



Te Kura Tuarua o Tūranga Wāhine
GISBORNE GIRLS' HIGH SCHOOL

VARIANCE REPORT

2025

Our Vision:

Whāngaihia te āpōpō

Empowering rangatahi for life



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2025**

Strategic Goal 1: Our school teaches and embodies our values in order to foster a safe and supportive environment.	2025 Specific Target: Our well-being survey shows an overall increase in the reporting of a safe, supportive school environment.	
Baseline Data: (What?) School Relational Practice data.	Who leads? SLT - Mg WST - Hp - Trauma-informed practice; CLR - Community liaison and whānau voice - Cw; Year 9 Form Teachers	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Review the Learning Framework to ensure alignment with our vision and values.	1. Review the Domains to ensure it is relevant to our kaupapa. 2. Ensure the LF is relatable for our students.	1. Revised Learning Framework produced and shared. 2. Ākongā voice used in the evaluation of LF.
2. The Hinetu Profile is becoming integrated across our curriculum.	1. Hinetu profile used as a basis for Ako Time curriculum with progressions.	1. Documented and understood progressions 2. Hinetu Profile is used to inform the LF review.
3. Develop capacity in Trauma Informed Practice	1. PLD - LaNae Fisk and Marg Thorsborne 2. WST (HP) support with teachers implementing TRP strategies.	1. Data shows increased teacher capacity in Relational Practice
Mid-Year Evaluation:		
<p>1. The review process has started. Staff hui 09/06 - Presentation of LF whakapapa (A) and need for review. Staff critiqued and provided preliminary feedback about current LF. Presentation also made to the Student Governance Council 24/06. LF Review committee established at the end of Term 2 consisting of interested students and staff. First hui is 24/07.</p> <p>2. Ako Time Staff Handbook (B) developed based on Hinetū Profile. Clear roles and expectations established as well as the rationale behind Ako Time. Progressions based on the Understand/Know/Do model are being developed. This is a work in progress as Deans/Form Teachers plan for Ako time each term. All planning is held in the Ako Time Resources folder on Teacher Drive.</p> <p>3.1 TOD PLD 23/01. LaNae Fisk (MOE) presented to the whole staff about the Effects of Trauma on the brain and an introduction to Trauma Informed Practice. In Term two, Marg Thorsborne worked with staff for two days on 12/13 May to deepen understanding of Trauma and how to work as Trauma informed Educators. Faculties produced resources to share as a result of this PLD. A WST position was established (Barbara Hepburn) to further support teachers in their Trauma Informed Practice.</p> <p>3.2 During Terms One and Two, the WST has created a Google Site for teachers to support the PLD undertaken. The WST also arranged for LaNae Fisk to speak to year 13 students about self care and provided Form teachers with support material to continue the learning in Ako Time. In Term Two, the WST worked with Year 10 co-construction groups to develop strategies to create regulated classrooms.</p>		



End-of-Year Evaluation:

1. LF Review Committee met regularly during Terms 3 and 4. Using feedback from staff hui and Student Governance Council, LF Committee explored GGHS *Why? What? and How?* as a framework, also discussed purpose, audience, presentation etc. [Proposed Brief \(C\)](#) presented to a staff hui on 13 October for feedback. Once considered, the LF Committee presented a final Learning Framework Review Committee Report - [Report to BOT and Recommendations \(D\)](#).

2. [Hinetū Profile Explanation \(E\)](#) developed based on transcribed explanations of the tohi aspects of the profile and the imagery within it. This explanation has not yet been introduced to the wider school.

3.2 Most of the PLD work was done in terms 1 and 2. HP continued to work with individual teachers and also developed the [GGHS Trauma Informed Practice Google Site](#) further; [WST EOY report](#). Term 4 data show a decrease in high-end conflict and behaviour, as there were no SLT-led restorative hui. This could indicate an increase in teachers using their relational and trauma-informed processes, preventing behaviours from escalating. [Relational Practices Report to BOT](#). October report - Term 3 (F) and Feb 2026 - Term 4 (G).



**Te Kura Tuarua o Tūranga Wāhine
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**ANNUAL OPERATIONAL PLAN
2025**

Strategic Goal 2: Ākonga voice is an essential part of our school community.	2025 Specific Target: The use of ākonga voice is embedded in our kura.	
Baseline Data: (What?) SGC report 2024	Who leads? SLT - Hn	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. All staff use Ākonga voice to improve practice.	1. Staff to use student voice in teaching and learning	All HOF's show evidence in FRACS that they have used student voice in the Faculty.
2. Provide a safe and supportive environment	2. Gather ākonga voice on the school as a safe and supportive environment.	Data gathered, analysed, and used to inform next steps.
3. Complete cycle of student voice on Ako time.	3. Gather ākonga voice on Ako time	Data analysed and fed back
4. Create a new student-led strategic plan.	4. Work with the SGC to develop our new Strategic Plan.	2026 - 2028 finalised
<p>Mid-Year Evaluation:</p> <p>1. HOF's will feedback their use of student voice in Mid-year FRACs.</p> <p>2,3,4. Students have completed their wellbeing survey and analysed the results. These have informed their work on establishing the new Strategic Priorities for the Board.</p> <p>Evidence of wellbeing data and the strategic plan timeline and process. Wellbeing and Strat Plan timelines and results Student Representative BOT Report July (H)</p>		
<p>End-of-Year Evaluation:</p> <p>2.1 All HoFs reported using student voice in their FRAC hui. This was mainly a summative review.</p> <p>2.2 Completed during Term 2 and 3.</p> <p>2.3 Evaluation of Ako time was completed. Presentation made to the staff. AKO TIME REVIEW (I). AKO time removed for 2026.</p> <p>2.4 Strategic Plan developed and ratified by BOT - Strat Plan 2026-2028 (J) Expanded Strat Plan 2026-2028 (K)</p>		



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2025**

Strategic Goal 3: Our school supports all ākonga to realise their potential.	2025 Specific Target: Improved student attendance so that 80% of students attend at least 80% of the time.	
Baseline Data: (What?) asTTle results Junior reports	Who leads? SLT - Ku CLR - Ngā Manu Tangiata - Hc; Numeracy - Cj; Community and whānau voice - Cw; Yr 9 Form Teachers WST - Literacy - Oi; Trauma-informed practice - Hp; Transitions Tu/He.	
Strategic Initiative: (Now What?)	Action:	Measurable Outcomes:
1. Targeted actions to improve attendance in line with the STEPs programme from MOE.	1. Increased publicity about attendance requirements. 2. Building capacity of all stakeholders to follow our School Attendance Plan. 3. Develop our strategies for improved senior student attendance.	Improved attendance rate so that 80% of students attend at least 80% of the time each term.
2. Support students to gain their Literacy and Numeracy NCEA prerequisites.	1. Focused support on all learners who are identified as having additional needs. 2. Participate Te Manu Ka Rere PLD programme for Numeracy.	The data for our focus group of students (Cw) shows improvement. All students have achieved Literacy and Numeracy by the end of the year. (Cj, Oi).
3. Provide additional support for Year 9 students in order for them to integrate well into our school.	1. Year 9 form teachers allocated an extra hour for pastoral care and for building strong relationships with students and their whānau.	Year 9 students report feeling a sense of belonging at our school.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.		
1. Attendance Plan reviewed, endorsed, and publicised. Staff informed and encouraged to follow the plan. Attendance Term One = 74% above 80% (+4% c.f. 2024) Attendance Term Two = 63% above 80% (+4% c.f. 2024) Attendance BOT Report July 2025 (L) .		
2. Focus supports are in place for different groups of students: <ul style="list-style-type: none"> • Year 11 at-risk students (15) are supported by Cw alongside their whānau. Hui are held with whānau to work with them and their student to ensure their needs are met. • Te Manu Ka Rere PLD focuses on Numeracy at Year 9 to ensure we are setting students up to gain this pre-requisite by Year 11. • Ongoing Literacy support - additional 24 students achieved the CAA Reading and 46 achieved the Writing. This was for the Year 11 students who had not achieved these in Year 10 in 2024. 		
3. Year 9 students have settled well into the school when reviewing their attendance and relational practice activity.		
End-of-Year Evaluation:		
1. BOT Attendance report October 2025 (M)		



Stepped attendance plan reviewed and revised.

2. Successful participation in Te Manu Ka Rere PLD programme. Literacy and Numeracy results in [Principal's Report Nov 2025 \(N\)](#)
3. Year 9 students successfully integrated into our kura. Record low number of high-end incidents as shown in the [Relational Practices Reports to BOT](#). October report in Term 3 **(F)** and Feb 2026 in Term 4 **(G)**.

Other Board Reports with relevant student data:

Learning Support Unit **(O)**
Student Services Report **(P)**
Student Conferences report **(Q)**
International Department - International students **(R)**
NCEA Results 2024 **(S)**
Leavers Qualifications 2024 **(T)**
Incoming Data Year 9 2025 **(U)**
Principal's BOT Reports July **(V)** and October **(W)**



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2025**

Strategic Goal 4: Our school provides a diverse and relevant curriculum.	2025 Specific Target: Students report they are being offered relevant learning opportunities	
Baseline Data: (What?) Junior Curriculum Report 2024	Who leads? SLT - Ws WST - Curriculum - Wm; Literacy - Ol; Transitions - Tu CLR - Ngā Manu Tangiata - Hc; Numeracy - Cj, HOFs	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Develop a coherent, relevant, and responsive curriculum.	1. Clearly define the purpose and key outcomes of Ako Time for all staff. 2. Whole school Matariki celebration. 3. Deans collaborate with form teacher teams to plan Ako Time effectively.	Increased engagement in Ako time Engagement of staff and students in Matariki. Students report positively about Ako Time program.
2. Keep current on the development of the refreshed Curriculum.	1. WM sharing updates. 2. Begin exploring content and progress levels to ensure alignment with our curriculum levels.	HOF readiness
3. Develop the use of data analysis to inform decisions.	1. Gain more skills on how to use KAMAR to analyse data. 2. Design PLD for Numeracy - Te Manu Ka Rere Programme. 3. Use the student governance survey results.	HOF course evaluations use data. Use of Year 9 reasoning skills data pre- and post-PLD to measure improvements.
4. Faculties have a junior moderation process in place.	1. Investigate what processes are currently used. 2. Write a document that all staff can refer to and that is consistent across all faculties.	All teachers are engaged in a junior moderation process.
<p>Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes.</p> <p>1.1, 1.3 A booklet has been created to define the purpose and learning outcomes of Ako time. Ako Time Staff Handbook (B) To further enable this, dedicated planning time has been allocated in the school calendar, ensuring alignment with key strategic priorities. Greater attention is paid to calendar scheduling to preserve the integrity of Ako time.</p> <p>1.2 A very successful school-wide engagement event held for Matariki led by Hc and NMT students.</p> <p>3 To strengthen data literacy across faculties, a set of guiding questions has been developed to assist Heads of Faculty in analysing patterns in student achievement and engagement. TEC and PEH have taken up targeted support. 📄 Questions : Data Analysis</p>		



A significant takeaway from this process is the need for a more accessible and user-friendly data tool to enable staff to engage meaningfully with student data.

3.2 Student data has played a central role in shaping the direction of *Te Manu Ka Rere*, particularly in identifying priority learners and setting clear measures of success.

☰ Numeracy: Setting Up Our Students for Success

An important learning in the delivery of numeracy professional learning was the realisation that relying on volunteers was ineffective. Instead, using co-construction time to facilitate the PLD proved to be a more impactful and inclusive approach, ensuring greater staff engagement.

4.1 The TEC and SOS faculties have identified junior moderation as a shared goal. Further development is needed in this area. A recommended next step is to utilise the allocated HOF time for faculty members to share their existing practices. This will help establish a more consistent, collaborative approach to moderation moving forward.

End-of-Year Evaluation:

1. In response to the student and staff data, the decision was made to discontinue ako time for 2026. [AKO TIME REVIEW \(I\)](#).

2. [NZ Curriculum - Front End](#)

☰ Curriculum Report [Board Report September \(X\)](#)

The national curriculum continues to change rapidly, with the release of Phase 4 English and Mathematics, drafts of all other Phase 4 learning areas, and a new curriculum Front End. Teachers had a teacher-only day at the end of October - exploring draft materials and submitting feedback. Maths and English have had multiple planning sessions to prepare for 2026.

[WM WST Report \(Y\)](#)

3. In Term 1, student data has played a central role in shaping the direction of *Te Manu Ka Rere*, particularly in identifying priority learners and setting clear measures of success. Attached reports show an example of how using the data is key to understanding student needs.

☰ CLR Report 2025 (Z)

☰ OL - End of year WST report 2025 (ZZ)


I have learnt new ways to use KAMAR for data analysis. This has not yet been shared with HOFs. The way we use data will need to be reviewed with MOE assessment systems changing.

4. Junior moderation discussed at HOF hui.


With the introduction of a new assessment system for Phase Four, this target is essentially debunked and will need to be reintroduced to align with the latest progress descriptors and markers released—link to reporting requirements.

[New Assessment Requirements - Phase Four](#)

An additional action in response to the rapid changes was our involvement in the SMART tool trial - the assessment tool that will be compulsory for 0-8 literacy and numeracy testing from 2027 and will replace all other standardised assessment tools for Year 9 and 10 from 2027.




Gisborne Girls' High School
Learning Framework Review 2025




Whakapapa

- 2010 – 2016
 - Te Kotahitanga
 - Kia Eke Panuku
 - Culturally Responsive Pedagogy/Culturally Responsive Pedagogy of Relations/Culturally Responsive and Relational Pedagogy/Cultural Relationships for Responsive Pedagogy
 - Restorative Practices (began exploring in 2007)
- 2017 - identified a need to develop a *school-wide pedagogy* that built upon these pedagogies but was distinctive for GGHS
- 2018 – Review of practices and curriculum design to develop *GGHS Learning Framework* (launched T2 2019)



School-Wide Pedagogy:

"A schoolwide pedagogy (SWP) is an agreed set of teaching, learning and assessment processes that reflect the distinctive qualities of a school, including the vision, that have been developed by the professional community of the school."




Learning Framework

"A learning framework is a structured approach used to guide the design, development, delivery, and evaluation of learning programmes. It provides a systematic way to facilitate learning and ensure that learning objectives are achieved. These frameworks outline key principles, strategies, and methods to support effective teaching and learning."




Te Kura Te Muriwai o Te Kōwhiri
Gisborne Girls' High School

Learning Framework
 SUCCESS FOR ALL



Hineiti Profile:

EKI KŌPĀRA
 TEHI KAOREORE



Whakapapa – 2020 Domain Inquiry Groups - Keystones

Leadership of learning	Explicitly embed the aspirations of the Hineiti Profile	Demonstrate continuous improvement based on sound evidence and a cycle of inquiry
Rich curriculum	Include Te Reo, Tikanga and local content	Allow collaboration across learning areas and external connections.
Culturally responsive teaching	Address the intended outcomes of Tau Mai Te Reo and Ka Hikitia	Identify and address inequities for our learners
Future focussed learning	Demonstrate coherence within and across learning areas	Explicitly develop self-driven learners
Powerful relationships	Demonstrate high expectations and high levels of support within learning focused relationships	Actively develop partnerships with whānau

Whakapapa – 2021 Curriculum Review



Self-Review Tool - VERSION 5 SUMMARY

Overall/Total Score: To what extent does our **Strategic Outcomes** (High School curriculum framework and delivery) provide our students with the **required capabilities** they need to become our **Whānau**?

Purpose: As part of our review we will address a series of questions. This one focuses our focus on asking a self-review using a different lens from our current (high school) review. We will continue to refine and improve the tool as we go.

Strategic Outcome	Strongly	Reasonably	Not Reasonably	Not at All
1. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
2. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
3. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
4. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
5. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
6. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
7. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
8. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
9. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10
10. Our students are confident and competent in their learning and are able to apply their knowledge and skills in a range of contexts.	10	10	10	10

2024 Hinetū Profile Redevelopment



Hine tūia ki kura rau!
Hine hōkaia taumata rau!
We are Hinetū; strong in our identity and culture. With courage and compassion, we empower each other to thrive.
E tū e, Hinetū e!

2025 Learning Framework Review



Critique the current Learning Framework with the following considerations:

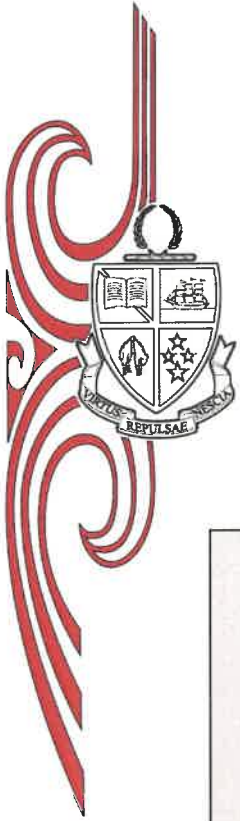
Are there aspects that are no longer fit for purpose?

If our Hinetū Profile is our learning objective, do the domains reflect the principles, strategies, and methods to attain this?

How could you reimagine the learning framework? What is missing? How could it be represented?

Ako Time

Staff Handbook



**Hine tiaia ki kura rau!
Hine hōkaia taumata rau!
We are Hinetū; strong in our identity and
culture.**

**With courage and compassion,
We empower each other to thrive.
E tū e! Hinetū e**

**Whāngaihia te āpōpō
Empowering rangatahi for life**

**Whakawhanaungatanga Manaakitanga
Mana Motuhaketanga Māiatanga**

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Purpose

Hinetū

Hinetū is a shared pathway from who we are to who we might be.

The dignity and strength of the term 'Hinetū' comes from its association with our school marae ātea entitled *Te Takapau o Hinetū*. When the girls are formally called on to our school grounds at the pōwhiri, they traverse the "great woven mat of Hinetū" before entering the wharenuī – *Te Raukura*. This welcome is a traditional process that forges connections between the past, present and future whereby the fabric of humanity is strengthened. It marks the beginning of the Hinetū pathway.

Hinetū is a philosophy of Gisborne Girls' High School. It reflects our understanding of the range of opportunities and connections that allow our ākonga to develop into women "standing tall". Hinetū encompasses the living nature of the school values, school events, links between whānau and school, and connections to local and wider communities.

The school embraces the collective partnership with whānau and community to foster and embed the values identified in our school charter. The connections developed will strengthen the wairua of the ākonga as they grow from girls into women.

Ako Time is an important part of our school curriculum where we ensure we deliver aspects of Social and Emotional Learning (SEL), Careers Education, academic guidance and mentoring and other important topics such as living our school values and realising the aspirations of our Hinetū Profile.

Rationale for importance of teaching SEL and life skills curriculum:

Our ākonga and whānau have told us that life skills should be included in our curriculum. Our ākonga Dreamers group who set our strategic direction and established our school vision in 2021, were intentional in the words they chose for our school vision: Empowering rangatahi *for life*. The vision statement was worded deliberately to imply both the idea of life-long learners, but also life skills. In 2024, the Hinetū Review Committee gathered whānau and ākonga voice around their priorities for knowledge, skills and qualities they hoped to acquire over their time at our school. Ākonga at all year levels, as well as whānau emphasised the importance of SEL and life skills.

Research shows that Social and Emotional Learning (SEL) improves achievement and increases prosocial behaviours (such as kindness, sharing, and empathy), improves learner attitudes toward school, reduces depression and stress among learners, and improves learners' academic performance. [Tāhūrangi - New Zealand Curriculum](#)

Rationale for Academic Mentoring and Careers Education curriculum:

A 2019 study by Business and Economic Research Limited (BERL, 2019) found that 21 of 100 Māori school leavers get University Entrance. The report goes on to state that attainment of a degree level qualification is a “strong predictor of long-term prosperity” (p. 10). The New Zealand Institute of Economic Research reinforces this finding,

In 2020, the employment of people with no qualification was 42%, compared to those with levels 1–3 (64%) and levels 4–6 (74%). On average, a person with a level 4–6 qualification will earn more than \$500,000 compared to someone with no qualification during their working life. The level of income difference will materially expand the potential economic outcomes and consumption choices available to those with better education. Better education outcomes are also linked to improvement in health literacy, health outcome, civic participation and a reduction in intergenerational poverty. (NZIER, 2021)

The responsibility secondary schools hold as qualification providers within the New Zealand Qualifications Framework is significant. Students who gain their qualifications while at secondary school have better outcomes than those who gain similar qualifications through tertiary providers. In his report to the Ministry of Education, Earle (2010) found that Levels One to Three certificates attained through a tertiary provider, while equivalent in level to school qualifications, were associated with lower employment and income than school qualifications, with social outcomes similar to those of people with no qualifications.

Background Reading:

[Poipoia kia puāwai: How schools support ākonga Māori and Pacific students to attain University Entrance - NZCER](#)

[NZQA University Entrance: Do current programmes lead to equity for ākonga Māori and Pacific students?](#)

[NZQA Achieving equitable outcomes for ākonga Māori and Pacific students on their NCEA journey](#)

[Starpath Project Phase 3 Final Report](#)

[NZIER Under-served learners The economic and wellbeing benefits of improving education outcomes](#)

[An introduction to social emotional learning](#)

Roles and responsibilities

Teaching:

Ako Time is a paid lesson of teaching time. As such, there is an expectation that lessons will be planned and actively taught by Form Teachers. Administration and pastoral care related to Form Class should be done during other Form Times during the week.

Planning:

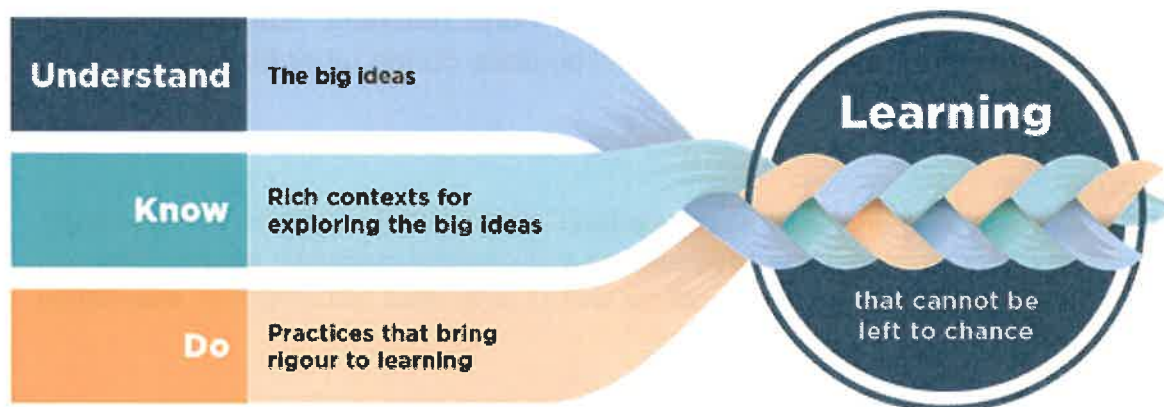
SLT will establish an overview for each year level with intended outcomes, in consultation with deans. Priorities for learning, progressions and intended outcomes are set using voice gathered from whānau, ākonga and staff, as well as other data (achievement, attendance and pastoral).

The foundation for learning in Ako Time is the school's vision, values and the Hinetū profile.

Term-by-term planning will be collaboratively developed by Deans and Form Teachers at each level. Hui will be scheduled to accommodate this planning. Term-by-term plans are iterative and developed using previous years' plans, however will be adapted to be responsive to the needs of a given cohort. Deans/SLT will have oversight of the delivery of these plans.

Resources for Ako Time are located on the [Google Teacher Drive](#). This folder already has a wealth of resources to use to assist with planning and activities. As programmes are developed please add any new resources to this resource bank in the appropriate year-level folder.

Progressions



Year 9

Understand	Know	Do
<ul style="list-style-type: none"> Relationships Connections to school What makes a good leader 	<ul style="list-style-type: none"> Interpersonal skills Goal setting Values Identity Digital Citizenship 	<ul style="list-style-type: none"> Get involved in the life of the school Set and monitor goals
<p>Links to Vision/Values/Hinetū Profile:</p> <ul style="list-style-type: none"> Whakawhanaungatanga Manaakitanga Identity and culture We empower each other to thrive 		
<p>Outcomes: (Learning that cannot be left to chance)</p> <p>Term 1 Goals for year set - focus on relationship skills and connections with others and school, values in action</p> <p>Term 2 How we do things at GGHS - school involvement</p> <p>Term 3 Self regulation and self management</p> <p>Term 4</p>		

Year 10

Understand	Know	Do
<ul style="list-style-type: none"> Understand themselves as a learner 	<ul style="list-style-type: none"> Future career aspirations and pathway How to navigate NZQA website Effective study habits 	<ul style="list-style-type: none"> Set and monitor goals Volunteer Critical selection of NCEA subjects NZQA logins
<p>Links to Vision/Values/Hinetū Profile:</p> <ul style="list-style-type: none"> Mana Motuhaketanga Maiatanga courage and compassion Whangaihia te āpōpō 		
<p>Outcomes: (Learning that cannot be left to chance)</p> <p>Term 1 - Build strong connections with form class, learning goals for year established, prepared for conferencing</p> <p>Term 2- Exploring future pathways</p> <p>Term 3- Develop study plans and skills for the CAA Exams/ Subject Selection completed based on career goals</p> <p>Term 4- Prepared for NCEA Level 1</p>		

Year 11


Understand	Know	Do
<ul style="list-style-type: none"> Laying the foundations of success 	<ul style="list-style-type: none"> How to navigate NCEA Study skills and organisation Strategies to manage challenges Self care Connections to community 	<ul style="list-style-type: none"> Develop and monitor a study plan Develop a CV Learners' Licence
<p>Links to Vision/Values/Hinetū Profile:</p> <ul style="list-style-type: none"> Whanaungatanga, manaakitanga, mana motuhaketanga, maiatanga Hine tiaia ki kura rau! Hine hōkaia taumata rau! 		
<p>Outcomes: (Learning that cannot be left to chance)</p> <p>Term 1 full understanding of NCEA and their course pathway through senior school</p> <p>Term 2 Learners' Licence, CV, numeracy</p> <p>Term 3 Subject selection - informed decisions based on learning pathway and goals</p> <p>Term 4</p>		

Year 12

Understand	Know	Do
<ul style="list-style-type: none"> Building a platform to leverage future goals 	<ul style="list-style-type: none"> Skills to navigate stress and workload My pathway to future aspirations 	<ul style="list-style-type: none"> Explore entry requirements for tertiary programmes Set and monitor learning plan in relation to academic/career goals Build/develop CV
<p>Links to Vision/Values/Hinetū Profile:</p> <ul style="list-style-type: none"> Whanaungatanga, manaakitanga, mana motuhaketanga, maiatanga Hine tiaia ki kura rau! Hine hōkaia taumata rau! 		
<p>Outcomes: (Learning that cannot be left to chance) Term 1 goals set, individual learning plan established Term 2 researching future plans Term 3 subject selection - informed decisions based on goals and pathway Term 4</p>		

Year 13

Understand	Know	Do
<ul style="list-style-type: none"> Preparation for 'adulthood' 	<ul style="list-style-type: none"> How to manage a budget DUX process 	<ul style="list-style-type: none"> Develop a plan for after school Restricted Licence Applications for further study Scholarship applications
<p>Links to Vision/Values/Hinetū Profile:</p> <ul style="list-style-type: none"> Whanaungatanga, manaakitanga, mana motuhaketanga, maiatanga Hine tiaia ki kura rau! Hine hōkaia taumata rau! <p>E tū e! Hinetū e</p>		
<p>Outcomes: (Learning that cannot be left to chance) Term 1 - Individual learning plan established, pathways beyond school explored Term 2 - Theme is "money". Scholarships, Renting, Budgets, bank accounts YES and sorted, ... Term 3 - Presenting yourself to the world - moving out, interview strategies, cookbook, living independently, navigating online shopping, Term 4</p>		




Learning Framework Review

Checkpoint

- ### Review Committee
- | | |
|----------------------|--------------------|
| Naomi Hohepa-O'Keefe | Wendy Kirkwood |
| Betty Cherrington | Renee Folaumoetu'i |
| Celia Willoughby | Jacqueline Kennedy |
| Anna Richards | Quinn Haughey |
| Reremoana | Nic Taewa |
| Maynard-Wilson | Romie Roseman |

Feedback from Staff Hui




- "Less is more"
- "Is this for students or us?"
- "The essence is good"
- "It looks like the Teaching Standards"
- "More connectedness"
- "Move away from operational to key drivers"
- "Less jargon"
- "Where is Te Reo?"

"very wordy"


"(needs to be) a model that can be used in any place"

"How do the domains link to the Hinētū Profile?"




Learning Framework

"A learning framework is a structured approach used to guide the design, development, delivery, and evaluation of learning programmes. It provides a systematic way to facilitate learning and ensure that learning objectives are achieved. These frameworks outline key principles, strategies, and methods to support effective teaching and learning."




The Golden Circle



Why: Purpose
What is your cause? What do you believe?

How: Process
Specific actions taken to realize your Why

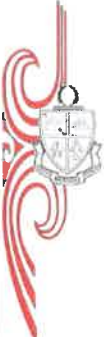
What: Outcome
What do you do? The result of Why
Proof



Our Why
Whangāhia te āpōpō | Empowering rangatahi for life
Whakawhānaukatanga | Mana Motuhaketanga
Manaakitanga | Malatanga

Our How
Relationships | Belonging | Voice | Engagement

Our What
Hine tiaia ki kura rau!
Hine hōkaia taumata rau!
We are Hinētū; strong in our identity and culture.
With courage and compassion, we empower each other to thrive.
E tū e, Hinētū e!



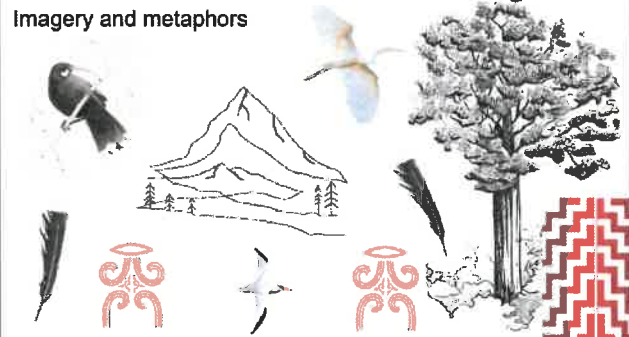

Dual Coding Theory

People learn better from graphics and words than from words alone.

ROBERTA L. HARRIS


Cut	Chunk	Align	Restrain
Only include important information. "Cut" the rest	Group related pieces of information into clear "chunks".	"Align" chunks of information to make it easy read.	"Restrain" your use of design and colours – keep it simple.

Imagery and metaphors

The Brief:

- ✓ Links our why/what/how - 'us' on a page
- ✓ Symbols and text need to connect
- ✓ Less is more - The lens that everything goes through
- ✓ Simple and clear
- ✓ Needs to be understood at multiple levels



Questions

- Do you understand the purpose of our Learning Framework?
- Is it meaningful?
- Are there gaps?
- Te Tiriti? Do we need to be more explicit?

This paper reports on the activities and recommendations of the Learning Framework Review Committee. This is related to:

- SG1.1 Review the Learning Framework to ensure alignment with our vision and values.
 SG1.2 The Hinetu Profile is becoming integrated across our curriculum.

“A learning framework is a structured approach used to guide the design, development, delivery, and evaluation of learning programmes. It provides a systematic way to facilitate learning and ensure that learning objectives are achieved. These frameworks outline key principles, strategies, and methods to support effective teaching and learning.”

Background:

Over several years, our school has been on a journey to explore our pedagogies and other ways of being/doing things that would better serve our students, including Restorative Practices (from 2007), and Culturally Responsive Pedagogies (Te Kotahitanga and Kia Eke Panuku 2010-2016). In 2017, we felt we needed to consolidate through the development of our own pedagogy and practices. This led to the development of our current Learning Framework (LF), launched at the start of 2019.

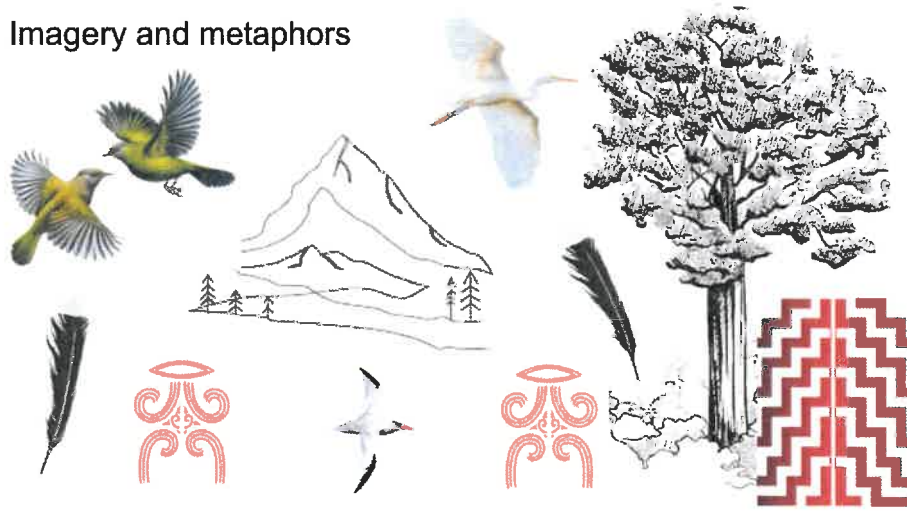
Review 2025:

The review began with a critique of the current LF at a staff hui in Term Two. Feedback indicated that a simpler framework with less jargon was needed. The framework should be something that could be used with multiple audiences and in many contexts, with a focus on key drivers. There was a noted absence of Te Reo, and it did not look like 'us'. The Learning Framework Review Committee was established in Term Two to review and propose recommendations for the LF going forward. The committee had representation from SLT, HOF, students, teachers, and support staff. The committee met regularly and developed a brief. This was presented to staff for feedback in Term Four. Final recommendations are as follows:

Design Brief:

1. What is required is larger than a Learning Framework - it will be an overarching representation of us. It captures our **why** (our central purpose), our **what** (our outcomes), and our **how** (our processes). It will serve as a lens through which everything goes.
 - Our **why** is represented by our vision: Whangaihia te āpōpō | Empowering rangatahi for life.
 - Our **what** is represented by our Hinetū Profile:
 - Hine tiaia ki kura rau!
 - Hine hōkaia taumata rau!
 - We are Hinetū; strong in our identity and culture.
 - With courage and compassion, we empower each other to thrive.
 - E tū e, Hinetū e!
 - Our **how** is represented by our values (Whakawhanaungatanga, Maingatanga, Mana Motuhaketanga, and Manaakitanga) and our strategic priorities (Relationships, Belonging, Voice, and Engagement).
2. There should be a combination of words and symbols. Symbols prevalent in our school waiata and Hinetū profile, and connected to our kura, include: ngā raukura (plumes), ngā manu (specifically kōtuku, te amokura and huia), flight, taumata rau (peaks or pinnacles), moko kauae, Tāne Mahuta, and poutama.

Imagery and metaphors



3. Our commitment to Te Tiriti o Waitangi needs to be explicit.
4. It needs to be understood at multiple levels and with multiple audiences.
5. Possible representations:
 - a one-page document/poster
 - a carved pou - it could stand at our main entrance - a photograph of the pou to be our image on the poster
 - Digital version, QR code

Next Steps:

The committee recommends that the school engage with an expert to develop a draft design based on the above brief.

Learning Framework Review Committee members:

Naomi Hohepa-O'Keefe
Betty Cherrington
Celia Willoughby
Anna Richards
Reremoana Maynard-Wilson
Wendy Kirkwood
Renee Folaumoetu'i
Jacqueline Kennedy
Quinn Haughey
Nic Taewa
Romie Roseman
Kristin McGill

Hinetū

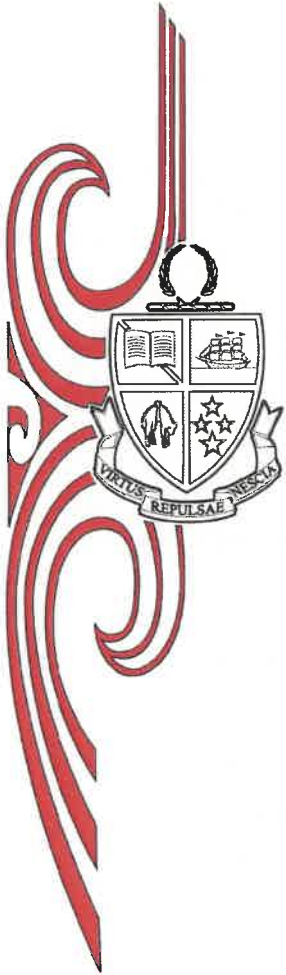
Hinetū is a philosophy of Gisborne Girls' High School that we first began to explore in 2012. It reflects our understanding of the range of knowledges, skills, opportunities and connections that support our ākongā to develop into women "standing tall".

The dignity and strength of the term 'Hinetū' comes from its association with our school marae ātea - *Te Takapau o Hinetū* - the woven mat of Hinetū.

When new students are formally called on to our school grounds at the pōwhiri, they cross over this mat - just as many students have done before. This welcome is a traditional process that forges connections between the past, present and future.

It marks the beginning of the Hinetū pathway - a shared pathway from who we are to who we might be.

Hinetū encompasses the living nature of our school vision and values, links between whānau and school, and connections to local and wider communities.



Hinetū Profile

Our vision and aspirations for our graduating ākonga are encapsulated in our Hinetū Profile

Hine tiaia ki kura rau!

Hine hōkaia taumata rau!

We are Hinetū; strong in our identity and culture.

With courage and compassion, we empower each other to thrive.

E tū e, Hinetū e!

Hine tiaia ki kura rau!

Sitting behind the woven mat of Hinetū is our whare. Our whare is called *Te Raukura*, we also refer to our students as *Te Raukura*. Raukura, in one context, are the plumes of the bird. The metaphoric image is around treasures and things that we carry and inherit. In the switching of the words from *raukura* to *kura rau*, effectively the same words, with *kura* referring to our learning and the *rau* being the many skills that we gain in our time here.



The word ***tiaia*** means to place the plume. In traditional times, when you saw somebody in Te Ao Māori contexts, the feather was a symbol of rank that set people apart, elevated from others with a level of mana within their community.

The next part, ***Hine hōkaia taumata rau!***, refers to how, with those skills, you are now able to attain or ascend many pinnacles.

We are Hinetū; strong in our identity and culture. With courage and compassion, we empower each other to thrive. These lines incorporate key ideas gathered from whānau, staff and students - the importance of identity, relationships, heritage and culture. The word ***courage*** is a nod to our motto brought over from Gisborne High School, established in 1908, when GGHS began as a separate school in 1956. *Courage knows no defeat* was the original school motto. The word ***empower*** has also been used deliberately as a connection to our Vision Statement - Empowering rangatahi for life.

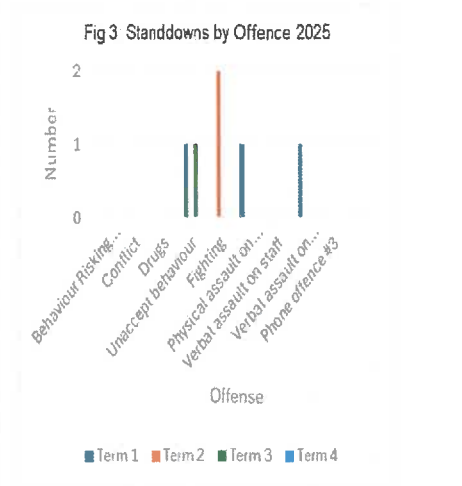
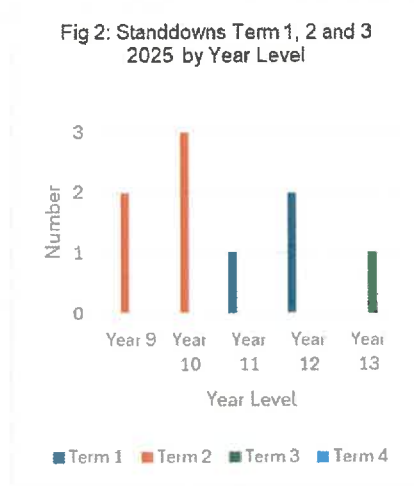
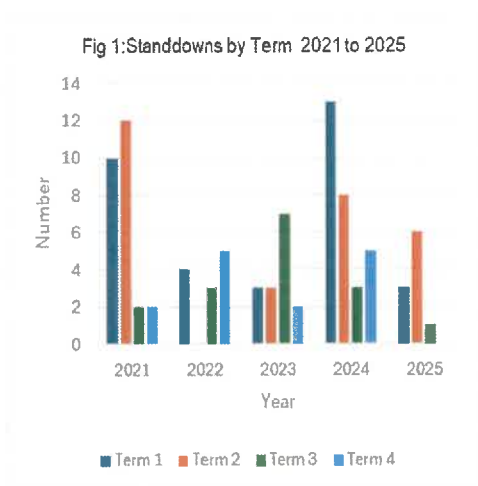
E tū e, Hinetū e! stand strong, stand proud of where you've come from, where you are now, and where you are about to go - and go with our blessing.

This paper reports on Term Three’s activities for the Relational Practice portfolio. During Term Three, we have had only four SLT-led restorative conferences, one standdown, and no suspensions. It has been very pleasing to see that student behaviour continues to maintain a high standard for this year to date.

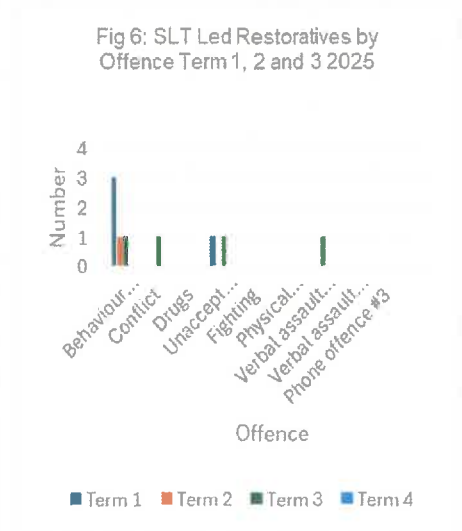
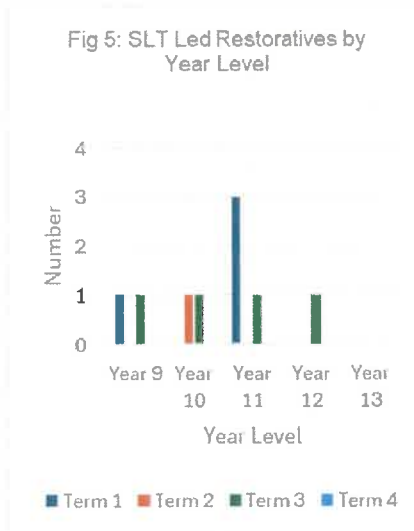
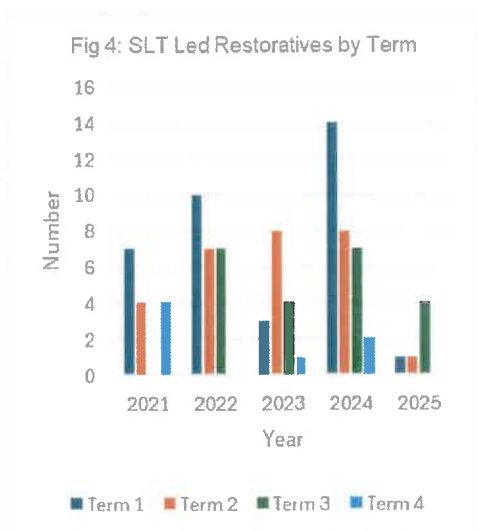
The details are shown in the table below.

Year level	Standdown	SLT led restorative
9		Behaviour Risking Serious Harm x 1
10		Conflict x 1
11		Verbal assault on staff x 1
12		Unacceptable behaviour (LSC student)
13	Unacceptable behaviour	

Standdowns:

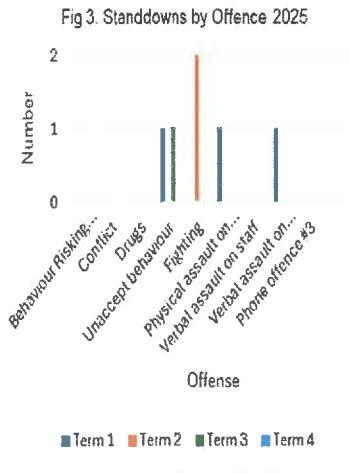
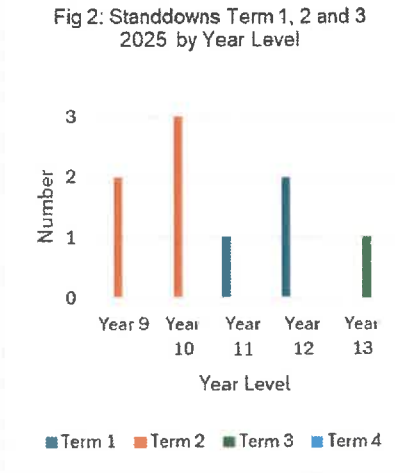
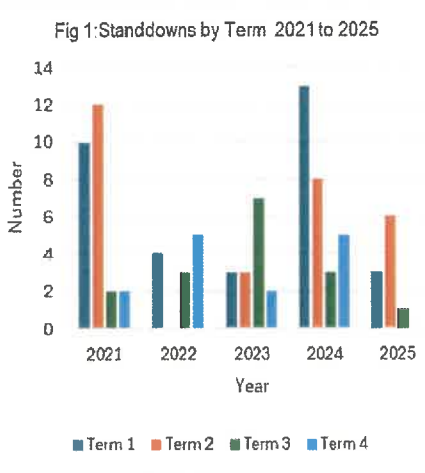


SLT-Led Restoratives

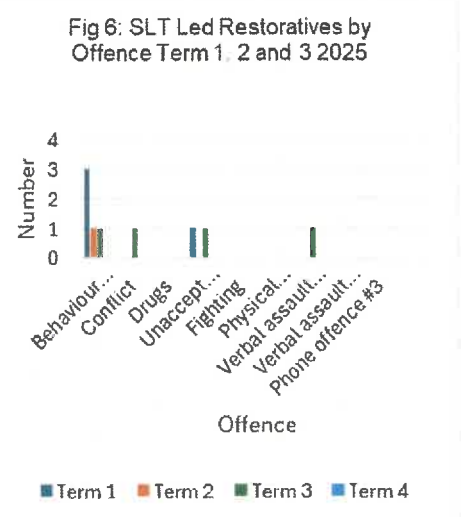
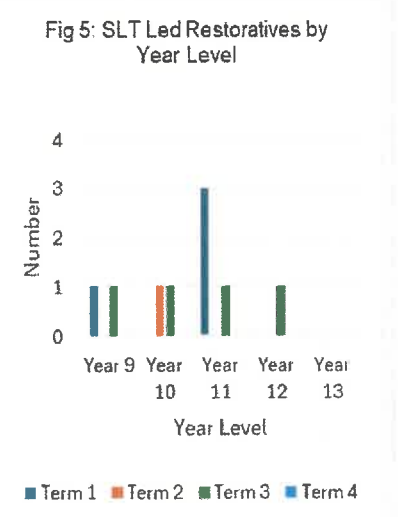
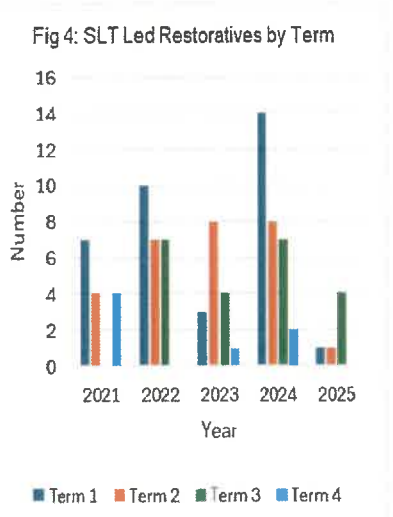


This paper reports on Term Four’s activities for the Relational Practice portfolio. During Term Four, we have had no SLT-led restorative conferences, standdowns, or suspensions.

Standdowns:



SLT-Led Restoratives



This year has been very positive as far as behaviour goes. I believe the positive data reflects the focus on relationships. The trends over time show that the first two terms are the busiest with students settling into Girls’ High from many different schools and finding their place here.

We have one Yr 9 and two Yr 10 students at TAK. Both Year 10 students will return in 2026.

This paper reports on the work of the Student Governance Council on the new Student-Led Strategic Plan.

Student-Led Strategic Plan Timeline

14 February - Council Selection

16 February - First Meeting

Mrs Hannah approached Ngahuia Mita (PhD and currently still working for Otago University) to lead the process of a student-led strategic plan.

3 March - Introduction meeting with Ngahuia Mita

Full team meeting on Teacher Only Day with both Ngahuia and Te Aomihia Walker - 17 March attended by all except 1 student. We did a visionary brainstorming exercise (all documentation from this day is on the [timeline doc](#))

March 14th - Wellbeing survey created.

April 2nd - Sent out Wellbeing Survey to the entire school body.

April 24th - Survey closed, and overall results observed with 371 responses.

May 5th - Invited Mrs Kumar to our meeting to discuss findings of the survey.

May 12th - Second Teacher-only day meeting with Ngahuia Mita

At this meeting, we presented our Wellbeing Survey data in our groups (split into year levels) and from there, we found out the key problems with the most negative answers that the students are facing and affecting their wellbeing. Aside from this, we did find positive outcomes from the survey data, like an increase in students feeling their culture is treated well. From this data, we came up with a plan in our groups on how we could find out **why** the students feel this way, and what was the best way to approach it. Most groups came up with the plan to set up focus groups with their year levels, and others approached it with another survey. We summarised our findings and presented them at the next meeting to make the next steps into the Strategic Plan goals.

June 17th - Meeting to create an overall summary of our year group wellbeing focus groups

June 24th - Third full-day meeting during school with Ngahuia Mita

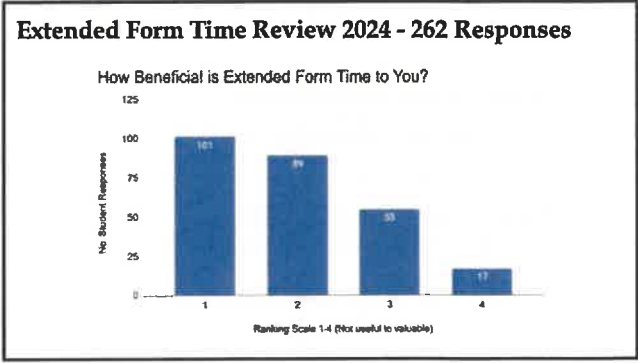
Ms McGill gave a presentation on the history of GGHS's learning framework, so we were able to better understand where the strategic plan fits into the wider vision for our kura. From this, we then gathered into small groups to create brainstorms of what each strategic goal should look like to reformulate a concise sentence for each. After full group discussion, we found our new priority areas to be ***Student Relationships, Student Belonging, Student Mindset, and Student Voice.***

July 22nd - SGC met with the Senior Leadership Team to discuss the priority areas. These are still under development.

Ako Time Review

Student Governance Council

October 2025



Y9 Survey Overview - 60 Responses

Key Themes

- "We don't do anything useful" - Frequent mention of doing nothing or the same thing everytime.
- Useful for productivity - Many students found Ako Time useful to catch up on schoolwork.
- Desire for Engagement - Requests for PE, games, cooking, art, and other hands on activities that support form class culture.
- Mixed Appreciation - Some mentioned they enjoy the shorter class times and viewed Ako Time as a positive mental break between lessons.

Overall Sentiment

- Vast majority of students expressed that Ako Time lacks clear purpose and value, with many describing it as boring, repetitive, or a 'waste of time'.
- A small number of students appreciated Ako Time for catching up on work, relaxing, or connecting with classmates.

Y10 and Y11 Survey Overview - 122 Responses

Key Themes

- Ako Time is often described as boring, repetitive, or unproductive.
- Activities are seen as lacking clear purpose, structure, and relevance to academic goals.
- Students feel that Ako Time reduces their learning time in other classes without delivering equivalent benefit.
- Commonly use it as an opportunity to talk with friends.
- Some use it to catch up on schoolwork or relax between classes.

Overall Sentiment

- Most students in Y10 and Y11 find Ako Time unhelpful or unengaging.

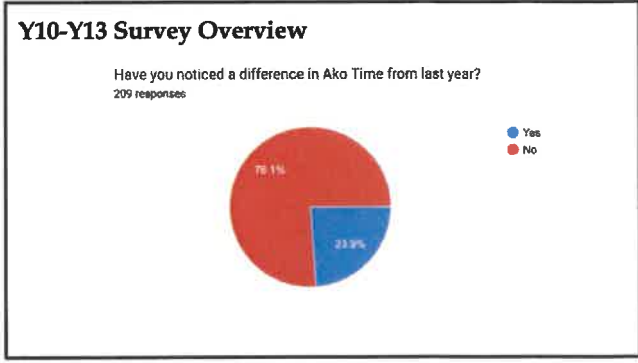
Y12 and Y13 Survey Overview - 87 Responses

Key Themes

- Some students find value in dedicated time to study, exam preparation, or university applications.
- A few noted improvement when Ako Time is used for career planning or one-on-one mentoring.
- Many feel it uses valuable class/study time or repeats content.
- Sessions are often too generic and not tailored to student needs.
- Students want more autonomy and targeted, relevant activities to prepare for life after school.

Overall Sentiment

- Senior students are split between seeing potential and frustration with Ako Time.
- Seniors recommend focusing on academic mentoring, exam strategies, scholarship and course planning, and real-world readiness.



Staff Survey Overview - 25 Responses

Key Themes

- Catching up on schoolwork and university planning (halls, scholarships).
- Building relationships and connection within form classes.
- Teaching study, time management, and life skills.
- Sessions often too long or administrative (assemblies, careers).
- Activities not always relevant to year levels or student needs.

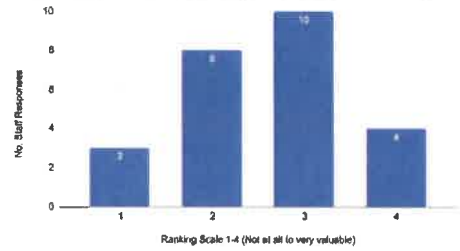
Suggestions

- Increase focus on academic mentoring and goal tracking.
- Introduce inter-year activities to promote a positive school culture.
- Make Ako Time purposeful, varied, and responsive to year group needs.

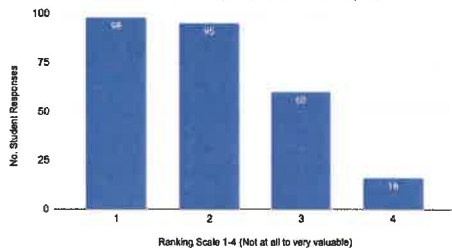
Overall Sentiment

Mixed responses from a limited number of respondents with a slight lean toward seeing some valuable learning occurring in Ako Time.

Staff Overview - Does valuable learning happen in Ako Time?



Student Overview - How valuable is Ako Time to you?



Ako Time Review
Thank you!



STRATEGIC PLAN 2026 - 2028

GOAL:	GUIDING WHAKATAUKI:
Strategic Goal 1: Relationships We will build stronger student-teacher learning relationships.	Ehara taku toa i te toa takitahi, engari he toa takitini. <i>My strength is not mine alone, but of many.</i>
Strategic Goal 2: Belonging Our kura will ensure all students have a sense of belonging, feeling secure and valued.	Te piko o te māhuri, tērā te tipu o te rakau. <i>How the young sapling is nurtured determines how the tree will grow.</i>
Strategic Goal 3: Voice Student voice will be heard and applied to continue the positive development of our kura.	E koekoe te tūi, e ketekete te kākā, e kūkū te kereru. <i>All voices are valid and valued.</i>
Strategic Goal 4: Engagement Student learning is relevant and innovative, increasing engagement and motivation.	Mā te huruhuru, ka rere te manu. <i>Adorn the bird with feathers so it can fly.</i>



STRATEGIC PLAN 2026 - 2028

GOAL:	GUIDING WHAKATAUKI	BASELINE EVIDENCE: Student Voice data 2025 (cf 2019 data)	3-YEAR OUTCOMES:
<p>Strategic Goal 1: Relationships We will build stronger student-teacher learning relationships.</p>	<p>Ehara taku toa i te toa takitahi, engari he toa takitini. <i>My strength is not mine alone, but of many.</i></p>	<ul style="list-style-type: none"> There are adults at school I trust to talk to. 61.2% (65.6%) My teachers uplift and support my future aspirations. 73.3% My teachers support my learning. 82.7% (80%) 	<p>By 2028, student voice surveys show a 10% increase across each indicator.</p> <p>Achievement of 3-year outcomes across all 4 goals will result in statistically significant improvement across the following factors:</p> <ul style="list-style-type: none"> Attendance Achievement Retention Equity
<p>Strategic Goal 2: Belonging Our kura will ensure all students have a sense of belonging, feeling secure and valued.</p>	<p>Te piko o te māhuri, tērā te tipu o te rakau. <i>How the young sapling is nurtured determines how the tree will grow.</i></p>	<ul style="list-style-type: none"> I feel safe at school. 76.8% (84.8%) I feel like I belong at Girls' High. 62.8% (67.2%) I feel respected by my peers. 76% 	<p>By 2028, student voice surveys show a 10% increase across each indicator.</p>
<p>Strategic Goal 3: Voice Student voice will be heard and applied to continue the positive development of our kura.</p>	<p>E koekoe te tūi, e ketekete te kākā, e kūkū te kereru. <i>All voices are valid and valued.</i></p>	<p>Student voice survey participation: 2019 - 250 st 2025 - 371 st</p> <p>We have an established process at the strategic level for the SGC to gather student voice and feedback to the BOT and Staff.</p> <p>There is some evidence of student voice collection in the classroom.</p>	<p>By 2028, Student participation in school surveys will increase to 70%.</p> <p>Evidence that student voice is used authentically to inform decision-making at all levels.</p> <p>Students report that their voice is influencing positive development in our kura.</p> <p>Examples: 80% of students at 80% attendance target Behavioural data Leavers' qualifications NCEA qualifications Retention rate Equity data</p>
<p>Strategic Goal 4: Engagement Student learning is relevant and innovative, increasing engagement and motivation.</p>	<p>Mā te huruhuru, ka rere te manu. <i>Adorn the bird with feathers so it can fly.</i></p>	<ul style="list-style-type: none"> I feel motivated to learn. 55.5% I think what I am learning is important. 67.6% (68%) I am making positive progress at school (attendance, relationships, academics). 81.6% (78.4%) 	<p>By 2028, student voice surveys show a 10% increase across each indicator.</p>

This paper provides information about the school's attendance statistics for Term Two. The data is provided by the MOE from the Every Day Matters term-by-term data collection.

Strategic Target:

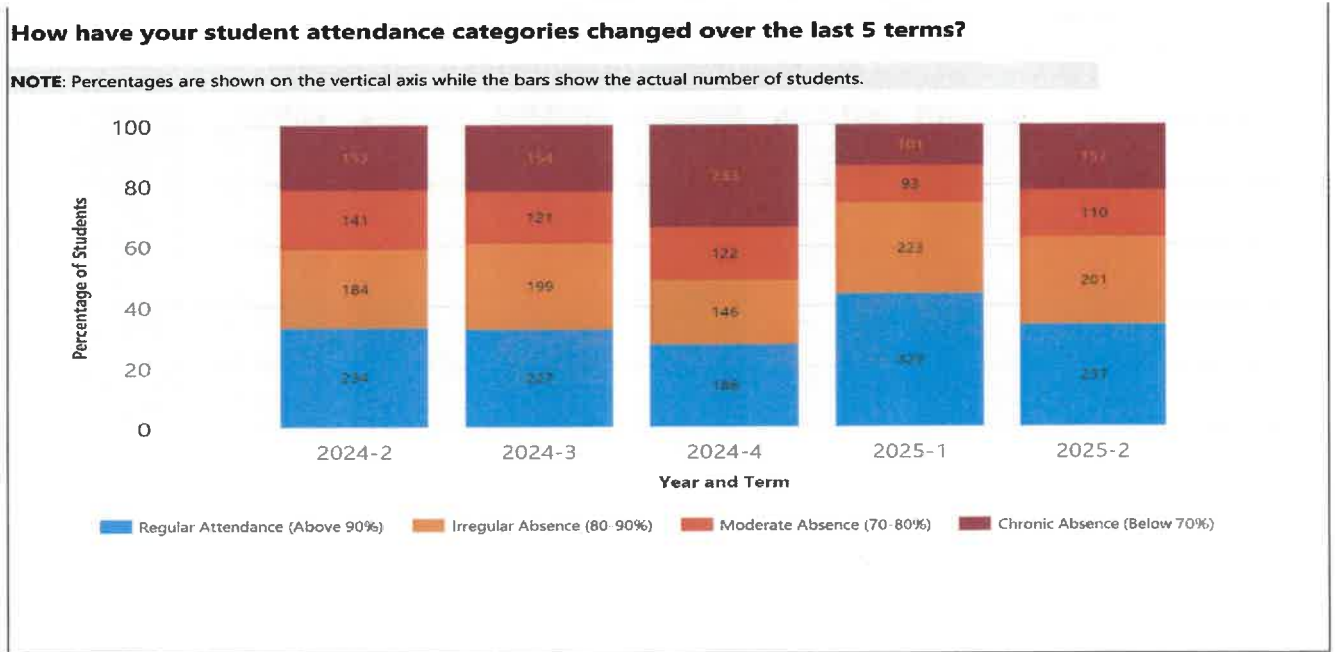
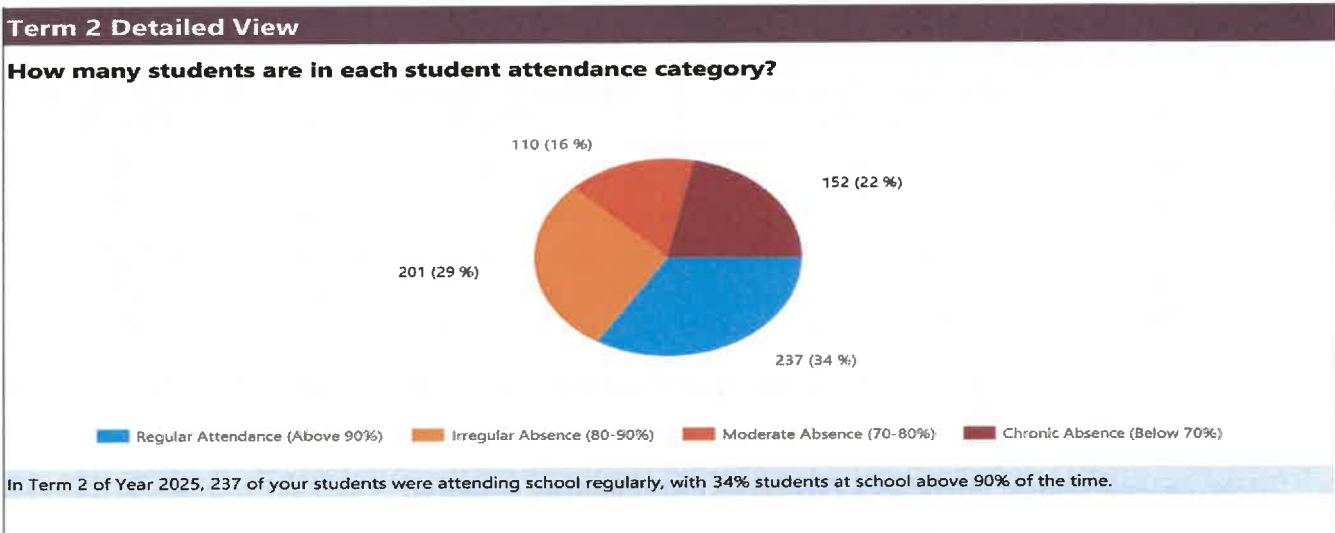
We have set the target for this year that 80% of students attend at least 80% of the time. Using the Everyday Matters data, this relates to the first two categories - Regular Attendance (>90%) and Irregular Attendance (80 - 90%). In Term Two there were 63% of our students who attended at that rate. That has improved from 59% in 2024.

Daily Attendance:

We monitor the attendance of our students every day. Our average daily attendance in Term Two was 81%. In 2024, this result was 80%, so we have seen another small increase.

Regular Attendance:

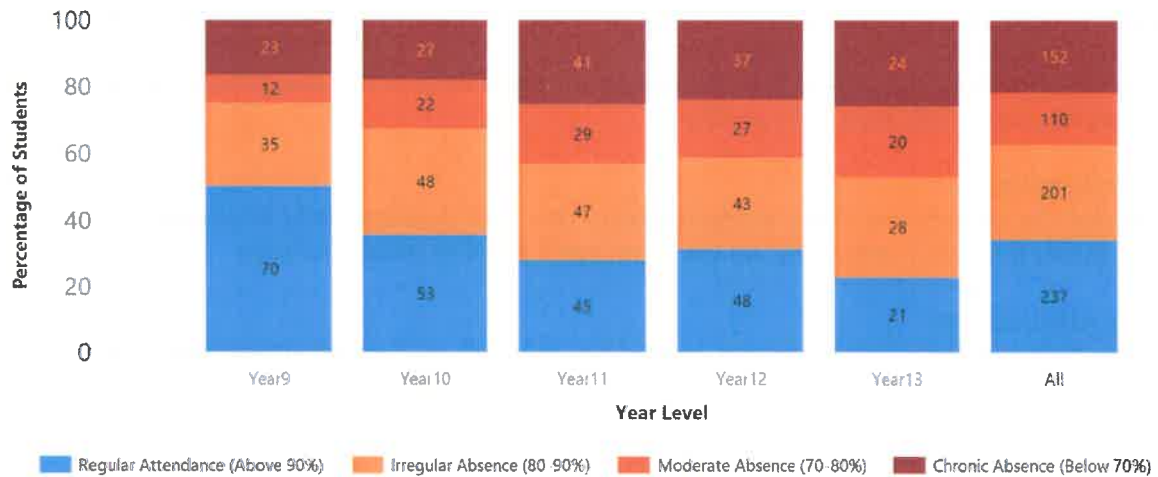
The main data that this report is based around the concept of 'Regular Attendance'. The MOE considers regular attendance as being 90%. The MOE has a goal of 90% of students attending school regularly. The overall percentage of students attending our school regularly in Term One was 34%. This was 1% better than 2024.



Year Level:

How are your student attendance categories distributed by year level?

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



Over the past 3 years:

YEAR LEVEL:	REGULAR ATTENDANCE % T2 2023	REGULAR ATTENDANCE % T2 2024	REGULAR ATTENDANCE % T2 2025
9	36	38	49
10	33	33	35
11	34	32	27.5
12	28	31	30
13	28	20	22

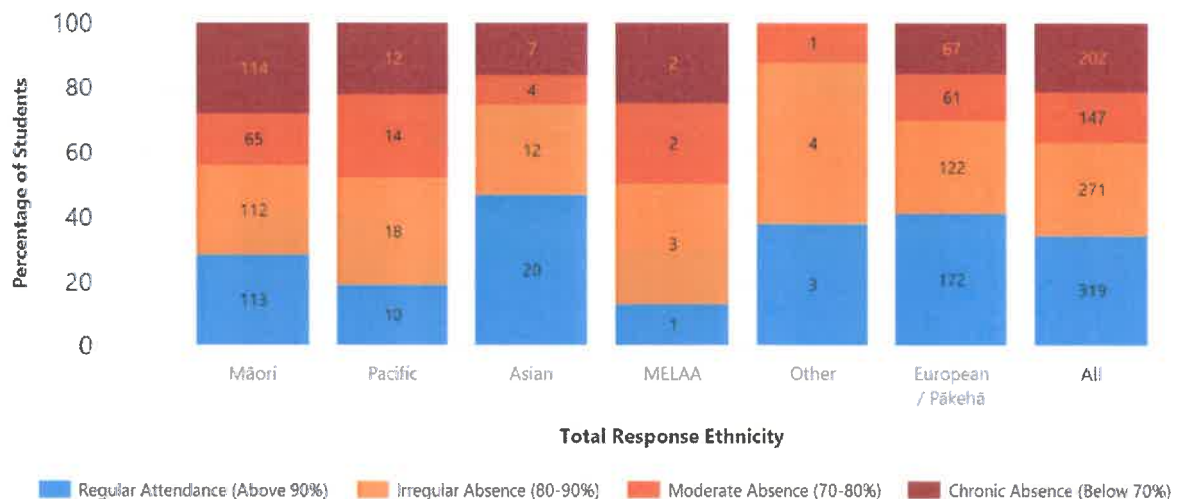
In the table, we can see that Years 9, 10, and 13 have improved when compared to the 2024 results.

Ethnicity:

How are your student attendance categories distributed by ethnicity?

NOTE:

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



There is a difference in attendance for different ethnicities of students with Pakeha students having the highest result last term. The Maori student result has improved in 2025, Pakeha is stable, while Pasifika has reduced. The Pasifika student group is relatively small, so results can be affected by outliers.

Over the past 3 years:

Ethnicity:	REGULAR ATTENDANCE % T2 2023	REGULAR ATTENDANCE % T2 2024	REGULAR ATTENDANCE % T2 2025
Maori	20	23	27
Pakeha	42	36	40
Pasifika	23	24	18

Attendance below 70%:

We still have too many students who are attending below 70%, and these cause us the most concern.

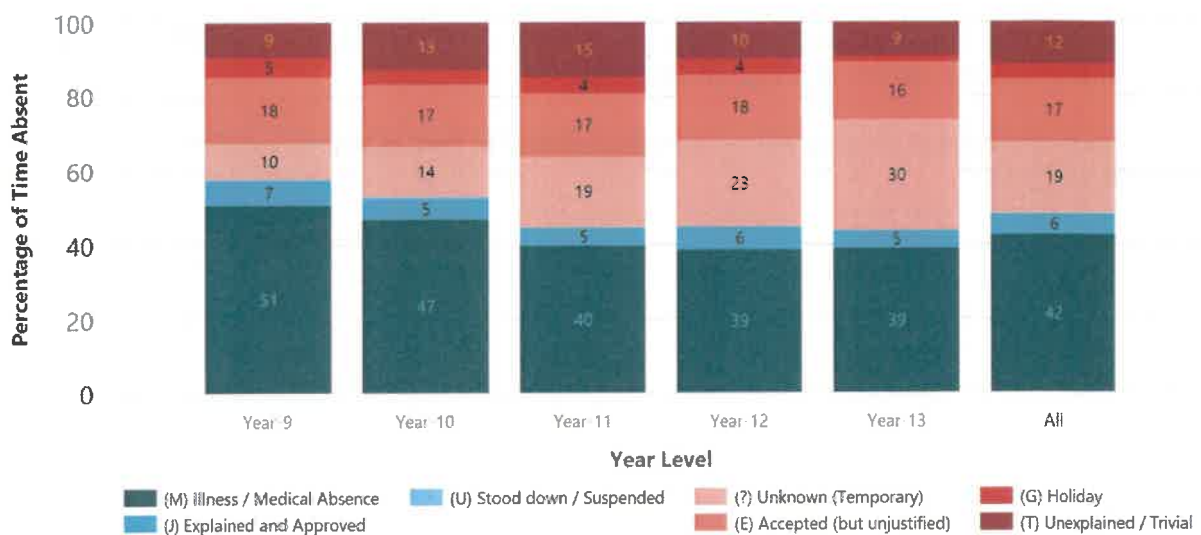
Year Level:	<70% attendance T2 2023	<70% attendance T2 2024	<70% attendance T2 2025
9	22	12	16
10	19	18	18
11	33	17	25
12	22	26	23.5
13	21	37	25.5

The level of “below 70%” is similar across the ethnicities.

Ethnicity:	<70% Attendance T2 2023	<70% Attendance T2 2024	<70% Attendance T2 2025
Maori	31	26	17
Pakeha	14	14	16
Pasifika	32	20	21

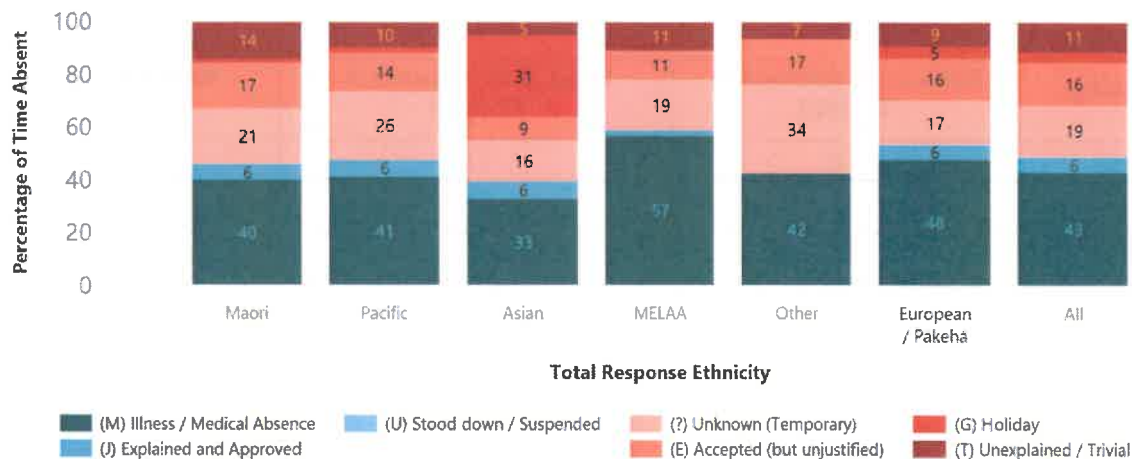
Reasons for Absence:

What differences are there between year levels in reasons given for absence?



What differences are there between ethnic groups in reasons given for absence?

NOTE: Students who identify with more than one of these ethnic groups are counted in each.



Attendance Actions:

We continued with our attendance initiatives this term. House points were allocated to all students who had an attendance of 90% for the full term. Bonus points were awarded to the 22 students who had 100% attendance across the term. Each year level was represented in this, with the best being 8 students at Year 9.

The Student Services team continues to work with the students at <70%. This is an ongoing process dealing with the individual situation of each student.

Attendance Audit:

Last term, we were again audited by the MOE on our March 1st return. Unfortunately, they have discounted eight students from the roll on the grounds that they were absent on the roll count day and their last day of attendance was before March 1st. The problem we have is that the roll return day is very early in the school year, and some students have not returned yet. Other students, such as the ones discounted, return but then stop attending and finally leave after the roll return date. Their last date of attendance may be before the 1st March; however, we keep working with them and their whanau to establish a pathway. This can often be for several more weeks before they 'officially' leave. I have appealed this decision for four students based on the information that we had at the time. This appeal has been lost.

One positive is that they have reclassified a group of 15 students from Level 3 Māori Language Programme to Level 2 (which is a higher category).

The school's operational funding will be adjusted when the next quarterly funding instalment is published and paid.



This paper provides information about the school’s attendance statistics for Term Three. The data is provided by the MOE from the Every Day Matters term-by-term data collection. This is based on the provisional data received at the end of the term.

Strategic Target:

The Board has set the target for this year that 80% of students attend at least 80% of the time. Using the Everyday Matters data, this relates to the first two categories - Regular Attendance (>90%) and Irregular Attendance (80 - 90%). In Term Three, **63%** of our students attended at that rate. That has improved from 60% in 2024.

Daily Attendance:

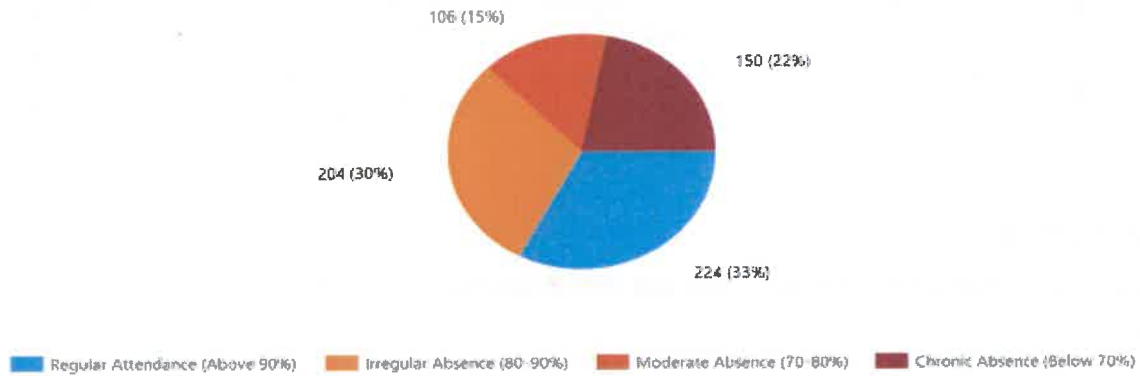
We monitor the attendance of our students every day. Our average daily attendance in Term Three was **81%**. In 2024, this result was 80%, so we have seen another small increase.

Regular Attendance:

The main data that this report is based on the concept of ‘Regular Attendance’. The MOE considers regular attendance as being 90%. The MOE has a goal of 80% of students attending school regularly. The overall percentage of students attending our school regularly in Term Three was **33%**. This was 1% better than 2024.

Term 3 Detailed View

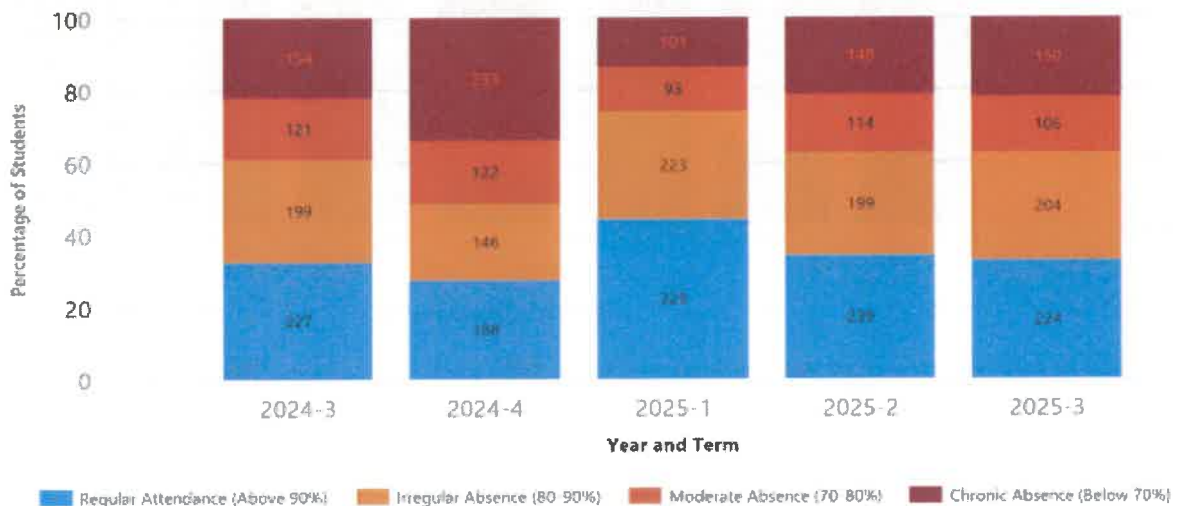
How many students are in each student attendance category?



In Term 3 of Year 2025, 224 of your students were attending school regularly, with 33% students at school above 90% of the time.

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

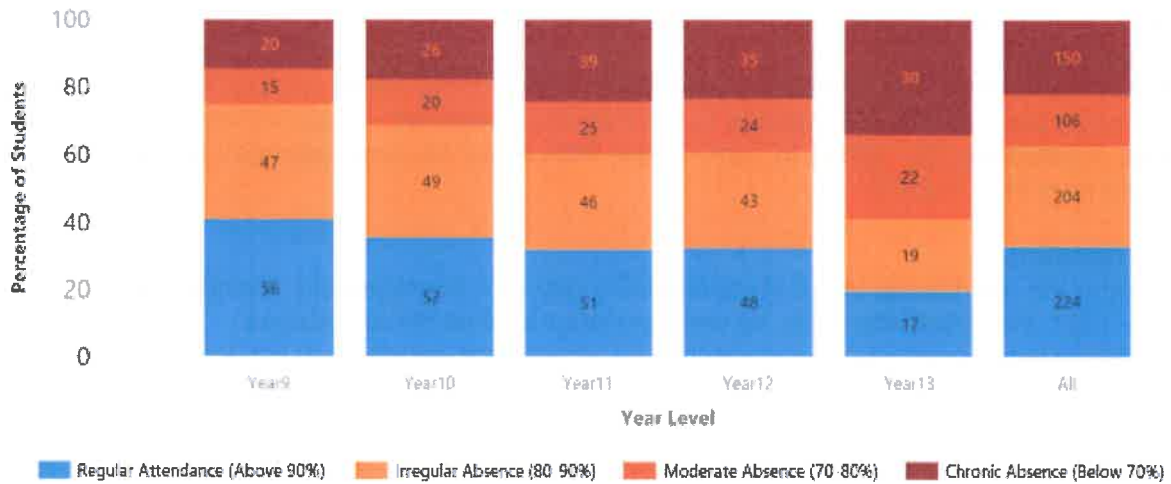
NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



Year Level:

How are your student attendance categories distributed by year level?

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



Over the past 3 years:

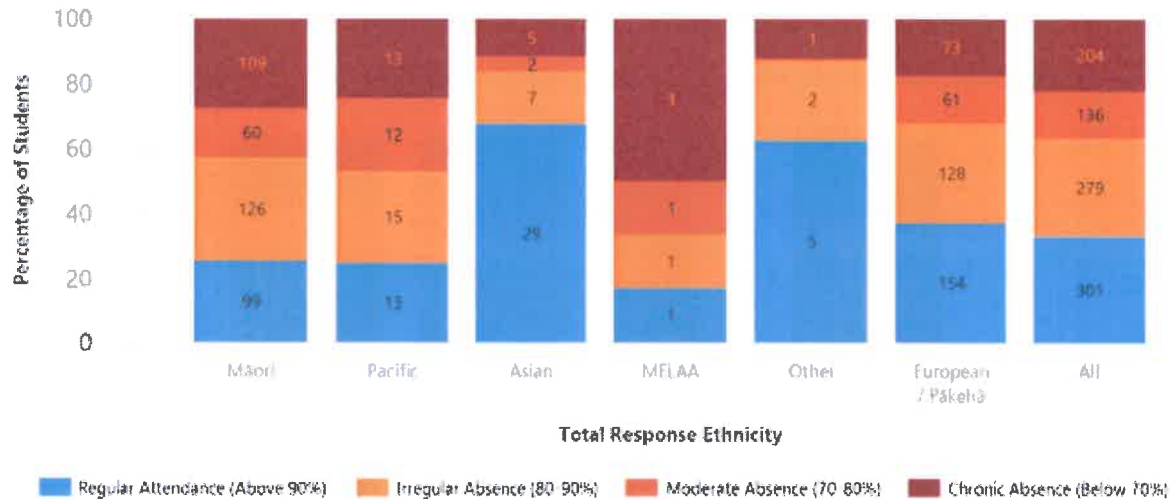
YEAR LEVEL:	REGULAR ATTENDANCE % T3 2023	REGULAR ATTENDANCE % T3 2024	REGULAR ATTENDANCE % T3 2025
9	32	39	40
10	31	40	35
11	28	36	31
12	27	19	40
13	22	14	19

Ethnicity Data:

How are your student attendance categories distributed by ethnicity?

NOTE:

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



Over the past 3 years:

Ethnicity:	REGULAR ATTENDANCE % T3 2023	REGULAR ATTENDANCE % T3 2024	REGULAR ATTENDANCE % T3 2025
Maori	22	22	25
Pakeha	26	36	24
Pasifika	23	33	37

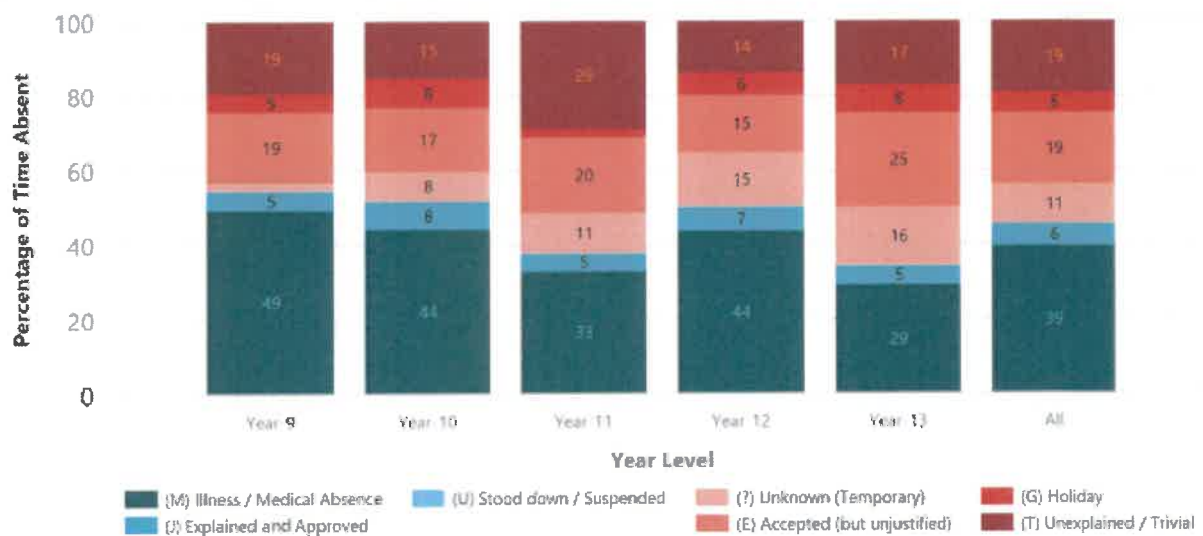
Students with attendance below 70%:

Year Level:	<70% attendance T3 2023	<70% attendance T3 2024	<70% attendance T3 2025
9	23	15	14
10	19	18	17
11	29	14	23
12	29	32	23
13	30	38	34

Ethnicity:	<70% Attendance T3 2023	<70% Attendance T3 2024	<70% Attendance T3 2025
Maori	31	28	27
Pakeha	14	18	24
Pasifika	32	18	17

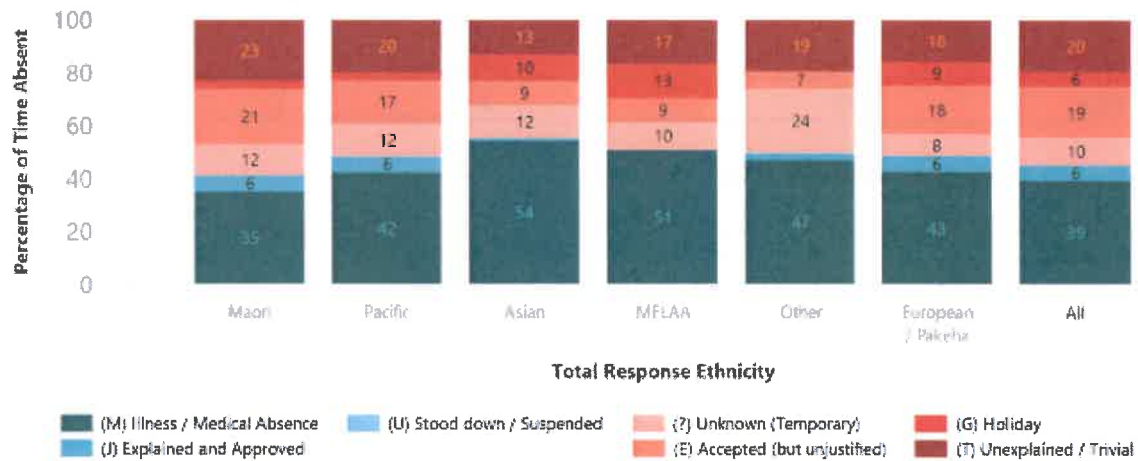
Reasons for Absence:

What differences are there between year levels in reasons given for absence?



What differences are there between ethnic groups in reasons given for absence?

NOTE: Students who identify with more than one of these ethnic groups are counted in each.



Attendance Actions:

We continued with our attendance initiatives this term. House points were allocated to all students who had an attendance of 90% for the full term. Bonus points were awarded to the 23 students who had 100% attendance across the term. Each year level was represented in this, with the best being 6 students at Year 9.

The Student Services team continues to work with the students at <70%. This is an ongoing process dealing with the individual situation of each student.

We have signed an agreement with the MOE to be an in-school provider for Attendance Services. This provides us with some additional money to employ an extra staff member to help with the follow-up of absences. We are currently working on our Attendance Management Plan to incorporate the new requirements.

Principal's Report Board of Trustees November 2025

Tena tatou e te poari o Turanga Wahine.

It is with pleasure that I present my report for the period to 21 November 2025.

1. Board Matters

1.1 Roll

The MOE-funded roll is shown in the table below.

Year Level:	Feb	Mar 1st	May	June 1st	July 1st	Aug	Sep	Oct	Nov	GMFS Roll
Y9	145	145	142	141	141	138	136	134	136	155
Y10	158	159	151	151	148	147	147	144	143	146
Y11	174	184	171	171	169	167	166	161	158	148
Y12	163	161	157	155	152	149	146	145	141	155
Y13+	103	104	93	91	91	88	88	82	79	126
INT	22	21	14	14	13	9	9	9	9	
STP	33	26	24	22	21	20	18	14	14	
Total:	743	753	714	710	702	689	683	666	669	730
BH	12	10	10	10	10	10	10	10	10	
2024	761	752	728	724	712	715	708	-	702	714

Note: The GMFS (Guaranteed Minimum Formula Staffing) is the MOE's estimated number of students for the start of the 2026 year.

We have 9 students attending Alternative Education and 3 students at TAKAC.

We currently have 148 Year 8 students enrolled for next year.

1.2 Board Assurances:

Following the SchoolDocs review schedule, I can confirm that the Board Assurances for Term Four have been completed.

2. Staff and Staff-Related Matters

2.1 Staff movements:

New staff: (Appointments for next year)

Jessie Robertson - permanent teacher, Social Science

Kelly Hansen - permanent teacher, Technology

Staff who have left:

Lily Hegarty - end of contract (ECE)

2.2 Leave Balances of Non-Teaching Staff:

Leave balances of non-teaching staff are within their one-year annual entitlement.

2.3 Staff Professional Learning:

Oct 22 Maths PLD Day - faculty

Oct 23 Chamber Music NZ Gisborne String Workshop - Fe

Nov 4 NCEA Geography - Rv, Tw, So, Rw

Nov 5 Barnados - Safeguarding the vulnerable - Ri

Nov 10-11 State Girls' Secondary Schools Conference - Ku, Hn

Nov 11 Science PLD - faculty

Nov 12 NZATE PLD - English faculty
 Nov 13-14 Data Science, Auckland University - Wm
 Nov 20 PENZ Workshop - PEH Faculty
 Nov 20-21 NZAPT Conference (Psychology) - Hp

3 Buildings and Grounds:

3.1 Progress report:

- Both cyclone recovery contracts are now finished.
- Toilet upgrade - is finished.
- Changing Rooms - to start next week
- New 10YPP investigations are continuing.
- Fence to be reinstalled at 35 Wellington Street house - for MOE to proceed with the sale.

4. Student and School Activities

4.1 Academic and Cultural Activities:

- Pō Whakanuia - Ngā Manu Tangiata wananga and celebration
- Chamber Music String Workshop
- Senior Prize Giving
- NCEA Exams underway
- Year 10 OED camp
- Junior Ki o Rahi Nationals
- Hastings GHS Junior Sports Exchange
- Junior Volleyball HB Tournament
- Junior Volleyball Nationals
- Year 8 Orientation Day
- 2026 Nga Manu Tangiata Induction Day
- Senior Art Exhibition
- Junior Maths Competition - Hawkes Bay

5. Curriculum:

5.1 NCEA Progress:

Student progress at Week 7 Term 3, **Week 1 Term 4**, **Week 6 Term 4**

Aspect	Number of students			Percentage of cohort		
NCEA Level 1 Passed (60 cr plus LIT and NUM)	14	18	45	9	12	30
NCEA Level 1 within 10 cr	31	39	57	20	25	39
NCEA Level 1 within 20 cr	30	26	18	20	17	12
NCEA Level 1 within 30 cr	19	21	4	12	14	3
NCEA Level 1 under 30 cr	60	49	24	39	32	16
NCEA Level 2 Passed (60 cr plus LIT and NUM)	24	49	113	17	36	84
NCEA Level 2 within 10 cr	33	41	9	24	30	7
NCEA Level 2 within 20 cr	44	29	4	31	21	3
NCEA Level 2 within 30 cr	22	12	8	16	9	6
NCEA Level 2 under 30 cr	17	6	0	12	4	0
NCEA Level 3 Passed (60cr plus LIT and NUM)	5	18	38	6	22	49
NCEA Level 3 within 10 cr	8	19	13	9	23	17
NCEA Level 3 within 20 cr	22	16	16	26	20	20
NCEA Level 3 within 30 cr	21	13	7	24	16	9
NCEA Level 3 under 30 cr	30	15	4	35	19	5

The external exams are progressing well with very few issues to date.

5.2 External Moderation Results:

External Moderation was completed by NZQA on Oct 20. There were 25 submissions in total, with 7 physical submissions and 10 digital submissions.

The outcomes were:

Consistent	Not Yet Consistent	Not Consistent	Still waiting for moderation report	Under Appeal	Materials Not Received
18	7				

We are happy with the overall result. Three HoFs chose to query their results with interesting reports coming from NZQA. No grades were changed. The process was worthwhile, as it yielded some positive learning outcomes from the results.

5.3 Literacy and Numeracy Results:

In the tables below are the progress results for our Year 11 and Year 10 students for their Literacy and Numeracy components of their NCEA qualification.

Year 11 2025 = 148 students		
Literacy:	Number of students	% of cohort
Achieved Literacy	140	94.5
CAA Route	125	84
Additional credits route	15	10
Not yet	8	5.5
Numeracy:	Number of students	% of cohort
Achieved Numeracy	141	95
CAA Route	113	76
Additional credits route	28	19
Not yet	7	5
Year 10 2025: (Results for those students who sat the assessments) Total cohort = 143		
Year 10 2025	Number of students	% of cohort
Numeracy CAA	88	62
Literacy overall CAA	100	70
For comparison:		
Year 11 2024	Number of students	% of cohort
Achieved Literacy	148	99.5
CAA Route	108	72
Additional credits route	40	27.5
Achieved Numeracy	149	100
CAA Route	96	64.4
Additional credits route	53	35.6

It is good to see that we have more students achieving their Literacy and Numeracy through the CAA this year rather than through additional credits.

6.0 Health and Safety Matters:

Health and Safety Report: October/November 2025

- The Health and Safety Committee has not met since the last report. They will meet on Monday, 24 November.
- An unannounced emergency evacuation drill is planned for week 9. This will be our second of our two required evacuation drills of the year.
- Harrison Tew lockdown training scheduled for 2026:
Monday 2nd March 2026
10:30 am Staff Training
11:20 am SLT Training
1:00 pm Student Training
1:30 pm Lockdown Exercise

Incidents reported since last report:

1. 07/11/2025 - Staff member trip/fall in the Boardroom over a protruding chair leg. Bruise on left hip. Abrasion on knee. Strain to left thumb. Some neck pain. Exacerbated an existing back condition. Medical advice sought. Rest and pain medication.

Near misses reported since last report: N/A

Hazards reported since last report: N/A

7. Attached Units:

7.1 RTLB:

The new Funding Agreement has finally been received and will be tabled for signing at the hui.

7.2 TAKAC:

The centre continues to provide great support for its students. The students have produced a music rap which is of high quality.

Coming Events:

Dec 9 Junior Prizegiving

As this is my final Principal's report, I take this opportunity to thank the Board for all your support over the years. It has been a great privilege to be the principal of this great kura. I know that the school is in great hands moving forwards.

Nga mihi mahana ki a koutou.



Jan Kumar
Principal

Academic Programmes

Numeracy and Literacy programmes have been designed using both the Te Whariki and New Zealand Curriculum to cater to the wide range of learning needs within the LSC. Teachers and teacher aides work in a mix of groups and 1:1 settings. Life skills are a major focus, covering hygiene, health, relationships, safety, communication, work skills, and domestic activities.

Curriculum planning and all learning areas are linked to the students' IEPs.

Academic levels range from pre-level 1 to level 3.

2 students at level 2-3

1 student at level 1-2

2 students at level 1

4 students at level pre 1 - 1

New Learning Aids:

As part of the government's implementation of the Structured Literacy and Maths programmes to years 1-8, the LSC has secured new resources to support this teaching and learning for our ORS students. The unit has a large set of new decodable books, a range of maths manipulatives and teaching aids, as well as a set of student workbooks and teacher manuals.

PLD

Maths - both teachers are taking part in the Kahui Ako PLD on the maths curriculum

Structured Literacy - 1 teacher and 1 teacher aide are completing an online programme through Sounds Literacy.

Learning Support Coordinator

The activities of the Learning Support Coordinator have been reported as part of the Student Services mid-year Faculty Review; however, we now have an update of Special Assessment numbers for our upcoming exams.

Common Assessment Activities - 26 students will receive SAC
- 9 students will have a reader
- 3 will have a reader/writer
- 15 students will have small group accommodation

Benchmark Exams - 32 Students will receive SAC
- 20 students will have a reader
- 12 students will have separate accommodation

A larger percentage of students are using SAC for the CAA's than for other senior exams. The reason for this is that all students must sit the CAA, but students who find exams difficult will often opt for subjects or standards that do not require an external examination.

To manage the large number of students requiring separate accommodation, we have purchased a small number of portable screens to separate a classroom. If this is successful, further screens will be purchased.

SAC is given for a range of reasons.

- Students may have a dyslexia diagnosis
- Those who do not have a diagnosis but, through testing and have shown to have symptoms common for students with dyslexia, who achieve at a higher level when SAC is available, can also access SAC. The testing involves a dyslexia screening test (LASS) as well as additional comprehension, spelling, and phonological processing, or a Lucid Exact Test.
- Students with ADHD, diagnosed or suspected
- Students with anxiety, neurodiversity, heightened sensory awareness, or any other difficulty that benefit from being in a quiet space. These students need to have shown a history of this need and trialled SAC during their time at GGHS.

This paper reports on the mid-year review of the Learning Support Unit. This unit caters for our Ongoing Resourcing Scheme (ORS) funded students with special learning needs.

Staff:

1 x Teacher- full time
1 x Teacher - 0.4
3 x Teacher aide full-time
2 x Teacher aide part time - 1 x 2 days, 1 x 3 days

This year, Jodi Scandrett has taken over as the main teacher in the LSC. Jodi comes from an Early Childhood teaching background and brings skills that align with the needs of very high-needs students. Maree Higgins has continued in the part-time role, and her Primary teaching experience and expertise in literacy and numeracy at levels 1-3 of the curriculum are invaluable. Four of the TA's are experienced GGHS staff members, and there is one new part-time TA.

Students:

Currently, we have 9 students in the unit.
Very High Needs - 3 students
High Needs - 5 students
High Health/ICS - 1 student

Activities:

The LSC students are provided with a variety of learning opportunities to develop their individual life and learning skills.

- ❖ Mainstream Classes - some students attend some mainstream classes
 - Te Raukura (Year 9) - 2 students attending
 - Level 2 ECE - 1 student attending
 - Terms 1-2, whole class attended weekly music lesson with Anna-Marie Fenn
 - Terms 3-4, whole class attending weekly drama lesson with Sam Millar
 - Terms 3-4 whole class cooking in the mainstream kitchen
- ❖ EIT:
 - 2 students attending Trades Academy Hair and Beauty
 - 1 student attending Trades Academy Pikitoi
 - All students are supported by a teacher aid
- ❖ Work Experience:
 - 1 student completed ECE work experience at Rewanui and Barnardos 1 day per week for term 2. She has been asked to continue with both placements for term 3.
- ❖ Swim for Life - all students attended the weekly Swim for Life program at the Olympic pools.
- ❖ Dancefit sessions - Term two, 1 student attended weekly
- ❖ RDA - Two students attend weekly lessons for the year.
- ❖ Sexual Health Education - new programme starting in September
- ❖ Weetbix Triathlon - all students took part in the triathlon
- ❖ Pottery - the class has been practicing pottery using the facilities in the GGHS art department
- ❖ YMCA - 4 students have been attending the YMCA gym

Individual Plans and whanau communication

Student learning programmes (IEP) are developed in consultation with whanau, MoELs, MOH, and other key support people. These plans are reviewed every six months, and students' achievements are celebrated.

Each student has an ongoing portfolio that includes photographs and learning stories so whanau can visually see what their child has been doing at school. Daily communication of pictures and videos of students experiences are shared on our private facebook page. Text messages or phone calls are made to parents when needed.

This paper reports on the Student Services Faculty for 2025 and outlines their activities. This faculty has again been very busy providing support for our students in many different ways.

Counselling: The school offers 60 hours per week of counselling. This is spread over three part-time staff members with counselling and/or social work backgrounds. This is a well-used service and is extremely important for student wellbeing. As well as individual counselling, the school offered The Travellers Programme and Growing Through Grief to support student well-being.

The Year 9 'Travellers Programme' in 2025 was very well received, with students consistently highlighting the welcoming, kind, and supportive environment, as well as the fun, engaging activities and opportunities to meet new people. Through student voice - students appreciated the choice to share personal experiences at their own pace and valued the programme for building confidence, communication skills, and a sense of connection. Very few negatives were reported, though a small number noted challenges such as not having friends in the group or wanting more time for ako work, suggesting the programme could run less frequently. Overall, students strongly recommended Travellers to their peers and identified key takeaways such as recognising that life has ups and downs, understanding the importance of reaching out for support, and feeling more confident expressing their emotions.

This year we offered the 'Growing Through Grief' programme. This is for students who have lost someone close to them and who develop strategies to get through the grief they are facing. Two students completed this programme.

E-library: The e-library is now at a level that can be utilised by teaching staff in 2026. While it is not fully polished, it is functional, easy to use, and can be further refined or added to as needed. The RTLB team can assist by linking teachers with additional resources if they are interested.

Professional development: SM and CH have been attending RTLB-led Interface Workshops, which are held once per term. These sessions bring together agencies, SENCOs, and LSCs to share knowledge and strengthen collaboration.

We are currently completing staff appraisals for the year. By aligning them with the NZEI Quality Research Outcomes, staff reported feeling a greater sense of direction and were able to personalise their learning goals more effectively. For example, one of our counsellors, who is relatively new to New Zealand, has partnered with a colleague strong in Te Reo Māori and Tikanga to enhance her cultural competency.

Some staff attended the community workshop afternoon at TDH, where various health and wellbeing agencies came together to share ideas and resources. Staff have re-completed the Understanding Behaviour and Responding Safely training (UBRS).

Our counsellors have also participated in community training courses covering topics such as eating disorders, family violence, and child protection.

Special Assessment Conditions:

Senior Students

41 NZQA approved SAC students

- Level 1 - 15 students
- Level 2 - 18 students
- Level 3 - 8 students

- Dyslexia - 17
- Health/medical - 8
- ASD - 2
- Anxiety - 9
- Non-diagnosed suspected Learning Disorder - 5 (school evidence)

Junior Students trialling SAC during years 9 and 10:

Year 9 - 28 Trialling SAC

Year 10 - 29 Trialling SAC

Diagnosed dyslexia - 7

Suspected non-diagnosed dyslexia - 11

Other diagnosed LD - 4

ADHD - 5

ASD - 2

Anxiety - 11

Attention difficulty (non-diagnosed) - 6

Health/medical - 4

Undergoing assessment - 7

Student needs:

We are seeing an increasing number of students transitioning into GGHS who are working at lower NZC Levels (1–2). These students often arrive without tagged funding to support them. As a result, 2026 will focus on developing intervention programmes and support systems to meet these students' needs effectively. A Year 9 intervention maths programme will be trialled. This will focus on numeracy skills in the hope that students will have the knowledge and feel confident to sit the CAA in Year 10 or Year 11.

Students are identified through parent enrollment interviews or referrals, as well as teacher, teacher aide, and counsellor referrals. Further assessment is completed where appropriate, and referrals are made to outside agencies if needed or possible.

Assessment Used

- LASS dyslexia screen
- Lucid Exact - used to get specific data for NZQA SAC applications
- 1:1 supporting tests, PAST phonological awareness, South Australian Spelling, Burt Reading, Gloss maths
- Teacher observation - co-construction hui.

Structured Literacy:

1:1 and small group Structured Literacy is provided to some students identified as needing intensive support. The number of students who receive this support is limited/dictated by the available staff to teach the subject, time taken away from other subjects and a student's consistent attendance at school and willingness to take part.

Currently, we have 3 staff trained to teach Structured Literacy. An additional staff member is currently upskilling in this area, and 1 registered to receive MOE-funded training in 2026.

10 students have taken part in Structured Literacy this year, nine from Year 9 and one from Year 10.

Year 10 Literacy Tutoring:

Twenty-two Year 10 students were identified as working below the expected literacy level and were referred for an additional weekly literacy tutoring period. The programme focused on the Common Assessment Activity (CAA) requirements to strengthen learning in preparation for the Term 3 CAA examinations. These students are selected by teacher recommendation and e-asttle reading/writing scores.

Delivered in alignment with the Literacy Unit Standards, the programme drew on the Literacy Learning Progressions to build essential writing skills. Students received targeted instruction on the key features and structures of letters, emails, and articles. This supported both assessment readiness and the development of broader writing capability across varied purposes, genres, and styles.

Attendance in 2025 improved in comparison with previous years. Two students were absent during the CAA examination and did not complete the assessment. Of the 20 students who sat the writing component, 12 achieved a pass, resulting in a 60% success rate.

Considering the attendance challenges, these results are encouraging and suggest that the programme had a positive impact on student progress and outcomes.

Resources Purchased:

- LASS dyslexia screen annual test subscription
- Exact test credits x10
- 7 screens to separate 1 classroom for the SAC small group accommodation
- Walker Maths Numeracy Essentials workbooks x10
- Fidget tools
- Bushnell's Trust - 10 new headphones for assessments and SAC.

2025 New enrolments:

Throughout 2025, we welcomed 65 new ākonga, with most enrolling in Term 1, including four international students. Māori ākonga comprised a significant proportion of the intake (35 in total), though nine who whakapapa Māori withdrew during the year. Overall, 19 new ākonga withdrew across the year.

Many incoming ākonga presented with complex needs such as disrupted schooling histories, prolonged absences, or recent transitions from overseas. The data indicates that withdrawals were frequently associated with whānau mobility, attendance difficulties, and broader disengagement, underscoring the ongoing need for early and intensive support.

Although effective supports—such as buddy systems, pastoral check-ins, and timely access to wellbeing and counselling services—are already in place, sustained whānau engagement remains a key challenge.

This year, Year 9 ākonga began directly in classes without a formal orientation process. Observations showed that several of these students later required additional support, suggesting that a structured induction may strengthen early belonging and engagement.

A small group of ākonga also benefited from our van pick-up service and the Travellers programme, both of which played an important role in reducing attendance barriers and supporting re-engagement.

Recommendation:

Reintroduce a formal Year 9 orientation programme at the start of the academic year and strengthen proactive whānau engagement through regular hui. Consider establishing a Whānau Advisory Rōpū to enhance collaboration, build trust, and support early connection.

Learning Support Centre (LSC) Report

Staffing:

- **Teachers:**
 - 1.0 FT Teacher
 - 0.4 PT Teacher
- **Teacher Aides:**
 - 3 full-time
 - 2 part-time (1 × 2 days per week, 1 × 3 days per week)

This year, Jodi Scandrett has taken on the role of lead teacher in the LSC. With an Early Childhood teaching background, she brings valuable expertise in supporting students with very high needs. Maree Higgins continues in the part-time teaching role, contributing extensive Primary teaching experience and strengths in literacy and numeracy at Curriculum Levels 1–3. Four teacher aides have returned with strong existing knowledge of the LSC context, alongside one newly appointed part-time teacher aide.

Student Profile:

The LSC currently supports **8 students**, with needs distributed as follows:

- **Very High Needs:** 3 students
- **High Needs:** 4 students
- **High Health / ICS:** 1 student

The roll is projected to remain stable heading into 2026.

Learning Activities and Programmes:

Mainstream and Specialist Classes

- Participation in selected mainstream classes
- **Taha Māori:** 2 students
- **Level 2 ECE:** 1 student
- Weekly **music** lessons (Terms 1–4)
- Weekly **drama** lessons (Terms 3–4)
- **Cooking** in the mainstream kitchen (Term 3)

EIT Trades Academy

- 2 students – Hair and Beauty
 - 1 student – Pikitōi
- All students are supported by a teacher aide during attendance.

Work Experience

- 1 student completed ECE work experience at Rewanui and Barnardos (1 day per week in Term 2) and has been invited to continue into Term 3.

Additional Programmes and Enrichment

- **Swim for Life:** All students attended weekly lessons
- **Dancefit:** 1 student participated in Term 2
- **RDA:** 2 students attended weekly sessions throughout the year
- **Sexual Health Education:** New external programme scheduled
- **Weet-Bix Triathlon:** Full class participation
- **Pottery:** Ongoing work using GGHS art department facilities
- **YMCA:** 4 students attended gym sessions

Individual Plans and Whānau Engagement:

Individual Education Plans (IEPs) are developed collaboratively with whānau, MoE Learning Support, the Ministry of Health, and other key professionals. Plans are reviewed every six months, with progress and achievement celebrated.

Each student maintains a portfolio documenting learning through photos and stories, allowing whānau to visually engage with their child's progress. Daily updates—photos and videos—are shared on the private class Facebook page. Text or phone communication is used when necessary.

Academic Programmes:

Numeracy and literacy programmes draw on both **Te Whāriki** and the **New Zealand Curriculum**, enabling the LSC to respond to a wide range of learning needs. Teachers and teacher aides provide instruction through small groups and 1:1 sessions.

Life skills remain a major focus, including hygiene, health, relationships, safety, communication, work readiness, and domestic skills. All curriculum planning is aligned with students' IEPs.

Current academic levels:

- 2 students: Levels 2–3
- 1 student: Levels 1–2
- 2 students: Level 1
- 3 students: Pre-Level 1 to Level 1

New Learning Resources:

As part of the government's Structured Literacy and Maths rollout for Years 1–8, the LSC has secured new resources to support ORS learners, including:

- A full set of **decodable texts**
- **Maths manipulatives and teaching aids**
- **Student workbooks and teacher manuals**
- Resources from **Numicon** and **Prime Maths**

Professional Learning and Development:

- **Maths:** Both teachers involved in Kāhui Ako PLD on the new maths curriculum
- **Structured Literacy:**
 - 1 teacher and 1 teacher aide completing online Sounds Literacy training
 - 1 teacher enrolled in MoE-funded training for 2026
- **UBRS:** Full staff completed refresher training
- **Numicon Maths:** 2 staff scheduled for one-day workshop
- **Prader-Willi Syndrome:** Training for all staff planned for February 2026



In Week 3 of this term, we held our second round of Student - Whānau conferences. These were run over two days with conferences booked from 10:00 am to 6:00 pm. In total, there were 855 conferences booked for 341 caregivers.

Of our 656 students whose whānau were invited for conferences, a total of 301 had bookings = 46%. This compared to 41% in 2024. The number of conferences booked per caregiver ranged from 1 to 7. An extra 46 caregivers had logged in but had made no bookings. One possibility was that there were no suitable bookings left for them. The teachers ranged from 1 - 44 conferences with Science, Maths, and English teachers having the highest number.

Conferences by Year Level:

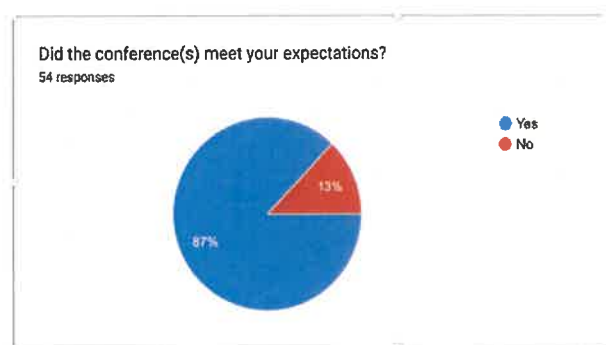
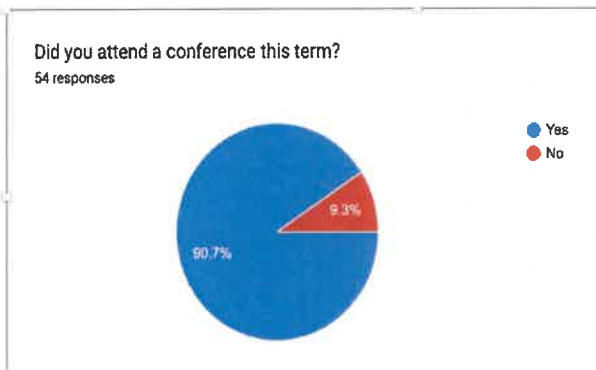
Year	Form tr only	Subjects only	Form tr and subjects
9	24 = 18%	26 = 19%	40 = 29%
10	24 = 17%	18 = 13%	26 = 18%
11	17 = 11%	24 = 15%	21 = 13%
12	15 = 11%	18 = 13%	13 = 9%
13	9 = 11%	10 = 12%	14 = 17%

Overall:

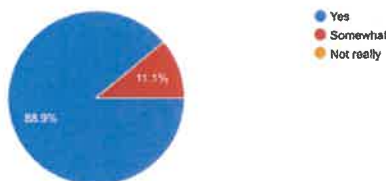
Year:	Conference:
9	66%
10	48%
11	40%
12	33%
13	39%
Overall	46%

Whānau survey:

After the conferences, we sent out a survey to seek feedback from the whānau. Only 54 responses were received. These were generally very positive and the key stats are shown below.



Did the Mid-Year Report give you information about how your student is progressing in their subjects this year?
54 responses



We also asked for written comments and these will be used, alongside staff feedback, when planning future conferencing events. Considerations include timing of these, and how to maximise opportunities for all whānau to attend.

This report covers a brief history, our marketing, our current situation, and our plans for the future. I will also cover the contribution that Jan Kumar has made in her role as Principal, and my wish list for a future Principal.

History:

This year marks the 31st year of International Students at GGHS. It began with my appointment as an ESOL teacher and the enrolment of one fee-paying student from Thailand. Four Principals, and four International directors later, we are still welcoming overseas students. Our students were predominantly from China, Hong Kong, Macau, Thailand, Japan, Vanuatu, and Papua New Guinea. This trend changed with the falloff in the Asian market, the loss of Aotearoa Scholarships from the South Pacific, the loss of the Hostel, and Covid. We now see a predominantly European clientele - mainly from Germany. Our unique selling point coincides with what these students are seeking.

2024-25:



Here is a shot of most of the students at the start of this year. We had students from Cambodia, Chile, China, Hong Kong, Germany, and Switzerland. We had 21 International students - mostly short-term. We also have a pleasing new group of longer-term students from Asia. The Kheang girls are in their 3rd year, and Aria Poon and Fei Xiao will be here for 2 and a half years.

Below is an excerpt of a recent email from a German parent to Jan Kumar and staff.

"I would like to express my deep gratitude for the wonderful experiences my daughter Johanna Baum was able to make in your school during the last 12 months. She had so many fears when she left Germany, and she came back as a cheerful, self-confident young lady, knowing she can do anything now that she has managed one year on her own at the other end of the world. Moreover, she found out how beautiful this other end is. And of course, she was not on her own, but she got to know so many friendly and amazing people at Gisborne Girls. Your school is a wonderful place, and we are so thankful Johanna had the chance to grow and learn at Gisborne Girls."

In 2024, Gisborne (only GGHS and GBHS) recorded the highest growth in all the regions of International Education in NZ last year, with a **120% increase in international students. (Times of India).**

Read more at:

http://timesofindia.indiatimes.com/articleshow/116014005.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst

This highlights that NZ is considered a great place for International students, and that Gisborne has a unique role to play in this industry. Now that we have success in Europe, our goals are to sustain our European Market, reawaken the Asian market, and look towards new horizons that are in keeping with our region. We have been to a Focus fair in Vietnam, which resulted in two enrolments from China (one

from China, one from Hong Kong). One of these enrolments also led to an enrolment at GBHS. We went to Europe to see agents and schools. We got an important new agent (Kulturwerkre) and an enrolment as a direct result of this trip. In September, we have been chosen to go to an Education NZ event in Tokyo, and we have established contact with NZ Japanese agents. We will travel to Japan via Hong Kong to check in with our agents and our Hong Kong family. We have an invitation from Chile, from a student's father that who suggests students who attend private English schools would be very interested in us. Their fees for school and exchanges are huge, and we are an attractive alternative.

Our strengths are the opportunities for surfing, Outdoor Education, Music, and Art. These are most attractive to the short-stay student. We have a generous, experienced, and versatile staff who are great with long-term student needs. Good Homestays are an essential part of our operation. Very few of our GGHS student families are currently volunteering for this.

At present, we have 5 German students, 2 Cambodian, and 2 Chinese students. In 2026, we have approx. 6 students already confirmed. We are receiving enquiries every day.

The future:

Some ideas include

- Supporting Surfing and Outdoor Education and investigating how these could be enhanced further. For example, some schools charge an extra \$1500 for a surf programme every Friday. More use of our Maritime opportunities could also be great. Perhaps Marine Biology, which is a very popular subject in other schools.
- Continuing our strong cooperative relationship with GBHS, which has proven flow-on effects.
- Keeping the services of a Homestay Manager who handles students at both schools, as families can change from a GBHS student to a GGHS student.
- Encouraging local school student families to Homestay.
- Keeping an International Director with sufficient time allowance and incentive to promote and manage the programme.
- Defending existing successful markets, while investigating new areas. Previous investment in new areas has proven successful. Diversification in source countries improves overseas student, parent, and agent perception of our school
- Maintaining the social licence of the International programme with students, staff, and parents.

The role of the Principal:

I would like to personally thank Jan Kumar for the help, support, encouragement, and trust she has placed in me. She has always shown an up-to-date understanding of our programme and was very positive during the Covid years. Her vision and directorship have been the cornerstone of our department.

The International Department has the potential for fiscal and cultural benefits to our school. The visiting students help our students achieve a more global view of the world, and we have had many students get inspired into exchanges themselves. Teachers appreciate the variety of ideas and opinions that new students bring, and they help us to present our information in a more multicultural context. In my view, any new Principal appointee should embrace the programme, and continue to nurture it.



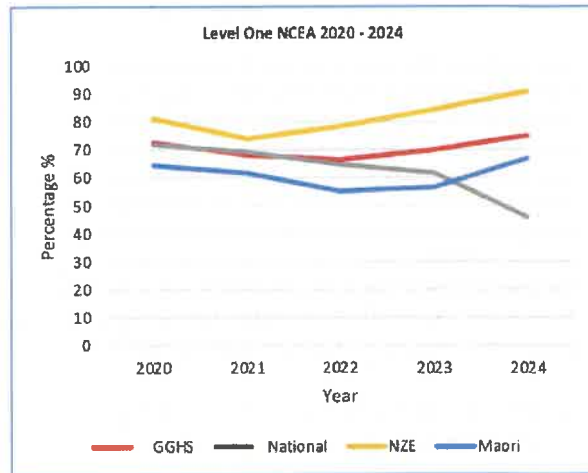
These results represent our final statistics for 2024 compared to the previous 4 years. These results will be published on the NZQA website and available to everyone. We will be able to compare our performance against other schools. Our 2024 results were similar to 2023 with Levels One and Two improved; Level Three reduced. Our University Entrance results were similar.

NCEA Level One:

GGHS students were very successful in the revised Level One qualification last year. Our students outperformed both the National data and the Equity Index data (schools similar to us).

Percentage Pass Rate:

Ethnicity:	2020	2021	2022	2023	2024
GGHS	72.6	68.2	66.5	69.9	74.8
National	71.8	69.2	64.8	61.6	45.9
Dec/Equity	66.9	64.0	61.0	65.7	59.6
GGHS NZE	81.1	73.8	78.3	84.3	90.6
National NZE	75.8	74.0	69.6	67.1	51.3
GGHS Māori	64.4	61.5	55.2	56.6	66.7
National Māori	60.8	57.7	53.7	51.7	40.9
Asian	85.7	87.5	100.0	66.7	58.3
PI	75.0	66.7	53.8	55.6	46.2



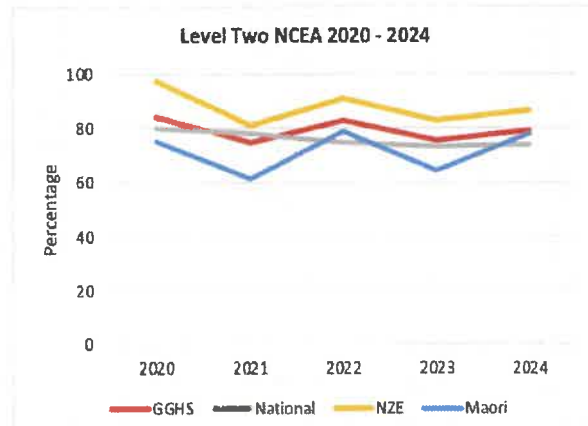
Note: The data for Pacifica and Asian ethnicities has not been included in the graphs as the numbers are so small each year that there are large fluctuations in results from year to year, and trends are meaningless.

NCEA Level Two:

At Level Two, our students also achieved results above National and Equity results. It was pleasing to see the improved results for our Māori students.

Percentage Pass Rate:

Ethnicity:	2020	2021	2022	2023	2024
GGHS	84.3	74.8	82.3	75.4	79.3
National	80.1	77.9	74.8	73.2	73.6
Dec/Equity	77.9	75.1	61.0	65.7	75.1
GGHS NZE	97.5	81.1	91.2	83.0	86.7
National NZE	83.2	81.2	79.3	77.9	78.6
GGHS Māori	75	61.3	77.6	64.1	78.2
National Māori	71.9	68.3	64.0	64.5	65.4
Asian	85.7	100.0	87.5	100	50.0
PI	71.4	73.3	90.9	66.7	66.7

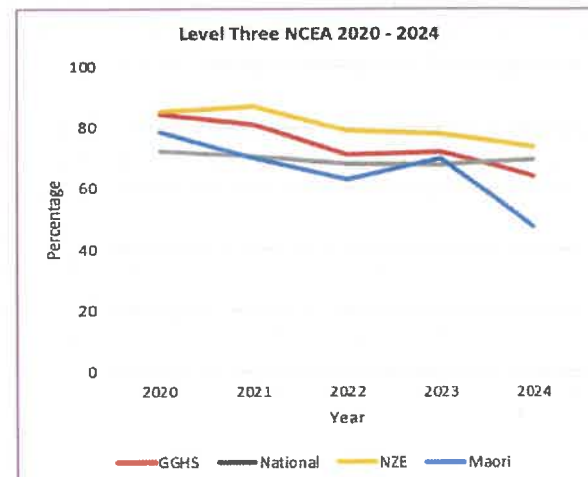


NCEA Level Three:

Our results at Level Three have reduced from previous years.

Percentage Pass Rate

Ethnicity:	2020	2021	2022	2023	2024
GGHS	84.3	81.1	71.2	71.9	64.0
National	72.1	70.5	68.1	67.6	69.4
Dec/Equity	69.1	65.7	61.5	65.1	69.8
GGHS NZE	85.2	86.8	78.9	78.0	73.6
National NZE	74.6	73.2	71.6	71.3	72.8
GGHS Māori	78.4	70.0	63.0	69.8	47.4
National Māori	60.7	58.5	55.7	56.2	59.0
Asian	100.0	100.0	20.0	100	50
PI	87.5	100.0	76.9	60	71.4

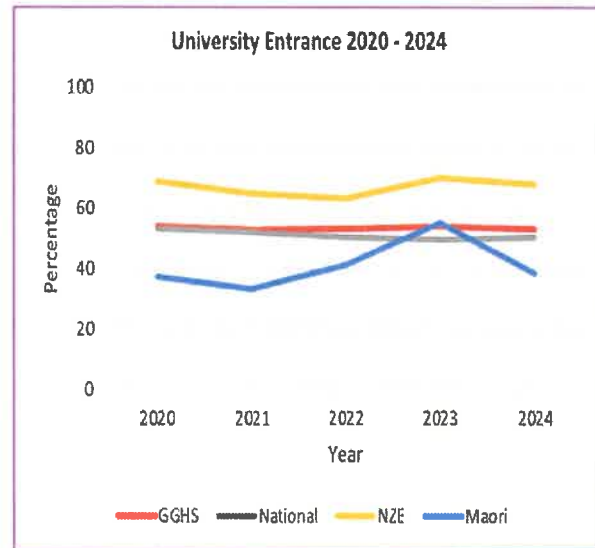


University Entrance:

These results are similar to previous years.

Percentage Pass Rate:

Ethnicity:	2020	2021	2022	2023	2024
GGHS	53.9	52.8	53.2	54.2	53.2
National	53.4	51.9	50.3	49.7	50.6
Decile 3	38.6	36.3	32.8	40.5	42.2
GGHS NZE	68.9	64.7	63.4	70.0	68.1
National NZE	59.0	57.2	56.0	55.4	55.6
GGHS Māori	37.3	33.3	41.3	54.7	38.6
National Māori	34.1	31.7	30.9	31.2	31.9
Asian	100.0	100.0	20.0	25.0	50
PI	25.0	33.3	23.1	20.0	28.6



Certificate Endorsements:

As well as achieving their NCEA, students are working towards certificate endorsement. The overall endorsement results (M or E) reduced at Level One - likely due to the change in this qualification with less credits available. The National stats also reduced.

Our overall endorsements at Level Two and Three increased compared to previous years, which was not seen with the national figures.

Level:	GGHS Merit %	National Merit %	GGHS Exc %	National Exc %	GGHS Endorsement	National Endorsement
1	29.5	28.2	13.9	11.2	43.4	39.4
	40.9	31.4	19.4	16.7	60.3	48.1
	35.8	31.5	15.6	19.4	51.4	50.9
	40.2	31.9	19.6	21.1	59.8	53.0
2	20.5	24.5	29.5	15.5	50.0	40.0
	32.7	23.5	11.5	23.5	44.2	44.2
	21.8	23.8	16.8	17.9	38.6	41.7
	23.9	24.9	22.1	17.9	46.0	42.8
3	39.4	25.7	11.3	14.1	50.7	39.8
	24.6	25.6	20.3	13.6	44.9	39.2
	20.3	25.5	12.7	15.3	33.0	40.8
	20.9	25.3	14.0	17.9	34.9	43.2

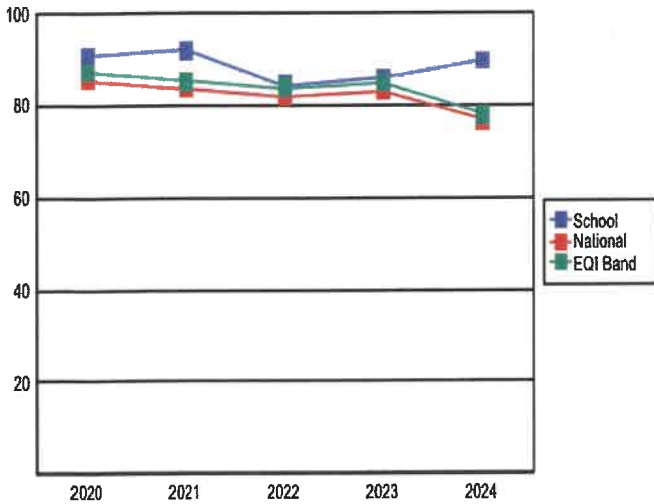
Key:
 2024 results
 2023 results
 2022 results
 2021 results

Literacy and Numeracy:

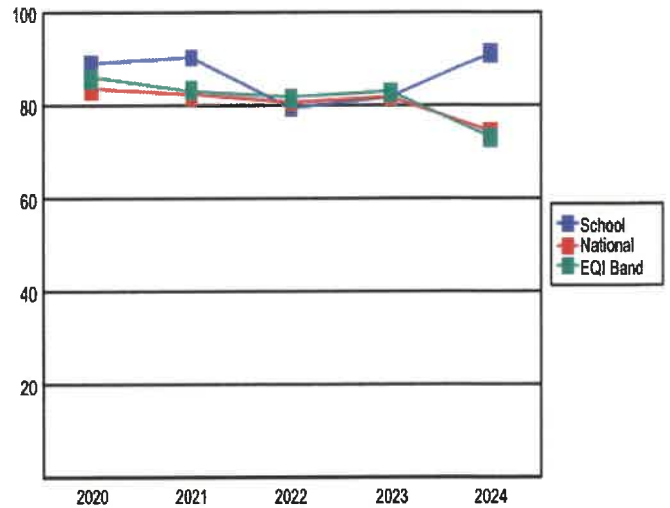
Another aspect to monitor is the performance of students gaining their Literacy and Numeracy requirements that are needed to gain any level of NCEA. In 2024, both aspects increased from 2023 for GGHS. The Numeracy results showed an excellent increase, while Literacy also increased. Both values were considerably above National data and rewarded the significant focus and effort placed in this due to the changes involving the CAA assessments.

Year:	National Literacy %	GGHS Literacy %	National Numeracy %	GGHS Numeracy %
2019	85.5	88.6	83.4	78.5
2020	85.1	90.5	83.6	89.4
2021	83.6	91.7	82.5	90.4
2022	81.6	84.1	80.7	79.9
2023	82.8	85.7	82.3	82.0
2024	76.6	89.6	74.8	91.4

Year 11 Level 1 Literacy



Year 11 Level 1 Numeracy

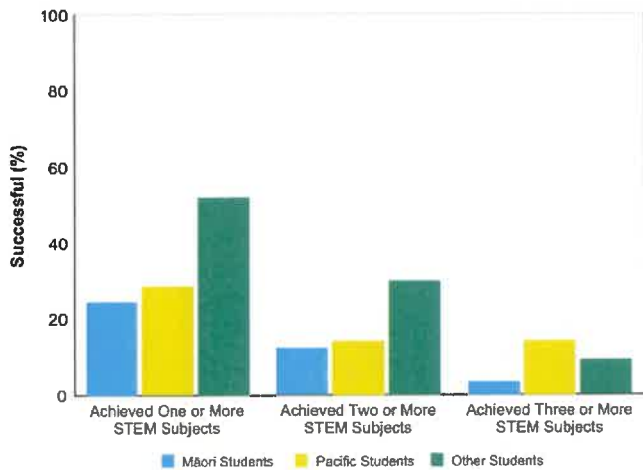


Year 13 Equity in STEM Level 3 Subject Achievement:

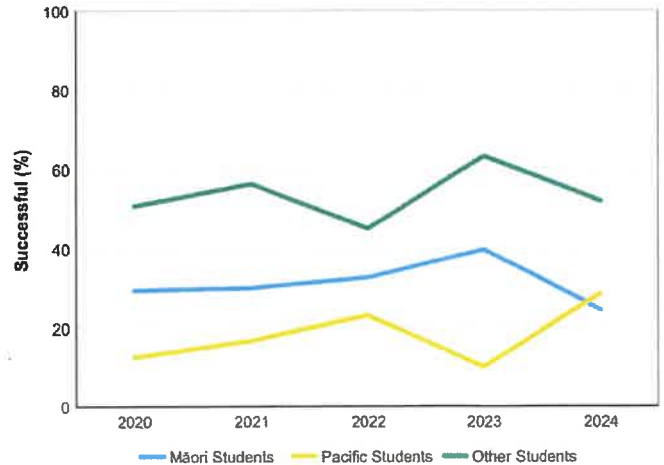
Another set of data that is provided by NZQA involves the number of Māori and Pacific students who achieve in STEM Level 3 subjects. A comparison is made between Māori/Pacific students and all 'Other' students (in our case this is almost all NZE students).

Our number of Māori students successful in STEM subjects reduced slightly last year. The Pacific student result increased, although we do need to remember that there is a small number of students at that level.

Year 13 Equity in STEM Level 3 Subject Achievement for Gisborne Girls' High School (2024)



Year 13 Equity in STEM Level 3 Subject Achievement for Gisborne Girls' High School (Achieved One or More STEM Subjects)



This paper reports on the leaving qualifications for students who left our school last year from any level. The Ministry’s School Leaver measure is based on a student’s highest level of attainment (NCEA or equivalent qualifications) upon exiting the New Zealand schooling system – a leaver-based measure. This differs from NZQA’s Secondary Statistics measure, which is an enrolment-based measure of NCEA attainment. When a student leaves our school and leaves the NZ schooling system permanently, they are counted as a GGHS school leaver and included in our statistics as long as they have attended our school for at least 70 calendar days.

Leavers in 2024:

The best outcome is usually achieved when a student leaves at the end of the school year, as they have had the best opportunity to gain a qualification.

Year Level:	Total Leavers:	% of Total Leavers
13	111	77.6
12	20	14
11	11	7.7
10	1	0.7
Total	143	

In 2024, a total of 143 students left our school, with the majority (77.6%) having attended through until Year 13.

Sometimes in Years 12 and 13, students may leave during the year as they have completed one qualification and decide not to complete the next level. They can all have their reasons and plans. Some leave after continuous absence, while others leave with a pathway supported by the school.

Left Early (Terms 1 - 3)
13
9
9
1
32

Of the 143 leavers, there were 32 who left before the end of the year. These students are included in our Leavers’ Data even if they left as early as April as a Year 11 student.

Looking at the qualifications of the leavers, we see the following:

- There were **eight Year 11 students and one Year 12 student who left without any qualification.** One Year 10 student also left early with a leaving exemption. These students were all included in our Leavers’ data.
- Eight other students left during Year 10. These students were not included in our official leavers’ data as they were 15 years of age without a leaving exemption.

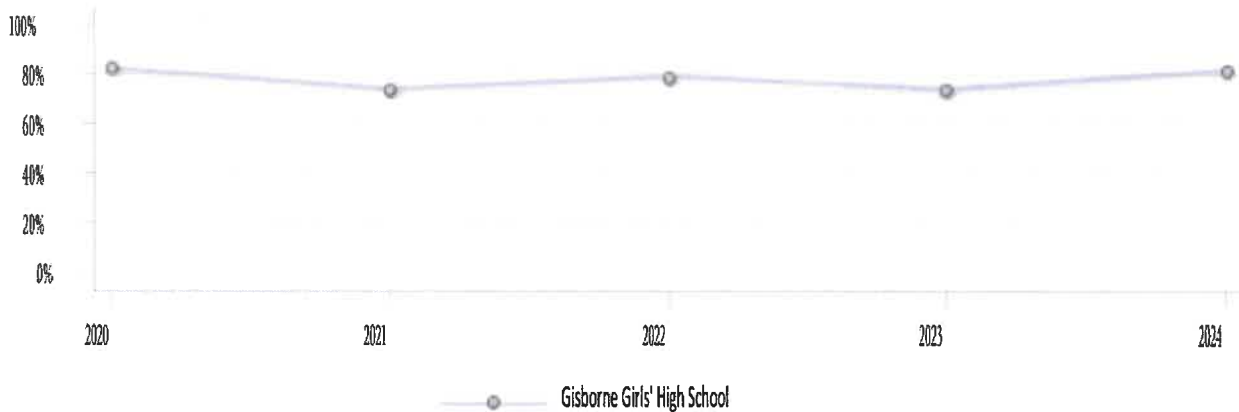
We continue to focus on ways to support students in staying at school and achieving better outcomes.

NCEA Level Two:

The qualification that is generally considered as the minimum leaving qualification is NCEA Level 2. Our results showed an increase in the percentage **leaving with at least Level Two to 81.8%** from 74.3%. The highest qualification is University Entrance, and 40.6% of all leavers achieved this (increased from 36.4% in 2023).

The graph below shows the NCEA Level 2 results for the past five years. There have been minor fluctuations over this time, and it is pleasing to see that we have recovered to the pre-COVID level.

Final: School Leavers (2020 - 2024) with NCEA level 2 or above, at Gisborne Girls' High School



NCEA Level 2 or above:

In the table below is shown the leavers' Data for the past five years. There are no published overall results for 2024 as yet.

Overall Results:

Group:		2020	2021	2022	2023	2024
GGHS	No. of leavers with L2+	117	115	118	104	117
	Total number of leavers	142	155	149	140	143
	% of total	82.4	74.2	79.2	74.3	81.8
Mational	% of total	82.2	79.0	75.7	74.4	-
Nat Girls	% of total	86.0	83.0	78.0	76.0	-
Nat SE	% of total	82.2	79.6	76.7	75.6	-

National - We can see that our results are very similar to the overall National data.

Nat Girls - to compare our students to the result for Girls only, which is typically higher than for Boys only. The equivalent Boys result for 2023 was 72%.

SE = Socioeconomic Barriers - these results are based on our School Equity Index number, which is a measure of the impact of the socioeconomic characteristics of our students. This replaced the Decile system. Our EI number is currently 489, which places us at the top end of the Moderate category (429 - 494). The higher the number, the more socioeconomic barriers to achievement exist. The Nat SE result for the highest category (SE 495 - 569) was only 60% in 2023.

Ethnicity Breakdown:

Ethnic Group		2020	2021	2022	2023	2024
Māori	No. of leavers with L2+	62	63	49	60	61
	Total number of leavers	81	96	76	92	79
	% of leavers with L2+	76.5	65.6	64.5	65.2	77.2
Nat Maori Girls		70.6	67.3	62.0	58.5	-
Pasifika	No. of leavers with L2+	10	6	13	11	8
	Total number of leavers	11	8	15	12	11
	% of leavers with L2+	90.9	75	86.7	91.7	72.7
Pākeha	No. of leavers with L2+	67	71	77	55	79
	Total number of leavers	73	88	88	66	87
	% of leavers with L2+	91.8	80.7	87.5	83.3	90.8
All students	No. of leavers with L2+	117	115	118	104	117
	Total number of leavers	142	155	149	140	143
	% of leavers with L2+	82.4	74.2	79.2	74.3	81.8

As shown in the table above, there is a significant difference in the results for Māori students compared to our Pākeha students. It is good to see the significant improvement for both Māori (+12%) and Pākeha (+7.5%) last year compared to 2023. I have included the National Māori statistics for comparison. The Pasifika results vary quite significantly, which is mainly due to the small number of students.

In the table below, we can see the difference in the leaving attainment level for students of different ethnicities across the year levels.

Ethnicity	Below Level 1	Level 1	Level 2	Level 3	UE	Total Leavers	% at least L2	2023 RESULT
Māori	10	8	35	5	21	79	77.2	64.2
Pasifika	1	2	4	3	1	11	72.7	91.7
NZE	2	6	25	5	49	87	90.8	83.1
All students	12	14	46	13	58	143	81.8	73.6

We continue to work on how to support all students, in particular our Māori students, to engage with our programmes and find success at school. This includes our work on making our curriculum culturally relevant and inclusive for all of our students.

Note:

1. Students may be recorded as having more than one ethnicity. That is why there are a total of 143 leavers, but 177 recorded leavers. This is particularly true for Maori students who are often also listed in the NZE statistics.
2. Students are counted only once under their highest level of attainment. For example, if you want to calculate the number of students with Level 2 or above, you would include students at Level 2, Level 3, and University Entrance.

This report provides an overview of e-asTTle testing outcomes for the 2025 Year 9 cohort in writing, reading, and numeracy. It is important to note that the numeracy assessment is designed as a 'numeracy readiness' test, focusing on evaluating numeracy skills rather than assigning a specific curriculum level for mathematics. This differs from the numeracy test of previous years.

The expected level at the start of Year 9 is 4P. By the end of the year, students are generally expected to reach 4A, indicating a progression of one sub-level.

Year 9 E-asTTle Results Summary Table
(Due to rounding, figures may not total 100% exactly).

Category	Aspect	NZE	Māori	Difference
At/Above (≥ 4P)	Writing	40%	43%	+3% Māori
	Reading	61%	57%	-4% Māori
	Numeracy	37%	33%	-4% Māori
Just below (4B)	Writing	34%	26%	-8% Māori
	Reading	11%	11%	Equal
	Numeracy	14%	16%	+2% Māori
Well-below (≤ 3A)	Writing	26%	31%	+5% Māori
	Reading	28%	31%	+3% Māori
	Numeracy	50%	49%	-1% Māori

These results reinforce the need to embed literacy and numeracy instruction across all learning areas, particularly with the Literacy and Numeracy CAA assessments now acting as key gatekeepers to NCEA. From 2028, the CAA will be the *only* pathway for students to meet the co-requisite.

Numeracy requires immediate attention with half of our students well below expectations.. In response, co-construction meetings will be reshaped to accelerate progress for targeted learners, beginning this term with a focus on Year 9. This work aligns with our school's involvement in the MOE-funded *Te Manu Ka Rere* programme, designed to support priority learners in achieving success in the CAA.

The Learning Support Department and our tumatakahuki remain vital in ensuring equitable access for students working well below expectations. Their intensive interventions provide essential scaffolding for both learners and staff. However, given the volume of students needing acceleration, building teacher capability within the classroom is just as critical as the outside interventions.

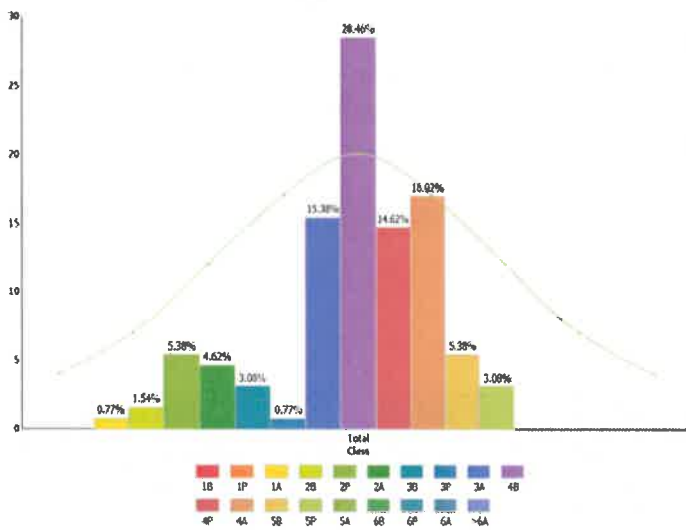
Finally, strengthening culturally responsive pedagogy remains a priority. Māori students are consistently underachieving compared to their NZ European peers across most domains, and this gap will not close without deliberate, sustained action.

High-achievers:

It is pleasing to see that we have a number of students achieving well-above the expected level. There is a significant difference in the reading result in this case.

Category	Subject	European	Māori	Difference
Well above	Writing (5B+)	12%	8%	-4% Māori
	Reading (4A+)	45%	31%	-14% Māori
	Numeracy (4A+)	14%	10%	-4% Māori

Writing: Cohort Overview (130 Students)

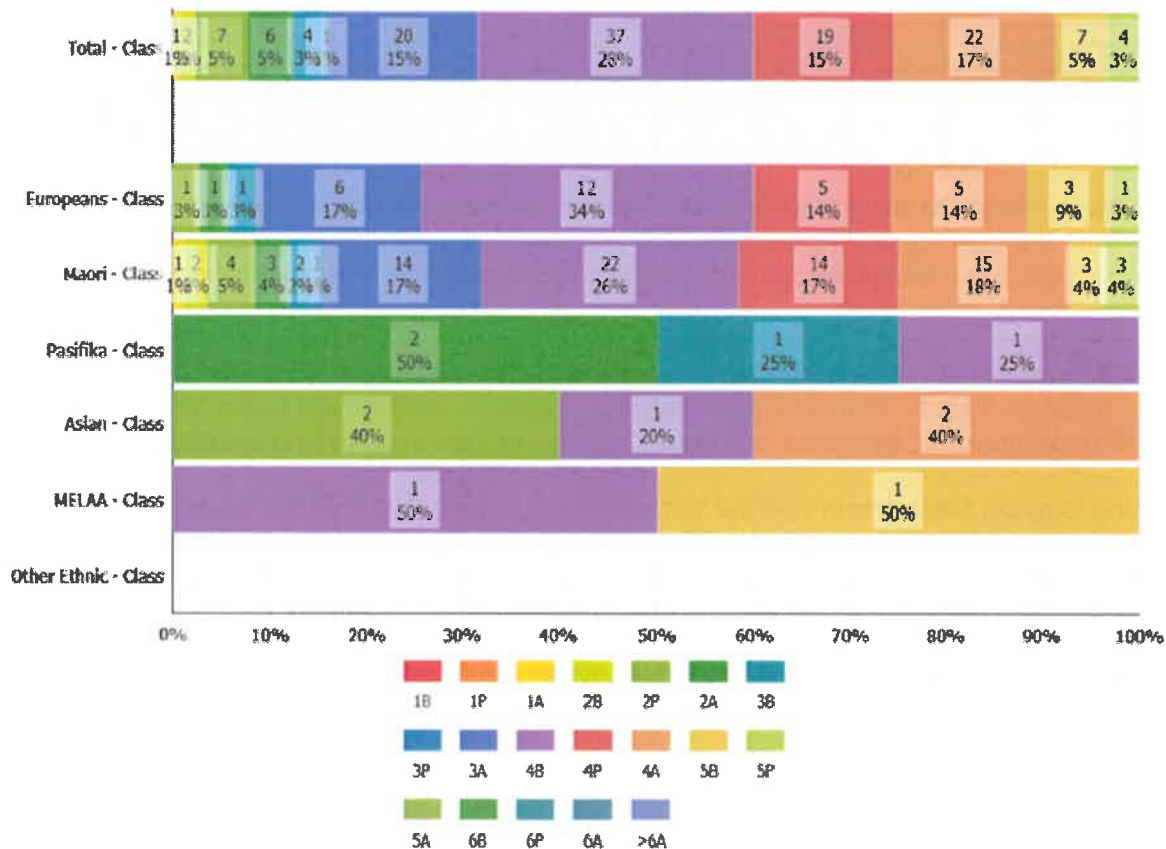


The expected level for students at the start of Year 9 is 4P. Around 15% of students are already at this level. The largest group - 28% - is just below, sitting at 4B. These students are expected to be successful based on previous cohorts.

At the lower end, 31% of students are two or more sublevels below the expected standard and are the group that needs additional support.

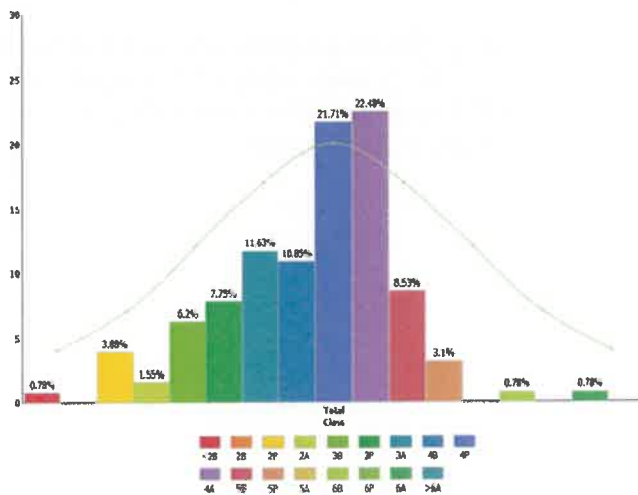
At the higher end, 25% of students are two or more sublevels above the expected level.

Writing: Ethnicity Overview (130 Students)



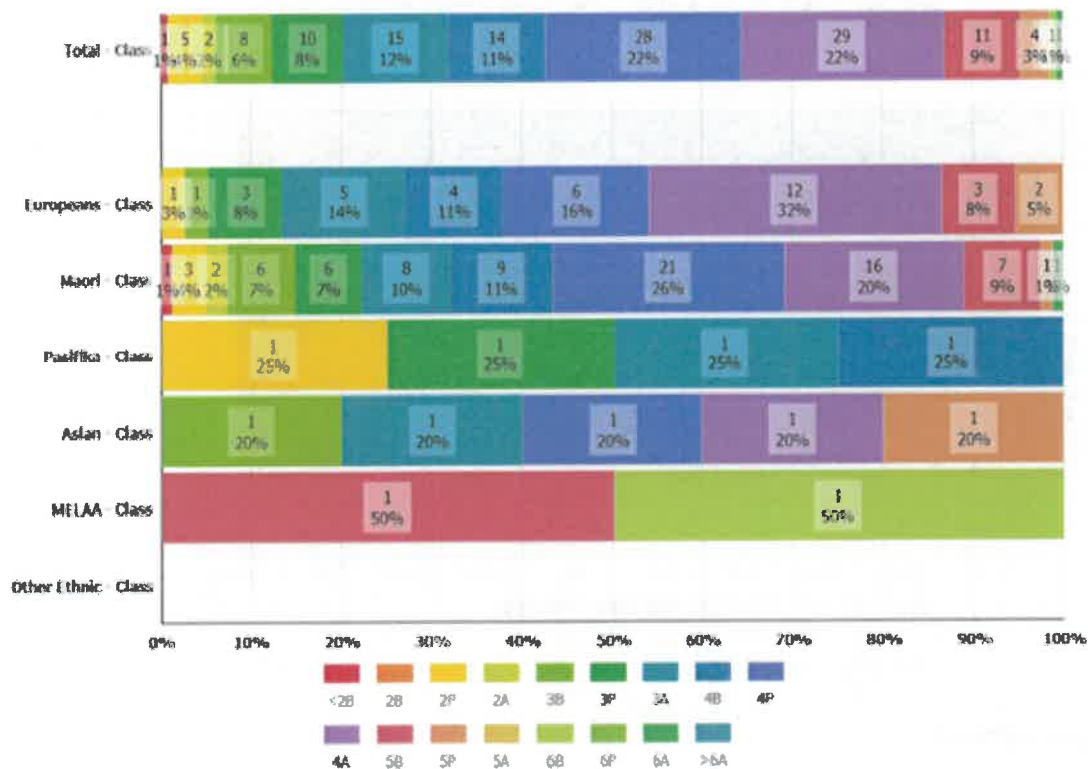
- Māori and NZE students perform similarly overall:
 - 43% of Māori and 40% of European students are at or above the expected standard
 - Māori students are slightly stronger at 4P/4A, while more European students reach the higher levels (5B+).
- A significant number are just below standard at 4B:
 - 26% of Māori and 34% of European students fall into this group.
- In the lowest bands (3A and below):
 - 31% of Māori and 26% of European students are in this range.

Reading: Cohort Overview (129 Students)



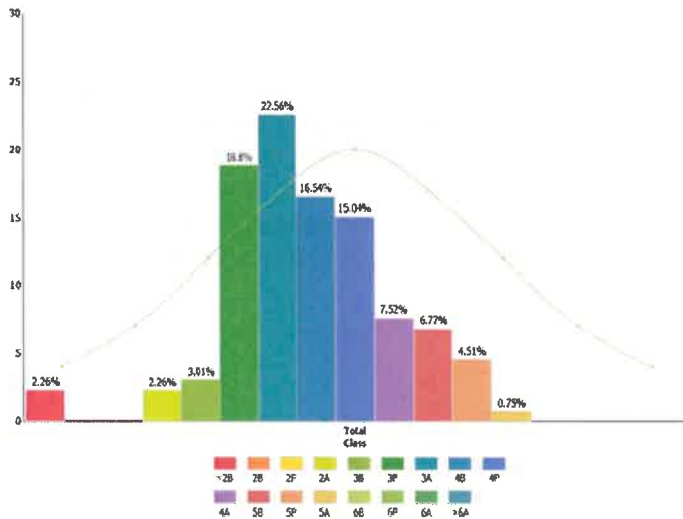
Again, the expected level is 4P, and 22% of students are already there. A further 22% perform *above* that at 4A, making it the largest single group. However, 32% are still two or more sublevels behind the standard, while only 13% are well ahead.

Reading: Ethnicity Overview (129 Students)



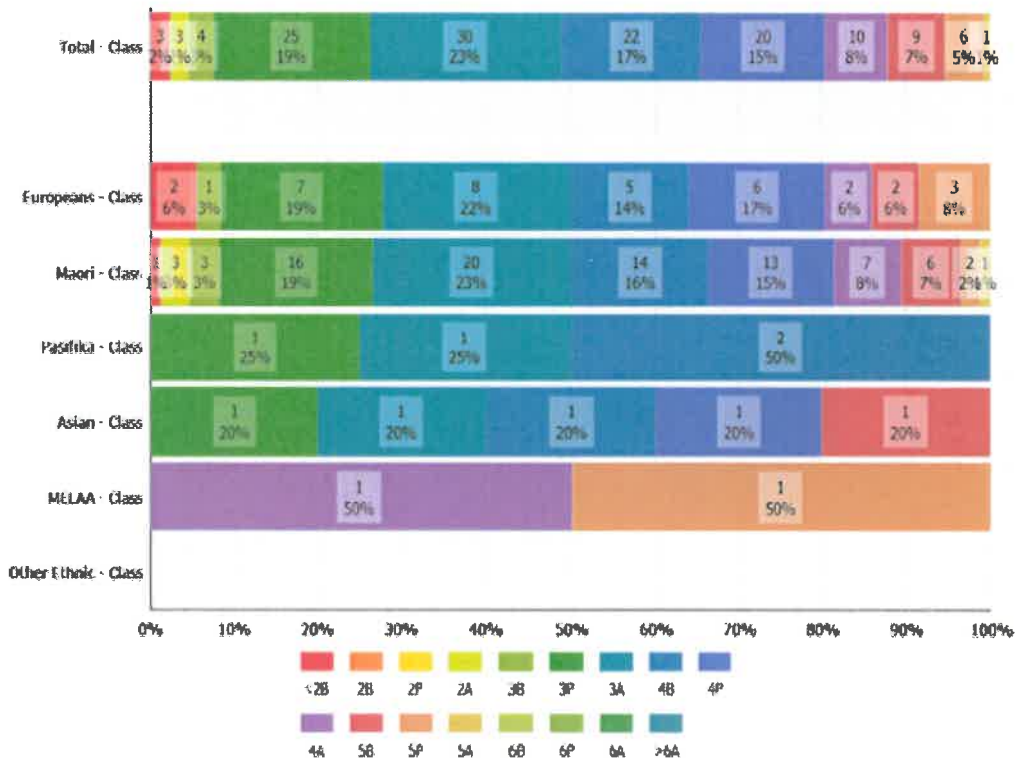
- Overall performance is stronger in reading:
 - 61% of NZE students and 57% of Māori students are at or above the expected level.
 - 45% of NZE students are at 4A or higher, compared to 31% of Māori students.
- Just under the standard (4B):
 - 11% of students from both groups fall into this category.
- At the lower end (3A and below):
 - 31% of Māori and 28% of European students are in this band.

Numeracy: Cohort Overview (137 Students)



Only 15% of students are at the expected level (4P), and nearly 23% are just below at 4B. However, 49% are significantly behind, sitting at 3A or below.

Numeracy: Ethnicity Overview (137 Students)



Ethnicity Breakdown:

- Fewer students are at or above standard in numeracy:
 - 37% of NZE and 33% of Māori students meet or exceed the expected level.
 - Both groups have 23% of students in the 4P - 4A range.
- Just below the standard (4B):
 - 14% of European and 16% of Māori students fall into this category.
- At the lower end (3A and below):
 - A concerning 50% of European and 49% of Māori students fall into this range.



Principal's Report Board of Trustees July 2025

Tena tatou e te poari o Turanga Wahine.

It is with pleasure that I present my report for the period to 25 July 2025.

1. Board Matters

1.1 Roll

The MOE-funded roll is shown in the table below.

Year Level:	Feb	Mar 1st	May	June 1st	July 1st	Aug	Sep	Nov	GMFS Roll
Y9	145	145	142	141	141				166
Y10	158	159	151	151	148				150
Y11	174	184	171	171	169				182
Y12	163	161	157	155	152				146
Y13+	103	104	93	91	91				109
INT	22	21	14	14	13				
STP	33	26	24	22	21				
Total:	743	753	714	710	702				753
BH	12	10	10	10	10				
2024	761	752	728	724	712	715	708	702	714

Note: The GMFS (Guaranteed Minimum Formula Staffing) is the MOE's estimated number of students for the start of the 2025 year. We have 9 students attending Alternative Education and 3 students at TAKAC. At the end of Term Two, nine international students returned home, and five new ones have arrived - all from Germany. We currently have nine Foreign Fee-paying students.

1.2 Board Assurances:

Following the SchoolDocs review schedule, I can confirm that the Board Assurances for Terms One and Two have all been completed. Over this year, the Health, Safety, and Welfare Policy and Procedures are being reviewed. The procedures listed for review in Terms One and Two have been completed.

2. Staff and Staff-Related Matters

2.1 Staff movements:

New staff:

Kamaia Rigby - Fixed Term Part-time teacher of Art

Hamish Cheetham - Permanent Part-time Groundsperson

Laurie Harrison - Fixed Term, Part-time teacher of Social Science

Staff who have left:

Tony Rose Monzales, Sarah Pitman, Cleo Thorpe-Ngata, and Peter Derby - teaching staff who have finished their contracts.

Mitchell Stewart-Hill - Groundsperson - ended contract.

2.2 Leave Balances of Non-Teaching Staff:

Leave balances of non-teaching staff are within their one-year annual entitlement.

2.3 Staff Professional Learning:

June 24 Unpacking Co-requisite requirements (MOE) - Wm

June 30 - July 1 PENZ Conference Queenstown - Wr, Cw)
July 1 - 4 NZATE Conference Auckland - Wb, Jj
July 2 - 4 NZASE SciCon Conference Dunedin - Mz

3 Buildings and Grounds:

3.1 Progress report from our Project Manager:

- Cyclone recovery roofing work is nearing completion. There is currently discussion around the 5YA roofing project that we still have and how this links with the cyclone remedial work.
- Drainage work has now started. This project will involve work over the next several months.
- Toilet upgrade - this began at the end of term and is progressing well.
- Changing Rooms - this will proceed after the toilets are completed.

4. Student and School Activities

4.1 Academic and Cultural Activities:

- Barista course
- Top Art tour
- 12OED Pakihi/Dunes Mountain Bike trail
- Jammies for June fundraiser
- Ngā Manu Korero and Kapa Haka Competitions
- 10OED working bee at Kiwi Kohanga Motu
- Tangata Beats Tairawhiti
- Model UN Day
- Various University visits
- Enviro Council waste audit
- Learner License Theory course
- Speech Finals
- NZ Brain Bee Competition
- Whole-school Matariki Day celebration
- Kiwi Mathematics competition
- Fast Five Interschool Netball Competition
- NZSS Swimming Sports

Two highlights of the term came at the end. In Week 8, we had great success from the Kapa Haka competition, where Tūranga Wahine Tūranga Tane were awarded first place and will compete in the Nationals next year. This was just reward for the many hours of practice that the students and tutors had put in. Our key staff were Tira Nikora and Trish Tangaroa, who contributed many hours keeping our students organised and supported.

Then, in Week 9, we had our first Matariki Day, where all students participated in a range of activities provided by the different faculties, all related to the stars of Matariki. The students were put into mixed-age groups based on their House. The school was a hive of activity on the day. For lunch, all students and staff enjoyed a beautiful hangi that had been prepared by the students of Nga Manu Tangi Ata. To complete our day, the NMT students lead the school in learning our school haka. Thanks go out to all who contributed to our day in both their time, kai, and enthusiasm under the leadership of teacher Alice Houkamau, who took on the organisation of this amazing day. Mānawa maiea te putanga o Matariki Manawa maiea to matahi o te tau

5. Curriculum:

5.1 Principal's Nominee Report:

In May, Co-Requisite exams (CAAs) were held in the Hall under exam conditions. Literacy Reading and Writing tests were held for Year 11 students who had not achieved these in Year 10.

During these examinations, NZQA completed an audit. The school's processes and practices relating to the CAAs were evaluated against the Administrative and Submission Guidelines, which aim to ensure that students are provided with credible assessment opportunities. This review has found that the school is effectively administering the Common Assessment Activity.

This was the auditor's comment: " I was really impressed with the thought gone into accommodating students and ensuring that the school was able to deliver sound assessment practice."

5.3 Reports:

Reports were prepared for all students and these were emailed home in the holidays. Students are now reviewing their reports in Ako time for setting goals, selecting subjects for next year, and preparing for their upcoming conferences. Student-whānau conferences will be run over two days - 30 and 31 July, from 10:00 am - 6:00 pm each day. Students will be distance-learning that day to free teachers up for interviews. We are using the School Interviews programme for booking interviews, and details were sent out to whānau last week. (550 bookings so far).

6.0 Health and Safety Matters:

Health and Safety Report: July 2025

- The Health and Safety Committee met Tuesday, 24 June. The following issues were raised:
 - Maths classrooms windows painted shut, and some electric windows do not work - whole block needs checking and fixing
 - Drama Lighting bars - safety assessment required to ensure they are robust enough to support new lights.
 - Drama emergency safety plan - re: Earthquake safety specifically - Harrison Tew consulted for guidance. Information received and shared.
 - BARK - Careers faculty request that all staff understand this system to avoid distress for students who trigger a notification through legitimate research for their studies. Information to be included in staff handbook and all staff advised.
 - Administration - Still request security cables to be installed at front desk
 - A Bridge Club member has reported to the school that there have been aggressive men approaching their club members in the evenings and they also saw a group of men in the RTLB carpark.
- Emergency Procedures reviewed at HOF hui Monday 21 July - HOFs asked to review procedures with their staff. There will be an unannounced evacuation drill in Week 6 this term, and an unannounced earthquake/tsunami drill conducted in Term 4.

Incidents reported since last report: N/A Near misses reported since last report: N/A
Hazards reported since last report: N/A

7. Attached Units:

7.1 RTLB:

The Half-yearly report has been sent to MOE and all schools in the cluster. This will be tabled at our hui.

7.2 TAKAC:

The Term 2 report and newsletter have been presented at the recent Advisory hui. These outline the many activities that TAKAC have undertaken over the first half of this year. These will be tabled at the hui. There are currently 13 students attending TAKAC of which three are from GGHS.

Coming Events:

July 30 -31 Student - Whānau conferences
August 7 Hinetu Evening - Year 10 Subject Selection for 2026
August 25 Winter Tournament Week

Nga mihi mahana ki a koutou.



Jan Kumar
Principal



Principal's Report Board of Trustees October 2025

Tena tatou e te poari o Turanga Wahine.

It is with pleasure that I present my report for the period to 17 October 2025.

1. Board Matters

1.1 Roll

The MOE-funded roll is shown in the table below.

Year Level:	Feb	Mar 1st	May	June 1st	July 1st	Aug	Sep	Oct	Nov	GMFS Roll
Y9	145	145	142	141	141	138	136	134		155
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Y11	174	184	171	171	169	167	166	161		148
Y12	163	161	157	155	152	149	146	145		155
Y13+	103	104	93	91	91	88	88	82		126
INT	22	21	14	14	13	9	9	9		
STP	33	26	24	22	21	20	18	14		
Total:	743	753	714	710	702	689	683	666		730
BH	12	10	10	10	10	10	10	10		
2024	761	752	728	724	712	715	708	-	702	714

Note: The GMFS (Guaranteed Minimum Formula Staffing) is the MOE's estimated number of students for the start of the 2026 year. We have 8 students attending Alternative Education and 2 students at TAKAC.

1.2 Board Assurances:

Following the SchoolDocs review schedule, I can confirm that the Board Assurances for Term Three have been completed.

2. Staff and Staff-Related Matters

2.1 Staff movements:

New staff: (Appointments for next year)

Ingrid Meister - HOF Health and Physical Education - permanent

Tamsin Wilson - HOD Visual Arts - permanent

Daelan Karangaroa - RTLB - Fixed-term 2026

Sharon Jane - RTLB - Fixed-term 2026

Sharni Honour - RTLB - Fixed-term 2026

Staff who have left: none

2.2 Leave Balances of Non-Teaching Staff:

Leave balances of non-teaching staff are within their one-year annual entitlement.

2.3 Staff Professional Learning:

Sep 3 Careerwise - Sk, Ht, Pg

Sep 12 CATE AGM Hui (Wgtn) - Ht

Sep 13-14 Scriptwriters' Course - Mi

Sep 27-30 Te Maara Reo o Iranui 2025 - Nt, Cw, Wm, Nk

Oct 6 Te Whatu Ora - Eating Disorders - Ri

Oct 15-16 Ako Panuku Tau Leadership Workshop - Nt

3 Buildings and Grounds:

3.1 Progress report from our Project Manager:

- Information is unchained from the last hui: Cyclone recovery roofing work is nearing completion. Still awaiting the discussion about future work on the flat corridor roofs.
- Drainage work is nearing completion - they have done a great job in the finishing work as they complete a section. They are due to be finished by the end of the term.
- Toilet upgrade - is nearly finished - we hope to be using these toilets by next week.
- Changing Rooms - this work is due to start soon.

4. Student and School Activities

4.1 Academic and Cultural Activities:

- Play It Strange recordings
- CAAs - Reading, Writing, Numeracy
- Bat Day - Sports Council event
- School Ball
- Senior Benchmark Exams
- GGHS Badminton Champs
- Ki o Rahi Regionals
- Young Achievers Assembly

5. Curriculum:

5.1 NCEA Progress:

Senior students continue to make good progress in their NCEA results to date.

Week 1 Term 4 compared to Week 7 Term 3

Aspect	Number of students	Percentage of cohort
NCEA Level 1 Passed (60 plus LIT and NUM)	18 14	12 9
NCEA Level 1 within 10 cr	39 31	25 20
NCEA Level 1 within 20 cr	26 30	17 20
NCEA Level 1 within 30 cr	21 19	14 12
NCEA Level 1 under 30 cr	49 60	32 39
NCEA Level 2 Passed (60 plus LIT and NUM)	49 24	36 17
NCEA Level 2 within 10 cr	41 33	30 24
NCEA Level 2 within 20 cr	29 44	21 31
NCEA Level 2 within 30 cr	12 22	9 16
NCEA Level 2 under 30 cr	6 17	4 12
NCEA Level 3 Passed (60 plus LIT and NUM)	18 5	22 6
NCEA Level 3 within 10 cr	19 8	23 9
NCEA Level 3 within 20 cr	16 22	20 23
NCEA Level 3 within 30 cr	13 21	16 24
NCEA Level 3 under 30 cr	15 30	19 35

6.0 Health and Safety Matters:

Health and Safety Report: September 2025

- The Health and Safety Committee has not met since the last report
 - School has received a quote from Creative Lighting Design, Gisborne to strengthen the Drama Room lighting supports - Ku and KNI to consider.
- Evacuation Drill planned for Week 8.

Incidents reported since last report:

1. Thursday, 18 August. Minor Injury. Big Gym. Student hit in the eye with a cricket ball. Treated with ice.

2. Wednesday 17 September. Moderate Injury. Music Rooms. Student developed a bump on her head when the box lid for the bag storage bin outside the Music Dept came down on her forehead. Treated with ice and panadol.

Near misses reported since last report:

1. Thursday 18 September. Van 1 windscreen smashed by garage door. No injuries.

Hazards reported since last report: N/A

7. Attached Units:

7.1 RTLB:

We have appointed three RTLB for the vacant positions for next year. I am attending the RTLB National hui for Lead School Principals and Cluster Managers on Wednesday in Wellington. This will discuss the new Funding Agreement.

7.2 TAKAC:

The centre continues to provide great support for its students.

Coming Events:

Oct 30 Senior Prizegiving
Nov 7 TOD - New Curriculum
Dec 9 Junior Prizegiving
Nga mihi mahana ki a koutou.



Jan Kumar
Principal



This paper reports on Strategic Goal 4: Our school provides a diverse and relevant curriculum.

Faculty Annual Plan Evaluations:

Heads of Faculty (HoFs) have completed their mid-year evaluations of Faculty Annual Plans and met with their SLT Professional Associates to discuss progress. These Annual Plans are directly related to Strategic Goal Four, which focuses on ensuring the curriculum remains diverse, relevant, and responsive to the needs of our learners.

Faculty Focus Areas

- **Arts:** Refining Level 1 Visual Arts to match student interests and teacher strengths; exploring Digital Arts; piloting Performing Arts Technology (Drama & Music) under new standards in 2024.
- **Careers:** Strengthening links with whānau, community, and agencies; improving resource sharing to inform students, whānau, and staff.
- **English:** Helping students see the why behind their learning; aligning content to needs; preparing for curriculum updates.
- **Hauora:** Creating strategies for diverse senior learning needs.
- **Mathematics:** Upskilling staff and supporting students amid changes to Year 11 standards and limited NZQA guidance.
- **Science:** Building consistency in assessment and marking across junior courses.
- **Social Sciences:** Trialling new assessment methods to show progression clearly and improve moderation consistency.
- **Student Services:** Equipping teachers with differentiation information; Tūmatakahuki leaders raising awareness of learner diversity.
- **Tari Māori:** Supporting student-led kaupapa; expanding kapa haka accessibility.
- **Technology:** Enhancing junior moderation; embedding Mātauranga Māori to reinforce mana ōrite.

Subject Selection

Senior subject selection for Years 10–12 ākonga is currently underway. In response to feedback from form teachers, an additional hui was organised to support the process. During this hui, form teachers had the opportunity to ask questions, review subject selection booklets, and develop a clearer understanding of available pathways.

Other supports include:

- Level-specific assemblies to explain the selection process to students
- A Year 10 whānau information evening
- Ako time activities where ākonga are engaging with materials designed to support their selection decisions

New subjects being introduced for Year 11 in 2026 include:

- Design
- Entertainment and Events Technology
- Hauora and Movement

The Science Department will offer two Year 11 course options:

- One with a stronger external assessment focus
- One that is internally assessed

Both Science courses provide a clear progression into Year 12 Science.

Refreshed Curriculum Update

The Ministry of Education has confirmed a phased rollout of the refreshed New Zealand Curriculum, following sector-wide feedback. This approach is designed to provide teachers and kaiako with the time, confidence, and consistency necessary for effective implementation across schools and kura. However, this is in question and concerns are clarified later in this report.

Curriculum Timeline for Years 9–10 (Phase Four)

- Drafts for Years 9–10 English, Mathematics & Statistics, Te Reo Rangatira, and Pāngarau were released in 2025.
- These will be finalised and published in Term 4, 2025, for use from Term 1, 2026.
- For all other Years 9–10 learning areas, the draft refreshed curriculum will be released in Term 4, 2025. Schools will be encouraged to begin using these in 2026, but they will not be finalised until 2026, with mandatory implementation beginning in 2027.

The Ministry strongly encourages kura to adopt the refreshed curriculum with Year 9s in 2026. The rationale for this becomes clearer when considering future qualification changes.

Curriculum Timeline for Years 11–13 (Phase Five)

- Drafts for Years 11–13 English, Mathematics & Statistics will be released in 2025.
- Final curriculum for other senior learning areas will be published in Term 1, 2026, for consultation and familiarisation.
- All content will be finalised in Term 2, 2026.

Implementation timeline:

- Year 11: 2028
- Year 12: 2029
- Year 13: 2030

New Assessment & Qualification Framework (from 2028)

The government has proposed a new framework to replace NCEA, aligning assessment directly with the refreshed curriculum:

- **Year 11 (2028):** Foundational Skills Award – compulsory English and Mathematics, replacing NCEA Level 1.
- **Year 12 (2029):** New Zealand Certificate of Education (NZCE) – replaces NCEA Level 2.
- **Year 13 (2030):** New Zealand Advanced Certificate of Education (NZACE) – replaces NCEA Level 3.

Both NZCE and NZACE will require students to take five subjects, passing at least four of them. The final qualification will be assessed on a scale of 100 marks. The Ministry has also signalled a more coherent vocational pathway to sit alongside these changes.

Support for Implementation

To assist schools and kura, the Ministry will provide:

- Professional Learning and Development (PLD) for teachers and curriculum leaders
- Teacher Only Days for planning and preparation
- Expanded Curriculum Advisory Services
- Resource and learning packages for Years 9–10
- Subject Association and Kahu Pūtoi funding

It should be noted that very little detail has been given about the changes. Submissions are open for feedback and due very soon.

Key Concerns and Risks

1. Tight Implementation Windows

- The 2026 Year 9 cohort will be the first to learn under Phase Four.
- They will have only had one year of exposure to Phase Three before beginning.
- Most learning areas won't be finalised until 2026, leaving little time for backward-mapping or deep preparation.

2. First Cohort Under Pressure

- Students will be learning content that is still evolving.
- Teachers will be implementing an unfamiliar curriculum and new assessment expectations simultaneously.
- Early signs suggest the curriculum is more knowledge-heavy, raising concerns about what can realistically be covered in a year.

3. Transition to a New Qualification System

- By Year 11 (2028), students will transition into the new framework, which places a strong emphasis on external examinations.
- Historically, Māori learners and students with additional learning needs (e.g., dyslexia, neurodivergence) have been underserved in exam-heavy systems.
- Without careful planning, inequities could deepen, undermining recent gains in equity and culturally responsive practice.

4. Anticipated Dip in Results

- The Ministry has openly acknowledged that a drop in results is expected under the revised system.
- At our kura, this is not acceptable. We are committed to ensuring equitable access and successful outcomes for all learners, even during this period of rapid change.

What Next?

To ensure readiness and equity, we must be proactive:

- Shared timelines developed and distributed with Heads of Faculty (HoFs) – completed.
- Discussion at the HoF hui to ensure alignment and clarity – next HoF hui.
- Planned PLD day (TOD Show Day) with a focus on the Year 9 curriculum.
- Agreed priorities for 2026 so we can ensure resources, teacher time, and focus are directed to preparing for the refreshed curriculum and qualification changes.

The SLT team is writing a submission to the Ministry, which will be shared with staff.

Conclusion:

We are at a critical juncture. The 2026 Year 9 cohort will face significant risks as the first cohort, navigating both a new curriculum and a new qualification system. At the same time, teachers will be under immense pressure to learn, adapt, and deliver high-quality programmes with limited preparation time.

Our stance is clear: while the Ministry anticipates a drop in results, we will not accept this at our kura. We need to lead with clarity, consistency, and commitment to equity, ensuring that every student, particularly Māori learners and those with additional learning needs, is supported to thrive.

4

GGHS Within School Teacher

WST: WM

Focus Area 2025: NZ Curriculum Updates

Purpose/Function of WST Role	Specific tasks
<p>Leading the development of teacher capability through teaching as inquiry and problems of practice</p>	<p>What will you do in your role as WST to lead/develop teaching as inquiry with teachers? Original Action board Initial plan was to continue from LO1-Build awareness and LO2-Grow understanding to LO3-Implement change and LO4-Embed and sustain. This year has been LO3 - Implement change by developing a connection to the draft and Phase 1-2 curriculum content. This looks like altering and developing unit plans for maths with Phase 3-5 language and frameworks, and sharing a Kamar layout for bi-reporting for both curricula.</p>
<p>Modelling strategies with teachers to respond to student needs and strengths</p>	<p>What strategies do you plan to introduce/model/develop with teachers? Although, up in the air, Maths, English, and Social Science faculties have had time to tutu with their curriculum areas and the UKD framework. Introducing UKD would be the next phasic process.</p>
<p>Identify expertise which needs to be developed or linked across Kahui Ako</p>	<p>How do you plan to make connections with the wider KA? How will this impact on your work with our teachers in 2025? Links between your work and Kahui Ako Strategic Plan? Reaching out to Louise Hyland and had a hui or three with her to discuss the curriculum change. Have not been invited to Kahui organised refresh PLD (probably because its pitched at Primary). Jayde and I invited ourselves to Curriculum PLD at Awapuni school in Term 4. We were the only secondary school there and there were no Intermediates. This PLD was run a couple days following the release of the curriculum documents. Attended LitNum with MoE Bruce in Gisborne where the an across-school tool was shared. I passed this on to Victoria because it may be helpful when we start spreading the responsibility of Literacy and Numeracy (specific to the CAA) to the rest of the school outside of English and Maths. Link to tool</p>

Support school leaders to implement agreed actions in strategic plan	<p style="text-align: center;">Links between your work and school strategic goals/targets for 2025?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Strategic Goal 4: Our school provides a diverse and relevant curriculum.</td> <td style="width: 50%; padding: 5px;">2025 Specific Target: Students report they are being offered relevant learning opportunities</td> </tr> </table>		Strategic Goal 4: Our school provides a diverse and relevant curriculum.	2025 Specific Target: Students report they are being offered relevant learning opportunities
Strategic Goal 4: Our school provides a diverse and relevant curriculum.	2025 Specific Target: Students report they are being offered relevant learning opportunities			
Promoting best teaching practice within the school	<p>Within your role as WST, how do you plan to promote best practice? What will be your deliberate acts?</p> <p>Maintain communication about government's education decisions and share, when necessary, a review that connects those decisions to the implications for us as teachers.</p> <p>This year has been dynamic in terms of government interactions with the refreshed curriculum and often we have been left out of the loop in terms of what changes are being made. The expectations for us as kaiako to give effect to this new curriculum has been poorly resourced an uninformed.</p> <p>During our Term 4 TOD, all the faculties had an opportunity to engage with the recent release of their subject curricula. Each subject needed this time allocated to engage with the new material and in the Maths faculty we were able to assess our current schema of work and align them with the curriculum content. We have requested another day to begin planning the content we need to include from the curriculum documents so that the learning is not missed.</p>			

<p style="text-align: center;">COLLABORATION (MAHI TAHI)</p> <p>Growing powerful educational partnerships through purposeful consultation, relationships and collaboration</p>	<p style="text-align: center;">CURRICULUM (MARAUTANGA)</p> <p>Developing a <i>shared</i> curriculum knowledge and understanding for giving effect to Te Tiriti o Waitangi, incorporating Te Mātaiaho, and reflecting the aspirations of key stakeholders.</p>	<p style="text-align: center;">TEACHING & LEARNING (AKORANGA)</p> <p>Growing quality leadership and kaiako/teacher capability that makes the difference for every ākonga/learner.</p>
STRATEGIC GOALS		
<p>1.1 Growing powerful partnerships with, and between, kura, tumuaki and kaiako to share effective practice that impacts on ākonga outcomes.</p> <p>Actions:</p>	<p>2.1 Develop and grow a <i>shared</i> knowledge and understanding of what giving effect to Te Tiriti o Waitangi means and entails, what Te Mātaiaho involves and requires and how both these areas can be effectively weaved within localised curriculums.</p> <p>Actions:</p>	<p>3.1 Grow and strengthen kura / school and KA leadership capability to directly impact kaiako/teacher pedagogy & practice.</p> <p>Actions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Leading Adult Learning <p>3.2 Grow kaiako/teacher knowledge,</p>

- Connected with Louise Hyland and shared Mātaiaho model for constructing learning objectives*
- Liaise with GGHs Eng and SOS, Tech, Sei, Languages.*
- Organised and presented at the Tairāwhiti Maths Conference and invited Numeracy WST to attend.*

1.2 Connecting to, and creating powerful partnerships with, hapū & iwi within, and across the Kāhui Ako.

Actions:

- Connected with MOE Curriculum Lead Rachel Duckworth who is supporting the development of learning connected to MOE visions.*
- Connect with Sue Leslie and collaborate on Te Mātaiaho PLD*
- Connect with Louise Hyland in her role in Kāhui.*

1.3 Develop and grow a shared knowledge and understanding of the revised MoE Planning & Reporting guidelines, including stakeholder consultation requirements, and utilise this to support effective implementation across kura.

Actions: See above

1.4 Transition- strengthen transition processes from Early Childhood Education through to employment with priority support pathways identified for at-risk ākonga.

See [Action Board](#)

2.2 Support kura to develop and/or extend a unique localised curriculum that meaningfully reflects and incorporates local te reo, tikanga, purakau, mātauranga and te ao Māori.

Actions:

- Collaborate with Teā to support Te Mātaiaho and mana-ārite-mā-te-mātauranga-Māori-as-symbiotic*

understanding and capability of giving effect to Te Tiriti o Waitangi and Te Mātaiaho pedagogy, initially within Literacy & Mathematics, that impacts ākonga/learner achievement & progress outcomes.

Actions

- Support development of Learning Boards that use UKD model and integrate CPM pedagogies*

The final stage of the Mātaiaho PLD I had facilitated was to embed our curriculum in our classrooms (see [ako notes](#)). The UKD model is no longer being used to structure learning. Our school's dedication to giving effect to Te Tiriti is (on paper) unwavering.

3.3 Develop internal Kāhui Ako expertise that allows the development of the integration of the digital technologies curriculum within a localised curriculum..

Actions

- Learning program 2024-2025 ends with kaiako creating their own learning boards using Te Mātaiaho. This digital and visible learning resource meets the digital tech curriculum*

This resource, created by faculties would have followed the UKD model learned in the final PLD session with me. Because the refreshed curriculum is still in draft form for many subjects, creating Learning Boards is too far ahead of where the government are at.

<p>Actions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Include learning for kaiako focused on progressions from Te Mātaiaho across learning programs to support intelligent and purposeful curriculum planning.</i> <p><i>This support will need to evolve to suit the dynamic and volatile shifts happening in space. Maths and English have the privilege of working with more of their curriculum than others so will form a backdrop to practice our shifts from one curricula to the refreshed one. I have shared a concept from another school to support coherency in reporting to whānau against the new phases.</i></p>		
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Work Plan

Term	Key planned actions
One	<p>Un-executed actions from 2024:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrange learning for built around UKD. Utilise Eng and SOS examples to develop other faculty's use of model (LO3: Implement Change) <input type="checkbox"/> Support kaiako to develop their own learning boards using Mātaiaho <input type="checkbox"/> Review learners engagement by observing the implementation of kaiako constructed learning boards in their own spaces (LO4: Embed Change) <input type="checkbox"/> Collect kaiako voice for reflection and planning next steps.
<p>Term One Review Dynamic and ever-changing government decisions for education mean that my follow-on action plan from 2024 has had to be put on hold. The strat goal 4 has been reworded from explicitly discussing Te Mātaiaho to “keep current” which highlights the impact on our progress that is happening at the moment.</p>	

That said, I have met with Louise Hyland, Kahui Ako Curriculum Lead and secondary Maths specialists to discuss the implications of the new Phase 0-3 Primary curriculum. This term (Term One), I also got a sneak peek at the draft Phase 4-5 curriculum and was asked to pilot it and report back with feedback before the formal draft goes public. Another hui with Kahui was had to analyse this document to provide feedback to MoE.

Two

Investigate how the changing curriculum structure will impact junior programs and reporting (for Maths and English only).

Sourced an example of a kamar output of dual Mātaiaho and NZC junior reports

Organised curriculum PLD from MoE given the Kahui keep forgetting to invite us to its PLD sessions -this will be done in Term 4

Term Two Review

[5 year plan](#) is released and it is very thin on any mention of resources for secondary.

Many curriculum subjects are formally announced as being in development from scratch given the government does not agree with the development that has already occurred.

During Maths Conference in Dunedin, a PN colleague shared his development of a report printoff from Kamar. In preparation for 2026, and the imminent arrival of Maths and English expectation that we work from Te Mātaiaho, he designed a dual report for his juniors. I shared this with SLT to begin the thinking around how we teach, assess, and report on learning for our juniors when the refreshed curriculum is to be used.

Three

Big announcement - August. [Bulletin](#)

[New assessments, new timeline](#)

Support the school to put in place the structures for implementing the Maths and English mātaiaho

Term Three Review

A shift in focus for my role onto models of effective teaching and learning might help the school continue to grow while the refreshed curriculum is under wraps. Niho Taniwha is a model for learning developed by M Riwai-Couch and may provide a structure that we can use to implement our “new” curriculum in a way that gives effect to Te Tiriti. Unfortunately, Niho Taniwha is not a priority for GGHS at this time.

My WST role was redirected to the changing curriculum and unit plans for learning were created using the UKD model. A schoolwide tool for tracking CAA learning outcomes was shared by the MOE and shared to SLT.

Four

The curriculum is out! Well, parts of it.

Term Four Review:

Kāhui organised, curriculum PLD by MOE was attended by Jayde and I and we were with Lytton High attending as secondary schools (their representative was from learning support) and there were no intermediates. Our learning was helpful in that we could collaborate with Primary

schools and hear what they are doing already in terms of meeting the goals of the curriculum. We discussed the changes and how this will impact our schema. The changes made include a separation of the previously connected documents about effective pedagogy (CPM model), principles of the curriculum, and the learning outcomes. What has been added are glossaries and practices (what activities kaiako can use to help teach content). Gone is the UKD model and the principle of giving effect to Te Tiriti. Also, the name Te Mātaiaho is not used to headline the document but rather, a colloquial name. The NZ Refreshed Curriculum is the formal title of our guiding document.

End of year report

Jess Williams - Te Mātaiaho and Mātauranga Māori

At the inception of my WST role in 2024, my learning objective was to “develop an understanding of the refreshed curriculum as a Tiriti honouring Tool document, which is dedicated to enhancing the effectiveness of teaching and learning in Aotearoa classrooms”. I then used the MOE Readiness Tool to construct a coherent timeline of learning to help us achieve that learning objective:

LO1 <i>Build awareness</i>	LO2 <i>Grow understanding</i>	LO3 <i>Implement change</i>	LO4 <i>Embed and Sustain</i>
Te Tiriti The Treaty and it's input into the refresh	Understand Know Do as a structure for connecting students to learning	Develop mātaioho (curriculum) suited to our own learning agendas using UKD	Te Mātaiaho has helped us (as kaiako, as leaders, as administrators, and as governors) to develop Mātaioho suited to Tūranga Wāhine

These were used as building blocks for constructing learning opportunities for our staff.

This plan has had to evolve as the priorities for our government have changed. Te Tiriti is no longer front of mind for our curriculum; Understand, Know, and Do are no longer used as a model for connecting our students to their learning, and the Common Practice Model (CPM) has been replaced with The Science of Learning. These changes have rendered my original vision irrelevant but we remain committed to ensuring our students are getting the learning our curriculum document outlined. What this looks like now is that we no longer have a model to structure our learning content but rather, maintain our current structures (Unit Plans, Schema, Topics) and align them completely with the refreshed curriculum. The positives that have come out of this are that we will introduce learning to our juniors that we have normally saved as optional extension work. This learning will form a more deliberate part of our programs. What's more is that we will still teach the learning that no longer exists in the new curriculum, which has been

pushed to a higher Phase (an example for Maths is Trigonometry ratios which is accessible to Year 10's and our Year 10's perform well with this learning but it has been moved to Phase 5 (11-13). We disagree and will continue to teach this content).

Highlights/challenges in your role as WST in 2025

I have continued to focus on collaborating and networking in my WST role. Working alongside Ministry, Kāhui, and NZQA representatives (who know as little as we do) has been a great exercise in collaboration. Through these connections, I have been privy to draft copies and decisions that have helped us be more progressive in our knowledge of where the curriculum (and assessments that will fall from it) are at.

The most challenging thing I have experienced is the dynamic and ever-changing mind of our current government. It has halted my progression toward our final learning objective of Embed and Sustain (LO4), and my initial learning objectives for this role have had to evolve. We, as a school, are still dedicated to interacting with our curriculum with integrity, and during our TOD in term four, we were better able to make links between the refreshed document and our current learning. Our next steps as a school will be about utilising English and Maths as guinea pigs for integrating the new Phases into our school systems. Doing this well from the start will help us ease into it when the other subjects are completed and released.

CLR Report 2025

Aim: To improve the achievement rates of Māori and Pasifika students in the Numeracy CAA

Goal for 2025: To improve the Numeracy CA achievement rates with Year 11 ākongā

Actions:

- Change of timing to sit the Numeracy CAA - moved from the May opportunity to the September opportunity
- Change of order of teaching internal Mathematics standards
- Introduction of Number skills topic into 11MAT
- Introduction of retrieval at the beginning of every Maths lesson - focusing on key Numeracy skills, completed independently (same skills, every day, increasing in difficulty)
- Introduction of teaching of key calculator skills (to free up working memory)
- Weekly 'drop-in' tutorial sessions for year 11s with Cj. Terms 1 and 2 to help with internal Maths standards, term 3 dedicated to Numeracy CAA prep. All year 11 whānau were initially emailed about the opportunity. Personalised invitations were sent out targeting those in MAM and MATB for the term 3 tutorials.
- Tracking Numeracy pass rates - talking one-on-one with ākongā who didn't have Numeracy in term 4 about the importance of achieving this part of the qualification, talking with whānau to get ākongā into class who were missing it
- Catch-up day held with all year 11 ākongā who didn't have Numeracy on 10th November
- Ran a pld session with year 9 teachers, spreading process three throughout the junior school. Made teachers aware of the difference between Numeracy and Mathematics.

Evaluation:

- Numeracy CAA pass rates improved dramatically from 2024 to 2025. In May 2024, 11 out of 87 (13%) ākongā achieved, whereas in September 2025, 51 out of 85 (59%) ākongā achieved. That represents a 46% increase. I can't say the improvement is down to one particular action, but rather all of them combined.
- All ākongā who attended the Friday tutorials in Term 3 more than once achieved the Numeracy CAA.
- Sixteen ākongā didn't have Numeracy (through either pathway) by the time they reached year 11. This compares to 37 in 2024. Fourteen ākongā were invited to the catch-up day on Monday, 10th November. It was decided that two students (Leilah Sadlier-Wyrill and Willow Roberts) would repeat year 11 Maths in 2026. Of the 14 invited, 9 attended and achieved Numeracy through the Achievement Standard Pathway. Five year 11 ākongā do not have Numeracy as of 24th November
 - Charli Armstrong - needs 10 credits. Mum keeps promising to send Charli to see, but I haven't seen her yet. I've told her she will need to repeat year 11 Maths if she doesn't get her Numeracy - she hasn't achieved anything in Maths this year.
 - Kaahliah Kennedy-Hogan - needs 10 credits. No response from home. Friends messaged Kaahliah on the catch-up day, and I spoke to her at the Maths external exam. She promised to come and see me, but has not done so. If she does not achieve either of her external standards, she will need to focus on the internals - possibly repeating Year 11 and waiting for January results.
 - Fire Moeau - needs 5 more credits. I spoke to her at the Maths external exam about the need to come and see me, and she assured me she would. I have left messages on Mum's phone, but I haven't received a response yet. Fire sat two external standards, so if she does not pass either of these, I will wait for the results to come out in January, if I don't see her this year.
 - Talita Naapa - needs 10 credits. No response from either Talita or whānau - possible repeat year 11.
 - Areeze Skudder Weir - needs 5 more credits. Is moving to Australia, so doesn't want to sit another internal. She did attend her Maths external exam, so fingers crossed she achieves that.
- This means that all currently attending Year 11 ākongā have achieved Numeracy, either through the CAA or Achievement Standards, except for five ākongā.

Conclusion:

- This role is highly valuable and one that I would advocate for continuing, even if it is not part of the future collective. Having one person to track the Numeracy pathways, who has the time to speak with both ākongā and whānau, is highly beneficial for Numeracy success rates. We don't know what Numeracy is going to look like with the new foundation qualification and with the new curriculum. In its current form, the Numeracy CAA is phase three of the curriculum, making it better suited for Year 8 ākongā. Our data shows our ākongā are not ready to sit this until well into Year 10, which raises the question. How are we going to prepare our ākongā for the CAA while also teaching a higher Phase Four curriculum that falls outside the scope of the CAA?

WST Report 2025 - OL AI/Literacy

Term 1

- Researched authenticity strategies, NZQA's guidelines, and the generic School Docs policy. Met with a variety of teachers (Tw, Wb, Hp, Eg) to discuss possible guidelines for GGHS. Shared the draft Authenticity policy with Hn and Ku, then shared with HoFs for comment/feedback. Once finalised, this went into the assessment handbook. (Note: We have since found this very useful in English, and have used many of the steps suggested to clarify authenticity)
- Met with Tim Gander 26 Feb, who runs the AiEdCoP (Artificial Intelligence in Education Community of Practice). We discussed a range of issues, from students understanding how to use AI with integrity, AI for neurodivergent learners, for equity, and authenticity.
- Sent out to all staff modified/improved GGHS Literacy Checklist, changing the acronym from CaPPSS to S-CaPPS, due to our change in focus to sentence structures (one of the key areas students were having difficulty with). I printed these out 4 to an A4 for students, and A3 for classroom posters, and put in all teacher pigeonholes. These are displayed around the school.
- After meeting with Tim, I joined AiEdCoP on the Circle platform. I regularly watch their recorded discussions, and keep up to date with daily discussions (sent to my gmail).
- I sent the registration link to all staff to join the AiEdCoP, once I realised how much valuable info and resources were available on the platform.
- First meeting with Doreen from Evaluation Associates for CAA support. Tuesday 4 March. Victoria, Jayde, and I - Zoom meeting to discuss how we will use this funding and Doreen's support. Jayde and I shared CAA data, and goals.
- Our second Zoom on 11 March clarifying priority students, and "readiness".
- We then had an in person meeting with Doreen in the staffroom, on 18 March, to fine-tune direction. We decided to focus on numeracy, as staff in general have developed a shared understanding of literacy, while they perhaps need more support to see themselves as teachers of numeracy. Decided to take this to co-construction meetings, with a focus on Year 9s.
- Webinar 3 April: Te Manu Ka Rere: Measuring Readiness for NCEA Literacy and Numeracy Co-requisites
- Trialled the new authenticity procedure in English - one piece of writing written by hand, with no devices, to be stored as a sample. Then for all following AS, write intro and first body paragraph in class, supervised, using Hāpara. This is checked by the teacher to compare with the final assessment piece. Then signed off for permission to work on it outside class time.

Term Two

- Attended an IT conference through Interface magazine, in Auckland. Great ideas provided in the keynote presentation. Martin Hughes of Learning First ran a workshop that Barb and I really enjoyed, looking at technology that teachers sometimes rely on for "busy work", and comparing this with technology that enhances real learning. It was very thought provoking. I entered and won an audit from Learning First for GGHS, but after consideration of what it

entailed, Jan felt we didn't need it, as we are already supported by Tony Scragg. Steve Smith, head of Google Education in NZ ran an excellent workshop, covering all Google updates. I shared this with the staff.

- We had been using Brisk in English for AI authenticity checks, but this moved to a user pays system, and Nic showed us Process Feedback, which is free. I ran a session with the English department on how to use this, and we found it very user friendly. Just showing our classes the impressive looking graphs, video, and copy/paste flags seems to have put the fear of God into them about inappropriate AI use, and since using it, we have had fewer issues.
- I have regularly shared posts on AiEdCoP with relevant staff, such as new developments in image generation, deep research etc. Very handy graphic I shared with staff listing AI tools available. Shared the link and info to the free PPTA AI PLD with staff, and the MoE AI guidelines. Also shared the excellent Australian site for AI in Education with staff, from the University of Sydney.
- Catch up prep with Yr 11 students re-sitting the Literacy CAAs. Steve and I shared this responsibility, and met with the students involved in the library in several sessions before the CAAs.

Term Three

- Shared the follow up email from Steve Smith (Google Education NZ) after signing up with him at the Interface conference with staff. A great summary of new Google tools.
- Free PLD available with Steve (above) on using all the new tools, available on AiEdCoP. I encouraged staff to do this, and sent the link again to register, as you had to register before you could watch it. It was a live webinar, but also recorded, and worth a watch.
- Shared the new "Study Mode" available on ChatGPT with staff, where it asks questions on a topic, rather than just providing the information passively.
- Compiled stats from the Yr 11 May 2025 Literacy CAAs, and shared with Victoria, Jayde, and Doreen (from Evaluation Associates) at the next meeting, which was on 19 August. We discussed next steps, and how to use the rest of the funding available. Decided to use it for relief to release myself, Victoria, and Rita to do small group catch-ups prior to the September CAAs, with Year 11s. We worked out who was teaching in each line, and compiled a list of students to come out of class for these sessions, which we ran in the library. Also decided to trial paper copies for CAAs, for reading resources and writing prompts (and numeracy) to see if this has an impact on student success.
- 16/9 meeting with Cj and Ws for CAA Lit/Num funding. (Only 1 Yr 11 without Literacy -Leila, and 1 Yr 12 student - Anika - individual plans, will discuss with Wb, both in ENL) Have a day after prizegiving but before exams for a catch-up 1.1, 1.2 for Yr 11 students. Who needs it? Printed out a list of all Yr 11 for 1.1 and 1.2. Next year, pre Yr 11 CAAs, small group intensives. Purchase some resources for Literacy - meet with Wb.

Term Four

- **9/10 Literacy Reading results out - Year 10 stats:**

142 entered

108 pass

30 not pass

4 abs (which included at least one star, so not necessarily a negative stat)

so - of those who sat, 78.3% pass rate.

This is expected to be above the national average, which is usually in the 60s, so we are very pleased. The reasons for this are probably a combination of an academically stronger cohort, the use of a paper copy of the resource, regular SSR in junior classes, more teacher experience of the Reading Literacy Standard expectations (and finally some resources).

- Meeting planned with Cj and Ws for the day after Writing results come out
- 15/10 I have been investigating literacy reading resources - new book that is the prequel to our current reading resource book. Victoria is looking into what funding we have left of our CAA Lit/Num funding. Will pre-order as soon as I get confirmation, and we will use this with Year 9 in 2026. It may be a good idea to get one copy of the Year 9 and Year 10 book for other departments, to see what kinds of strategies are necessary for the Reading standard. (Update - we have ordered 1 set of the new ones for Yr 9, and a second set of the current ones for Yr 10)
- 17/10 Put together a table with Yr 11s who do not have Literacy - to be updated after Writing results come through. Shared with their English teachers - also on the list, the potential AS they could get. Plans for a workshop/wananga day for those still without Lit/Num at the end of the term. Here is the Doc: [Yr 11 Students without Literacy 2025](#)
- 20/10 Literacy Writing results - **Year 10 pass rate of 82%, Yr 11 pass rate 61%**. Very happy with these results! Apart from Steve's 4 ENL students, who he is working with individually, there are only 5 Year 11s without Literacy. One of these is a new student from Australia. I have spoken to these students' teachers, and we are formulating a plan for them.
- 21/10 CAA stats - did our Yr 11 intervention make a difference? Did the paper copies have an impact? (Attendance is the biggest issue with students not achieving - how do we change this?) Every student who attended my separate workshops in the library passed. Those who did not attend (in my Yr 11), and turned up to the CAA after being away, did not pass. I will check if this is similar for Victoria and Rita, who also held workshops. Those who attended in my bilingual Yr 11 class, (Makauri, Materoa, Scarlet) who had failed Writing Session One 2025, we sent away for their papers, and we had these to go through, so that they could see exactly where they needed to improve. I think this made a huge difference.
- 21/10 Reviewed Gen AI use guidelines - School Docs, and MoE. Sent this to all staff: [FAQ Gen AI](#)
- 22/10 Meeting with Victoria re: Lit/Num funding/wananga. As there are so few Yr 11 students without Literacy, we decided to look at who does not have 1.1, and from those, who is at risk of not gaining Level 1 NCEA. We can then offer a catch-up day, to gain 1.1 (and 1.2 if necessary). We are currently collating student names for this.

- 11/11 Final hui with Doreen from EA. Overview of what has worked/been valuable. Moving on to 2026, what we will continue with. In particular, I will focus on tidying up NA for 1.1. and 1.2 at the time. So, clean up for 1.1 at the end of term 1, and for 1.2 at the end of term 2, when it is still fresh, and timely enough for a resub for Achieved. I now have an accessible template for an Achieved for those who may have struggled with the task. We will also continue with the paper copy of the reading resource in the CAA, and integrating the writing into our programme throughout the year, rather as "CAA" tasks. As a department, we are much more confident in this now. I will reshare some of the reading strategies with all faculties - most teachers seem to have a good understanding of the S-CaPPS needed to pass CAA Writing.
- 14/11 Catch-Up Day in the library with Victoria. I emailed students/whanau inviting them to Catch-Up Day for those who did not have Literacy/1.1. Only 6 students are without L1 Literacy; the rest did not pass 1.1, and needed credits. 18 were invited, and I rang parents as well. All but 2 responded yes, but on the day we had 6 turn up. Those 6 passed easily, by working in one block of time toward this AS, rather than having breaks in between, and perhaps being absent in between. We now have 5 Yr 11 students without L1 Literacy, and 1 of these is new to NZ from Australia, and will be in 12ENL next year (Lyshel Wilcox). **This leaves only 3: Talita Napaa, Lyrick Rangi-Rangi Smith, Breeze Waititi. We also have 1 Yr 12 student without L1 Literacy: Anika Ashford.** I have contacted Jane Egan, to see if she has written any lyrics that could be used for 1.2, and she has sent me one song, but unfortunately, it is not long enough to use for this AS. We will need to revisit this next year - I will make a plan with her.
- 17/11 The Writing Pathway - played around with this for various subjects, and sent each department an adapted email with a screenshot of a way it could be used in their subject. Great tool for writing-specific guidelines that any subject can adapt using the material generator.
- 20/11 Updating our School Docs AI policy, in accordance with the suggested wording.

In the pipeline:

- Zoom with Tim Gander, **teaching integrity in student use of AI** - hopefully he can come and run some PLD at a staff hui. A unit on this for every level would be great. If Ako Time continues, this would be the perfect time.
- Prep for 2026 - Structured Literacy - what do we need to know? What is the new Yr 11 "foundation" year going to look like? **Update - Probably the CAA, but a higher curriculum standard expected.** We will need to prepare our juniors for this, so a change in focus is needed - next year's Yr 9s will be following the new curriculum and new assessment system.
- Diffit - I have shared this with staff, but need some more time to play around with it.
- Check new School Docs AI policy for MoE - they are tightening this up. **Update - have checked this - we are fulfilling all of the criteria in our school authenticity procedure. We still need to tighten up our classroom checks in my opinion, as it is not consistent throughout depts/staff.**
- The Writing Pathway - investigate this.

- Use of diagnostic PATs for reading/writing - investigate this, new MoE guidelines using PATs again.
- The Writing Revolution - investigate this.
- Make a schoolwide Reading Checklist, like the Literacy Writing Checklist, to use as posters in every classroom. Flash up and laminate the Writing ones.