

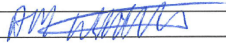


Ōpunakē High School Annual Strategic Plan 2025

Our Vision: *Growing Good People for a Rapidly Changing World*

Our Values: *DREAMS - Diligence, Respect, Exceeding Expectations, Aroha, Mana & Sustainability*

2025 Annual Goal: *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.*

Principals' endorsement:	
School Boards' endorsement:	
Submission date to Ministry of Education:	31 March 2025

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.

HUARAHI 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

2022 Plan	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
HUARAHI 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. We chose this	See tabs	1.1	Increase NCEA overall achievement: Level 1 - from 83% in 2024 to 95% Level 2 - from 90% in 2024 to 95% Level 3 - from 76% in 2024 to 95%	A2 B3	Robust tracking by KMs, and deans Parents updated frequently of students achievements Focus on celebration over the line & M/E endorsed biannually @iwi: <i>Be diligent and believe, to do more than just achieve.</i> Encouragement & promotion of course completion at all levels, a requirement of EOTC events during class time Support Scholarship students Staff upskill on teaching to M/E, & NCEA refresh and identify students with M/E capability and support to success - online pd incorporate in meeting timetable Use level 1 NCEA moderation/feedback/clusters/pd to underpin planning timelines, and content delivery	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 75% to 95% Level 2 - from 92% to 95% Level 3 - from 64% to 95%	A2 B3 B4			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 from Year 11 /70 M/E 22% Year 12 7/49 M/E 14%, Year 13 8/43 M/E 19%	A2 B4	

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 2023 Year 10 33% passed Numeracy CAA 2024 Year 10 30% passed Numeracy CAA 2024 Year 11 59% passed Numeracy CAA 92% enrolled Year 11 2024 students had Literacy 70% of Year 11 2024 students achieved their Level 1 Literacy through the CAA CAA Results	1.4	Identify and use effective and consistent literacy/numeracy strategies & digital platforms across the curriculum in year 9 and year 10, involving whanau in the korero Use literacy/numeracy data to highlight strengths, gaps, weaknesses, and focus areas. Increase whanau/learning community involvement in supporting tamariki with lit/num Increase students gaining lit/num through CAA 60% success at year 10 numeracy CAA 95% success at year 11 numeracy CAA	B4 C6	Numeracy minutes Year 11 at risk of not passing level 1 identified. Parents informed. Pathways in place AsTTle testing in mid term 4 for year 9 & 10 students read/write/num, rubric out with reports to whanau, social studies and english teachers & KMs. ILP reports for read/num to whanau Data to underpin class description. Use of rubric in class for student marking each others work - looking for gaps in learning. Year 10 students to sit CAA in both literacy and numeracy twice in the year Booster group formed, and lit/num lead to liaise with whanau and lit committee/LSC. Development of using Chat GPT as academic support Literacy and numeracy practices embedded in junior outlines and practice Principal observations for staff PGC, Principal to have overview of all junior students, and a line of site for literacy/numeracy pathways HOFs using RBL student feedback form to improve practice/on RBL obs sheet Use media to promote reading: weekly snippet - rewards for comprehension Learning community with feeder schools	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
	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 and community		Open up Te Whare Kura as a cultural learning space, for expertise in tikanga, te reo, toi maori, matauranga maori, adult education. Offer learning in all things maori to the community. Have a literacy pathway for maori learners		5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

	1.6	Students with physical and /or intellectual disabilities are supported across the school. Programmes are modified to meet individual student needs. Access to the curriculum is provided in an inclusive learning community including mainstream classes.	A2, B4, C5	Equip educators with knowledge and strategies to deliver a rich, engaging curriculum in an adaptive and personalised way Harness collective knowledge, wisdom and experiences of parents and whānau and outside agencies Actively seek, value, and respect diverse representation, views and experiences in learners Actively seek experiences beyond the classroom to provide gifted learners with the opportunity to explore their 'giftedness' with others of like mind.	C: QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	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.	A2, D7 D7	Review and regenerate a more effective system around work experience. Opportunities to gain NCEA through alternative pathways. Ensure a pathway from junior school tech to senior school woodwork/engineering & Tiny Homes is being pursued by students interested in trades based learning. Offer opportunities for leads in Trades to collaborate/budget/curriculum plan and future proof Trade pathways Continue to develop on site real world learning in Trades. Continue to develop/promote/instil Sustainable practice at school	D: 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
	1.8	Support students to make appropriate, well informed choices around curriculum and career pathways	A1, C5	Career planning part of MT time content using my mahi as a platform. Exposure to fields of work Robust, scaffolded course selection process, with whanau conversations, and checks of skillsets versus course selection.		

Strategic Area + Objective	Baseline Data	Targets	NELPs	Tasks	NELP check	Objective
HAUORA / WELLBEING We will use PB4L, ka ora ka ako, greater kaiako 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 daily truancy rates Continue with IDP engagement of Māori whānau at 90% Continue with 90%+ of KRT engagement	A1 A2 B3 C5 C6	Shine a spotlight on attendance, through media, iwi, levels and hapu, comms to whanau. Strengthen attendance system and realise targets through deans and kaimanaaki, tracking, IDPs, connection with whanau Ensure correct marking of rolls by staff Effective use of Attendance Officers Link with hauora coach to remove attendance barriers/create feeling of being part of a learning community	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
		2.2 Improvement in soft skills/DREAMS values & resilience of students. Consistent effective pedagogical practice across staff to promote collegiality, clear expectations for students, reduction in negative behaviours, supported by the upskilling of staff in research based behavioural management delivered by expert practitioners.		Design a comprehensive MT programme for each year level including explicit teaching of values. Explicit teaching of values in junior curriculum, underpinned by unit outlines. Delivery of pd around teaching of values/rj/behavioural management/consistent practice supported by SCT and SLT Redesign a pb4l rewards process which is fit for purpose Review Mana tane/wahine & EOY camps with a values lens	B: BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	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 4. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy

	See tabs	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	<u>Increase number of sports teams, and develop opportunities in volleyball/surfing & other identified sports students want to engage in to increase whole school participation</u> <u>Bigger numbers in performing arts, drama offered all the way up to NCEA L3.</u> <u>Increase exposure to arts.</u> <u>School production becoming an annual/biannual event.</u> <u>Grow size band/choir.</u> <u>More students going to tournament week</u> <u>Promote/seek leadership opportunities to students, and ensure recognition - positive feedback loop</u> <u>Realise Sports plan Sports plan</u> <u>Host tournament to expose students to other teams and abilities & organise new exchange</u> <u>Develop surf team, compete nationally through surf plan</u> <u>Surfing strategic framework.xlsx</u>	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					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. We chose this strategic objective because research shows that parental engagement in developing learning pathways has a significant impact on outcomes. .		3.1	Increase whānau attendance at school events, promote an open, welcoming, all inclusive kura.	A1 A2 B3	Have a hangi once a term Ensure a well organised, attended celebrated centenary Timely and appropriate marketing, raising of awareness Improve attendance to Parent/teacher evening Source funding pathways for turf (alumni fund)	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
		3.2	Create more opportunities for connections with feeder schools, global community, and high profile our ākonga in the rohe, and increase participation/run community events.	A1 A2 B3	Perfect organised events - diversity day/relay for life/puanga/coastal leaders/social volleyball/planting Re-connect around literacy/numeracy with feeder schools Develop Pitch Week Strengthen enrolment process, students arrive at OHS calm, ready to learn, staff knowing our kids Coaching primary students around sport - incorporate in curriculum Hauora week/tabloid sports Investigate/offer opportunities for overseas students/staff	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 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

	3.3	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	Continue to liaise with Taranaki iwi around the wharekura Actively seek a Koimatua/Kuia Staff engage in kapa korero once a week Staff represent at Te Kahui Whetu Students compete in Puanga Employ kapa haka tutor and invest & develop ropu Junior school learnings in Aotearoa Histories Te wiki o te reo whole school activities Engage with iwi re: centenary celebration/matariki/puanga/TWK Learn 4 verses of school waiata (staff) Junior school kapa haka practice Community Te Reo lessons. Working with iwi on behavioural/cultural/academic supports for our indigenous ākonga with a focus on urban maori	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
					D: 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

	2025 Key Improvement Strategies to Achieve Strategic Vision		Specifics	NELPs
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	Kitchen completion Complete finishing to requirement	
	4.2	Investigate costings for rejuvenating covered ways	Start improvements of covered ways at cost	
	4.3	Ministry led work on D and F block on track to be started in 2025	Monthly updates from the project manager (Jess/Alejandro)	
	4.4	Heating and Boiler replacement/upgade before winter 2026	Services review	
	4.5	Cyclical Maintenance as scheduled	Review schedule to ensure it aligns with updated works around the kura.	
	4.6	Investigation of solar	Upgrading with solar if financial and load baring viable	
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 2022.	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 - new staff member upskilled in this area.	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	

	6.5	Provision for flooding	flow off site	
PERSONNEL	7.1	When teaching vacancy occurs give consideration to the strategic plan and EEO in each appointment process		

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Target
L1 – all	80	83.6	85.7	81.4	83.6	90.3	86	85	88.3	83	95
L 1 Māori	73.3	75	72.4	75	80	85	77	82	86.2	75	95
L1 Pasifika	N/A	100	100	N/A	75	100	100	100	100	33	95
L1 Merit Endorsement	16.7	11.5	9.1	12.3	12.5	21.4	16	30	15.1	18	
L1 Excellence Endorsement	5	16.4	18.2	15.8	10.7	21.4	13	4	7.5	9	30
L2 All	93.1	85.5	81.5	78.8	88.9	87	86	88	85.2	90	95
L2 Māori	96.3	80.6	71	64.2	85.2	84	87	76	77.3	92	95
L2 Pasifika	100	N/A	100	77.8	N/A	80	90	N/A	100	100	95
L2 Merit Endorsement	11.1	13.6	5.7	5.1	7.1	4.3	20	11	4.3	7	
L2 Excellence Endorsement	3.7	6.8	13.2	15.4	12.5	12.5	9	9	6.5	7	30
L3 All	68.6	65.2	67.9	62	74.1	95.2	81	82	91.5	76	95
L3 Māori	57.9	59.1	56.5	50	44.4	88	84	82	88.2	64	95
L 3 Pasifika	100	100	N/A	N/A	100	100	100	N/A	n/a	100	95
L3 Merit Endorsement	29.6	31.6	14.7	10	7.5	12	9	17	11.6	20	
L3 Excellence Endorsement	14.3	3.3	2.8	16.1	20	8	12	8	7	3.3	30

Longitudinal Attendance Statistics												
Year level	2017	2018	2019	2020	2021%	2022%	2023 MAO	2023	2023 MAO	2024	2024 MAO	
9	87.6	88.3	85.3	84	83%	80%	77%	87%	80%	82%	75%	
10	88.5	88.4	81.8	82	77%	76%	71%	88%	80%	80%	76%	
11	87.3	88.4	81	84	77%	73%	73%	78%	80%	84%	81%	
12	78.8	84.4	80.7	79	78%	73%	69%	88%	80%	84%	75%	
13	80.7	84.4	79.5	76	67%	66%	71%	82%	75%			
All	83.1	88.2	82.2	80.8	77%	74%	71%	79%	77%	82%	77%	

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
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	20.8
	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	28.7	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	16.7
		4	73	16	22	14	21	21.9	30.1	19.2	28.8
Year 10	2023	1	89	43	23	15	8	48.3	25.8	16.9	9
		2	55	7	19	16	13	12.7	34.5	29.1	23.6
		3	59	7	14	17	21	11.9	23.7	28.8	35.6
		4	57	11	17	12	17	19.3	29.8	21.1	29.8
Year 11	2023	1	73	32	17	11	13	43.8	23.3	15.1	17.8
		2	64	9	15	17	23	14.1	23.4	26.8	35.9
		3	59	8	22	12	17	13.6	37.3	20.3	28.8
		4	59	9	20	12	18	15.3	33.9	20.3	30.5
Year 12	2023	1	66	39	12	4	10	60	18.5	8.2	15.4
		2	66	10	15	19	22	15.2	22.7	28.8	33.3
		3	57	14	6	15	22	24.6	10.5	28.3	38.6
		4	0	0	0	0	0				
Year 13	2023	1	54	22	16	7	9	40.7	29.6	13	16.7
		2	42	6	15	6	15	14.3	35.7	14.3	35.7
		3	6	8	12	6	15	14.6	19.5	29.3	36.6
		4	0	0	0	0	0				
Year 9-13	2022	1	47	24	11	5	7	51.1	23.4	10.6	14.9
		2	310	86	91	14.8	28.1	27.7	29.4		
		3	289	66	72	65	86	22.8	24.9	22.5	20.8
		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

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	1	139	11	35	38	55	7.9	25.2	27.3	30.6
		2	128	18	39	28	43	14.1	30.5	21.9	33.6
		3	127	23	23	30	51	18.1	18.1	23.6	40.2
		4	63	11	10	63	29	17.5	20.6	15.9	46
Pacific	2023	1	149	62	37	19	31	41.6	24.8	12.8	20.8
		2	9	0	0	2	6	0	11.1	22.2	66.7
		3	6	0	0	3	3	0	0	50	50
		4	0	0	0	3	2	0	0	60	40
Asian	2023	1	4	0	1	0	1	0	50	0	50
		2	10	3	1	3	3	30	10	30	30
		3	11	4	5	1	1	36.4	45.5	9.1	9.1
		4	13	5	3	2	2	38.5	23.1	23.1	15.4
MELAA	2023	1	13	5	0	1	1	53.8	38.5	0	7.7
		2	4	4	4	0	1	44.4	44.4	0	11.1
		3	16	10	4	4	1	62.5	25	6.3	6.3
		4	1	0	1	0	0	0	0	100	0
Other	2022	1	2	0	1	0	0	0	100	0	0
		2	1	0	0	0	0	0	0	0	0
		3	4	0	0	0	0	100	0	0	0
		4	0	0	0	0	0	0	0	0	0
European/Pākehā	2023	1	3	2	1	0	0	66.7	33.3	0	0
		2	2	0	1	0	0	0	50	0	0
		3	2	0	0	0	0	50	50	0	0
		4	2	0	0	0	0	100	0	0	0
All	2022	1	3	2	1	0	0	66.7	33.3	0	0
		2	2	0	1	0	0	0	50	0	0
		3	2	0	0	0	0	100	0	0	0
		4	0	0	0	0	0	0	0	0	0
All	2023	1	230	35	69	66	60	15.2	30	28.7	26.1
		2	221	37	83	48	53	16.7	37.6	21.7	24
		3	218	52	59	50	57	23.9	27.1	22.9	26.1
		4	100	22	30	30	27	22	30	21	27
All	2022	1	257	132	64	32	29	51.4	24.9	12.5	11.3
		2	310	46	87	86	91	14.8	28.1	27.7	29.4
		3	293	47	100	65	81	16	34.1	22.2	27.6
		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	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
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	69	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	16	11	21.9	30.1	19.2	28.8
		1	89	43	23	15	8	48.3	25.8	16.9	9
		2	87	36	27	18	17	46	28.9	16.4	16.4
		3	86	27	24	16	17	31.4	27.9	20.8	19.8
Year 10	2022	4	87	11	14	14	18	12.6	24.6	18	24.6
		1	73	32	17	13	13	43.8	23.3	15.1	17.8
		2	74	31	17	12	12	41.9	23	14.9	16.2
		3	75	28	27	10	10	37.3	36	13.3	13.3
Year 11	2022	4	28	0	0	0	0	0	0	0	0
		1	65	12	10	7	10	18.5	15.4	6.2	15.4
		2	59	20	14	13	13	33.9	23.7	20.3	20.3
		3	54	17	12	11	14	31.5	22.2	20.4	25.9
Year 12	2022	4	0	0	0	0	0	0	0	0	0
		1	54	11	22	16	11	40.7	29.6	13	16.7
		2	49	11	13	10	10	22.4	26.5	20.4	30.6
		3	44	13	7	7	12	29.5	27.3	15.9	27.3
Year 13	2022	4	0	0	0	0	0	0	0	0	0
		1	24	11	9	7	7	51.1	23.4	10.6	14.9
		2	48	12	8	16	25	16.7	16.7	33.3	33.3
		3	0	0	0	0	0	15.6	34.1	15.9	36.4
Year 9-13	2022	4	130	27	36	28	39	20.8	27.7	21.5	30
		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									

		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)			
Maori				90-100	80-90	70-60	0-70	90-100	80-90	70-60	0-70
	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	20.9
		2	137	36	36	28	37	26.3	26.3	20.4	27
		3	129	24	44	19	41	18.8	34.4	14.8	32
Pacific		4	71	16	28	14	15	22.5	36.6	19.7	21.1
	2022	4	2	2	1	3	1	0	0	0	0
	2023	1	10	3	1	1	3	30	10	30	0
		2	10	3	2	0	5	30	20	0	50
		3	11	1	4	1	5	31.1	36.4	9.1	45.5
Asian		4	9	2	1	0	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
		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
MELAA		4	9	7	2	0	0	77.8	22.2	0	0
	2022	4	0	0	0	0	0	0	0	0	0
	2023	1	3	2	1	0	0	66.7	33.3	0	0
		2	4	0	4	0	0	0	100	0	0
		3	4	3	1	0	0	75	25	0	0
Other		4	3	1	1	0	1	33.3	0	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
		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
European/Pasifika		4	2	0	1	0	0	0	50	50	0
	2022	4	100	22	30	21	27	22	30	21	27
	2023	1	64	132	32	29	29	51.4	24.9	12.5	11.3
		2	252	90	69	44	40	35.7	27.4	17.5	19.4
		3	239	80	71	3	43	33.5	29.7	18.8	18
All		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	47	42	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	29.7	17.5	22.8	22.8
		4	160	47	52	28	33	29.4	32.5	17.5	20.6

% of Days Attended		Percent of Absence by Reason									
		Justified absences					Unjustified absences				
		(i) Sick	(ii) Justified Over	(iii) School Closure	(iv) Other Justified	All	(i) Sick	(ii) School Closure	(iii) Other Unjustified	(iv) Unknown	All
0-70%	35.5	0	0.6	6.7	42.8	49.6	2.3	16.7	8.5	27.2	47.4
70-80%	45.4	0	1.6	6.6	52.6	59.2	1.2	13.9	14.3	29.4	47.4
80-90%	59.5	0	0	0.6	69.5	70.1	3.4	11.2	11.8	26.5	47.5
90-100%	44.6	0	0.7	7.2	52.5	59.2	2.3	14.5	10.8	27.6	47.5
All	44.1	0	0.6	7.4	52.1	59.2	2.2	15.1	11.8	27.1	47.9