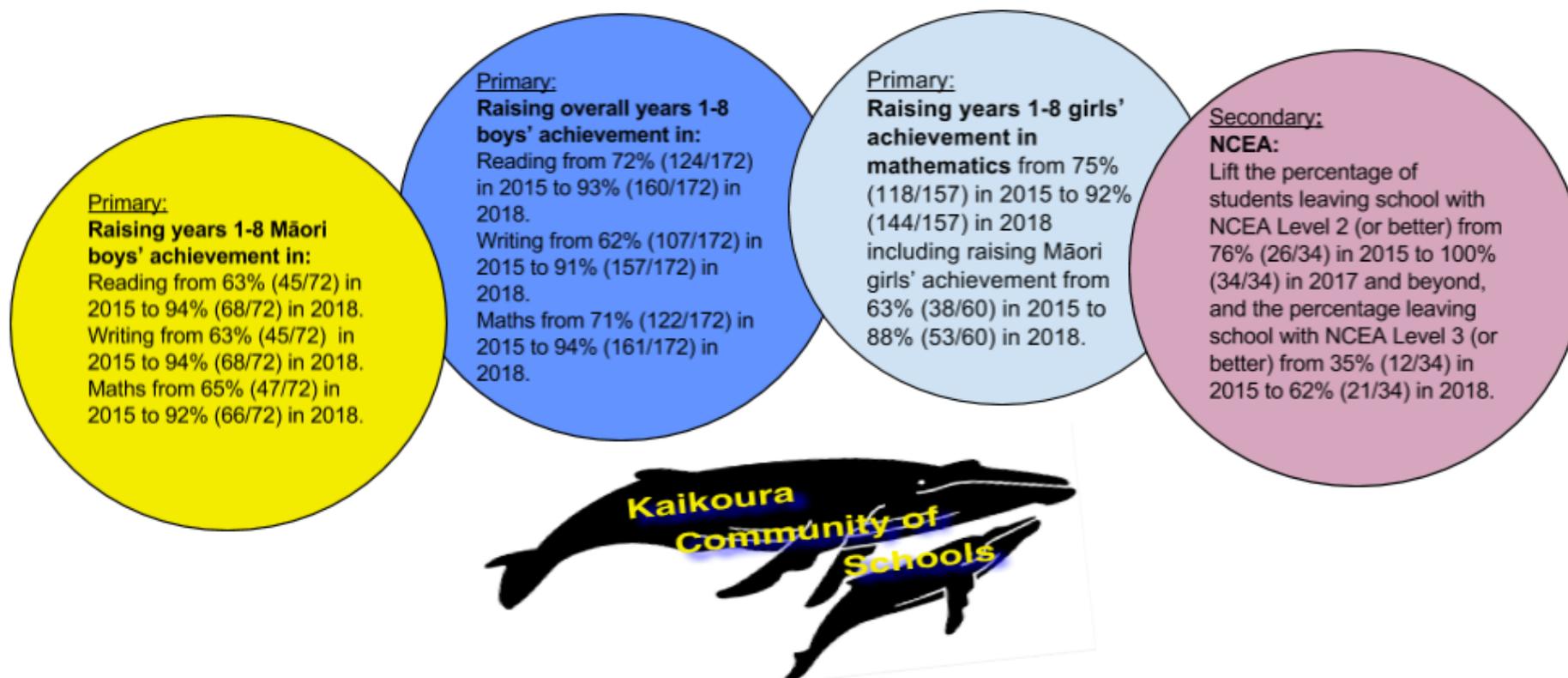


# Kaikoura Community of Learning

## Vision:

The Kaikoura Community of Learning will work collaboratively with staff, students and whānau to improve student outcomes and achievement. We will embrace our unique cultural identity and support our tamariki in becoming lifelong learners.

## Our Achievement Challenges:



Tables showing 2016-2018 goals for these achievement challenges are included in Appendix 1 at the end of this document.

## Background:

The Kaikoura Community of Learning (CoL) includes 6 schools. The CoL is very small compared with other CoL nationally.

At the start of 2016 the number of students in the schools totalled 472 (239 male and 233 female). This community includes 187 (40%) Māori, 261 (55%) NZ European/Pākeha, 5 (1%) Pasifika, 6 (1%) Asian and 13 (3%) other students.

The demographic for each of the six schools is shown in the table below.

Kaikoura High School	199 students, (92 male, 107 female) 85 (43%) Māori, 105 (53%) Pakeha, 5 (3%) Pasifika, 4 (2%) Asian.
Kaikoura Primary School	68 students (36 males 32 females) 34 (50%) Māori, 27 (40%) Pakeha, 7 (10%) Other
Kaikoura Suburban School	92 students (50 males 42 females) 29 (32%) Māori, 61 (66%) Pakeha, 2 (2%) Other
St Joseph's School (Kaikoura)	85 students (42 males 43 females) 22 (26%) Māori, 59 (69%) Pakeha, 4 (5%) Other
Lynton Downs School	11 students (9 males 2 females) 3 (27%) Māori, 2 (18%) Filipino, 6 (55%) Pakeha
Hapuku School	17 students (10 males 7 females) 14 (82%) Māori, 3 (18%) European

Our community of learning is geographically isolated. We form a natural cluster and have a long history of collaboration and cooperation ranging from sports and cultural events to shared professional development. Each of the six schools that make up our community is unique and each offer something different to our community.

- Hapuku School is a year 1 to 8 designated character school that delivers a bilingual teaching and learning programme. We value a reciprocal relationship with Mangamaunu, and are fortunate to have our local marae as part of our learning environment.
- Lynton Downs School is a sole charge rural school situated 20km inland from Kaikoura. 80% of the students come from a farming background.
- Kaikoura Suburban School is a year 1 to 6 community based school in a rural environment focused on our FORCE (fun, organisation, respect, communication and excellence) values and a unique student led inquiry based programme.
- St Joseph's School (Kaikoura) is a Catholic State Integrated full primary school. Students come from across the district to participate in a faith based learning journey.
- Kaikoura Primary School is a year 1 to 6 town school set in a modern learning environment.
- Kaikoura High School is a year 7 to 13 school whose size enables individual student opportunities in a whānau atmosphere that nurtures the talents of each student.

## Our achievement data:

During 2015 we analysed achievement data for 2014 and identified areas of challenge that were similar across the CoL. At the start of 2016 we updated this analysis to include 2015 achievement data and to extend the analysis to include gender within ethnicity (e.g. to identify Māori boys' achievement). This allowed our achievement challenges to be more accurately defined.

The most recent analysis of achievement data shows that our current biggest challenges include:

1. Years 1-8 boys' achievement in reading, writing and maths, particularly for our Māori boys.
  - Analysis of 2015 National Standards data show that the percentage of years 1-8 boys achieving at or above the standard in reading, writing and maths is 72%, 62% and 71% respectively. This compares with 88%, 85% and 75% for girls.
  - For years 1-8 Māori boys the percentage of students achieving at or above the standard for reading, writing and maths is 63%, 63% and 65%. This compares with 85%, 83% and 63% for Māori girls.
2. Years 1-8 girls' achievement in mathematics is below the level the girls are achieving in reading and writing. This is particularly the case for our Māori girls. The percentage of Māori girls achieving at or above the standard in mathematics is 63%.
3. The number of year 11-13 students in the CoL is quite small (approximately 70 students). Participation data for 2015 showed that NCEA Level 2 achievement was close to 100% however leavers' data shows there were students leaving having failed to achieve NCEA Level 2. The percentage of leavers having achieved NCEA Level 2 was 76% (26/34). The percentage of leavers having achieved NCEA Level 3 was 35% (12/34).

#### **Our engagement data:**

We have also reviewed the most recent engagement data. This has identified the following engagement challenges that the CoL will investigate further as a strategy to support progress on our achievement challenges.

1. In 2014 retention to age 17 overall was 83% but for Māori students was 74%.
2. Suspension and stand-down rates for boys were 5 times and 3 times greater (respectively) than for girls.
3. Suspension and stand-down rates for Māori students were 5 times and 3 times greater (respectively) than for NZ European/Pākehā students.
4. Irregular attendance (possibly parent condoned) and lateness.

#### **Our achievement challenges:**

The following achievement challenges are the ones that we have agreed to focus on first as a community. These challenges had been identified during 2015 and were already a focus prior to the start of 2016. This has enabled us to set aspirational goals for 2016. During 2016 we will strive very hard to shift the students targeted for each of the achievement challenges. It is however possible that some of the targeted students may not reach the standard before the end of 2016. This will increase the number of students we will be targeting to shift in 2017 and 2018.

1. We challenge ourselves to lift the achievement of our boys in writing from 62% (107/172) in 2015 to 91% (157/172) in 2018. This includes the challenge to lift the achievement of Māori boys in writing from 63% (45/72) in 2015 to 94% (68/72) in 2018.
2. We challenge ourselves to lift the achievement of our boys in reading from 72% (124/172) in 2015 to 93% (160/172) in 2018. This includes the challenge to lift the achievement of Māori boys in reading from 63% (45/72) in 2015 to 94% (68/72) in 2018.

3. We challenge ourselves to lift the achievement of our boys in mathematics from 71% (122/172) in 2015 to 94% (161/172) in 2018. This includes the challenge to lift the achievement of Māori boys in mathematics from 65% (47/72) in 2015 to 92% (66/72) in 2018.
4. We challenge ourselves to lift the achievement of our girls in mathematics from 75% (118/157) in 2015 to 92% (144/157) in 2018. This includes the challenge to lift the achievement of Māori girls in mathematics from 63% (38/60) in 2015 to 88% (53/60) in 2018.
5. We challenge ourselves to initially raise the percentage of students that leave school having achieved NCEA Level 2 and then to follow this by increasing the percentage of students leaving school having achieved NCEA Level 3. The goal for 2016 is for all, or nearly all, students leaving school having achieved NCEA level 2. During all three years we will also focus on NCEA Level 3 with the challenge to increase the percentage of leavers having achieved NCEA level 3 from 35% (12/34) in 2015 to 62% (21/34) in 2018. Concurrently we are seeking to raise the quality of the qualifications earned by the students. We have set ourselves a goal to increase NCEA Levels 1-3 Merit/Excellence overall endorsements.

Appendix 1 at the end of this document includes tables showing the CoL achievement challenge goals for 2016-2018 including the number of students we are targeting to shift in each school during 2016.

Appendix 2 at the end of this document shows the number of students in each school who are currently achieving below or well below the standard in reading, writing and mathematics.

### **Why do we need to set these achievement challenges?**

The importance of reading, writing and mathematics as the foundation to learning across the curriculum was acknowledged as the CoL formed the achievement challenge plan. Many individual, and some groups of students, are achieving at or above the standard but this is not happening equitably.

In all these key learning areas boys are underperforming when compared to girls, and Māori students are underperforming in reading and mathematics when compared with other ethnicities.

More than 85% of girls are achieving at or above the national standard in reading and writing. Māori girls are achieving at similar levels to other ethnicities. The percentage of boys achieving at or above the national standard is 23% lower in writing and 16% lower in reading when compared with girls. The percentage of Māori boys achieving at or above the national standard in writing is similar to that achieved by boys from other ethnicities but 16% lower in reading.

The percentage of all girls achieving at or above the national standard in mathematics is lower than for reading and writing. This is mostly because the percentage of Māori girls achieving at or above the standard is 10% lower than for other ethnicities.

The CoL has NCEA achievement as a challenge to enable learners to have the skills required for further education, employment and better life outcomes generally.

Using student focussed methodology during 2016 we are targeting and closely monitoring students who are at risk of not achieving NCEA Level 2. This has enabled us to be very specific about our 2016 goals. We already know of several students that will be leaving school during 2016 for further training before they achieve NCEA Level 2. Our goal is for all leavers to have achieved NCEA Level 2 or better in 2017 (and beyond) by embedding student focussed methodology across Years 9-13.

After achieving NCEA Level 2 many of our students leave school for employment in primary industries locally or to further training out of the region. A small number of leavers continue to university. Our focus is to ensure that all leavers achieve NCEA Level 2 and that using student focussed methodology and mentoring we increase the number of students who aspire to and achieve NCEA Level 3.

### What's our plan of action?

<b>Actions:</b>	<b>What will we see happening differently.</b>
Using Progress and Consistency Tool (PaCT) to improve overall teacher judgements (OTJs).	More consistent teacher judgement and less error in data collection. Consistent teacher OTJs that show progress.
Sharing data.	Strengthen working relationships between all teachers and schools.
Explore growth mind set and incorporate growth mindset pedagogy into teaching practice.	This will create a shared understanding for building capabilities of teachers and leaders across our COL.
Build effective relationships with our Māori community with regular whānau hui to feedback.	More engaged Māori community that has joint ownership for the learning and achievement for their students. Our Māori community voice will be woven into our curriculum documents and align the Maori values with the school values.
Implementing reading together in our schools.	Our parents' ability to read at home with their children will be strengthened.
Sharing and developing of self-review tools.	Each school's use of reflective governance will be strengthened.
Explore opportunities to develop and support our students in writing.	Our students learning will be enhanced through strong and effective teaching practices through working collaboratively and sharing expertise.
Work collaboratively with our colleagues to strengthen teachers' self-evaluation practise.	Teachers' practice across our district will be strengthened.

Participation in PLD e.g. Accelerated Learning in Literacy (ALL) and Accelerated Learning in Mathematics (ALiM).	Improved literacy and numeracy learning outcomes and achievement.
The expertise of the staff appointed to the CoL roles will be used to strengthen practice across the CoL.	Shared understanding of teacher practice and teacher inquiry.
All schools to embrace the Waka Ako (PB4L) principles and to transfer these into our community.	Successful transitions between school, consistent behaviour management systems within and between Kaikoura schools and as result improved behaviour of students flowing onto improved academic achievement.
Schools will use student focussed methodology e.g. ART (Achievement, retention and transition).	Targeted support for students at risk of not achieving.
A focus on pathways for students and on courses to meet these pathways e.g. farming and tourism.	Targeted pathways for students that will lead to valid further training and employment.
The CoL will build relationships with local ECE services to research the level of engagement in ECE.	Development of ECE to school transition protocols across the district.
A CoL governance group will be formed that will report to individual school boards.	An extension of trustees' knowledge and understanding of governance in each and across all schools

### **How will we know how we are going against these challenges?**

The CoL will use PaCT to monitor individual and group progress against National Standards regularly during, and at the end of, 2016. This will support the identification of areas of success and areas where further teaching inquiry is needed to develop practice that will accelerate achievement towards the agreed goals. The achievement goals will be reviewed and reset for the start of each school year using the previous year's data as a baseline.

Individual student focussed methodology will enable the achievement of students working towards NCEA qualifications to be closely monitored and supported. This will provide information that will tell us how we are progressing towards our NCEA targets.

### **SUPPORTING INFORMATION:**

#### **Community of learning formation process**

We decided to form a COL at the end of 2014. In June 2015 we came together to start the process of forming a plan around improving student achievement. We met monthly at first then every second week in term 4, 2015. We have met twice during term 1, 2016. There have been changes of principal at four of the

six schools since the beginning of 2015. During these changes the principals have continued to work collaboratively and with commitment to progress the formation of the CoL.

To date we have kept our Boards of Trustees informed of progress during the COL formation process. We held a whānau hui at Takahanga Marae to hear our community's voice and to hear what they want for their tamariki. We have put regular updates in our school newsletters.

### **What have the Kaikoura COL schools achieved to date?**

- We have combined to bring recognised 'experts' to our district especially in support of literacy and numeracy.
- Schools are regularly invited to share in opportunities which other schools are promoting such as literacy moderation techniques and strategies, numeracy development and restorative justice.
- In 2014 all district schools signed on to the Positive Behaviour for Learning School Wide programme (Waka Ako). This aims to get a consistent approach to behaviour management across the district. We are now in the second year and this has greatly assisted in bringing about a stronger desire to work collaboratively in support of student management and student achievement. A consistent approach to professional development in support of techniques for student management is being developed. All schools have embraced the Waka Ako principles and this is being transferred into our community.
- A summary of district events over the last two years includes; athletics events; cultural events - Matariki Celebrations, speech competitions, swimming sports; professional development (literacy moderation, restorative justice); support for cultural leaders within schools and district kapahaka; PB4LSW Waka Ako.
- We meet once a term as a rural teachers cluster. Professional development is often included in these meetings.
- All the schools took part in E-AsTTle professional development around moderation of writing.
- Kaikoura High School has Kia Eke Panuku running in the school and are also involved in ART (assessment retention and transition - early detection for those students at risk).
- Whānau hui around education and engagement in Kaikoura
- COL presentation to Boards
- All schools participated in "Improving Boys Success" presented by Joseph Driessen
- All schools have participated in "Make Kaikoura Bully Free", presented by Brett Murray and will revisit again.
- All schools were represented at a Ministry of Education facilitated Progress and Consistency Tool (PaCT) workshop in March this year. All schools have now signed up for the PaCT tool and are meeting again on 20/21 June 2016 to further investigate how this will support the sharing of consistent and reliable achievement data across the CoL.

### **The Education Review Office (ERO) has identified the following strengths in our CoL:**

Māori students achieve at similar rates to their peers, and in some schools, overall achievement is slightly higher.

Common strengths include:

- use of individual achievement information to identify and support students at risk of not achieving

- well understood school values and vision
- use of the local context to engage students in meaningful learning opportunities
- positive and inclusive relationships
- good communication with parents and the wider community.

**ERO has identified the following areas for improvement in our COL and we have put actions into our plan:**

- understanding and use of self review
- strengthening moderation practices in relation to National Standards achievement judgements
- improving achievement in writing in Years 1 to 8
- continuing to strengthen relationships with Māori whānau and local iwi
- strengthening teachers' self-evaluation practices
- extending trustees' knowledge and understanding of governance.

## APPENDIX 1:

CoL achievement challenge goals for 2016-2018 including the number of students we are targeting to shift in each school during 2016. These challenges had been identified during 2015 and were already a focus prior to the start of 2016. This has enabled us to set aspirational goals for 2016. During 2016 we will strive very hard to shift the students targeted for each of the achievement challenges. It is however possible that some of the targeted students may not reach the standard before the end of 2016. This will increase the number of students we will be targeting to shift in 2017 and 2018.

**NOTE:** 'x' = a category, for example, Boys, has fewer than 5 students, or if left unmasked the data may easily lead to deducing other masked values.

### Writing (boys)

Current state (2015): Year 1-8 all boys at or above the NS in writing		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
107/172	62%	131/172 +24	76%	+14%	145/172 +14	84%	+8%	157/172 +12	91%	+7%

Current state (2015): Year 1-8 Māori boys at or above the NS in writing (also included in the table above)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
45/72	63%	57/72 +12	79%	+16%	63/72 +6	88%	+9%	68/72 +5	94%	+6%

Where are our boys and which ones are we targeting?

In 2016 our 24 targeted students who are below the National Standard in writing are in the following schools.

Name of School	Māori boys	NZ European boys	Total boys
Kaikoura Primary School	x	x	x
Hapuku School	x	x	x
Lynton Downs School	x	x	x
Kaikoura High School	1	1	2
St Joseph's School (Kaikoura)	1	2	3
Kaikoura Suburban School	1	4	5

<b>Total</b>	<b>12</b>	<b>12</b>	<b>24</b>
--------------	-----------	-----------	-----------

### Reading (boys)

Current state (2015): Year 1-8 all boys at or above the NS in reading		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
124/172	72%	149/172 +25	87%	+15%	155/172 +6	90%	+3%	160/172 +5	93%	+3%

Current state (2015):Year 1-8 Māori boys at or above the NS in reading (also included in the table above)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
45/72	63%	59/72 +14	82%	+19%	64/72 +5	89%	+7%	68/72 +4	94%	+5%

Where are our boys and which ones are we targeting?

In 2016 our 25 targeted students who are below the National Standard in reading are in the following schools.

Name of School	Māori boys	NZ European boys	Total boys
Kaikoura Primary School	x	x	<b>x</b>
Hapuku School	x	x	<b>x</b>
Lynton Downs School	x	x	<b>x</b>
Kaikoura High School	4	2	<b>6</b>
St Joseph's School (Kaikoura)	0	1	<b>1</b>
Kaikoura Suburban School	2	3	<b>5</b>
<b>Total</b>	<b>14</b>	<b>11</b>	<b>25</b>

## Mathematics (boys)

Current state (2015): Yr 1-8 boys at or above the NS in mathematics		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
122/172	71%	148/172 +26	86%	+15%	155/172 +7	90%	+4%	161/172 +5	94%	+4%

Current state (2015): Yr 1-8 Māori boys at or above the NS in mathematics (included in the table above)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
47/72	65%	60/72 +13	83%	+18%	63/72 +3	88%	+5%	66/72 +3	92%	+4%

Current state (2015): Yr 1-8 NZ European boys at or above the NS in mathematics (included in the table above)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
72/96	75%	84/96 +12	88%	+13%	87/96 +3	91%	+3%	90/96 +3	94%	+3%

Where are our boys and which ones are we targeting?

In 2016 our 26 targeted students who are below the National Standard in mathematics are in the following schools.

Name of School	Māori boys	Pasifika boys	NZ European boys	Total boys
Kaikoura Primary School	x	0	x	<b>x</b>
Hapuku School	x	0	x	<b>x</b>
Lynton Downs School	x	0	x	<b>x</b>
Kaikoura High School	x	1	x	<b>7</b>
St Joseph's School (Kaikoura)	2	0	2	<b>4</b>
Kaikoura Suburban School	2	0	2	<b>4</b>
<b>Total</b>	<b>13</b>	<b>1</b>	<b>12</b>	<b>26</b>

## Mathematics (girls)

Current state (2015): Yr 1-8 girls at or above the NS in mathematics		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
118/157	75%	129/157 +11	82%	+7%	137/157 +8	87%	+5%	144/157 +7	92%	+5%

Current state (2015): Yr 1-8 Māori girls at or above the NS in mathematics (included in the table above)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
38/60	63%	43/60 +5	72%	+9%	48/60 +5	80%	+8%	53/60 +5	88%	+8%

Where are our girls and which ones are we targeting?

In 2016 our 11 targeted students who are below the National Standard in mathematics are in the following schools.

Name of School	Māori girls	NZ European girls	Total girls
Kaikoura Primary School	x	x	<b>x</b>
Hapuku School	x	x	<b>x</b>
Lynton Downs School	x	x	<b>x</b>
Kaikoura High School	1	1	<b>2</b>
St Joseph's School (Kaikoura)	1	1	<b>2</b>
Kaikoura Suburban School	x	x	<b>x</b>
<b>Total</b>	<b>5</b>	<b>6</b>	<b>11</b>

## NCEA Level 2

The number of students in the leaving cohort is small.

Using student focussed methodology during 2016 we are targeting and closely monitoring students who are at risk of not achieving NCEA Level 2. This has enabled us to be very specific about our 2016 goals. We already know of several students that will be leaving school during 2016 for further training before they achieve NCEA Level 2. Our goal is for all leavers to have achieved NCEA Level 2 or better in 2017 (and beyond) by embedding student focussed methodology across Years 9-13.

Current state (2015): All leavers achieving NCEA Level 2 (or better)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
26/34	76%	29/34 +3	85%	+9%	34/34 +5	100%	+15%	34/34 +0	100%	0%

Current state (2015): Māori female leavers achieving NCEA Level 2 (or better)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
5/7	71%	6/7 +1	86%	+15%	7/7 +1	100%	+14%	7/7 +0	100%	0%

Current state (2015): Māori male leavers achieving NCEA Level 2 (or better)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
4/6	67%	4/6 +0	67%	+0%	6/6 +2	100%	+33%	6/6 +0	100%	0%

Current state (2015): NZ European male leavers achieving NCEA Level 2 (or better)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
9/12	75%	10/12 +1	83%	+8%	12/12 +2	100%	+17%	12/12 +0	100%	0%

Where are our students and which ones are we targeting?

In 2016 our 3 targeted students are at Kaikoura High School.

**NCEA Level 3**

**After achieving NCEA Level 2 many of our students leave school for employment in primary industries locally or to further training out of the region. A small number of leavers continue to university. Our focus is to ensure that all leavers achieve NCEA Level 2 and that using student focussed methodology and mentoring we increase the number of students who aspire to and achieve NCEA Level 3.**

Current state (2015): All leavers achieving NCEA Level 3 (or better)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
12/34	35%	15/34 +3	44%	+9%	18/34 +3	53%	+9%	21/34 +3	62%	+9%

Where are our students and which ones are we targeting?

In 2016 our 3 targeted students are at Kaikoura High School.

**APPENDIX 2: Number and percentage of students achieving below or well below the standard in Reading, Writing and Mathematics (2015)**

Note: 'x' = a category, for example, Boys, has fewer than 5 students, or if left unmasked the data may easily lead to deducing other masked values.

School Name	Student Type		Reading			Writing			Maths		
			Number below or well below	% below or well below	Total	Number below or well below	% below or well below	Total	Number below or well below	% below or well below	Total
Kaikoura Suburban School	All students	Male	14	32.6	43	14	32.6	43	14	32.6	43
		Female	3	6.5	46	1	2.2	46	11	23.9	46
		Total	17	19.1	89	15	16.9	89	25	28.1	89
	Māori	Male	5	29.4	17	4	23.5	17	4	23.5	17
		Female	1	7.1	14	0	0.0	14	5	35.7	14
		Total	6	19.4	31	4	12.9	31	9	29.0	31
Lynton Downs School	All students	Male	x	x	x	x	x	x	x	x	x
		Female	x	x	x	x	x	x	x	x	x
		Total	x	x	x	x	x	x	x	x	x
	Māori	Male	x	x	x	x	x	x	x	x	x
		Female	x	x	x	x	x	x	x	x	x
		Total	x	x	x	x	x	x	x	x	x
Hapuku School	All students	Male	6	54.5	11	5	45.5	11	4	36.4	11
		Female	4	50.0	8	4	50.0	8	4	50.0	8
		Total	10	52.6	19	9	47.4	19	8	42.1	19
	Māori	Male	x	x	x	x	x	x	x	x	x
		Female	x	x	x	x	x	x	x	x	x
		Total	x	x	x	x	x	x	x	x	x
St Joseph's School (Kaikoura)	All students	Male	3	7.0	43	9	20.9	43	6	14.0	43
		Female	4	9.5	42	7	16.7	42	9	21.4	42
		Total	7	8.2	85	16	18.8	85	15	17.6	85
	Māori	Male	0	0.0	10	2	20.0	10	2	20.0	10
		Female	0	0.0	8	0	0.0	8	1	12.5	8
		Total	0	0.0	18	2	11.1	18	3	16.7	18
		Male	11	39.3	28	9	32.1	28	7	25.0	28

Kaikoura Primary School	All students	Female	2	7.1	28	3	10.7	28	3	10.7	28
		Total	14	25.0	56	12	21.4	56	10	17.9	56
	Māori	Male	x	x	x	x	x	x	x	x	x
		Female	x	x	x	x	x	x	x	x	x
		Total	x	x	x	x	x	x	x	x	x
Kaikoura High School	All students	Male	11	32.4	34	22	64.7	34	13	38.2	34
		Female	6	19.4	31	8	25.8	31	12	38.7	31
		Total	17	26.2	65	30	46.2	65	25	38.5	65
	Māori	Male	7	53.8	13	8	61.5	13	7	53.8	13
		Female	5	26.3	19	6	31.6	19	10	52.6	19
		Total	12	37.5	32	14	43.8	32	17	53.1	32