| **School Name** | **Proprietor** | **Level of Te Reo Māori offered** | **Type** | **Distance from Hato Petera** | **1 July 2016 roll and Maximum roll in brackets** | **ERO comments** |
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| **Baradene College** | Sisters of the Sacred Heart | Level 4 | Single sex (girls)  Year 7-13 | Approx 14 km | 1208 (1,200)  Note the 1 July roll includes 59 International students | * Māori students are confident and are well supported to experience educational success as māori * (there is) a genuine desire to deepen the bicultural partnership through ongoing consultation with māori families/whānau and students * A reviewed strategic plan that has specific goals that acknowledge māori as tangata whenua * Leaders could further enhance Māori students’ learning experiences by continuing to explore ways to include Māori students in school mentoring systems. |
| **Carmel College** | Sisters of Mercy | Level 4 | Single sex (girls)  Year 7-13 | Approx 3 km | 1071  (1092) temporary for 2016  (1050) from Term 1, 2017 | 15 June 2015   * *The school charter demonstrates the school’s commitment to “me pehea te kaupapa mahi tahi, noho tahi” (“how are we to be together?”) As the foundation principle to school decision making* * *Achievement levels for māori students are similar to the levels of achievement for the whole school. 2014 ncea results indicate that merit and excellence endorsements for māori students were slightly above those for other students at levels 1 and 3* * *Next steps to build on this significant work could include continuing to work with the kaitakawaenga and te reo Māori teacher to develop a strategic plan for Māori student success that informs school direction and resourcing decisions* |

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| **De La Salle College** | Bishop of Auckland | N/A | Single sex (boys)  Year 7-13 | Approx 26 km | 967 (1,000) | 26 June 2016   * *The 2013 ero report recommended that the board develop a long-term strategic plan for accelerating success as māori, and devising strategies for improving outcomes for māori learners. Work in this area has progressed well* * *Senior māori students are achieving as well as other students and positive initiatives have been put in place for building bicultural understandings in the school and for accelerating the achievement of younger māori learners in writing* * *For the next phase of development, school leaders, whānau and iwi should make the school’s education plan for Māori learners more specific and clarify accountabilities. School leaders are aware of the need to make kapa haka and te reo Māori sustainable and embedded in the school* |
| **Liston College** | Bishop of Auckland | Level 4 | Single sex (boys)  Year 7-13 | Approx 25 km | 847 (800)  Note the 1 July roll includes 36 International students and so Liston College has enrolled over its maximum roll.  We have already contacted the Association of Proprietors of Integrated Schools about this. | 25 May 2015   * *The school is still at a developmental stage of promoting educational success for Māori as Māori* * *Students are keen to grow their knowledge of tikanga Māori. They participate in waiata, himene and karakia and follow tikanga to welcome manuhiri. The school has combined with St Dominic’s to use an external provider to prepare the boys to enter a kapa haka into the Auckland Secondary School’s annual Festival. Te reo Māori is taught at Year 7 and 8* * *Leaders and teachers could also make further use of the MoE resource Tātaiako - Cultural Competencies for Teachers of Māori Learners* |

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| **Marcellin College** | Marist Brothers | N/A | Co-educational Year 7 to 13 | Approx 20 km | 582 (810) | 15 December 2014   * *Teachers identify Māori students in each of their classes. Events like Matariki and Te Wiki mo Te Reo Māori are celebrated. Students welcome visitors to the school using appropriate tikanga. Some departments include contexts relating to te Ao Māori in their curriculum* * *However, a formalised plan is needed to fully enact the board’s Treaty of Waitangi policy. School leaders should also develop shared strategies or goals to promote educational success for Māori students as Maori* * *Teachers could use the Registered Teacher Criteria to examine the term ako and how it aligns to their teaching, their professional learning and to students in their classes* |
| **McAuley High School** | Bishop of Auckland | Level 4 | Single sex (girls)  Year 9-13 | Approx 25 km | 776 (800) | 30 April 2015   * *McAuley High School is effective in promoting educational success for Māori, as Māori* * *Māori students express positive attitudes to school and learning and are well represented in leadership roles* * *Trustees and school leaders agree that further developing the school’s Māori Education Plan could provide a more coordinated and strategic approach to promote educational success for Māori, as Maori. The MoE Measurable Gains Framework would be useful to further promote teachers’ cultural responsiveness.* |

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| **Marist College** | Bishop of Auckland | N/A | Single sex (girls)  Year 7-13 | Approx 14 km | 753 (750)  Note this roll includes six International students | 18 June 2014   * *The board, senior leaders and staff have a strong commitment to fostering Māori students’ pride in their language, culture and identity. This commitment includes generous resourcing for two effective teachers of te reo Māori* * *Te ao Māori is promoted meaningfully across the curriculum. Good whānau engagement and commitment to the school is evident* |
| **Pompallier College**  *Note Bishop has indicated a hostel would open at this College* | Bishop of Auckland | Level 4 | Co-educational Year 7 to 13 | Approx 155 km | 511 (650) | 19 August 2016   * *The school promotes educational success for Māori, as Maori very well. The school board, leaders and teachers have worked in partnership with whānau Māori to enhance the provision for Māori students to experience educational success* * *Māori and other students who participate in Tai Tokerau kapa haka festival have opportunities to gain meaningful credits towards their NCEA qualifications* * *The board and senior leaders work in partnership with the school’s whānau support group to set the strategic direction for Māori success initiatives. Leaders could now consider how they might sustain and build on these very good developments, and further promote the bicultural heritage of Aotearoa throughout the school. It would be useful for trustees to explore Hautū: Māori Cultural Responsiveness Self Review tool for Board of Trustees, the Māori culturally responsive self-review resource developed by New Zealand School Trustees’ Association (NZSTA)* |

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| **Rosmini College** | Bishop of Auckland | Level 4 | Single sex (boys)  Year 7-13 | Approx 3 km | 1093 (1200) | 16 May 2014   * *The college has effective processes in place to promote educational success for Māori as Māori. A college goal is to implement NCEA courses in te reo Māori and, at present, there are learning programmes in te reo and tikanga Māori in junior classes. The college has strategically appointed a kaiwhakaako to establish a strong te reo and tikanga foundation for future NCEA course* * *The next step for senior leaders to consider is how they will further support the culture, language and identity of Māori students through the provision of Māori studies. Further examination of timetabling provisions is also required to ensure that students who decide to learn te reo Māori are not disadvantaged by other subject options* * *Māori students are provided with an opportunity every week to have breakfast at college with staff and to discuss their learning with teachers in a supportive environment. Parents are also invited to participate in these breakfast meetings. Māori parents express their support for the college and have high expectations that their sons will excel while at Rosmini* |

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| **Sacred Heart College**  *(Has a hostel for boys)* | Marist Brothers | Level 4 | Single sex (boys)  Year 7-13 | Approx 21 km | 1276 (1220)  Note this roll includes 76 International students | 21 May 2014   * *The school is promoting Māori success very effectively and makes very good strategic decisions around leadership, staffing and resourcing. Māori students are very well supported in their learning and wellbeing. Teachers have had professional learning in te reo Māori, and Māori contexts are increasingly evident in curriculum areas* * *Māori whānau engage well in the life of the school and attend regular hui. In partnership with school leaders, whānau promote school-wide Mataariki celebrations, initiated the Year 13 kapa haka dinner and have strengthened the school’s participation in regional cultural festivals* |
| **Sancta Maria College** | Bishop of Auckland | N/A | Co-educational Year 7 to 13 | Approx 30 km | 1028 (1000)  Note this roll includes 41 International students | 9 October 2015   * *The school is effective in promoting educational success for Māori students. Success in NCEA Levels 1 and 2 continues to be at a high level* * *The board and school leaders could consider how bicultural practice could be extended by:* * *encouraging leaders and teachers to reflect more critically about their cultural responsiveness* * *further including Māori perspectives and New Zealand’s bicultural heritage in the curriculum and school operations* * *involving the Māori community more in setting the school’s strategic goals to support learning outcomes for Māori students* |

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| **St Dominic's Catholic College (Henderson** | Bishop of Auckland | N/A | Single sex (girls)  Year 7-13 | Approx 25 km | 891 (1000) | 26 May 2014   * *Māori student achievement at NCEA Level 2 is above that of non-Maori and exceeds national expectations* * *Prominent in the factors promoting Māori student success is the growing recognition of tikanga Māori at important school occasions and the significant roles Māori students have in leading karanga, waiata and haka* * *Te reo Māori is offered in Years 7 to 10, with increasing numbers of students studying te reo Māori at Year 9. Currently students in Year 10 study te reo Māori through distance elearning* * *School leaders and ERO agree that the development of a school-wide education plan for Māori success would provide a more coordinated and strategic approach to promote success for Māori students* |
| **St Mary's College (Ponsonby)** | Sisters of Mercy | Level 4 | Single sex (girls)  Year 7-13 | Approx 8 km | 981 (1000) | 26 June 2015   * *Māori students report pride in their school, and the desire to be successful learners. The number of Māori students in the school has remained relatively stable in recent years* * *The school’s recently reviewed charter and mission statement reflect an ongoing commitment to the Treaty of Waitangi and the unique place of tangata whenua. Stated values of whānaungatanga and manaakitanga are consistent with school practices and Catholic character. The charter statements provide connections and particular meaning for whānau Māori* * *The recent appointment of a full time te reo Maori teacher is an important step in promoting further success for Māori students. It signals the board’s recognition that language, culture and identity are critical factors in succeeding as Māori* |

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| **St Paul's College (Ponsonby)** | Marist Brothers | N/A | Single sex (boys)  Year 7-13 | Approx 9 km | 215 (400) | 17 June 2016   * *The college’s commitment to Māori students’ success is signalled in the college charter. Trustees are continuing to build on the work they have done to consider the Māori Education Strategy, Ka Hikitia: Accelerating Success 2013-2017* * *Senior leaders are aware of the need to implement the learning of te reo into the middle and senior school, and to promote more everyday use of te reo within the learning programmes and classrooms* * *To further develop educational success for Māori the college should consider:* * *exploring new ways to formalise collaborative partnerships with Māori iwi, hapu and whānau to actively involve them in strategic decision-making for Māori students within the college* * *continuing to find ways to make boys feel more culturally located in the college* * *encouraging the current group of interested Māori whānau to establish collective aspirations that will shape planning for educational success for Māori students in the future* |

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| **St Peter's College (Epsom)** | Bishop of Auckland | Level 4 | Single sex (boys)  Year 7-13 | Approx 12 km | 1356 (1200)  Note this school has enrolled over 112 students above its maximum roll  We have already contacted the Association of Proprietors of Integrated Schools about this. | 26 May 2016   * *The school has developed a Māori Achievement Plan in consultation with Māori parents defining success for Māori as Māori* * *Reo Māori is compulsory in Year 7, Year 8 and Year 9. It is available as a subject from Year 10 - 13. There is a strong focus on bicultural Aotearoa New Zealand and understanding tikanga Māori. The school kapa haka proudly participate in the annual Secondary Schools’ Festival. Te reo Māori is heard at morning gatherings, and cultural events occur regularly in the school calendar to support and strengthen Māori identity* * *The college appropriately plans to continue developing teachers and students' understanding of, and responsibility for, the concepts within the school’s definition of success for Māori as Māori* |

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| Hukarere College | State-integrated | Single-sex (girls) Years 9-13 | Eskdale, Napier | Anglican within a Māori context/philosophy | 2 | 70 | 120 | 4 |
| St Joseph’s Māori Girls’ College | State-integrated | Single-sex (girls) Years 7-13 | Taradale, Napier | Catholic within a Māori context/philosophy | 2 | 243 | 260 | 4 |
| Solway College | State-integrated | Single-sex (girls) Years 7-13 | Masterton | Christian non-denominational but direct affiliation with the Presbyterian Church | 7 | 132 | 175 | 4 |
| Whanganui Girls’ College | State (non-integrated) | Single-sex (girls) Years 9-13 | Whanganui | N/A | 3 | 334 | N/A | 4 |
| Hato Paora College (199) | State integrated | Single-sex (boys) Year 9-15 | Whanganui | Catholic Māori | 4 | 104 | 260 | 4 |
| Te Aute College | State integrated | Single-sex (boys) Year 9-15 | Hawke’s Bay | Anglican within a Māori context/philosophy | 3 | 73 | 240 | 4 |