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TRINITY CATHOLIC COLLEGE

Hei ākonga mā te Karaiti

2025 ANNUAL PLAN



Annual Implementation Plan Catholic Character 2025
Goal 1

STRATEGIC OBJECTIVE ONE

Ensure Catholic Character is Embedded, Valued and Visible

Strategic Goals

NELP 1.1, 1.2

1. Continue to develop knowledge and understanding of Trinity Values and Charism education (Dominican, Mercy, and Edmund Rice)
2. Evidence-based and timely pastoral programmes implemented
3. Restorative professional development to ensure this is embedded schoolwide
4. Inclusion and support of our ethnically diverse learners; meeting their needs
5. Tūturu developed to be implemented school wide with connections embedded within Tō Tātou Whakapono - Our Faith curriculum

Ongoing 2024 2025
<p>Key Improvement Strategies Goal 1.1</p> <p>Continue to develop knowledge and understanding of Trinity Values and Charism education (Dominican, Mercy, and Edmund Rice)</p>
<ol style="list-style-type: none"> a) Visibility of college values: visual representation around the college; student led focus on values promoted with mentoring from SLT and Head of Pastoral b) Begin the development of story boards and visual representation of charisms c) Staff and Senior Student professional development opportunities through the Founding Orders d) Attendance at, and support of, the National Dominican Conference Dunedin May 2025
<p>Monitoring, Resourcing, and Evaluation</p>
<p>Monitoring: Visual evidence of progress</p>

Annual Implementation Plan Catholic Character 2025

Goal 1

Ongoing 2024 2025

Key Improvement Strategies Goal 1.2

Evidence-based and timely pastoral programmes implemented

- a) Head of Pastoral position created; leadership including SLT, ensures regular review of systems throughout 2025
- b) Tier One (80%) Preventative: Use longitudinal Wellbeing@School survey data, along with pastoral team wisdom and pastoral data to determine the placement of specific age-appropriate pastoral foci programmes. Use information to create a long-term plan for each year group. To be delivered by kaiārahi with the support of deans, SLT, Principal via pastoral times, forums and assemblies, linking to RE programmes where appropriate.
- c) Tier Two (15%) – Emergent and Responsive: Monitor pastoral and behavioural needs via deans’ meetings. Intervention programmes to be put in place as required. Record of these interventions used to review pastoral systems (1.2.a above)
- d) Investigate a racism/discrimination programme for year 7&8 – inclusivity group; and staff and student led focus on verbal issues (racial; put-downs; offensive language)
- e) Pause, Breathe, Smile programme for all year 7 classes and staff training with a focus on pastoral and year 7-9 staff
- f) Travellers Programme in place for Year 9 & some Year 10 students after identification

Monitoring, Resourcing, and Evaluation

Monitoring: Deans’ meetings, Pastoral records and analysis, Staff and student voice, Wellbeing@School data term three

Ongoing 2024 2025

Key Improvement Strategies Goal 1.3

Recommendations completed from the 2023 External Evaluation & Implementation of New RE Curriculum

Te Tūtaki Ki A Te Karaiti - Encounter with Christ (Ongoing from 2024)

- There is a keenness within ākonga to see prayer life further developed. One such initiative proposed is the formation of a liturgy committee to support the DRS team. A periodic evaluation of prayer life across the college with a focus on the richness of prayer in its various forms would also ensure its continued impact.

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge (Ongoing from 2024)

- Take steps to ensure that the integration of Religious Education does not compromise its high status or the effectiveness of its outcomes and that there is an effective tracking system in place for coverage. The implementation of Tō Tātou Whakapono – Our Faith, might present an opportunity to ensure that the required content hours are being met.
- Provide the board with information and data from other than NCEA year groups. The board requires regular information about Religious Education progress from the year 7-9.
- It would be timely to once again capture student voice and gain an accurate picture of how explicit the Religious Education experience is for ākonga.

Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character

- Continue to follow up with caregivers to ensure that the category of preference enrolment (5.1 – 5-5) is verified with the parish priest or delegated representative.
- *Internal Review of Dimension 4 Term Three as per Board Workplan

Monitoring, Resourcing, and Evaluation

Monitoring: At termly Board Special Character meetings; at fortnightly DRS meetings

Ongoing 2024 2025

Key Improvement Strategies Goal 1.5

Restorative professional development to ensure this is embedded schoolwide

- Engage Rich Matla (restorative PB4L) for professional development throughout the year: new deans and new staff; staff development refresh; **or**
- Restorative training with Marg Thorsborne – possibility; upskill new staff and more training for deans – cost dependent
- Train senior students and year 9 leaders to run mini restoratives (student mediators)

Annual Implementation Plan Catholic Character 2025

Goal 1

Monitoring, Resourcing, and Evaluation

Monitoring: PLD recorded, Staff voice, Student voice, Pastoral data
Resourcing:

Key Improvement Strategies Goal 1.6

Inclusion and support of our ethnically diverse learners; meeting their needs

- a) Establish twice yearly Filipino and Indian community evenings; use relevant community support people eg Filipino chaplain, Malayalam community member
- b) Student led international friendship group established; will benefit both international and domestic students recently enrolled
 English Language Learners have adequate opportunity for ESL with specific monitoring of academic progress within classes. This will be identified by deans and relevant interventions put in place after discussion with HOD ESL

NB Ethnically diverse learners are also known as CALD - Culturally and Linguistically Diverse Learners

Monitoring, Resourcing, and Evaluation

Monitoring: College calendar, student wellbeing voice, ELL progress and achievement

Key Improvement Strategies Goal 1.7

Tūturu developed to be implemented school wide with connections embedded within Tō Tātou Whakapono - Our Faith curriculum

Term 1: Team meeting; Guidance team work with wellbeing prefect to plan student-led wellbeing work using Tūturu resources; Hui Hauora (agencies visit to talk about trends and supports available)

Term 2: AOD 101 for staff meeting; Cross-curricular stocktake of what AOD education is occurring across subjects and across levels

Term 3: Investigate Census At School versus Wellbeing@School as a useful tool

Term 4: Standards Drinks workshop year 12 and 13 pre-formal; New Board workshop

Monitoring, Resourcing, and Evaluation

Annual Implementation Plan Catholic Character 2025

Goal 1



Monitoring: Reflection Tool review; Census@School and/or Wellbeing@School data; ASH survey data 2025

TRINITY
CATHOLIC COLLEGE



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STRATEGIC OBJECTIVE TWO

Excellence in Learning

TRINITY
CATHOLIC COLLEGE

Strategic Goals

1. Ensure year 7-9 learning programmes contribute to literacy and numeracy corequisite success at year 10
2. Review school wide careers and transition programmes linking to the world of work and further study
3. Provide learning that ensures equity for all learners, including culturally, ethnically, and neuro diverse learners
4. Māori and Pacific Peoples action plans to be developed, refined after consultation, and implemented

NELP 1.2 2.3 2.4 3.5 4.7

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Key Improvement Strategies Goal 2.3

Ensure year 7-9 learning programmes contribute to literacy and numeracy corequisite success at year 10

LITERACY TARGETS

Reading

- 80% or more of Year 7-9 students will achieve At or Above in the End of year e-asTTle Reading Comprehension Tests
- 80% or more of Year 10 students will achieve the NCEA Reading co-requisite in the first year.

Writing

- A reduction of Stage 2 students in Years 7-9 in the iDeal structured Literacy achievement.
For structured literacy it would be great to see movement within the stage two numbers and introducing pullout decodable reading groups would help this. Due to class sizes and staffing numbers we only have stage two for year 7 but we could still run these pull out groups with our low stage three students in Year 8 and 9 to assist these students to grow. We need staffing to support with this.
- More students to improve beyond Stage 4 and essentially move off the programme.
60% of students are off structured literacy before or within Year 9
45% of students move off structured literacy before or within Year 8.
- 75% of students in Years 7-10 achieve At or Above in writing using the e-asTTle tool.
- 75% or more of Year 10 students will achieve the NCEA Reading co-requisite in the first year.

LITERACY STRATEGIES

- Literacy World (7-9) will include an increased focus on the skills required for the co-requisite reading and writing standards.
- Increase close reading and prose; using writing prompts of a visual and verbal format.
- Extension opportunities continue in the extension classes during our structured literacy time.
- Consistent approach to essay writing for all departments.
- Use e-asTTle writing prompts twice a year at Year 7-10, moderate marking and enter grades into the platform to streamline and increase consistency in marking. Professional development to continue in this area.
- Focus on training new staff for the iDeal spelling programme to support literacy at 7-9.
- Use of e-asTTle for reading comprehension all year. Professional development to continue in this area to improve how to use the reports for learning.
- Year 7 and 8 may take part in the e-asTTle trial for Curriculum Insights and Progress Study in Term 4 again

Annual Implementation Plan Excellence in Learning

Goal 2

MATHS TARGETS

Progress

- All Year 7-10 cohorts to have an effect size of 0.40 or higher in the Numeracy scores, and in the e-asTTle tracking for Number/Algebra strands and General strands.
- 85% of the Year 7 and 8 students will increase their scale score in e asTTle in Number/Algebra and Strand by 30.
- 80% of the Year 9 students will increase their scale score in e asTTle in Number/Algebra and Strand by 30.

Standards

- 85% of Year 7-10 will be at or above the standard, where “at” is defined by one sublevel either side of the expected NZC sublevel.
- Level 1 Numeracy (via the national corequisite test or via achievement standards) for school leavers will be over 96%.

MATHS STRATEGIES

1. Improving support for our Maths World programme such as:

- a common numeracy “Essentials” resource book for each teacher in Years 7-8, a common numeracy “Practice” workbook for all Year 9s, and “Next Steps” workbook for all Y10s plus a Walker Practice book for Y10 teachers. Each book contains practice tasks in the style of the Numeracy prereq test to help students prepare. This should be built into regular retrieval practice in class and for homework, rather than cramming near the test itself.
- the timetable now has dedicated 5 periods a week using the Oxford resource (online activities and a workbook for each student) and explicit teaching (I do, We do, You do) for all mathematics topics. With a high demand on class time for the Oxford programme, a one-week project time has been reserved for two terms of the year to allow assessment of “Integrated” work, for example, a statistics project for the Y7 “Who Am I” theme.
- DGR and ROD are providing the ALiM programme for 12-16 students at Years 7 & 8 to offer targeted acceleration for those students who could attain the “at” the standard with a little more support.
- HOD (KEL) PD and WSL coaching sessions – emphasis on the teaching strategies listed below.
- increased use of e-asTTle for formative/diagnostic purposes (eg tipping points) as well as the usual tracking.
- Investigate how we might allocate LA time to support small groups of maths students in Y7-9 and provide targeted support to a greater number of students.

2. Using the PD focus on formative assessment via instructional coaching to focus on making small improvements in teaching practice, particularly AfL strategies

- greater emphasis on communicating learning intentions and success criteria via the PGC coaching and rehearsing pedagogical techniques to ensure every student is thinking and
- actively practising the skills or retrieving knowledge from the lesson
- real-time checking for understanding, especially carefully-designed diagnostic questions that give the teacher information to work out “next steps” for various learners
- approaches to whole-class questioning that maximise thinking and ensure high participation rates
- providing time in class for students to act on feedback/feedforward
- direct instruction so that learners benefit from the “worked example” effect
- Year 9 and 10 maths classes to follow the template structure of:
 - Starter - retrieval practice
 - Check for prior knowledge by the teacher atomising the skills
 - Explicit teaching – LI, SC, modelling, I do, We do, You do, C4U, feedback, activating student engagement via think-pair-share, mini whiteboards, etc

Annual Implementation Plan Excellence in Learning

Goal 2

- Regular, short and easy homework for retrieval practice

3. Strengthening Year 10 (and Year 11) Numeracy preparation

- ensure every student has completed a significant number of practice tasks prior to the numeracy assessment in September
- set up more dedicated tutorials for the numeracy assessment in September
- engage more support from whānau to help their kids succeed in numeracy eg short, regular, supervised homework, encouraging persistence, etc
- use of numeracy booklets (provided by the department) and Maths Buddy to support our lower learners in 10MATN
- ensure each topic test includes “numeracy style” questions

Monitoring, Resourcing, and Evaluation

Monitoring: Reading, writing and maths data monitored as per strategies.

2024

Key Improvement Strategies Goal 2.4

Review school wide careers and transition programmes linking to the world of work and further study

Complete the review currently underway and use the findings to inform next steps and contribute to the 2025-2027 Strategic Plan as necessary

Monitoring and Evaluation

Monitoring: Recommendations from the review implemented as required

Hei ākongā mā te Karaiti

Ongoing 2024 2025

Key Improvement Strategies Goal 2.5

Provide learning that ensures equity for all learners, including culturally, ethnically, and neuro diverse learners

- a) Review learning support to ensure neuro diverse learning programmes and systems are fit for purpose
- b) Develop a Kāhui wide learning support register (TBC depending on the national learning needs review)

Monitoring, Resourcing, and Evaluation

Monitoring: Progress and achievement of learners whose needs have not previously been met

Ongoing 2024/2025

Key Improvement Strategies Goal 2.6

Māori and Pacific Peoples action plans to be developed, refined after consultation, and implemented

- a) Māori learner action plan developed with whānau
- b) Establish a Pacific Peoples advisory group; Action plan co-constructed with the community
- c) Leadership representation in Pacific Research Project via St Bernadette's continues and informs professional learning for staff
- d) Māori and Pacific learners team developed and roles implemented, monitored and reviewed; establishment of Homework Club and extra tutoring opportunities

Monitoring, Resourcing, and Evaluation

Monitoring: Student and family voice; improved connection with Pasifika families; Pasifika years 7-10 literacy and numeracy achievement shows accelerated progress

STRATEGIC OBJECTIVE THREE

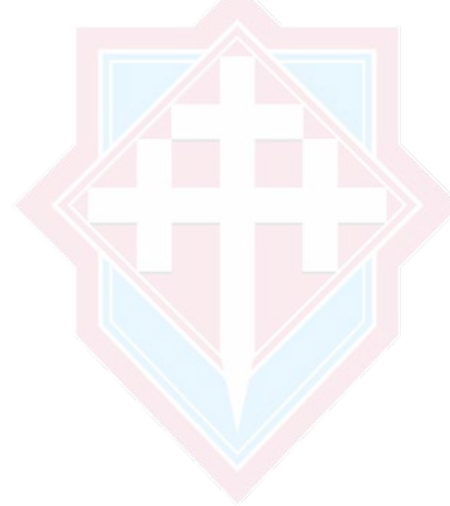
Excellence in Teaching

Strategic Goals

NELP 1.2 2.3 3.5 3.6

3. Create a shared understanding and implementation of best practice pedagogy
4. Support middle leaders to grow the professional capabilities within their learning areas
5. Ensure the effective use and analysis of data to raise achievement throughout the college
6. Progress the implementation Te Mātaiaho and the new RE curriculum

Goals 3.1 & 3.2 Completed and or no longer a priority



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Ongoing 2024 2025

Key Improvement Strategy Goal 3.3, 3.4, 3.5

Create a shared understanding and implementation of best practice pedagogy
Support middle leaders to grow the professional capabilities within their learning areas
Ensure the effective use and analysis of data to raise achievement throughout the college

- a. Assessment for Learning Framework used as the platform for professional development (continuation from 2024); Moving into Clarity on the Classroom: Feedback, Peer Assessment; Learning Intentions and Success Criteria
 - o ASL, WSLs & SCT to guide and deliver professional learning and support for staff
 - o Professional learning for ASL and WSLs delivered through the Kāhui Ako; and use 'The Education Group' for coaching
- b. Ongoing mentoring by SLT with groups of HODs/TICs according to a termly plan and link to PGC
- c. Use effectiveness reports 2024/25 to determine data analysis needs and provide support with software tools and PLD
- d. Agreed plan for tracking of learning progress years 7-10
 - o Use information to identify learners in need of acceleration; put intervention support in place and monitor progress

Monitoring, Resourcing, and Evaluation

Monitoring: Through HODs/TICs meetings with SLT, Effectiveness Reports 2025, data analysis, student and staff voice and teaching observations

Hei ākongā mā te Karaiti

Key Improvement Strategies Goal 3.6

Curriculum Change and Implementation 2024 & 2025

- a. Implementation of Maths curriculum years 7&8; and readiness for Maths curriculum refresh Years 9-13 2026
- b. Readiness for implementation for English Curriculum Years 7-13 2026
- c. Ongoing implementation of the junior RE curriculum

Monitoring, Resourcing, and Evaluation

Monitoring: Through HOD mentoring; SLT and HOD awareness of curriculum change; Ministry of Education support

Hei ākongā mā te Karaiti

Goal 4

STRATEGIC OBJECTIVE FOUR

Connect our Past and Present to provide a Future of Excellence

Strategic Goals

- 4.2 Continue to grow our sports to be locally and regionally competitive by developing and implementing a ~~five~~ three-year strategic plan
- 4.4 Develop opportunities for alumni connection
- 4.5 Buildings and Assets development programme reviewed (now includes plan for courts refurbishment beginning 2026)
- 4.7 Trinity's International Student Programme is resourced and sustainable

- 4.1 *Completed:* Continue to grow our performing arts to be the best in Dunedin and surrounds for young people from years 7-13 (*monitor for 2025 action as required*)
- 4.3 *Completed:* Creation of our cultural narrative (this is happening via the Dunedin Catholic Schools Kāhui Ako)
- 4.6 *Ongoing monitoring:* Continue to develop and nurture connections with our Catholic community (*monitor for 2025 action as required*)

2024 - 2028
Key Improvement Strategies Goal 4.2
Continue to grow our sports to be locally and regionally competitive by developing and implementing a three-year strategic plan
a. Sports Strategic Plan in place, implemented, monitored and reviewed
Monitoring, Resourcing, and Evaluation
Monitoring: Via the sports strategic plan; whānau and student voice; OSSSA Census; and participation and performance data

Annual Implementation Plan Resourcing, Environment, Opportunities and Connections

Goal 4

Key Improvement Strategies Goal 4.4 Develop opportunities for alumni connection
a. Database developed and awareness of alumni association grows b. Provide initial opportunities and events to connect with alumni c. Investigate administration time to support alumni development
Monitoring, Resourcing, and Evaluation
Monitoring: Strategy created, Financial and human resource available to progress plan, Events organised for connection opportunities

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Annual Implementation Plan Resourcing, Environment, Opportunities and Connections

Goal 4

<p>Key Improvement Strategies Goal 4.5 Buildings and Assets development programme reviewed</p>
<ul style="list-style-type: none"> a. In association with the Diocese, long term maintenance plans to be put in place for campus b. Asset replacement plan reviewed c. Complete funding required for full auditorium refurbishment over 2025/2026 d. Planning for courts refurbishment 2027 completed; funding established
<p>Monitoring, Resourcing, and Evaluation</p>
<p>Monitoring: Maintenance and development plans confirmed with the Diocese, Budget 2025 reflects plans, Asset replacement plan reviewed</p>
<p>Key Improvement Strategies Goal 4.7 Trinity's International Student programme is resourced and sustainable</p>
<ul style="list-style-type: none"> a. Strategic Plan 2025- 2028 developed b. Numbers equivalent 25FTE across 2025
<p>Monitoring, Resourcing, and Evaluation</p>
<p>Monitoring: Via the International Strategic Plan, Number of international student FTEs, Student, family and agent satisfaction</p>

Achievement and Attendance Goals 2025

Student
Achievement
Baseline Data

Above decile 8-10 national data for the same period (2019 - 2022)

Above Equity Index Band 2023

NCEA and UE

	2020	2021	2022	2023	2024 (provisional)
Level 1					
All	93.6	83.9	83.5	78.8	82.4
Māori	83.3	63.6	60.0	53.8	62.5
Pasifika	80.0	83.3	80.0	33.3	42.9
Male	93.0	81.3	80.4	77.3	80.4
Female	94.1	87.2	86.3	80.5	84.8
Level 2					
All	91.1	91.4	85.9	85.1	86.9
Māori	84.2	80.0	81.8	63.6	76.9
Pasifika	85.7	80.0	83.3	75.0	66.7
Male	88.0	95.0	85.7	81.4	81.8
Female	93.5	88.7	86.0	88.2	92.5
Level 3					
All	86.1	91.0	88.6	76.9	86.4
Māori	75.0	85.7	57.1	85.1	77.8
Pasifika	83.3	90.0	66.7	33.3	71.4
Male	81.1	81.6	88.6	78.0	86.5
Female	89.1	98.0	88.6	75.7	86.3
UE					
All	82.2	74.2	83.5	69.2	80.7
Māori	66.7	57.1	57.1	85.1	55.6
Pasifika	75.0	60.0	66.7	16.7	71.4
Male	81.1	73.7	82.9	67.5	75.7
Female	79.7	74.5	84.1	70.3	84.3

Student Achievement

NCEA Endorsements

	2020	2021	2022	2023	2024 (Provisional)
Level 1					
Excellence	25.0	27.4	40.7	43.9	20.2
Merit	38.6	32.9	32.1	40.9	36.9
Combined M&E	63.6	60.3	72.8	84.8	57.1
Level 2					
Excellence	38.2	21.2	30.4	25.0	38.4
Merit	13.7	27.1	17.7	31.3	17.8
Combined M&E	51.9	55.6	48.1	56.3	56.2
Level 3					
Excellence	31.0	38.3	27.1	28.3	21.1
Merit	26.4	12.3	27.1	26.7	22.4
Combined M&E	57.4	50.6	54.2	55	45.5

Scholarships

Scholarships	2020	2021	2022	2023	2024
	8 (23 assessed) (2 outstanding)	5 (14 assessed) (3 outstanding)	4 (15 assessed)	0 (9 assessed)	2 (6 assessed) (1 outstanding)

**Student
Achievement**

NCEA, UE and Scholarship General Goal for 2025 is to at least maintain the same achievement rates as for 2024.

**NCEA Targets
&
Co-requisite
Targets**

2025

NCEA Targets

Level 1

- 84% will achieve Level 1
- 73% of students at-risk of not succeeding will achieve Level 1

Level 2

- 88% will achieve Level 2
- 66% of students at-risk of not succeeding will achieve Level 2

Level 3

- 93% will achieve Level 3
- 60% of students at-risk of not succeeding will achieve Level 2

University Entrance

- 75% will achieve UE

2025

NCEA Co-requisite Targets

Targets for Co-requisite Achievement 2025: In 2025 there will be one opportunity for year 10 students to sit these exams. Students who are likely to achieve using comparative e-asTTle data will be invited to complete the exam.

90% of all students sitting Reading, Writing and Numeracy Co-requisite Exams will achieve the relevant exam.

Reading 2024

	Below				At					Above				At or Above					
	M		P		All	M		P		All	M		P		All	All	M	P	Total%
	#	%	#	%		#	%	#	%	%	#	%	#	%	%	#	#	#	%
Year 7	5	28%	1	17%	23%	5	28%	4	67%	40%	8	44%	1	17%	37%	90/117	13/18	5/6	77%
Year 8	6	38%	0	0%	29%	9	56%	5	56%	51%	1	6%	1	11%	19%	82/116	10/16	6/9	70%
Year 9	3	23%	3	60%	24%	8	62%	2	40%	57%	2	15%	0	0%	19%	78/103	10/13	2/5	76%

Year 10 Reading NZQA Common Assessment Activity Results 2024 80% Achievement

**Year 7-10
Reading, Writing
and Mathematics**

Writing 2024

	Below				At				Above				At or Above				Total%		
	M		P		All	M		P		All	M		P		All	All		M	P
	#	%	#	%		#	%	#	%	%	#	%	#	%	%	#	#	#	
Year 7	6	40%	2	29%	21%	5	33%	1	14%	39%	4	27%	4	57%	25%	76/119	9/15	5/7	64%
Year 8	8	50%	3	50%	34%	7	46%	3	50%	35%	1	6%	0	0%	22%	59/118	8/16	3/6	50%
Year 9*	1	20%	2	66%	53%	0	0%	1	33%	28%	4	80%	0	0%	19%	22/47	4/5	1/3	49%

* Only 47/111 of the Year 9 cohort

Year 10 Writing NZQA Common Assessment Activity Results 2024 72% Achievement

Mathematics 2024

	Below				At				Above				At/Above		Total%	
	Māori students		Pasifika students		All Students	Māori students		Pasifika students		All Students	Māori students		Pasifika students			All Students
	#	%	#	%		#	%	#	%		#	%	#	%	%	%
Year 7	4	29%	2	29%	22%	8	57%	5	71%	48%	2	14%	0	0%	30%	78%
Year 8	3	26%	1	16%	19%	6	51%	4	64%	45%	4	34%	2	32%	35%	81%
Year 9	4	31%	5	84%	38%	5	39%	1	17%	29%	4	31%	0	0%	33%	62%
Year10	2	20%	1	25%	7%	4	40%	1	25%	42%	4	40%	2	50%	51%	93%

Year 10 Mathematics NZQA Common Assessment Activity Results 2024 63% Achievement

Student Attendance

Baseline Attendance Data 2024

To reach the 2030 national attendance target of 80% of students attending more than 90% of the time, the 'present' percentage needs to be over 94%.

Year	Present All Students %	Present Māori %	Present Pasifika %
7	91.4	88.2	91.0
8	91.1	89.0	90.6
9	88.9	88.7	91.2
10	89.6	87.0	82.7
11	87.0	83.7	83.0
12	87.9	85.8	75.8
13	79.5	75.3	73.1
Total	88.3	86.1	85.8

2025 Attendance Targets

Year	Present All Students %	Present Māori %	Present Pasifika %
7	94	94	94
8	93	93	93
9	92	92	92
10	90	90	90
11	90	90	90
12	90	90	85
13	85	85	90
Total	91	91	91