

# Thames High School

Te Kura Tuarua o Te Kauaeranga

Kia kōtahi ai te piki ake, kia ikeike rawa ki te taumata | We grow together to achieve one's true potential.



## Tumuaki/Principal's Report to the Board

**25 March 2024**

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# 1. Curriculum, Assessment and Reporting

## 1.1 NCEA Achievement Reports 2023

Last month's report to the board reported the provisional NCEA and UE achievement rates, with commentary.

It was mentioned that we had several students who were within 6 credits of NCEA. They were offered a programme of additional learning and assessment, and those that took the opportunity, did complete the credits required.

- 2 of 5 identified at Year 11/Level 1
- 1 of 3 at Year 12/Level 2
- 2 out of 3 at Year 13/Level 3 – also two additional UE passes.

The results and comparison statistics will be confirmed by NZQA later (and reported to the board) but the current summary of achievement for our school is below:

	Total achieved out of roll @ 1 July 2023		Achievement of those who reached the end of the year
	Raw – 16 January	Raw @ 1 March	
<b>NCEA level 1</b>	59% (50/85)	<b>61%</b> (52/85)	<b>65%</b> (52/80)
<b>NCEA level 2</b>	70% (43/61)	<b>72%</b> (44/61)	<b>72%</b> (42/58) (2 left with Level 2)
<b>NCEA level 3</b>	67% (33/49)	<b>71%</b> (35/49)	<b>80%</b> (35/44)
<b>UE</b>	49% (24/49)	<b>55%</b> (24/44)	<b>59%</b> (26/44)

MoE Year Level 11						MoE Year Level 12								
Type RE						Type RE								
Count of NCEA L1						Count of NCEA L2								
Row Labels	N	A	M	E	Grand Total	Row Labels	N	A	M	E	Grand Total			
0		28	28	15	9	80	65.0%	0	16	36	4	2	58	72.4%
Left after 1/7		5				5	61%	Left after 1/7	1	2			3	72%
Left before 1 Apr		2				2		Left before 1 Apr	1	1			2	
Left before 1 July		1				1		Left before 1 July	4				4	
Left before 1 Mar								Left before 1 Mar	1				1	
<b>Grand Total</b>		<b>36</b>	<b>28</b>	<b>15</b>	<b>9</b>	<b>88</b>	<b>59%</b>	<b>Grand Total</b>	<b>23</b>	<b>39</b>	<b>4</b>	<b>2</b>	<b>68</b>	<b>66%</b>

Count of NCEA L3					Count of UE				
Row Labels	N	A	M	E	Grand Total	Row Labels	N	Y	Grand Total
0	9	21	8	6	44	0	18	26	44
Left after 1/7	5				5	Left after 1/7	5		5
Left before 1 Apr	1				1	Left before 1 Apr	1		1
Left before 1 July	3				3	Left before 1 July	3		3
<b>Grand Total</b>	<b>18</b>	<b>21</b>	<b>8</b>	<b>6</b>	<b>53</b>	<b>Grand Total</b>	<b>27</b>	<b>26</b>	<b>53</b>

## Department / Subject Analysis

Heads of department have completed commentaries of achievement in the different subjects last year. Highlights and areas for improvement are discussed, and priorities identified.

These are included in the agenda as separate documents. These reports are valuable executive summary of department performance and improvement.

## Commentary on students who did not achieve

Leanne Ardern, our achievement tracking coordinator, has written a summary of the situation of those who did not achieve NCEA.

### Year 13 - Level 3

- 15 out of 62 Students did not pass NCEA level 3.
- 3 of these students were international students.
- 8 students left during the year.
- 1 student was a student with significant additional learning needs, with an IEP not expected to achieve NCEA level 3 as part of that IEP.
- 1 student was attending NHS.
- 7 of these students had an attendance under 50%.
- 5 of these students were Māori (10 were non- Māori, including 3 internationals)

Four Year 13 students came to catch up opportunities in November/December, as they thought they may have been short a couple of credits. All but one of these students passed NCEA level 3. The remaining students who did not achieve, were invited to come back into school to do some work, but never responded to messages sent to both themselves and their parents. All but one of the students who did not achieve was on the 'at risk of not achieving' priority list, and I worked with them throughout the year, encouraging effort to complete assessments with support from teachers.

### Year 12 - Level 2

- 17 out of 57 Students did not pass NCEA level 2.
- 3 of these students were international students.
- 2 of these students were students with significant additional learning needs.
- 3 of these students had an attendance under 50%.
- 1 of these students was Māori.

All students who did not pass NCEA level 2 were invited to come back at the end of the year to complete some work. Two students came in and both passed NCEA level 2.  
All students who did not pass NCEA Level 2, had less than 60 credits.

## Year 11 - Level 1

- 28 out of 78 students did not pass NCEA level 1
- 2 of these students were international students.
- 1 student is a student with significant additional learning needs.
- 5 of these students had an attendance under 50%.
- 12 of these students are Māori.

29 Year 11 students were on the 'at risk of not achieving' priority list during 2023. 3 of these students left school. 9 of these students came back to school and worked with me. 6 of these students passed NCEA Level 1.

3 students who did not pass Level 1 NCEA had over 70 credits, however none of these students came back to complete work. These students also had an opportunity at the beginning of the year; however they still were not interested in working on some unit standards.

### Conclusion

Every student who was identified as likely to not achieve NCEA, had a letter sent to both them and their whānau advising them of the situation and inviting the student to come back to school once the seniors had left for study leave.

The catch-up classes at the end of the year worked well for students who wanted to pass NCEA. However, there was a group of students who were not interested in achieving and stagnated on the same credits for much of the year.

## 1.2 NZQA Exams 2023

As reported in November 2023, an analysis of the attendance and time spent in the examination sessions last year has been undertaken. The results are below (next page).

- 35 NCEA examinations with at least one standard (2022: 29) – an increase in number of examinations
  - 43% one standard (2022: 34%) – INCREASE in the % entered into ONE standard only.
  - 43% two standards (2022: 48%)
  - 14% two standards (2022: 17%)
- **2023:** A total of **361** examination attendees for **497** entries, means an 'average' of 73% attendance.
  - **2022:** A total of **424** examination attendees for **649** entries; an 'average' of 65% attendance.
  - *A significantly smaller number of entries in 2023 than 2022, and that may well explain the greater rate of attendance to external examinations.*
- 35% of attendees remained for less than one hour - the minimum time is 45 minutes (2022: 42%) – reduction in the % remaining for the minimum time.
- A significant proportion not attempting all the standards and not staying for sufficient time to give multiple standards a fair attempt.
- As in 2022, external assessments are often not attempted by those who do not achieve NCEA. Many of those who have the potential to achieve NCEA with reasonable external do not attempt examinations, and that continues to have a detrimental impact on achievement rates.

Subject	Number entered	Number SAC	Present	Present SAC	Number of Standards Entered	Minimum time 45-60 mins	1-2 hr	2-3 hr	3 hr (max)	Expected Time (min)	% Present	% minimum time	
L1 Japanese	1		1		1	1				60	100%	100%	
L3 Japanese	1		1		2	1				120	100%	100%	
L3 Statistics	38	3	9	0	1	6	3			60	24%	67%	
L1 Geography	19	1	12	1	2	2	6	4		120	63%	17%	
L2 Spanish	1		1		2			2		120	100%	0%	
L2 Maths	50	9	34	6	2	11	17	3	3	120	68%	32%	
L2 Maths			3		3	0	1	1	1	180	N/A	0%	
L2 Maths			18		2	9	5	2	2	120	N/A	50%	
L2 Maths			13		1	2	11	0	0	60	N/A	15%	
L1 Music	1		0		1					60	0%	N/A	
L3 History	18	1	16	1	2	2	9	5	0	120	89%	13%	
L1 Maths	62	9	48	5	1	15	33			60	77%	31%	
L3 Chemistry	13	2	12	2	1	0	11	1	0	60	92%	0%	
L2 Drama	5		3		1	0	1	2		60	60%	0%	
L1 English	63	9	46	8	2	15	29	2		120	73%	33%	
L2 Music	2	1	1	0	1			1		60	50%	0%	
Sch. English	1		0		1					60	0%	N/A	
L3 Calculus	7	1	5	0	3	0	1	0	4	180	71%	0%	
L1 Economics	2		2		3	2	1	0	4	180	100%	100%	
L1 Science	64	11	42	6	2	24	11	7		120	66%	57%	
L2 Chemistry	11	4	7	2	2	4	1			120	64%	57%	
L2 Geography	7		5		2	4	1			120	71%	80%	
L3 Biology	27	3	19	3	1	5	11	2	1	60	70%	26%	
L2 History	10	2	8	1	2	1	2	5		120	80%	13%	
L3 Physics	10		5		3	0	2	0	3	180	50%	0%	
L3 Health	8	1	0	0	1					60	0%	N/A	
L1 Drama	4	1	1	0	1	0	1	0	0	60	25%	0%	
L3 Psychology	3		3		1	1	2			60	100%	33%	
L2 Health	17	1	6	1	1	2	4			60	35%	33%	
L2 Jap	1		?							0	N/A	N/A	
L2 Classical St	1		1		2		1			120	100%	0%	
L3 English	12		9		2	1	7			120	75%	11%	
L2 Biology	24	4	19	3	2	13	5	1		120	79%	68%	
L3 Geography	5		5		2	3	2			120	100%	60%	
L3 Classical St	1		0							0	0%	N/A	
L2 Physics	7	3	5	2	3	2	1	2		180	71%	40%	
L2 Business	1		1		1		1			60	100%	0%	
<b>AVERAGE</b>	<b>497</b>	<b>66</b>	<b>361</b>	<b>41</b>		<b>126</b>					<b>73%</b>	<b>35%</b>	
			<b>Std</b>	<b>1</b>	<b>15</b>	<b>43%</b>				<b>Ave Present</b>	<b>65%</b>	<b>32%</b>	<b>Ave Min time</b>
			<b>Stds</b>	<b>2</b>	<b>15</b>	<b>43%</b>							
			<b>Stds</b>	<b>3</b>	<b>5</b>	<b>14%</b>							
<b>2022</b>					<b>35</b>								
<b>AVERAGES</b>	<b>649</b>		<b>424</b>			<b>180</b>					<b>65%</b>	<b>42%</b>	
				<b>1</b>	<b>10</b>	<b>34%</b>				<b>Ave Present</b>	<b>50%</b>	<b>44%</b>	<b>Ave Min time</b>
				<b>2</b>	<b>14</b>	<b>48%</b>							
				<b>3</b>	<b>5</b>	<b>17%</b>							
					<b>29</b>								

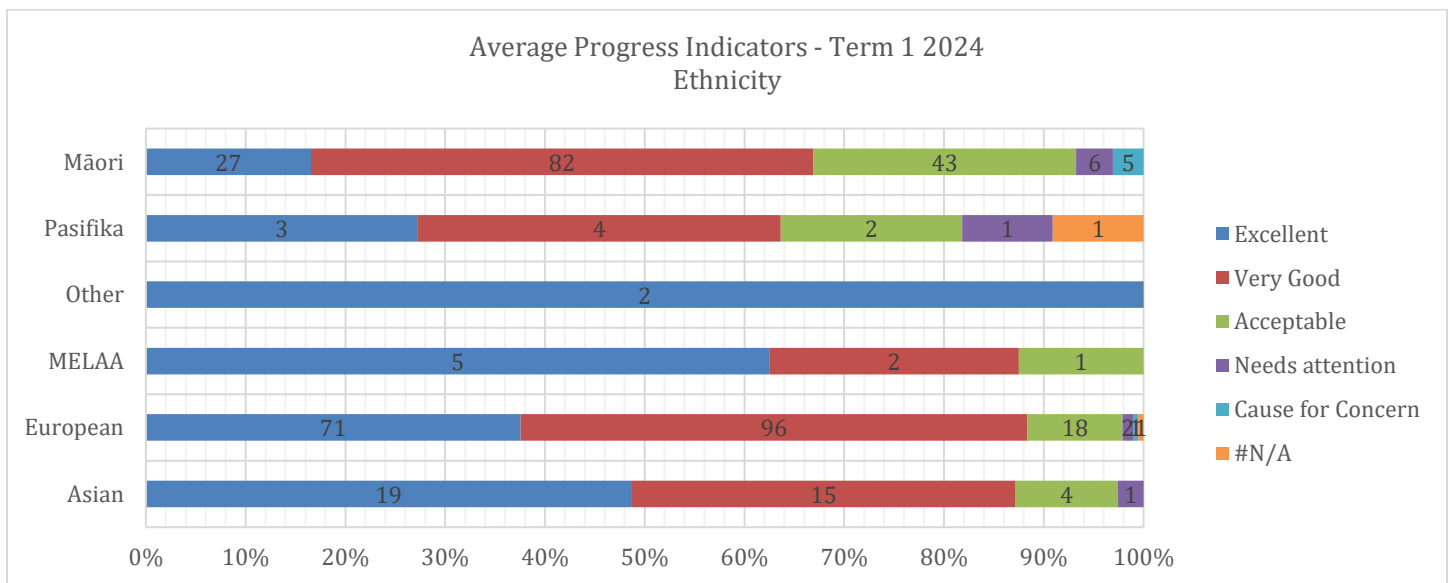
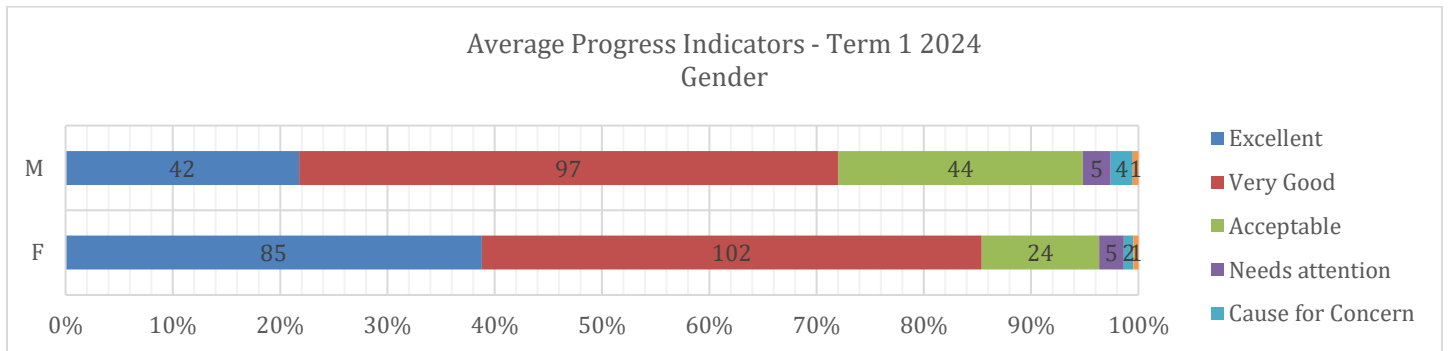
## 1.3 Reporting to Parents

Each year taiohi / students receive three reports, one 'interim / progress report in Term One and Two reports, one in Term Two followed by an opportunity to meet teachers, and one in Term Four to conclude the year.

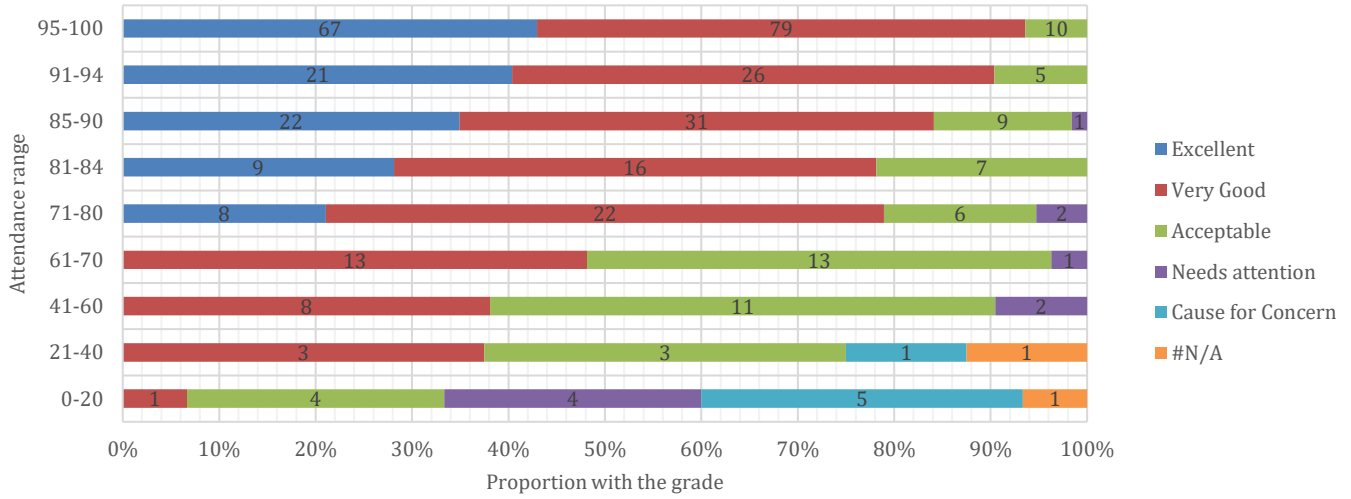
The interim Term One Progress Report is a brief report with four learning indicators: effort, progress, respect for learning and respect for others. These were sent to whānau on Friday 8 March.

The average grades are presented below.

- Almost 40% of females have an average progress indicator grade of excellent, compared with just over 20% of males.
- Relatively low proportions (less than 5%) have cause for concern and needs attention as an average grade.



### Average Progress Indicators - Term 1 2024 Correlated to Attendance



## 1.4 Literacy and Numeracy (2023)

Year 9 entry literacy and numeracy assessments have mostly been completed, with follow up continuing for absences. The data will be reported next report. These data will be used to identify students who need additional literacy with the learner support department. Numeracy support will be within the mathematics curriculum, including the focus of the within-school teacher who has this as a focus.

### Co-requisite (literacy and numeracy) rates 2023 (Year 10)

The board is reminded of the requirements to achieve NCEA has always required literacy and numeracy credits but now that has been separated as a co-requisite, without which NO NCEA can be awarded.

Students at Year 10 have been supported and offered to complete these co-requisite common assessments.

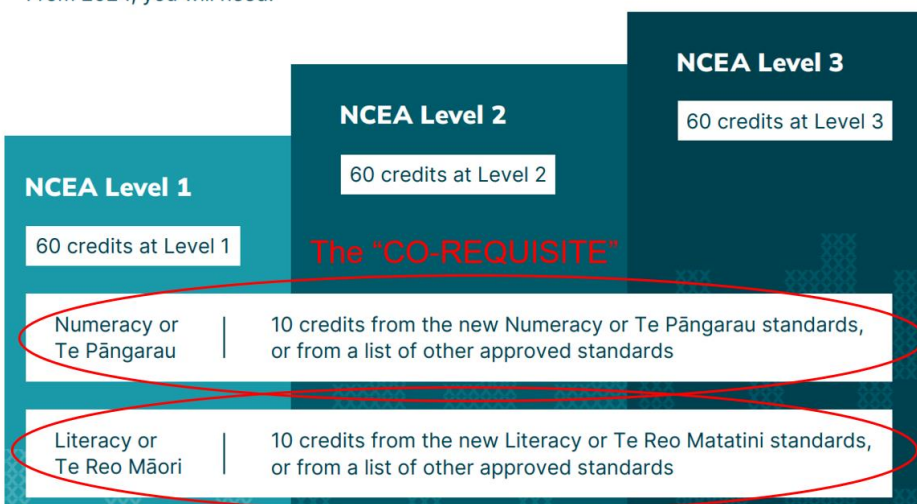
In 2024 and 2025 it is fortunate that there are alternative pathways to gain this co-requisite.

These alternatives to the Common Assessment Activity (CA Common Assessment Activity delivered by NZQA (digitally), are mainly in English and Mathematics, although some Level 1 (and higher) other standards count – although these are mostly external assessments, and should not be relied upon for those who struggle to gain the co-requisite via the CAA.

I have summarised the achievement rates for our school (on the next page). Unlike the reports in some media last year that many students who did not achieve in the first CAA in May, also did not achieve in September, there were significant improvements for our cohort.

### What you need for NCEA

From 2024, you will need:



In 2024 and 2025 you can earn these credits through the new Literacy, Te Reo Matatini, Numeracy and Te Pāngarau standards, or from a list of other approved standards.

These credits are known as 'co-requisites' because you require them alongside your other credits for NCEA.

There will be many opportunities to earn these credits while you are at secondary school, and once you have gained them, you have met the Literacy, Te Reo Matatini, Numeracy and Te Pāngarau requirements for all three levels of NCEA.

If you met these requirements in 2023 or earlier, you do not need to attempt them again.

		ATTEMPT 1	ATTEMPT 2	CHANGE (%)
Number achieved	<b>0</b>	51	33	<b>-35%</b>
	<b>1</b>	11	22	<b>100%</b>
	<b>2</b>	14	3	<b>-79%</b>
	<b>3</b>	13	30	<b>131%</b>
	<b>Literacy</b>	19	32	<b>68%</b>
	<b>Numeracy</b>	26	41	<b>58%</b>
	<b>Complete co-req</b>	13	30	<b>131%</b>



# Achievement rates (THS 2023)

	After 1 <sup>st</sup> attempt (May)	After 2 <sup>nd</sup> attempt (September)
0	51/89	33/88
1	11/89	22/88
2	14/89	3/88
3	13/89	30/88
<b>Reading</b>	<b>47%</b>	<b>56%</b>
<b>Writing</b>	<b>30%</b>	<b>47%</b>
<b>Numeracy</b>	<b>36%</b>	<b>54%</b>
<b>Literacy (both Reading and Writing)</b>	<b>19 students</b>	<b>32 students</b>
<b>Numeracy</b>	<b>26 students</b>	<b>41 students</b>
<b>Both Lit and Num (therefore co-requisite)</b>	<b>13 students</b>	<b>30 students</b>

# Achievement rates (NZ 2023) – those who attempted

Standard	Overall 2023			June 2023 Results		
	Participating	Achieved (n)	Achieved (%)	Participating	Achieved (n)	Achieved (%)
Reading	52,236	35,800	68.5%	28,403	18,339	64.6%
Writing	50,607	32,340	63.9%	26,551	14,968	56.4%
Numeracy	58,552	36,390	62.1%	33,168	18,604	56.1%

Unfair to compare as we have all Year 10s participating and the data above is for those who participated (at any year level) and many schools only allowed those they deemed 'ready' to participate. We encouraged all to give it a go.

It is of concern that the trend seen nationally that there is a significant disparity for Māori and Pasifika students is evident at our school.

In the table below, 0 means students at Year 10 who have neither of the co-requisites.

1 means those that have either literacy or numeracy and 2 means those that have both, and therefore a complete co-requisite. Data below include those that did not attempt assessments.

Count of Co-requi Column Lab				Count of Co-requi Column Lab				
Row Labels	0	1	2	Row Labels	0	1	2	Grand To
Asian	54%	8%	38%	Asian	7	1	5	13
F	67%	17%	17%	F	4	1	1	6
M	43%	0%	57%	M	3		4	7
European	38%	18%	44%	European	15	7	17	39
F	50%	14%	36%	F	11	3	8	22
M	24%	24%	53%	M	4	4	9	17
Māori	71%	13%	16%	Māori	27	5	6	38
F	63%	11%	26%	F	12	2	5	19
M	79%	16%	5%	M	15	3	1	19
MELAA	67%	0%	33%	MELAA	2		1	3
F	100%	0%	0%	F	2			2
M	0%	0%	100%	M			1	1
Other	0%	0%	100%	Other			1	1
M	0%	0%	100%	M			1	1
<b>Grand Total</b>	<b>54%</b>	<b>14%</b>	<b>32%</b>	<b>Grand Total</b>	<b>51</b>	<b>13</b>	<b>30</b>	<b>94</b>

## 2. Strategic Plan/ School Review

### 2.1 Strategic Plan Update

The strategic plan (on a page) was revised and approved by the board last month, As mentioned it needed additional material to explicitly show how the strategic plan meets the regulations.

I wrote "Some additional notes will be added to show how our strategic plan meets the criteria, and show alignment with the NELPS and EAT (2020)"

An appendix that details that compliance has been added to the strategic plan (on a page) and has been submitted and accepted by the MoE. The detail includes the requirement to say how we reached the point of publication (i.e. summarising the consultation and development process).

The feedback from our advisor was: **"The links are all really clear and should be a great guiding document for your school."**

While the emphasis is compliance, it commends the document to the board as it clearly summarises our obligations, and will help us maintain that focus.

### 2.2 Annual Implementation Plan

The draft annual plan is presented for comment and discussion.

More work will be completed so we can submit by the end of March as required. This includes tidying up the summary and ensuring the links to resourcing are complete.

## 3. Personnel

### 3.1 Staffing (update)

- Materials Technology Mr Romel Gador will be joining us for the last part of Term 1 and take on his full duties from Term 2. He is a first-year teacher, having completed his training in Rotorua.
- Outdoor education / physical education and health – Mr Rod Edwards will be joining us in Term 2.
- We will review programmes for the incoming teachers and we have the opportunity to continue to offer employment for long-term relieving staff as we will have a provisionally registered teacher, so 0.20 FTE release needs to be covered.
- International Admin Support – we have completed the recruitment process for this role and awaiting completion of the written agreement.
- Active As positions have been advertised, and now filled (again awaiting completion of paperwork)
  - Active As – Rangatahi Kaha Co-ordinator (ca. 10 hours a week) – Oversee active as / admin / communication.
  - Active As - Rangatahi Kaha Facilitator (ca. 10-15 hours a week) - facilitates break time / before and after school activities.
- Our three Community Liaison Roles are completely filled: T Slee, R Allen and J Caigoy, are the team. and one to be confirmed.

The purpose of the role is to support the achievement, wellbeing and retention of Māori and Pacific students in secondary schools, by supporting community and family involvement and cultural engagement; provide opportunities for teachers to develop their cultural leadership skills within the wider school community.

- Our team has completed a baseline survey and will begin their roles properly in Term 2, as the implementation phase of the trial kicks off. We expect that a targeted group is identified and worked with to make progress on the purpose of these roles.

## 3.2 Principal PGC

The board will be aware that I am part of a professional growth cycle group PGC with other principals and maintain a professional coaching model as part of my performance agreement / plan and professional development. This is coordinated by a PGC coach.

I would also like coaching support for the deputy principals, as the value of external consultants who work with many schools, with vast school leadership experience, cannot be underestimated.

I was fortunate to be able to attend a legal workshop on Tuesday 19 March 2024. If there is time, I will make comment on some of the key takeaways. The seminar was intensive, and covered these topics, each 1-hour blocks of informant legal information.

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**Student Discipline**

Gretchen Stone, Partner, Harrison Stone

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**Balancing Rights of Neuro Diverse Students with Rights of Teachers and Rights of Other Students**

David Fleming, Barrister, Fleming Singleton Law

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**Family Law Issues and Your Schools Obligations to Children at Risk or Involved in Family Court Proceedings**

Minka Bodde, Minka Bodde Family Law Specialist, Aspiring Law

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**Managing Reasonable Complaints: Strategies for Dealing with Grievances with Parents and Students**

Leo Donnelly, ONZM, Barrister, Education Law NZ

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**Managing Short Term and Long-Term Illnesses in Your School**

Fiona McMillan, Partner, Lane Neave

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**Managing Questionable Behaviour Outside of Work**

Patrick Ikiua, Director Professional Practice, New Zealand School Trustees Association and Maynard Scott, National Employment Relations Advisor, Te Whakarōputanga Kaitiaki Kura o Aotearoa NZ School Trustees Association

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**Privacy and CCTV: Understanding Disclosure and Other Legal Requirements**

Hayley Miller, Partner, Dentons

I am due to have my first PGC group hui on Tuesday 26 March.

I am very keen to hear from board members, about what they would like me to focus on for my PGC development objectives on in 2024.

The norm is I will outline my PGC objectives, share these with the Presiding Member and continue to discuss progress and needs.

At the end of the year the PGC has an annual attestation from one of my PGC colleagues.

This will, like last year, be presented to the board to assure I have completed this.

There may be more guidance from NZSTA about the relatively new process for principals and boards. My understanding is the professional association SPANZ is in discussions with NZSTA as the contract for principals has the PGC process prescribed, so not sure what NZSTA will add to this.

# 4. Finance and Property Management

## 4.1 Property and Finance Reports

The Finance report from the Business Manager, is included as part of Finance Committee held on Monday 25 March.

Thanks to Mrs S Baker, Business Manager, for reviewing the provisionally approved budget to seek final approval, after the reduction of funding expected due to the 1 March Roll return.

The Property Committee will report on the hui held on Monday 18 March.

# 5. Physical and Emotional Environment

## 5.1 Roll Return (1 March 2024)

Type of Student	Students Eligible for Ministry Operational Funding												Other Ministry Funded			Other Students															
	1			2			3			4			5			6			7			8			9						
	Number of Full-Time Regular Students			FTE of Part Time Regular Students			Number of Full-Time Adult Students			FTE of Part Time Adult Students			Students Eligible for Ministry Funding			FTE of Secondary Tertiary Programme Students			FTE of Alternative Education Students			FTE of International Fee Paying Students			Total FTE of Students						
Funding Year Level	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Total			
Y9	34	53											34.0	53.0														34.0	53.0		87.0
Y10	39	47											39.0	47.0						1.0								39.0	48.0		87.0
Y11	42	42											42.0	42.0		0.8						2.0	5.0					44.8	47.0		91.8
Y12	30	35											30.0	35.0		7.2	0.8					4.0	3.0					41.2	38.8		80.0
Y13	16	26		1.0									17.0	26.0		8.8						2.0	5.0					27.8	31.0		58.8
Y14																															
Y15																															
<b>Total Roll</b>	161	203		1.0									162.0	203.0		16.8	0.8				1.0		8.0	13.0				186.8	217.8		404.6

Headcount:

Type of Student	Students Eligible for Ministry Operational Funding												Other Ministry Funded			Other Students															
	1			2			3			4			5			6			7			8			9						
	Number of Full-Time Regular Students			Number of Part Time Regular Students			Number of Full-Time Adult Students			Number of Part Time Adult Students			Students Eligible for Ministry Funding			Number of Secondary Tertiary Programme Students			Number of Alternative Education Students			Number of International Fee Paying Students			Total Number of Students						
Funding Year Level	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Male	Female	Another Gender/ Not Stated	Total
Y9	34	53											34	53														34	53		87
Y10	39	47											39	47						1								39	48		87
Y11	42	42											42	42		1						2	5					45	47		92
Y12	30	35											30	35		9	1					4	3					43	39		82
Y13	16	26		2									18	26		11						2	5					31	31		62
Y14																															
Y15																															
<b>Total Roll</b>	161	203		2									163	203		21	1				1		8	13				192	218		410

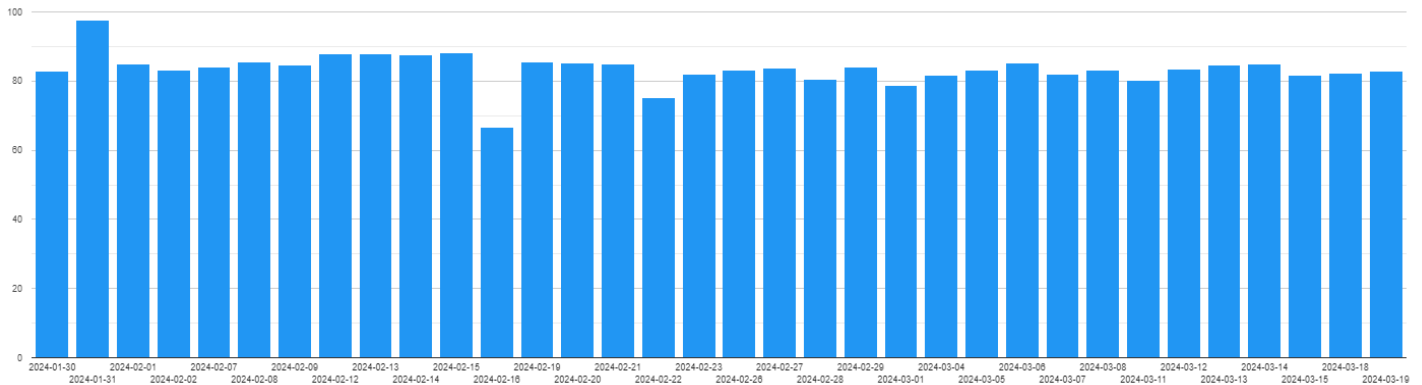
Records in KAMAR (as of 21 March)

Gender (Type )	Count	9		10		11		12		13	
		^	v	^	v	^	v	^	v	^	v
<b>Female</b>	220	54		48		47		40		31	
Female (AE)	1	0		1		0		0		0	
Female (FF)	13	0		0		5		3		5	
Female (NA)	2	0		0		0		2		0	
Female (RE)	203	53		47		42		35		26	
Female (SA)	1	1		0		0		0		0	
<b>Male</b>	197	37		41		46		43		30	
Male (AE)	1	0		0		1		0		0	
Male (FF)	8	0		0		2		4		2	
Male (NA)	4	0		2		1		0		1	
Male (RE)	181	34		39		42		39		27	
Male (SA)	3	3		0		0		0		0	
<b>Total</b>	417	91		89		93		83		61	

## 5.2 Attendance

### Term 1 - Daily attendance (half days %)

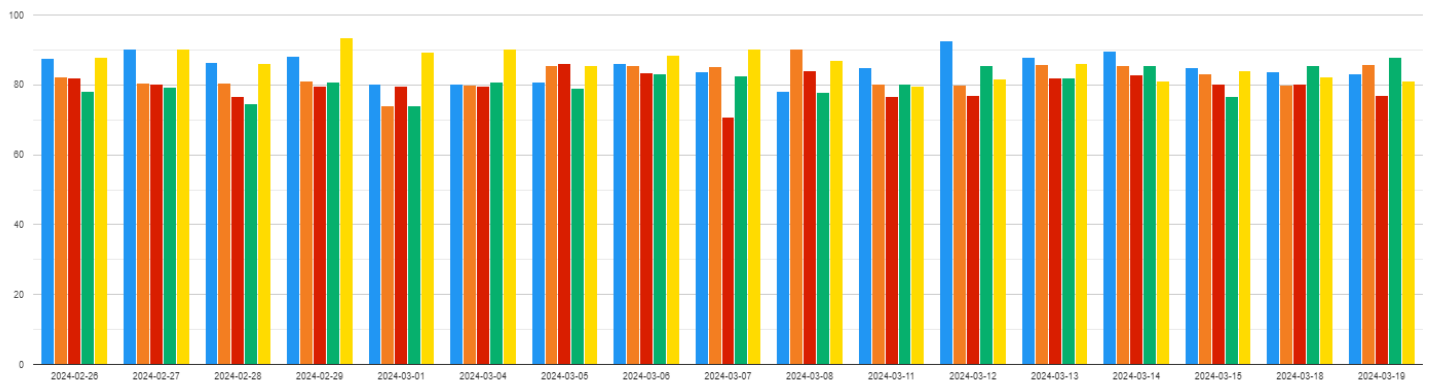
- 30 Jan 2024 to 19 March 2024 (34 days)



- 30 Jan 2024 – course confirmation (83%)
- 31 Jan 2024 – Year 9 orientation (98%)
- 16 Feb 2024 – swimming (66%)
- 12 Feb 2024 – house sports (75%)

In the last three weeks - by Year level:

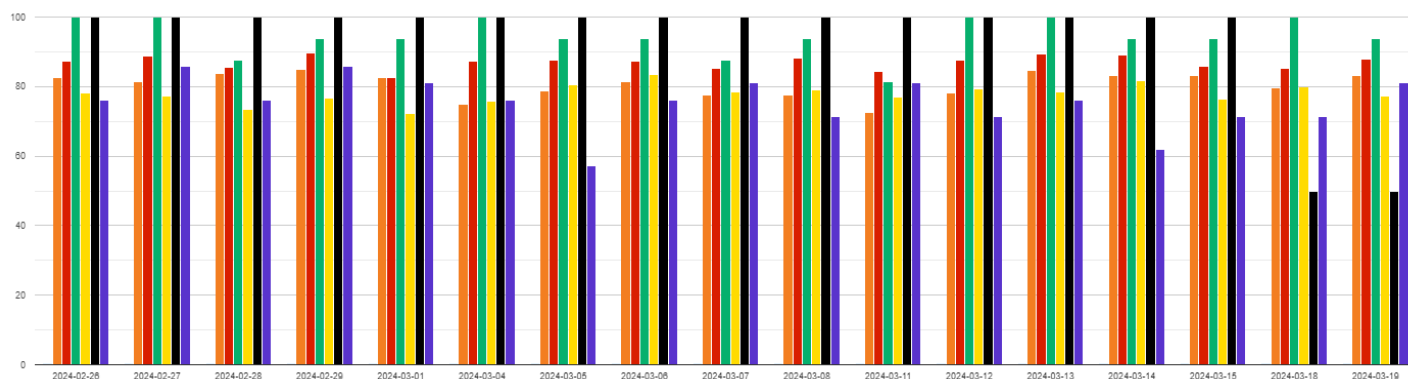
**Key:** Year 9 – blue Year 10 – orange Year 11 – red Year 12 – green Year 13 - yellow



In the last three weeks - by ethnicity

**Key:** Asian – orange European – red MELAA – green Māori – yellow Other – black Pasifika - purple





## Attendance (half day %) RANGES (Year to Date – 20 Mar 2024)

	0-59 "CHRONIC"	60-79 "MODERATE"	80-89 "IRREGULAR"	90-100 "REGULAR"	Total
Year 9	8	10	19	53	90
	8.9%	11.1%	21.1%	58.9%	
Year 10	8	16	19	45	88
	9.1%	18.2%	21.6%	51.1%	
Year 11	12	13	19	49	93
	12.9%	14.0%	20.4%	52.7%	
Year 12	12	11	22	38	83
	14.5%	13.3%	26.5%	45.8%	
Year 13	7	5	12	38	62
	11.3%	8.1%	19.4%	61.3%	
All	47	55	91	223	416
	11.3%	13.2%	21.9%	53.6%	
Māori	26	25	39	72	162
	16%	15%	24%	44%	
Non-Māori	21	30	52	151	254
	8%	12%	20%	59%	

- Overall, "regularly attending" (90-100%) – significantly better than last year.
  - 20 March: **223/416 (54%) up from 38% @ 23 March 2023**
    - Māori **44%** (this time last year: 26%) (Last month: 43%)
    - Non-Māori **59%** (this time last year: 41%) (Last month: 58%)
- cf. 21 February 2024: **220/422 (52%) up from 38% @ 20 February 2023**

## 5.3 Stand-downs and Suspensions

- There have been 2 stand downs in the period 28 February to 21 March 2024.
- Board members may refer to the [stand-down and suspension summary](#) or a breakdown of reasons and taiohi / students (year level, gender, and ethnicity).

	<b>In this period</b>	<b>Year to date</b>	<b>2023 total</b>	<b>2022 total</b>	<b>2021 total</b>	<b>2020 total</b>
<b>Stand-downs</b>	3	3	38	46	52	29
<b>Suspensions</b>	1	1	7	2	7	9
<b>Exclusions / expulsions</b>	0	0	0	0	1	2

## 6. Compliance/ Legislation

### 6.1 Assurances and Policies Review

Term 1 2024 Assurances and Policies for Review (close ...) is included in the board agenda.

### 6.2 Assurances (Term 1 2024)

These will be updated early next term.

Ngā mihi



Michael Hart

**Tumuaki/Principal**