



Preparing our students for the possibilities of tomorrow.
Kei te whakatakataka a matou akonga mo nga ahei a tona wa.

Lake Rerewhakaaitu School Board

7 May 2025 Meeting Minutes

ZOOM: <https://us02web.zoom.us/j/7145463433?pwd=aFVjYVAzdDVSZnkyVmIzUkt5TXRJQT09>

Opened 7.12pm

1. Administration

Present Bianca Sterkenburg, Catherine Farrell, Mathew Armer, Natalie Gow and Rick Whalley. Daniel Schutt via Zoom.

Apologies

Absent MaryAnn Martin

In Attendance Carla Williams

Declaration of Interests DOIs held in a separate document that is linked to the Agenda

Administration

Confirmation of minutes for 2 April 2025 and 9 April 2025 Special Meeting

- Matters arising from previous Minutes
 - DVS filters- Philip Smith are able to service these and can do so in conjunction with heat pumps.
 - House inspection #5 - see Property report
 - #5 Drain & window - Mathew has equipment and will sort. Insurance documents resent.
 - Elections - Vicki Koopal has been approached and is happy to run our school triennial election again.
- Moved: Mathew
- Seconded: Catherine
- Carried All in favour

Inwards Correspondence

Natalie Gow resignation letter - see attached. Rick will advertise the DP/Teaching position in the Gazette, advised that we may need a reliever for the class until a suitable replacement is employed.

- Moved: Bianca
- Seconded: Mathew
- Carried All in favour

Strategic decisions

Motion to approve of Operational Policy 3: Personal, 3.1 Appointments, no changes required.

- Moved: Mathew
- Seconded: Natalie
- Carried All in favour

Principals report

Rick read and discussed his Principals report. See report.

ERO School Report - Unconfirmed and LRS Action plan tabled. Discussion held. Signed and returned report.

Graeme McFadyen Principal review report tabled. Good feedback. Student knowledge of school values discussed to aid in recognition, we acknowledge our values through school certificates, and "Caught Being Awesome"

recognised at assemblies each week. Rick is working with the students to build understanding of each value, boards highlighting these were removed for painting, looking into creating new ones collaborating with students.

Everyday Matters Term 1 attendance report discussed.

- **Moved:** Rick
- **Second:** Bianca
- **Carried** All in favour

Property report

School

The Ministry "Nga Iti Kahurangi Project" property team replaced RCD, led lights and soundproofing in classrooms. They will be returning at some stage to replace carpets. This is a Ministry funded project for the improvement of classrooms.

Quotes have been received for the 5YA Heat pumps, awaiting Plumber quote for blocking off the radiators.

Rick suggested for the school to purchase a 20" container to store items such as; school trailer, bbq and lawn mower etc. Discussion held.

Motion: Rick to obtain options and prices for a 20" Container, between \$5 -10k, and will email out to board for confirmation prior to purchase.

- **Moved:** Bianca
- **Second:** Daniel
- **Carried** All in favour

School Houses

Property inspections completed.

Both School Houses need to be cleaned. Natalie is happy to spray hers, just needs the product. Bianca will purchase 30 seconds with the spray unit.

#25

- Awaiting Electrician for Oven fan not working and light replacement.
- Large tree by the garage which keeps blocking the drain, causing flooding in the garage. Needs to be removed by an arborist.

#5

- Issue with stove element -Front Left inner element not heating - Natalie will advise the electrician.
- Crack for window - insurance documents emailed, Carla resent.
- Possible leak behind shower wall. May be a decent job in the bathroom to keep in mind for the future. Mathew will investigate underneath and advise.
- Large tree also need removing.

Rick will get in touch with Arborist for large trees by school houses.

- **Moved:** Bianca
- **Second:** Mathew
- **Carried** All in favour

Strategic discussions

BSLA courses - whole school online day is required on the 30th May due to Rick being absent and all teachers are attending the course. This has been advertised in the school calendar and newsletter.

Finances - March 2025 report

The 2024 Annual report received from Auditors - tabled and signed. Carla will email copies to the board. Once this has been finalised it will be uploaded to the Ministry and published on the School website.

- **Moved:** Catherine
- **Second:** Natalie
- **Carried** All in favour

Rick tables the Bank Staffing Reports, SUE Reports for pay periods 01, 02 & 03

Rick tabled the Creditors, Credit Card schedule, Financial reports for March 2025

Bianca moves the Creditors accounts for payment for March 2025 as true and correct,

- o **Seconded:** Mathew
- o **Carried.** All in favour

Bianca moves the Credit Card Payments for March 2025 as true and correct,

- o **Seconded:** Mathew
- o **Carried.** All in favour

Bianca moves the Journals for March 2025 as true and correct,

- o **Seconded:** Mathew
- o **Carried.** All in favour

Bianca moves the acceptance of the March 2025 Financial reports as a true and correct record of the financial position of the school.

- o **Seconded:** Mathew
- o **Carried.** All in favour

Identify Items for next agenda

- Strategic Plan Review
- Sustainable relationships
- Governance Policy 4: Conflict of Interest
- Governance Policy 6: Staff Trustees role description policy
- Health and Physical Education
- Parent reporting
- Roll return 1 July

Special Items

Civil Defence

- School is the local hub
- Students test the Civil Defence unit at school each Wednesday.
- We are covered for our school, but what happens for the rest of the community when they come looking for help.
- Rick would like to get community members, board members together to form a team to set up a community Civil Defence system.
- Who is the elderly that would need help, who has equipment to help clear hazards, how we are going to look after everyone etc.
- Generator is onsite but needs checking to ensure everything is running well.
- Rick will pop a notice out to gain some helpers.

School 70 year anniversary - 23/05/1955.

- Make a family fun day, shared lunch, games and cake. Games - tug of war, egg n spoon race, three legged race etc.

Community Time capsule

- Uplift of the time capsule is due early 2028. The council notifies the community a year prior.
- What are we going to do? This is a big task, calling past students and community members, organising events etc.
- We will require helpers to form a committee. Rick will advertise in the newsletter.

End of minuted meeting at 8.22pm

Next meeting to be held in the LRS Staffroom 7.00 pm 18 June 2025

Signed:  Presiding Member Date: 17/06/2025

Next Meeting Date: 18 Jun, 23 Jul, 10 Sep, 15 Oct, 03 Dec

Wednesday 30th April, 2025

Rick Whalley
9 Ash Pit Road,
RD3
Rotorua 3073

Dear Rick and Board of Trustees,

I am writing to formally resign from my position as the classroom teacher of Rakau class, and deputy principal effective 27th June, 2025 (Last day of term 2). It is with mixed emotions and many sleepless nights that I make this decision. I have greatly enjoyed my time at Lake Rerewhakaaitu School and have grown both professionally and personally during my time here.

I would like to express my sincere gratitude to you Rick, the support and encouragement I have received over the past 3 years have been invaluable, and I will always cherish the memories made with yourself, colleagues and students. The consistent belief you have had in me during this time, as well as mentoring me have been of more value to both my career and personal life than you know.

I will be taking a step back from the classroom for the remainder of the year and am going back to my farming roots.

Thank you once again for everything. I wish you and the entire Lake Rerewhakaaitu School community continued success and growth.

I am happy to do an exit interview if the Board would like a practice opportunity. My reasons for leaving are purely personal, I hope to return to Lake Rerewhakaaitu one day!

Nga mihi,



Natalie Gow



Principal Report May 2025

Roll: 57 Boys: 32 Girls: 25 Maori: 38% European/NZ 60% Filipino:2%

ERO draft Report

Rerewhakaaitu School – draft areas of report; may have full report by meeting.

Areas of Strength

- Student achievement in reading, writing and mathematics has improved overtime, with significant improvement for Māori learners in these curriculum areas.
- A structured learning approach in literacy and mathematics is being implemented in the school.
- Students requiring additional learning assistance are well supported through specialised staff and targeted resourcing.
- School leaders value and prioritise collaborative and inclusive opportunities for parents, whānau and community to regularly engage in school life and share aspirations for learners.

Key priorities and actions for improvement

The agreed next steps for the school are to:

- progress the achievement for all students in reading, writing and mathematics, with a particular focus on accelerated progress for those not yet meeting curriculum expectations
- strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics
- grow students' confidence and capability in using strategies and tools to guide self responsibility for their learning
- improve regular attendance for all students, to meet Government targets.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within three months:

- *identify teachers' strengths and development needs within literacy and mathematics and provide professional learning to support consistency of quality teaching and learning*
- *review how effectively teachers use student progress and achievement data in literacy and mathematics to respond to learner needs*
- *review practices and tools used within classrooms that support learners to self-assess their learning and set and self-monitor goals for improvement.*

Every six months:

- *review the consistency of teaching, learning and assessment practices within literacy and mathematics, and the impact on learners' progress and achievement*
- *monitor accelerated progress for learners identified as underachieving or at risk of underachieving in literacy and mathematics*
- *monitor the consistency of classroom practices that support learners to successfully self-manage and take responsibility for their own learning*
- *monitor and report on the impact of strategies used to improve regular attendance rates for all learners.*

Annually:

- *evaluate improvements in reading, writing and mathematics outcomes for all learners; identify what is having the most impact for learners and what areas need further strengthening*
- *analyse how well teachers are using assessment information to plan responsive and engaging opportunities for all learners to succeed*
- *assess the impact of improved learners' self-management and self-responsibility for learning, on learner progress and achievement outcomes*
- *evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing*

regular rates of attendance.

Actions taken against these next steps are expected to result in:

- equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics*
- consistent high-quality teaching, learning and assessment practices in literacy and mathematics*
- improved outcomes for learners through increased self-management and self-responsibility for learning*
- improved rates of regular attendance for all learners.*

From this I have established a Draft Action Plan (see below

- PGC process with Graeme. Present at meeting

Target 1: as per end term 1

Target 2 - See Everyday matters report **74% at 90%**

STRATEGIC AIM 1: LEARNER CENTRED

Achieved by:

1. Students develop life long learning skills
2. Develop student voice and agency
3. Developing collaborative teaching /learning practices
4. Enhance future focussed learning through the use of digital technologies
5. Presenting students with a variety of opportunities to develop a thirst for learning, a curiosity and passion about the world around them

STRATEGIC AIM 2: RESPONSIVE CULTURE

Achieved by:

1. Maintain a positive school culture
2. Celebrate our cultural diversity
3. Increase attendance and engagement
4. Provide targeted, monitored programmes
5. Developing a stronger sense of each individuals identity in meaningful and culturally appropriate ways

STRATEGIC AIM 3: SUSTAINABLE PARTNERSHIPS

Achieved by:

1. Strengthen collaborative partnerships between school, whanau/family, iwi, and the wider community
2. Implement a localised curriculum through strengthening whanau engagement in learning and goal setting
3. Strengthen iwi connections through the iwi education plan
4. Shared responsibility and reciprocal process between school and other agencies and organisations
5. Continue to network with Te Kahui ako o Reporoa and other schools in the Rotorua / Murupara areas

Responsive Culture Achieved by:	NELP	Engaging Phase 2	Ways to achieve this goal	Actions
Maintain a positive school culture	1,2,3,5	School implements an environment where ākonga, kaiako and whānau belong	- Open Days - Target attendance and engagement	- Invited to weekly assemblies - All teachers at bus and walking lines at end of day to talk with whānau - Strong PTA activities that involve community - Passion Projects - Values planning with student voice
Celebrate our cultural diversity	1,2,3,4,5	Students will develop an awareness and appreciation of theirs and others cultures in a positive environment	- Cultures focus - Cultural Festival	- Local curriculum topics - Welcome in different languages - Localised Curriculum Document
Increase attendance and engagement	1,2,3,4,5,6,7	Developing and fostering a positive partnership between students, staff, whānau and the community to ensure that students are present, participating and progressing	- Student agency in developing localised curriculum studies and activities. - Activity days	- Our target of 75% attending 90% is coming along - Currently 74% at 90% with 84% attendance overall - Student agency in developing localised curriculum studies and activities. - Values planning with student voice - Passion projects - Activity days for parents and students - Curriculum evening to inform on how we measure progress
Provide targeted, monitored programmes	2,3,6,7	Identify, develop and implement systems and processes that support accelerated learning	- Staff meetings to discuss target students needs and programmes - Teacher Aides to work with target students - RTLB referrals - LSC working as SENCO - Teachers and Teacher Aides	- Staff meetings to discuss target students needs and programmes - Target teacher- IEPs held Term 1, with parents, IEPs for Term 2 - Teacher aides to work with target students - RTLB referrals - LSC working as SENCO - Teachers and Teacher aides

Developing a stronger sense of each individual's identity in meaningful and culturally appropriate ways	1,2,3,4,5,6,7	Students know who they are and build confidence ready to take on opportunities	• Term 4 - Cultures focus for Local Curriculum studies • Term 3 - Our Place focus for Local Curriculum studies	• Karakia 4 times a day (Karakia timatanga, Karakia kai, Karakia whakamutunga). • Opportunities to practice and present mihi and whakapapa • Culture of 'our children, not my class'- Children are accepting of others and their quirks and differences.
---	---------------	--	---	---



LRS Actions from ERO Review 2025

Areas Of strength:

- ★ Student achievement in reading, writing and mathematics has improved overtime, with significant improvement for Māori learners in these curriculum areas.
- ★ A structured learning approach in literacy and mathematics is being implemented in the school.
- ★ Students requiring additional learning assistance are well supported through specialised staff and targeted resourcing.
- ★ School leaders value and prioritise collaborative and inclusive opportunities for parents, whānau and community to regularly engage in school life and share aspirations for learners.

Key priorities and actions for improvement

The agreed next steps for the school are to:

1. [Progress the achievement for all students in reading, writing and mathematics, with a particular focus on accelerated progress for those not yet meeting curriculum expectations](#)
 - 1.1. [Establish Clear and Measurable Goals:](#)
 - 1.2. [Implement High-Quality, Differentiated Instruction:](#)
 - 1.3. [Targeted Interventions for Underachieving Students:](#)
 - 1.4. [Effective Use of Data for Continuous Improvement:](#)
 - 1.5. [Foster a Supportive and Inclusive Learning Environment:](#)
 - 1.6. [Build Teacher Capacity through Professional Learning:](#)
 - 1.7. [Engage Families and Whānau:](#)
 - 1.8. [Monitor and Evaluate the Impact of Strategies:](#)
2. [Strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics](#)
 - 2.1. [Examine Data Collection Practices:](#)
 - 2.2. [Analyze Data Interpretation Skills:](#)
 - 2.3. [Evaluate Instructional Adjustments:](#)
 - 2.4. [Assess Communication and Feedback:](#)

- 2.5. Review Systemic Support and Professional Development:
- 2.6. Gather Evidence of Impact on Student Outcomes:
3. Grow students' confidence and capability in using strategies and tools to guide self responsibility for their learning
 - 3.1. Explicitly Teach Learning Strategies:
 - 3.2. Introduce and Model Self-Assessment Tools:
 - 3.3. Foster Goal Setting and Action Planning:
 - 3.4. Promote Self-Reflection:
 - 3.5. Teach Time Management and Organization Skills:
 - 3.6. Encourage Self-Advocacy:
 - 3.7. Provide Choice and Agency:
 - 3.8. Offer Regular Feedback and Opportunities for Revision:
 - 3.9. Celebrate Effort and Progress:
 - 3.10. Model Self-Responsibility:
4. Improve regular attendance for all students, to meet Government targets.
 - 4.1. Establish a Positive and Welcoming School Culture:
 - 4.2. Communicate Clear Expectations and the Importance of Attendance:
 - 4.3. Implement Effective Monitoring and Early Intervention Systems:
 - 4.4. Address Barriers to Attendance:
 - 4.5. Engage Students and Make Learning Relevant:
 - 4.6. Recognize and Reward Good Attendance:
 - 4.7. Strengthen Communication with Families:
 - 4.8. Collaborate with Community Agencies and Support Services:
 - 4.9. Data Analysis and Continuous Improvement:
 - 4.10. Leadership and Shared Responsibility:

3-6 Month Plan

The agreed actions for the next improvement cycle and timeframes are as follows:			
Annual Goal	Achieved by	Actions	Outcome
Progress the achievement for all students in reading, writing and mathematics, with a particular focus on accelerated progress for those not yet meeting curriculum expectations			
Evaluate improvements in reading, writing and mathematics	Establish Clear and Measurable Goals: Implement High-Quality, Differentiated Instruction: Targeted Interventions for Underachieving Students:	Define specific, measurable, achievable, relevant, and time-bound (SMART) goals for student progress in each subject area. Set ambitious yet realistic targets for accelerated progress for students below expectations. Ensure all students receive engaging, evidence-based instruction aligned with the curriculum. Utilize formative assessment data to tailor instruction to meet the diverse learning needs of all students. Provide differentiated tasks, resources, and support to challenge high-achieving students while providing necessary scaffolding for those struggling. Identify students not yet meeting expectations early and accurately through robust assessment practices. Implement evidence-based interventions that are specific to their learning needs in reading, writing, and mathematics. Provide intensive, small-group or individual support with qualified teachers or specialists.	Equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics

	Effective Use of Data for Continuous Improvement: Monitor the progress of intervention students frequently and adjust strategies based on data. Regularly collect and analyse student achievement data (formative and summative) to identify trends and patterns. Use data to inform instructional decisions, grouping strategies, and the allocation of resources. Track the progress of all students, with a particular focus on the growth of those receiving targeted interventions. Use data to evaluate the effectiveness of teaching practices and intervention programs. Create a classroom culture that values effort, celebrates growth, and promotes a sense of belonging for all students. Build strong relationships with students and understand their individual strengths, weaknesses, and learning needs. Provide opportunities for peer support and collaboration. Provide ongoing professional development for teachers focused on effective strategies for differentiation, intervention, and data analysis. Encourage collaboration among teachers to share best practices and learn from one another. Provide training on using assessment tools effectively to inform instruction. Communicate clearly and regularly with families about their child's progress and how they can support learning at home. Involve families in the goal-setting process for students who are not yet meeting expectations. Provide resources and strategies for parents to support their child's learning in reading, writing, and mathematics.	
	Foster a Supportive and Inclusive Learning Environment:	
	Build Teacher Capacity through Professional Learning:	
	Engage Families and Whānau:	
	Monitor and Evaluate the Impact	

	of Strategies:	Regularly review student achievement data at a school-wide and classroom level to determine the effectiveness of implemented strategies. Make adjustments to programs and practices based on the evidence of student progress. Ensure that strategies are having a measurable impact on accelerating the progress of students below expectations.	
Strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics			
Analyse how well teachers are using assessment information to plan responsive and engaging opportunities for all learners to succeed	Examine Data Collection Practices: Analyze Data Interpretation Skills: Evaluate Instructional Adjustments:	What types of data are being collected (e.g., standardized tests, formative assessments, running records, portfolios, observation notes)? How frequently is data collected and analyzed? Are data collection methods aligned with learning objectives and curriculum standards? Is there a system in place for organizing and accessing student data efficiently? How do teachers demonstrate their understanding of the data? Are they able to identify patterns, trends, and individual student needs based on the data? Do they use data to pinpoint specific areas of strength and weakness for students? Is there evidence of collaborative data analysis among teachers or with support staff? How do teachers use data to inform their lesson planning and differentiation strategies?	consistent high-quality teaching, learning and assessment practices in literacy and mathematics

		Are there examples of how data has led to changes in teaching methods, grouping strategies, or resource allocation? Is there evidence of targeted interventions or enrichment activities based on student needs identified through data? How are teachers monitoring the impact of these adjustments on student learning? How effectively do teachers communicate student progress and achievement data to students and parents/guardians? Is feedback timely, specific, and actionable? Do students understand their progress and how it relates to their learning goals? Are parents/guardians provided with meaningful insights into their child's learning and how they can support them? What professional development opportunities are provided to teachers on data literacy and effective data use? Are there clear school-wide or departmental protocols for data analysis and response? Is there administrative support for teachers to engage in data-driven decision-making (e.g., time for collaboration, access to resources)? How is the effectiveness of data use monitored and evaluated at a school or system level? How is the effectiveness of data use monitored and evaluated at a school or system level? Is there evidence that data-informed instruction is leading to improved student progress and achievement in literacy and mathematics? Are there examples of students making significant gains as a result of targeted interventions or differentiated instruction based on data?	
	Assess Communication and Feedback		
	Review Systemic Support and		
	Gather Evidence of Impact on Student Outcomes:		

		How are student outcomes tracked over time in relation to data-driven practices?	
Grow students' confidence and capability in using strategies and tools to guide self responsibility for their learning			
Assess the impact of improved learners' self-management and self-responsibility for learning, on learner progress and achievement outcomes	Explicitly Teach Learning Strategies: Introduce and Model Self-Assessment Tools: Foster Goal Setting and Action Planning: Promote Self-Reflection:	Introduce a variety of learning strategies (e.g., note-taking, summarizing, questioning, self-testing, graphic organizers). Model how to use each strategy effectively across different subject areas. Provide opportunities for students to practice using these strategies in a supportive environment. Teach students how to use rubrics, checklists, and learning logs to monitor their own progress. Model how to reflect on their work against clear criteria and identify areas for improvement. Provide time for students to engage in self-assessment regularly. Guide students in setting their own learning goals based on their needs and interests. Teach them how to break down larger goals into smaller, manageable steps. Support students in developing action plans and timelines for achieving their goals. Encourage students to reflect on their learning processes, identifying what works well and what they need to adjust. Use prompts and discussions to guide their reflection (e.g., "What did you find challenging?," "What strategies did you use?," "What will you do differently next time?").	improved outcomes for learners through increased self-management and self-responsibility for learning

	Teach Time Management and Organization Skills: Provide opportunities for students to share their reflections and learn from each other. Explicitly teach strategies for planning and organizing tasks, materials, and time. Introduce tools like planners, digital calendars, and organizational apps. Provide opportunities for students to practice these skills in the classroom. Teach students how to identify their learning needs and communicate them effectively. Role-play scenarios where students ask for help or clarification. Create a classroom environment where asking questions and seeking support is encouraged and normalized. Offer students choices in their learning activities, topics, and methods of demonstrating understanding. Empower students to have a voice in their learning environment and processes. This fosters a sense of ownership and responsibility. Provide timely and specific feedback that focuses on learning and growth. Encourage students to use feedback to revise and improve their work. Reinforce the idea that learning is ongoing process and that they have the power to improve. Acknowledge and celebrate students' efforts, perseverance, and progress towards their learning goals, not just final achievement. This builds confidence and reinforces the value of taking responsibility for their learning journey. As an educator, model self-reflection, goal setting, and the use of strategies in your own professional learning.	
	Encourage Self-Advocacy:	
	Provide Choice and Agency:	
	Offer Regular Feedback and Opportunities for Revision	
	Celebrate Effort and Progress:	
	Model Self-Responsibility:	

			Share your own learning processes and challenges with students to demonstrate that learning is a continuous journey for everyone.	
Improve regular attendance for all students, to meet Government targets.				
Evaluate patterns in attendance for all learners and use this information to identify next steps to continue increasing regular rates of attendance.	Establish a Positive and Welcoming School Culture: Communicate Clear Expectations and the Importance of Attendance: Implement Effective Monitoring and Early Intervention Systems: Address Barriers to Attendance:	Foster a sense of belonging and connection for all students. Create a safe, inclusive, and engaging learning environment where students feel valued and want to be. Promote positive relationships between students, teachers, and staff. Explicitly communicate the school's attendance policy and the Government targets to students, parents, and staff. Educate families on the direct link between regular attendance and academic success, well-being, and future opportunities. Highlight the impact of even occasional absences on learning. Track attendance data meticulously and identify patterns of absence early. Establish clear protocols for following up on unexplained absences promptly. Implement early intervention strategies for students showing signs of disengagement or irregular attendance. Understand the reasons behind student absences (e.g., health issues, transportation problems, family circumstances, disengagement). Work collaboratively with families, community agencies, and support services to address these barriers. Be sensitive and understanding of individual student and family situations.	improved rates of regular attendance for all learners.	

	Engage Students and Make Learning Relevant: Provide engaging and relevant learning experiences that motivate students to attend school. Offer a diverse curriculum that caters to different interests and learning styles. Incorporate student voice and agency in learning activities. Implement positive reinforcement strategies to acknowledge and celebrate good and improved attendance. Consider individual, class-based, or school-wide recognition programs. Focus on celebrating progress and effort. Maintain open and consistent communication with parents/guardians regarding attendance. Utilize various communication channels (e.g., phone calls, text messages, emails, school apps). Work collaboratively with families to develop attendance improvement plans when necessary. Partner with relevant community organizations (e.g., social services, health providers) to provide support to students and families facing challenges that impact attendance. Leverage external resources to address complex issues.	
	Recognize and Reward Good Attendance: Regularly analyze attendance data to identify trends, evaluate the effectiveness of interventions, and inform future strategies. Use data to set targets for improvement and monitor progress towards meeting Government goals. Ensure strong leadership that prioritizes and champions improved attendance. Foster a school-wide culture where all staff members understand their role in promoting and supporting regular attendance.	
	Strengthen Communication with Families:	
	Collaborate with Community Agencies and Support Services:	
	Data Analysis and Continuous Improvement: Leadership and Shared Responsibility:	

Actions taken against these next steps are expected to result in:

- equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics
- consistent high-quality teaching, learning and assessment practices in literacy and mathematics
- improved outcomes for learners through increased self-management and self-responsibility for learning
- improved rates of regular attendance for all learners.

3-6 Month Plan



3 Months	6 Months	Outcome
Progress the achievement for all students in reading, writing and mathematics, with a particular focus on accelerated progress for those not yet meeting curriculum expectations		
identify teachers' strengths and development needs within literacy and mathematics and provide professional learning to support consistency of quality teaching and learning	review the consistency of teaching, learning and assessment practices within literacy and mathematics, and the impact on learners' progress and achievement	equitable and excellent progress and achievement outcomes for all learners in reading, writing and mathematics
Strengthen consistency of quality teaching, learning and assessment practices in reading, writing and mathematics		
review how effectively teachers use student progress and achievement data in literacy and mathematics to respond to learner needs	monitor accelerated progress for learners identified as underachieving or at risk of underachieving in literacy and mathematics	consistent high-quality teaching, learning and assessment practices in literacy and mathematics
Grow students' confidence and capability in using strategies and tools to guide self responsibility for their learning		
review practices and tools used within classrooms that support learners to self-assess their learning and set and self-monitor goals for improvement.	monitor the consistency of classroom practices that support learners to successfully self-manage and take responsibility for their own learning	improved outcomes for learners through increased self-management and self-responsibility for learning

Improve regular attendance for all students, to meet Government targets.		
	monitor and report on the impact of strategies used to improve regular attendance rates for all learners.	improved rates of regular attendance for all learners.

Introduction

Welcome to Every Day Matters. This is a termly report that highlights attendance patterns in your school and provides actionable insights to improve student attendance.

Four **Student Attendance Categories** have been developed to help schools understand how frequently each student attends. These categories give you a way to monitor the progress you are making in supporting students to attend regularly.

	Student Categories	Student with	Equivalent to
	Regular attendance	over 90% attendance	missing fewer than 5 days across a term
	Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term
	Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term
	Chronic absence	70% attendance or less	absent for 15 days or more across a school term

This report provides a snapshot of how your school is performing, including an overview of the reasons for absence broken down by justified and unjustified reasons, insightful trends and next steps.

In April 2024, the Government announced a regular attendance target of 80 percent of students to be present for more than 90% of the term by 2030.

NOTE: In some cases, results have been rounded to the nearest percentage point to simplify the presentation of results. As a result, some totals may not add up to 100%.

Term 1 Summary

How many students regularly attended school this term?

 Regular Attendance

74%

Compared to 67% in Term 1, 2024

 Irregular Absence 18%

Compared to 18% in Term 1, 2024

 Moderate Absence 0%

Compared to 4% in Term 1, 2024

 Chronic Absence 9%

Compared to 12% in Term 1, 2024

What were the main reasons given for absence this term?

-  (M) Illness / Medical Absence 38%
-  (E) Accepted (but unjustified) 37%
-  (T) Unexplained / Trivial 21%
-  (J) Explained and Approved 2%
-  (G) Holiday 2%

How many students were on time to class?

69% of students were on time to class

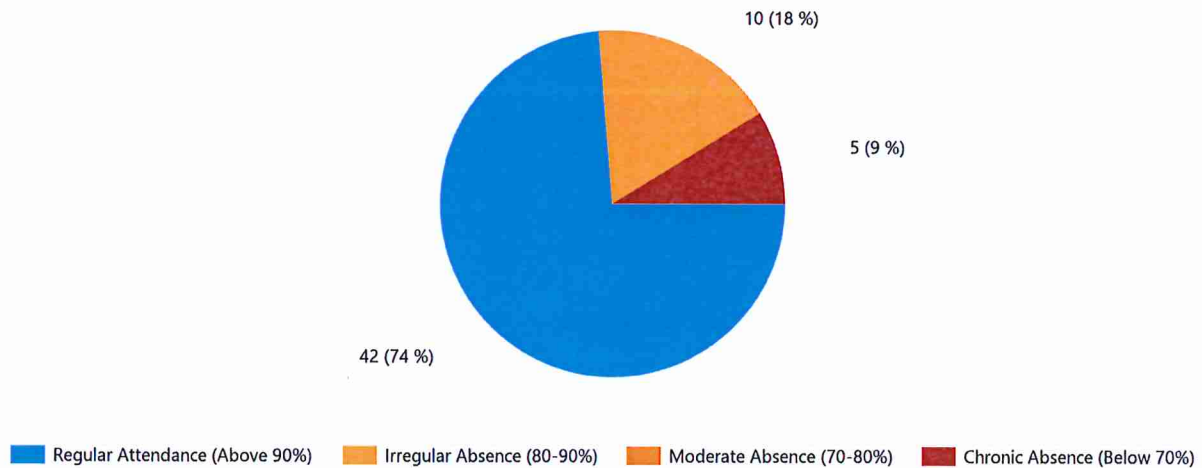
Definition of lateness depends on school attendance policy.

Which days and weeks had the highest and lowest attendance in Term 1, 2025?

	Highest		Lowest	
Day(s) of Week	Tuesday	93%	Friday	83%
Day(s) of the term	24/03/2025	100%	04/04/2025	73%
Week(s) of the term	Week 9, 24/03/2025	95%	Week 2, 07/02/2025	77%

Term 1 Detailed View

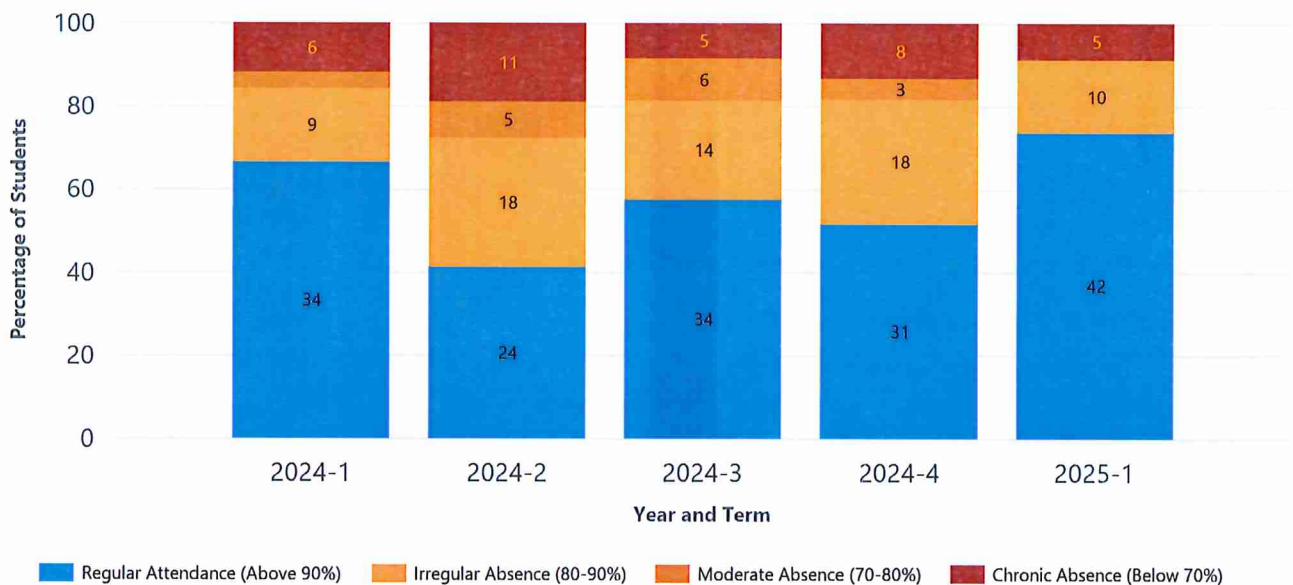
How many students are in each student attendance category?



In Term 1 of Year 2025, 42 of your students were attending school regularly, with 74% students at school above 90% of the time.

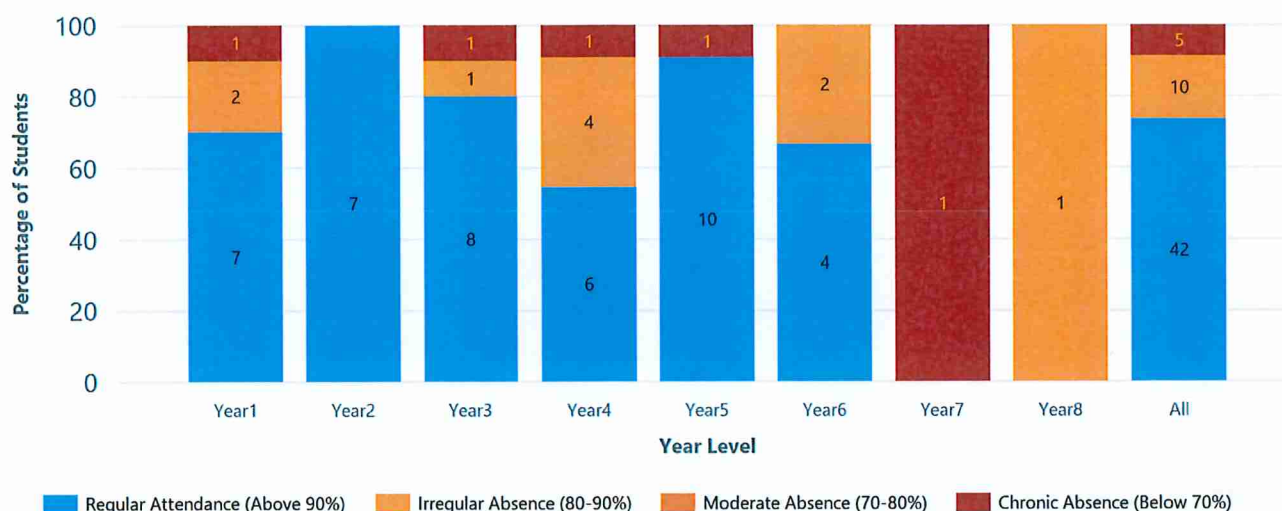
How have your student attendance categories changed over the last 5 terms?

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



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.

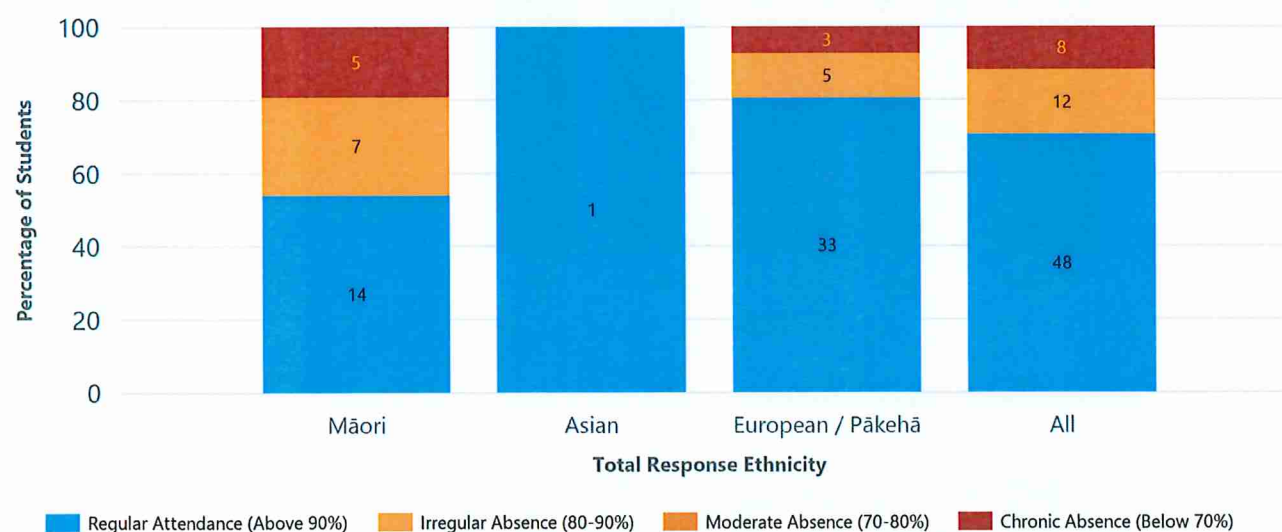


In Term 1 of Year 2025, Year 2 had the highest proportion of students attending regularly, with 100% of students at school above 90% of the time.
In Term 1 of Year 2025, Year 7 had the highest proportion of students with chronic absence, with 100% of students at school less than 70% of the time.

How are your student attendance categories distributed by ethnicity?

NOTE:

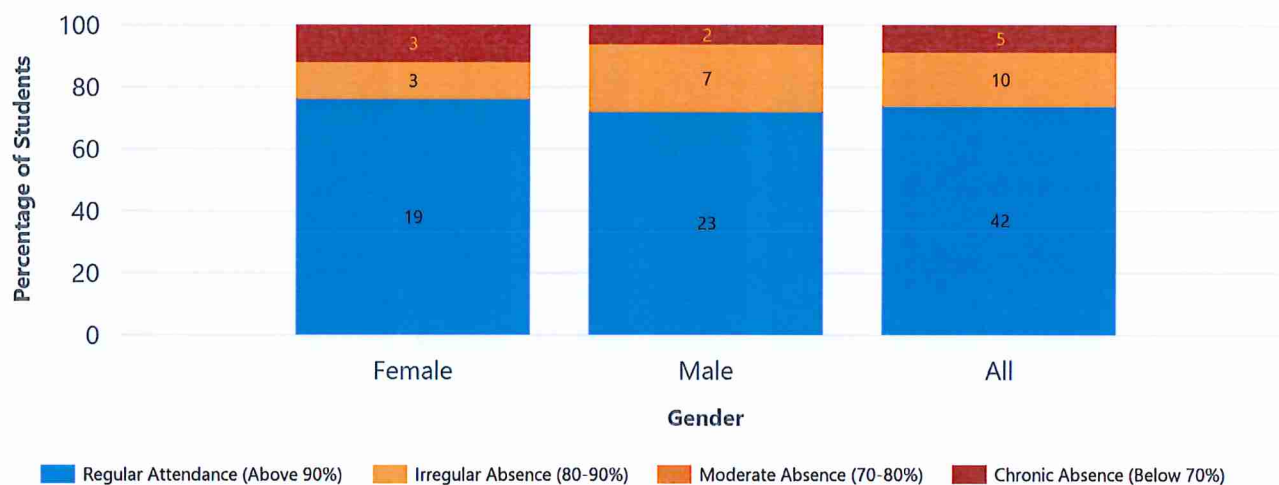
- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution



In Term 1 of Year 2025, Asian ethnic group had the highest proportion of students attending regularly, with 100% of students at school above 90% of the time.
In Term 1 of Year 2025, Māori ethnic group had the highest proportion of students with chronic absence, with 19% of students at school less than 70% of the time.

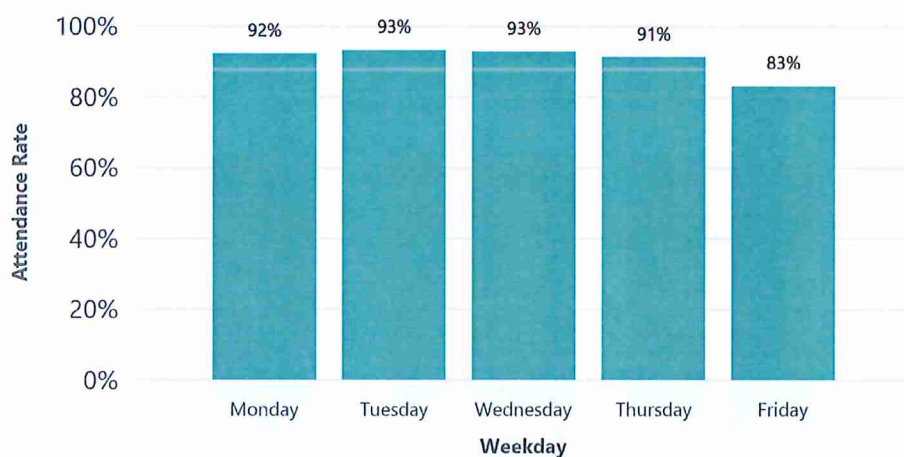
How are your student attendance categories distributed by gender?

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

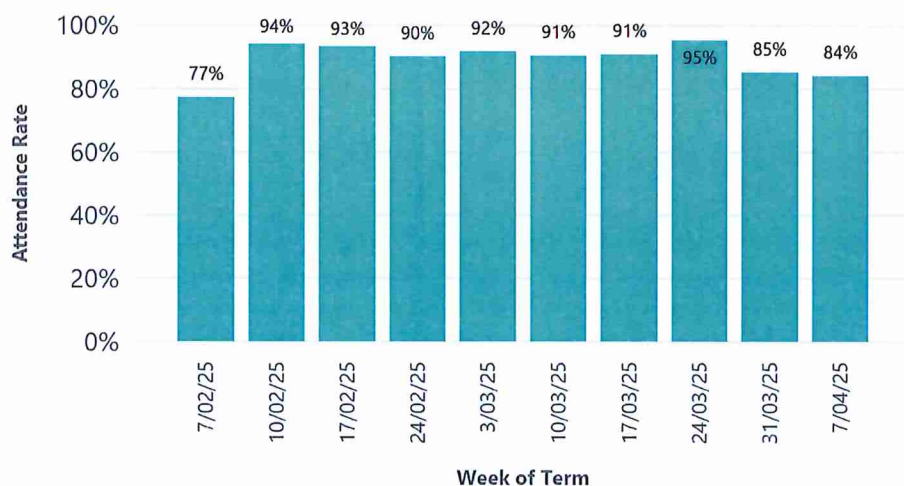


In Term 1 of Year 2025, Female students had the highest proportion of students attending regularly, with 76% of students at school above 90% of the time. In Term 1 of Year 2025, Female students had the highest proportion of students with chronic absence, with 12% of students at school less than 70% of the time.

What is your average attendance rate for each weekday?



What is your average attendance rate for each week?



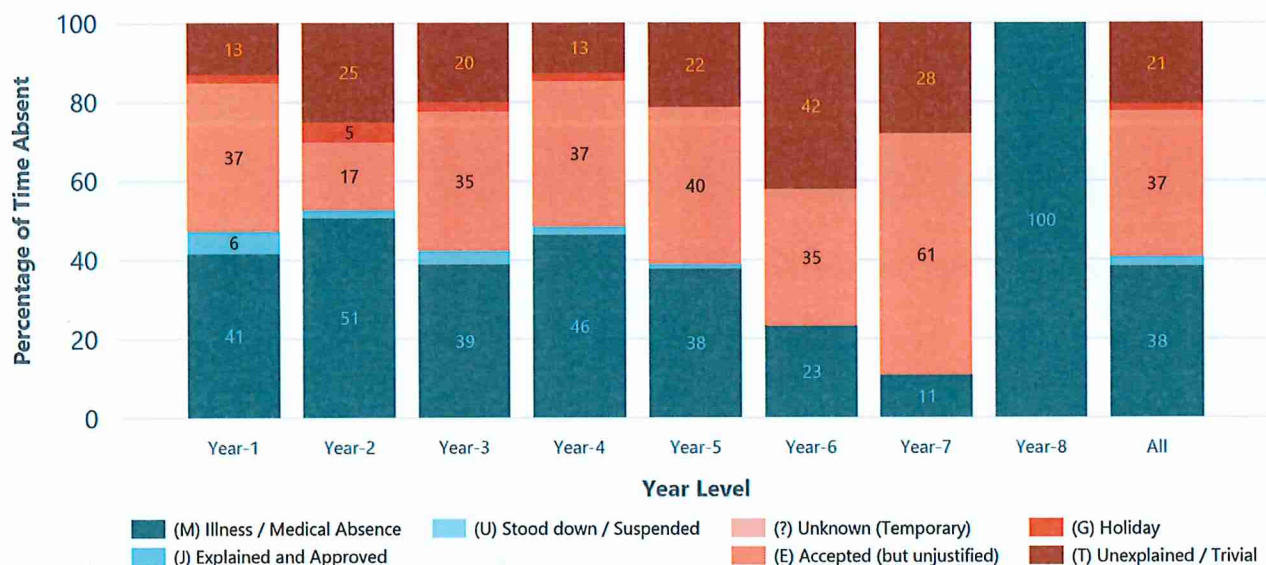
Absence

A '**Justified Absence**' is an absence defined within a school's policy as an acceptable reason for a student to be away from school.

An '**Unjustified Absence**' is recorded when a student is away from school and:

- There is no information or there is a throw-away excuse
- Explained but not within school policy, such as absence due to birthdays
- Absence due to holiday in term-time
- Extracurricular activities not organised by schools like sports, dance, music, or hobbies.

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

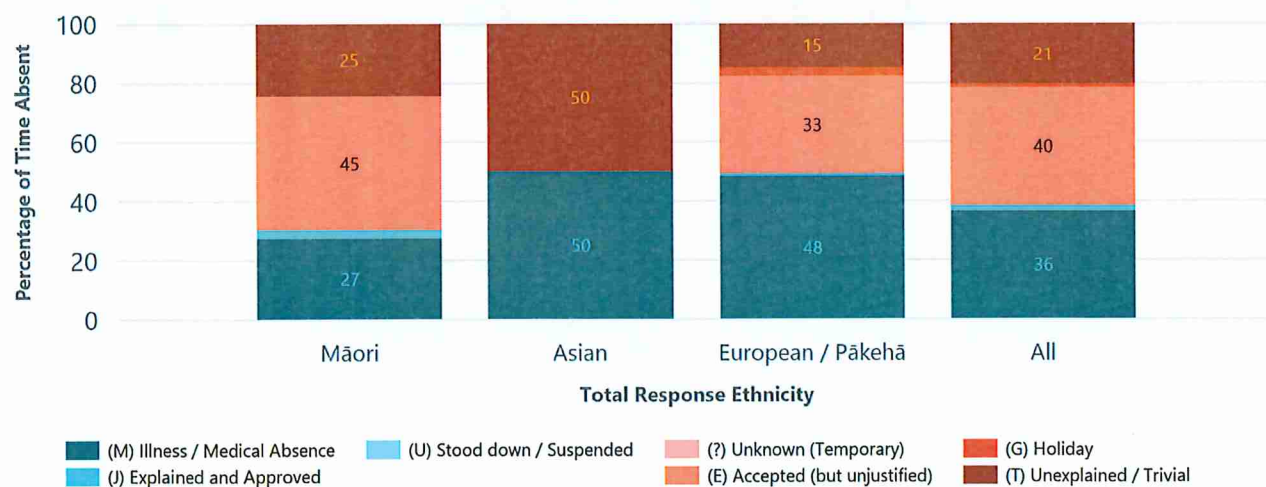


Year 8 students had the highest proportion of justified absences, with 100% of their absences being for justified reasons.

Year 7 students had the highest proportion of unjustified absences, with 89% of their absences being for unjustified reasons.

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

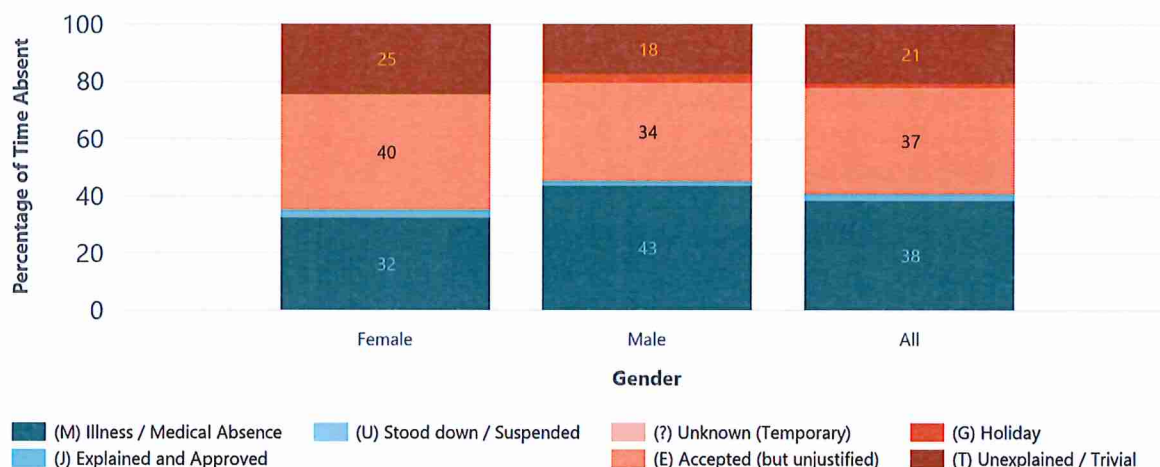
NOTE: Students who identify with more than one of these ethnic groups are counted in each.



Asian students had the highest proportion of justified absences, with 50% of their absences being for justified reasons.

Māori students had the highest proportion of unjustified absences, with 70% of their absences being for unjustified reasons.

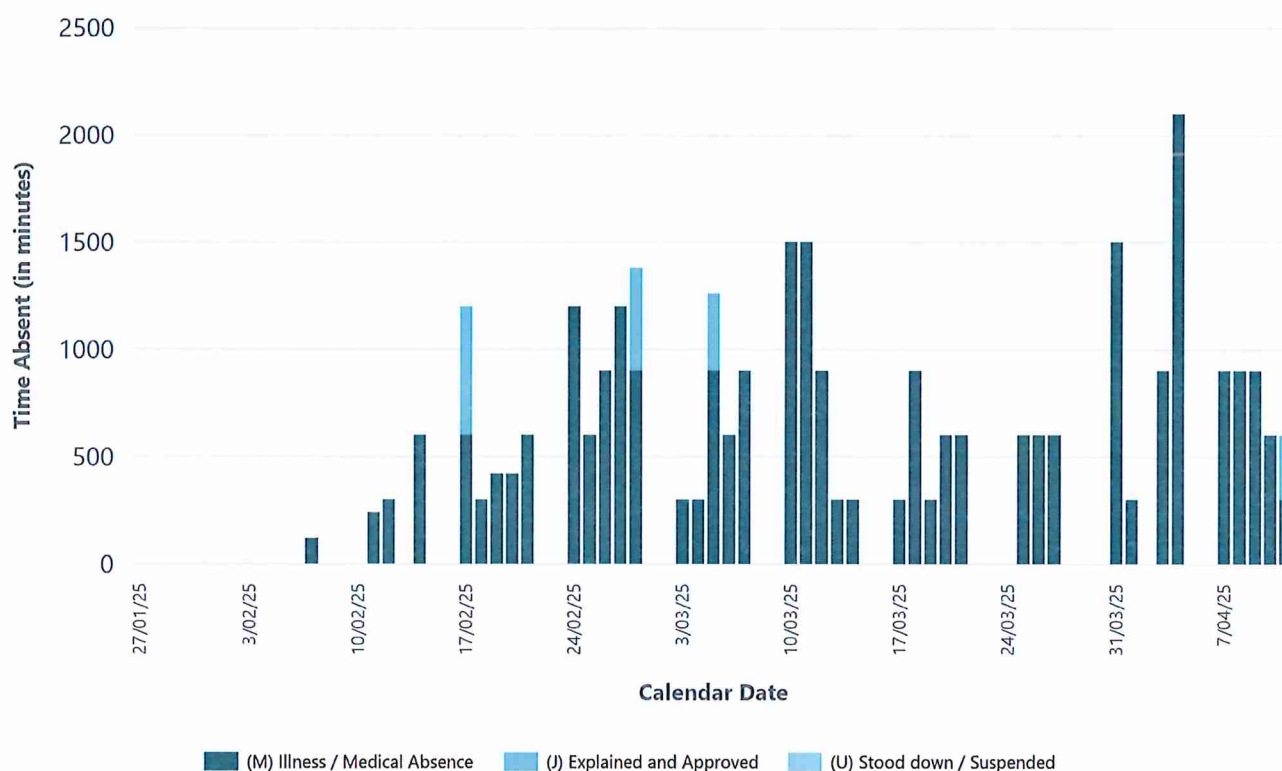
What differences are there between genders in reasons given for absence?



Male students had the highest proportion of justified absences, with 45% of their absences being for justified reasons.

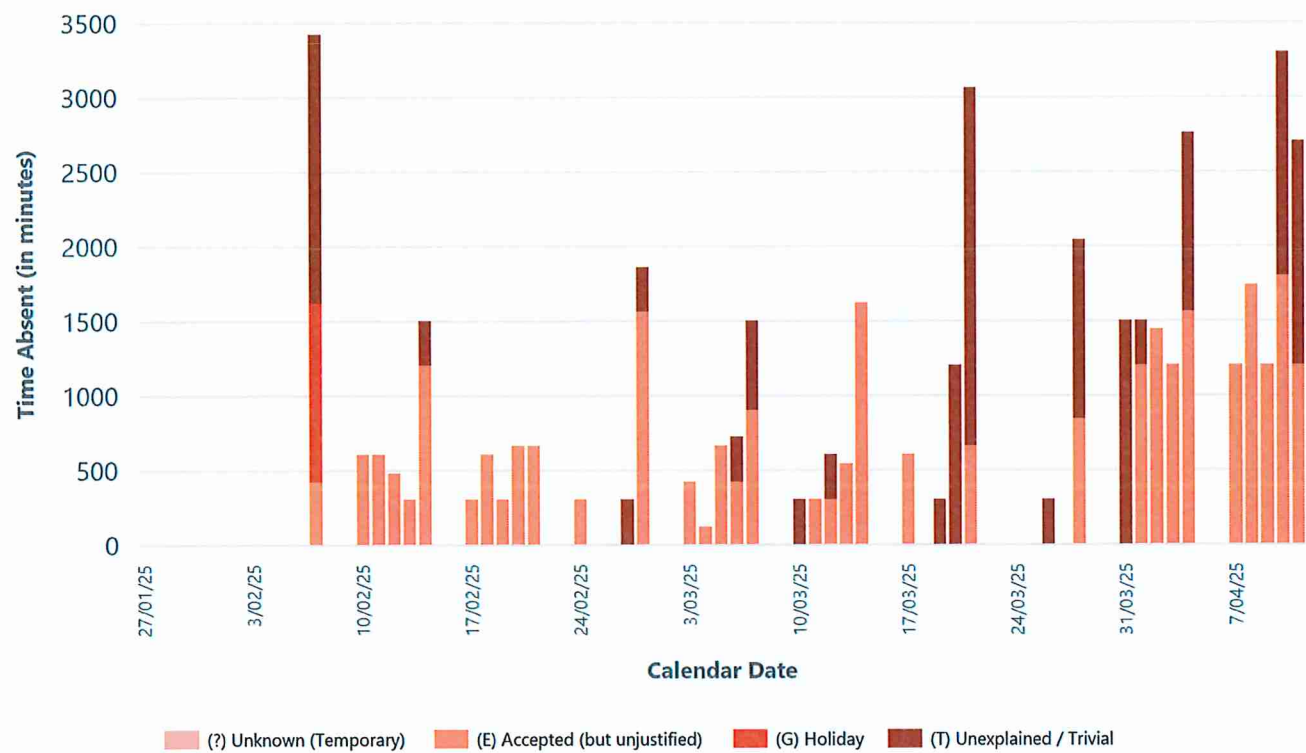
Female students had the highest proportion of unjustified absences, with 65% of their absences being for unjustified reasons.

Which days and weeks had high Justified Absence?



In Term 1 of Year 2025, Justified absence was highest on the 04/04/2025.

Which days and weeks had high Unjustified Absence?

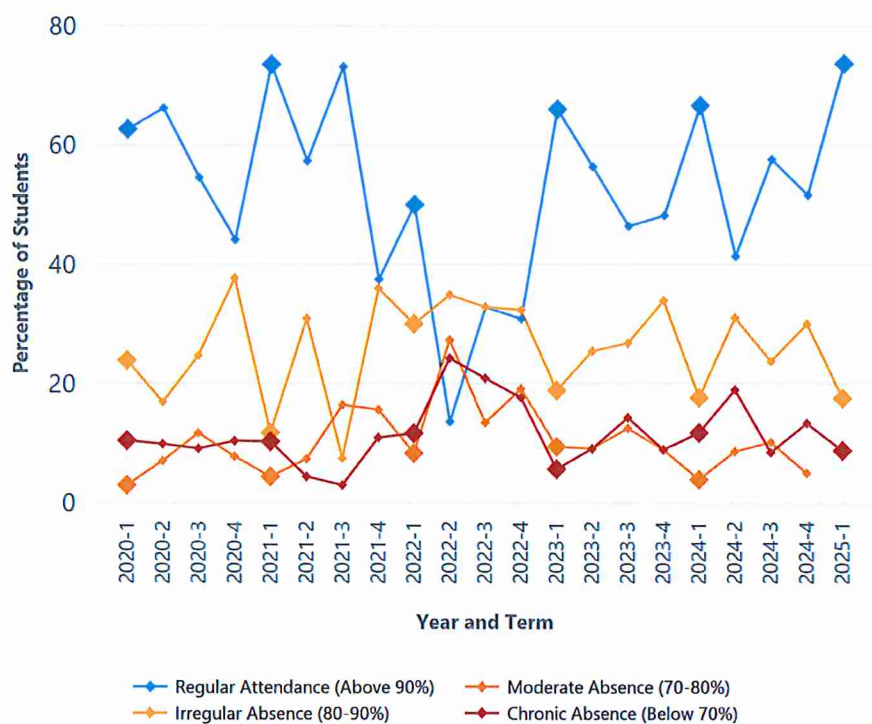


In Term 1 of Year 2025, Unjustified absence was highest on the 07/02/2025.

Trends

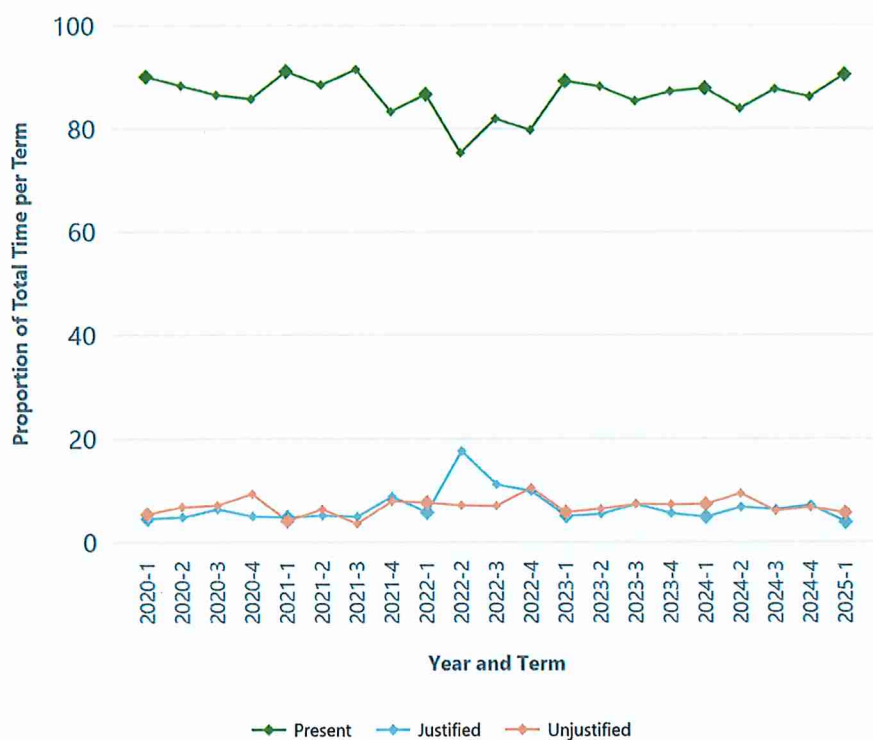
Because of seasonal changes from term to term its best to compare the same term over time. Compare Term 2 to Term 2.

How have your student attendance categories changed over time?



Year Term	Regular	Irregular	Moderate	Chronic
2020-1	63%	24%	3%	10%
2020-2	66%	17%	7%	10%
2020-3	55%	25%	12%	9%
2020-4	44%	38%	8%	10%
2021-1	74%	12%	4%	10%
2021-2	57%	31%	7%	4%
2021-3	73%	7%	16%	3%
2021-4	38%	36%	16%	11%
2022-1	50%	30%	8%	12%
2022-2	14%	35%	27%	24%
2022-3	33%	33%	13%	21%
2022-4	31%	32%	19%	18%
2023-1	66%	19%	9%	6%
2023-2	56%	25%	9%	9%
2023-3	46%	27%	13%	14%
2023-4	48%	34%	9%	9%
2024-1	67%	18%	4%	12%
2024-2	41%	31%	9%	19%
2024-3	58%	24%	10%	8%
2024-4	52%	30%	5%	13%
2025-1	74%	18%		9%

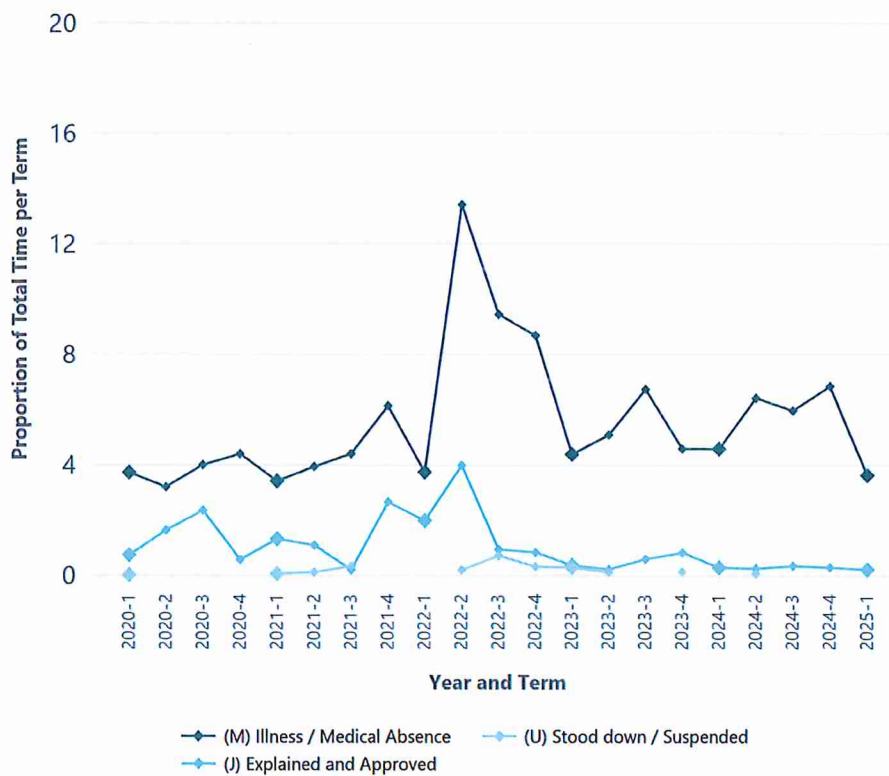
How has the percentage of student time Present, Justified absent and Unjustified absent for each term changed over time?



Year Term	Present	Justified	Unjustified
2020-1	90%	5%	5%
2020-2	88%	5%	7%
2020-3	87%	6%	7%
2020-4	86%	5%	9%
2021-1	91%	5%	4%
2021-2	89%	5%	6%
2021-3	91%	5%	4%
2021-4	83%	9%	8%
2022-1	87%	6%	8%
2022-2	75%	18%	7%
2022-3	82%	11%	7%
2022-4	80%	10%	10%
2023-1	89%	5%	6%
2023-2	88%	5%	6%
2023-3	85%	7%	7%
2023-4	87%	6%	7%
2024-1	88%	5%	7%
2024-2	84%	7%	9%
2024-3	88%	6%	6%
2024-4	86%	7%	7%
2025-1	91%	4%	6%

Term 3 of Year 2021 had the highest attendance rate. Term 2 of Year 2022 had the lowest attendance rate.

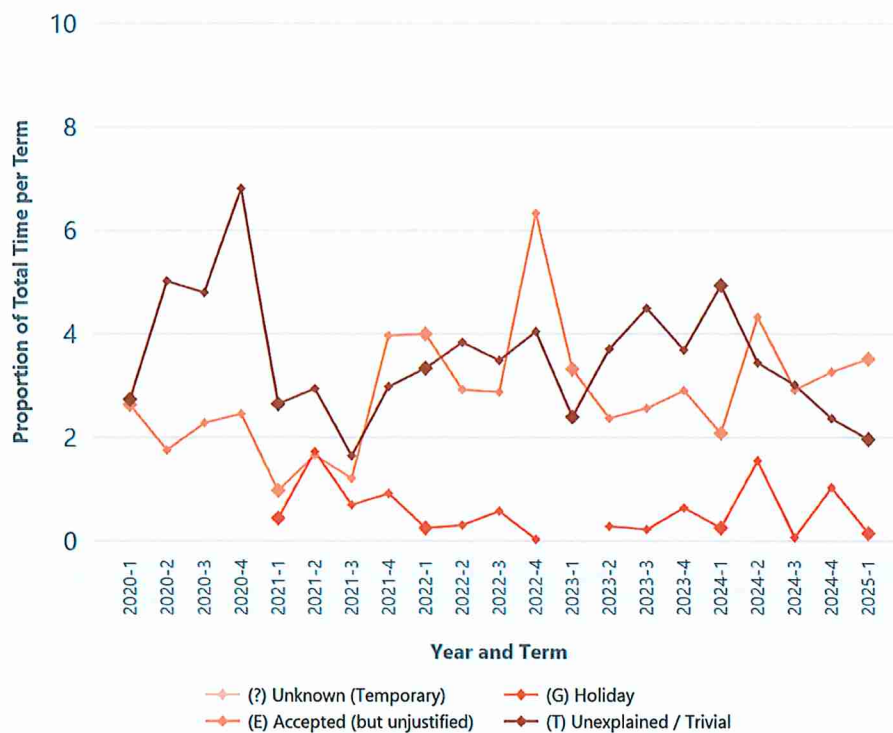
How has your use of justified absence codes changed over time?



Year Term	M	J	U
2020-1	3.73%	0.75%	0.03%
2020-2	3.20%	1.64%	
2020-3	4.01%	2.36%	
2020-4	4.40%	0.58%	
2021-1	3.42%	1.33%	0.07%
2021-2	3.94%	1.10%	0.13%
2021-3	4.41%	0.20%	0.34%
2021-4	6.14%	2.66%	
2022-1	3.74%	1.99%	
2022-2	13.43%	3.99%	0.20%
2022-3	9.45%	0.94%	0.72%
2022-4	8.68%	0.84%	0.33%
2023-1	4.38%	0.37%	0.30%
2023-2	5.08%	0.23%	0.12%
2023-3	6.74%	0.59%	
2023-4	4.58%	0.83%	0.14%
2024-1	4.58%	0.29%	
2024-2	6.42%	0.26%	0.08%
2024-3	5.97%	0.35%	
2024-4	6.85%	0.30%	
2025-1	3.63%	0.22%	

Term 2 of Year 2022 had the highest count of justified absence codes. Term 1 of Year 2025 had the lowest count of justified absence codes.

How has your use of unjustified absence codes changed over time?



Year Term	?	E	G	T
2020-1		2.64%		2.74%
2020-2		1.75%		5.02%
2020-3		2.28%		4.80%
2020-4		2.45%		6.81%
2021-1		0.98%	0.44%	2.65%
2021-2		1.66%	1.73%	2.94%
2021-3		1.21%	0.70%	1.65%
2021-4		3.97%	0.92%	2.98%
2022-1		4.00%	0.25%	3.34%
2022-2		2.93%	0.31%	3.84%
2022-3		2.88%	0.58%	3.49%
2022-4		6.33%	0.03%	4.05%
2023-1		3.32%		2.40%
2023-2		2.37%	0.29%	3.71%
2023-3		2.57%	0.22%	4.50%
2023-4		2.91%	0.64%	3.69%
2024-1		2.08%	0.25%	4.94%
2024-2		4.33%	1.55%	3.45%
2024-3		2.92%	0.07%	3.02%
2024-4		3.27%	1.03%	2.37%
2025-1		3.52%	0.15%	1.97%

Term 4 of Year 2022 had the highest count of unjustified absence codes. Term 3 of Year 2021 had the lowest count of unjustified absence codes.

Next Steps

This report can be used to inform conversations with your staff and school board about student attendance and unjustified absences in your school. The four Student Attendance Categories and other insights provided in this report can be used to support targeted interventions and measure the effects of these activities.

You may wish to use the student-level data in your Student Management System (SMS) to identify the individual students in each Student Attendance Category. Seek further support from your SMS provider if you need guidance on how to do this.

Develop clear processes to identify and manage attendance including early identification and an escalation process.

You may wish to refer students to an attendance service provider for additional support to get them back to school. Attendance Service staff might visit a child at home to support them back to school. The Attendance Service also employs attendance officers who can work with your school and communities to identify and support students on the cusp of persistent absence (moderate and irregular).

Resources and Support

If you have any **questions about this report**, or need assistance, please get in touch:

- EveryDayMatters@education.govt.nz; or
- Your [local Ministry office](#).

For guidance on applying attendance codes (and to obtain a copy of the Attendance Code Tree), please visit our [Attendance Code resources page](#).

Key Messages

A connected school community that does everything to make sure students are attending, participating, and progressing in their education can play a pivotal role in raising attendance.

Set strong expectations around attendance with parents and caregivers, including emphasising the impacts of non-attendance and especially from unjustified absences and lateness.

The following key messages are designed to be shared with school staff, board members and the community:

1. Regular attendance at school helps build and maintain a child's learning and positive daily habits and routines, as well as promoting their wellbeing by connecting them to their peers and learning new things.
2. We want our ākonga to thrive and be resilient and active members within their whānau and community.
3. Attendance matters and we can all work together to increase school attendance.

The following [Attendance presentation](#) can be used when talking with parents and suggested content for school newsletters can be found [here](#).