrolled Non Degree L4-L7	33	12.7%	27	9.7%	34	11.3%
CoL Total	Enrolled L1-L3	5	1.9%	10	3.6%	11	3.7%
CoL Total	Not Enrolled in Tertiary	44	16.9%	54	19.5%	46	15.3%
CoL Total	**Total**	**260**	**100.0%**	**277**	**100.0%**	**301**	**100.0%**

School leavers enrolled in tertiary after two years:

Group	Highest tertiary qualification study level	Year left school					
		2014		2015		2016	
Female	Enrolled Degree L7 or above	110	78.6%	107	80.5%	98	76.6%
Female	Enrolled Non Degree L4-L7	5	3.6%	3	2.3%	7	5.5%
Female	Enrolled L1-L3	1	0.7%	3	2.3%	1	0.8%
Female	Not Enrolled in Tertiary	24	17.1%	20	15.0%	22	17.2%
Female	**Total**	**140**	100.0%	**133**	100.0%	**128**	100.0%
Male	Enrolled Degree L7 or above	77	56.6%	79	62.2%	88	59.1%
Male	Enrolled Non Degree L4-L7	23	16.9%	25	19.7%	22	14.8%
Male	Enrolled L1-L3	2	1.5%	3	2.4%	5	3.4%
Male	Not Enrolled in Tertiary	34	25.0%	20	15.7%	34	22.8%
Male	**Total**	**136**	**100.0%**	**127**	**100.0%**	**149**	**100.0%**
Māori	Enrolled Degree L7 or above	7	58.3%	x		13	46.4%
Māori	Enrolled Non Degree L4-L7	2	16.7%	x		1	3.6%
Māori	Enrolled L1-L3	0	0.0%	x		1	3.6%
Māori	Not Enrolled in Tertiary	3	25.0%	x		13	46.4%
Māori	**Total**	**12**	**100.0%**	**x**		**28**	**100.0%**
Pacific	Enrolled Degree L7 or above	12	57.1%	9	42.9%	x	
Pacific	Enrolled Non Degree L4-L7	2	9.5%	0	0.0%	x	
Pacific	Enrolled L1-L3	1	4.8%	1	4.8%	x	
Pacific	Not Enrolled in Tertiary	6	28.6%	11	52.4%	x	
Pacific	**Total**	**21**	**100.0%**	**21**	**100.0%**	**x**	
CoL Total	Enrolled Degree L7 or above	187	67.8%	186	71.5%	186	67.1%
CoL Total	Enrolled Non Degree L4-L7	28	10.1%	28	10.8%	29	10.5%
CoL Total	Enrolled L1-L3	3	1.1%	6	2.3%	6	2.2%
CoL Total	Not Enrolled in Tertiary	58	21.0%	40	15.4%	56	20.2%
CoL Total	**Total**	**276**	**100.0%**	**260**	**100.0%**	**277**	**100.0%**

School leavers type of tertiary after one year:

Group	Institution Type	Year left school					
		2015		2016		2017	
Female	Universities	100	75.2%	97	75.8%	112	77.8%
Female	Polytechnics	2	1.5%	0	0.0%	6	4.2%
Female	Wananga	0	0.0%	1	0.8%	0	0.0%
Female	Private Training Establishments	11	8.3%	11	8.6%	8	5.6%
Female	Youth Guarantee Fees Free places	0	0.0%	2	1.6%	0	0.0%
Female	Industry training, including apprenticeships	1	0.8%	0	0.0%	3	2.1%
Female	Not in Tertiary Education	19	14.3%	17	13.3%	15	10.4%
Female	**Total**	**133**	**100.0%**	**128**	**100.0%**	**144**	**100.0%**
Male	Universities	76	59.8%	86	57.7%	97	61.8%
Male	Polytechnics	6	4.7%	9	6.0%	2	1.3%
Male	Wananga	0	0.0%	0	0.0%	0	0.0%
Male	Private Training Establishments	4	3.1%	6	4.0%	5	3.2%
Male	Youth Guarantee Fees Free places	1	0.8%	1	0.7%	0	0.0%
Male	Industry training, including apprenticeships	15	11.8%	10	6.7%	22	14.0%
Male	Not in Tertiary Education	25	19.7%	37	24.8%	31	19.7%
Male	**Total**	**127**	**100.0%**	**149**	**100.0%**	**157**	**100.0%**
Māori	Universities	x		15	53.6%	11	47.8%
Māori	Polytechnics	x		0	0.0%	0	0.0%
Māori	Wananga	x		0	0.0%	0	0.0%
Māori	Private Training Establishments	x		3	10.7%	3	13.0%
Māori	Youth Guarantee Fees Free places	x		0	0.0%	0	0.0%
Māori	Industry training, including apprenticeships	x		0	0.0%	5	21.7%
Māori	Not in Tertiary Education	x		10	35.7%	4	17.4%
Māori	**Total**	**x**		**28**	**100.0%**	**23**	**100.0%**
Pacific	Universities	7	33.3%	x		10	47.6%
Pacific	Polytechnics	2	9.5%	x		0	0.0%
Pacific	Wananga	0	0.0%	x		0	0.0%
Pacific	Private Training Establishments	2	9.5%	x		3	14.3%
Pacific	Youth Guarantee Fees Free places	0	0.0%	x		0	0.0%

Pacific	Industry training, including apprenticeships	0	0.0%	x		2	9.5%
Pacific	Not in Tertiary Education	10	47.6%	x		6	28.6%
Pacific	**Total**	**21**	**100.0%**	**x**		**21**	**100.0%**
CoL Total	Universities	176	67.7%	183	66.1%	209	69.4%
CoL Total	Polytechnics	8	3.1%	9	3.2%	8	2.7%
CoL Total	Wananga	0	0.0%	1	0.4%	0	0.0%
CoL Total	Private Training Establishments	15	5.8%	17	6.1%	13	4.3%
CoL Total	Youth Guarantee Fees Free places	1	0.4%	3	1.1%	0	0.0%
CoL Total	Industry training, including apprenticeships	16	6.2%	10	3.6%	25	8.3%
CoL Total	Not in Tertiary Education	44	16.9%	54	19.5%	46	15.3%
CoL Total	**Total**	**260**	**100.0%**	**277**	**100.0%**	**301**	**100.0%**

23. Appendix 2: Student Engagement

Group	Observed stand-downs		Baseline stand-downs	Age-standardised stand-down rate per 1,000 students
Female	13	61.9%	47.2	7
Male	8	38.1%	49.5	4.1
Māori	3	14.3%	6.5	11.9
Pacific	6	28.6%	6.2	24.8
Asian	2	9.5%	20.6	2.5
Other	0	0.0%	4.9	0
European/Pākehā	10	47.6%	58.5	4.4
CoL Total	**21**	**100%**	**96.7**	**5.5**
New Zealand Total	**19,412**		**19,412.00**	**25.5**

Group	Observed suspensions	Baseline suspensions	Age-standardised suspension rate per 1,000 students
Female	0	7.8	0
Male	1	8.3	0.5
Māori	0	1.1	0
Pacific	0	1	0
Asian	0	3.4	0
Other	0	0.8	0
European/Pākehā	1	9.7	0.4
CoL Total	**1**	**16.1**	**0.3**
New Zealand Total	**3,065**	**3,065.00**	**4**

Retention Rates	Left before 17th birthday			Stayed until 17th birthday			Percentage staying until at least 17th birthday		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Female	3	7	6	125	137	145	97.7	95.1	96
Male	6	3	8	143	154	133	96	98.1	94.3
Māori	0	0	0	28	23	17	100	100	100
Pacific	x	2	2	x	19	27	x	90.5	93.1
Asian	0	0	1	49	61	59	100	100	98.3
MELAA	1	1	x	21	20	x	95.5	95.2	x
Other	x	0	x	x	0	x	x	na	x

European/Pākehā	7	7	12	166	189	177	96	96.4	93.7
CoL Total	**9**	**10**	**14**	**268**	**291**	**278**	**96.8**	**96.7**	**95.2**
New Zealand Total	**9,397**	**10,149**	**10,843**	**51,121**	**52,793**	**52,042**	**84.5**	**83.9**	**82.8**

24. Appendix 3: Student Achievement data

School leavers with at least NCEA level 1 or equivalent by gender and ethnic group (2016-2018)

Group	Below NCEA level 1			NCEA level 1 or above			Percentage with NCEA level 1 or above		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Female	1	4	2	127	140	149	99.2	97.2	98.7
Male	1	0	2	148	157	139	99.3	100	98.6
Māori	0	0	0	28	23	17	100	100	100
Pacific	x	0	2	x	21	27	x	100	93.1
Asian	0	0	1	49	61	59	100	100	98.3
MELAA	1	1	x	21	20	x	95.5	95.2	x
Other	x	0	x	x	0	x	x	na	x
European/Pākehā	1	3	2	172	193	187	99.4	98.5	98.9
CoL Total	**2**	**4**	**4**	**275**	**297**	**288**	**99.3**	**98.7**	**98.6**
New Zealand Total	**6,150**	**6,418**	**7,033**	**54,368**	**56,524**	**55,852**	**89.8**	**89.8**	**88.8**

School leavers with at least NCEA level 2 or equivalent by gender and ethnic group (2016-2018)

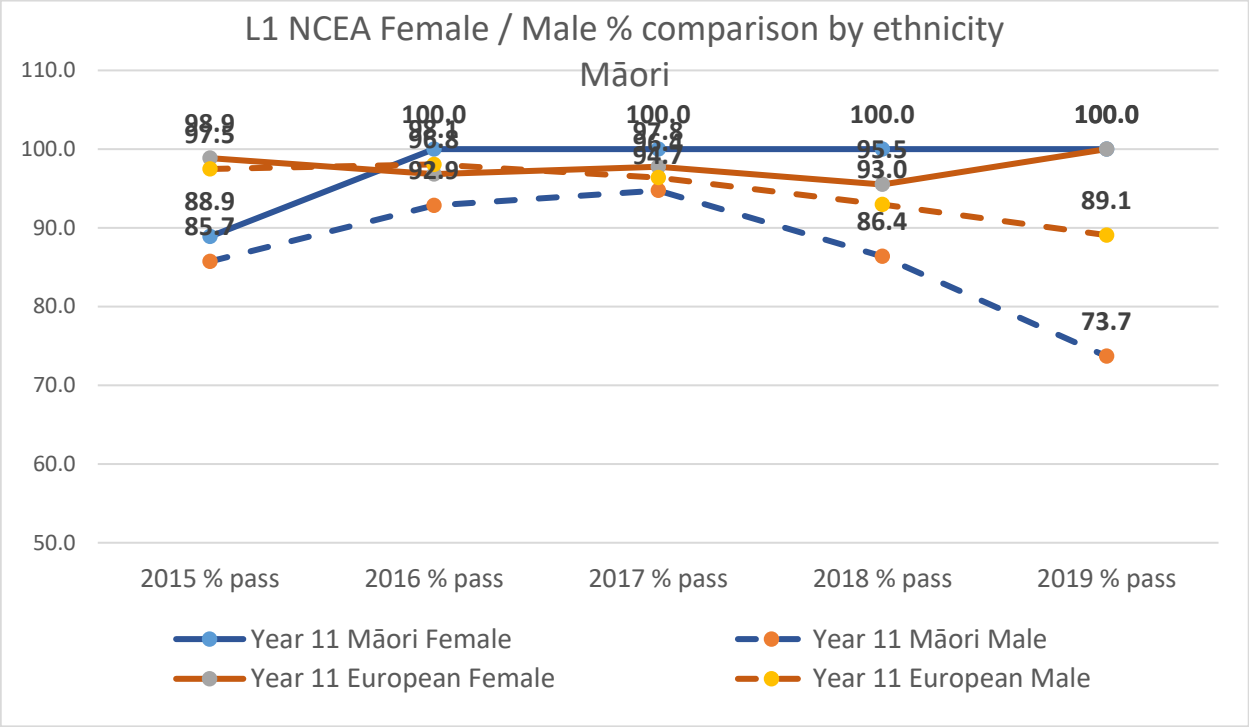
Group	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Female	1	5	4	127	139	147	99.2	96.5	97.4
Male	6	8	7	143	149	134	96	94.9	95
Māori	1	1	1	27	22	16	96.4	95.7	94.1
Pacific	x	0	2	x	21	27	x	100	93.1
Asian	0	0	2	49	61	58	100	100	96.7
MELAA	1	1	x	21	20	x	95.5	95.2	x
Other	x	0	x	x	0	x	x	na	x
European/Pākehā	5	12	8	168	184	181	97.1	93.9	95.8
CoL Total	**7**	**13**	**11**	**270**	**288**	**281**	**97.5**	**95.7**	**96.2**
New Zealand Total	**11,567**	**11,908**	**12,936**	**48,951**	**51,034**	**49,949**	**80.9**	**81.1**	**79.4**

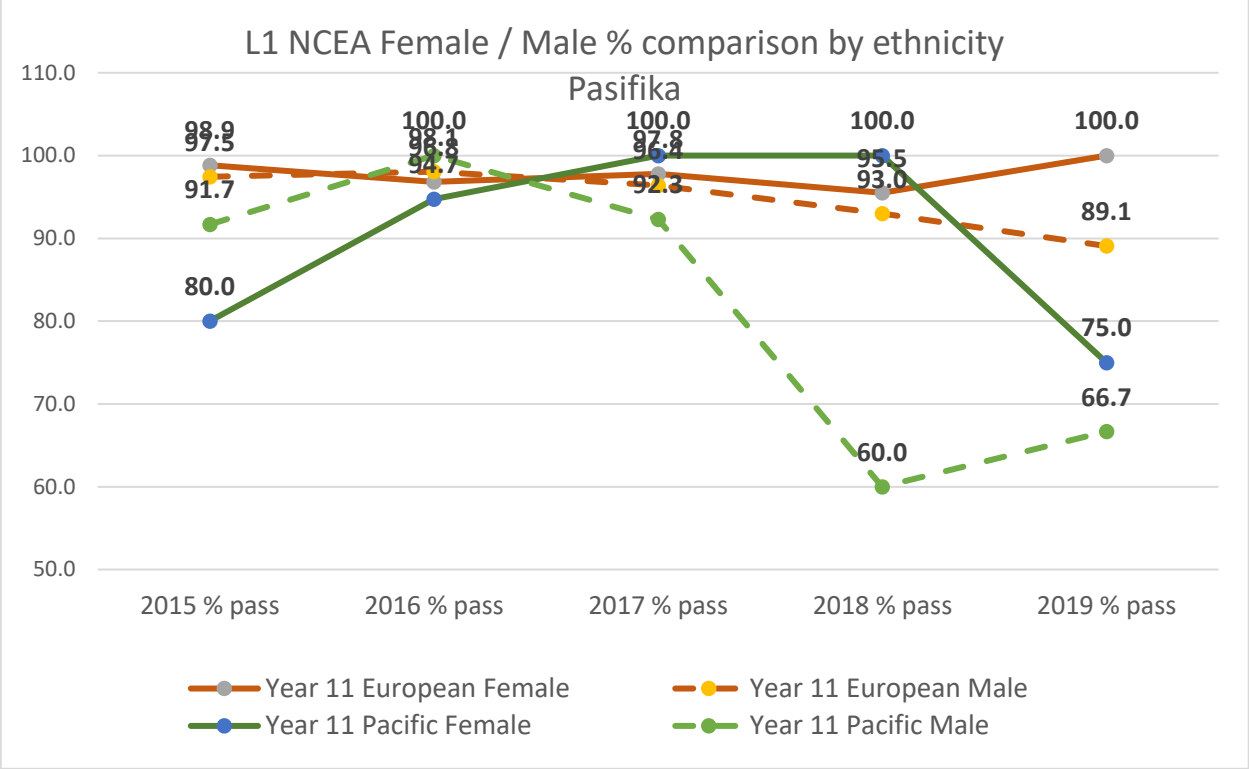
School leavers with at least NCEA level 3 or equivalent by gender and ethnic group (2016-2018)

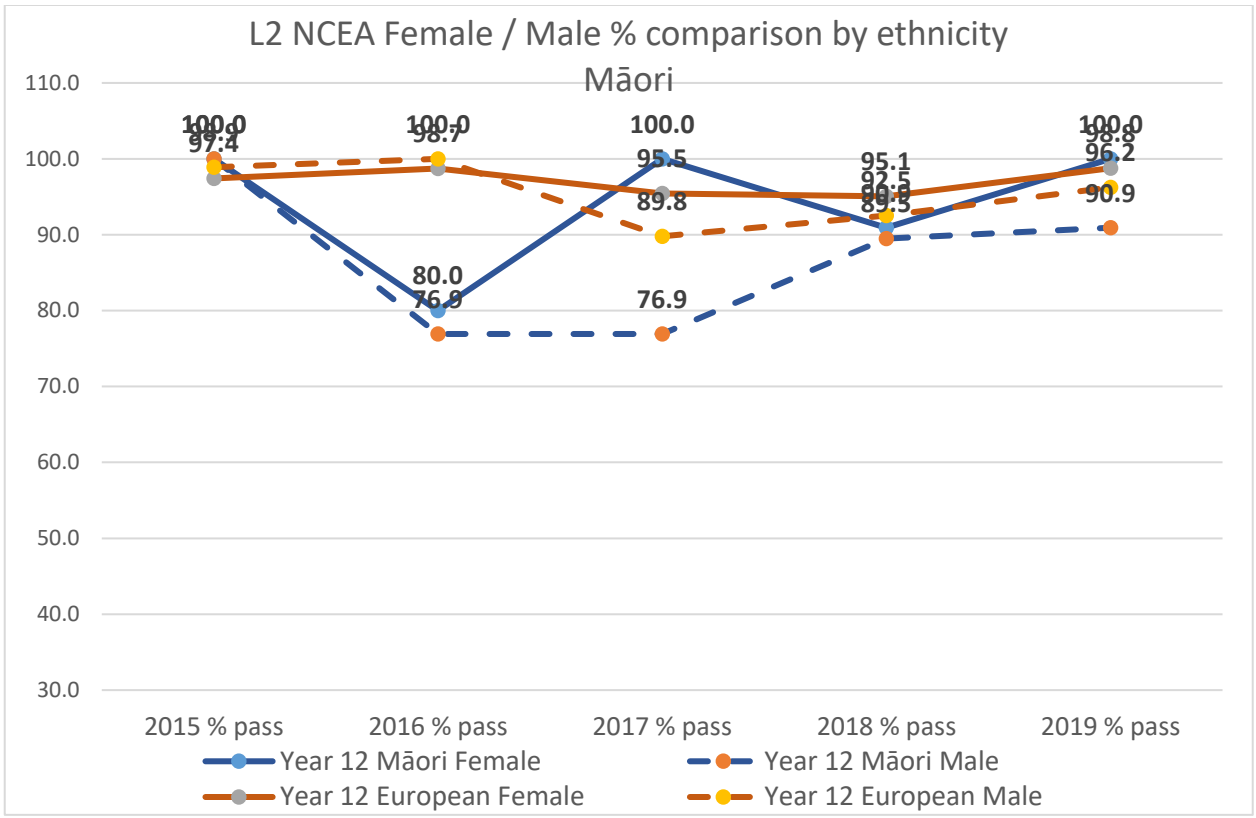
Group	Below NCEA level 3			NCEA level 3 or above			Percentage with NCEA level 3 or above		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Female	17	15	18	111	129	133	86.7	89.6	88.1
Male	22	26	28	127	131	113	85.2	83.4	80.1
Māori	6	5	6	22	18	11	78.6	78.3	64.7
Pacific	x	5	9	x	16	20	x	76.2	69

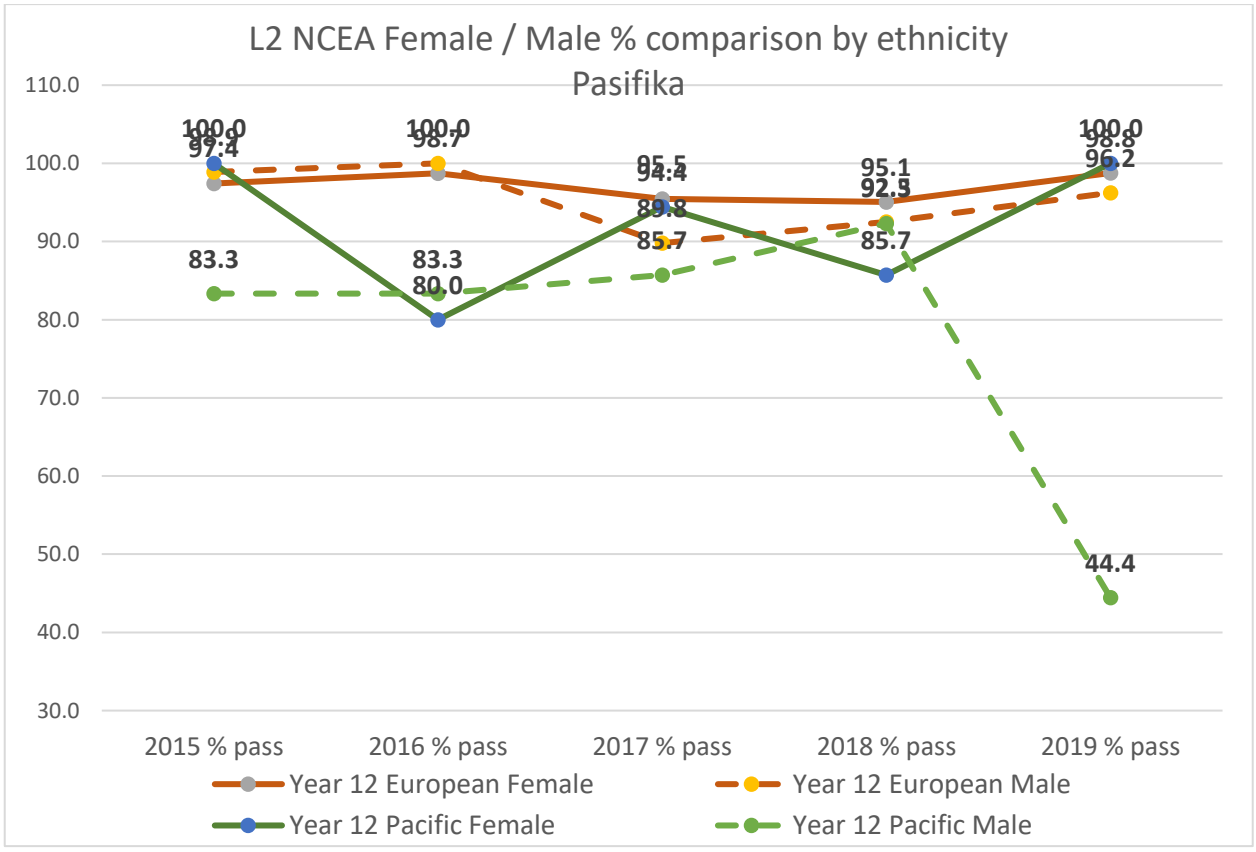
Asian	3	2	4	46	59	56	93.9	96.7	93.3
MELAA	2	2	x	20	19	x	90.9	90.5	x
Other	x	0	x	x	0	x	x	na	x
European/Pākehā	26	30	32	147	166	157	85	84.7	83.1
CoL Total	**39**	**41**	**46**	**238**	**260**	**246**	**85.9**	**86.4**	**84.2**
New Zealand Total	**27,607**	**28,471**	**29,102**	**32,911**	**34,471**	**33,783**	**54.4**	**54.8**	**53.7**

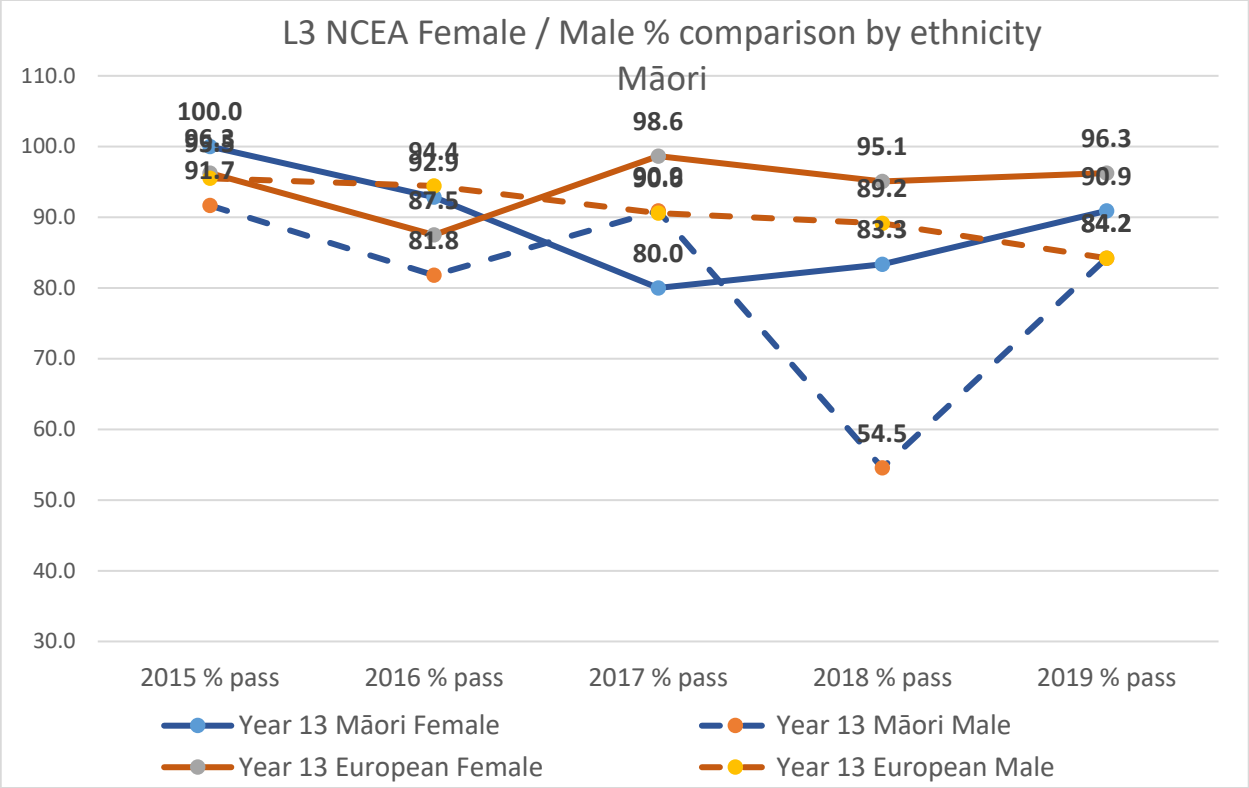
25. Appendix 4: NCEA Data – Comparison of Female and Male Pass Rates by Ethnicity

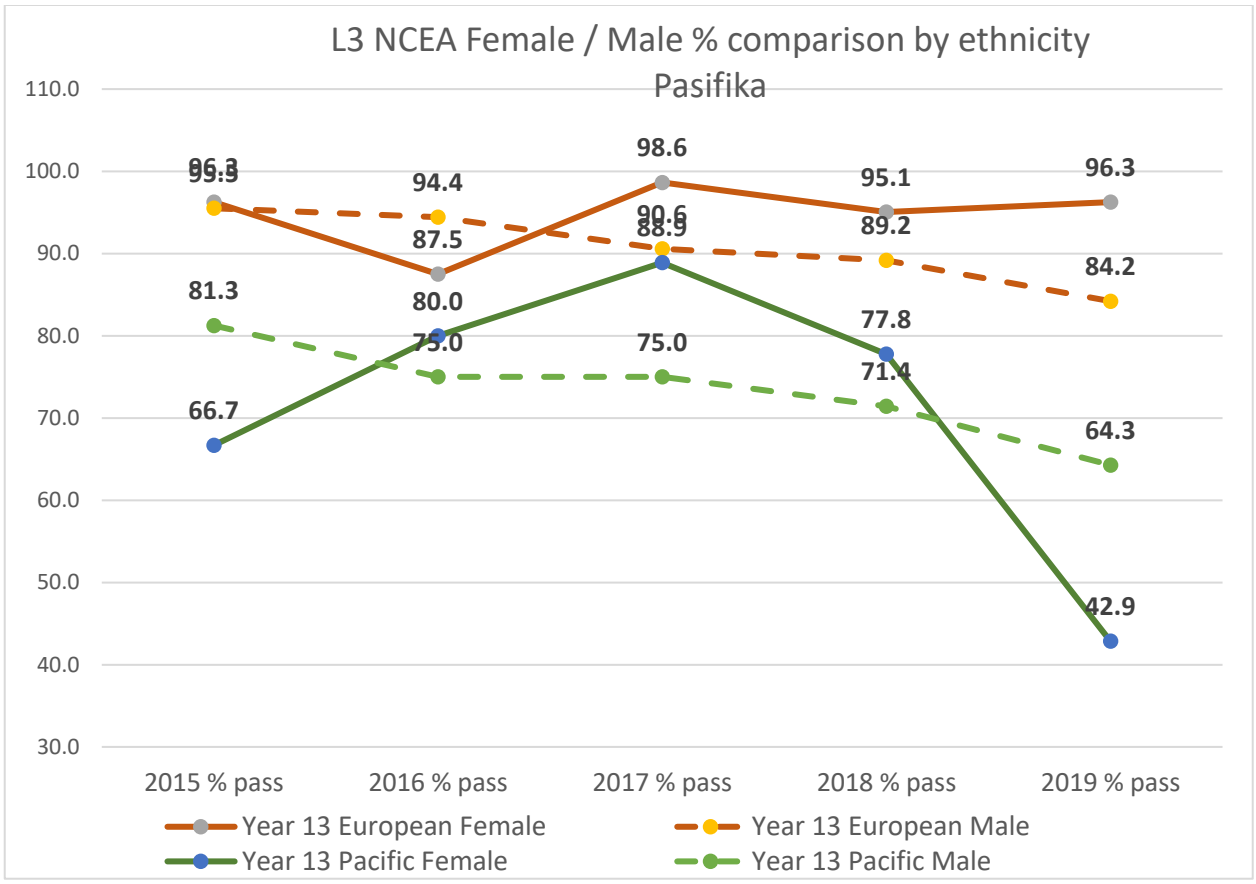


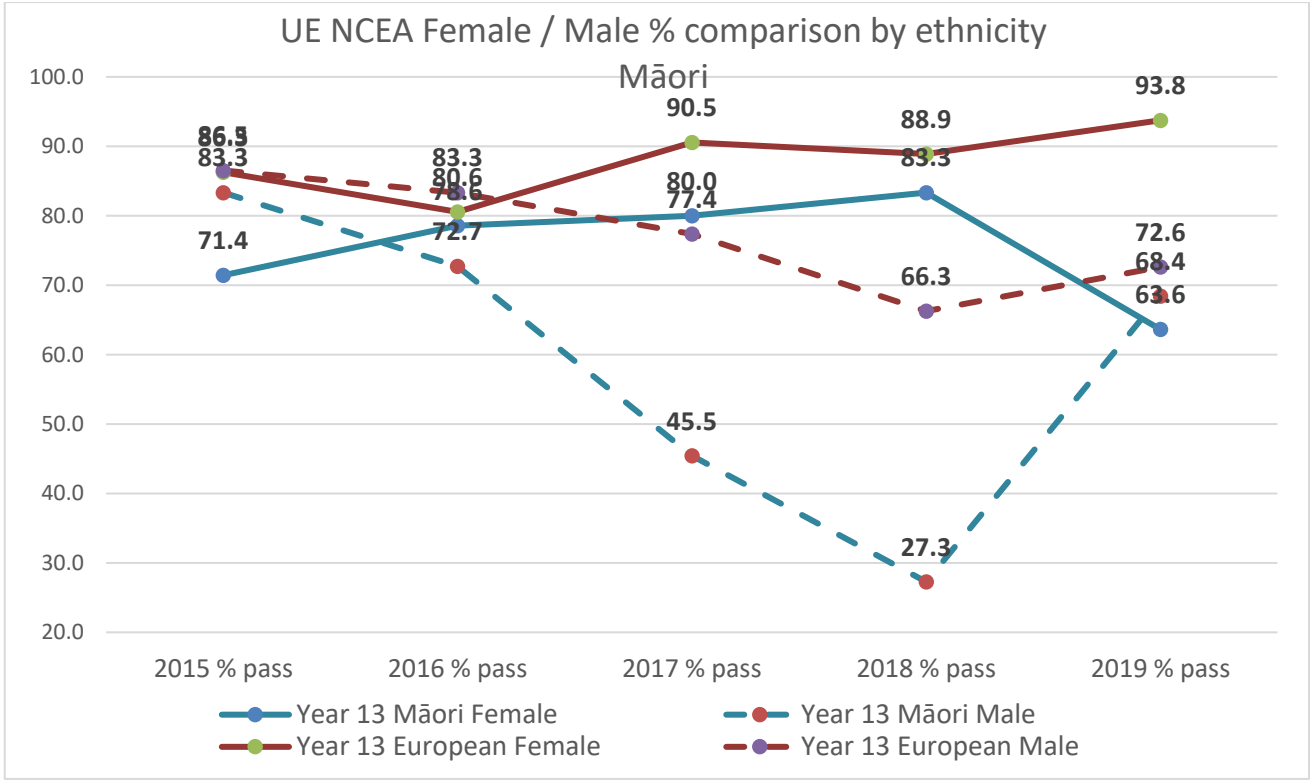


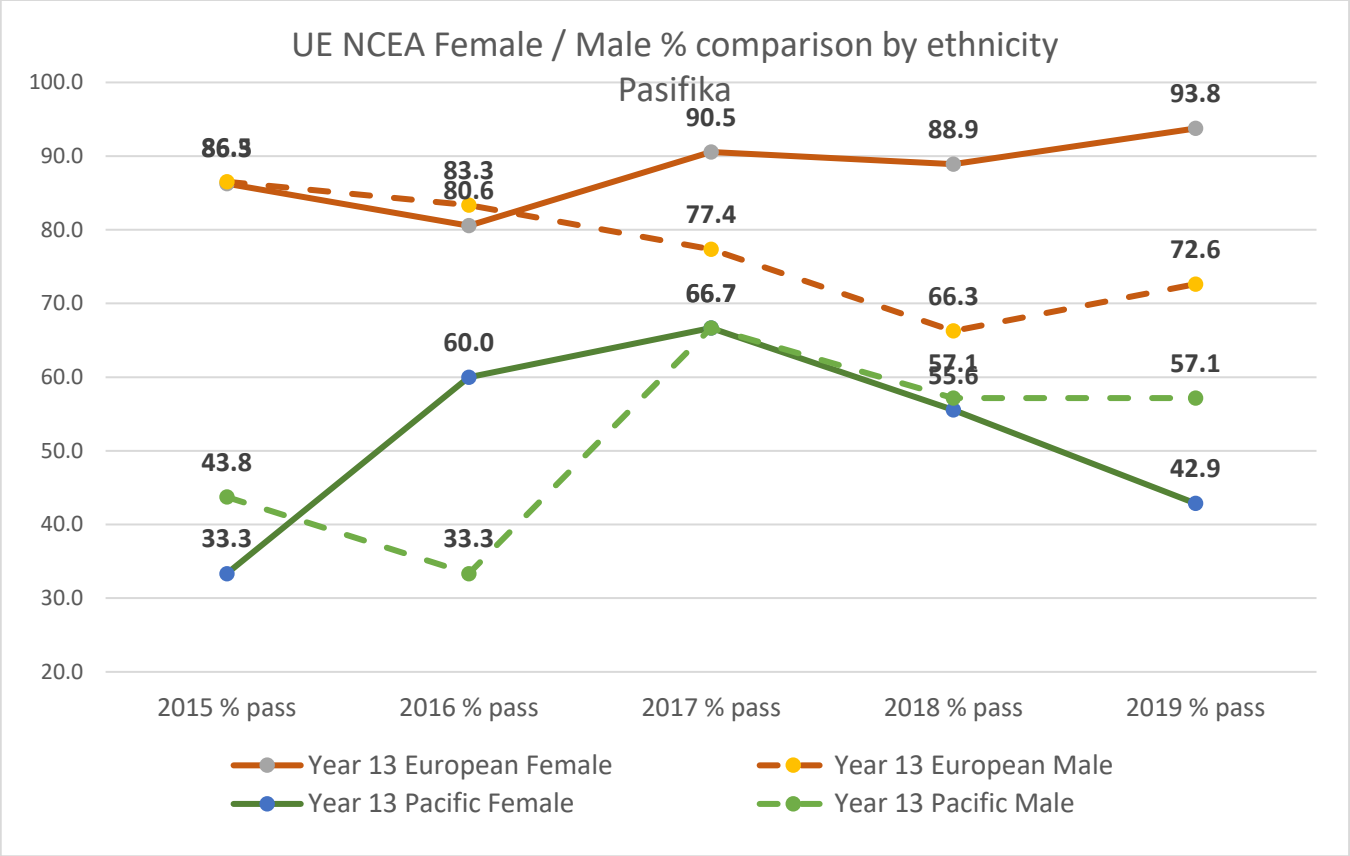

L2 NCEA Female / Male % comparison by ethnicity
Māori
110.0
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 12 Māori Female
Year 12 Māori Male
Year 12 European Female
Year 12 European Male


L2 NCEA Female / Male % comparison by ethnicity
Pasifika
110.0
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 12 European Female
Year 12 European Male
Year 12 Pacific Female
Year 12 Pacific Male

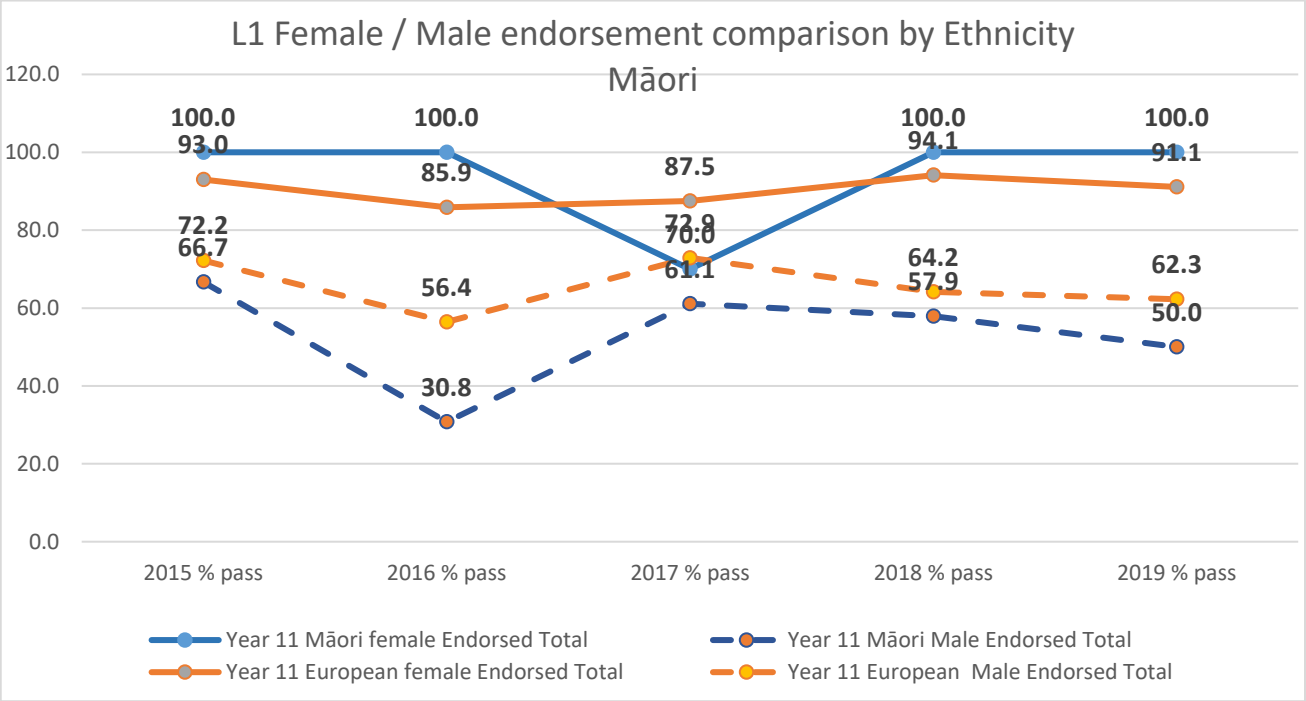

L3 NCEA Female / Male % comparison by ethnicity
Māori
110.0
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
100.0
91.7
81.8
98.6
80.0
54.5
95.1
89.2
83.3
96.3
90.9
84.2
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 13 Māori Female
Year 13 Māori Male
Year 13 European Female
Year 13 European Male

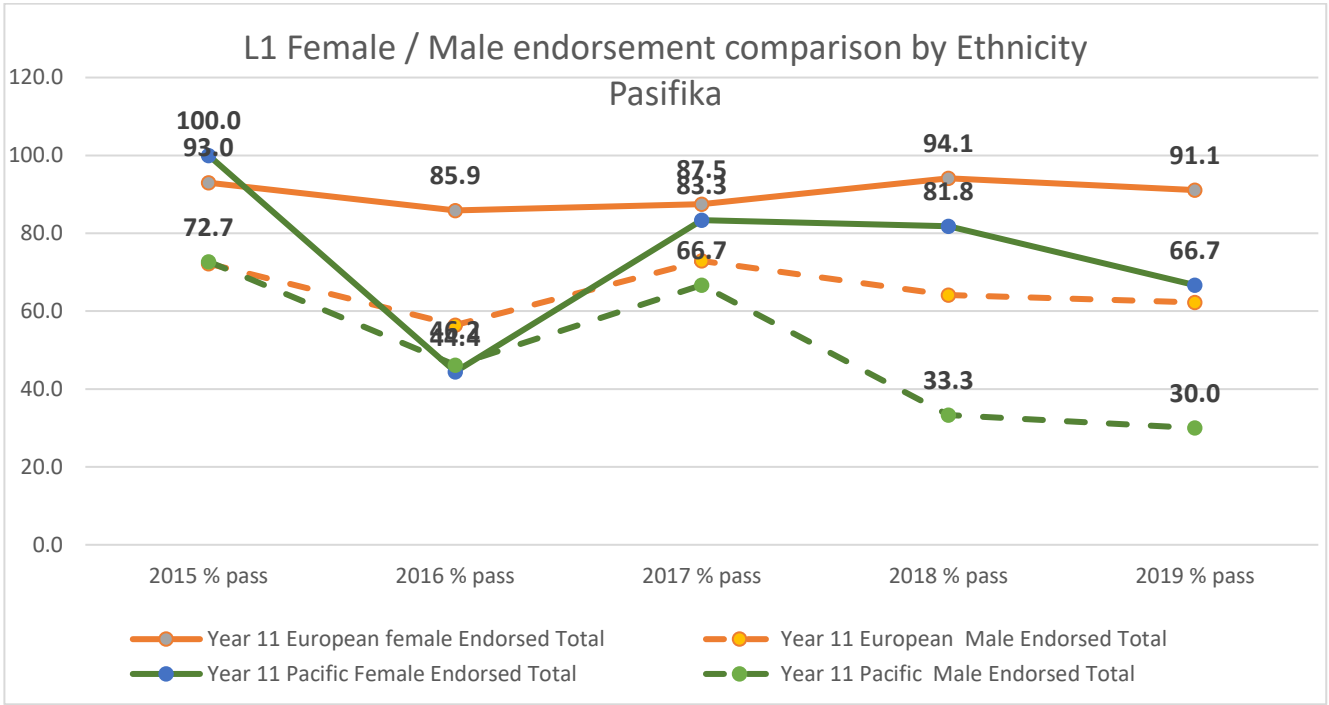

L3 NCEA Female / Male % comparison by ethnicity
Pasifika
110.0
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
96.3
94.4
98.6
95.1
96.3
87.5
90.6
89.2
84.2
81.3
80.0
77.8
75.0
75.0
71.4
66.7
64.3
42.9
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 13 European Female
Year 13 European Male
Year 13 Pacific Female
Year 13 Pacific Male

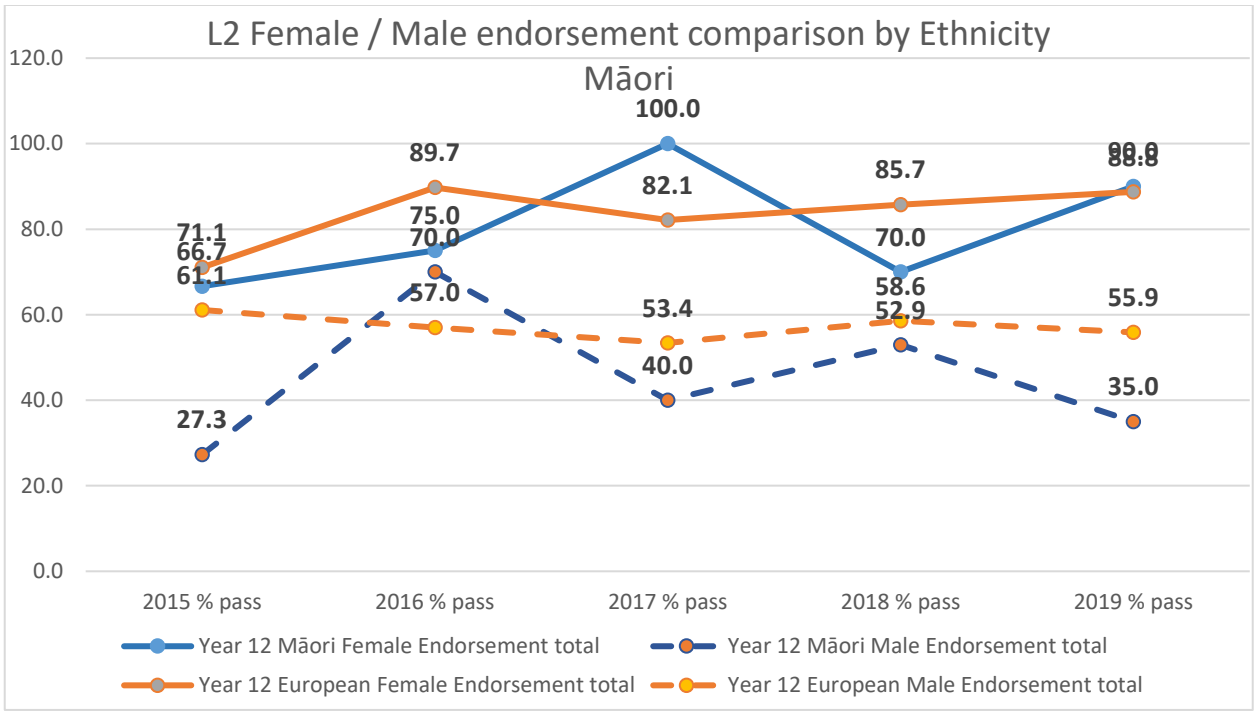

UE NCEA Female / Male % comparison by ethnicity
Māori
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
86.5
83.3
90.5
88.9
93.8
83.3
80.6
80.0
77.4
71.4
72.7
72.6
68.4
66.3
63.6
45.5
27.3
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 13 Māori Female
Year 13 Māori Male
Year 13 European Female
Year 13 European Male

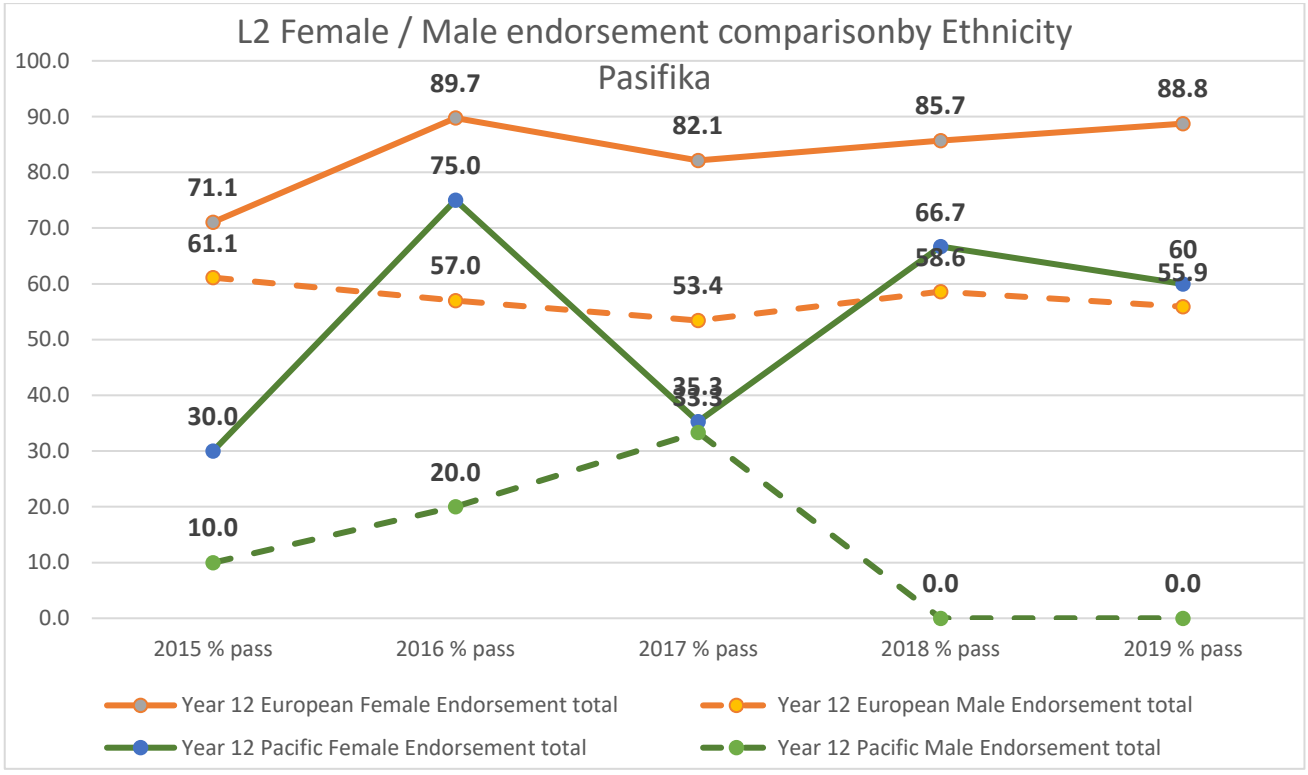

UE NCEA Female / Male % comparison by ethnicity
Pasifika
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
86.5
83.3
90.5
88.9
93.8
80.6
77.4
72.6
66.3
66.7
60.0
57.1
55.6
57.1
43.8
33.3
33.3
42.9
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 13 European Female
Year 13 European Male
Year 13 Pacific Female
Year 13 Pacific Male

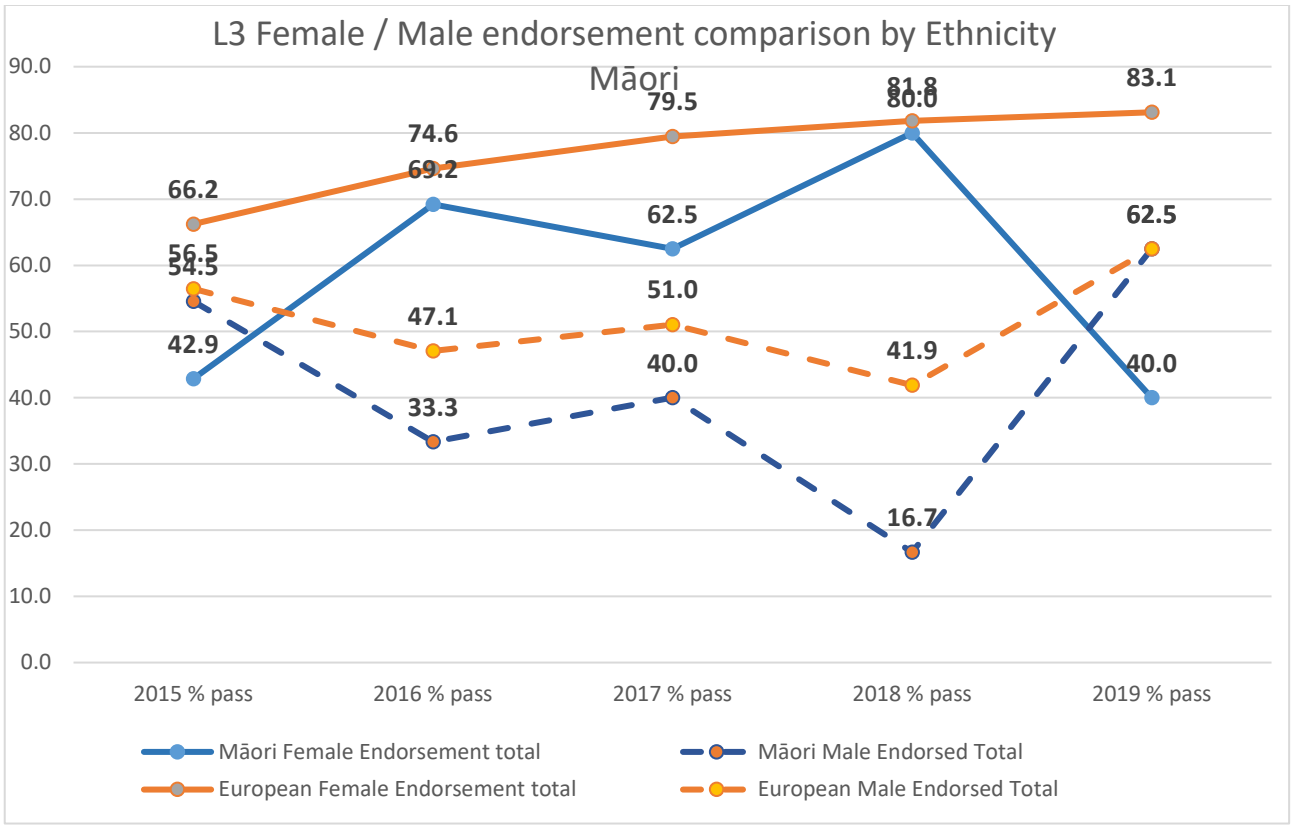
26. Appendix 5: NCEA Data – Comparison of Female and Male Endorsement Rates by Ethnicity

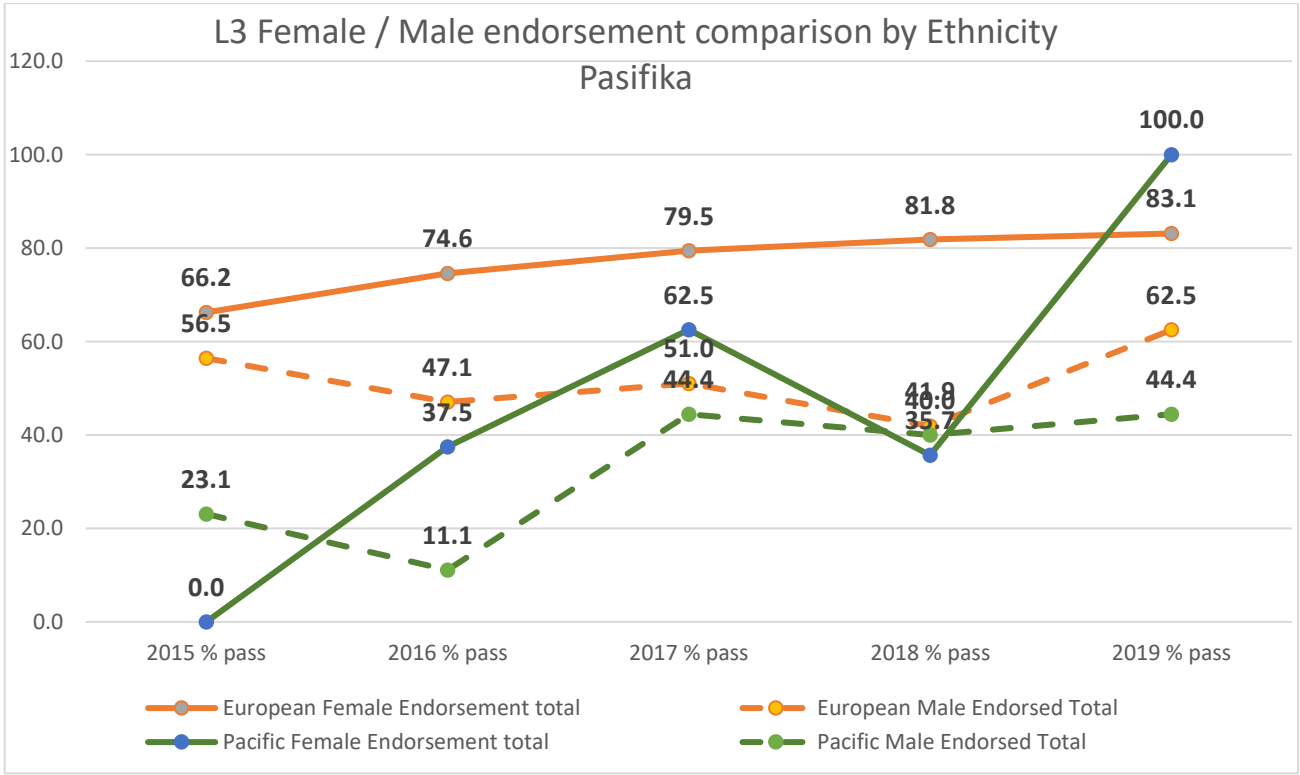





L2 Female / Male endorsement comparison by Ethnicity
Māori
120.0
100.0
80.0
60.0
40.0
20.0
0.0
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 12 Māori Female Endorsement total
Year 12 Māori Male Endorsement total
Year 12 European Female Endorsement total
Year 12 European Male Endorsement total


L2 Female / Male endorsement comparisonby Ethnicity
Pasifika
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Year 12 European Female Endorsement total
Year 12 European Male Endorsement total
Year 12 Pacific Female Endorsement total
Year 12 Pacific Male Endorsement total


L3 Female / Male endorsement comparison by Ethnicity
Māori
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
66.2
74.6
79.5
81.8
83.1
56.5
47.1
51.0
41.9
62.5
42.9
33.3
40.0
16.7
40.0
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
Māori Female Endorsement total
Māori Male Endorsed Total
European Female Endorsement total
European Male Endorsed Total


L3 Female / Male endorsement comparison by Ethnicity
Pasifika
120.0
100.0
80.0
60.0
40.0
20.0
0.0
66.2
74.6
79.5
81.8
83.1
56.5
47.1
51.0
41.9
62.5
23.1
11.1
44.4
40.0
44.4
0.0
37.5
62.5
35.7
100.0
2015 % pass
2016 % pass
2017 % pass
2018 % pass
2019 % pass
European Female Endorsement total
European Male Endorsed Total
Pacific Female Endorsement total
Pacific Male Endorsed Total

27. Appendix 6: Communications Strategy

Date	Stakeholder(s)	Messages	Channel	Frequency	Prepared by	Delivered by
This term	WSLs	Collaborative enquiry progress	COL meeting	Twice a term	Chris & ASLs	Chris
Term 4	SLTs	Vision for the 'next stage' Review roadmap How we want to work together with SLT members Focus on Stream 1: Clear learning pathways within and between schools Rationale: how it will benefit the students How it would look in their school? What we need their support for: - Own and advocate strategy and initiatives - Embed within their own school programme, take it to the teachers	Workshop	One off	Chris & ASLs	Chris
Term 4 (after SLTs)	WSLs	Vision for the 'next stage' Review roadmap Focus on Stream 1: Clear learning pathways within and between schools Rationale: how it will benefit the students What we need their support for: - Work with SLTs to embed in their schools	Workshop	One off	Chris & ASLs	Chris
Term 4	BOTs	Vision for the 'next stage' Roadmap How the COL fits in with plans for next year	Presentation	Twice a year (meets twice a term)	Chris & ASLs	Principals

Term 1	Teachers	Vision for the 'next stage' Review roadmap Focus on Stream 1: Clear learning pathways within and between schools Rationale: how it will benefit the students What we need their support for: - Be involved in the change - Support students to make the best of the change	Teacher only days	Various	Principals & SLTs - support from COL roles	Principals
Term 1	Parents/whānau	Background on the COL - vision for the future Basis in the Catholic faith and tradition How it will benefit their child(ren) How they can help make it a success; plans for future involvement	School newsletters	Twice a year	ASLs	Schools
Term 2	Parents/whānau	Parent education (Stream 3, Initiative 1: Parent education on supporting learning) - Content to be determined	Parents evening	??		
Term 2	Students	Vision (for students) Plans for future involvement	Assembly or classroom		ASLs	Teachers
Ongoing	SLTs & Teachers	Updates on progress	Team meetings	Various	ASLs	Principals /SLTs