





Ōpunakē High School
Te Kura Tuarua o Ōpunakē
Annual Plan

Revised 2024

Our Vision:	<i>Growing Good People for a Rapidly Changing World</i>
Our Values:	<i>DREAMS - Diligence, Respect, Exceeding Expectations, Aroha, Mana & Sustainability</i>
2024 Annual Goal:	<i>Our learning community will work collectively to engage students' in their learning by offering authentic, contextually relevant, learning opportunities so they can achieve their personal best, particularly our Māori students.</i>

Principals' endorsement:	
School Boards' endorsement:	
Submission date to Ministry of Education:	30.04.2024

Ōpunakē High School

Te Kura Tuarua o Ōpunakē



STRATEGIC PLAN 2023-

GROWING GOOD PEOPLE FOR A RAPIDLY CHANGING WORLD
HE WAIHANGATANGA O TE TANGATA PAI I ROTO I TENEI AO HURIHURI

VISION: To see Ōpunakē High School students aspire to be self-motivated, resilient, life-long learners, who show empathy for others with a strong connection to culture and community.

HUARAHĪ WHAI HUA | PATHWAYS

- To open individual learning pathways that support student success
- Provide an innovative curriculum and responsive approaches to teaching and learning
- Promote opportunities to develop staff capacity

HAUORA | WELLBEING

- To provide a sustainable environment where all members of Ōpunakē High School feel safe, supported, connected, included and respected.

HAPORI | COMMUNITY CONNECTIONS

- Enhance relationships with local Māori, whanau and iwi

- Strengthen and grow connections and partnerships that support learning for all our students
- Build inclusive relationships within our kura and with our community



OBJECTIVES

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

VALUES



Implementation of the Statement of National Education and Learning Priorities (NELPs) in schools and kura

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

	Objective	Actions for schools and kura		
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	1.1 Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	1.2 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong
	2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	2.1 Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	2.2 Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	2.3 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori medium learning
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	3.1 Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of ECE	3.2 Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning service, and their needs are supported	3.3 Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning
	4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	4.1 Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	4.2 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	4.3 Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	5.1 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	5.2 Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	5.3 Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement
	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	6.1 Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	6.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	6.3 Expect and support teachers/ kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching
FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	7.1 Support learners/ākonga to see the connection between what they're learning and the world of work	7.2 Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	7.3 Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

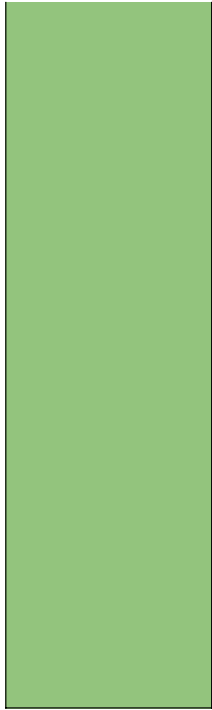
	DILIGENCE	RESPECT	EXCEEDING EXPECTATIONS	AROHA	MANA	SUSTAINABILITY
STUDENTS	<i>Focussing on success in all aspects of their lives. Setting goals and giving 100% to achieve them.</i>	<i>Fostering positive relationships with our peers, teachers, community and environment.</i>	<i>Doing more than what's expected, not just meeting standards.</i>	<i>Caring for ourselves, our peers and our community. Helping to ensure no-one falls out of the waka</i>	<i>Having pride in myself and my school. Through actions, develop the mana of our peers and school.</i>	<i>Showing care and aroha for their learning environments. Recognising and respects Aotearoa's bicultural and natural heritage.</i>
STAFF	<i>Demonstrating a continued focus on ensuring the development of the curriculum is future focussed, both inside and outside of the classroom.</i>	<i>Inquiring into our practise by reviewing, reflecting and improving our teaching" to ensure the diverse needs of our learners are met.</i>	<i>Setting and planning for high expectations of student achievement, wellbeing and citizenship. Continually seeking improvement in all that we do.</i>	<i>Embracing Tikanga māori, embedding culturally responsive pedagogies and understanding the deep history of Taranaki and Ngā Ruahine tangata whenua.</i>	<i>Ensuring each student develops their talents and passions and utilises their individual strengths to grow the community's mana through individual pathways.</i>	<i>Giving opportunities for students to act as kaitiaki of their rohe, be that in school, locally, nationally or on the global stage. Support each other with a working environment which sustains hauora.</i>
BOARD	<i>Setting and overseeing of the school's direction which is strategic, inclusive and collaborative</i>	<i>Being responsive to the students, community and society's needs. Always being future focussed, open and reviewing past, present and future</i>	<i>Using robust self-review practices to evaluate the effectiveness of the Board and direction of the kura.</i>	<i>Ensuring the highest levels of academic, sporting and cultural achievements are reached by all akonga. Motivating and celebrating the achievements of our community</i>	<i>Promoting the mana of our akonga, school and community. Focusing on increasing the mana and success of our priority learners.</i>	<i>Supporting, promoting, and creating environmentally stable, and sustainable systems, spaces, and opportunities.</i>

Strategic Area + Objective	Baseline Data	Targets		NELPs	Tasks	NELP check	Objective
HUARAHĪ WHAI HUA / PATHWAYS We will use data, structures and teaching strategies to effectively raise overall achievement in NCEA, and Junior school literacy. Strategies will be put in place to ensure continuing focus on target and priority learners, including endorsements at level 1,2, 3 and scholarships.	See tab: Longitudinal Results	1.1	Increase NCEA overall achievement: Level 1 - from 88.3 % in 2023 to 95% Level 2 - from 85.2 % in 2023 to 95% Level 3 - from 91.5 % in 2023 to 95%	A2 B3	Excellence in the next 5 mins - school wide focus/3Ps/Phones off brains on Obtain increased TA staffing to support increased student learning needs.	A: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1.Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
		1.2	Increase NCEA Māori achievement: Level 1 - from 86.2% to 95% Level 2 - from 77.3 % to 95% Level 3 - from 88.2 % to 95%	A2 B3 B4	Support Scholarship students Support staff around NCEA refresh implementation		2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
		1.3	Increase merit and excellence (combined) endorsements to 30% at NCEA Level 1, 2 and 3, with a greater focus on excellence.	A2 B4	Staff upskill on teaching to M/E, and identify students with M/E capability and support to success.	B: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
	We chose this strategic objective because although our NCEA results sit above the national average, our longitudinal data shows that a significant number of students coming in at Year 9 don’t have the literacy capability to be on track to achieve Level 1 literacy in Year 11. Māori students are consistently over represented each year, in this data	1.4	Identify and use effective and consistent literacy strategies across the curriculum in year 9 and year 10, involving whanau in the korero Use literacy data to highlight what is working and what is not working and for whom.	B4 C6	Year 11 at risk of not passing level 1 identified. Parents informed. Pathways in place Year 11 in need of support identified. Parents informed, supports in place. AsTTle testing in term 1: For year 9 students, week 1, staff to mark as pd. Results discussed at IDPs AsTTle testing in term 4: For year 9 and 10, results discussed at year 9 course selection. Year 10 underpin pathways for year 11. Booster group formed, and lead to liaise with whanau and lit committee. Literacy reports given out at IDPs. Global focus on Explain: paragraphs, and organisation, staff using performance indicators for pedagogical practice. Principal observations for staff PGC, Principal to have overview of all junior students, and a line of site for literacy pathways - part of Principal's PGC. 2-3 WTE tasks per trimester for each curriculum area.		4. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy

	1.5	Grow TWK as an avenue for academic success for our maori students,, and normalise use of te reo and tikanga across the school		<p>Targeted staffing</p> <p>Acquire funding for Kapa Haka tutor</p> <p>Offer support for scholarship for bilingual students</p> <p>Whole school tikanga/waiata development with an increased focus on junior school</p> <p>Whole staff kapa korero/Te Kahui whetu</p> <p>Increase options for engaging with te reo/matauranga maori</p> <p>Increase number of electives which have a tikanga maori/toi maori/matauranga maori/te reo maori skill base</p> <p>Deliver extension in Science - identified students (Sci Fair opportunities & Scholarship)</p>	<p>C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānauC</p>	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
	1.6	Extend gifted and talented to learning beyond school curriculum, support in response to current student capability.	A2, B4, C5	<p>Deliver extension in Te Reo - identified students</p> <p>Constantly be alert to, and respond with opportunities to areas of extension, and passion</p> <p>Streamline WhyOra, and target students</p>		6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
	1.7	Increase opportunities for learning outside the classroom, and collaboration with employers and organisations, along with in school trades based learning.	<p>A2, D7</p> <p>D7</p>	<p>Establish a more effective system around work experience.</p> <p>Opportunities to gain NCEA through alternative pathways.</p> <p>Establish more whole day courses to align with trades/work routines.</p> <p>Create a lead for Trades development on site at kura: Kaiarahi Mahi Ringa Raupā.</p> <p>Develop on site real world learning in Agriculture.</p>	<p>D: FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	7. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

		1.8	Support students to be self motivated, resilient, reflective, knowledgeable and self managing to enable access to careers of choice.	A1, C5	Whole staff focus on PB4L Whole staff focus on RJ Strengthen Manakitanga time through Deans support and learning conversations around hauora, diversity, inclusion, pathways, dreams and learning relationships 100% uptake of mana tane/wahine camps Hauora coach Awahi mai, awahi atu		
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Strategic Area + Objective	Baseline Data	Targets	NELPs	Tasks	NELP check	Objective
HAUORA / WELLBEING We will use PB4L, ka ora ka ako, greater kaiko cultural capability, strengthening feeder school connections, kaimanaaki programmes and opportunities for māori to succeed as māori, to increase student resilience, presence, engagement, and academic success with a particular focus on Māori students. Our attendance continues to be low for all, with a 5% gap between maori and pakeha.		2.1 Increase Māori attendance rates to match that of other student groups (expectation 90%). Increase overall attendance rates to 90% attendance for at least 70% of students Reduce numbers of students attending below 70% to below 10% Reduce truancy rates	A1 A2 B3 C5 C6	Strengthen attendance system and realise through deans and kaimanaaki. Engaging junior curriculum which supports and challenges ākonga Use a rewards (pb4l) based system (through my mahi) to promote and celebrate consistent attendance Effective use of Attendance coordinators Utilise Awahi mai, awahi atu to support ākonga with engagement	A: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
						2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
		Grow good people, build inclusive relationships within school and wider local and global community. Grow robust conversations around PGC with a focus on feedforward and high expectation relationships, and student resilience.	A1 A2 D7 A1	Offer kapa haka, te reo, and matauranga māori, waka ama, blue light. Look at effects of these on increased engagement, achievement, attendance and resilience in school. Offer Trades based opportunities in junior curriculum Focus on other countries during Manaakitanga time (diversity day) Grow expertise in middle management to promote reflective, practice sharing conversations on teaching practice through medium of RBL Undertake overseas cultural and sporting tour	B: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	4. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy
		2.2				



2.3	Increase opportunities for students in sports teams, performing arts, and leadership at both low and high levels. Increase exposure as well as excellence.	A2	<p>Have junior/senior boys and girls teams in many codes.</p> <p>Have a musical/performing arts event.</p> <p>Grow size band/choir.</p> <p>Promote leadership opportunities to students, and seek out/create opportunities for ākonga</p> <p>Undertake overseas cultural and sporting tour</p> <p>Expose students to the arts</p>	C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānauC	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
2.4	Real world sustainable/agricultural issues addressed and resolved, across curriculum, and for ka ora ka ako programme	A1, B3, 7D	<p>Employ a Sustainability Coordinator - work with depts on deepening sustainable values and actions</p> <p>Agriculture/Sustainability/Technology/Science - collaborate on projects for sustainability/trades</p> <p>Apply for Curious Minds funding for Soil Science project</p> <p>Sustainability elective development into real life projects/career pathways</p>		6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Strategic Area + Objective	Baseline Data	Targets	NELPs	Tasks	NELP check	Objective
HAPORI / COMMUNITY CONNECTIONS To use kaimanaaki programmes and community based events and experts to increase community involvement in our kura, along with our kura's involvement in community, with a particular focus on engagement of Māori whānau. with a particular focus on engagement of Māori whānau. We chose this strategic objective because research shows that parental engagement in developing learning pathways has a significant impact on outcomes. While we had an increase in uptake in whānau engagement in planning learning pathways for both our Maori and European students, we did not meet our targets in 2023 for all ākonga.		3.1	Continue with IDP engagement of Māori whānau at 90% Continue with 90%+ of KRT engagement Ensure communication with whanau is data driven, based on accurate feedback, and feedforward. Ensure all students having high calibre IDPs.	A1 A2 B3 Create whanau friendly space and time around IDPs Strategic staffing of whānau Awhina, double staffing in places Increase Maori representation on Guidance team PD and upskilling around IDP conversations for all staff. Robust, timelined, accurate reporting with priority on numeracy and literacy.	A: LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
						3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
		3.2	Increase whānau attendance at school events, promote an open, welcoming, all inclusive kura.	A1 A2 B3 Have a hangi once a term Re-establish gala day Involve other school supporters to organise school events Timely and appropriate marketing, raising of awareness Re-establish Diversity day	B: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	4. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy
						5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
		3.4	Create more opportunities for connections with feeder schools. , and high profile our ākonga in the rohe, and increase participation/run community events.	A2 Prefect organised events Creation of a Transitions Director Re-connect around literacy Continue with Coastal leaders event, and other prefect organised events. Pitch Week Enrolment Coaching students around sport Junior Technology improvement	C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānauC	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
						7. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work
					D: FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	

		3.5	Interact with iwi, rohe and experts in matauranga maori and te reo to grow staff and students who are culturally aware in tikanga and te reo. Increase visual presence of maori art and culture in the kura.	A2 C5	Continue to liaise with Taranaki iwi around the wharekura Staff engage in kapa korero once a week Staff represent at Te Kahui Whetu Students compete in Puanga Employ kapa haka tutor and develop ropu Junior school learnings in Aotearoa Histories Puanga whole school/rohe celebration Te wiki o te reo whole school activities Engage with iwi re: centenary celebration		
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	Key Improvement Strategies to Achieve Strategic Vision		Specifics
PROPERTY Utilise our property plan to create innovative and upgraded learning spaces for our students Develop Wharekura as the heart of the school Use community voice to inform future property development at Ōpunakē High School.	4.1	Complete interior of wharekura	Scope reviewed Tender accepted Project opened Work underway
	4.2	Covered Ways replacement, Roofing and Cladding replacement (waiting on MoE plans for D/F)	Solution identified Plans drawn Work underway
	4.3	Ministry led work on D and F block	Scope reviewed Regular updates from MoE
	4.4	Electrical Infrastructure Upgrade Blocks E and J (wharekura) (waiting on MoE plans for J)	J to happen at same time as wharekura interior work
	4.5	Heating and Boiler replacement (waiting on MoE plans for D/F)	Project opened - solution identified and work underway
	4.6	Cyclical Maintenance as scheduled	Review schedule to ensure it aligns with updated works around the kura.
	4.7	Provision for flooding	
FINANCE Operate within annual grants Resource strategically to fulfil strategic aims	5.1	Ensure banking staffing is managed to a zero balance by pay period 26 2024.	Regular Finance meetings Banking Staffing checks
	5.2	Ensure the deficit budget is cash neutral.	
HEALTH AND SAFETY Provide safe physical and emotional environment for all members of our school community	6.1	Tag testing continued throughout the whole school.	Tag testing schedule in place and checked off
	6.2	Review all EOTC incidents	Regular H&S meetings H&S reported on at Board meetings
	6.3	Site inspections completed twice a year to identify any issues	
	6.4	Ensure Health and Safety reporting is occurring at all levels of the school.	Council to clear all drains Look at base of hedging to allow water to flow off site

PERSONNEL	7.1	When teaching vacancy occurs give consideration to the strategic plan and EEO in each appointment process	
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Longitudinal Results										
	2015	2016	2017	2018	2019	2020	2021	2022	2023	Target
L1 – all	80	83.6	85.7	81.4	83.6	90.3	86	85	88.3	95
L1 Māori	73.3	75	72.4	75	80	85	77	82	86.2	95
L1 Pasifika	N/A	100	100	N/A	75	100	100	100	100	95
L1 Merit Endorsement	16.7	11.5	9.1	12.3	12.5	21.4	16	30	15.1	
L1 Excellence Endorsement	5	16.4	18.2	15.8	10.7	21.4	13		4	
L2 All	93.1	85.5	81.5	78.8	88.9	87	86	88	85.2	95
L2 Māori	96.3	80.6	71	64.2	85.2	84	87	76	77.3	95
L2 Pasifika	100	N/A	100	77.8	N/A	80	90	N/A	100	95
L2 Merit Endorsement	11.1	13.6	5.7	5.1	7.1	4.3	20	11	4.3	
L2 Excellence Endorsement	3.7	6.8	13.2	15.4	12.5	12.5	9		9	
L3 All	68.6	65.2	67.9	62	74.1	95.2	81	82	91.5	95
L3 Māori	57.9	59.1	56.5	50	44.4	88	84	82	88.2	95
L3 Pasifika	100	100	N/A	N/A	100	100	100	N/A	n/a	95
L3 Merit Endorsement	29.6	31.6	14.7	10	7.5	12	9	17	11.6	
L3 Excellence Endorsement	14.3	3.3	2.8	16.1	20	8	12		8	

Longitudinal Attendance Statistics											
Year level	2017	2018	2019	2020	2021%	2022%	2022 MAO	2023	2023 MAO		
9	87.6	88.3	85.3	84	83%	80%	77%	83%	80%		
10	86.7	85.4	81.8	82	77%	76%	71%	89%	89%		
11	87.3	84.4	81	84	77%	73%	71%	73%	90%		
12	79.8	84.4	80.7	79	78%	73%	65%	68%	50%		
13	80.7	84.4	79.5	78.5	67%	66%	71%	82%	75%		
All	83.1	86.2	82.2	82.25	77%	74%	71%	79%	77%		
Year	Term	Total	# of students attending (% of days)				% of students attending (% of days)				
		Students	90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70	
2022	1	310	46	87	86	91	14.8	28.1	27.7	29.4	
	2	293	47	100	65	81	16	34.1	22.2	27.6	
	3	289	66	72	65	86	22.8	24.9	22.5	29.8	
	4	130	27	36	28	39	20.8	27.7	21.5	30	
2023	1	328	160	79	42	47	48.8	24.1	12.8	14.3	
Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Year 9	2022	1	74	15	25	22	12	20.3	33.8	29.7	16.2
		2	74	14	32	17	11	18.9	43.2	23	14.9
		3	75	26	21	14	14	34.7	28	18.7	18.7
		4	73	16	22	14	21	21.9	30.1	19.2	28.8
	2023	1	89	43	23	15	8	48.3	25.8	16.9	9
Year 10	2022	1	55	7	19	16	13	12.7	34.5	29.1	23.6
		2	59	7	14	17	21	11.9	23.7	28.8	35.6
		3	57	11	17	12	17	19.3	29.8	21.1	29.8
		4	57	11	14	14	18	19.3	24.6	24.6	31.6
	2023	1	73	32	17	11	13	43.8	23.3	15.1	17.8
Year 11	2022	1	64	9	15	17	23	14.1	23.4	26.6	35.9
		2	59	8	22	12	17	13.6	37.3	20.3	28.8
		3	59	9	20	12	18	15.3	33.9	20.3	30.5
		4	0	0	0	0	0				
	2023	1	65	39	12	4	10	60	18.5	6.2	15.4
Year 12	2022	1	66	10	15	19	22	15.2	22.7	28.8	33.3
		2	59	12	17	13	17	20.3	28.8	22	28.8
		3	57	14	6	15	22	24.6	10.5	26.3	38.6
		4	0	0	0	0	0				
	2023	1	54	22	16	7	9	40.7	29.6	13	16.7
Year 13	2022	1	51	5	13	12	21	9.8	25.5	23.5	41.2
		2	42	6	15	6	15	14.3	35.7	14.3	35.7
		3	41	6	8	12	15	14.6	19.5	29.3	36.6
		4	0	0	0	0	0				

[illegible]

Year	Term	Total	# of students attending (% of days)				% of students attending (% of days)						
		Students	90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70			
2022	4	130	27	36	28	39	20.8	27.7	21.5	30			
2023	1	328	160	79	42	47	48.8	24.1	12.8	14.3			
	2	317	102	82	60	73	32.2	25.9	18.9	23			
	3	303	91	90	53	69	30	29.7	17.5	22.8			
	4	160	47	52	28	33	29.4	32.5	17.5	20.6			
Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)					
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70		
Year 9	2022	4	73	16	22	14	21	21.9	30.1	19.2	28.8		
	2023	1	89	43	23	15	8	48.3	25.8	16.9	9		
		2	87	28	26	17	16	32.2	29.9	19.5	18.4		
		3	86	27	24	18	17	31.4	27.9	20.9	19.8		
Year 10		4	87	25	24	18	20	28.7	27.6	20.7	23		
	2022	4	57	11	14	14	18	19.3	24.6	24.6	31.6		
	2023	1	73	32	17	11	13	43.8	23.3	15.1	17.8		
		2	74	31	17	12	14	41.9	23	16.2	18.9		
		3	75	28	27	10	10	37.3	36	13.3	13.3		
Year 11		4	73	22	28	10	13	30.1	38.4	13.7	17.8		
	2022	4	0	0	0	0	0						
	2023	1	65	39	12	4	10	60	18.5	6.2	15.4		
		2	59	20	14	13	12	33.9	23.7	22	20.3		
		3	54	17	12	11	14	31.5	22.2	20.4	25.9		
Year 12		4	0	0	0	0	0						
	2022	4	0	0	0	0	0						
	2023	1	54	22	16	7	9	40.7	29.6	13	16.7		
		2	49	11	13	10	15	22.4	26.5	20.4	30.6		
		3	44	13	12	7	12	29.5	27.3	15.9	27.3		
Year 13		4	0	0	0	0	0						
	2022	4	0	0	0	0	0						
	2023	1	47	24	11	5	7	51.1	23.4	10.6	14.9		
		2	48	12	12	8	16	25	25	16.7	33.3		
		3	44	6	15	7	16	13.6	34.1	15.9	36.4		
Year 9-13		4	0	0	0	0	0						
	2022	4	130	27	36	28	39	20.8	27.7	21.5	30		
	2023	1	328	160	79	42	47	48.8	24.1	12.8	14.3		
		2	317	102	82	60	73	32.2	25.9	18.9	23		
		3	303	91	90	53	69	30	29.7	17.5	22.8		
	4	160	47	52	28	33	29.4	32.5	17.5	20.6			
Ethnic grouping	Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)					
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70		
Māori	2022	4	63	11	10	13	29	17.5	15.9	20.6	46		
	2023	1	149	62	37	19	31	41.6	24.8	12.8	20.8		

Pacific		2	137	36	36	28	37	26.3	26.3	20.4	27	
		3	128	24	44	19	41	18.8	34.4	14.8	32	
		4	71	16	26	14	15	22.5	36.6	19.7	21.1	
	2022	4	2	0	1	0	1	0	50	0	50	
	2023	1	10	3	1	3	3	30	10	30	30	
Asian		2	10	3	2	0	5	30	20	0	50	
		3	11	1	4	1	5	9.1	36.4	9.1	45.5	
		4	9	2	1	1	5	22.2	11.1	11.1	55.6	
	2022	4	9	4	4	0	1	44.4	44.4	0	11.1	
	2023	1	16	10	4	1	1	62.5	25	6.3	6.3	
MELAA		2	16	6	2	4	4	37.5	12.5	25	25	
		3	15	8	4	1	2	53.3	26.7	6.7	13.3	
		4	9	7	2	0	0	77.8	22.2	0	0	
	2022	4	0	0	0	0	0					
	2023	1	3	2	1	0	0	66.7	33.3	0	0	
Other		2	4	0	4	0	0	0	100	0	0	
		3	4	3	1	0	0	75	25	0	0	
		4	3	1	1	1	0	33.3	33.3	33.3	0	
	2022	4	1	1	0	0	0	100	0	0	0	
	2023	1	3	2	1	0	0	66.7	33.3	0	0	
European / Pākehā		2	3	1	1	0	1	33.3	33.3	0	33.3	
		3	3	1	1	0	1	33.3	33.3	0	33.3	
		4	2	0	1	0	1	0	50	0	50	
	2022	4	100	22	30	21	27	22	30	21	27	
	2023	1	257	132	64	32	29	51.4	24.9	12.5	11.3	
All		2	252	90	69	44	49	35.7	27.4	17.5	19.4	
		3	239	80	71	45	43	33.5	29.7	18.8	18	
		4	130	35	49	21	25	26.9	37.7	16.2	19.2	
	2022	4	130	27	36	28	39	20.8	27.7	21.5	30	
	2023	1	328	160	79	42	47	48.8	24.1	12.8	14.3	
% of Days Attended	Percent of Absence by Reason											
	Justified absences					Unjustified absences						
		(O) Justified Over	(U) Stood	(J) Other Justified			(G) Holiday	(E) Other Unjustified	(?) Unknown			
	(M) Illness		Down/Susp'd		All	(T) Truant				All		
0-70%	35.6	0	0.6	6.7	42.8	29.6	2.3	16.7	8.5	57.2		
70-80%	45.4	0	1.6	5.6	52.6	18.3	1.2	13.6	14.3	47.4		
80-90%	59.9	0	0	9.6	69.5	4.1	3.4	11.2	11.8	30.5		
0-90%	44.6	0	0.7	7.2	52.5	19.9	2.3	14.5	10.8	47.5		
90-100%	38	0	0	9.4	47.4	4.8	0.7	23.2	24	52.6		
All	44.1	0	0.6	7.4	52.1	18.8	2.2	15.1	11.8	47.9		

Whānau Engagement 2022							
IDP Data (T3) 2022		Other	2023	2023 IDP overall stats		Other	
Completion of year 10 IDP		Parent/teacher interviews - 145 interviews (35 whānau)					
	97%		98%		2023	2023 MAO	Mao
Completion of year 11 IDP	90%	Sports Prizegiving	90%	Yr 9	83%	80%	
Completion of year 12 IDP	92%	EOY Prizegiving - well attended by Awahina (historically at	78%	10	89%	89%	97%
Completion of year 13 transition day	88%		n/a	11	73%	90%	90%
Overall IDP engagement	92% - Target met		89%	12	68%	50%	92%
Awahina	72% - Target not met		91 + 88+ 100 = 279 ave = 93%	13	82%	75%	
				Total	79%	77%	92% 72%
2023							
Local Schools		Community Group, Events, Connections					
Awhi mai awhi atu initiative (Mt SPA)		Aotea iwi (Tiny Homes)					
Course Selection - large turnout		Tiny Homes - raft of local and wider expertise					
Leadership Day for Y8's		involvement and sponsorship					
Kuranui Exchange		Loop track - planting over multiple days					
Literacy Hui (all schools except Manaia + Kindy)		Beach clean up - Y9 and Y13					
Open Day - 140+ Y8 students in attendance		Maize maze - hundreds in attendance					
Relay Our Way (Tomorongo attended)		Puanga - 200+ in attendance					
		BINGO night - 130+ in attendance					
		Community support at Bball Nationals					
		ANZAC parade - Head girl speech to community					
		Residential home support - prefect gardening day					
		Marae support - Kuranui exchange					
		Relay Our Way					