

Te Kura Tuarua o Te Kāuaeranga Thames High School



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

28 July 2025

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Executive Summary

This report provides a mid-year overview of key developments, data, and actions across curriculum, achievement, strategic planning, personnel, property, and compliance areas.

A primary focus is student progress towards NCEA qualifications, with detailed analysis by year level, gender, and ethnicity. Encouragingly, Year 11 and Year 13 cohorts are tracking ahead of this time last year, while targeted support is in place for Year 12, which is slightly behind.

The inclusion of recent Common Assessment Activities (CAA) results has bolstered corequisite progress, particularly in literacy and numeracy for Year 11. Attendance patterns continue to show a strong correlation with academic progress, reinforcing the importance of consistent engagement.

The report also updates the board on the implementation of Strategic Intent 3. Several positive developments have occurred, including increased visibility of our vision and values, enhancements to the physical environment, and further embedding of PB4L practices. Student leadership, inclusive practice, and community partnerships remain key areas of growth, with clear next steps identified to strengthen impact and cohesion.

Personnel updates include staffing changes, PLD activity, and vacancy management. The finance and property section outlines progress and priorities across both day-to-day operations and longer-term planning. Compliance and policy review schedules remain on track.

Overall, the report reflects steady progress across core areas of school operation, with deliberate focus on lifting achievement and wellbeing outcomes for all ākonga, while continuing to align our systems and culture with the aspirations outlined in our Strategic Plan.

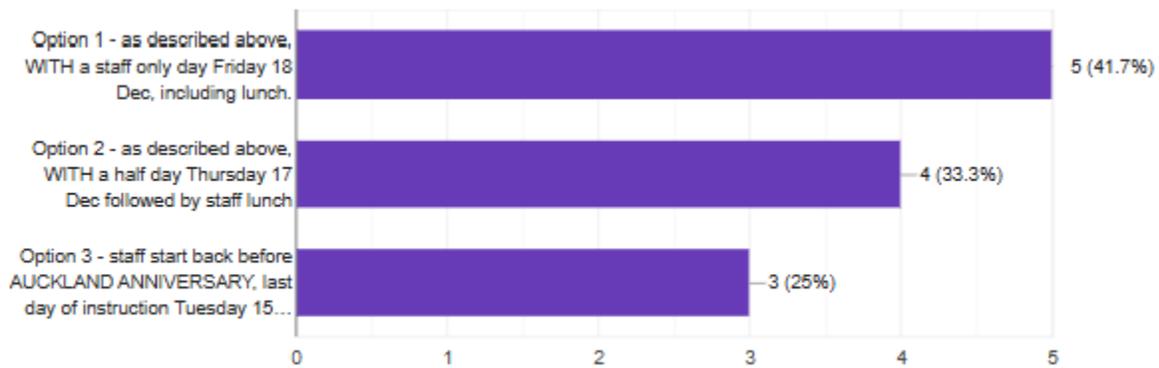
Some important things – information for understanding and that may spark discussion

1. [Consultation](#) regarding the latest version of our [Graduate Profile](#) is underway. Would like to hear any feedback from board members.
[Graduate Profile Te Āhua o Ā Tātou Ākonga Explanation](#)
2. The latest version of the "Instructional model" is undergoing review by HoDs
[Instructional Model - Te Taura Whakaako mō te ako me te whakaako - DRAFT](#)
Board members may have comments.
3. This [article \(RNZ 22 July\)](#) *What you need to know about recent changes to schools and education* is a good general reading version of some of the changes underway in education. Recommended. Along with the latest [Ministry of Education Bulletin](#) (22 July).
4. The complexity of change in curriculum development is also well captured (in general language) in this [article \(again RNZ, 22 July\)](#): "*Education Ministry says new curriculums are much clearer - but principals disagree*"
5. Consultation for NCEA is due to open soon, although it is interesting that this topic didn't feature in the recent bulletin. Recent principal network hui has given some insight into some of the probability changes (e.g. the future of NCEA level 1 and how the other levels will evolve).

You will have noticed several news items regarding the uncertainty that is in the system about NCEA, especially bigger lower equity index (higher decile) schools are opting for other systems, like Cambridge.

6. Also of worth noting is the report that indicates the Ministry (in 2023) was worried about how NZ is classified as a "fair" (as in reasonable) education system, below good, and certainly not 'great'. :"
[RNZ 23 July: School system 'fair' but we've been pretending it's 'great' - Education Ministry document](#)
7. The news ([RNZ, 24 July Secondary teachers union rejects lowest pay offer ever](#)) that the PPTA has rejected the low pay offer (3% over 3 years) is hardly surprising but highlights the risk of industrial action ;later this year, or early next. The fact the principals and support staff collectives are up for negotiation also make the risk of disruption, higher.
8. The 2026 year is around the corner.
 - a. 2026 school year dates was opened for consultation by all staff. At the time of writing 12 have contributed.

Currently the versions that are similar to 2025 are in favour. (1 and 2)



Term	Date Start	Date Finish	Days	Weeks
One	Mon, 2 Feb 2026	Fri, 17 Apr 2026	51	11
Two	Mon, 4 May 2026	Fri, 10 Jul 2026	47	10
Three	Mon, 27 Jul 2026	Fri, 25 Sep 2026	45	9
Four	Mon, 12 Oct 2026	Thu, 17 Dec 2026	47	10
Totals	Mon, 2 Feb 2026	Thu, 17 Dec 2026	190	40

Terms 2026

Term 1 (up to 10 weeks)

Starts between Monday 26 January and Monday 9 February and ends Thursday 2 April 2026 (78-96 half days).

Public holiday: Waitangi Day – Friday 6 February.

Term 2 (11 weeks)

Monday 20 April to Friday 3 July 2026 (106 half days).

Public holidays: Anzac Day – Saturday 25 April (Anzac Day observed on Monday 27 April) and King's Birthday – Monday 1 June.

Term 3 (10 weeks)

Monday 20 July to Friday 25 September 2026 (100 half days).

Term 4 (up to 11 weeks)

Monday 12 October to no later than Friday 18 December 2026 (up to 98 half days).

2026 school holidays

Term 1

Friday 3 April to Sunday 19 April 2026.

Public holidays: Good Friday 3 April, Easter Monday 6 April, Easter Tuesday 7 April (a school holiday).

Term 2

Saturday 4 July to Sunday 19 July 2026.

Public holiday: Matariki – Friday 10 July

Term 3

Saturday 26 September to Sunday 11 October 2026.

Summer holidays

Start no later than Saturday 19 December 2026 and run for 5 or 6 weeks (from school's closing date until opening date of school the following year).

Proposal - **Similar to 2025 - Staff start after Auck Anniversary, course confirmation Fri 30/1/2026**

--> **End date:** Friday 18 December

Friday 16 /1/26 - Closedown period ends (starting Tue 16 December 2025) - **20** week days (not including public holidays)

Mon 19/1/26

Uniform pop up shop 2 days in the week starting 19/1/26 - TBC

(SLT from 22-23/1)

MON 26/1 AUCK ANNIVERSARY

Tue 27/1 New Staff Day and **SLT / HoDs**

Wed 28/1 Staff only day 1

Thursday 29/1 Staff only 2

Friday 30/1 Staff & Timetable confirmation (Y12/13, Y11)

Monday 2 Feb - Whakawhanaungatanga 1 - 1st day, open for instruction

Year 9 Pōwhiri with Year 13 / Senior leaders

Followed by Orientation (Senior leaders involved)

Years 10-12 - Whakawhanaungatanga - goals, reflection, values, etc (online learning module).

Tuesday 3 Feb - Whakawhanaungatanga 2

Year 9 - orientation continues & timetabled classes after extended Rōpū/Whānau

Year 10 - 13 - Whakawhanaungatanga & timetabled classes after extended Rōpū/Whānau

Wednesday 4 Feb

Rōpū/Whānau at the start of the day

Full timetable day (5 periods)

Thursday 5 Feb

Friday 6 Feb - Waitangi Day

Monday 9 Feb - Week 2 - Rōpū/Whānau at the start of the day

School continues (5 periods per day)

THEN THE TERMS AS ABOVE

Include TWO teacher only (staff only) days - subject to change

Friday 29 May & Friday 13 November

--> **End date:** Thursday 17 December 2026 - last day of instruction

Friday 18 December - Staff only Day

OR half day Thursday 17 December to have staff lunch function following.

- Option 1 - as described above, WITH a staff only day Friday 18 Dec, including lunch.
- Option 2 - as described above, WITH a half day Thursday 17 Dec followed by staff lunch
- Option 3 - staff start back before AUCKLAND ANNIVERSARY, last day of instruction Tuesday 15 Decemb...

- b. Teaching staff including those on leave have been asked to give their indication for 2026, where we gather aspirations and any opportunities that staff would like to pursue. This helps us in the planning for 2026.

- c. Courses offered is under consultation with HoDs – there are clear limits on what we may do, yet we need to look at 'are we providing the best course that offer the best success rates – retention and progress towards NCEA. The percentages of students going at least 10 credits per course is one indicator of concern. HoD Week 3.
9. Term 4, Exams and Study. The way we utilise Term 4 for achievement is under review, and the message to all students has been that the school year finishes 12 December, not week 4 of Term 4. The discussion with HoDs and Kaiāwhina has been that we cannot expect to run 'study leave' the same way and not get the same results. Relying on external credits is not a good bet. Year 11 is much more like Year 10 and we need to have a threshold that allows 'study leave' – namely that it is required (i.e. there are external exams being sat) and that students are ready, i.e., they have a good chance of success, either because they have a good record of passing internal standards AND external or external practice exams. Data has been shared earlier that show trend is that for subjects with externals, only one or two are entered.

Most students do courses with two or three subjects that have one or two externals – unlike the past where it was more like 5 or 6 subjects with 3 externals. So, the amount work to prepare is much less, so the amount of time of 'free study' should be proportionately reduced. We also know that many students – those at risk of not achieving, especially, do not make the most of their study time.

At the end of the year attendance to exams is around 70% but most attempt one of two, and many – especially those in the greatest need – do not attempt any. They also generally spend the minimum time (45 mins). The success rate that results, is too low for us to have confidence in boosting NCEA achievement rates. The focus needs to be on department-based learning and assessment that makes a difference to rates. The 'intervention' programmes offer buy vocational and learner support, are generally not attended well (20% of those invited come in for the programme). So the emphasis is on you are here, until you have experiences success or at least shown the commitment to succeed and trying your best, with expert (teacher) support. This could involve external tutorials scheduled, in classes until the exam is completed. With more support, we would expect more confidence, attendance to exams, and achievement, Achievement is the most important objective for the board and there for staff.

1. Curriculum, Assessment and Reporting

1.1 Achievement Progress - NCEA

- This is the third update for 2025, and while the time between June update is only 4 weeks, the increase in average credits includes the results of the CAAs (lit / num) – at least at Year 11, and the other levels have increased with publishing of more results.
- Both Year 11 and 13 are ahead of their comparative positions last year, but Year 12 slightly behind.

Summary of NCEA progress to date by year level (22 July 2025)

- Earned in the **current year**.
- In the next column, the previous month's data (24 June 2025)
- Comparison figures from July 2024 (23 July 2024) and June 2024 (shaded)

	Year 11 /Level 1		Year 12/ Level 2		Year 13/ Level 3		Year 11 /Level 1	Year 12/ Level 2	Year 13/ Level 3
	22 July	24 June	22 July	24 June	22 July	24 June	23 July 2024 (18 June 2024)		
Average credits achieved this year	21.4	17.4	30.5	24.3	17.1	14.1	16.2 (12.5)	32.4 (25.4)	15.5 (10.2)
Average credits attempted	26.8	21.8	34.0	27.3	19.9	16.7	19.4 (14.8)	36.6 (28.7)	16.3 (11.0)
Number of students*	77	77	72	73	52	53	85 (85)	69 71	49 49
Number who have achieved L1 Literacy	46**	37	63**	63	51**	51	34 31	63 65	47 47
Number who have achieved L1 Numeracy	44***	35	69***	67	51***	51	57 (57)	67 (68)	46 (46)
Number who have achieved UE Literacy	N/A	N/A	1	0	22	22	N/A	0 (0)	16 (16)
Number who have achieved NCEA	0	0	3	3	3	0	0 (0)	0 (0)	0 (0)
Number who have achieved previous NCEA level	N/A	N/A	NCEA Level 1: 60	NCEA Level 1: 57	NCEA Level 2: 45	NCEA Level 2: 44	N/A	NCEA Level 1: 54	NCEA Level 2: 35

* Currently enrolled resident (RE) students, excluding International, Alternative Education students.

** CAA results in – Boost for Year 11 no shift in Year 12 and 13 remains a concern

*** CAA results in – Boost for Year 11, small shift in Year 12, no shift Year 13.

International students' progress is monitored by the International Programme Manager.

Summary of NCEA progress Credits, by year level / Gender – ranges (22 July 2025)

The tables below are **all** credits gained, not just in the current year.

NCEA achievement success rates, numbers of credits, attendance and 'learning engagement' (reports) are used to monitor NCEA progress and achievement.

These data, along with estimated credits and overall teacher judgements, are used to refine the list of students who 'are not on track' for NCEA and work to put interventions in place.

Year 11 / Level One	Credits towards L1 (ranges) – numbers of students <i>Need at least 80 L1+ credits, incl. 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F		3	7	6	13	14	2	2					47
M	2		3	6	10	6	2	1					30
Total @ 22 July	2	3	10	12	23	20	4	3					77
Total @ 24 June	1	5	17	19	20	10	4	1					77
Total @ 22 May	6	16	24	20	8	4							78
Total @ 23 July 2024	3	6	11	18	16	15	13	2		1			85

Year 12 / Level Two	Credits towards L2, ie. L2 + (ranges) – numbers of students <i>Need at least 60 L2+ credits, plus at least 20 cr at level 1, incl. 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F		1	6	6	12	9	2						36
M	1	2		6	13	9	1	2	1			1	36
Total @ 22 July	1	3	6	12	25	18	3	2	1			1	72
Total @ 24 June	1	4	8	25	22	10		2				1	73
Total @ 22 May	2	12	25	24	9	1	1					1	75
Total @ 23 July 2024	1	3	10	10	17	16	10	2					69

Year 13 / Level Three	Credits towards L3, ie. L3 + (ranges) – numbers of students <i>Need at least 60 L3+ credits, plus at least 20 cr at level 2+, incl. 10 cr literacy and 10 cr numeracy</i>												
	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Total
F			5	9	8			1		1			24
M	2	3	5	8	6	1	2	1					28
Total @ 22 July	2	3	10	17	14	1	2	2		1			52
Total @ 24 June	4	5	9	21	8	2	1	2		1			53
Total @ 22 May	5	12	21	6	5	3	2		1				51
Total @ 23 July 2024	2	6	18	16	3	2	2						49

Summary of NCEA progress Credits, by year level / “Prioritised” Ethnicity – ranges (22 July 2025)

- Representing % for the two largest cohorts for comparison.'

Year 11/Level 1

Ethnicity - Level 1 Group	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Grand Total
Asian			2	2	4	2							10
European	1	2	1	4	11	11	2	3					35
Māori	1	1	7	6	5	6	2						28
MELAA						1							1
Other					3								3
Grand Total	2	3	10	12	23	20	4	3					77
European %	2.9%	5.7%	2.9%	11.4%	31.4%	31.4%	5.7%	8.6%					100.0%
Māori %	3.6%	3.6%	25.0%	21.4%	17.9%	21.4%	7.1%	0.0%					100.0%

Year 12/Level 2

Ethnicity - Level 1 Group	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Grand Total
Asian				3	2	1		1					7
European		1	2	4	9	10	3		1			1	31
Māori	1	2	4	4	12	6		1					30
MELAA					2	1							3
Other				1									1
Grand Total	1	3	6	12	25	18	3	2	1			1	72
European %	0.0%	3.2%	6.5%	12.9%	29.0%	32.3%	9.7%	0.0%	3.2%			3.2%	100.0%
Māori %	3.3%	6.7%	13.3%	13.3%	40.0%	20.0%	0.0%	3.3%	0.0%			0.0%	100.0%

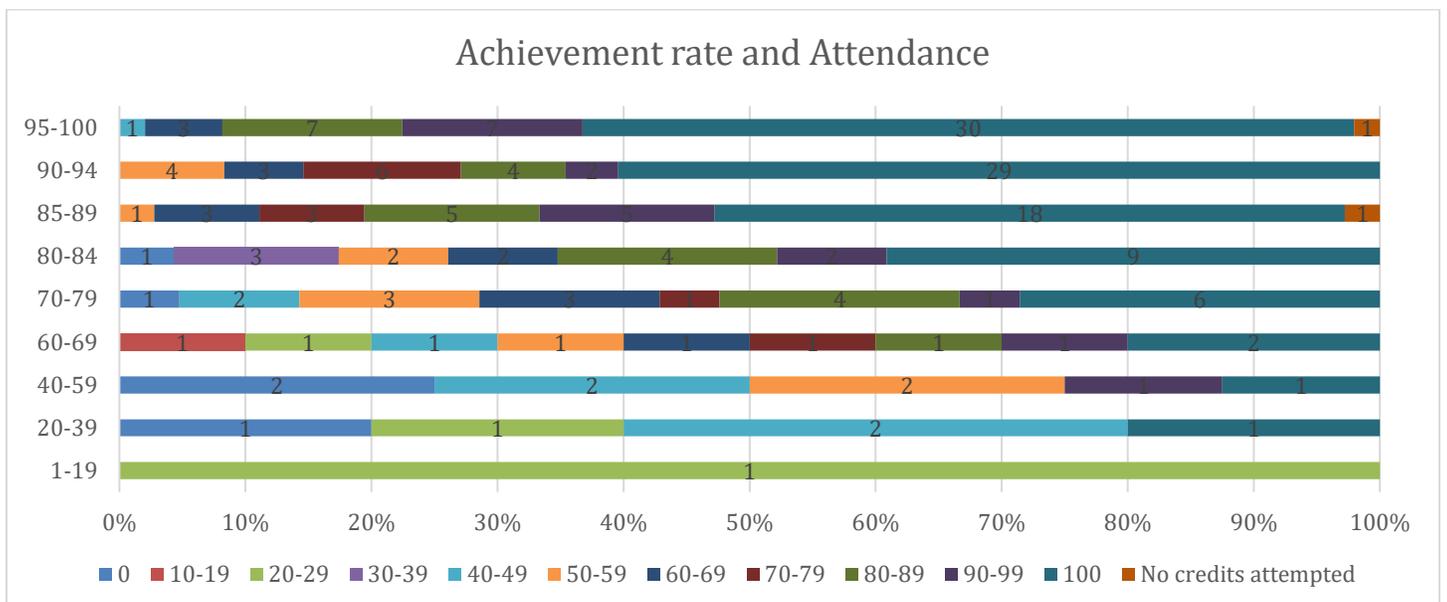
Year 13/Level 3

Ethnicity - Level 1 Group	0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	>100	Grand Total
Asian			1	1	1								3
European	1	1	3	8	6	1	1						21
Māori	1	2	5	7	6		1	2		1			25
MELAA			1		1								2
Other				1									1
Grand Total	2	3	10	17	14	1	2	2		1			52
European %	4.8%	4.8%	14.3%	38.1%	28.6%	4.8%	4.8%	0.0%		0.0%			100.0%
Māori %	4.0%	8.0%	20.0%	28.0%	24.0%	0.0%	4.0%	8.0%		4.0%			100.0%

Attendance and achievement success rates

- As a snapshot for **all year levels**, the connection between attendance and achievement success rates is shown below.
- If a student is achieving less than 80% of credits, there is significant risk of not achieving.
- However higher attendance is more likely to correlate with higher achievement success rates.
- While not presenting the data, there is a correlation between higher attendance rates those Māori who are well represented in those with higher achievement rates, and therefore credits gained.

Attendance - Percentage (Half-Days) - RANGE	Achievement rate (%) RANGE											No credits Attempted #	Total		
	0	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100				
1-19			1												1
20-39	1		1		2							1			5
40-59	2				2	2				1	1				8
60-69		1	1		1	1	1	1	1	1	2				10
70-79	1				2	3	3	1	4	1	6				21
80-84	1			3		2	2		4	2	9				23
85-89						1	3	3	5	5	18	1			36
90-94						4	3	6	4	2	29				48
95-100					1		3		7	7	30	1			49
Total	5	1	3	3	8	13	15	11	25	19	96	2		201	
Total %	2%	0%	1%	1%	4%	6%	7%	5%	12%	9%	48%	1%		100%	



1.2 Literacy and Numeracy Corequisites

The literacy and numeracy corequisites are of vast importance for the gaining of qualifications. As indicated above the CAA results from May have been included in the statistics above. *These data include international students.*

	No LIT		No LIT Total	Yes LIT		Yes LIT Total	Grand Total	<--- LIT
Row Labels	No NUM	Yes NUM		No NUM	Yes NUM			<---- NUM
9	89	3	92				92	
10	55	10	65	11	18	29	94	
11	37	8	45	10	36	46	91	
12	4	11	15	2	61	63	78	
13	1	1	2		53	53	55	
Grand Total	186	33	219	23	168	191	410	

Year 9

- Three students obtained the numeracy corequisite (through the CAA 3 out of 4 entered)

Year 10

- **29** gained literacy corequisite (via the CAA)
 - Of those, **18** also achieved numeracy corequisite (i.e. **18** have the complete co-requisite)
- **65** do not yet have literacy corequisite
 - Of those **10** have numeracy
- So a total of **21** have numeracy
- 55 have neither literacy nor numeracy

Year 11

- **46** have gained literacy corequisite
 - Of those, 36 also achieved numeracy corequisite (i.e. **36** have the complete co-requisite)
- 65 do not yet have literacy corequisite
 - Of those 10 have numeracy
- So a total of **46** have numeracy
- **37** have neither literacy nor numeracy

Year 12

- **63** have gained literacy corequisite
 - Of those, 61 also achieved numeracy corequisite (i.e. **61** have the complete co-requisite)
- 15 do not yet have literacy corequisite
 - Of those 11 have numeracy
- So a total of **72** have numeracy

- **4** have neither literacy nor numeracy

Year 13

- **53** have gained literacy corequisite
 - Of those, 53 also achieved numeracy corequisite (i.e. **53** have the complete co-requisite)
- 2 do not yet have literacy corequisite
 - Of those 1 has numeracy
- So a total of **54** have numeracy
- **1** has neither literacy nor numeracy

For another perspective this table highlights those who have L1 literacy and not, and shows how many have gained the co-requisite via the CAA pathway. Obtaining the literacy corequisite by CAA means the credits obtained in a course go towards the minimum 60 cr required for NCEA.

Literacy

- Year 10 – 29 / 29 obtained literacy via the CAA
 - **29/94 = 31%**
- Year 11 – 35/46 obtained literacy via the CAA; 11 via the additional pathway, e.g. ENG1 and GEO1 internal assessments.
 - 35/91 = 38% CAA; 46/91 = 51% literacy
- Year 12 – 44/63 CAA; 19 via additional pathway.
 - 44/78 = 56% CAA; 63/78 = 81% literacy
- Year 13 – 2/53 CAA; 51 via additional pathway or restricted (U/S) pathway that was available in 2023 and 2022.
 - 2/55 = 4% CAA; 53/55 = 96% literacy

Count of L1 Lit (Yes / No)	No	No Total	Yes L1 Lit		Yes Total	Grand Total	<---- Literacy co-req
Row Labels	No		No	Yes CAA			<---- CAA
9	92	92				92	
10	65	65		29	29	94	
11	45	45	11	35	46	91	
12	15	15	19	44	63	78	
13	2	2	51	2	53	55	
Grand Total	219	219	81	110	191	410	

Numeracy

- Year 10 – 28 / 28 obtained numeracy via the CAA
 - **28/94 = 30%**
- Year 11 – 44/44 obtained numeracy via the CAA
 - 44/91 = 48% CAA; 44/91 = 48% numeracy
- Year 12 – 49/72 CAA; 23 via additional pathway.
 - 49/78 = 62% CAA; 72/78 = 92% numeracy
- Year 13 – 33/54 CAA; 21 via additional pathway or restricted (U/S) pathway that was available in 2023 and 2022.
 - 33/55 = 60% CAA; 54/55 = 98% numeracy

Count of Numeracy CAA Yes/No Published	No	No Total	Yes		Yes Total	Grand Total	<---- Numeracy co-req
Row Labels	No		No	Yes			<---- CAA
9	89	89		3	3	92	
10	66	66		28	28	94	
11	47	47		44	44	91	
12	6	6	23	49	72	78	
13	1	1	21	33	54	55	
Grand Total	209	209	44	157	201	410	

Finally, a breakdown of Reading and Writing rates

Year	CAA: Reading Not Writing	CAA: Writing Not Reading	CAA: Writing AND Reading	CAA: Neither Writing or Reading	L1 LIT	No Lit	Additional	Total
9	0	0	0	4	0	92	0	92
10	11	12	29	38	29	65	0	94
11	23	4	35	23	46	45	11	91
12	17	3	44	12	63	15	19	78
13	2	1	2	50	53	2	51	55
Tot	53	20	110	127	191	219	81	410

Comparison data

The data below were shared by Alwyn Poole, making a nice summary of the CAAs. It is generally difficult to get good quality information from NZQA. The reading data do not look right (ore EQI higher that the average, etc). The data are not separated by year level either, so hard to know how Year 10s faired. **The reading figure for more EQI should be 41.2%**

The concern about these rates is significant.

As noted, the alternative pathways for our taiohi are vital, especially for higher equity index schools. [Principals call for alternative assessments to stay beyond 2027](#) (RNZ 20 July)

The data below – while worrying – also do not tell the trust story as these are the rates of those being entered the CAAs. Many are holding off, rather than enter whole cohorts.

Single Page Snapshot of NCEA Co-Requisite Results from May 2025

NB: A student must pass ALL 3 during their school to be eleigible for NCEA Level 1 (or above)

Gender	National	Female	Male
Reading	61.2%	63.4%	59.3%
Writing	55.3%	63.5%	48.3%
Numeracy	57.0%	55.0%	59.0%

Ethnicity	National	Asian	European	Maori	Pasifika
Reading	61.2%	56.00%	72.40%	50.80%	43.10%
Writing	55.3%	56.20%	62.20%	43.00%	43.70%
Numeracy	57.0%	65.00%	64.50%	41.60%	34.40%

Region	National	Cent & East Auckland	Te Tai Tokerau	South Auckland
Reading	61.2%	66.8%	48.9%	43.4%
Writing	55.3%	63.8%	38.6%	44.0%
Numeracy	57.0%	65.5%	39.5%	39.9%

NB:
- Central & East
Auckland was the
region with the
highest pass rates.

EQI Group	All	Fewer	Moderate	More
Reading	61.2%	71.7%	68.1%	72.6%
Writing	55.3%	61.6%	54.0%	56.1%
Numeracy	57.0%	72.6%	35.0%	34.1%

NB:
- **Fewer** (at risk students) approximates to
Deciles 8 -10
- **Moderate** approximates to Deciles 4 - 7
- **More** approximates to Deciles 1 - 3

1.3 Monitoring students not yet on track

Potential Achievers – 23 July 2025 (L Ardern)

Year 11 / NCEA Level 1

There are **34 students** in Year 11 on the Potential Achievers list (out of 91 students).

Three international students are not sitting NCEA Level 1.

Ethnicity breakdown:

- Māori – 11
- Indian – 2
- Japanese – 3
- Cook Islands – 2
- Other Asian – 1
- European – 15

Gender:

- Male – 18
- Female – 16

Attendance:

- 15 students have attendance above 90%
- 10 students have attendance between 80–90%
- 9 students have attendance between 50–80%
- 3 students have attendance below 50%

Credits:

- 12 students have achieved between 10 and 20 credits
- 8 students have achieved 10 or fewer credits

Year 12 / NCEA Level 2

There are **8 students** in Year 12 on the Potential Achievers list (out of 78 students).

One international student is not sitting NCEA.

Ethnicity breakdown:

- Māori – 4
- Japanese – 1
- European – 4

Gender:

- Female – 4
- Male – 4

Literacy/Numeracy:

- 10 students are yet to achieve Literacy (LIT)
- 2 students are yet to achieve Numeracy (NUM)
- 2 students are yet to achieve both LIT/NUM

Attendance:

- 1 student has attendance above 90%
- 1 student has attendance between 80–90%

- 3 students have attendance between 50–80%
- 3 students have attendance below 50%

Credits:

- 3 students have between 10 and 20 credits
- 6 students have 10 or fewer credits
- 1 student has no credits

Year 13 / NCEA Level 3

There are **12 students** in Year 13 on the Potential Achievers list (out of 55 students).

Ethnicity breakdown:

- Māori – 4
- Japanese – 1
- African – 1
- European – 6

Gender:

- Female – 7
- Male – 5

Literacy/Numeracy:

- 1 student is yet to achieve Literacy
- 1 student is yet to achieve both Literacy and Numeracy

Attendance:

- 2 students have attendance above 90%
- 2 students have attendance between 80–90%
- 7 students have attendance between 50–80%
- 1 student has attendance below 50%

Credits:

- 2 students have achieved more than 30 credits
- 8 students have achieved between 10 and 30 credits
- 1 student has achieved 10 or fewer credits
- 1 student has no credits

Interventions to Date

Interventions so far have included one or more of the following:

- Identifying potential achievers from 2024 to support in 2025 – teachers were given the opportunity to mentor these students
- Using criteria such as attendance, current credits, success rates, and estimated credits to identify students
- Identifying students through the Senior Pastoral Network Summary
- Conducting interviews with students to assess progress and explore what support they may need
- Encouraging students to speak with subject teachers if they are struggling
- Providing career guidance to help students focus on future goals
- Contacting parents/caregivers and encouraging them to attend the Term 2 parent-teacher conferences

2. Strategic Plan/ School Review

2.1 Update on Strategic Intents/Annual Implementation Plan

Below is a summary of progress made towards our annual priorities that come from **Strategic Intent 3** in our Strategic Plan. We reported on Intents 1 and 2 in June. We have made good progress on our priorities, although we would always like to have achieved more. Some clear next steps are planned.

Strategic Goal | Intent 3: We will value everyone, so they are safe and acknowledged for who they are

This strategic intent gives direction to the board's responsibility to provide a safe workplace for all and set the foundations to achieve equitable and excellent outcomes for all students.

We have three priorities –

- 3.1 A safe, inclusive environment creates a sense of belonging for all. (NELP 1 and 3)
- 3.2 Achievement, progress, and success will be recognised for all in our school community. (NELP 3 and 7)
- 3.3 Opportunities for engagement and collaboration strengthen connection in our community. (NELP 3 and 7)

Summary

In Terms 1–2, progress was made toward strengthening an inclusive, responsive, and wellbeing-focused school environment. Several years of embedding our vision and values—alongside a renewed focus on Positive Behaviour for Learning (PB4L) Schoolwide—are showing clear benefits. These efforts are contributing to a calmer school tone, more consistent behaviour expectations, and increased understanding of how responses are managed.

The physical environment is generally well maintained, with recent improvements contributing to a positive overall appearance. Student achievement and staff contributions are regularly acknowledged through assemblies, certificates, and purposeful communication. Communication and marketing coordination has improved, with the current strategy under review with external expertise. Student leadership and voice are being actively promoted, particularly through tuakana-teina initiatives and targeted leadership development. Relationships with whānau, iwi, alumni, and the business community continue to grow, although coordination capacity remains a challenge in some areas.

Key next steps include:

- Expanding student-led wellbeing and leadership initiatives
- Strengthening community partnerships and completing a stakeholder survey
- Finalising the communications and marketing strategy
- Enhancing business and alumni engagement
- Further developing classroom-based recognition and visibility of inclusive practices

Detailed Overview – Progress and Next Steps

3.1.1 Promote a school culture that is safe, supportive, and positive for both staff and students

Progress (Terms 1–2)

- The Strategic Plan, Vision, Mission, and Values have been actively promoted through staff induction, visual displays (e.g. posters), and professional development sessions.
- SLT and Kaiāwhina walkthroughs (e.g. Year 9 focus) have provided insight into classroom tone and student-teacher relationships. While intended to be regular, these have sometimes been limited by reactive duties, such as parent meetings and incident management.
- PB4L School-Wide PLD began with HoDs and Kaiāwhina and has now expanded to all staff. Focus areas include the alignment of behaviour responses with school values and vision.
- UBRs (Understanding Behaviour, Responding Safely) training has been implemented to support staff with de-escalation strategies and culturally responsive practice grounded in manaakitanga.
- The "How Restorative Am I?" self-review was completed as part of staff PLD to prompt reflection and target capacity building.
- Targeted support for Kaiāwhina and DPs is underway, with a focus on strengthening leadership in behaviour response and staff coaching.
- Increased emphasis on "getting the small stuff right" (e.g. uniform, punctuality, phone use) has contributed to a more settled and positive student environment.
- Behaviour expectations have been reinforced through visual cues, consistent messaging, and structured PLD.

Next Steps (Terms 3–4)

- Conduct whole-school climate and values alignment surveys (Term 4) to evaluate how well our values are understood and reflected across Rōpū and subject areas.
- Continue to build restorative practice capability through targeted PLD, including coaching for WARM conversations and embedding restorative strategies into everyday interactions.
- Finalise and implement a clear framework of corrective consequences that is aligned with PB4L principles. This will include consistent responses to non-compliance (e.g. uniform, lateness, truancy) and will be communicated clearly to all stakeholders.
- Strengthen proactive pastoral care approaches by using PB4L data to identify patterns and guide intervention. Focus on early identification and support for at-risk students.
- Revisit and strengthen the walkthrough schedule to ensure regular classroom visibility and positive presence, balancing reactive and proactive leadership duties.

3.1.2 Ensure the physical environment is well-maintained, inclusive, and safe

Progress (Terms 1–2)

- Property maintenance is proactively managed, with regular reports provided to the Board. Issues are prioritised and addressed efficiently through established systems.
- Hazards and damage are promptly reported and remedied, with follow-up measures considered to prevent recurrence.
- Gender-neutral facilities (e.g. in the Library and Student Support Office) are actively used. Signage has been improved to clearly identify these spaces and promote inclusive access.

Next Steps (Terms 3–4)

- Continue regular monitoring and reporting on maintenance and health and safety matters through the Board Property Committee and Health and Safety Committee.
- Gather student voice regarding the quality and functionality of social and recreational spaces, including through surveys or targeted focus groups.
- Promote the availability and purpose of inclusive facilities more explicitly during student and whānau induction, and through ongoing communication.
- Collaborate with student leaders and Kaiāwhina to identify practical enhancements to social spaces that support connection, wellbeing, and a sense of belonging.

3.1.3 Promote inclusivity and equity

Progress (Terms 1–2)

- Transitions into school (e.g. Year 8 to Year 9) were well supported through planned information sharing and inclusive orientation activities.
- Learner Support team continues to work from a strengths-based approach and meets regularly with Kaiako to support inclusion.
- Devices, materials, and financial support have been provided to ensure equity in participation. This is supported through budget allocation and the Student Support Trust.

Next Steps (Terms 3–4)

- Complete a review of the Learner Support programme with input from taiohi, whānau and staff (Term 4).
- Continue to track and evaluate uptake of equity support and further reduce barriers to accessing curriculum and extracurricular involvement.

3.1.4 Promote school-wide practices that improve the well-being/hauora of students and staff

Progress (Terms 1–2)

- **Emergency procedures have been updated and practised**, including fire and lockdown drills. A second lockdown drill is planned, and **tsunami protocols require clearer communication and understanding**.
- A **Whole-School Wellbeing Team** has been established, including both staff and student representatives. The team is led by a dedicated coordinator and is developing a coordinated plan to support wellbeing at all levels.
- **Staff wellbeing “pulse checks”** have been introduced as a tool for monitoring across the year. However, the Term 2 check-in was missed, and consistency in these check-ins will need to be strengthened.
- **Whānau/Rōpū-based wellbeing initiatives** have increased, with tuakana–teina relationships encouraged and supported as part of building connection and belonging.
- **Students of concern are identified and supported** through strong pastoral processes and collaboration with external agencies (e.g. CAPS Hauraki, Te Korowai Hauora o Hauraki, 24/7 Youth Workers, He Taringa Whakarongo network).

Next Steps (Terms 3–4)

- **Extend student-led wellbeing initiatives** within Rōpū and strengthen junior leadership input into planning and promoting wellbeing activities.
- **Conduct the biennial staff wellbeing survey** (Term 4, Weeks 7–8) to assess trends and inform future planning.
- **Ensure consistency of staff pulse checks**, with scheduled dates and a process to follow up on trends or concerns.
- **Improve clarity and readiness around emergency procedures**, particularly tsunami protocols, with additional staff briefings and student learning opportunities.
- **Continue embedding restorative and strengths-based approaches** in all pastoral and guidance systems, including PLD refreshers and coaching for staff.

3.2.1 Increase recognition and celebration of student and staff achievement

Progress (Terms 1–2)

- **Assemblies regularly celebrate a wide range of achievements**, including academic, attendance, cultural, sporting, and service-related success. Performances and showcases are included where possible to highlight student talent.
- **Positive communication and recognition are embedded across multiple platforms**, including Facebook, Pānui, and in visible physical spaces such as the staffroom and noticeboards. **Staff briefings** consistently incorporate messages of appreciation and acknowledgement.
- **Certificates and acknowledgment emails** recognising effort, progress, attendance, and personal growth are being issued more frequently and are well received by students and whānau.
- **Regular (fortnightly) effort reporting** has generated some positive feedback and engagement from parents and students (Years 9 -11) – started term 2, and continuing.

Next Steps (Terms 3–4)

- **Ensure each department and pastoral team contributes regular recognition stories** to school communications and assemblies, ensuring balanced representation across year levels and aspects of wider-school life.
- **Strengthen classroom-level recognition practices**, encouraging teachers to consistently acknowledge effort, improvement, and contributions in day-to-day learning.
- **Develop and implement additional awards** that align with school values (e.g. *Manaakitanga Award*, *Perseverance Award*), ensuring these are meaningful, inclusive, and culturally responsive.
- **Deliver engaging and well-organised Prizegiving ceremonies** that reflect the breadth of student achievement and foster a culture of pride and celebration across the school community.

3.2.2 Strengthen communication and marketing coordination

Progress (Terms 1–2)

- A **regular communications schedule** is in place and operating effectively, coordinated by the Communications Manager. This has improved consistency and timeliness of messaging to the school community.
- **Social media platforms** (particularly Facebook and Instagram) are actively used to promote events, celebrate student and staff achievements, and share school culture.
- The **school's marketing plan is currently under review**, with support from an external specialist. This review will inform a refreshed strategic direction in Term 3–4.

Next Steps (Terms 3–4)

- **Finalise and launch the revised marketing and communications plan**, ensuring alignment with the school's vision, values, and priorities.
- **Establish and track engagement metrics** (e.g. social media reach, newsletter open rates, post interactions) to assess the effectiveness of communication and refine strategies accordingly.
- **Survey stakeholders** (students, staff, whānau) to gather feedback on communication preferences and content priorities.

3.3.1 Engage with parents and other important stakeholders

Progress (Terms 1–2)

- **Community engagement has been prioritised by the Board**, with a trustee taking the lead on re-establishing a *Whānau and Friends* group. This initiative seeks to revitalise the spirit of previous community support groups. An update from the Board on progress and next steps is pending.
- **TAMSO engagement continues**, supporting the development of authentic relationships with mana whenua. Hui have reinforced the importance of *kaumātua* presence and co-constructing a shared kaupapa. This matter has been acknowledged separately under Strategic Intent #1.
- A **comprehensive stakeholder satisfaction survey** is in development, with planned implementation in Term 3. The data gathered will help inform future planning and decision-making as part of the school's strategic review process.

Next Steps (Terms 3–4)

- **Conduct and promote the community-wide satisfaction survey** (Term 4), ensuring participation from students, whānau, and kaimahi.
- **Share and respond to survey results transparently**, using feedback to shape future strategic priorities and strengthen trust with the school community.
- **Request an update from the Board** on the progress of the *Whānau and Friends* initiative, and support implementation if relaunched.
- **Continue to build authentic partnerships with local iwi and organisations**, guided by shared kaupapa, regular engagement, and mutual benefit.
- **Increase visibility and accessibility of engagement opportunities**, including hui, forums, and digital channels, to ensure a diverse range of voices are heard.

3.3.2 Enhance student leadership development, voice, and agency

Progress (Terms 1–2)

- **Senior student leaders** have participated in two leadership development workshops, with strong uptake and positive anecdotal feedback.
- **Student leaders presented their action plans to the Board**, receiving affirmation and constructive feedback, which strengthened their sense of purpose and direction.
- **Junior leadership is being fostered** through the *WLPD* (Whakatipu Leadership and Personal Development) programme. Notably, two senior leaders supported the facilitation of this initiative, building leadership capacity across year levels.
- The **He Taringa Whakarongo / Peer Support programme** is active and well-coordinated by the school counsellor, supporting positive student connections and wellbeing.
- **Student voice is increasingly visible** in school life, with greater contributions to assemblies and involvement in the planning of key events. Junior students are stepping up more regularly to present and contribute.

Next Steps (Terms 3–4)

- **Formalise leadership action plans** for all student leader groups, ensuring clarity of roles, goals, and opportunities for reflection and feedback.
- **Promote and showcase student voice** by creating visual and digital displays of student initiatives, achievements, and perspectives (e.g. leadership noticeboard, Instagram takeovers).
- **Extend tuakana-teina opportunities** across Rōpū and curriculum areas. This remains an ongoing goal, recognising the value of cross-year leadership and mentoring.

- **Evaluate leadership development** through feedback from student leaders, whānau, and staff to inform improvements to programmes and pathways.
- **Consider leadership recognition** at mid-year and end-of-year events to affirm contribution and promote leadership as service.

3.3.3 Develop Business and Alumni connection strategies

Progress (Terms 1–2)

- An **alumni event was held in Term 1**, aligned with a specific cohort reunion. Despite strong preparation and promotion, attendance was limited, highlighting the need for a more targeted engagement approach.
- **Foundational work is underway** to develop alumni and business connections through involvement with the **Thames Business Association** and initial efforts on the **Alumni Database Project**.
- A key challenge remains the **coordination of alumni initiatives**, given limited capacity and the need for a dedicated champion. Efforts continue to identify an enthusiastic alumnus willing to lead or support a formal alumni group.
- **School visibility within the local business community is increasing**, with staff and leadership attending external events and initiating relationships.

Next Steps (Terms 3–4)

- **Integrate a dedicated alumni and business engagement strategy** within the revised marketing and communications plan, ensuring alignment with broader school priorities.
- **Launch a survey for past students** to gather contact details, interests, and willingness to engage—laying the foundation for a segmented, purposeful alumni network.
- **Create clear opportunities for engagement** between students and local businesses (e.g. guest speakers, mentoring, site visits, work experience placements, internships).
- **Identify and support a lead contact or committee** to coordinate alumni activity—this may include a staff liaison or volunteer working group.
- **Showcase successful alumni stories** across communication channels to raise profile, generate interest, and inspire current ākongā.

3. Personnel

3.1 Overview of staff and wages/salary (9 July 2025)

- Below is a 'snapshot' of our for Pay Period dated 9 July 2025 (fortnight) from the SUE Report. This

Staffing	Classification	2025 (9 July 2025)	2024 (8 July 2024)
Number of staff paid		77 (two on leave, so 79 staff)	67 (one on leave, so 68 staff)
	Total	47	47
Teaching staff	THS	38*	39*
	Kāhui Ako	2	2
	Relief staff (in this period)	7	6
	On leave	2	0
Non teaching staff	Total	30	22
	General	15	14
	Cleaning / Caretaking	8	0
	Teacher Aides	6	6
	Kāhui Ako	1	1
	On leave	0	1

*Including 2 tagged music part-time teachers and fixed-term roles (covering leave and/or board funded) Salaries Summary (fortnight, July)

		2025 (9 July 2025)	2024 (8 July 2024)
Total		\$213712.00	\$198,188.29
MoE Teacher Salaries		170,130.81 (80%)**	\$150,858.89 (76%)
bulk funded, i.e. from operating budget		43,581.39 (20%)	\$49,329.90 (24%)
Of which:	Support Staff	\$34,346.26 (79%)	\$34,716 (70%)
	Teaching staff; above staffing entitlement, as budgeted	-	\$4945.63 (10%)
	Relief teaching staff	\$9,235.13 (21%)	\$9,669 (20%)
	Trips:	\$1427.57	\$4130
	Sick	\$1247.00	\$3169
	Leave with pay (e.g. bereavement)	\$2446.96	\$1349
	Leave without pay (e.g. approved leave)	\$2450.38	-
	PD	\$480.97	\$52(!)
	Other	\$1182.25	\$504

** included significant back payments due to salary assessments

3.2 Appointments / vacancies

Resignations | Other

- Rinal Prasad, Teacher of Mathematics (Full-time, Fixed-term) – Has accepted a position at Naenae College in Wellington to relocate and join his wife (included in June Principal's Report).
- Ewan Grant-Mackie, Teacher of Science / Horticulture (Permanent) – Retirement

Vacancies

- Kaiako / teacher of mathematics – closed 22 July 2025
- Kaiako / teacher of science – closes 6 August 2025

3.3 Professional Learning and development

External PD Record (as of 22 July, 2025)

Date	Course	Location	Staff
11 June	Tertiary Update Day	Hamilton	Leanne Ardern
26 June	Kaiarahi Workshop	Hamilton	Leanne Ardern
2-4 June	SBM Conference	Rotorua	Sharyn Baker
4 June	EOTC – EONZ	Auckland	Gareth Wright
25 July	Māori Careers Conference	Hamilton	Leanne Ardern
29 July	Risky Business: The art of assessing suicide risk, imminent danger & custodians of hope	Hamilton	Kylie Finch
25 July	Restorative Practice Formal Conferencing	Hamilton	Chris Ashforth / Michael Kim / Jasmine York / Jonah Caigoy
26 August	Risky Business: The art of assessing suicide risk, imminent danger & custodians of hope	Hamilton	Kylie Finch

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 28 July 2025 and will be reported back in the board agenda.

The property committee met on Monday 21 July 2025, and this is reported in the board agenda.

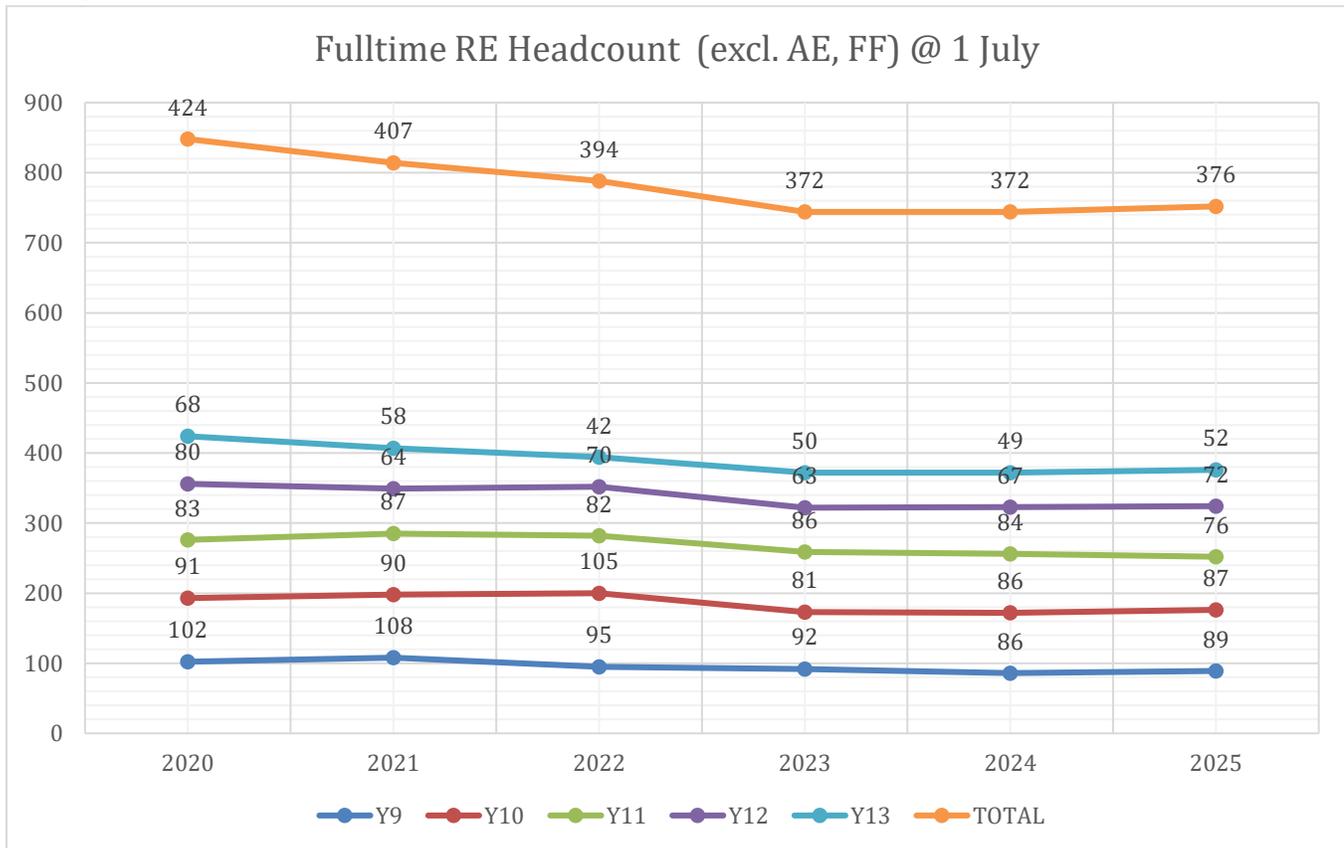
4.2 July Roll Return

The 1 July Roll Return was submitted as required to the MoE. The return is reported here due to its importance to staffing and operational finance, including the property grant for 2026.

Summary:

1 JULY RETURNS (DETAIL)		RE			STP	AE	FF	Head count		
		M	F	Tot	Tot	Tot	Tot	RE + STP	RE + STP + FF	incl. AE
2025	9	49	40	89				89		
	10	34	53	87		1	1	87		
	11	29	47	76			9	76		
	12	25	31	56	16		6	72		
	13	26	24	50	2		2	52		
				358	18	1	18	376	394	395
2024	9	34	52	86				86		
	10	37	49	86		1	0	86		
	11	40	42	82	2		3	84		
	12	29	30	59	8		8	67		
	13	15	23	38	11		8	49		
				351	21	1	19	372	391	392

Trend, 2020-2025:



PROJECTED ROLL – 2026

- Along with the 1 July return is an opportunity to project / predict the roll for 2026. There are always assumptions that need to be made, including the retention rate of year level to year level, transience (out and in) and the changing economic / employment outlook.
- The roll is about the same as in 2024, so we can expect a similar total roll in 2026, although we have a slightly smaller Year 11 so they transition to Year 12, and as the ratio is better for Year 12, we may experience loss of staffing, and there is uncertainty about Year 9, as we do not have the Year 8 numbers yet from Pārāwai (not doing technology) and the number of siblings, and the other factors that go into choosing an alternative pathway than our school.
- If the projections for senior school retention, especially, are inaccurate then we will be in a more uncertain position.
- Considering these factors, base staffing may be similar or **-0.10** below 2025 confirmed (1 Mar) levels.
Alongside this the loss of Kāhui Ako staffing allowances of 0.24 (within school teacher) and 0.19 (inquiry) for a total of **-0.43** FTTE
- Another loss of staffing is the trial of the Community Liaison Roles (3 x 0.04 = 0.12) so another - 0.12 FTTE
- The implication for staffing is a possible loss **-0.53**, this will need to be carefully managed. OR we may be surprised that the MoE GMFS (projection) is more generous.

Current roll as of 24 July 2025

Gender (Type)	Count	9	10	11	12	13
Female	220	41	57	58	39	25
Female (AE)	1	0	1	0	0	0
Female (FF)	16	0	1	11	3	1
Female (NA)	1	0	1	0	0	0
Female (RE)	201	41	53	47	36	24
Female (SA)	1	0	1	0	0	0
Male	190	51	37	33	39	30
Male (FF)	5	0	0	1	3	1
Male (NA)	3	1	0	1	0	1
Male (RE)	178	50	34	30	36	28
Male (SA)	4	0	3	1	0	0
Total	410	92	94	91	78	55

4.3 Summary of Leavers and Enrolments

Report Summary of Leavers and Enrolled 25/6/25 - 24/7/25

Student Leavers Summary

Year 10

- 1 student Excluded
- 1 student left for personal reasons

Year 11

- 3 students left for reasons unknown

Year 12

- 1 student transferred to another school
- 1 student left for reason unknown

Year 13

- 2 students left to work
- 1 student left to enrol in a course

Total students who have left: **11** (includes 2 international students)

New Student Enrolments Summary

Foreign Fee-Paying Students

- 6 students enrolled as international fee-paying students.

Regular Domestic Students

- 6 students enrolled; **4** Year 9, **1** Year 10, **1** Year 11

Total new students enrolled: **12** (includes 6 new international students)

Attendance Service Referrals (CAPS)

From the beginning of the year **16** students have been referred to CAPS through the ASA system.

As of 24 July 2024, there are **8** students remaining on the list.

CAPS

Challenges:

- Managing the time to report students to CAPS
- CAPS do not provide regular updates to our Attendance Officer.
- When students are removed off the ASA (Referral System) there is no communication
- Communication is improving, but could be better
- Meetings need to involve the school more

Concerns:

- There are further concerns to be investigated when we unenrol students for non-attendance, as there is a lack of action by outside agencies.

A recent meeting held on 21 July 2025 with CAPS - Paula McKenzie (Team Leader), Mr Hart, Ms Stevenson, Kate Cunningham and Sam McIver (CAPS Staff). Future meetings will be held Termly.

5. Physical and Emotional Environment

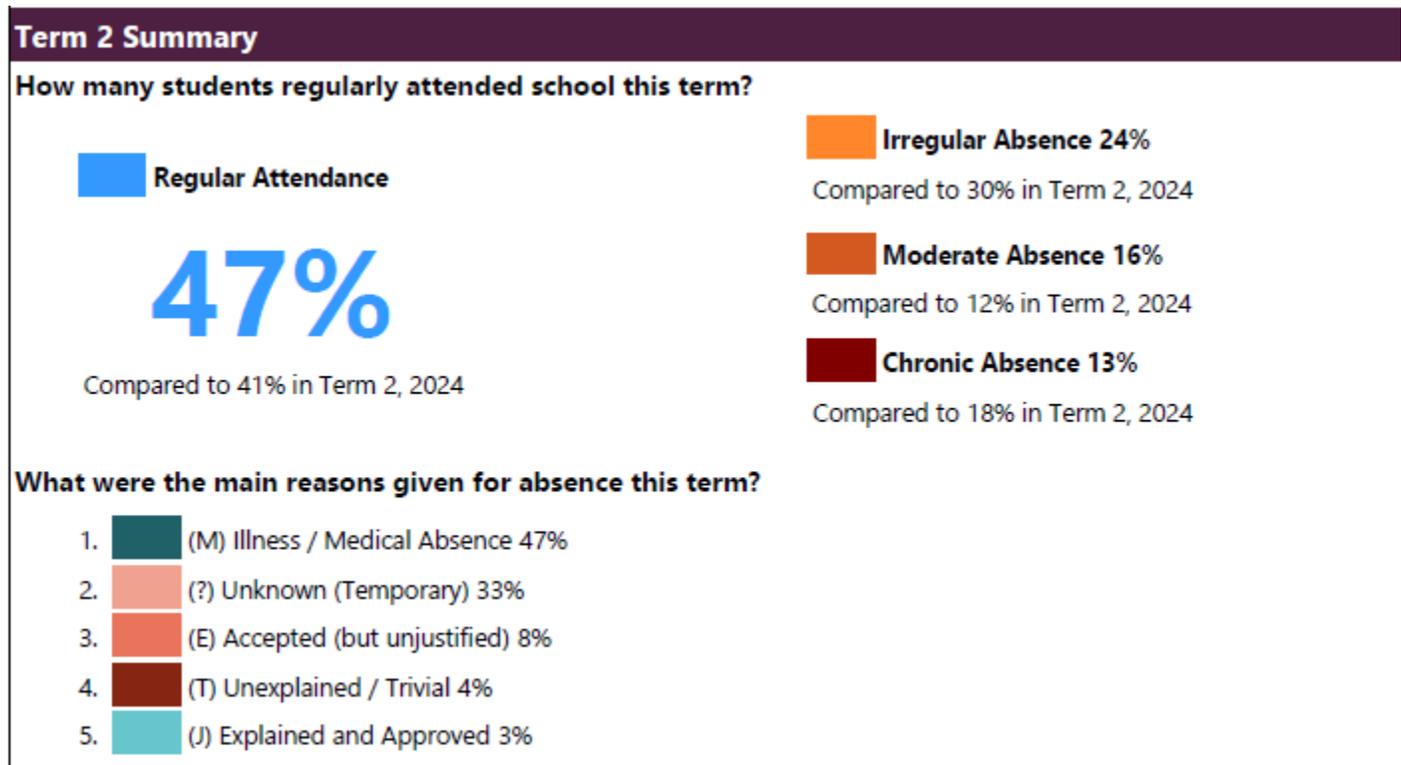
5.1 Attendance

Term 2 Attendance Report (Every Day Matters)

We have received the [Term 2 Every day Matters Report](#) from the MoE.

- Board members may wish to read the full report; key excerpts are presented below for potential insights and discussion.
- Unknown absences (?) have fallen from 41% in Term 1 to 29% in Term 2.
- The main reason attributed to almost half of the absences (46%) is MEDICAL – sickness. Up from 38% in Term 1.
- Regular attendance has fallen from 50% in term 1 to 41% in Term 2.
- Board members are reminded that attendance reports are being published on the Education Counts site as a daily report. Reports are by region, not yet by school.

<https://www.educationcounts.gov.nz/statistics/daily-attendance>



Categories:

	Student Categories	Student with	Equivalent to
	Regular attendance	over 90% attendance	missing fewer than 5 days across a term
	Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
	Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
	Chronic absence	70% attendance or less	absent for 15 days or more across a school term

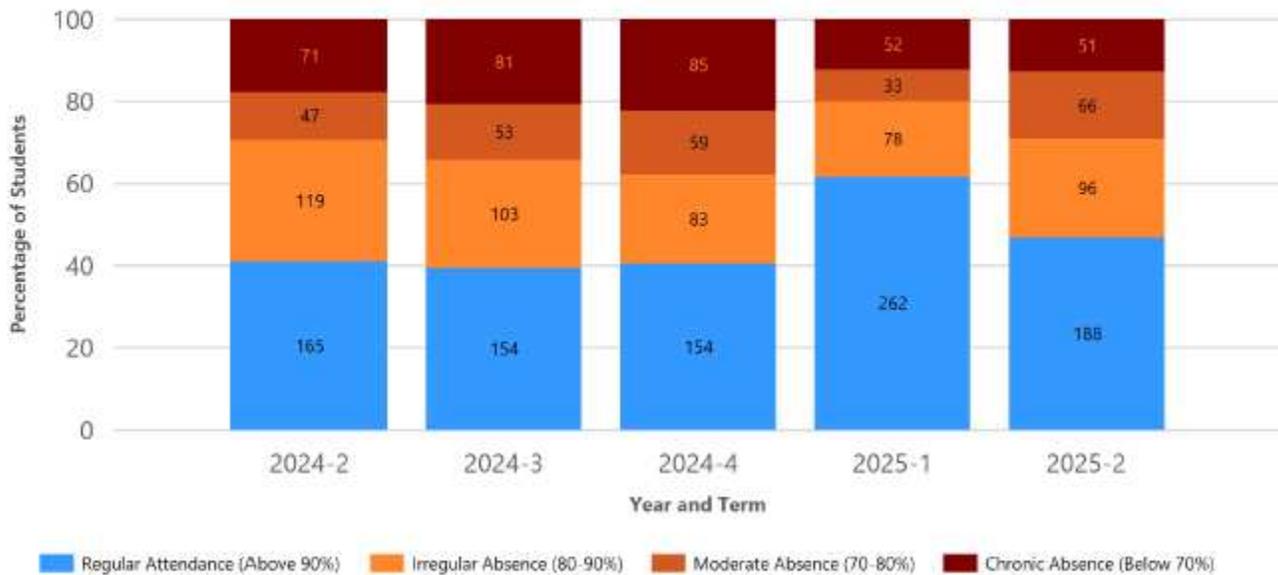
Which days and weeks had the highest and lowest attendance in Term 2, 2025?

	Highest		Lowest	
Day(s) of Week	Tuesday	83%	Friday	80%
Day(s) of the term	28/04/2025	88%	27/06/2025	64%
Week(s) of the term	Week 3, 12/05/2025	85%	Week 9, 23/06/2025	76%

- Lowest Week – average 76% - Week 9 – last week of the term following Matariki
- Lowest Day – 64% - the last day of the term Friday 27 June
- The peak attendance day – 88% - on the FIRST DAY of the term; the peak for average week was week 3 (85%)
- One average, Friday continues as the lowest on average (80%), with a peak on Tuesdays on average (83%)

How have your student attendance categories changed over the last 5 terms?

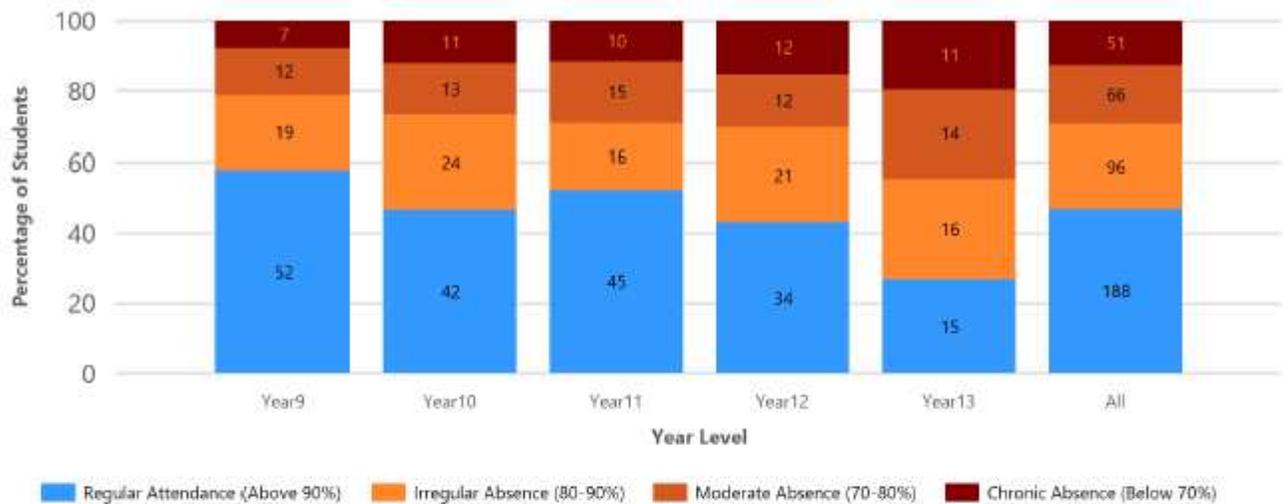
NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



- Regular attendance better than Term 2 in 2024, but the trend that we continue to see is that Term 1 is the best term. Sickness is a significant factor in Terms 2 and 3.

How are your student attendance categories distributed by year level?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.

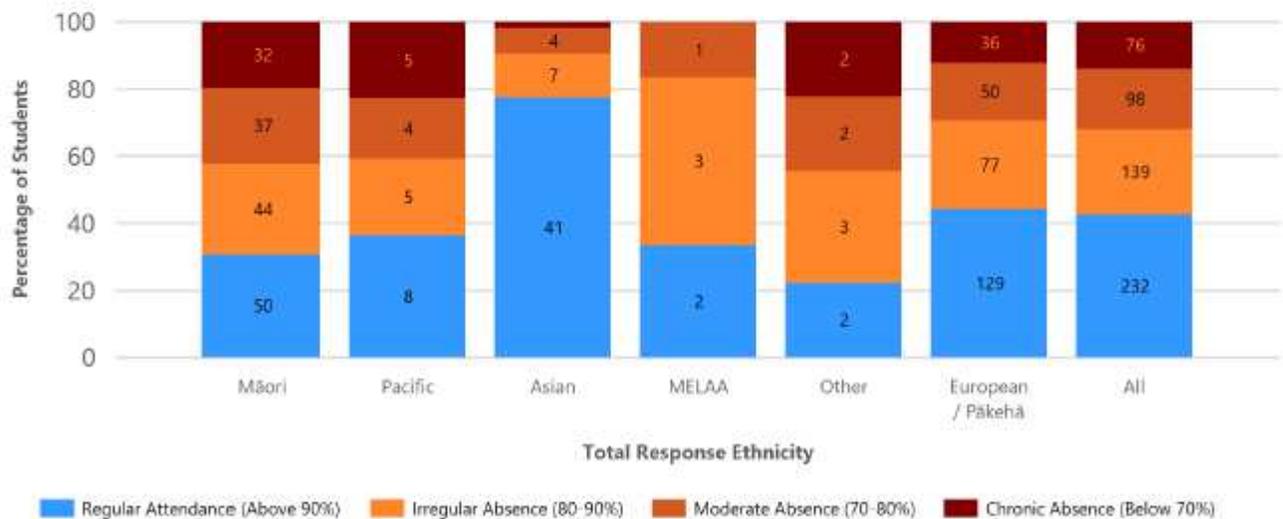


In Term 2 of Year 2025, Year 9 had the highest proportion of students attending regularly, with 58% of students at school above 90% of the time. In Term 2 of Year 2025, Year 13 had the highest proportion of students with chronic absence, with 20% of students at school less than 70% of the time.

How are your student attendance categories distributed by ethnicity?

NOTE:

- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution.



In Term 2 of Year 2025, Asian ethnic group had the highest proportion of students attending regularly, with 77% of students at school above 90% of the time. In Term 2 of Year 2025, Pacific ethnic group had the highest proportion of students with chronic absence, with 23% of students at school less than 70% of the time.

Term 2 Attendance

- Weekly average attendance (%) by year level
- Recall that the average daily attendance needs to be 94% for the average regular attendance of 90% for 80% of the school (national target by 2030)

Week	Year 9	Year 10	Year 11	Year 12	Year 13
1	88.9	84.9	81.8	80.5	77.2
2	83.9	86.7	84.6	86.6	79.6
3	86	80.2	89	87.2	81.6
4	87.2	78.3	82	78.1	80.1
5	83.3	84.5	83.6	79	77.8
6	86.8	83.1	85.2	82.1	79.2
7	86.2	83.1	85.3	78.8	74.3
8	90.4	79.4	77.7	81.2	77.7
9	78.6	71.7	81.4	74.6	68.9

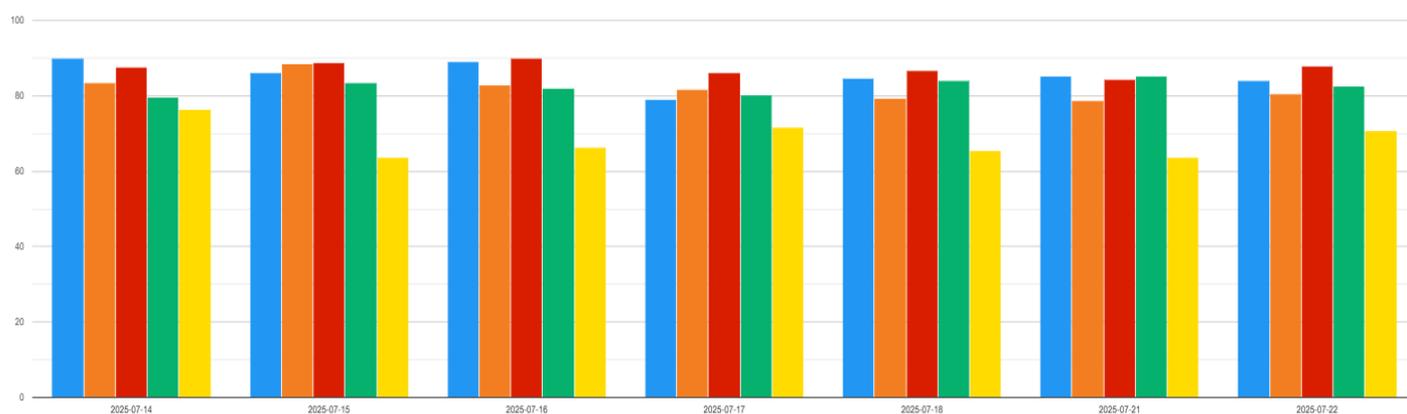
How Term Three started

Week	Year 9	Year 10	Year 11	Year 12	Year 13
1	85.8	83.2	87.8	81.9	68.7
2	84.8	79.7	86.1	84	67.3
Week 1 2024	77.6	74	77.9	73.7	76.5

Week 1 Term 3 in 2025 is significantly **better** than the same time last year for all year levels EXCEPT **Year 13**. Only two days in the average for week 2, so this may not be representative.

Term 3 (daily)

Week	Year 9	Year 10	Year 11	Year 12	Year 13
2025-07-14	90.0	83.4	87.6	79.7	76.4
2025-07-15	86.1	88.5	88.8	83.5	63.6
2025-07-16	89	82.8	89.9	82.1	66.4
2025-07-17	79.1	81.7	86.1	80.1	71.8
2025-07-18	84.6	79.4	86.7	84	65.5
2025-07-21	85.3	78.9	84.4	85.3	63.6
2025-07-22	84.2	80.6	87.8	82.7	70.9



- Blue Y9, Orange Y10, Red Y11, Green Y12 and Yellow Y13

5.2 Stand-downs and Suspensions

- There have been **no** stand downs and **no** suspensions in the period 24 June to 23 July 2025.
- There was a reconsideration of an earlier suspension, and the decision of the board discipline committee was to exclude (under 16 years).
- Board members may refer to the [stand-down and suspension summary](#) for a breakdown of reasons and taiohi / students (year level, gender, and ethnicity).

	In this period	Year to date (July 2025)	Total as of July 2024	2024 total	2023 total	2022 total	2021 total	2020 total
Stand-downs	0	9	14	28	38	46	52	29
Suspensions	0	2	4	4	7	2	7	9
Exclusions / expulsions	1	1	0	1	0	0	1	2

6. Compliance/ Legislation

6.1 Policies Review

[Term 2 2025 Policies for Ratification](#) with School Docs (closed 27 June) are included in the board agenda.

All reviews, the board, staff, and whānau, are encouraged and invited to review.

- [Planning and Preparing for Emergencies, Disasters, and Crises](#) (Board, staff & whānau)
- [Communication during an Emergency, Disaster, or Crisis](#) (Board, staff & whānau)
- [Emergency \(School\) Closure](#) (Board, staff & whānau)
- [Emergency Management](#) (Board, staff & whānau)
- [Disaster Management](#) (Board, staff & whānau)
- [Crisis Management](#) (Board, staff & whānau)

Term 3 2025 Policies for Review with School Docs (closes 19 September) have been emailed to board members, staff and whānau.

6.2 Assurances (Term 2 2025)

[Term 2 2025 Assurances](#) have been completed and are available for board review and inquiries.

Ngā manaakitanga



Michael Hart

Tumuaki/Principal