



# **Aparima College Annual Report 2024 (A of V)**

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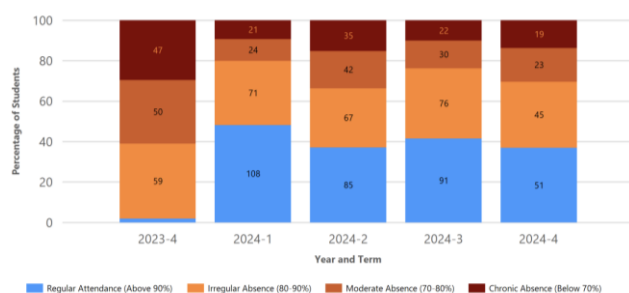
## Principal's report

Kia Tū programme continued to evolve in 2024. A review in late 2023 led to the decision that 50 minute periods placed too much time pressure on classes and the decision was made to take a step back in 2024 with Kia Tū running a half day on a Friday. The time table would be adjusted on a Friday to make the afternoon / Kia Tū periods longer than the Monday to Thursday afternoons. This enabled a return to hour periods Mon – Thurs. The Kia Tū areas for learning included: Sewing and Craft Work, Engineering, William Pike Leadership, Writing, Art, Ngā Toi Māori, Rugby, Squash and Golf Academies, Environmental Studies, Food Technology, School of Rock, Community Christmas and Waka Ama as well as a Tuakana Teina Kapa Haka programme with the local primary school. Senior students experienced study through STAR courses at SIT Te Pukenga, Trades academies and Gateway Placements. There was much to celebrate throughout the year. The board continued to provide excellent resourcing for the programme and we are confident we opened the eyes of our learners to the world around them. This was a deliberate effort to drive towards our destination vision of “We live our learning – Myself – My Place – My Pathway”.

It was designed to engage students in their learning and to encourage regular attendance at school. At this stage, students who attended were highly engaged in their areas of passion. Attendance remains a complex and difficult priority for the school and community support is critical if we are to see improvements. Parents and community have been reminded regularly of the need for students to attend school regularly through newsletters and letters home. Throughout 2024 attendance services, school principal, guidance councillor and LSC have made home visits to support students and their whānau to return to regular attendance.

### 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.



Over the last 5 terms there has been a fall in the number of chronic and moderate absenteeism, which shows in the improvement of Regular and Irregular attendance. The changes may not be a significant as we would like but they are improvements non-the-less.

Aparima College has continued to excel in many fields. In 2024 our Young Enterprise teams took out several regional awards across a range of business form MoMo's, Tree Planting and Basketball Coaching. Treet Yourself young enterprise were Southland Regional Winners for the second year running and once again travelled to Wellington to compete at the National Level. In 2024 the YES team of Treet Yourself Contracting took out the National Title for Company of the Year. Students were finalists in the Dan Devin Literary Awards and our Year 12 students produced a magazine for the community all about their Turangawaewae and their connection to Riverton and surrounding areas.

In 2024 Aparima College Kapa Haka went from strength to strength, participating on both Murihiku and Central Lakes Polyfest. They raised the funds for their Piupiu and are proud to be a part of bringing this taonga to the school. Senior Basketball and Netball teams competed at tournament week, one student represented the school at NZAIMs Games and several students played representative rugby for Southland. Students competed locally and nationally in Surfing.

In 2024, NCEA Level 1 teachers faced several significant challenges:

### 1. Implementation Issues

- **Late Delivery of Resources:** Many teachers reported that essential resources, particularly assessment exemplars delivered late causing disruptions in planning and teaching.
- **Inadequate Support:** There was a lack of effective support from the Ministry of Education and the New Zealand Qualifications Authority (NZQA), leading to confusion and additional workload for teachers.

### 2. Resource Concerns

- **Quality and Availability:** Teachers expressed dissatisfaction with the quality and availability of resources. Many felt that the exemplars provided were not useful, and there was a general lack of clear guidance on assessments.
- **Varying Advice** Subject Association materials were deemed to return inconsistent results and there was often confusion over the assessment expectations a lack of clarity from NZQA and Subject Associations led to a stressful implementation process for teachers of NCEA Level 1.
- **Overwhelming Workload:** The combination of inadequate resources and support led to an overwhelming workload.
- **External Moderation – “Not Consistent”.** Subject association materials returning from external moderation as being “not yet consistent” in terms of assessment quality

### Other

The school continues to make progress with the co-requisites with 76.9% of year 11s achieving Numeracy and 96.8% of year 12s. 84.6% of Year 11 students achieved Literacy in 2024 with 100% of year 12 students having achieved literacy.

Literacy and Numeracy (previously 34%).

The school continues to make progress with the retention of students from Year 11 - 13. School leaver data shows the majority of leavers go on to Higher Education or employment.

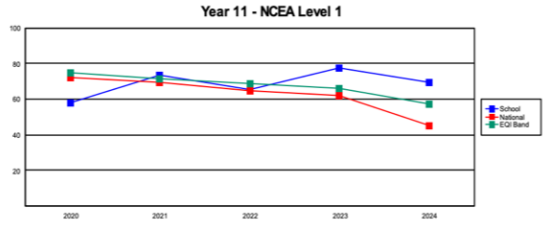
Teachers developed their understanding of TeTiriti throughout 2024, working on NihoTaniwha and reflecting on their practice. In 2025 the school will be a part of Te Poha, focusing on local context and purakau.

## List of all school board members

Board member names	Date that the board member's term finishes
<b>Ines Ferguson</b>	Sept 2025
<b>Tanya Colyer</b>	Sept 2025
<b>John White</b>	Sept 2025
<b>Nigel Watkinson</b>	Sept 2025
<b>Zara Heath</b>	Sept 2025
<b>Nikita Diprose</b>	Sept 2025
<b>Helen Ward</b>	Sept 2025

**Strategic Goal 1:**  
*As per the strategic plan*  
 Establish an engaging local curriculum that is reflective of the community, whānau and students to empower excellent learning outcomes

**Annual Target/Goal:**  
 Te Mātaiaho is fully implemented across the curriculum in years 7-10, teachers have a deep understanding on Understand Know Do when planning and assessing for learning. NCEA Level 1 new standards are implemented.  
 Opportunities for deliberate teaching of Literacy and Numeracy Teaching across all learning areas is understood and deliberately taught with clear reference in planning and clear evidence in learning activities. [Regulation 9 \(1\)\(a\)](#)  
*As per the annual implementation plan*

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?          What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.          Consider if these need to be included in your next annual implementation plan.</i>
<p><b>Action 1</b>            Implement new NCEA Level 1 standards in Term 1 2024. Share good practice and develop whole school schedule for assessment.</p>	<p>New NCEA Level 1 standards introduced in all Level 1 subject areas.            Parent information evening held to explain new standards.</p> <p>New Standards focussed students for a longer period throughout the year. Bigger standards and fewer 'small' credits meant students were engaged in their learning for longer.</p> <p>Teachers spent time with students supporting them to be actively engaged in their own studies and developing their study skills.</p> <p>PN actively supporting teachers to navigate the changes.            Clearer systems introduced for the filing and collection of student assessments.</p> <p>Students more willing to undertake external examinations.</p> <p>11 Students attended Gateway Placements            11 Students attended Trades Academy at SIT with a number being recognised at the SIT end of year prize giving.</p> <p>31 Year 11 students attended STAR courses at SIT</p>	<p>Teacher Planning            Discussions regularly about the progress of NCEA Level 1.            HOD subject support from across other Southland Schools.</p> <p><b>Year 11 NCEA Level 1:</b></p>  <ul style="list-style-type: none"> <li>The achievement rates have shown fluctuations over the five years, with a peak in 2021 (73.5%) and a decline in 2024 (69.2%).</li> <li>The school's performance has generally been above the national average, indicating a strong foundation at the entry-level of NCEA.</li> <li>72.2% of females achieved at Level 1 compared to 66.7% of males. This is a change from the previous 2 years where males have achieved at higher rates than females.</li> <li>Achievement rates for Māori students at Year 11 has remained relatively stable over the past 5 years. Disparity of achievement falling to 1.5% in 2024 compared with 9.2% disparity with European learners in 2023.</li> </ul>	<p>Teachers were faced with implementing new standards with a lack of exemplars and available assessment materials. A disconnect between moderation requirements, professional body assessment materials and NZQA has led to a myriad of confusion. With teachers using subject association materials but still being deemed non-consistent.</p> <p>During the year several new enrolments have come from the Nepalese and Filipino community. A focused ELL programme has supported Asian learners to succeed with 100% achieving NCEA Level 1.</p> <p>Focus on Māori learners and a more culturally responsive approach to teaching has shown in a more consistent level of overall achievement with Māori learners.</p> <p>PE teacher off with long term health issues led to assessments not submitted on time. This will effect the overall rates.</p>	<p>Targeted support for teachers of NCEA Level 1. Regular meetings with Principal Nominee and SLT to ensure consistency of practice throughout the school.            Assessment lead team established to advise on best practice for assessment school wide.</p> <p>HODs to review specific subject and to identify challenges and suggest solutions.</p> <p>Separate Junior and Senior ELL Classes.</p>

<p><b>Action 2</b> Seek community aspirations and use effectively to create meaningful local curriculum. Work in partnership with Oraka Aparima Runaka to ensure curriculum and prioritise align with Ngai Tahu and local hapu education strategy.</p>	<p>Worked alongside Runaka and RTM to develop understanding of Pōwhiri schoolwide. Students becoming increasingly confident during school wide pōwhiri process. Hosted 2 pōwhiri including one for MAC principals group.</p> <p>Meeting with local runaka to learn about local contexts and local history.</p> <p>ELL class visited Takutai Marae and were hosted by members of the runaka who taught the students about the pōwhiri process.</p> <p>Ko matua representation at the Board Strategy Meeting. Te ao Māori discussed and clear vision and direction shared.</p> <p>AC supporting the Runaka to welcome Kiwi Birds back to the mainland and also represented at the opening of art instillation along the south coast for Matariki.</p> <p>Curriculum review looked at Ngai Tahu education prioritise.</p> <p>Purchase of school Piupiu</p> <p>Collaboration with local carver James York to create toki for Aparima Students who have completed 7 years of schooling at Aparima College. The toki are all individual and the purakau links the students to Aparima and surrounding area.</p> <p>Ko matua attending Board Strategy Meeting</p>	 <p>Myself My Place My Pathway and the focus on Literacy for all has supported the Ngai Tahu vision for education. Re-affirmed in discussion with ko matua in 2024.</p> <p>2025 Strategy meeting with board and members of Oraka Aparima Rūnaka.</p>		<p>Maintain and continue to grow relationship.</p> <p>Engage in Te Poha initiative with Ngai Tahu.</p>
<p><b>Action 3</b> Develop understanding of Mātauranga Māori and how to plan effectively with Mātauranga Māori as a consideration at the onset of curriculum planning.</p>	<p>Niho Taniwha PLD to examine professional standards for taking a more culturally sustainable approach to practice.</p> <p>Staff engagement and some staff applying new thinking to teaching and learning.</p> <p>Science, English and Social Sciences applying Mātauranga Māori to a range of contexts including kaitiakitanga / Te Reo / Tikanga</p> <p>Film Studies of Māori directors.</p> <p>Kaitiakitanga pou becoming embedded in the students learning and through deliberate focus students developing sense of identity and belonging (Turangawaewae)</p>	<p>Professional discussions PGC reflections Māori learner achievement No disparity in Stand Down statistics</p> <p>Year 12 personal essays on Turangawaewae published for the community. Shared with outside agencies such as MACs. The essays highlighted the vision of Aparima College coming to life.</p>	<p>Lack of opportunity for whole staff development. Relying on staff who are absent from meetings to check notes and undertake the mahi on their own.</p> <p>No regionally allocated funding to access effective PLD. Original intention was to engage with Poutama Pounamu. To develop internal capacity for culturally responsive peer observations and coaching.</p>	<p>Lead team for Mātauranga Māori established. Will focus next phase of development and feed forward to the SLT for school wide implementations.</p> <p>Ongoing area for development. Some teachers more willing to examine own beliefs and are further along the journey. Individual beliefs are challenging to shift.</p> <p>Te Pōhā kaupapa. Increase awareness of Ngai Tahu based resources for teaching and learning. Increase teacher knowledge and capacity to access curriculum resources and develop relevant context for learning with a Māori lens; specifically Kai Tāhu lens. Support positive outcomes for all learners and teachers.</p>
<p><b>Action 4</b></p>	<p>Planning day in term 4</p>		<p>Lack of opportunity for planning day earlier in the term due to large numbers of staff illness.</p>	<p>Lead teams created to have a more focused lens on specific areas for review and development.</p>

hod's share planning and reflect on good practice. Understand Know Do is used for planning in years 7-10

Sharing of deliberate Literacy and Numeracy teaching.

New lead team structure to inform and guide SLT. Distributed leadership model. Literacy and Numeracy Lead teams to meet regularly. Creating a clear picture of literacy AND numeracy at Aparima College.

Principal to undertake Literacy specific Observations of all teachers in T2.



**Strategic Goal 2:**

*As per the strategic plan*

Provide excellence in literacy and numeracy as the foundations of learning, through high levels of teaching and learning across all curriculum areas

**Annual Target/Goal:**

*As per the annual implementation plan*

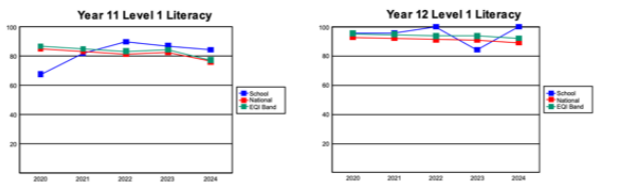
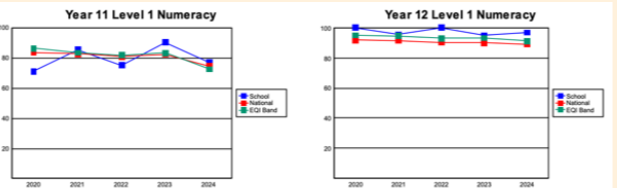
95% of all learners achieve co-requisite in Literacy and Numeracy prior to finishing Level 1 NCEA

All learners make progress in literacy and numeracy that is stur to their ability and level

90% of all learners are at or above their expected levels for their age in Reading, Writing and Maths.

**Regulation 9 (1) (a)**

<p><b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p><b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i></p>	<p><b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p><b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p><b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i></p>
<p><b>Action 1</b> Introduce Spring into Maths programme for junior Maths. Years 7 – 10.</p>	<p>Programme ran for two terms. 14 students were supported in small group situations. They received tuition outside of normal maths classes and so received additional support for Maths.</p> <p>Marked improvement in confidence and retention of basic facts by the end of ten weeks.</p>	<p>20% of the students who attended Spring into Maths passed year 9 end of term Maths testing. Previously none of the Spring group would have been a position to succeed in any testing.</p> <p>Students moved from Kit 4 to Kit 6 by the end of the sessions.</p> <p>Students with very low baseline achievement and so were at a very low starting point.</p> <p><b>Year 9: Mathematics</b> At the end of 2024 63.33% of year 9 students are at expected levels for their age, compared with 49% at the start of the year.</p> <p>Progress has been made across all strands but most notable are Number and Statistics. 60% of students achieved Algebra making it the lowest area of student achievement.</p> <p>There remains a disparity of achievement in Mathematics for Māori with 80% of Māori failing to achieve the Number standard compared to 40% of European. 100% of Asian students achieved in Number, Statistics and Measurement Strands.</p> <p><b>Year 10</b> 65% of learners are at or above expected levels compared with 37% at the start of the year.</p> <p>In year 10 disparity of achievement between ethnic groups if far less significant than that for Year 9. Asian and Māori learners achieving equitable rates compared to European students in all strands.</p>	<p>Inexperience of teacher aid. Slow start with behaviour management.</p> <p>Small group worked very well particularly for the quieter year 7 students. They developed confidence to articulate their thinking and to take more risks with their learning. Some students were not regular attendees and this hindered the progress that could be made. Student focus was sometimes not at optimum level. Some students with behaviour needs were distracting for others and as such hindered the progress of the whole group. Teacher Aid with a lack of behaviour management experience struggles to get students back on track.</p> <p>Adjusting time to shorter bursts of 20 minutes were more productive and conducive to learning than the original 30 mins.</p> <p>Learning materials were seen as “babyish” by the students. They thought they were too much like primary school tools and so were not keen to engage with them.</p> <p>At year 9 it was difficult to relate the spring into math content to the work students were doing in class. This was much more effective for year 8 students.</p> <p>Staffing issues at the start of 2024 meant year 9 students did not have a specialist Maths teacher.</p>	<p>Ensure baseline data is gathered at the onset of the programme.</p> <p>Possibly engage in MOE Trial for Mathematics.</p> <p>Ensure 1 hour a day for Maths in years 7 and 8.</p> <p>Introduce additional Numeracy class at year 9 and 10.</p> <p>Introduce Curriculum re-draft for years 9-13</p> <p>Examine why the disparity of achievement for Māori learners in Mathematics.</p> <p>Ensure full staffing for the start of 2025. Appoint permanent staff members.</p> <p>Provide relevant PLD for teacher aides</p>

<p><b>Action 2</b> Small group interventions</p>	<p>Spring into Maths 1:1 Reading support Reading Groups 7 plus reading RT Lit Partnership</p> <p>Focus on vocabulary, decoding, fluency and reading confidence. All students made progress.</p>	<p><b>Year 8 students</b> 25% of students moved from a reading age of 7.5 - 8.5 making 1 year progress in two terms. 75% progressed two years making accelerated progress over the two terms.</p> <p>Refer to Year 8 data below.</p>		<p>Continue to provide small group interventions.</p> <p>PLD for Years 7-10 teachers specifically for Differentiation in the classroom.</p> <p>Buddy support tuakana teina.</p>
<p><b>Action 3</b> Students in years 7 and 8 receive targeted teaching of reading and writing and maths for one hour each day.</p>	<p>Interventions for students requiring additional support included: Spring into Maths, One-to One and Group Reading. 1 hour each day for Reading Writing and Mathematics.</p>	<p>All year 7 and 8 students ensure there is 1 hour of Maths, Reading and Writing</p>	<p>Some timetable constraints, but teachers are able to incorporate reading and writing and Maths across the curriculum.</p>	<p>Introduce online PAT Testing at Year 7 and 8 to support baseline data and inform teaching next steps. Measure progress and analyse variance.</p>
<p><b>Action 4</b> Literacy and Numeracy teaching is deliberately identified across all subject areas in planning and reflections on teaching.</p>	<p><b>Co Requisites</b> Increase in Literacy co-requisite achievement with 63% of students achieving both Writing and Reading compared to 37% previously.</p> <p>46% of Year 10 students passed Literacy Co-req with a further 25% passing either Reading or Writing. 85% of Year 11s passed their co-requisite.</p> <p>Numeracy co-requisites results show that 57% of students passed their required standard.</p> <p><b>NCEA LEVEL 1</b> 76.2% of students achieved level 1 English.</p> <p>3 students gained Excellence endorsements for English, 6 Gained Merits and 20 achieved endorsements. A higher percentage of students achieving endorsements compared with National trends.</p> <p>88.2% of students passed Level 1 Mathematics and Statistics. Students achieved at higher levels than National achievement levels.</p> <p><b>NCEA LEVEL 2</b> 89.3% of students passed Level 2 English compared with 71% in 2022 and 2023 90.3% of students achieved NCEA Level 2 in Maths, AC students achieving at higher rates than National levels. 1 Excellence 1 Merit and 9 Achieved Endorsements</p> <p><b>NCEA LEVEL 3</b> 86% of students achieved level 3 English ant AC compared to 75% Nationally. Keeping consistently high levels of achievement in English at NCEA Level 3.</p>	 <p>84.6% of Year 11 students achieved Literacy in 2024 with 100% of year 12 students having achieved literacy.</p>  <p>76.9% of year 11s achieved Numeracy and 96.8% of year 12s.</p>	<p>This is the first full year of students participating in the co-requisite examinations. Some students lack experience of sitting an examination digitally.</p> <p>Of the Year 11 and 10 students who did <b>not</b> achieve the corequisites, 47% did not attend school regularly 16% are English Language learners. And several have additional learning support needs.</p> <p>Adapting programmes to meet the wide range of student needs has been a challenge. Students require a wide range of support.</p> <p>NCEA exemplars were continually being amended and it was difficult to work with the new Level 1 standards.</p> <p>Embedding accuracy in written work is a challenge with students attitudes towards editing and proofreading often poor and casual.</p> <p>Poor attendance – 47% of students who did not achieve their co-requisite did not attend school regularly.</p> <p>Year 12 success could be due to the cohort who had also achieved well in 2023 at Level 1.</p> <p>Students reluctance to sit external examinations or work towards them. Large number of new enrolments from Nepal and Philippines. Priority learners identified early and customized tuition helped them to prepare for examinations.</p>	<p>Literacy and Numeracy lead teams established.</p> <p>ELL Classes for Junior students and separate ELL classes for Seniors. Observations of Literacy teaching across all subjects and levels. Identify effective common practices and advise on school wide expectations and strategies for literacy development.</p> <p>All year 11s to pass co-requisite in May</p> <p>Students who require higher levels of support to be identified early in 2025.</p> <p>Motivation of students to aim for merit and excellence accreditation.</p>

1 excellence  
 3 Achieved endorsements

*Many of these achievements include ELL students.*

**Narratives of success**  
 Library a place for student voice with "Our Own Stories" being published regularly and issued to readers.

ELL students sharing cultural events and engaging all students in cultural festivals.

2 Year 10 students awarded Second and third and highly commended for writing entered into the Dan Devlin Literary awards.

Kia Tū writing group, writing for pleasure and for publication.

Year 12 student achieved 3<sup>rd</sup> place in Ranagtahi Queenstown writers competition.

Interviewing and publishing bio's of local Aparima Alumni.

Pheonix Magazine produced by students for students.  
 Students competed in EPro 8 challenge.  
 Students participated in the Smac Maths Competition, Australian examinations (2 distinction certificates and 20 credit certificates).  
 Mathematics week was celebrated across the school.  
 Common language for key themes across all subject areas brought consistency to Mathematics language.

Higher number of senior students sitting external examinations.

Year 7 and 8 Literature Quiz

Financial Literacy incorporated into Social Studies through Year 7 and 8 Market Day project, use of Banker programme and in the Senior School through YES.

Frequent exam practice and specific courses supported learners to prepare.

Appointment of new HOD Mathematics and having fully staffed Mathematics Department (from term 2) has made a big difference to the consistency of expectations and the whole school understanding of Numeracy.

**Strategic Goal 3:***As per the strategic plan*

Create for and with Māori learners, learning contexts that reflect and affirm identity, language and culture of every Māori learner

**Annual Target/Goal:***As per the annual implementation plan*

The school gives effect to Te Tiriti

Māori learners are supported to achieve success with a strong sense of cultural identity.

Māori are supported to succeed as Māori

Mātauranga Māori is embedded across the curriculum.

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?            What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.            Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> Reinforce staff understanding of culturally responsive pedagogy and how to utilise to support continuous improvement for Māori learners.	Staff led PLD for working through Niho Taniwha. Used to reflect on current practices and to develop understanding of how we can give authentic effect to Te Tiriti. Staff confidence with karakia and powhiri processes has grown. Māori learners report that their voice and culture is more respected at Aparima College than in previous years.	Staff meeting notes Staff discussions Student Voice – Well-being at school survey  Staff survey: 100% of staff agreed that as a school <i>we actively explore how we can honour and implement Treaty of Waitangi (wellbeing at schools staff survey).</i>	Staff who are unable to attend PLD miss out on key information and professional development.	Establish Mātauranga Māori lead team. Look at new baseline data / ākonga voice / teaching observations / community / whānau voice.
<b>Action 2</b> Principal to continue with MAC wanagna and invite SLT to participate. Apply culturally sustainable leadership practices.	Attendance at Waitangi Wānanga May 2024.  Hosted MAC cluster including whole school, student led pōwhiri.	Increasing involvement of students in the organisation of Pōwhiri. Student taking lead in whai kōrero.  Working in partnership with Runaka to ensure appropriate tikanga.		Senior student karanaga Whole school to grow confidence in Mana Aparima Haka.
<b>Action 3</b> Develop key tikanga for Aparima College. Key cultural knowledge e.g. all learners know Mana Aparima Haka, understand pōwhiri protocols.	Consulted regularly with local iwi to deepen understanding of local tika and apply to school contexts.	Kamatua from ŌRAKA Aparima attending board strategy meeting. Kuia working alongside student leader over the holidays to develop understanding and ability to		Whole school haka and inter house haka competition. Staff to know Mana Aparima and its meaning.

<p>Seek advice from Māori in relation to tikanga and developing understanding of local area.</p>	<p>Start the day with karakia and develop understanding of the purpose of karakia.</p> <p>School piu piu</p> <p>Worked with local carver to establish toki for all students who completed 7 years of schooling at Aparima College.</p> <p>Runaka inviting Aparima College to key events throughout 2024.</p>	<p>Karanga. Head student to Karanga for manu hiri at he opening pōwhiri.</p> <p>Community fundraising efforts to provide kapa haka ropu with piupiu.</p> <p>Individual toki presented at School Prizegiving. Students welcoming back Kiwi birds to the mainland.</p> <p>Aparima College students as mentors for NKMP youth projects.</p> <p>Students from AC as representatives during Matariki opening</p>		
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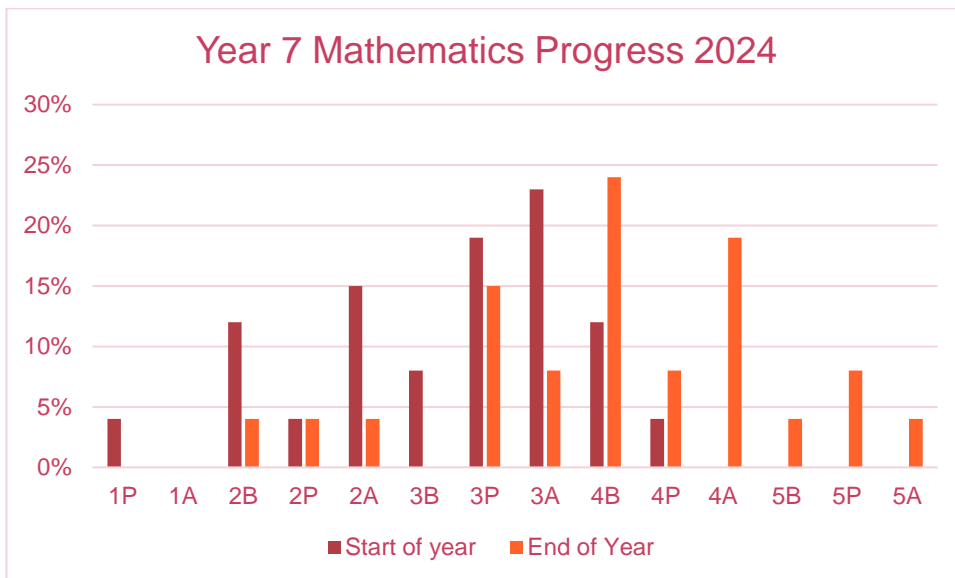
# Progress and Achievement

## Year 7 and 8

Mathematics Curriculum Level	Year 8		Year 7	
	Start of 2024 (%of students at each level)	End of 2024	Start of year	End of Year
1P	0	0	4%	0%
1A	0	0	0%	0%
2B	0	0	12%	4%
2P	7%	0	4%	4%
2A	7%	0	15%	4%
3B	19%	5%	8%	0%
3P	19%	5%	19%	15%
3A	10%	5%	23%	8%
4B	17%	16%	12%	24%
4P	12%	5%	4%	8%
4A	0%	14%	0%	19%
5B	5%	30%	0%	4%
5P	2.5%	5%	0%	8%
5A	2.5%	10%	0%	4%

### Progress in Year 7

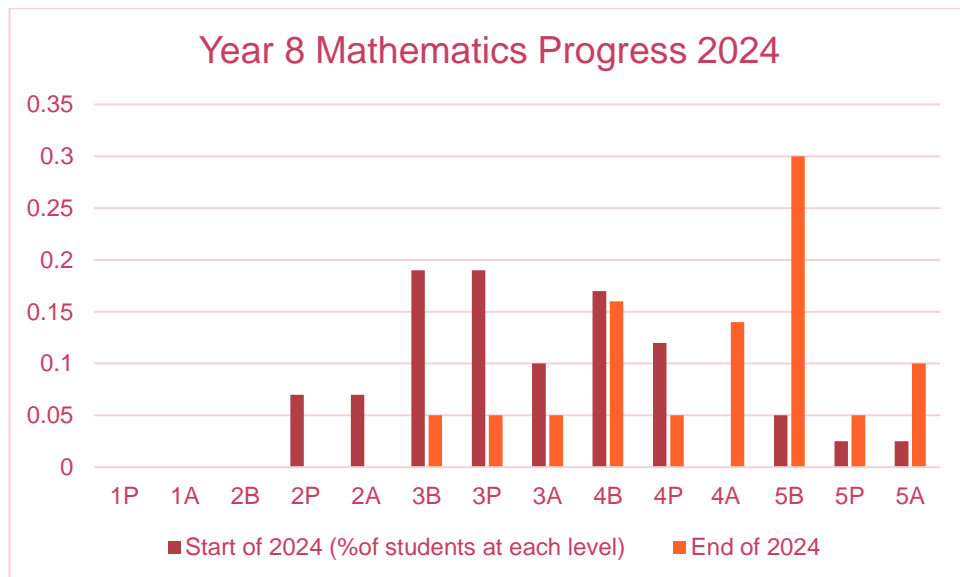
- 0 students dropped sub levels
- 3 students made no progress and maintained their start of year level
- 2 students progressed 1 sub level
- 3 students progressed 2 sub levels
- 17 students made accelerated progress of 3 or more sub levels.



20% Māori learners are yet to meet the expected level of Mathematics at the end of year 7  
 28% of European learners are yet to meet the expected level of Mathematics at the end of year 7

### Progress in Year 8

- 1 student dropped 1 sub level
- 6 students progressed 1 sub level
- 13 students progressed 2 sub levels
- 19 students made accelerated progress of 3 or more sub levels



47% of Māori learners in year 8, are yet to meet the expected level of Mathematics at the end of year 8  
 28% of European learners in year 8 are yet to meet the expected level of Mathematics at the end of year 8

### Cohort progress:

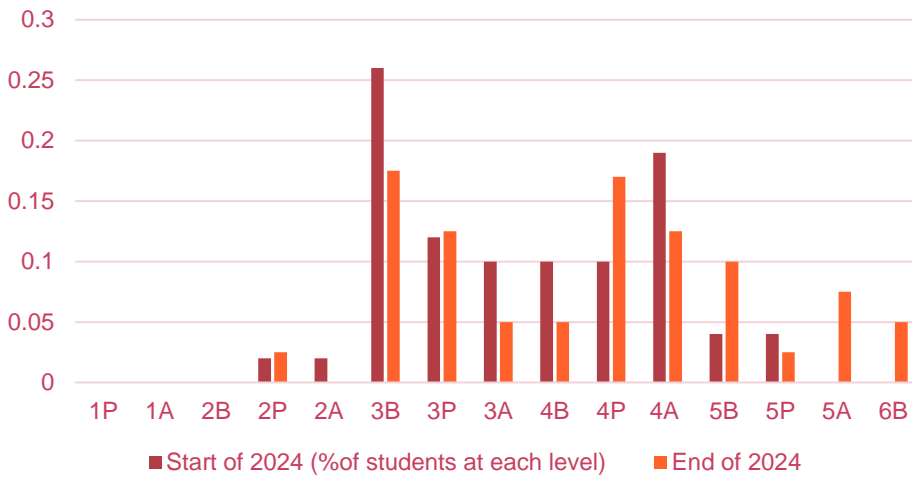
39 students were working towards expected curriculum levels in Mathematics at the start of Year 7 (February 2023) by the end of year 8 (Dec 2024) there are 11 students in this cohort requiring additional supports and who are continuing to work towards expected levels in Mathematics.

Reading Curriculum Level	Year 8		Year 7	
	Start of 2024 (% of students at each level)	End of 2024	Start of year	End of Year
1P			8%	0%
1A	0%	0%	0%	0%
2B	0%	0%	0%	0%
2P	2%	2.5%	8%	0%
2A	2%	0%	4%	0%
3B	26%	17.5%	23%	11%
3P	12%	12.5%	12%	22%
3A	10%	5%	19%	22%
4B	10%	5%	16%	4%
4P	10%	17%	12%	26%
4A	19%	12.5%	0%	11%
5B	4%	10%	0%	4%
5P	4%	2.5%	0%	0%
5A	0%	7.5%	0%	0%
6B	0%	5%	0%	0%

### Year 8 Progress

- 4 students dropped 2 sub levels
- 2 students dropped 1 sub level
- 7 students stayed at the same level as at the start of the year
- 6 students progressed 1 sub level
- 20 students progressed 2 or more sub levels.

## Year 8 Reading Progress 2024



By the end of year 8 35% of Māori learners are yet to meet the expected level compared with 50% of non-Māori.

### Cohort progress:

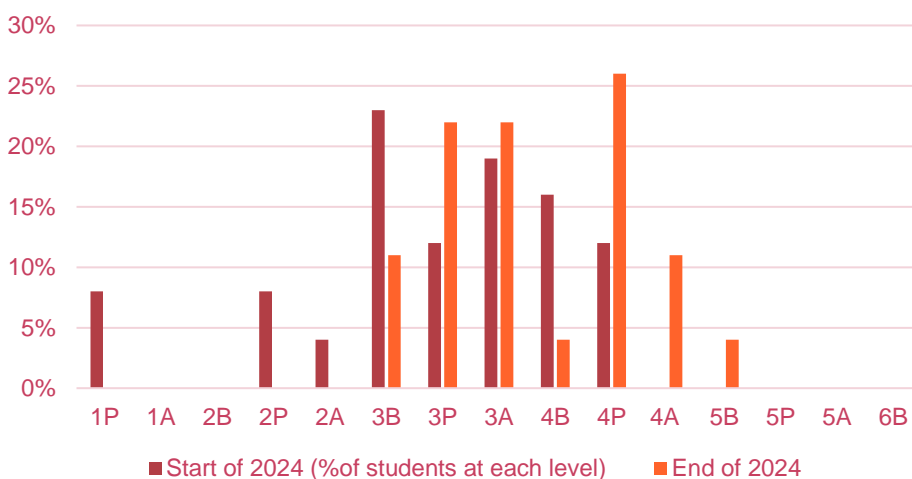
28 students were working towards expected curriculum levels in Reading at the start of Year 7 (February 2023) by the end of year 8 (Dec 2024) there are 17 students in this cohort requiring additional supports and who are continuing to work towards expected levels in Reading.

### Year 7 Progress

- 2 students dropped 1 sub level
- 5 students made no progress and remained at the same level
- 3 students progressed 1 sub level
- 15 students made progress of 2 or more sub levels

20% of Māori learners are not yet at the expected standard compared to 35% of European learners.

## Year 7 Reading Progress 2024





Writing Curriculum Level	Year 8		Year 7	
	Start of 2024 (%of students at each level)	End of 2024	Start of year	End of Year
1A	5%	0%	0%	0%
2B	2.5%	0%	8%	0%
2P	5%	0%	12%	11%
2A	7%	0%	16%	4%
3B	7%	3%	12%	11%
3P	24%	16%	12%	18%
3A	12%	8%	19%	29%
4B	10%	26%	23%	14%
4P	12%	18%	0%	11%
4A	10%	8%	0%	4%
5B	5%	8%		
5P	0%	16%		

### Year 8 Progress

1 Student dropped 2 sub levels

4 students made no progress but maintained start of year level for writing

9 students progressed 1 sub level

24 students in year 8 progressed by 2 or more sub levels (with 7 making accelerated progress of 4 or more sub levels)

53% of Māori learners in year 8 are yet to achieve the expected level for Writing compared to 50% of non-Māori. (this figure has to be treated with caution as there are only 18 ākonga Māori in year 8)



### Year 7 Progress

2 students dropped sub levels

1 student in Year 7 maintained the same level of achievement and made no progress

7 students in year 7 made progress of one sub level

16 students in year 7 made progress of two or more sub levels

All Māori learners in year 7 are achieved at the expected standard for writing compared to 33% of European who are still working towards expected levels.

## Year 7 Writing Progress



**Year 9 2024**

**EAsttle and PAT was used for assessment in English and Mathematics, supported by regular monitoring of progress and achievement throughout the year.**

**Writing**

- 62% of all learners are progressing at or above the expected level for year 9 students with 20% of students showing accelerated progress of 2-4 levels for writing.
- 10% of students will require extension in 2025 as they are already achieving at NCEA Level 1.
- 38% of students will require additional support in 2025, of these, 62% are male and 25% are Māori (previous cohort 40% Māori)

**Reading**

- 52% of students are reading at or beyond the expected level for Year 9
- 20% made accelerated progress of 2-5 levels
- 33% of all year 9 students are working towards the expected level
- 14% of learners are well below expected levels for year 9 and will need targeted support in 2025

**Mathematics**

Year 9

At the start of the year:

- 45.84% of all learners were working towards level 3A
- 45.16% % were between 4B to 5B

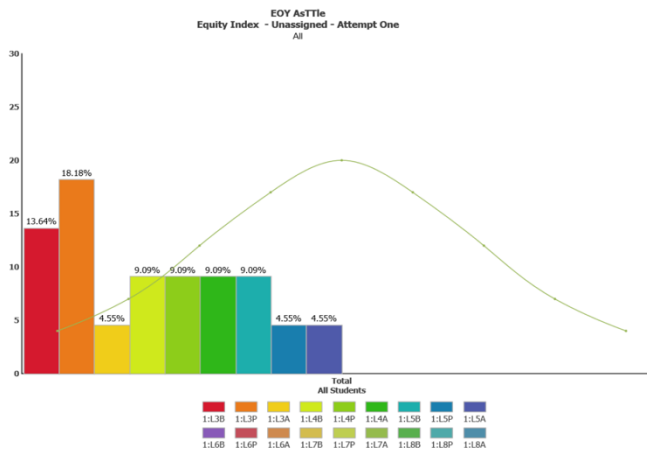
End of year

- 63.33 % of learners are working at or above expected levels (

Throughout the strands students showed improvements, Asian learners making the most progress and achieving at the highest rates. Māori learners achieving at the lowest rates in Number.

Strand achievement rates:

- 78% Number
- 80% Probability
- 67% Measurement
- 69% Statistics
- 60% Algebra



## Year 10

Only some students were exposed to the co-requisite in May. The Majority of year 10 students sat the co-requisite in October 2024. Students are becoming better prepared for the testing and have a better understanding of what is expected. Giving students practice scenarios and exposure to online examination conditions has helped.

Co-requisite	2023 pass rate	2024
English Writing	47%	52%
English Reading	54%	57%
Mathematics	45%	57%

Given the high number of year 10s who did not pass their numeracy assessment, two year 11 Maths classes will run in 2025. One will focus on Numeracy and the other on Mathematics required to start NCEA Level 2.

## Aparima College NCEA Achievement 2024

	Aparima College	National	School Equity Index
Level 1	69.2%	45.3 %	55.9%
Level 2	80.6 %	73.0 %	78.2 %
Level 3	68.8%	68.7%	71.8%
Level 3 UE	50%	49%	48.7%
Literacy Year 11	84.6%	76.6%	77.6%
Literacy Year 12	100%	89.1%	92.1%
Numeracy Year 11	76.9%	74.6%	72.2%
Numeracy Year 12	96.8%	89.1%	91.2%

Students at level 1 were very successful in achieving sufficient credits at Level 1, achieving at a higher rate than both national and equitable school trends indicate. In 2024 the school committed to working in partnership with Te Pukenga to give students a broader curriculum. As a rural school this provided students with the opportunity to explore new pathways through STAR courses. All students enjoyed their experience and all gained additional credits.

*“The experience (attending SIT) has given me an idea of what I want to do next year. It has given me the confidence to go and do it, to leave school confidently”. (Year 12 student, attending STAR course Nursing in 2023 and Tertiary Academy Animal Care in 2024 – Now attending the full time Level 6 course for Veterinary Nursing).*

The year 12 cohort in 2024 continued to build on the levels of achievement displayed by the cohort in 2023 at NCEA Level 1. The majority of Year 12 students have remained at school for Year 13

At level 3 all students who required UE achieved at 80% of all year 13. Students from Year 13 went onto

At all levels females are achieving at higher rates than males.

## **Leavers**

Of the 38 students in Year 11, 33 have remained at school for year 12. 5 Year 11 leavers, 1 has gone on to another school, 2 into full time employment and 2 are unknown. (87%)

Of the 28 students in Year 12 19 have stayed on to year 13. Of the 9 who left, 5 went onto tertiary education/training, 2 onto another school and 2 are unknown. (68%)

Of the 12 Year 13 Students who attended in 2024, 7 have gone on to tertiary study at University or Polytech. 1 is in employment and 5 are unknown at this stage.

## How we have given effect to Te Tiriti o Waitangi

- Aparima College are committed to achieving equitable outcomes for Māori students. In 2024, several initiatives were embedded to ensure the school moved forward towards equity.
  - Active revitalisation of Te Reo Māori with all learners in Years 7-10 being formally taught Te Reo Māori throughout the year.
  - Year 11 NCEA Level 1 (teacher on maternity leave effected enrolments) 2 students completed NCEA Level 1 Te Reo Māori (both going onto Level 2 Te Reo NCEA in 2025, 5 students have opted into Level 1 Te Reo Maori in 2025)
  - Deliberate and conscious use of incidental Te Reo by staff members, including greetings, instructions, kupu, mihi mhi and karakia.
  - Te Reo Māori developed through use of local pūrakau across the curriculum
  - Local Rūnaka involved in strategic discussions and contributing to the development of curriculum at AC
  - School wide pōwhiri as a recognition of special occasions.
  - Mihimihi to start events such as prizegiving, acknowledging the local area.
  - Introduction of Ngā Toi Māori class. Whole day committed to teaching and learning about a range of aspects of Te Aō Māori including but not exclusively
  - Students supported to engage in out of school programmes such at Te Waka Huia and Mana Tuariki
    - Waka Ama
    - Mau Rakau
    - Ngā poi
    - Waiata
    - Carving
    - Kowhaiwhai
    - Pūrakau
    - Ātua
    - Māori protests
    - Land confiscations
    - Wahakapapa
    - Mihi mihi
    - Tikanga
    - Tāonga Puroro
- All teachers engaged in Niho Taniwha PLD – Improving outcomes for Ākonga Māori
- All planning to consider Mātauranga Māori and Māori worldview given consideration and space to be discussed
- Performance by Kapa haka ropu at 2 Polyfest. Kapa Haka Piupiu purchased via grants and local fundraising.
- Board commitment to the appointment of a Kapa Haka tutor. Students given in school time to attend kapa haka.
- Karakia at the start of Board Meetings, Daily Briefings and Staff Meetings
- Principal continues to be a member of the Māori Achievement Collaborative focused on Kaupapa Māori.
- Deliberate strategic planning to improve outcomes for Māori
- Connecting Ngai Tahu Education Strategy to the Vision and focus for Aparima College
- Visual representation of Māori being explored through property infrastructure works, new sports uniforms.

See also statement of variance Strategic Goal #3



Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	<i>Refer to Employer Responsibility Policy Regular checks on Health Safety and Well Being. School infrastructure work to ensure safe environment. Regular property maintenance checks Emergency procedures reviewed regularly. Fire drill every term / Earthquake drill completed / Tsunami Drill and Lockdown drill annually. EOTC Procedures full review and staff induction term 1 each year.</i>
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	<i>Refer to EEO policy. All steps have been followed. Staff well-being survey. Employment advice sought from NZSTA and Harrison Stone Legal. All fixed term contracts updated. Collective agreement reflected in job descriptions</i>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<i>Refer to Appointment procedure Any conflicts of interest declared More than one person involved in appointment. Senior positions involve Board members</i>
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<i>Appointment of Te Reo Māori teacher into a permanent position, consultation regarding working space (Whare). Support to create a space reflective of Māori values and shown to be of cultural importance and significance within the school. Appointment of Māori support staff and kapa haka tutor.</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>Regular professional development, coaching conversations and professional growth cycles.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>Support for parental leave and maternity leave, flexible return to work options. Recognition of other health and whānau needs e.g. care responsibilities; well-being during menopause.</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>Has not been an issue as no applicants as of yet. But would do so by ensuring all barriers to employment removed. Access points throughout the school. Would be engaged in a full discussion with potential employees. Recent infrastructure work has adapted environment to identify hazards through visual impairment improvements. New changing rooms are wheelchair accessible, new wheelchair accessible bathrooms and showers.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>	yes	
<b>Has this policy or programme been made available to staff?</b>	yes	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	yes	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	yes	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	yes	
<b>Does your EEO programme/policy set priorities and objectives?</b>	yes	





# Report on other special and contestable funding

## Attendance and Engagement

Tuakana teina opportunities with Riverton Primary School, ongoing development of the relationship with local primary school. Kapa haka ropu were able to work alongside students at the local primary school, developing Kapa Haka skills. Supporting transition to Aparima College in 2025. Students identifying members of the Kapa Haka ropu as their role models during whānau transition / enrolment interviews.

- Rewards for regular attendance

Using the principles of PB4L approach rewards based on attendance. Rewards given to students who have shown consistent attendance. These were presented termly at assembly. Students attending at least 90% of the time. Assembly and newsletters to re-iterate the importance of regular attendance. Acknowledge and celebrate regular attendees. Motivate students in the 70-90% attendance to attend more regularly.

- Pathways – Pilot Kia Tu programme (See analysis of Variance)
  - Partnership with Southern institute of Technology to support initial training via STAR courses and Murihiku Tertiary Academy

Funding would used to cover travel cost of mentors who may be working with non-attendees as we develop pathways back to school and beyond school into adulthood.

All ākonga in years 7-13 Ākonga are able to see their pathways beyond school and understand and develop their own pathway through school.

- Engagement of Child Psychologist to support two chronic truants refusing to attend due to anxiety Childs Psychologist to provide additional expert support and guidance to children and their whānau who have severe anxiety about attending school. This work was with all students attending less than 40% of the time.

For all ākonga but specifically Years 7-10. Review held a focus on local contexts and how Literacy and Numeracy can be authentically taught across all subjects.

- Continue involvement in school representative sports by removing barriers e.g. financial / equipment

# Kiwisport funding

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21 February 2025

The Kiwi Sport Funding in 2024 was spent on:

- Girls Rugby Travel to away matches. Removing barriers and supporting girls to play rugby
- Year 10 activity day at ILT Stadium Southland recognizing year 10 learners who have made positive contributions to Aparima College. Introducing new sports
- Entry fee for Surfer to attend Scholastic National Surf Championships
- Transport for Year 8 Girls and senior Boys Basketball team to attend weekly competition in Invercargill
- Transport for ELL students to attend International Student Multi Sport Competition Day
- Entry fee for Senior Basketball team and Netball team to attend Secondary Schools Tournament Week
- Supporting year 8 squash player to attend NZAIMS Games in Tauranga

A handwritten signature in black ink, appearing to be 'Aloma Williams'.

Aloma Williams  
Principal  
Aparima College