

Te Kura o Te Wao Nui Ā Tāne / Forest View High School Annual Report 2024



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Acting Principal's report

Tēnā koutou katoa, Kia Orana, Talofa lava, Bula Vanaka and warm pacific greetings.

Forest View High School was opened in 1974 as the second high school in Tokoroa and in 2024 we celebrated our 50th anniversary.

We are proudly multicultural with our main ethnic groups being Māori, New Zealand European, and Pasifika. We are a Year 9 to 13 co-educational Secondary School.

The school is built to the S68 design plan which consists of unconnected classroom blocks with the school predominately constructed of concrete blocks. There are internal courtyards in some blocks and the school is built on a sloping site. The total land area is 8.5 hectares of land which provides a top field and a very large rear field, along with outdoor Tennis/Netball/Basketball courts. Significant work to the interior of classrooms has been carried out over many years to provide modern learning spaces. We have a very well-equipped Auditorium which sits at the front of our school.

The leadership team and staff work continuously to build a culture of achievement within an inclusive environment where students are at the centre of our thinking and all our work. Achievement in all curriculum and sporting areas is promoted and celebrated with students encouraged to strive for Excellence and set and regularly review goals in all areas of their school life. Student learning, achievement and preparation for a successful future are key focus points for Forest View High School. Developing a wide range of partnerships with the community further strengthens this focus. We are pleased to be a member of Tokoroa Kahui Ako.

This year has been one of growth, innovation, and community strength, as we continued to build on our tradition of excellence while embracing new challenges and opportunities.

Academic Achievement and Innovation

Our students once again demonstrated commitment to learning, with impressive results across NCEA levels. We also expanded our curriculum offerings to include new pathways in digital technologies, financial literacy, environmental science, dance, and te ao Māori – ensuring that every learner can find their passion and prepare for life beyond school. We have also further invested in literacy and numeracy programmes to support all our learners.

Wellbeing and Student Support

Student wellbeing remained a central focus throughout the year. We implemented a new school-wide wellbeing framework, grounded in the principles of hauora, and expanded our guidance and support services. Initiatives such as peer mentoring, mindfulness workshops, and the Taku Wairua and Travellers programmes have fostered stronger connections and a more inclusive school environment.

Cultural and Sporting Success

2024 was another standout year for Forest View in the arts, culture, and sport. Our kapa haka group represented the school with mana at Matariki and Te Wiki o Te Reo celebrations for the school. The kapa haka group also plays a huge role in the open days each year. We shared our talents with the wider community when we visited various schools and the Victoria Place Rest Home. Our Pasifika students led a powerful celebration during Pacific Language Weeks. On the sports field, our netball, rugby, and athletics teams achieved regional honours, and our students continue to shine in individual and team pursuits.

Staff Excellence and Development

Our dedicated teaching and support staff are the heart of our school. This year, professional development focused on culturally responsive pedagogy, trauma informed and restorative practices, and digital fluency. We welcomed several new staff members whose energy and expertise have been a valuable addition to our team.

Community and Whānau Engagement

Partnership with our families and wider community remains a key strength. Our whānau hui, student-led conferences, and community events have drawn strong participation, highlighting the shared commitment to

student success. The support of our Board of Trustees and local organisations continues to enrich the learning environment for all.

Looking Ahead

As we look to 2025, Forest View High School is well-positioned to build on the momentum of this year. We are investing in further modernisation of our facilities, developing innovative learning spaces, and strengthening our commitment to bicultural and inclusive education. Together, we will continue to nurture confident, connected, and capable young people ready to thrive in a changing world.

I would like to thank our students, staff, families, and community for your continued support, dedication, and belief in what Forest View High School stands for. Our collective efforts are what make this school a place of pride and potential.

Ngā mihi nui,

Victoria Kerr

Acting Tumuaki / Principal

Forest View High School / Te Kura o Te Wao Nui Ā Tāne

List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Mark Ahsin – Presiding member	September 2025
Rachel Waldon	September 2025
Sarah Middlebrook	September 2025
Melissa Beckett	September 2025
Meriol Tearetoa	September 2025
Kellahni Glassie – Student representative	September 2025
Angela Toy – Staff representative	September 2025
Francisca Martinez Merino – Board Secretary	



Strategic Plan 2024-2025

WE ARE BUILDING A

CONNECTED



COURAGEOUS



COMMUNITY



Strategic Goal 1

100% Attendance in all aspects of school

Measured through:

- Attendance data
- Correct entry of absences due to illness, bereavement, sports and school trips
- Contact with home by Arataki teachers and Kaitiaki, Attendance Service and Student Services

Strategic Goal 2

100% correct Appearance School Uniform, Sports Uniforms and Behaviour

Measured through:

- Kamar Pastoral entries
- Correct entries for Uniform exemptions
- Feedback from Sports Coaches and Managers, Arataki Teachers, Classroom Teachers, Cultural group leaders and classroom walk throughs

Strategic Goal 3

100% Achievement All students are achieving to their full potential

Measured through:

- NCEA data
- JCL results
- IEP success
- Teacher, Parent, Whanau Narratives
- Involvement in sport, bands, cultural groups

Initiatives:

- Introduction of ABC's for FVHS
- Change of structure to Junior, Middle and Senior School and change to 100 minute lessons only
- Refocussed and refined Akoranga programme for Year 10 & 11 only with compulsory teaching sessions for students including Financial Literacy and NCEA Level 1 Literacy and Numeracy
- Connection with external support through Te Mahau and external Attendance services
- Arataki and Lake rewards systems introduced for Attendance, Appearance and Achievement

Initiatives:

- Division of our school into a new structure of Junior School (Year 9), Middle School (Year 10 & 11), Senior School (Year 12 & 13). Each with specific rights and classroom settings.
- Relocation of Kaitiaki to areas appropriate to student locations for ease of access and care for their year level
- Increased Wellbeing support for students
- Ban of Mobile phones at school as per government requirements
- Better IT monitoring and usage of digital technologies in learning
- Kamar training for all staff appropriate to their positions

Initiatives:

- Investigation and planning for a Te Reo Maori Bilingual unit and continued support for Te Ao Haka, Te Reo Maori and Kapahaka
- Introduction of new NCEA Level 1 standards and a targeted Literacy and Numeracy programme for Level 1 students
- Refocussed and refined Akoranga programme incorporating Literacy and Numeracy and community connection
- Collaboration to create a set of classroom expectations for students and staff
- Increased Arts programme for all year levels

Kia Kaha, Kia Toa, Kia Manawanui - Courage knows no defeat

Statement of variance: progress against targets

Strategic Goal 1:
100% ATTENDANCE IN ALL ASPECTS OF SCHOOL

Annual Target/Goal:
100% Attendance in All Aspects of School
Measured through:

- Attendance data
- Correct entry of absences due to illness, bereavement, sports and school trips
- Contact with home by Arataki teachers and Kaitiaki, Attendance Service and Student Services

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i>
<p>Action 1 Introduction of ABC's for FVHS: <u>A</u>ttendance, <u>A</u>pppearance, <u>A</u>chievement <u>B</u>uilds a <u>C</u>onected, <u>C</u>ourageous <u>C</u>ommunity.</p>	<p><i>Not fully launched: on documentation but not specifically rolled out for staffing reasons.</i></p>	<p><i>On Strategic Planning documents.</i></p>	<p><i>To strengthen alignment with Goals and actions.</i></p>	<p><i>Revamp visioning documents and develop consensus on goals and strategies.</i></p>
<p>Action 2 Change of structure to Junior, Middle and Senior School and change to 100-minute lessons only</p>	<p><i>Year levels (Junior, Middle and Senior) were allocated to specific blocks and corridors of the schools.</i></p> <p><i>Timetable structure: 3 x 100-minute lessons for all year levels.</i></p>	<p><i>Timetable, signage.</i></p> <p><i>Vandalism and poor care of the environment.</i></p> <p><i>100-minute lessons are not popular with some staff and some students. Differs across years levels and faculty / subject areas.</i></p>	<p><i>Unintended consequences: Year 9 and 10 did not respond well to the 'homeroom' settings. Felt hemmed in, isolated, and 'babied'. Teachers did not 'own' the spaces as they were peripatetic.</i></p> <p><i>Terms 3 and 4: changed to faculty-based areas with teacher based in one space. Classroom spaces are better looked after and more vibrant learning spaces.</i></p>	<p><i>Review Junior, Middle and Senior school structure.</i></p> <p><i>Review of timetable structure and 100-minute lessons.</i></p>

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i>
<p>Action 3 Refocused and refined Akoranga programme for Year 10 & 11 only with compulsory teaching sessions for students including Financial Literacy and NCEA Level 1 Literacy and Numeracy</p>	<p><i>Implemented.</i></p> <p><i>Students completed a programme, where they had the opportunity to gain 5 Literacy and 10 Numeracy credits, by completing NCEA assessments not offered in other subjects.</i></p> <p><i>They had the opportunity to complete a Religious Studies Paper about a local purakau (5 Literacy credits), a Geography paper about town planning (5 Numeracy credits) and a Commerce paper about funding a school project (5 Numeracy Credits).</i></p> <p><i>Students were offered an alternate pathway to achieving their Literacy and Numeracy credits, especially if they did not pass the CAAs or take English/Maths.</i></p>	<p><i>NCEA Statistics:</i></p> <p><i>Geography 91933: 64 Students gained 5 Numeracy Credits from this standard across 2024 through Akoranga. Of those who passed, 12 were Year 10 and 52 were Year 11.</i></p> <p><i>Commerce 92028: 48 Students gained 5 Numeracy Credits from this standard across 2024 through Akoranga. Of those who passed, 11 were Year 10 and 37 were Year 11.</i></p> <p><i>Religious Studies 91917: 72 Students gained 5 Literacy Credits from this standard across 2024 through Akoranga. Of those who passed, 17 were Year 10 and 55 were Year 11.</i></p> <p><i>17 students gained their full Numeracy requirement from this program.</i></p> <p><i>47 Students gained 5 credits towards their 10 Credit Numeracy Requirement</i></p> <p><i>72 Students gained 5 credits towards their 10 Credit Literacy Requirement</i></p> <p><i>Total: 112 Y10 and 103 Y11(June 2024 roll return).</i></p>	<p><i>Year 10s doing the Akoranga programme generally did not have the academic ability to achieve the Level 1 Literacy and Numeracy standards. The program was changed for them in Term 3.</i></p> <p><i>Akoranga had previously been associated with ‘outside the classroom learning’ and we needed to not call this programme by the same name.</i></p>	<p><i>Re-introduce English and Mathematics as compulsory at Year 11, in order to support literacy development.</i></p> <p><i>We have introduced a Junior Literacy and Numeracy programme in Year 9 and 10 to support basic Literacy and Numeracy development, as well as Literacy for Life and Maths for Life classes at senior level.</i></p> <p><i>Te Manu Ka Rere PLD and structured support for Literacy and Numeracy,</i></p> <p><i>Further literacy and numeracy supports with Writers’ toolbox and SmartLab</i></p>

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i>															
Action 4 Connection with external support through Te Mahau and external Attendance services	Mid-year the Kahui Ako reintroduced the TAG (Truancy Action Group) for all schools, MOE / Te Mahau, and truancy services.	TAG hui minutes. KAMAR and Every Day Matters attendance data: 1. Overall attendance Rate a. 2023:76.1% b. 2024:74.1% 2. Every Day Matters <table border="1" data-bbox="931 584 1301 754"> <thead> <tr> <th></th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>78%</td> <td>78%</td> </tr> <tr> <td>Term 2</td> <td>77%</td> <td>75%</td> </tr> <tr> <td>Term 3</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>Term 4</td> <td>69%</td> <td>67%</td> </tr> </tbody> </table>		2023	2024	Term 1	78%	78%	Term 2	77%	75%	Term 3	73%	74%	Term 4	69%	67%	Discrepancy in Term 4 2024 data (to be reconciled) may be skewing the results. This may be a coding issue. Once reconciled, 2024 attendance data may be above 2023.	Specific Strategic Goal on Attendance incorporated in revised 2025 Strategic Plan. Specific Attendance Strategy to be developed in 2025. Continue engagement with TAG hui.
	2023	2024																	
Term 1	78%	78%																	
Term 2	77%	75%																	
Term 3	73%	74%																	
Term 4	69%	67%																	
Action 5 Arataki and Lake rewards systems introduced for Attendance, Appearance and Achievement	<i>Not implemented.</i>	N/A	N/A	Review whole-school rewards system. Reinvigorate Lake Leadership and Lake activities.															

Strategic Goal 2:
100% Correct Appearance: School Uniform, Sports Uniform and Behaviour

- Annual Target/Goal:**
100% Correct Appearance: School Uniform, Sports Uniform and Behaviour Measured through:
- Kamar Pastoral entries
 - Correct entries for Uniform exemptions
 - Feedback from Sports Coaches and Managers, Arataki Teachers, Classroom Teachers, Cultural group leaders and classroom walk th roughs

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved? Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Division of our school into a new structure of Junior School (Year 9), Middle School (Year 10 & 11), Senior School (Year 12 & 13). Each with specific rights and classroom settings.	<i>This happened for Terms 1 and 2.</i> <i>Unintended consequences: no staff ‘owned’ the spaces; students did not respect the spaces; students did not feel ‘connected’ to other year levels.</i> <i>Negative impact on staff wellbeing and student behaviour.</i> <i>Terms 3 and 4: moved to Faculty / subject structure.</i>	<i>Timetable. Signage.</i> <i>Vandalism and poor care of classrooms; lack of classroom displays.</i> <i>Staff and student feedback surveys.</i>	<i>Unintended consequences: no staff ‘owned’ the spaces; students did not respect the spaces; students did not feel ‘connected’ to other year levels. Did lead to division rather than connection.</i> <i>Negative impact on staff wellbeing and student behaviour.</i> <i>Terms 3 and 4: moved to Faculty / subject structure.</i>	<i>Review structure of school / kura into Junior, Middle and Senior Schools.</i> <i>Reinvigorate the Lake system to ensure greater connection across the year levels.</i>
Action 2 Relocation of Kaitiaki to areas appropriate to student locations for ease of access and care for their year level	<i>Offices located in the different corridors allocated to the year levels.</i>	<i>Clear signage. Offices reallocated.</i>	<i>Kaitiaki do not have a shared space. Again, quite isolated in terms of space.</i>	<i>Organise a Kaitiaki shared space with offices booked for meetings.</i>
Action 3 Increased Wellbeing support for students	<i>Staffing was increased to ensure more support for student wellbeing.</i> <i>Unfortunately, staffing issues hampered progress in this area.</i>	<i>Staffing.</i>	<i>Unfortunate circumstances.</i>	<i>Employ a second guidance counsellor.</i> <i>PLD for Travellers. Train more staff.</i>
Action 4 Ban of Mobile phones at school as per government requirements	<i>Term 1 general compliance.</i> <i>Lots of issues across the year.</i> <i>Constant messaging of the ban. Not 100% effective.</i>	<i>KAMAR Pastoral data: 81 entries for 2024 of phone use.</i>	<i>Reporting of phone use not consistent across staff.</i>	<i>Reminders regarding cell phone ban and good digital practice / use.</i>
Action 5	<i>Pulse available but poor uptake for students.</i>	<i>Pulse and Linewize statistics.</i>	<i>Linewize is excellent at alerting us to possible misuse of</i>	<i>Reinvigorate use of PULSE.</i>

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved? Consider if these need to be included in your next annual implementation plan.</i>
Better IT monitoring and usage of digital technologies in learning	<i>Linewize very useful for identifying misuse of digital technologies by students.</i>	<i>KAMAR pastoral data on IT misuse: nine incidents reported across the year; three for software / inappropriate use; six for misuse of hardware.</i>	<i>technology which allows us to shut down the misuse quickly and follow up quickly,</i>	
Action 6 Kamar training for all staff appropriate to their positions	<i>Improved staff PLD – frequent mini PLD sessions throughout the year.</i>	<i>Staff PLD schedule. KAMAR data.</i>	<i>Still lack of consistency on entries and recording in KAMAR. This often happens at high stress or high workload moments in the school year.</i>	<i>Review and set expectations around KAMAR entries. Ongoing PLD.</i>

Strategic Goal 3:

100% Achievement: All students are achieving their full potential

Annual Target/Goal:

100% Achievement: All students are achieving to their full potential

Measured through:

- *NCEA data*
- *JCL results*
- *IEP success*
- *Teacher, Parent, Whanau Narratives*
- *Involvement in sport, bands, cultural groups*
- *Achievement and completion data*

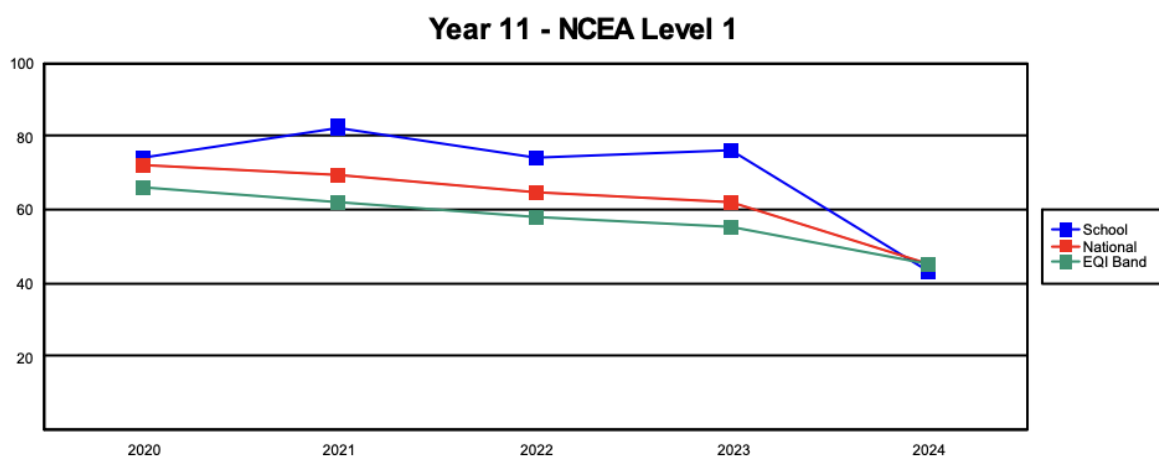
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Action 1 Investigation and planning for a Te Reo Māori Bilingual	<i>Te Reo Māori Bilingual unit not researched or implemented. Limited staffing</i>	<i>44 students across Years 10-13 studied Te reo Māori; 17</i>	<i>Staffing issues.</i>	<i>More staff teaching junior reo and tea o Māori classes to</i>

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved? Consider if these need to be included in your next annual implementation plan.</i>
unit and continued support for Te Ao Haka, Te Reo Maori and Kapahaka	<p><i>options.</i></p> <p><i>Te Ao Haka, Te Reo Māori, Kapahaka classes.</i></p>	<p><i>students in Year 9 studied Māori studies.</i></p> <p><i>70 students took part in Taha Māori.</i></p>		<p><i>spread and grow the teaching load.</i></p> <p><i>Consider Te reo and Te ao Māori as compulsory at Years 9 and 10.</i></p> <p><i>Look at increasing teachers in this area as this is a growing area also the lead teacher has been promoted to Acting Assistant Principal.</i></p>
<p>Action 2</p> <p>Introduction of new NCEA Level 1 standards and a targeted Literacy and Numeracy programme for Level 1 students</p>	<p><i>Subject areas implemented the new NCEA standards.</i></p> <p><i>Targeted Literacy and Numeracy programmes for years 10 and 11 during Akoranga.</i></p> <p>Post prizegiving programme for Year 11 – 13 students.</p> <p><i>We set up alternate programmes for our students who have not achieved the expected NCEA level for their year level and are not sitting externals.</i></p> <p><i>We had the following programmes running:</i></p> <ul style="list-style-type: none"> <i>o Academic and functional literacy</i> <i>o Academic and functional numeracy</i> <i>o A Life Skills programme</i> <i>o Te Ao Māori programme</i> <i>o Year Level Independent study onsite.</i> 	<p><i>Despite our targeted literacy and numeracy programmes, we saw a significant drop in our NCEA Level 1 results for Year 11 only 42.9% achieved NCEA Level 1 compared with 76/1% in 2023. A fall off 33.2%. This is inline with National achievement statistics; FVHS is 2% below National results and 3.4% above School Equity Index Group.</i></p> <p><i>Our Māori and Pasifika students faired even worse. Our Māori students tend to perform in line with or above our NZ European students. In 2024, however, NCEA achievement dropped to 33.9% for our Māori students from 79.3% in 2023.; our Pasifika students dropped from 70.4% in 2023 to 39.3% in 2024.</i></p>	<p><i>The fall in students' achievement was not unexpected as reflected in the National statistics.</i></p> <p><i>The fact that some of our highest performing students failed to achieve the literacy and numeracy co-requisites suggests there is an issue with the testing not the students.</i></p>	<p><i>Te Manu Ka Rere external PLD to support students with Literacy and Numeracy CAAs.</i></p> <p><i>Literacy and Numeracy Strategic Plan.</i></p>

Actions	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved? Consider if these need to be included in your next annual implementation plan.</i>
Action 3 Refocused and refined Akoranga programme incorporating Literacy and Numeracy and community connection	See Strategic Goal 1 Action 3			
Action 4 Collaboration to create a set of classroom expectations for students and staff	<i>Co-created a behavioural support plan based on trauma informed and restorative practices.</i>	<i>Staff handbook and supporting behaviour management documents.</i>		<i>Continue PLD in restorative and trauma informed practices. Implement changes to behaviour plan.</i>
Action 5 Increased Arts programme for all year levels	<i>Full-time Music and Dance teachers appointed.</i>	<i>Junior and senior programmes. Pasifika performing arts provision Māori performing arts provision.</i>	<i>No drama offered – staffing issues.</i>	<i>Develop Arts programmes further: Visual Arts development; performing arts development; cultural arts development; drama provision.</i>

Evaluation and analysis of the school's students' progress and achievement

Strategic Goal 3: NCEA Progress: NCEA Data Analysis 2024



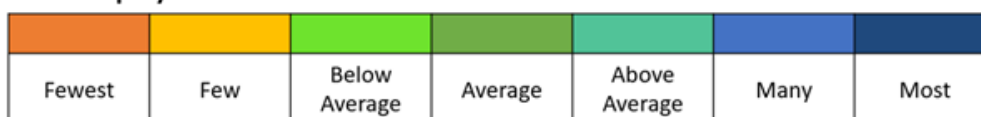
What is an EQI Band? What is an EQI Group?

School Equity Index Bands and Groups are derived from the [The Schooling Equity Index \(EQI\)](#). The Schooling Equity Index is a statistical model that estimates the extent to which students face socio-economic barriers to achievement at school. Schools are assigned an EQI number from 344 to 569. **A higher EQI number indicates that a school has students facing more socioeconomic barriers on average**, and a lower EQI number indicates that a school has students facing fewer socioeconomic barriers on average. This is used to enable the Ministry of Education to target resourcing to mitigate the impact of socioeconomic barriers.

Schooling Equity Index Number:



School Equity Index Band:



Socioeconomic barriers to achievement

School Equity Index Group:

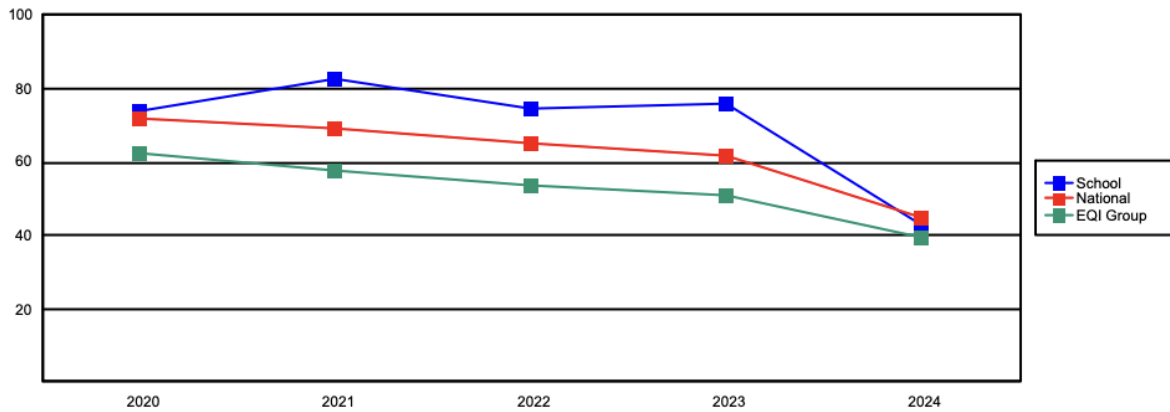


Socioeconomic barriers to achievement

There are seven School Equity Index Bands, each containing approximately the same number of schools. Schools are placed into a band based on their Equity Index number. There are three School Equity Index Groups formed by collapsing the seven School Equity Index Bands as indicated in the above diagram.

Our EQI number is 513 out of 569.

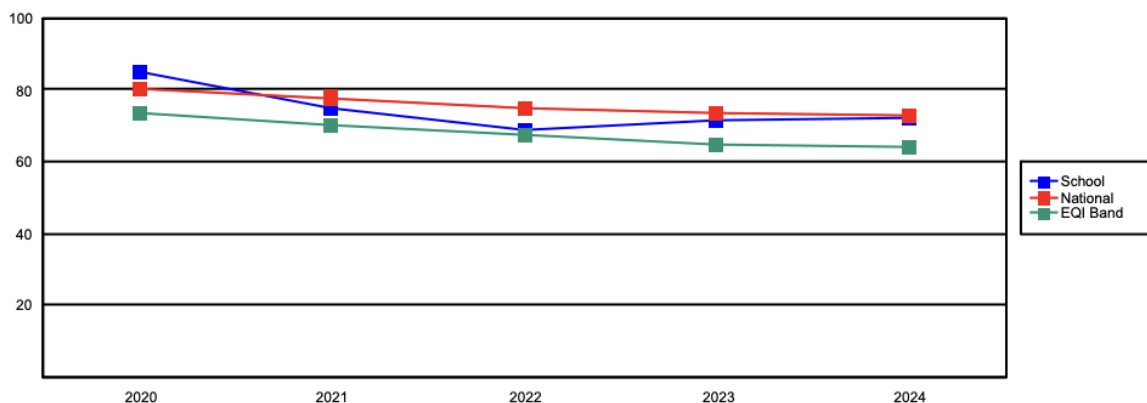
Year 11 - NCEA Level 1



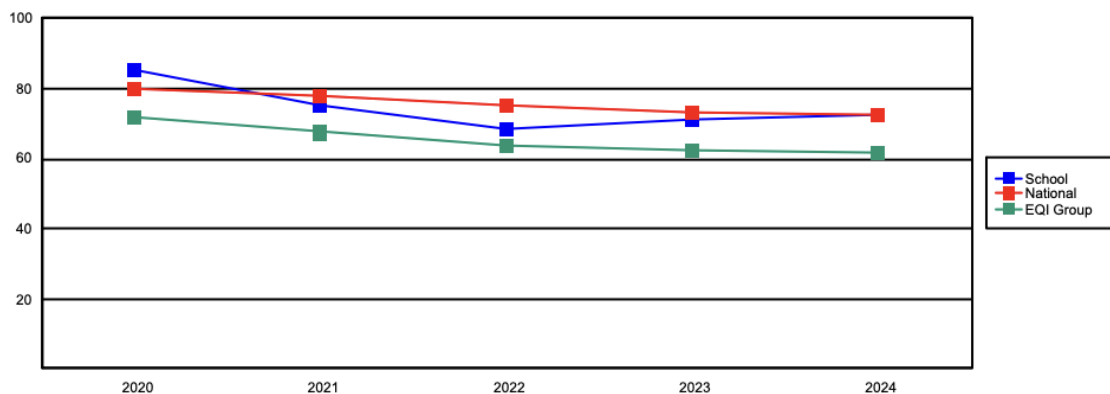
Comments:

- Obviously, a big drop and more so for our Māori and Pasifika students.
- Despite our targeted literacy and numeracy programmes, we saw a significant drop in our NCEA Level 1 results for Year 11 only 42.9% achieved NCEA Level 1 compared with 76/1% in 2023. A fall off 33.2%. This is in line with National achievement statistics; FVHS is 2% below National results and 3.4% above School Equity Index Group.
- Our Māori and Pasifika students fared even worse. Our Māori students tend to perform in line with or above our NZ European students. In 2024, however, NCEA achievement dropped to 33.9% for our Māori students from 79.3% in 2023.; our Pasifika students dropped from 70.4% in 2023 to 39.3% in 2024.
- The drop was not unexpected with the raft of changes with NCEA Level 1 in 2024 and is reflected nationally and in the EQI measures.
- In line with National and EQI Band and above our EQI Group.
- Our challenge: to improve these results for our students at Year 12 and Year 11 in 2025.

Year 12 - NCEA Level 2



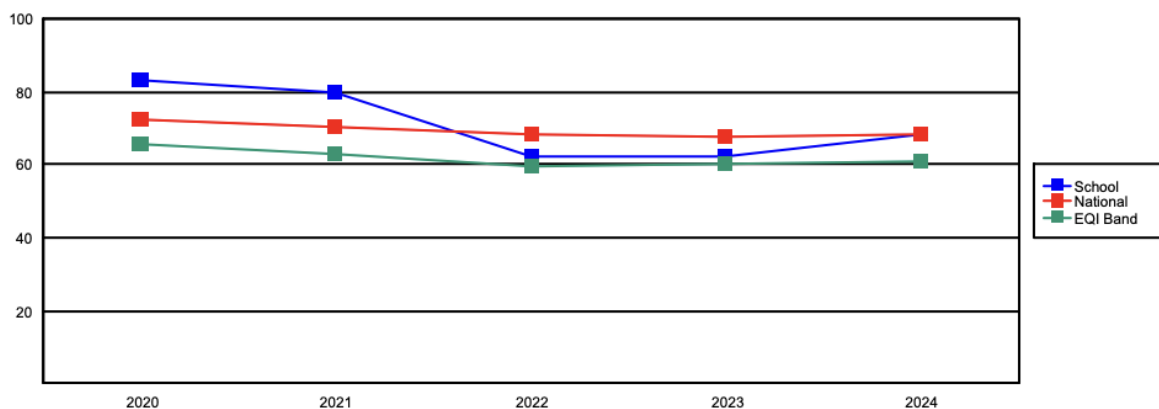
Year 12 - NCEA Level 2



Comments:

- A 0.9% improvement for our Level 2 student achievement since 2023.
- We saw a drop of 2.7% for our Māori student Level 2 achievement in 2024 from 70% in 2023 to 67.3% and an increase in our Pasifika Level 2 achievement by 20.1% from 53.8% to 73.9%.
- In line with National (-0.4%) and 8.4% above EQI Band and 10.8% above our EQI Group. This is very pleasing and is indicative of FVHS achieving better compared to comparative schools.
- We have improved from 2021 after drops in 2022 and 2023.
- Our challenge: to improve overall Level 2 achievement and our Merit and Excellence endorsements.

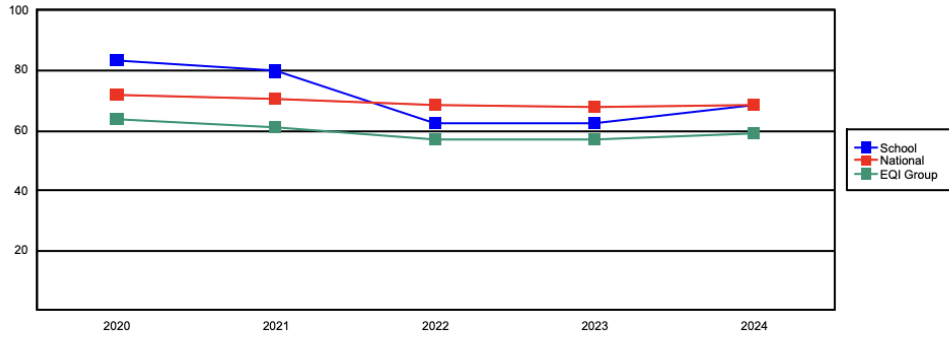
Year 13 - NCEA Level 3



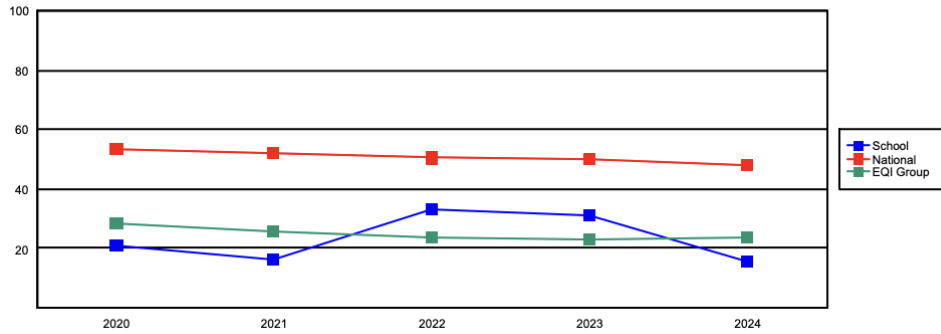
Comments:

- A 6.2% improvement for our Level 3 student achievement since 2023. This is hugely encouraging as we were concerned about this cohort achieving and put in a range of supports for our students.
- We saw a drop of 3% for our Māori student Level 3 achievement in 2024 and our Pasifika Level 3 achievement remained the same, 57.1%
- In line with National (+0.2%) and 7.3% above EQI Band and 9.8% above our EQI Group. This is very pleasing and is indicative of FVHS achieving better compared to comparative schools.
- Again, an improvement in 2024 after a big dip in 2022 and 2023.
- Our challenge: to improve overall Level 3 achievement and our Merit and Excellence endorsements.

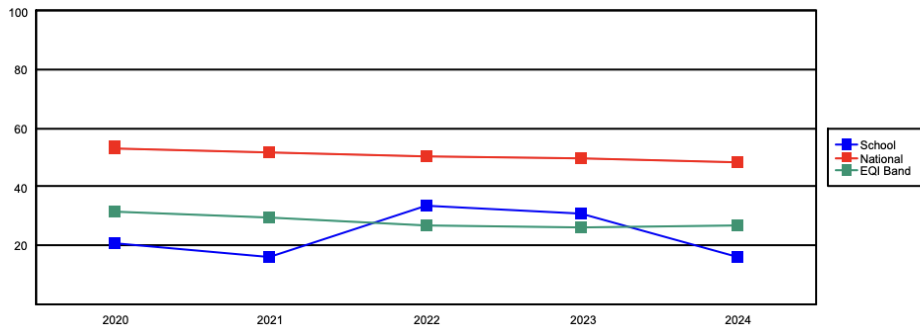
Year 13 - NCEA Level 3



Year 13 - University Entrance



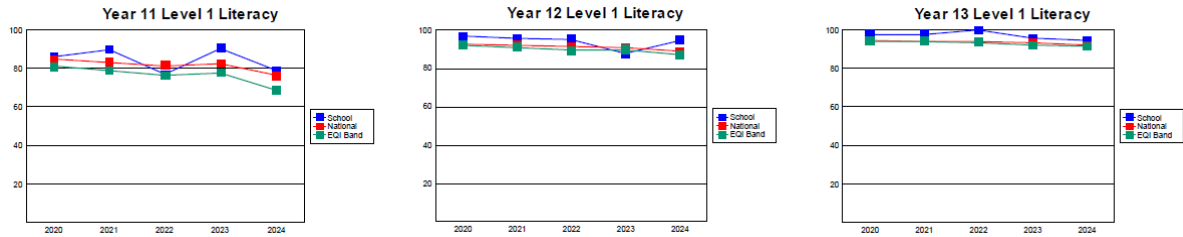
Year 13 - University Entrance



Comments:

- Here we go against trends in other NCEA achievement data with FVHS considerably lower than National data and somewhat lower than EQI data.
- As you can see UE has been considerably less than a focus at FVHS for some time. We have seen a drop though from 31.1% in 2023 to 15.8% in 2024, which is concerning.
- This cohort has been less academic than previous cohorts. Small numbers for this cohort also impact on percentages, as fewer students have a bigger impact.
- **Wonderings / reasonings:**
 - One of the reasons may be that this cohort was indeed below previous cohorts in terms of academic ability.
 - Students perhaps are more focused on acquiring a job and following trades pathways..
 - Students' courses perhaps have not allowed them to be able to attain UE, either from poor course counselling or lack of interest in UE.

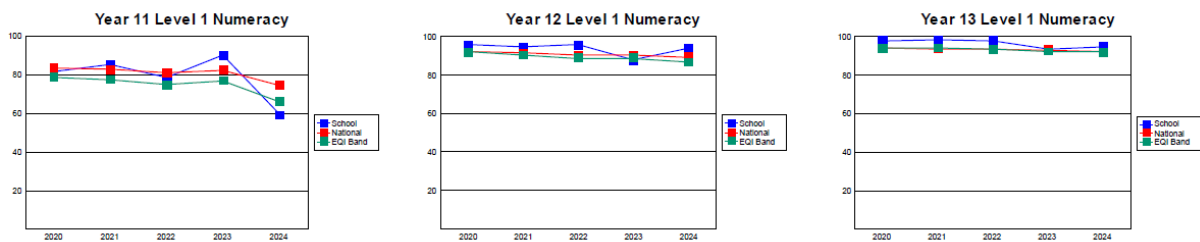
Literacy



Comments:

- Obviously, a big drop at Year 11: 11.8% for FVHS from 2023 to 2024.
- The drop was not unexpected with the raft of changes with NCEA Level 1 in 2024 and is reflected nationally and in the EQI measures.
- We are 2.5% above National, 10% above EQI Band and 12.7% above our EQI Group.
- At Years 12 and 13 we are performing well:
 - At Year 12 at 94.7% which is 5.7% above National, 7.8% above EQI Band and 8.4% above EQI Group.
 - Year 13 94.7% which is 2.5% above National, 3.1% above EQI Band and 3.2% above EQI Group.

Numeracy



Comments:

- Obviously, an even bigger drop at Year 11: 30.9% for FVHS from 2023 to 2024. (see Appendix 2 for more detail).
- The drop was not unexpected with the raft of changes with NCEA Level 1 in 2024 and is reflected nationally and in the EQI measures. The drop for our kura though is considerably more so we will need to investigate what happened.
- We are 15.5% below National, 6.9% below EQI Band and 4.3% below our EQI Group.
- At Years 12 and 13 we are performing well:
 - At Year 12 at 93.6% which is 4.5% above National, 7.1% above EQI Band and 7.8% above EQI Group.
 - Year 13 94.7% which is 2.5% above National, 2.7% above EQI Band and 3.1% above EQI Group.
- New transition credits are new standards that teachers have to get used to.
- CAA exams are unnatural for our students and proving hard to achieve even for students at Level 4.
- Concerns have been raised that the new NCEA literacy and numeracy tests, particularly the numeracy test, contain too much literacy-based content, potentially disadvantaging students who struggle with literacy but excel in numeracy. [“If a student is good at maths, but struggles with literacy, or is dyslexic, the barrier to showing their numeracy skills is huge.”](#)

NCEA Principal Reports

I have shared this data with teachers, and we celebrated the successes, shared the challenges, and discussed our wonderings.

How we have given effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives.

- Faculties and subject areas have developed their learning programmes to reflect local tikanga Māori, mātauranga Māori, and te ao Māori;
- We have had shared staff PLD;
- A number of staff were able to enjoy the hikoi in Terms 2 and 3 around the Waikato areas of Raukawa, to learn the stories of the land and the peoples here;
- We are working to ensure that our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- increased instruction available in tikanga Māori and te reo Māori; and we are looking to develop this further in 2025 with more teachers teaching te reo and tea o Maori; and
- achieving equitable outcomes for Māori students. Our Māori students are performing line with or above our other students.

Forest View High School

Kiwisport / Statement of Compliance with Employment Policy

For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2024 the School received Kiwisport funding of \$11,123 (2023: \$10,574).

The funding was spent on part of the salary for the Sports Coordinator. This increased the time for lunchtime sporting activities.

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Forest View High School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.