

Board Update May 2026

Tēnā Koe

We are pleased to share a summary of key updates and progress following our most recent Board meeting.

Donations

The Board extends our thanks to everyone who is supporting the school by paying the school donation - whether as a lump sum or as payments spread throughout the year. These contributions are vital to the student experience and care provided by the school. We also want to take a moment to extend our gratitude to those families who have made additional donations to support the school. These have been received as general donations along with specific camp donations.

Community Feedback – Learning Conversations and Communication

Recent community feedback affirms that learning conversations are highly valued by whānau, with parents describing them as the most helpful way to gain a clear, detailed understanding of their child's progress, strengths, and next steps. Feedback shows very high levels of satisfaction, with almost all parents saying the conversations provided a meaningful opportunity to discuss both learning and wellbeing, and supported strong relationships with teachers.

Overall, parents feel well-informed and well-connected to their child's learning, particularly when learning conversations are complemented by HERO posts and newsletters. Some parents have asked for more visibility of academic progress, which the school is responding to through strengthened mid-year and end-of-year reporting.

Student Attendance Update

Attendance in Term 1 showed a positive upward trend, with 80% of students attending regularly (above 90%), an improvement from 73% in Term 1 2025. Most absences were justified, with illness accounting for the majority (66%), and 95% of students were arriving at school on time.

Early Term 2 data indicates continued strong attendance, with 89.5% of students present across the first two weeks. Absences were largely justified (3.9%), with a smaller proportion of unjustified absences (6.8%). A small number of students have moved out of the highest attendance band, primarily due to term-time holidays.

Overall, attendance remains strong, with ongoing focus on maintaining high levels of regular attendance and reducing unjustified absences.

Student Achievement – Māori Progress and Achievement

End of 2025 achievement data shows strong overall performance across the school, with between 80–90% of students meeting or exceeding curriculum expectations in reading, writing, and mathematics. Māori learners are making steady progress, with the majority achieving at or above expected levels, particularly in reading and mathematics.

Reading continues to be a key strength, with around 90% of students in Years 1–6 and 88% in Years 7–8 achieving at or above expectation. Māori achievement in reading is also strong, with over 80% of learners meeting expected levels. Writing and mathematics show similarly solid outcomes, though there remains a continued focus on strengthening equity, particularly in writing where achievement for some groups is lower.

Mathematics achievement is encouraging, with approximately 88% of students achieving at or above expectation, and Māori learners showing positive progress and strong engagement, supported by targeted teaching approaches and a focus on learner dispositions.

Overall, the data reflects sustained high levels of achievement and progress across the school, with targeted interventions and individual support programmes continuing to lift outcomes for priority learners. A strong focus remains on ensuring equitable achievement for all students while maintaining high expectations and supporting ongoing progress.

Student Achievement – Term 1 PAT Results

Term 1 PAT results show strong overall achievement across the school, with most students performing at or above national expectations in mathematics, reading, and listening comprehension. PAT data represents a snapshot in time—its relevance is strongest within about a month of testing. However, these results still offer valuable insights into student achievement and potential.

Mathematics continues to be a particular strength, with all year levels achieving, on average, approximately one year ahead of the national norm and a high proportion of students performing in the upper stanines.

Year Level Report

These Box and Whisker graphs show our cohort achievement against the National norm for Mathematics. Northland is in the blue box, while NZ average is in grey.



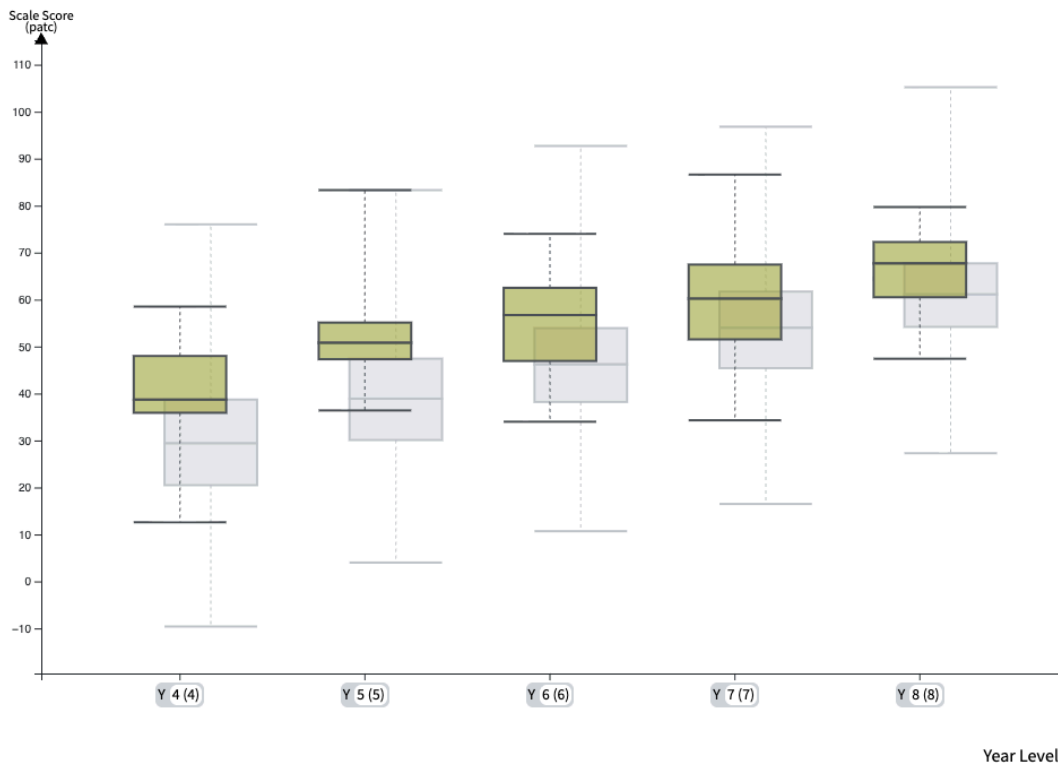
Reading achievement is also very positive, with students demonstrating high levels of comprehension and confidence. A significant proportion of learners are achieving in the higher performance range, and by Year 8, around 75% of students are performing above the national average. Encouragingly, students in the lower quartile are also achieving above national comparisons, reflecting the strong impact of targeted teaching and support.

Year Level Report

These Box and Whisker graphs show our cohort achievement against the National norm for Reading Comprehension. Northland is in the green box, while NZ average is in the grey.

PAT: Reading Comprehension

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 4 (4)	27/29	39.7 (29.9)	10.8 (12.6)	58.5 (76.0)	48.0(38.7)	38.7 (29.4)	35.9(20.5)	12.6 (-9.6)
Y 5 (5)	24/25	52.4 (38.9)	10.1 (11.4)	83.3 (83.3)	55.1(47.4)	50.8 (38.9)	47.3(30.1)	36.4 (4.0)
Y 6 (6)	26/26	55.4 (46.9)	11.1 (11.5)	74.0 (92.7)	62.5(53.9)	56.7 (46.2)	46.9(38.2)	34.0 (10.7)
Y 7 (7)	24/24	60.1 (54.5)	12.7 (11.7)	86.6 (96.8)	67.5(61.7)	60.2 (54.0)	51.5(45.4)	34.3 (16.5)
Y 8 (8)	30/30	66.7 (61.1)	7.9 (10.6)	79.7 (105.2)	72.3(67.7)	67.7 (61.1)	60.5(54.2)	47.4 (27.3)



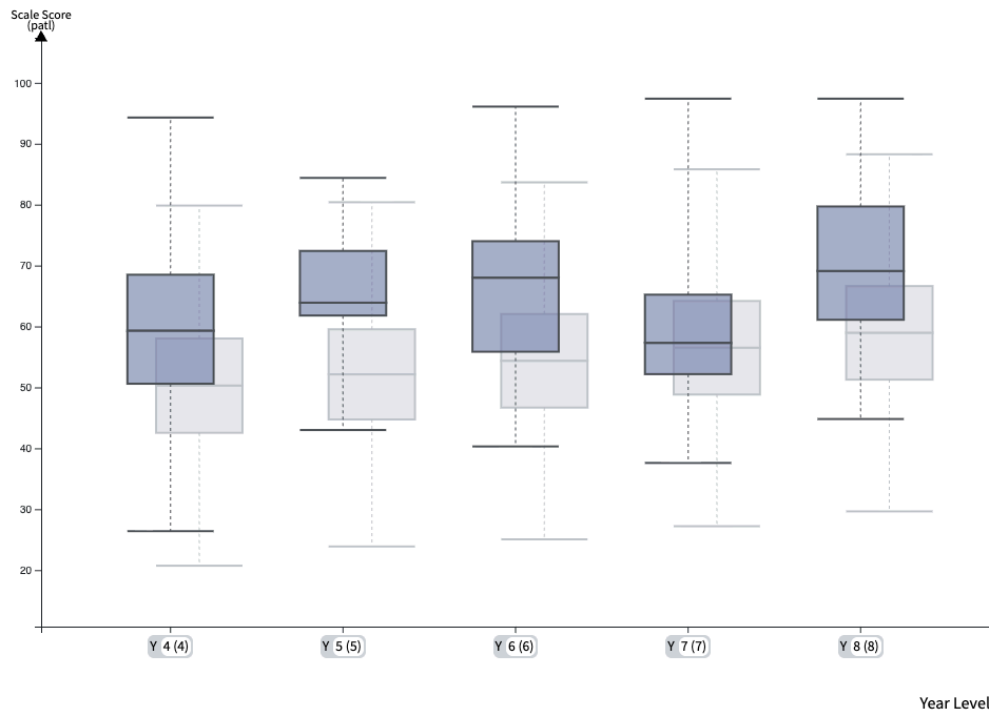
Listening comprehension results show similarly strong overall performance, with the majority of students achieving above the mean, alongside a wider range of abilities that is informing a continued focus on explicit teaching of listening skills.

Year level Report

These Box and Whisker graphs show our cohort achievement against the National norm for Listening Comprehension. Northland is in the blue box, while NZ average is in the grey.

PAT: Listening Comprehension

Year Level (ref year)	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
Y 4 (4)	23/27	59.4 (50.3)	14.8 (11.5)	94.3 (79.8)	68.5(58.0)	59.3 (50.3)	50.6(42.5)	26.4 (20.7)
Y 5 (5)	25/25	66.9 (52.1)	10.3 (11.0)	84.4 (80.4)	72.4(59.5)	63.9 (52.1)	61.8(44.7)	43.0 (23.9)
Y 6 (6)	27/27	66.7 (54.4)	14.4 (11.4)	96.1 (83.7)	74.0(62.0)	68.0 (54.4)	55.9(46.7)	40.3 (25.1)
Y 7 (7)	23/24	59.8 (56.5)	12.9 (11.4)	97.4 (85.8)	65.2(64.2)	57.3 (56.5)	52.2(48.8)	37.6 (27.2)
Y 8 (8)	29/29	70.1 (59.0)	13.3 (11.4)	97.4 (88.3)	79.7(66.6)	69.1 (59.0)	61.1(51.3)	44.8 (29.6)



Data indicates sustained positive progress over time, with many students reaching Year 8 national benchmarks by Year 6 or early Year 7. Overall, the data reflects a high-performing student cohort, effective teaching practice, and targeted interventions that are successfully supporting both extension and acceleration.

Reporting Update – Mid-Year Reports

The Senior leadership team is preparing to introduce the updated mid-year reporting at the end of Term 2, with a strong focus on providing clearer, more meaningful information about student progress and achievement. The new reporting template has been developed in HERO, with all student data entered and ready for teachers to complete. Staff have undertaken targeted professional learning to ensure consistency and confidence in using the new format.

Overall, we are confident the strengthened reporting approach will provide greater clarity, transparency, and alignment with the new curriculum, supporting a strong partnership between home and school.

Playspace

The latest upgrades to our outdoor play spaces are now complete, and we are really pleased with the structures, colour and greenery added across the four areas. Over time, the trees and vines will provide additional shade and enhance these spaces even further. A big thank you to Nice Pozi for their excellent work.

As mentioned in a previous update, these spaces have been intentionally designed to support children to sit, relax, and play in ways that go beyond traditional playground equipment. The board games and resources purchased through the community fundraisers will be used within these areas, helping to create different play opportunities.

Now this project has finished, we will start thinking about future improvements to our outdoor spaces and welcome any ideas or suggestions from our school community.

Thank you for your ongoing support and engagement with our school community—we value your partnership in supporting the success of all our ākonga.

Katie, Helena, and Andrea on behalf of the Board