



Dunedin Catholic Schools

Kāhui Ako

Achievement Challenges 2024-2026

Our Values

*We value our Catholic tradition and identity.
 Children are at the heart of what we do.
 We are inclusive with decision making.
 We are future focused with visions and decisions.
 We live with honesty, integrity and humility.
 We foster wonder and awe for learners.*

Scripture Verse

Two are better than one because they have a good reward for their toil. For if they fall, one will lift up the other; but woe to one who is alone and falls and does not have another to help.
 Ecclesiastes 4: 9-12












Whakatauki

Ka manu ka kai i te miro, nōnā te ngahere. Ka manu kai kai i mātauranga, nōnā te aō
The bird that consumes the miro berry, theirs is the forest. The bird that consumes knowledge, theirs is the world



Special Catholic Character - Our schools are united by our common faith and strong relationships already exist between many of our tumuaki, kaiako, whānau, and parish communities. The Special Catholic Character underpins all we do as educators and gives fullness to all aspects of life and learning in our schools. Our Dunedin Catholic Schools Kāhui Ako is a faith based network of eight primary schools, one of which is a full primary school, and Trinity Catholic College, a Year 7-13 college. These schools are geographically spread across Dunedin and Mosgiel. Many students' transition from our Catholic Primary Schools to Trinity Catholic College which gives us a very natural community pathway.

		
Trinity Catholic College	St Bernadette's School	St Joseph's Cathedral School
		
St Mary's Mosgiel School	St Mary's School Dunedin	St Francis Xavier School
		
Sacred Heart School	St Peter Chanel School	St Brigid's School

Our Community

Theories of improvement

- Consistent use of assessment for learning practice across the Kāhui Ako
- Use culturally responsive practices to engage all our students
- Implement effective teaching and learning programmes and practices that meet diverse learning needs and enhance outcomes for students
- Embed and implement the Dunedin Catholic Schools Kāhui Ako literacy coherent pathways and a structured literacy approach
- Utilise Te Mātiao and the Common Practice Model
- Achievement frameworks for Māori and Pasifika

Engagement and Transitions	Ways of working together
<ul style="list-style-type: none">• Reciprocal relationships• Community connections• Transition pathways (coherence)• Clear pathways from structured literacy to effective teaching of reading and writing to meet the corequisite in Year 10• Develop effective teaching of numeracy to meet the corequisite in Year 10• Engaging with communities to raise potential for all• Increase our understanding of our community, and our cultural responsiveness• Developing common language and understanding at key transition points	<ul style="list-style-type: none">• Collaboration• Growth Mindset• Cohesion• Whakawhanaungatanga• Integration of strands and ideas• Growth of individuals and leaders across the school.• Keeping the theories at the forefront for all• Ensuring both Governance and management are focused and aligned• Strong systems and processes for ASL and WSL with strong reporting back to lead principals and principal group.• Quality communication across all levels

Dunedin Catholic Schools Kāhui Ako Demographics

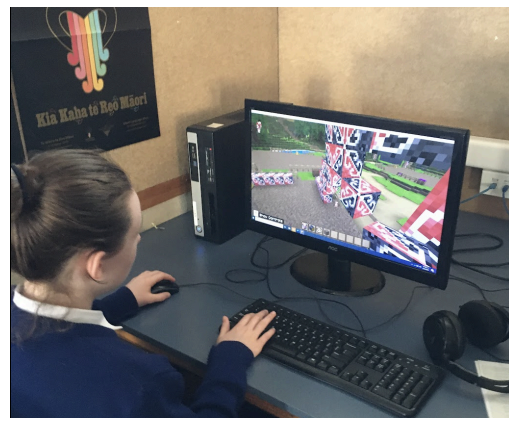
Our community thrives on its cultural diversity, which is evident in the ethnic makeup of our school, as presented in the table below.

Kura	Students	Male	Female	NZ Māori		Pasifika		Asian		NZ European		Other	
Trinity Catholic College	727	342	385	109	14.99%	48	6.60%	125	17.19%	391	53.78%	54	7.43%
St Bernadette's	170	81	89	29	17.06%	36	21.18%	33	19.41%	66	38.82%	6	3.53%
St Joseph's Cath.	164	78	86	20	12.20%	15	9.15%	44	26.83%	75	45.73%	10	6.10%
St Mary's Mosgiel	130	64	66	9	6.92%	4	3.08%	24	18.46%	84	64.62%	9	6.92%
St Mary's Dn	54	25	29	10	18.52%	0	0.00%	32	59.26%	8	14.81%	4	7.41%
St Francis Xavier	116	58	58	14	12.07%	3	2.59%	21	18.10%	75	64.66%	3	2.59%
Sacred Heart	56	19	37	5	8.93%	4	7.14%	23	41.07%	23	41.07%	1	1.79%
St Peter Chanel	63	32	31	8	12.70%	9	14.29%	3	4.76%	41	65.08%	2	3.17%
St Brigid's	55	30	25	1	1.82%	13	23.64%	14	25.45%	23	41.82%	4	7.27%
Total	1535	729	806	205	13.36%	132	8.60%	319	20.78%	786	51.21%	93	6.06%

Asian Ethnicity Breakdown				
	Filipino	Indian	Other Asian	Total
Trinity Catholic College	58	29	38	125
St Bernadette's	4	21	8	33
St Joseph's Cathedral	13	23	8	44
St Mary's Mosgiel	5	13	6	24
St Mary's Dunedin	12	19	1	32
St Francis Xavier	2	15	4	21
Sacred Heart	16	3	4	23
St Peter Chanel	1	2	0	3
St Brigid's	3	5	6	14
				Total 329

As shown in the table above, 20% of our student community identifies as 'Asian'. However, this description needs expanding as there are significant groups of people with Indian and Filipino heritages in our community, as well as from many other countries in Asia.

Progress and Strengths



2020-2023


- [Pre- 2020 Journey](#)
- Our New Achievement challenges were revised at the end of 2019 and written in collaboration with SLT, ASLs, WSLs, HODs and CORE Education
- We had 4 Achievement Challenges under the Umbrella of Universal Design for Learning (UDL)
 - Local Curriculum-*Rapua Te Ara Tika*
 - Teacher and Student Agency- *Pokapū Ako*
 - Belonging- *Turangawaewae*
 - Writing- *Tuhituhi*
- 2020 Play Based Learning New Entrant group formed and held regular meetings
- COVID interrupted a lot of PLD and collaboration. However we continued collaboration with PLD providers CORE we held both online zooms and created an online portal for teachers to work through PLD at their own pace or run individual staff meetings when we couldn't meet face to face, this had a UDL focus.
- Three Learning Support Coordinators (LSCs) were appointed to the Kāhui Ako. Two to be spread across our 9 primary schools and one to work exclusively with Trinity Catholic College (Formally known as Kavanagh College)
- ASL developed cultural narrative of our ten Kāhui Ako schools, we have since worked alongside Aukaha/Kai tahu to commission a cultural narrative for our Kāhui Ako
- Te Reo kaiako from Kavanagh College (now Trinity) supported Primary schools with Te Reo and Tikanga lessons
- Held our Teacher only day at local Marae with speakers who covered topics such as- unconscious bias, local curriculum, Aotearoa NZ histories and practical activities.
- SEEK began pre 2020 as a programme for Year 5-8 students as part of transition to Kavanagh College (which became Trinity Catholic College in 2023). Students participated in Science, Digital technologies and Physical education. In 2023 have adapted the programme to include Drama, Food Technology and Science.
- SEEK has since been renamed 'Big Day Out'
- Have held professional development for all Kāhui Ako Boards on giving effect to Te Tiriti o Waitangi and strategic planning.
- BSLA -in 2022 all new entrant/year 1 teachers had professional development
- Some schools were invited to join a Pasifika Research group run through the university of Auckland.
- Pasifika Fono was held across the Kāhui Ako where whanau led and gave feedback, a follow up fono was held where feedback from the Pasifika Research Group was shared.
- Bi-lingual support workers were appointed across some schools- supporting our Malayalam students and whanau.
- Hearing You Counsellor across all our primary schools. Each school has dedicated counsellor time allocated for their students.
- Year 6 Leadership Day was held at the beginning of 2023 with guest speakers, leadership activities and a combined Mass.
- Combined Kahui Ako Social Justice Projects connected to looking after the vulnerable and our environment.
- Local Te Reo experts appointed to work across the Kāhui Ako
- Teachers began reciprocal visits across the Kāhui Ako to observe Religious Education. Literacy and Numeracy
- ASLs shared Kāhui Ako videos with the community.
- At the end of 2022 St Joseph's Port Chalmers closed
- 2023 Teacher Only Day - iDeaL structured Literacy
- Primary Principals formed a Professional Growth Cycle group that meet regularly- have partnered up with another Principal and linked to Appraisals
- Began to review Kāhui Ako in collaboration with The Education Group looking towards refreshing our Achievement Challenges
- 2023 we were successful in gaining attendance and engagement funding for the Kāhui Ako primary schools.

In November 2023 the Dunedin Catholic Schools Kāhui Ako undertook a deep review of past Achievement Challenges and systems. This was led by the Education Group (Roween Higgie and Julie Schumacher). It involved collection of data and analysis, interviews of leadership teams from each school and a day with leaders to discuss next steps. A copy of the summary of this review with the data analysis is attached.

[Executive Summary of Review](#)

Roles and Responsibilities for Dunedin Catholic Schools Kāhui Ako

Working coherently requires the ability to align all roles and work streams in order to achieve shared goals. Dunedin Catholic Schools Kāhui Ako is committed to achieving coherence through working together to share expertise, learn from one another, and build our collective capacity to enhance the outcomes for all students.

<p>Focussing direction:</p> <ul style="list-style-type: none"> • Shared purpose drives action. • A small number of achievement challenges tied to student learning drive decisions. • A clear strategy for achieving the goals is known by all. • Change knowledge is used to move the Kāhui Ako forward 	 <p>Figure 1. Coherence Model (Fullan and Quinn, 2016)</p>	<p>Cultivating collaborative cultures:</p> <ul style="list-style-type: none"> • A growth mindset underlies the culture. • Leaders model learning themselves and shape a culture of learning. • Collective capacity building is fostered above individual development. • Structures and processes support intentional collaborative work.
<p>Securing accountability:</p> <ul style="list-style-type: none"> • Capacity building is used to continuously improve results. • Collaborative practice facilitates an opportunity for growth and sustainability. • External accountability is used transparently to benchmark progress. 		<p>Deepening learning:</p> <ul style="list-style-type: none"> • Achievement challenges and learning goals are clear to everyone and drive instruction. • Effective pedagogical practices are known and implemented by all educators. • Robust processes (collaborative inquiry and examining student work) are used regularly to improve practice.

Lead Principals will:

- Collate, analyse and evaluate all schools' data alongside ASLs and track priority students
- Evaluate impact at regular intervals for each achievement challenge
- Support ASL to identify learning needs from data, in order to align and implement professional learning for the Kāhui Ako
- Report back to school leaders, school communities and Boards. Reports will include the following as relevant:
 - Identification of strategic steps taken towards the targets set in the achievement challenges
 - Student achievement data analysis of this in relation to targets
 - Emerging evidence of changes in pedagogy and schools practices
 - Next steps or areas of focus
 - Any issues or challenges arising
- Facilitate PLD to grow capacity across the Kāhui Ako
- Set up a range of quality systems to establish clarity of ASL roles, induction, support and develop the ASLs to maximise impact

Dunedin Catholic Schools Kāhui Ako Principals will:

- Meet annually, along with ASL, to review strategic goals connecting to AC areas and strategic plans
- Collate and share school data as required and ensure that their schools is addressing the ACs
- Identify and support WSL to undertake action plans connected to AC areas and strategic plans (refer to job descriptions)
- Support ASL to facilitate the successful execution of their varied role across the Kāhui Ako
- Work with ASL and school systems to enable the ASL across the Kāhui Ako, to work with WSLs
- To attend twice termly Principal meetings
- Report to their Board, staff and wider schools community on the work, progress and achievements of the Kāhui Ako

The Across School Leader will:

- Be effective in their leadership of the WSLs. This will involve working collaboratively with WSLs to:
 - o Develop effective action plans linked to the Kāhui Ako Achievement Challenges within their schools and buddy schools
 - o Support the collation and analysis of data from individual school/schools in order to measure impact and plan next steps (student data, teacher voice)
 - o Support priority students to meet Achievement Challenges
- Engage in regular reflective practice to strengthen and grow their capability.
- Identify emerging changes in practice and/or professional developmental needs.
- Lead development connected to specific Achievement Challenge areas for the benefit of the Kāhui Ako
- Meet regularly with Lead Principal/s to reflect on mahi completed, report progress and share next steps
- Report back to the Kāhui Ako Principals group
- Working collaboratively with each school's SLT to ensure alignment and implementation of Achievement Challenge Plan
- Lead by presenting and sharing the impact of the mahi at professional development and learning eg staff meetings, PLGs, Expo/TOD Days

Within school leaders will:

- Work alongside teachers to support them in their Professional Growth Cycles.
- Participate in professional learning opportunities relevant to the job description
- Provide professional development to assist the implementation of Assessment for Learning.
- Help lead development of Local Curriculum/Te Mātaiho.
- Attend one meeting per term with Across School and other Within Teachers.
- Support Buddy Schools by offering two meetings per term and combined PD where appropriate.
- Develop working protocols to work with Buddy school.
- Support the organisation of any Kāhui Ako event where appropriate.
- Collect, collate and analyse relevant data from the schools alongside ASL

Process Challenge - Implement a Locally Responsive Curriculum Giving Effect to Te Tiriti o Waitangi

Equity for all students	Culturally Responsive Practice	Connections and Partnerships	Teacher Practice and Pedagogy
<p>Indicators of Success:</p> <ul style="list-style-type: none"> Improved outcomes for priority learners including Māori and Pasifika, ethnically and neurodiverse learners Strong pass rates in reading, writing and numeracy co-requisites for year 10 students Improved attendance data Strengthened learner assessment capability 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> Strengthened use of Te Reo and tikanga in schools and classrooms Improved understanding of relationship based learning practices for all students Including the four articles of Te Tiriti in all elements across each school Teachers and leaders continue to explore Niho Taniwha, Hikairo Schema 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> Strengthened career pathways for learners Strengthened communication and pastoral care of whānau- learning relationships Whānau have a strong Catholic connection to their faith pathway Ongoing relationship building with Kai Tāhu 	<p>Indicators of Success:</p> <ul style="list-style-type: none"> Strengthened teacher Assessment Capability Assessment for Learning practices are evident in all classrooms every day, and used to implement the Common Practice Model Teachers and Leaders explore the philosophy of Teaching to the North East and Leading to the North East

Success for All

Dunedin Catholic Schools Kāhui Ako are committed to improving the learning outcomes for all students

Achievement Challenge 1

Improving the progress and achievement of all students year 1 - 13 with a focus on Māori, Pasifika, ELLs and additional needs students in Reading and Writing

Rationale:

Writing Target

Overall 4% of 'below' students across the Kāhui Ako will move to 'at' in Writing by the end of 2024

Overall 9% of 'below' students across the Kāhui Ako will move to 'at' in Writing by the end of 2025

Overall 15% of 'below' students across the Kāhui Ako will move to 'at' in Writing by the end of 2026

Reading Target

Overall 4% of 'below' students across the Kāhui Ako will move to 'at' in Reading by the end of 2024

Overall 9% of 'below' students across the Kāhui Ako will move to 'at' in Reading by the end of 2025

Overall 15% of 'below' students across the Kāhui Ako will move to 'at' in Reading by the end of 2026

Using EOY OTJs from year 1- 10

Reading	77% of all students are at or above their level i 69% of Maori students are at or above; 66% of Pasifika students are at or above
Writing	73% of all students are at or above their level 62% of Maori students are at or above; 72% of Pasifika students are at or above

Year 10 Literacy NCEA Corequisite Standards (data 2023)

Reading 71%
Writing 42.4%

Achievement Challenge 2

Improving the progress and achievement of all students year 1 - 13 with a focus on Māori, Pasifika, ELLs and additional needs students in Mathematics

Rationale:

Mathematics Target

Overall 4% of 'below' students across the Kāhui Ako will move to 'at' in Mathematics by the end of 2024

Overall 9% of 'below' students across the Kāhui Ako will move to 'at' in Mathematics by the end of 2025

Overall 15% of 'below' students across the Kāhui Ako will move to 'at' in Mathematics by the end of 2026

Using EOY OTJs from year 1- 10

Mathematics	76% of all students are at or above their level in Mathematics 66% of Maori students are at or above; 64% of Pasifika students are at or above
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Year 10 Numeracy NCEA Corequisite Standards (data 2023)

Numeracy 60%

Target by the end of 2024: 65% of Year 10 students will achieve the NCEA numeracy co-requisite standard

Target by the end of 2025: 75% of Year 10 students will achieve the NCEA numeracy co-requisite standard

Target by the end of 2026: 80% of year 10 students will achieve the NCEA numeracy co-requisite standard

Achievement Challenge 3

Improve and enhance the achievement of Year 11-13 students with a focus on Māori and Pasifika students; reducing the gap between Māori, Pasifika and European Pakeha learners.

2023 Data (as at 30 January, 2024)

NCEA Data comparison: Pakeha vs Māori and Pasifika

	European Pakeha %	Māori %	Pasifika %	Total E+M Endorsement %
NCEA L1	78.6	53.8	33.3	84.8
NCEA L2	85.1	63.6	75.0	56.3
NCEA L3	76.9	85.1	33.3	55
UE	67.9	85.1	16.7	-

Year 11 - Literacy 94% Numeracy 91.7% (Jan 2024)

Co-requisite data 2023 for Year 10

Reading 71%
Writing 42.4%
Numeracy 60%

Target by the end of 2026: of the remaining 20% who don't achieve the NCEA co-requisite literacy and numeracy standards in Year 10, at least a further 15% of the cohort will achieve the co-requisites in year 11. This means that 95% of all learners will have achieved the co-requisites by the end of year 11.



Target by the end of 2024: 65% of Year 10 students will achieve the NCEA reading co-requisite standard and 75% will achieve the NCEA writing co-requisite standard

Target by the end of 2025: 75% of Year 10 students will achieve both the reading and writing NCEA co-requisite standards

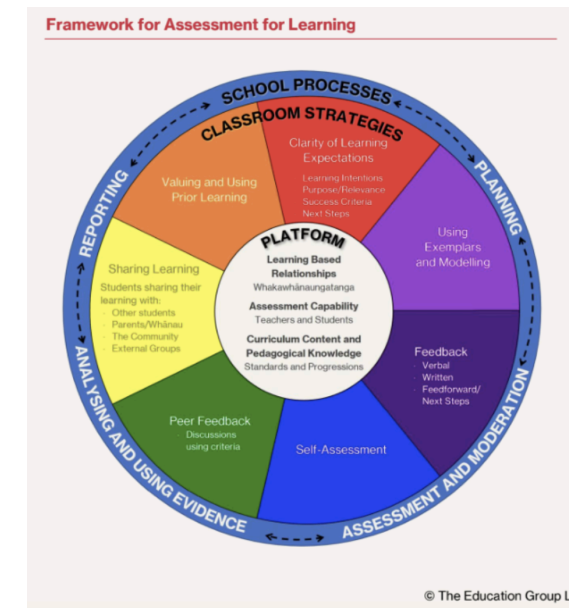
Target by the end of 2026: 80% of year 10 students will achieve both the reading and writing NCEA co-requisite standards

Drivers for Improvement

Assessment for learning

Implement effective teaching and learning programs and practices that meet diverse learning needs and enhance outcomes for students.

- Assessment for learning
- Te Mātiao and The Common Practice Model
- Culturally Responsive Pedagogies - the Pasifika Project
- Shared Language of Learning and Assessment
- Literacy Pathways including Structured Literacy



Credit: The Education Group

Coaching

Using a Coaching approach to improve outcomes for students

- PGC (Professional Growth Cycle)
- Coaching Conversations based on data and evidence
- Classroom Observations, feedback, next steps using the Assessment for Learning Framework
- PLGs (Professional Learning Groups) with students at the centre

Measures:

End of Year (EoY) data will be collected and analysed alongside achievement challenges to measure progress, and develop recommendations for future practice

Achievement Challenge 1 - English

To improve the progress and achievement of all learners in years 1 - 13 with a focus on Māori, Pasifika, ELLs and additional needs students in English	
Rationale	From the data, we have noticed
Baseline Data	Refer to page 15 and 16
Intended Outcomes	Our target students will have accelerated progress (more than a year) in literacy through improved teacher pedagogy and practice. This will support both engagement and transition from primary to secondary.
Theories of improvement & Strategic Initiatives	<p>Pedagogy and Practice</p> <ul style="list-style-type: none"> • Consistent use of assessment for learning and practice across the Kāhui Ako, including implementing the Common Practice Model (The Essential Pedagogies) • Use Culturally Responsive Practices to engage all our students (Mātauranga Māori) • Continue to embed Structured Literacy practices across Year 0-9 using the iDeaL platform • Develop a consistent ELL approach across our Kāhui Ako to accelerate their learning
Measures	<ul style="list-style-type: none"> • Develop a shared understanding and use of assessment tools across the school and Kāhui Ako • Annual Overall Teacher Judgements that are moderated firstly within and then across the schools • End of year overall teacher judgement each school uses a triangulation of standardised assessments and teacher observations • Statement of variance created within each school to inform next steps
Targets	<p>Overall 4% of 'below' students across the Kāhui Ako will move to 'at' in Reading and Writing by the end of 2024, Overall 9% of 'below' students across the Kāhui Ako will move to 'at' in Reading and Writing by the end of 2025. Overall 15% of 'below' students across the Kāhui Ako will move to 'at' in Reading and Writing by the end of 2026</p> <p>Target by the end of 2024: 65% of Year 10 students will achieve the NCEA literacy co-requisite standard Target by the end of 2025: 75% of Year 10 students will achieve the NCEA literacy co-requisite standard Target by the end of 2026: 80% of year 10 students will achieve the NCEA literacy co-requisite standard</p>

Achievement Challenge 2 - Maths

To improve the progress and achievement of all learners in years 1 - 13 with a focus on Māori, Pasifika, ELLs and additional needs students in Mathematics	
Rationale	From the data, we have noticed
Baseline Data	Refer to page 17
Intended Outcomes	Our target students will have accelerated progress (more than a year) in mathematics through improved teacher pedagogy and practice. This will support both engagement and transition from primary to secondary.
Theories of improvement & Strategic Initiatives	<p>Pedagogy and Practice</p> <ul style="list-style-type: none"> • Consistent use of Assessment For Learning and practice across the Kāhui Ako, including implementing the Common Practice Model (The Essential Pedagogies) • Use Culturally Responsive Practices to engage all our students (Mātauranga Māori) • Develop a consistent ELL approach across our Kāhui Ako to accelerate their learning
Measures	<ul style="list-style-type: none"> • Develop a shared understanding and use of assessment tools across the school and Kāhui Ako • Annual Overall Teacher Judgements that are moderated firstly within and then across the schools

	<ul style="list-style-type: none"> • End of year overall teacher judgement each school uses a triangulation of standardised assessments and teacher observations • Statement of variance created within each school to inform next steps
Targets	<p>Overall 4% of 'below' students across the Kāhui Ako will move to 'at' in Mathematics by the end of 2024, Overall 9% of 'below' students across the Kāhui Ako will move to 'at' in Mathematics by the end of 2025. Overall 15% of 'below' students across the Kāhui Ako will move to 'at' in Mathematics by the end of 2026</p> <p>Target by the end of 2024: 65% of Year 10 students will achieve the NCEA numeracy co-requisite standard Target by the end of 2025: 75% of Year 10 students will achieve the NCEA numeracy co-requisite standard Target by the end of 2026: 80% of year 10 students will achieve the NCEA numeracy co-requisite standard</p>

Achievement Challenge 3 - NCEA

To improve and enhance the achievement of Year 11-13 students

Rationale Students are prepared for the changing world of work. They will graduate with qualifications that enable them to successfully embark on the world of work and/or tertiary education

Baseline Data Co-requisite data; and NCEA Level 2 & 3, and UE data

Intended Outcomes Our target students will have supported learning opportunities and high expectations through improved teacher pedagogy and practice, using the Assessment for Learning Framework. This will support both engagement, progress and achievement as students work towards co-requisites, and NCEA assessments.

Theories of improvement & Strategic Initiatives Our students are prepared for the rapidly changing world of work. With choices through academic qualifications, and workplace experiences. Implemented initiatives will look to achieve the following

- Improving University Entrance outcomes for all students
- Improving outcomes for Level 2 and 3 Qualifications, UE and the Reading, Writing and Numeracy Co-requisites qualifications
- Tracking and identifying students in danger of not achieving UE, Level 2 and 3 and the Reading, Writing and Numeracy Co-requisites qualifications
- Employing focussed interventions to support students at risk of not meeting targets
- Connection with community organisations and businesses to provide career pathway development and successful transitions into the world of work or tertiary study

Measures

- Co-requisite data reading writing and numeracy
- NCEA Achievement and Endorsements

Targets % achievement in Year 10 corequisite examinations (by the end of year 11)

	Reading	Writing	Numeracy
2023 Baseline Data	71	42.4	60
2026 Targets	90%	90%	90%

Achievement NCEA Level 2, 3 and UE will be achieved by improving the achievement rates of Māori and Pasifika; while maintaining similar levels of endorsements as the 2023 data

NCEA Level	Total
2	90%
3	88%
UE	80%

Dunedin Catholic Schools Kāhui Ako 2023 Reading

SCHOOL	Maori/Pasifika BELOW				Total BELOW		Maori/Pasifika AT				Total AT		Maori/Pasifika ABOVE				Total ABOVE		Total AT + ABOVE			
	Maori	%	Pasifika	%	Total No.	Total %	Maori	%	Pasifika	%	Total No.	Total %	Maori	%	Pasifika	%	Total No.	Total %	Total no. Maori	Total no Pasifika	Total No.	At and Above %
Trinity Year 7	8	47%	5	63%	43	37%	4	24%	1	13%	24	21%	5	29%	2	25%	50	43%	9/17	3/8	74/117	63%
Trinity Year 8	6	50%	5	71%	40	38%	2	17%	0	0%	20	19%	4	33%	2	29%	44	42%	6/12	2/7	64/104	62%
Trinity Year 9	5	36%	5	56%	42	39%	7	54%	3	38%	40	37%	2	15%	1	12.50%	28	26%	9/14	4/8	68/110	62%
Trinity Year 10	4	25%	3	50%	23	22%	12	75%	3	50%	72	70%	0	0%	0	0%	8	8%	12/16	3/6	80/103	78%
St Bernadette's	5	23%	7	30%	32	23%	14	64%	13	57%	85	61%	3	14%	3	13%	22	16%	17/22	16/23	107/139	77%
St Mary's Mosgiel	2	22%	0	0%	15	12%	6	66%	3	100%	78	60%	1	12%	0	0%	36	28%	7/9	3/3	114/129	88%
St Joseph's Cathedral	3	15%	2	14%	26	16%	12	60%	9	60%	97	60%	5	25%	4	27%	39	24.10%	17/20	13/15	136/162	84%
St Brigid's	0	0	4	40%	8	36%	0	0	5	50%	16	45%	1	100%	1	10%	21	18%	1/1	6/10	37/45	82%
St Francis Xavier	3	30%	0	0%	13	12%	3	30%	1	50%	46	41%	4	40%	1	50%	52	47%	7/10	2/2	98/111	88%
St Peter Chanel	3	60%	0	0%	10	20%	0	0%	4	57%	24	48%	2	40%	3	43%	16	32%	2/5	7/7	40/50	80%
Sacred Heart	3	75%	1	25%	9	17%	1	25%	3	75%	29	53%	0	0%	0	0%	16	30%	1/4	3/4	45/54	83%
St Mary's Dunedin	2	12%	0	0%	14	26%	10	25%	0	0%	39	73%	0	0%	0	0%	0	0%	10/12	0	39/53	74%
TOTAL:	44	31%	32	34%	275	23%	71	50%	45	48%	570	48%	27	19%	17	18%	332	28%	98/142	62/94	902/1177	77%

Dunedin Catholic Schools Kāhui Ako 2023 Writing

SCHOOL	Maori/Pasifika BELOW				Total BELOW		Maori/Pasifika AT				Total AT		Maori/Pasifika ABOVE				Total ABOVE		Total AT + ABOVE			
	Maori	%	Pasifika	%	TotalNo	Total %	Maori	%	Pasifika	%	Total No.	Total %	Maori	%	Pasifika	%	Total No.	Total %	Total no. Maori	Total no Pasifika	Total No.	At and Above %
Trinity Year 7	6	43%	2	25%	29	26%	8	57%	5	63%	77	69%	0	0%	1	13%	7	6%	8/14	6/8	84/113	74%
Trinity Year 8	4	40%	2	67%	41	52%	2	25%	1	33%	21	25%	2	26%	0	0%	17	22%	4/8	1/3	38/79	48%
Trinity Year 9	3	25%	2	34%	30	28%	8	66%	2	33%	43	40%	1	8%	2	34%	34	32%	9/12	4/6	77/107	72%
Trinity Year 10	10	67%	4	67%	42	43%	5	33%	2	33%	37	38%	0	0%	0	0%	18	19%	5/15	2/6	55/97	57%
St Bernadette's	8	37%	6	26%	44	31%	13	59%	16	70%	88	63%	1	5%	1	4%	7	5%	14/22	17/23	95/139	68%
St Mary's Mosgiel	4	44%	0	0%	20	15%	4	44%	3	100%	101	78%	1	22%	0	0%	9	7%	5/9	3/3	110/130	85%
St Joseph's Cathedral	4	20%	3	20%	27	17%	13	65%	9	60%	115	71%	3	15%	3	20%	20	12%	16/20	12/16	135/162	83%
St Brigid's	0	0%	5	50%	13	29%	1	100%	3	30%	17	38%	0	0%	2	20%	15	33%	1/1	5/10	32/45	71%
St Francis Xavier	3	30%	0	0%	17	15%	5	50%	2	100%	76	68%	2	20%	0	%	18	17%	7/10	2/2	94/111	85%
St Peter Chanel	4	80%	0	0%	23	46%	1	20%	7	100%	27	54%	0	0%	0	0%	0	0%	1/5	7/7	27/50	54%
Sacred Heart	2	50%	0	0%	8	15%	2	50%	4	100%	30	55%	0	0%	0	0%	16	30%	2/4	4/4	46/54	85%
St Mary's Dunedin	1	8%	0	0%	12	22%	9	21%	0	0%	41	77%	0	0%	0	0%	0	0%	9/10	0	41/53	77%
TOTAL:	49	38%	24	28%	306	27%	71	55%	54	62%	673	59%	10	8%	9	10%	161	14%	81/130	63/87	834/1140	73%

Dunedin Catholic Schools Kāhui Ako 2023 Mathematics

SCHOOL	Maori/Pasifika BELOW				Total BELOW		Maori/Pasifika AT				Total AT		Maori/Pasifika ABOVE				Total ABOVE		Total AT + ABOVE			
	Maori	%	Pasifika	%	TotalNo.	Total %	Maori	%	Pasifika	%	Total No.	Total %	Maori	%	Pasifika	%	Total No.	Total %	Total no. Maori	Total no Pasifika	Total No.	At and Above %
Trinity Year 7	7	41%	3	43%	35	30%	6	35%	4	57%	50	43%	4	24%	0	0%	32	27%	10/17	4/7	82/117	70%
Trinity Year 8	7	58%	3	43%	37	35%	4	33%	3	43%	34	32%	1	8%	1	14%	33	31%	5/12	4/7	67/104	64%
Trinity Year 9	5	36%	7	78%	44	40%	8	57%	1	11%	30	27%	1	7%	1	11%	36	33%	9/14	2/9	66/110	60%
Trinity Year 10	6	38%	3	43%	28	29%	8	50%	4	57%	46	47%	2	13%	0	0%	23	24%	10/16	4/7	69/97	71%
St Bernadette's	4	18%	6	26%	32	23%	13	59%	15	65%	87	63%	5	23%	2	9%	20	14%	18/22	17/23	107/139	77%
St Mary's Mosgiel	4	44%	0	0%	17	13%	4	44%	3	100%	81	63%	1	11%	0	0%	31	24%	5/9	3/3	112/129	87%
St Joseph's Cathedral	3	15%	3	13%	21	13%	15	75%	10	67%	116	72%	2	10%	2	13%	25	15%	17/20	12/15	141/162	87%
St Brigid's	0	0%	4	40%	10	22%	1	100%	5	50%	22	49%	0	0%	1	10%	13	29%	1/1	6/10	35/45	78%
St Francis Xavier	3	30%	0	0%	15	14%	4	40%	1	50%	59	53%	3	30%	1	50%	37	33%	7/10	2/2	96/111	86%
St Peter Chanel	3	60%	3	43%	19	38%	2	40%	4	57%	23	46%	0	0%	0	0%	8	16%	2/5	4/7	31/50	62%
Sacred Heart	3	75%	2	50%	15	28%	1	25%	2	50%	20	37%	0	%	0	%	19	35%	1/4	2/4	39/54	72%
St Mary's Dunedin	2	25%	0	0%	8	17%	8	17%	0	0%	45	83%	0	0%	0	0%	0	0%	8/10	0	45/53	85%
TOTAL	47	34%	34	36%	281	24%	74	53%	52	55%	613	52%	19	14%	8	9%	277	24%	93/140	60/94	890/1171	76%









Dunedin Catholic Schools Kāhui Ako Code of Conduct

It is implicit in our Community of Learning ethic that all members, whether elected, appointed, or co-opted, share the same status and same aspirations, that is, to serve the needs of the students and their learning and to enrich Catholic education to children and young people.

Working together we shall:

- Be committed to working together to build our Catholic educational community.
- Respect the integrity of all other members, staff, principals, parents and students of each participating school equally.
- Understand and commit to the principles, ethos and delivery of authentic Catholic education.
- Promote the peace of Christ in the world by modelling co-operative behaviour and peaceful solutions to conflict.
- Ensure that individual members do not act independently of the Leadership
- Group decisions for example, act contrary to what has been collectively been agreed upon.
- Maintain and understand the vision and values of the Kāhui Ako.
- Serve the needs of the kāhui Ako. rather than any particular areas of interest.
- Respect and give fair consideration to diverse and opposing viewpoints.
- Publicly represent the kāhui Ako. in a positive manner.
- Respect the integrity of the Kāhui Ako. Lead Principal and all participating schools equally.
- Observe the confidentiality of non-public information acquired in our roles and not disclose to any persons such information that may be harmful to the kāhui Ako. or any participating schools.
- Be diligent and attend meetings of the group, prepared for full and appropriate participation in decision making.
- Speak with one voice through our adopted policies and ensure that any disagreements with the Leadership Groups stance are resolved within the Leadership Group.
- Where possible, avoid any conflicts of interest with respect to our leadership responsibilities.
- Be available to undertake appropriate professional development.
- Monitor our own individual performance as a member against Code of Conduct, designated responsibilities and terms of reference, and to collectively monitor the overall performance of the group against the Kāhui Ako vision.

Signatories to:

Dunedin Catholic Schools Kāhui Ako Learning Signatories		
Trinity Catholic College Principal 	St Joseph's Cathedral School Principal 	St Bernadette's School Principal 
St Mary's School Dunedin Principal 	St Mary's Mosgiel School Principal 	St Francis Xavier School Principal 
Sacred Heart School Principal 	St Peter Chanel School Principal 	St Brigid's School Principal 