

**Aparima College Annual Report 2025  
(A of V) Looking Back**

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# Principal's report

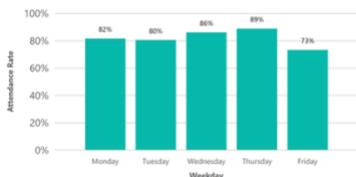
Throughout 2025 the school has continued to develop a sense of collective identity, students growing a sense of who they are and where they belong. Students continue to achieve well, with no disparity of achievement between Māori and non Māori. Aparima College students completed NCEA Level 1, 2 and 3; cumulative overall results show Aparima College students achieving at higher rates than Nationally.

Aparima College has continued to excel in many fields. In 2025 our Young Enterprise teams took out several regional awards across a range of business, the highlight being our Teacher Lynne Grove being recognised as the YES Most Inspiring Teacher. Students from Aparima College again won the Dan Devin Literary awards.

In 2025 Aparima College Kapa Haka again participated at both Murihiku and Central Lakes Polyfest. Senior Basketball and Netball teams competed at tournament week, one student represented the school at NZAIMs Games and several students, boys and girls, played representative rugby for Southland. Students competed locally and nationally in Surfing with one year 13 being selected to attend the Raglan Surf Academy in 2026. The school competed and won the Southland Volleyball Secondary Schools Competition in two grades.

Students established a Hauora group to bring the voice of students to senior leadership and to activate well-being initiatives school wide. These included special days, messaging, care packages for community members and fundraisers. The school's culture club organised events such as culture week, Aparima's Got Talent and Food Festival.

What is your average attendance rate for each weekday?



Kia Tū has been a success for students who are attending school on Fridays but has been unable to shift the attendance pattern for Fridays. Significant curriculum refresh and qualification changes underway and on the horizon have led to a pulling back on Kia Tū. This will give teachers more time to focus on developing their understanding of the pedagogy required to effectively teach a knowledge rich curriculum. The activities and opportunities experienced will be offered through extra-curricular opportunities as well as through the regular curriculum. E.G.

Engineering will be a subject in 2026 for years 7-10 with a view to develop into a NZCE subject in 2028. Rock Band, Art, Production can continue through the regular programme.

The school recorded the best attendance in 5 years in Term 1 2025, despite this, we have not met targets. As a community we were struck by four major events that impacted on attendance (Chickenpox outbreak, Influenza A an emergency closure due to severe weather and PPTA Industrial Action). These results resulted in a downturn from term to term. This being said attendance term by term improved in 2025 compared with 2024. Aparima College remain a long way off Government targets. In 2026 the attendance team will apply the STAR approach in earnest and fully implement the schools' attendance management plan.

Over the last 5 terms there has been a fall in the number of chronic and moderate absenteeism, which shows in the slight improvement of regular and irregular attendance. The changes may not be a significant as we would like but they are improvements non-the-less. Challenges remain with family events and holidays contributing to extended periods of absenteeism.

## Literacy and Numeracy.

The school continues to make progress in co-requisite achievement with **79.2% of year 11s achieving Literacy and Numeracy and 91.2% of year 12s and 94.7% of year 13s**. All year groups are performing higher than National levels of achievement for Literacy. **93.8% of Year 11 students achieved Literacy in 2025 with 97.1% of year 12 students achieved literacy and 100% of Year 13s**.

Students achieving Numeracy is less than that for Literacy and reflects the school's focus on Literacy over the previous two years. Numeracy achievement in Year 11 was 79.2% with 91.2% of year 12s and 94.7% of year 13s having achieved Numeracy; these figures are all above National rates of achievement.

The school continues to make progress with the retention of students from Year 11 - 13, with 23 year 13 students on the roll at the start of 2025, it is the highest number of year 13s for several years and consolidating a retention rate of over 90% of students.

School leaver data shows most leavers go on to Higher Education or Employment.

74% into tertiary study (University / Polytechnic / Trades School)

21% into workforce

5% Apprenticeships

### **Honouring Te Tiriti**

In 2025 a number of staff visited Marae across Murihiku to explore local purakau, connect with iwi and build their understanding of how history of place and people can impact our teaching and learning. This programme was run by Te Pōha. A total of 4 visits gave teachers a rich and valuable insight into local stories as well as deepening the relationship between the school and local iwi. The school continues to celebrate Matariki and pōwhiri is regular practice when welcoming new staff and students, so that they may find their place and be grounded in our school. The school is committed to haka wānanga, which supports our staff and learners to learn the school haka. In 2026 staff are encouraged to enrol in Te Reo and or Tikanga courses as well as a continued commitment to Te Pōha PLD.

## **List of all school board members**

<b>Board member names</b>	<b>Date that the board member's term finishes</b>
<b>Ines Ferguson</b>	Sept 2028
<b>Tanya Colyer</b>	Sept 2028
<b>John White</b>	Sept 2028
<b>Christian Roxas</b>	Sept 2028
<b>Mel Heddershaw</b>	Sept 2028
<b>Max Woodward</b>	Sept 2028
<b>Eve Welch</b>	Sept 2028

**Strategic Goal 1:***As per the strategic plan*

Our Local curriculum is developed on a foundation of the Science of learning. Evidence, evaluations and student voice are used to shape teaching and learning.

**Annual Target/Goal:**

Identify key areas for improvement schoolwide, through focussed lead team Evaluation cycles.

Develop understanding of the Science of Learning and identify how cognitive strategies are being applied throughout the school.

Increase teacher awareness of cognitive strategies.

**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>
<b>Action 1</b> <b>Establish Lead teams for key curriculum areas and focussed evaluation and research</b>	6 Lead teams established. New opportunities for leadership: developed across the school. <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Literacy</li> <li>• Numeracy</li> <li>• Hauora (Student)</li> <li>• Kia Tu</li> <li>• Matauranga Māori</li> </ul> Teachers given the opportunity to focus on research in an area of interest to them.  SCT and Principal Teaching Observations	Regular Team meetings and Lead Teacher giving regular feedback to SLT. (Team Minutes and Lead teacher catch ups with SLT)  Whole staff celebration and sharing of knowledge, findings and suggestions for improvement. (Staff Meeting)  Observed most teachers teaching. Synthesis of findings has enabled a focus for 2026. Feedback to the staff and Board reports on strengths and areas of development.	Outcomes were met as staff were given the time and space to explore areas in their teams. The impact on learning was most significant in Literacy. Assessment team did not make as much progress due to proposed curriculum changes and waiting for further information.  Mathematics identified key areas for pld and aligned current practice with new changes. Better alignment from junior school through to senior years.	Moving forward with the refreshed curriculum roll out, it is important to develop a whole staff understanding of the pedagogical shifts required to implement a knowledge rich curriculum. Teams are now disbanded and a return to whole school staff meetings for professional development.  Teaching observation teams will be established to continue to develop a picture of teaching at Aparima and build collective capacity for improvement. Buddy Obs.  A review of year 9 and 10 curriculum was made late 2025 and teachers looked at the readiness for change to align and prepare the 2026 Year 9 cohort for 2028.
<b>Action 2</b> <b>Develop student skill in self-assessment and evaluation. Support students to set clear goals for learning (all learners) and identifying future pathways (Years 11-13)</b>	Use of exemplars to identify success criteria of Achieved, Merit and Excellence. Total of 113 students attended Southern Institute of Technology (60 year 10 and 11 students for open day)  Trades Academy STAR courses Careers Fair  Otago University Open Day Year 13s Otago Polytechnic Open Day Canterbury University Open Day 1 Student	Senior school systems embedded for assessments schedules and for regular check-ins and monitoring of authenticity of student work through milestone checks using Google Classroom.  Increased number of students staying into Year 13 with over 90% of students now staying at school.	Schoolwide assessment will continue to be reviewed as a part of the Government's change programme. Following discussion it was decided to postpone this review and work until the implementation of new progress descriptors, phases of learning and SMART Tool. This is of particular impact on Years 7-10.  The school has been deliberate in living the school vision: We live our learning, myself, my place and my pathway. Deliberate conversations with learners about future pathways and opportunities school can provide to support learners to be confident about their future.	Full Implementation of refreshed Curriculum for Mathematics and English Phase 3 and 4. Use new Progress descriptors for assessment and reporting. SMART Tool implementation.  Ensure senior students understand the concept of being a scholar. Understand the skills and attitudes needed for different subject disciplines.  Increase level of student choice in subject selection at Year 9 and 10. Including English and Mathematic Pathways.

Senior Students' academic success continues to improve. Particularly Year 13 success.

**NCEA Level 2 (Year 12)**

Achievement remains consistently above national and EQI-band averages. Over five years, results range from 73%–90%, with 2025 at 82.4%. Performance has remained stable compared with equity-band schools (EQI Band: Above Average Socioeconomic Barriers).

**NCEA Level 3 (Year 13)**

Achievements fluctuate between 55%–79%, with 2025 showing strong improvement at 78.9%. School performance is at or above national in most years.

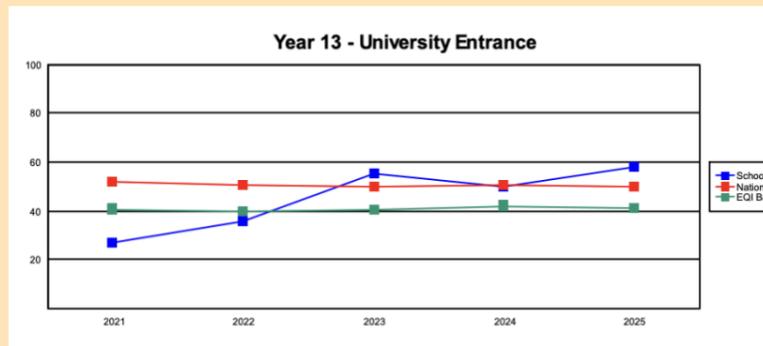
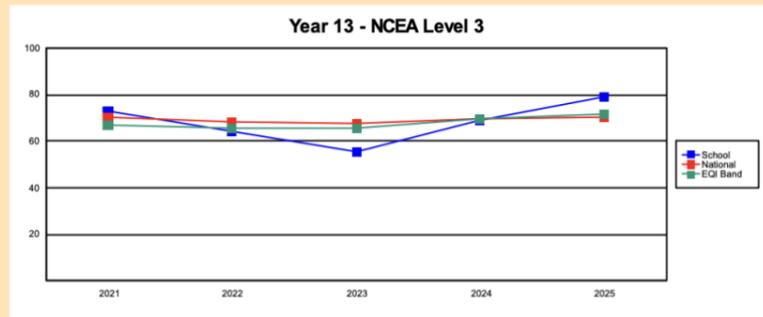
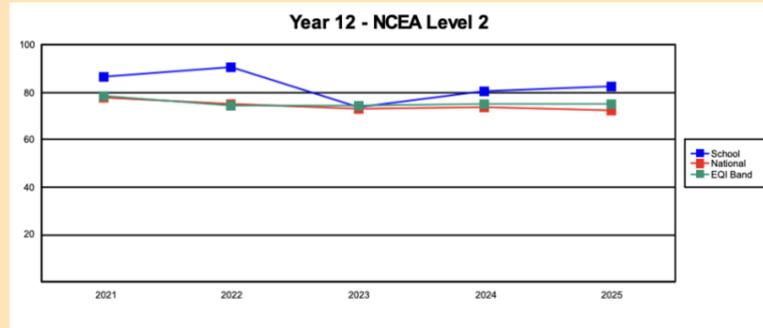
**University Entrance (Year 13)**

UE is traditionally the school's challenge area, but improving. Results improved from 27% (2021) to 58% (2025). The trend shows steady growth, with the 2025 cohort performing above the national EQI band.

Students leaving school have an identified pathway.

**Aparima College**

Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE
2021	19 / 22	86.4	8 / 11	72.7	3 / 11	27.3
2022	19 / 21	90.5	9 / 14	64.3	5 / 14	35.7
2023	14 / 19	73.7	5 / 9	55.6	5 / 9	55.6
2024	25 / 31	80.6	11 / 16	68.8	8 / 16	50.0
2025	28 / 34	82.4	15 / 19	78.9	11 / 19	57.9



Students feel a sense of belonging at school and as such stay at school beyond 16. See themselves as learners. Over 90% of year 11 learners stay at school to Year 13.

Regular attendance by some students at teacher run tutorials. Maintaining learning and developing levels of understanding prior to sitting external examinations.

Continued apathy towards external examinations by students and whānau leads to poor attendance at exams and as a consequence, limits achievement rates.

Formally gather senior student voice as to reasons for staying at school or wanting to leave?

Strengthening Māori and Pacific L2 outcomes to match UE growth. Ongoing monitoring of subject lines, prerequisites, and pathways to sustain UE gains. Ongoing work in boys achievement and ethnic equity at Level 2 will support sustained upward trends.

Work towards higher levels of engagement in external examinations.

Celebrate individual subject achievement. Explain to Seniors the requirements and set high expectations for success from the onset of 2026.

**Action 3**  
**Develop understanding of Mātauranga Māori and how to plan effectively with Mātauranga Māori as a consideration at the onset of curriculum planning.**

**NCEA**

2025 Māori cohort achieving above the national levels of achievement. Indicates impact of support initiatives and student voice expressing the sense of belonging by all learners.

UE for Māori learners shows marked improvement, indicating equitable progress.

Minimal or no disparity in the achievement of Māori and non- Māori learners.

**Cultural Capacity and culturally sustaining practice**

Te Pōha PLD to develop and build on knowledge and understanding of local context, history, purakau and local Marae.

Staff engaged with local marae and iwi, building whanaungatanga and genuine partnerships.

Science, English and Social Sciences applying Mātauranga Māori to a range of contexts including kaitiakitanga / Te Reo / Tikanga

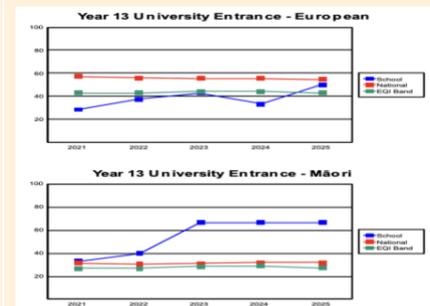
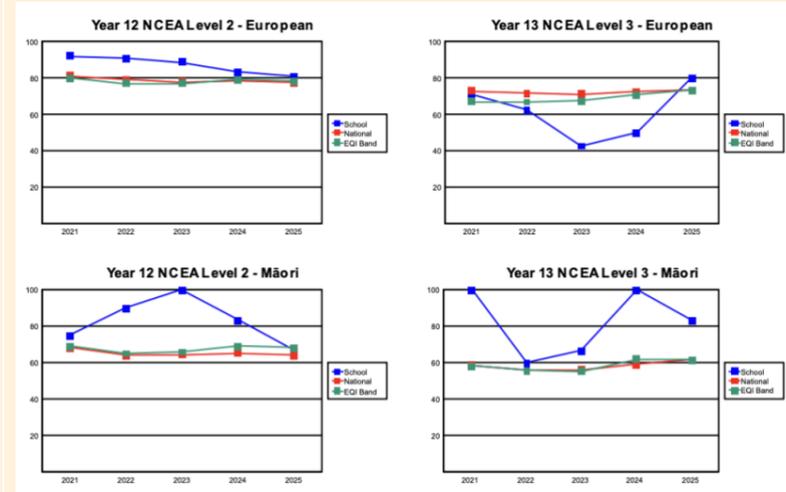
Film Studies of Māori directors, story tellers and actors.

Kaitiakitanga pou becoming embedded in the students learning and through deliberate focus students developing sense of identity and belonging (Turangawaewae)

Ko Wai Au book published, the second in a series written by Year 12 learners as a strong expression of identity.

**School Leavers at the end of 2025**  
 74% into tertiary study (University / Polytechnic / Trades School)  
 21% into workforce  
 5% Apprenticeships

**Year 12 leavers**  
 Workforce or Apprenticeships



**Student Achievement Te Reo Māori**  
 1 Excellence and 1 Merit in NCEA Level 1  
 1 Achieved Level 2 NCEA (First ever level 2 Te Reo Māori student)

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. The collection shared with a global audience at

Lead teacher for Mātauranga Māori and Te Reo on maternity leave second half of the year. Slight loss of momentum. Indicating the fragile nature of this mahi and the need for further embedding into the practice of all staff.

At level 2 and 3 Māori learners achieved marginally higher rates than their non-Māori cohort. At level 1 non-Māori achieved at a higher achievement rate. These numbers are to be treated with caution as the numbers are small. In conclusion there is little or no disparity between Māori and non-Māori.

These numbers need to be treated with caution as they are all very small numbers of actual students.

Te Pōha 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.

Introduce school wide inter house haka competition.

Accessing the resources available on Te Pōha website for enhancing learning.

Deliberate reference to mātauranga Māori in planning and teaching reflections.

Have a visual representation of the schools' 4 pou.

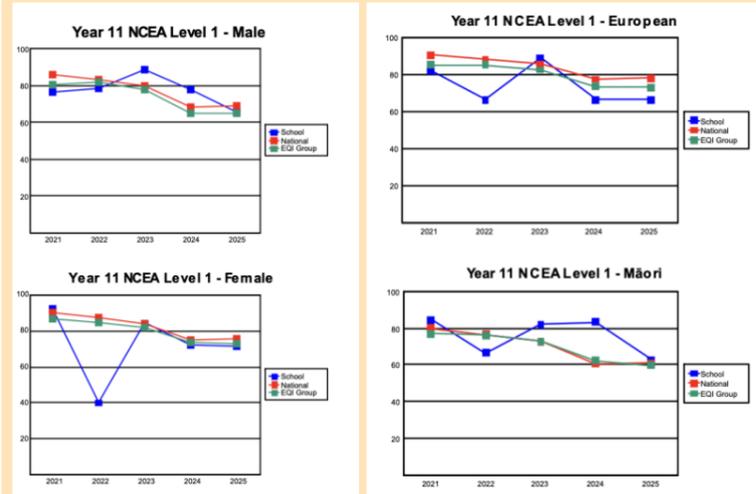
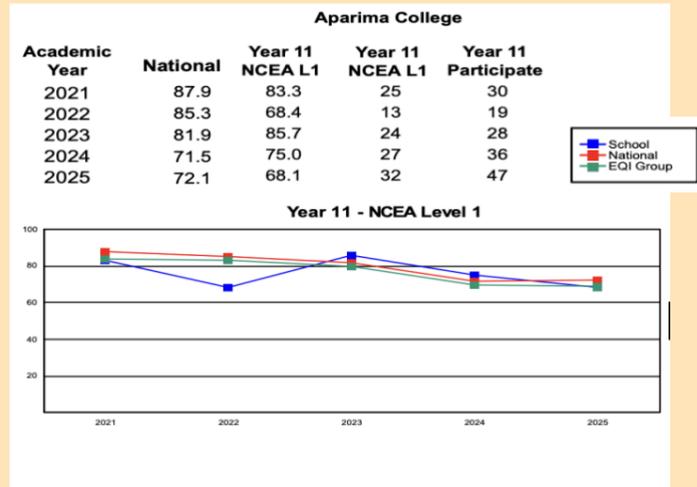
Understand and use the new 2027 standards for the teaching profession, incorporating Dimension #Giving Effect to Te Tiriti into teaching reflections and PGC.

	<p><b>Integrating Te Reo me Tikanga Māori into English and Literacy programmes</b></p> <p>Linking NCEA L2 + 3 English, Young Enterprise and Te Reo/Tikanga Māori through cultural projects  Year 9 Poetry Unit has a Tikanga me Te Reo Māori focus  Y9-13 Short Stories and Novel Units have a Te Reo and cultural focus  Year 11-13 Film Studies have Te Reo Māori components  Year 12 had a successful 'Ko wai au' focus to their Research and Writing units, resulting in a publication.  Y12/13 Young Enterprise products and services had a Tikanga Māori focus</p> <p>Year 9 and 10 Haka Wānanga.  Karakia as the norm for certain contexts, e.g. start of day, start of hui, before kai.</p> <p>Polyfest  Te wiki o Te Reo Māori  Mātariki celebrations  Pūrākau – traditional pūrākau with year 13 learners, comparison with contemporary versions.</p> <p>Te Aroha young enterprise group winning regional Movers and Shakers award.  Creating a hoody to encourage more global knowledge of pūrākau.</p> <p>Hosting ki o rahi western tournament, delving into the whakapapa of the game and sharing with local primary schools.</p>	<p>the World Literacy Summit, Oxford University, well received.  <i>"Greetings, Principal Williams,  What a joy to read your students' essays on the train from London to Edinburgh! From Muttonbirding on the Titi Islands to agricultural roots, thank you for sharing their published works with me. It was so lovely to meet you at the World Literacy Summit" (USA Professor)</i>  Second Collection of essays published: Ko Wai Au published on 2025 to continue the narrative of the students.</p> <p>Lead team discussion / hui notes.</p>		
<p><b>Action 4</b>  <b>HOD'S share planning and reflect on good practice; Understand Know Do framework is used for all Year 7-10 unit planning.</b></p> <p><b>HOD's discuss and evaluate the effectiveness of NCEA Level 1 new standards.</b></p>	<p><b>NCEA Level 1 Achievement Rate: 68.1%</b>  Participation Rate: 72.1%  Achievement is slightly below earlier years but remains aligned with national performance of students in similar EQI bands.</p> <p>2021–2025 trends show variability: 83.6% → 83.2% → 79.8% → 69.4% → 68.6%.  Aparima College's 2025 NCEA Level 1 achievement rate of 68.6% reflects ongoing national patterns. Gender and ethnicity gaps remain evident, but participation is strong and several groups (Asian, MELAA, European) demonstrate consistent success.</p>		<p>Understand Know Do absent from new refreshed curriculum. No longer a priority.</p> <p>Lack of reliable resources for NCEA Level 1. Conflict of advice between NZQA and Subject Associations.  Lack of exemplars making it difficult for teachers to know what assessors / moderators are looking for.  The decline reflects national trends following curriculum changes and ongoing frustrations with poor resourcing and inconsistent messages regarding Level 1.</p> <p>New Qualification announcement making it difficult to future plan and to invest in</p>	<p>Strengthening targeted supports for Māori, Pacific, and male learners will be key to improving Level 1 outcomes and ensuring equitable progress into senior NCEA levels.</p> <p>Implement New Curriculum in Year 7-10 for English and Mathematics.</p> <p>Review assessment at all phases.</p> <p>Develop school wide understanding of Knowledge Rich Curriculum.  HODs to lead curriculum changes within their own departments.  Curriculum alignment  Examine readiness for change for 2028.</p>

**HOD Review**

HOD day to look at year 9 and 10. Review of year 9 and 10. Opportunity to explore how year 9 and 10 can best serve the students in readiness for senior schooling.

Explored ways to present more student choice.



Level 1. Focus moving towards 2028 and readiness for change.

21% of learners in year 11 were ELL. 1 learner did not join Aparima until October 2025.

Ensure consistent high quality teaching practice across the school.

English to introduce student choice at year 9 and 10 and Mathematics to introduce in 2027.

**Individual Education Plans developed with whānau to support learners who have additional learning needs.**

Positive relationships with whānau, working alongside students to ensure individual needs are best served.

**Effective transition programmes for students who's needs have not yet been met.**

Spring into Maths Programme served 7 year 7 learners who were not achieving at expected levels in Mathematics.

**Provide regular readings and webinar materials for teachers to develop their understanding of Science of Learning and best practice.**

Subscription for Education Hub  
Teaching observations by Principal and SCT, to develop a robust picture of teaching at Aparima College.

Students gained confidence in basic mathematic skills, addition and subtraction. Very early multiplicative thinking. Resilience to problem solving developed.

67% of participants made progress  
33% who made little or no progress have high complex learning needs

7+ reading programme 6 students participated. One student moved one complete reading level from 3B to 4B making accelerated progress. All learners made progress with attitude and comprehension ability.

Teaching observations.

Timetabling and reluctance of staff to allow students to leave class for interventions.  
Attendance.  
Moving on beyond highest level of 7+

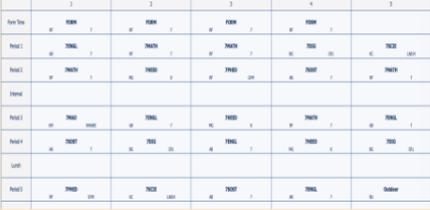
Teachers are very busy and individual research is reliant on having time. Excess of information currently making it overwhelming.

Identify early 2026 the students who require early interventions.  
Tutorial lunchtime groups to support students in years 10 and 11 who have not achieved Literacy and Numeracy.

Whole staff meetings dedicated to the understanding of "Knowledge Rich Curriculum"  
Develop clear understanding of best practice at Aparima College.  
Know what to teach and how to teach it, in a way that best serves our learners.

**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 true 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)**

<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>  <b>Participate in government trial for accelerating students who require additional support for Mathematics.</b>  <b>Students in years 7 and 8 receive targeted teaching of Reading, Writing and Maths each for one hour each day.</b>	<p>We did not participate in the trial as the materials arrived with us late and we were unable to login to access the testing.</p> <p>Timetabled lessons for English and Maths</p> <p>Introduction of Structured Literacy “The Code” in year 7 and 8. Teacher attended Cohort 4” PLD.</p> <p>Literacy lead team to examined alignment of curriculum across year levels and explore refreshed curriculum content.</p>	 <p>See Year 7 and 8 Progress Report Below.</p>	<p>Difficulty to access support and time pressures.</p> <p>Tools for assessments and trials not working.</p>	<p>Engage in MOE provided Maths PLD throughout 2026.</p> <p>Apply for further PLD in Assessment and Structured Literacy.</p> <p>Remove kia Tu from school programme to allow for additional Literacy time in year 7 and 8.</p>
<b>Action 2</b> <b>Structured Literacy programme introduced at years 7 and 8.</b>  <b>Year 7 and 8 teachers attend MOE funded PLD for Structured Literacy</b>  <b>Year 11 Literacy support class for students who have not achieved Literacy at year 11.</b>	<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>Staffing of the programmes was difficult and read to inconsistencies.            Poor attendance but students who had been selected for interventions.</p>	<p>Continue to provide small group interventions. Support whānau to understand the importance of regular attendance for interventions to have a positive outcome.</p> <p>PLD for Years 7-10 teachers specifically for Differentiation in the classroom.</p> <p>Buddy support tuakana teina.</p>
<b>Action 3</b> <b>Continue Spring into Maths programme for Junior Maths. Year 7-10 (Focussed mainly on Years 7 and 8 and for students who’s learning needs</b>	<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>Refer to Year 7 and 8 data below.</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>

are not yet being met in years 9 and 10)

**Action 4**  
**Numeracy Skills lessons for students in Years 9 and 10**

**Year 11 Literacy Support for students who do not yet have Literacy.**

**Co Requisites**  
 Increase in Literacy achievement with 63% of students achieving both Writing and Reading compared to 37% previously.

**Year 11s 2025**  
 93.6% passed Reading co-requisite (2 passing via internals making a total of **97.9%**)  
 89.6% passed Writing (3 passed via internals **95.8%**)  
**79.1%** passed Numeracy

**Year 10s**  
 61% of students Passed Reading  
 65% of students Passed Writing  
 61% of Year 10 students passed Literacy Co-req compared to 46% in 2024 and 37% in 2023  
 42.86% of students passed their Numeracy

**NCEA LEVEL 1**  
 76.2% of students achieved level 1 English.

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.

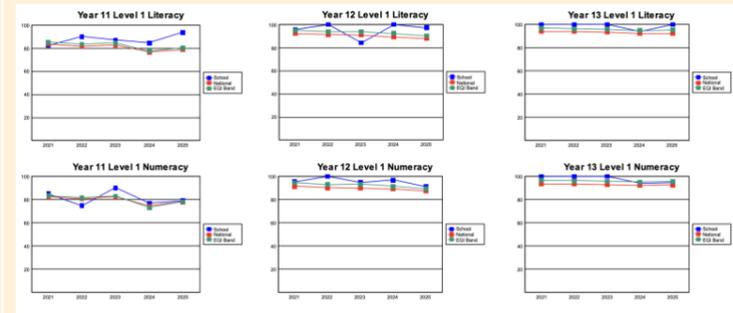
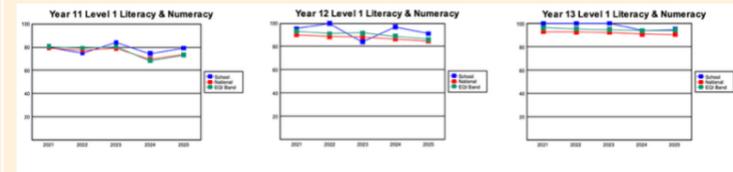
88.2% of students passed Level 1 Mathematics and Statistics. Students achieved at higher levels than National achievement levels.

**NCEA LEVEL 2**  
 89.3% of students passed Level 2 English compared with 71% in 2022 and 2023

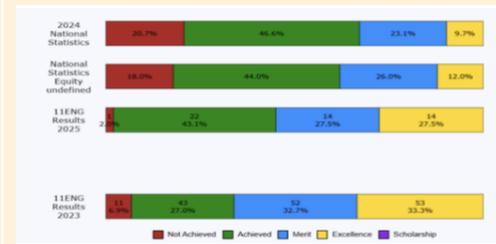
90.3% of students achieved NCEA Level 2 in Maths, AC students achieving at higher rates than National levels.

1 Excellence  
 1 Merit and 9 Achieved Endorsements

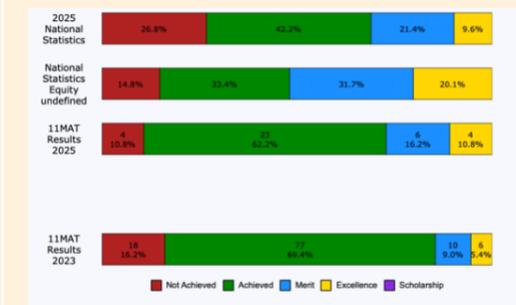
**NCEA LEVEL 3**  
 86% of students achieved level 3 English at AC compared to 75% Nationally. Keeping consistently high levels of achievement in English at NCEA Level 3.



**Year 11 NCEA English**



**Year 11 Mathematics**



Some students lack experience of sitting an examination digitally.

Of all Year 11 and 10 students who did not achieve the CAAs in Mathematics:  
 44% have attendance less than 90%  
 30% are ELL (16% in 2024)  
 11% were absent  
 30% have received Learning Support

Adapting programmes to meet the wide range of student needs has been a challenge. Students require a wide range of support.

NCEA exemplars were often inconsistent with moderation expectations and there was disagreement between NZQA and subject associations.

Embedding accuracy in written work is a challenge with students' attitudes towards editing and proofreading often poor and casual.

Poor attendance – 44% of students who did not achieve their co-requisite did not attend school regularly.

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.

Literacy and Numeracy lead teams established.

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.

All year 11s to pass co-requisite in May. Increase number of students exposed to external examination in year 10.

Students who require higher levels of support to be identified early in 2026.

Motivation of students to aim for merit and excellence accreditation. Introduce clear pathways to excellence. Focus on Taumata.

English options introduced at Year 9.

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.

Overall Senior winner - Dan Devin Literary awards.

Students published in Rangatahi national writers publication.

Reading given high profile with competitions and motivators for reading. Assembly foci and newsletter articles.

Students competed in EPro 8 challenge with increasing interest and engagement in STEM activities from girls.

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.

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.

**Strategic Goal 3:**  
**As per the strategic plan**  
**Students at Aparima College attend school regularly**

**Annual Target/Goal:**  
**As per the annual implementation plan**  
**Aparima College has 70% of students attending regularly 90% of the time**  
**Aparima College has 85% of students attending 80-100% of the time**  
**The number of chronic absenteeism below 70% attendance is below 8% of the student population**

<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?</i> <i>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.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>School applies the Stepped Attendance Response (STAR) including the use of new attendance codes and early notification (more than 5 days non-attendance in a term)</b>	Attendance Management plan completed and uploaded to website. Attendance team established and working alongside outside agencies to monitor and work on improving attendance. New attendance codes implemented. Staff briefing to re-state the importance of accurate attendance records.	Attendance at Aparima continues to be of concern. Highest termly attendance in term 1 2025 with 56% attending regularly. 	Targets not met. Barriers include families taking holidays in term time, illness – several severe outbreaks of Chickenpox, influenza a, Covid. Adverse weather event effecting attendance. Despite being a long way off our annual target, there is a slight positive shift when comparing with previous years.	Attendance team to meet every three weeks. Daily attendance checks STAR attendance fully implemented. KAMAR to flag student green / Orange and Red for early intervention.
<b>Action 2</b> <b>Regular engagement with community</b>	Attendance mentioned at school events. Attendance referred to in all school newsletters. Regular contact with whānau when children show patterns of non-attendance.	Newsletters on school website. <a href="https://www.aparima.school.nz/">https://www.aparima.school.nz/</a>		STAR Attendance Management Plan full implementation.
	House Athletics / Cross Country / Swimming Sports.	Swimming Cross Country Athletics	Teacher in charge had periods of long-term illness and momentum was lost.	New house flags. Student leadership engaged early in the year to develop action plan for house

<p><b>Action 3</b>  <b>House competition is re-introduced to engage students in Aparima College and to encourage attendance at whole school events.</b></p> <p><b>Student well-being lead team is established.</b></p> <p><b>Student Hauora Team (student led) is supported by SLT and teachers to host and run regular events to support student-well being.</b></p>	<p>Hauora Group up and running. Organised a range of schoolwide events including pink Shirt Day. Community events such as food drives and supporting the elderly at Bupa care Home.</p>	<p>Communication with SLT and student body. Students feeling a sense of belonging at school. High levels of involvement in school activities.</p>	<p>School House Captains lacked motivation and interest to drive competition.</p>	<p>competitions. Including house Holi celebration, inter house Haka and Sporting events.</p>
<p><b>Health programme addresses key areas of student need as per student well-being survey:</b>  <b>How to manage Feelings.</b>  <b>Strategies of how to stand up for others.</b>  <b>Students are taught how to be inclusive of others.</b>  <b>How to ask for help and support</b>  <b>School values are deliberately taught.</b></p>	<p>Health programme stalled somewhat due to ill health of HOD and Health Teacher. Teacher has since left Aparima College and the health programme will be reviewed once a new HOD is appointed.</p>			<p>Appoint new HOD PE Health.  Re-vamp health programme to reflect student voice.  Re-survey student body at the end of 2026.</p>

# Progress and Achievement

## Year 7 and 8

### Reading

Significant movement out of Level 1: L1 decreased from 6 to 1 student, while Levels 3 and 4 increased to 16 and 11 respectively, indicating strong progress into mid-curriculum expectations.

Reduction in Level 2: L2 declined from 10 to 7 students, with most progressing into L3 and L4, consistent with consolidation of core reading skills.

Growth in L4+: Combined L4 and L5 increased from 8 to 13 students (21.6% → 35.1%), showing improved comprehension and increasingly secure Level-4 performance.

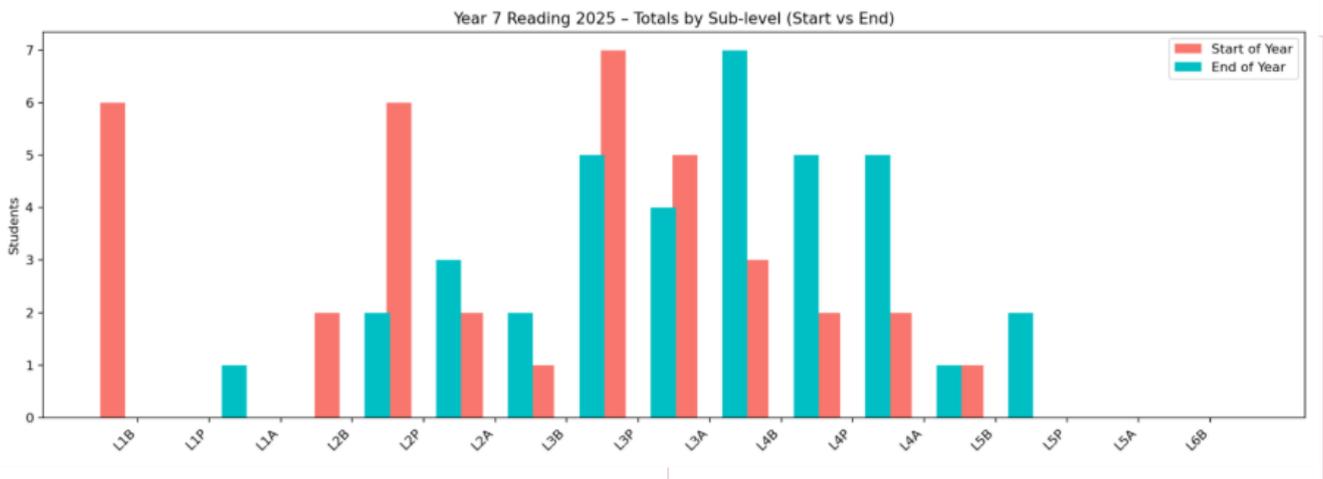
Sub-level detail: Early in the year, most students were at L3P and L3A. By year's end, numbers rose at L3A and early Level-4 sub-levels (L4B/L4P), indicating learners beginning to demonstrate consistent Level-4 features.

Māori learners are achieving at the same or better levels than non-Māori. With a significant shift from Level 3 into level 4 and 5.

### Key Takeaways

Instructional focus during the year resulted in fewer students at L1–L2 and more working within L3–L4. Growth in L4B/L4P suggests students are strengthening comprehension and text-handling skills.

**Next steps** include targeted support in inference, evidence use, vocabulary, and complex sentence structures to move students from L4B/P toward L4A and L5, while continuing support for the small group remaining at L1–L2.



### Writing

The cohort shows a clear upward shift in writing achievement across the year, with most students progressing from lower sublevels into higher Level 3 and Level 4 bands. The data illustrates a distinct rightward movement, with increased concentrations of students in Level 3A, Level 4B, and Level 4P.

Performance at the lowest curriculum levels decreased substantially:

- L1B: 2 → 0
- L1P: 2 → 0
- L1A: 2 → 1

This reduction indicates that early-level writers made meaningful progress into more secure Level 2 and Level 3 bands, showing that targeted support was effective.

Movement out of the mid-level sublevels reflects positive progression:

- L2A: 5 → 0
- L3B: 5 → 4
- L3P: 8 → 4

Students transitioned beyond mid-Level 2 and early-Level 3 into more advanced writing levels.

Significant increases occurred in the higher sublevels:

- L3A: 3 → 8
- L4B: 2 → 7
- L4P: 0 → 5
- L4A: 1 → 3

These gains show strengthening in structural control, cohesion, tone, and meeting purpose and audience expectations. The growth in Level 4 achievement indicates many students are now working at or above Year 7 expectations.

Although small, the top-performing group shows improvement:

- L5B: 1 → 2

This suggests high-achieving writers are appropriately extended.

### Implications for Teaching and Learning

### Strengths:

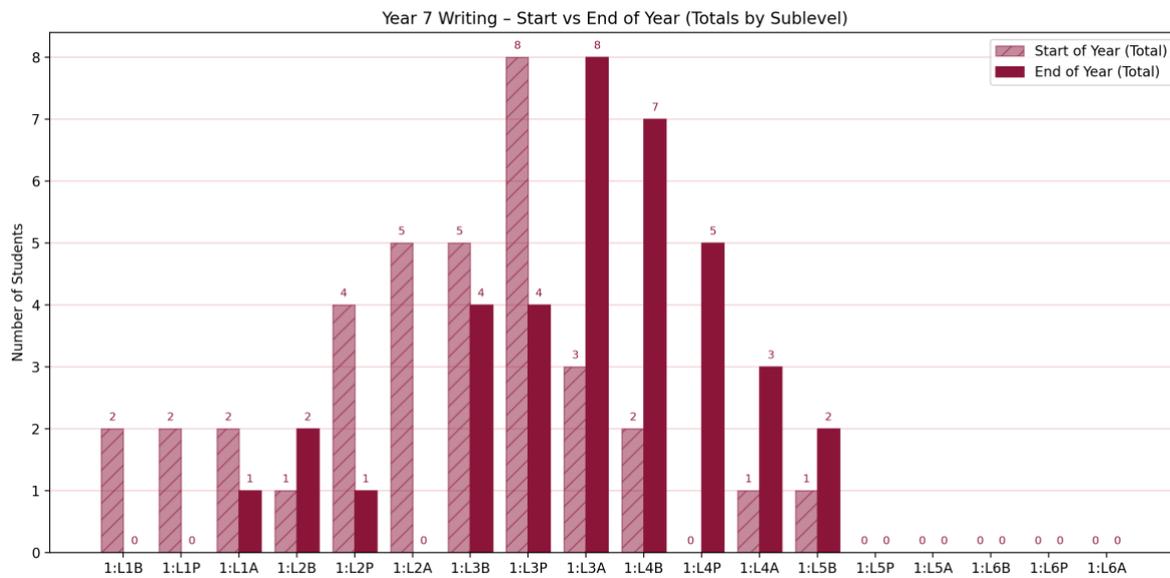
- Explicit teaching had measurable impact. (The code and Structured approaches)
- Students progressed from mid-level competency to higher-level writing capability.
- Lower-level writers responded well to foundational support.

### Next Steps:

- Provide targeted extension for the growing group of Level 4–5 writers (authentic purposes, voice development, complex syntax).
- Continue strengthening Level 3–4 transitions with a focus on coherence, planning, vocabulary, and crafting.
- Maintain structured support for the small group still in Levels 1–2.
- Reflect on the impact of the Code as a structured literacy tool.
- SMART tool for measuring progress and reporting to parents.

### Summary

The data demonstrates strong, meaningful progress in Year 7 writing. The cohort shifted from a mid–low distribution to one dominated by upper Level 3 and Level 4 writers, with nearly all students making progress, and many are exceeding expectations.



## Year 7 Mathematics

### Strengths

- Students at L1–2 dropped from 21 students to just 4, showing success of interventions such as Spring into Maths
- L3A increases from 5 → 10 students, becoming the most common EOY sublevel.
- L4B increases from 1 → 5, and L4P/L4A both grow from 0 → 2.

These are clear indicators that many learners have reached or are approaching the expected level for Year 7 maths.

### Ethnicity data shows strong gains for key groups

- Māori students: increase in higher sublevels, including placements in L5B and L5P.
- European students: strong movement into L3A and L4B/L4A

The cohort shows excellent progress, with clear evidence of:

- accelerated movement out of below-level sublevels,
- strengthened core numeracy skills,
- increased readiness for Year 8 mathematics.

Your SOY–EOY side-by-side charts visually confirm a cohort that has shifted upward across the board, with fewer students in the lower bands and a strong, sustained rise into and through Level 3 and Level 4.

## Next Steps

### Target students still in early Level 2 or early Level 3

Although the number is small, the remaining students in **L2P**, **L2A**, and **L3B** need targeted instructional support to accelerate further.

### Strengthen conceptual understanding to push more into upper Level 4

Given the strong shift into L3 and early L4, the next step is supporting learners to build:

- multiplicative thinking
- proportional reasoning
- early algebraic thinking

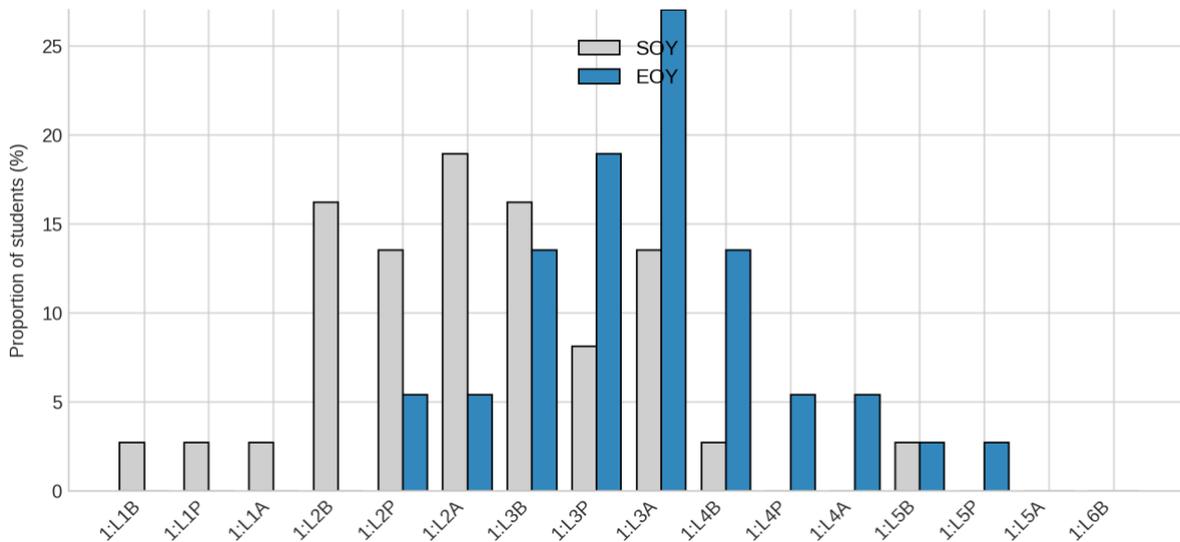
This will help shift more students from **L3A** → **L4B/L4P**.

### Provide extension pathways for emerging Level 5 learners

A small but important group is beginning to enter **L5B** and **L5P**. They need:

- challenge tasks
- open-ended investigations
- enrichment programmes
- opportunities for cross-grouping or extension clusters

SOY vs EOY by AsTTle sublevel



Māori learners are achieving equitable outcomes compared to non-Māori.

European: Notable uplift into L3/L4+; 31.3% at L4+ by EOY and only 6.3% remaining in L1–2.

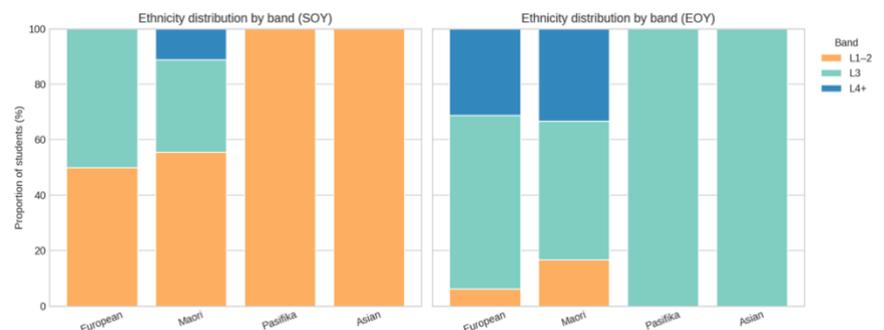
Māori: Strong movement with 33.3% at L4+ by EOY; L1–2 reduced from 55.6% to 16.7%.

Pasifika (n=1) & Asian (n=2): Both show 100% L3 at EOY; interpret %s cautiously due to very small group sizes.

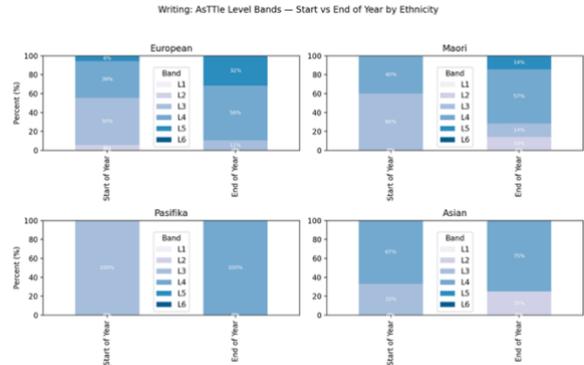
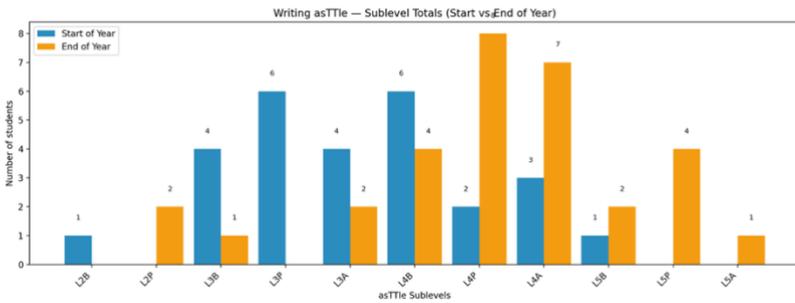
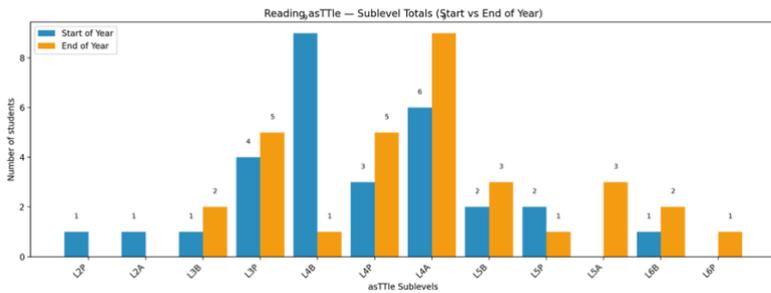
There's a pronounced shift **out of L1–2** and into **L3/L4+** by EOY, indicating broad progress across the cohort and a meaningful increase in students working at **L4+**

No students at Level 1 by EOY (down from 3 students at SOY). L2B also drops to 0 (down from 6). This shows a clean lift from the lowest sublevels.

The largest EOY concentrations are L3A = 10 (27.0%) and L3P = 7 (18.9%), with L4B = 5 (13.5%) also prominent.



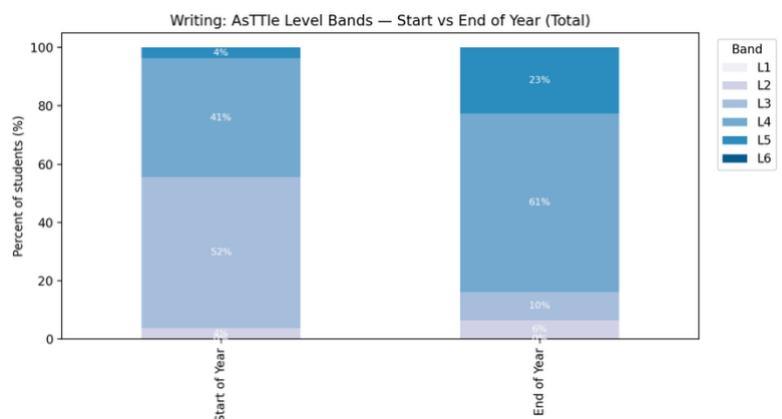
# Year 8 Reading and Writing



The side-by-side sublevel charts show clear movement upward across the year for both Reading and Writing. In Reading, the Start-of-Year distribution is more heavily weighted toward the mid-level sublevels (L3P–L4B), while the End-of-Year profile shows a noticeable shift toward stronger sublevels, particularly L4P and L4A. This indicates steady literacy development across the cohort, with more students consolidating at or above expected curriculum levels.

Progress in Writing is even more pronounced. The initial distribution includes a larger concentration in L2A–L3P, but by the end of the year many students have moved into L4B and above, with significant lifting in the higher sublevels (L4P/L4A). This demonstrates marked improvement in written language skills, suggesting that targeted programmes, classroom instruction, and practice-based writing tasks have had a strong impact.

L4+ rose strongly from 44.4% at start to 83.9% by end of year



## Year 8 Mathematics

## Year 9 2025

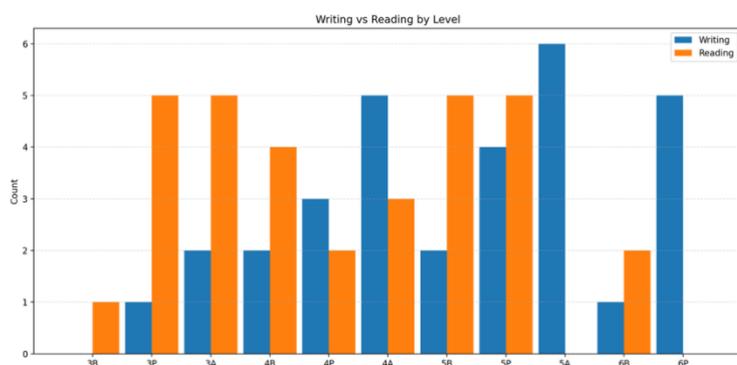
**EAstle and PAT was used for assessment in English and Mathematics, supported by regular monitoring of progress and achievement throughout the year.**

### Writing

- 76% of all learners are progressing at or above the expected level for year 9 students (62% in 2024), 20% are boys, 48% are Māori
- 21% of students will require additional support in 2026 (38% in 2025), of these, 73% are male and 46% are Māori, 27% are ELL
- 42% of learners made accelerated progress of 3 sub levels or more.

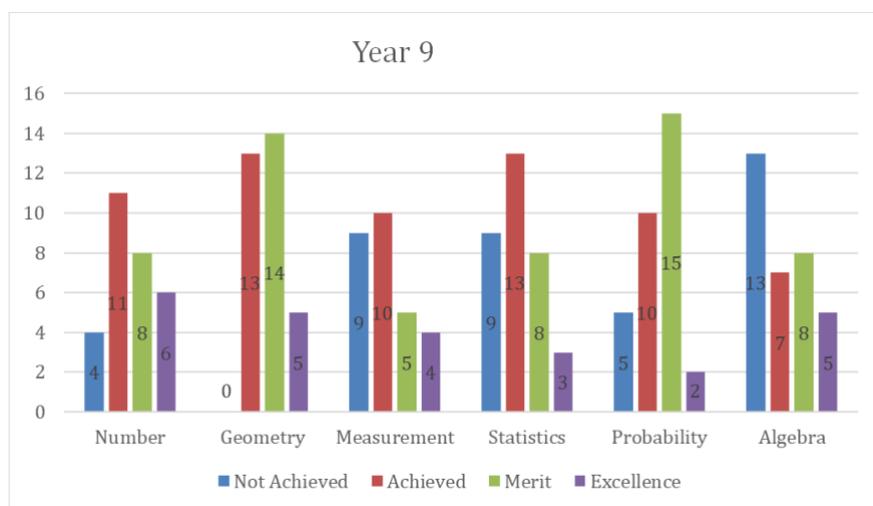
### Reading

- 49% of students are reading at or beyond the expected level for Year 9
- 39% made accelerated progress of 2-8 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. 46% of these learners are Māori, 73% are boys, 13% arrived in term 3



The year started with 35 Year 9 students, and finished with 33 students, of which 18 are boys, 3 are Asian, two are South American and 14 are Māori. In Writing, there was improvement from all students who were tested at the start of the year. 25 students are at or above the expected level (5 males, 12 Māori, one Asian, two South American), with some major progressions occurring during the year, including 14 students who progressed between 3-6 levels. Six students are already working at NCEA Level 1 standard and will need extension next year, while 7 students are writing below the expected level and will need support in 2026.

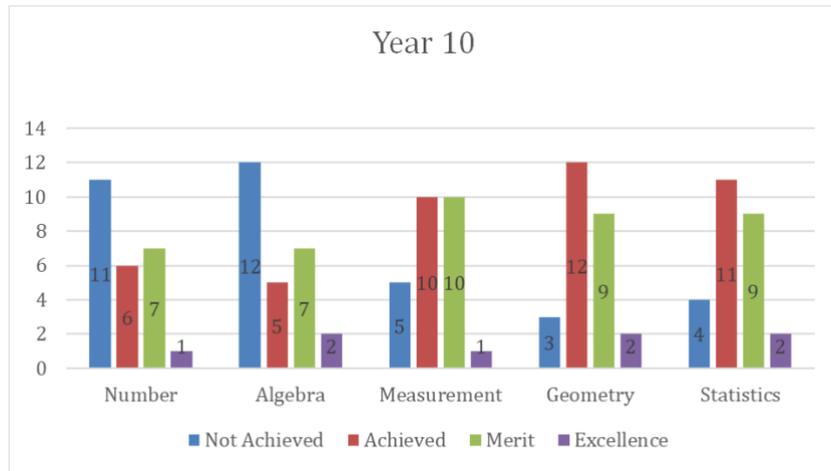
### Year 9 Mathematics



All the strands had above 50% pass rate with highest of 100% for Geometry, followed by 86% for Number, 77% for Probability, 72% for Statistics, 68% for Measurement with lowest of 61% for Algebra.

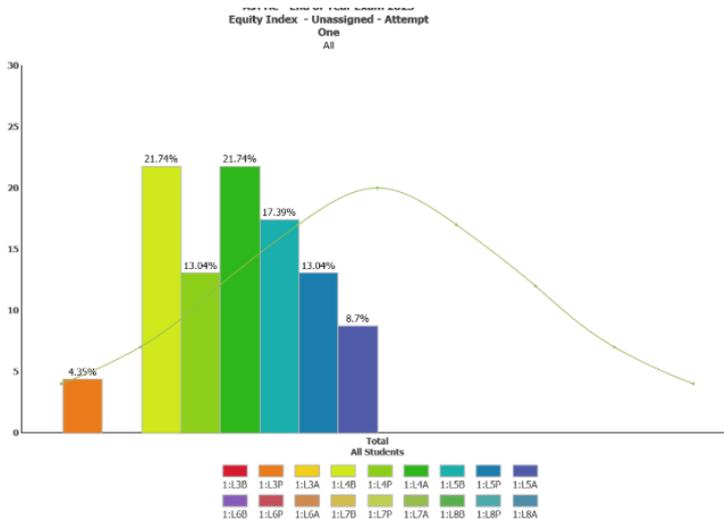
Focus for year 9 learners in 2026 will be to prepare them for the co-requisite in Year 10.

**Year 10 Mathematics**



**Year 10 End-of-year 2025 AsTTle**

31.8% were at or below 3A at the start of the year while 68.2% were between 4A to 5A. Increase since start-of-year testing (Students should be at 4A-5A or above by end of year), however 39.13% are still below 4A while 60.87% are at the expected level, which is, between 4A-5A.



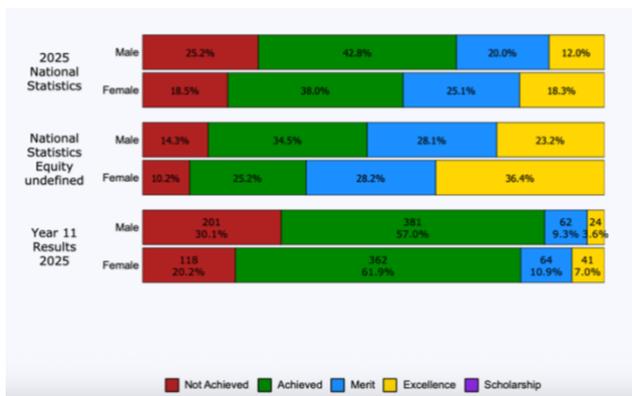
Only some students were exposed to the co-requisite in May. The Majority of year 10 students sat the co-requisite in October 2025. Students are becoming better prepared for the testing and have a better understanding of what is expected. Giving students practice scenarios and exposure to online examination conditions has helped.

Co-requisite	2023 pass rate	2024	2025
English Writing	47%	52%	65%
English Reading	54%	57%	61%
Mathematics	45%	57%	54%

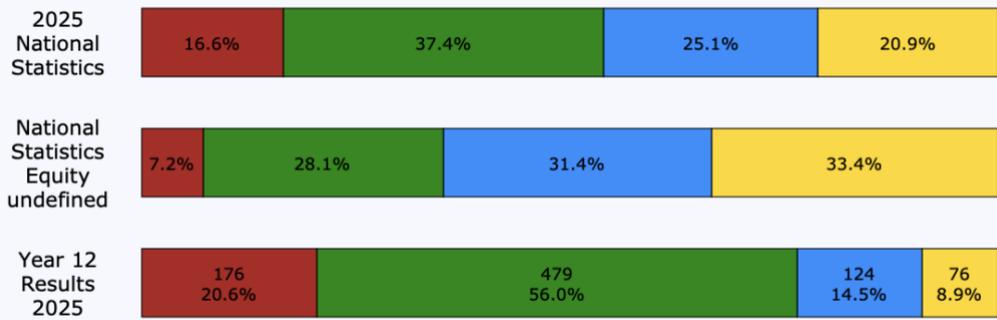
## Aparima College NCEA Achievement 2025

	Aparima College	National	School Equity Index
Level 1	68.1%	72.1 %	68.6%
Level 2	82.4%	72.7 %	75 %
Level 3	78.9%	70.4%	71.7%
Level 3 UE	57.9%	49.9%	41.5%
Literacy Year 11	93.8%	78.8%	80.4%
Literacy Year 12	97.1%	87.7%	90.1%
Numeracy Year 11	79.2%	78.1%	78.4%
Numeracy Year 12	91.2%	87.6%	89.3%

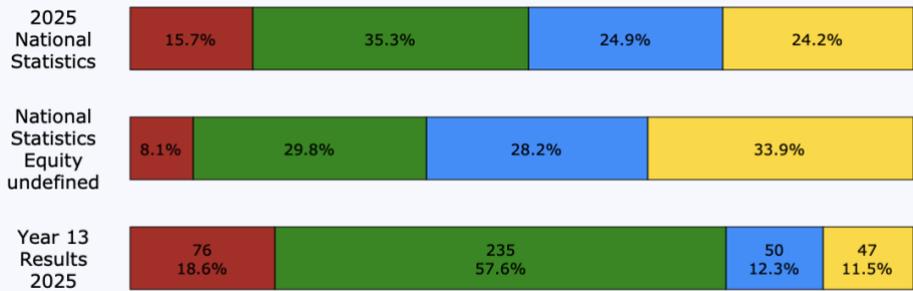
**Level 1** results overall in 2025 were below previous years' achievement rate. This is a reflection of National trends and highlights the lack of support for refreshed standards at level 1. At Aparima College, medical events and emergency closures impacted on attendance. There is little disparity of achievement between Māori and non-Māori with 62.5% of Māori achieving level 1 and 66.7% of European. This number needs to be treated with caution as the numbers of learners are small.



**Level 2** results show higher achievement compared with National results with 82.4% of students at Aparima College achieving Level 2. This reflects an upward trend in achievement at this level and is consistent with the same cohort's results at level 1. Students have maintained high levels of achievement. There is some disparity of achievement between Māori 66.7% and European 88.3%



**Level 3** results show the highest level of achievement in 5 years with 78.9% of learners achieving level 3 and 57.9% achieving UE. Both rates higher than national achievement. At level 3 Māori achieved at higher rates 83.3% compared to European 66.7% and likewise at UE with 66.7% of Māori achieving UE compared to 50% European. The results show the impact of roll growth in the number of students staying at school until year 13, creating a culture of learning and aspiration.



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

- Aparima College are committed to achieving equitable outcomes for Māori students. In 2025, several initiatives were embedded to ensure the school moved forward towards equity. The school continues to be a treaty honouring school.
  - 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, 4 students completed NCEA Level 1 Te Reo Māori 2 achieving excellence and merit endorsements. In 2026 6 students will be studying at Level 1, 4 at level 2 and our first ever level 3 student.
  - Deliberate and conscious use of incidental Te Reo by staff members, including greetings, instructions, kupu, mihi mihi 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 as 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
- Teachers engaged in Te Poha PLD – Improving outcomes for Ākonga Māori and building knowledge of local marae and Runaka purakau.
- 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
- 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
- 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.

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	

# Kiwisport funding



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Website: [www.aparima.school.nz](http://www.aparima.school.nz)  
KAMAR Portal: [portal.aparima.school.nz](http://portal.aparima.school.nz)



13 February 2025

The Kiwi Sport Funding in 2025 was spent on:

- Girls Rugby Travel to away matches. Removing barriers and supporting girls to play rugby
- Travel to Invercargill for teams to participate in Volleyball tournament
- Entry fee for 2 Surfers 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
- Whole school attending inter school competition at Northern Southland College
- Incidentals for Aparima College to host Western Ki O Rahi Competition

Aloma Williams  
Principal  
Aparima College