



TUAKAU COLLEGE

Pai rawa atu i nga mea katoa
The very best in all things

Statement of Variance

**ANALYSIS OF VARIANCE
for
ANNUAL IMPLEMENTATION PLAN 2024**

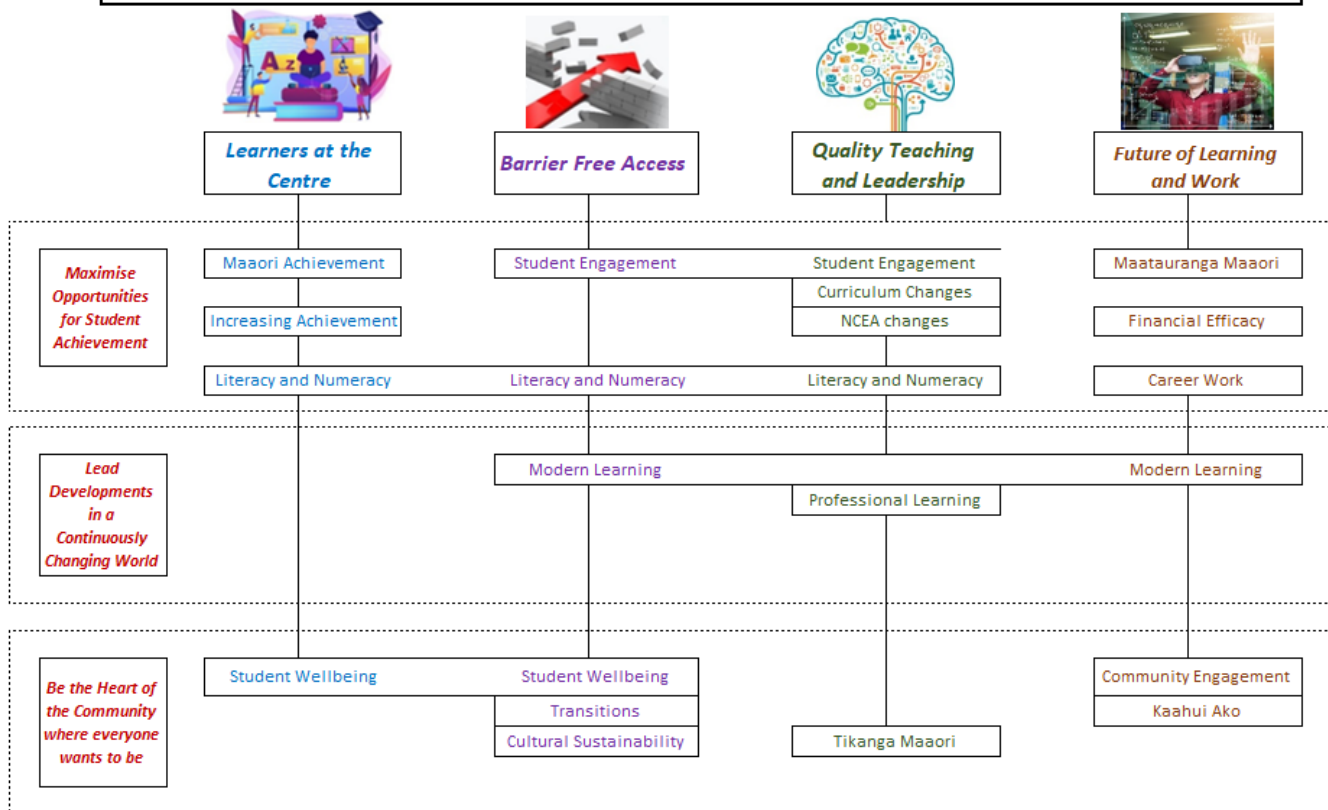
| | | | |
|---|--|--|--|
| VISION: <i>Tuakau College prepares students for life through a quality education promoting excellence in all things.</i>  TUAKAU COLLEGE <small>Pai rawa atu i nga mea katoa - The very best in all things</small> | STRATEGIC GOALS: Tuakau College will: | | |
| Maximize opportunities for student achievement. | Lead development in local education in a continuously changing world. | Be the heart of the community where everyone wants to be. | |

This is our analysis of variance report and is a statement where Tuakau College provides an analysis of any variance between the relevant aims, objectives, directions, priorities or targets set out in the charter and actual performance and outcomes for 2025.

Our analysis of variance highlights for our community the progress our board has made in achieving the aims and targets set out in our Annual Implementation Plan. It shows parents, families and whaanau the actions taken to achieve these and how successful these actions have been for improving student achievement.

ANNUAL IMPLEMENTATION PLAN 2025

Tuakau College prepares students for life through a quality education promoting excellence in all things



Statement of Variance for 2025: *Pai rawa atu i nga mea katoa*  *The very best in all things*

IMPROVEMENT PLAN ANALYSIS 2025

LEARNERS AT THE CENTRE

Learners with their whaanau are at the centre of education

Annual Goal: Maaori Achievement

2025 Annual Targets

1. Continue to track and monitor Maaori Achievement

| Outcomes | Analysis | Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|------------------------|------|--------------|----|----|----------------|------|------|------|------|----------|------|------|------|------|--------------|------|------|------|------|-------------------------|-----|------|----|-----|------------------------------------|---|-----|-----|-------------------|------|------|------|--------------|----|----|------|------|-----------|----|------|-------|------|-----------|----|------|----|------|-----------|--|
| ACHIEVED | <ul style="list-style-type: none"> Monitoring and tracking has continued with all students including Maaori students. Their achievement continues to improve. Tuakau College Maaori students are achieving above the national average in all levels of NCEA for 2025 except UE <table border="1"> <thead> <tr> <th>NZ Maaori Results 2025</th> <th>L1</th> <th>L2</th> <th>L3</th> <th>UE</th> </tr> </thead> <tbody> <tr> <td>Tuakau College</td> <td>67.3</td> <td>86.4</td> <td>79.5</td> <td>25.6</td> </tr> <tr> <td>National</td> <td>61.1</td> <td>64.2</td> <td>61.5</td> <td>31.9</td> </tr> <tr> <td>Equity Index</td> <td>59.7</td> <td>68.4</td> <td>61.5</td> <td>27.3</td> </tr> <tr> <td>Difference TC & Nat Avg</td> <td>6.2</td> <td>22.2</td> <td>18</td> <td>6.3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> At Senior PrizeGiving in 2025 the percentage of Maaori students getting prizes was slightly below the percentage of Maaori students in the senior school. <table border="1"> <thead> <tr> <th>Percentage Maaori in Senior School</th> <th>Percentage of Maaori students represented in Prize-Giving</th> </tr> </thead> <tbody> <tr> <td>29%</td> <td>27%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The rate of achievement has increased more than 10% over all three levels of NCEA <table border="1"> <thead> <tr> <th>NZ Maaori Results</th> <th>2023</th> <th>2024</th> <th>2025</th> <th>Over 3 years</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>75</td> <td>70.4</td> <td>67.3</td> <td>decreased</td> </tr> <tr> <td>L2</td> <td>94.6</td> <td>88.58</td> <td>86.4</td> <td>decreased</td> </tr> <tr> <td>L3</td> <td>37.5</td> <td>68</td> <td>79.5</td> <td>increased</td> </tr> </tbody> </table> | NZ Maaori Results 2025 | L1 | L2 | L3 | UE | Tuakau College | 67.3 | 86.4 | 79.5 | 25.6 | National | 61.1 | 64.2 | 61.5 | 31.9 | Equity Index | 59.7 | 68.4 | 61.5 | 27.3 | Difference TC & Nat Avg | 6.2 | 22.2 | 18 | 6.3 | Percentage Maaori in Senior School | Percentage of Maaori students represented in Prize-Giving | 29% | 27% | NZ Maaori Results | 2023 | 2024 | 2025 | Over 3 years | L1 | 75 | 70.4 | 67.3 | decreased | L2 | 94.6 | 88.58 | 86.4 | decreased | L3 | 37.5 | 68 | 79.5 | increased | <ul style="list-style-type: none"> Continue to monitor and track to focus on achievement and to ensure Maaori students are achieving. Continue to work on Increasing the levels of achievement in Years 7-10 to ensure that Maaori students awarded at Prizegiving is the same percentage as the ethnic group percentage. Senior School results have declined at Level 1 and Level 2. Level 1 was to be expected with the new Lit/Num requirements BUT still above the national average. Level 2 and 3 reflect big differences between our results and national averages. Overall we are well above the national averages and equity index values except for UE where we hover around the equity index value. Continue to monitor, evaluate and put in programmes that support success for our Maaori students which will benefit all our students. |
| NZ Maaori Results 2025 | L1 | L2 | L3 | UE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tuakau College | 67.3 | 86.4 | 79.5 | 25.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National | 61.1 | 64.2 | 61.5 | 31.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Equity Index | 59.7 | 68.4 | 61.5 | 27.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Difference TC & Nat Avg | 6.2 | 22.2 | 18 | 6.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Percentage Maaori in Senior School | Percentage of Maaori students represented in Prize-Giving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NZ Maaori Results | 2023 | 2024 | 2025 | Over 3 years | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L1 | 75 | 70.4 | 67.3 | decreased | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L2 | 94.6 | 88.58 | 86.4 | decreased | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L3 | 37.5 | 68 | 79.5 | increased | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Annual Goal: Increasing Achievement

2025 Annual Targets

1. Increase the number of students achieving Diplomas in Year 8 and 10

| Outcomes | Analysis | Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|---|------------|------|------|------|------|------|------|------|------|------|------|----|----|----|----|----|----|----|----|----|--------|----|----|----|----|----|----|----|----|----|--------|----|----|---|----|----|----|----|----|----|------------|---|---|----|----|----|----|----|----|----|----------------|---|---|---|----|---|---|----|----|---|--------------|--|--|--|---|---|---|---|---|---|--|------|------|------|------|------|------|------|------|------|------------|---|----|---|----|----|----|----|----|----|-------|----|----|----|----|----|----|----|----|----|----------|----|----|----|----|----|----|----|----|----|------------|----|----|----|---|----|----|----|----|----|----------------|---|---|---|---|---|---|----|---|---|--------------|---|---|----|---|---|----|---|---|---|---|
| ACHIEVED | <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Gold</td> <td>20</td> <td>21</td> <td>28</td> <td>19</td> <td>16</td> <td>14</td> <td>25</td> <td>15</td> <td>38</td> </tr> <tr> <td>Silver</td> <td>46</td> <td>34</td> <td>34</td> <td>51</td> <td>46</td> <td>50</td> <td>46</td> <td>62</td> <td>64</td> </tr> <tr> <td>Bronze</td> <td>16</td> <td>13</td> <td>7</td> <td>22</td> <td>23</td> <td>41</td> <td>27</td> <td>42</td> <td>36</td> </tr> <tr> <td>Attendance</td> <td>6</td> <td>8</td> <td>11</td> <td>14</td> <td>11</td> <td>14</td> <td>15</td> <td>20</td> <td>14</td> </tr> <tr> <td>Enrolment Date</td> <td>7</td> <td>4</td> <td>8</td> <td>10</td> <td>3</td> <td>6</td> <td>14</td> <td>13</td> <td>2</td> </tr> <tr> <td>Less than 50</td> <td></td> <td></td> <td></td> <td>4</td> <td>2</td> <td>1</td> <td>4</td> <td>2</td> <td>9</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>3</td> <td>11</td> <td>8</td> <td>16</td> <td>18</td> <td>11</td> <td>14</td> <td>17</td> <td>19</td> </tr> <tr> <td>Merit</td> <td>31</td> <td>27</td> <td>29</td> <td>36</td> <td>37</td> <td>57</td> <td>62</td> <td>66</td> <td>60</td> </tr> <tr> <td>Achieved</td> <td>45</td> <td>26</td> <td>29</td> <td>40</td> <td>18</td> <td>56</td> <td>37</td> <td>50</td> <td>53</td> </tr> <tr> <td>Attendance</td> <td>16</td> <td>11</td> <td>16</td> <td>8</td> <td>29</td> <td>22</td> <td>23</td> <td>32</td> <td>11</td> </tr> <tr> <td>Enrolment Date</td> <td>3</td> <td>7</td> <td>6</td> <td>9</td> <td>4</td> <td>2</td> <td>14</td> <td>7</td> <td>4</td> </tr> <tr> <td>Less than 50</td> <td>3</td> <td>6</td> <td>10</td> <td>2</td> <td>6</td> <td>17</td> <td>4</td> <td>9</td> <td>8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> In 2025 we had an increase in the number of students receiving their Diplomas in Year 8 and Year 10. <ul style="list-style-type: none"> In 2024 77% of Year 8 students gained a Diploma. In 2025 85% achieved their diploma. This is an increase of 8% In 2024 73.4% of Year 10 students gained a Diploma. In 2025 85% achieved their diploma. This is an increase of 11.6% More students gained the 'Gold' and the 'Excellence' diplomas in 2025 than we have ever had before. Overall these increases are significant indicating good teaching and learning in Years 7 to 10. | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | Gold | 20 | 21 | 28 | 19 | 16 | 14 | 25 | 15 | 38 | Silver | 46 | 34 | 34 | 51 | 46 | 50 | 46 | 62 | 64 | Bronze | 16 | 13 | 7 | 22 | 23 | 41 | 27 | 42 | 36 | Attendance | 6 | 8 | 11 | 14 | 11 | 14 | 15 | 20 | 14 | Enrolment Date | 7 | 4 | 8 | 10 | 3 | 6 | 14 | 13 | 2 | Less than 50 | | | | 4 | 2 | 1 | 4 | 2 | 9 | | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | Excellence | 3 | 11 | 8 | 16 | 18 | 11 | 14 | 17 | 19 | Merit | 31 | 27 | 29 | 36 | 37 | 57 | 62 | 66 | 60 | Achieved | 45 | 26 | 29 | 40 | 18 | 56 | 37 | 50 | 53 | Attendance | 16 | 11 | 16 | 8 | 29 | 22 | 23 | 32 | 11 | Enrolment Date | 3 | 7 | 6 | 9 | 4 | 2 | 14 | 7 | 4 | Less than 50 | 3 | 6 | 10 | 2 | 6 | 17 | 4 | 9 | 8 | <ul style="list-style-type: none"> Continue to work at getting more students awarded a Diploma. Focus on getting more students Gold and Excellence Diplomas |
| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gold | 20 | 21 | 28 | 19 | 16 | 14 | 25 | 15 | 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Silver | 46 | 34 | 34 | 51 | 46 | 50 | 46 | 62 | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bronze | 16 | 13 | 7 | 22 | 23 | 41 | 27 | 42 | 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | 6 | 8 | 11 | 14 | 11 | 14 | 15 | 20 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enrolment Date | 7 | 4 | 8 | 10 | 3 | 6 | 14 | 13 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Less than 50 | | | | 4 | 2 | 1 | 4 | 2 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Excellence | 3 | 11 | 8 | 16 | 18 | 11 | 14 | 17 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Merit | 31 | 27 | 29 | 36 | 37 | 57 | 62 | 66 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achieved | 45 | 26 | 29 | 40 | 18 | 56 | 37 | 50 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | 16 | 11 | 16 | 8 | 29 | 22 | 23 | 32 | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enrolment Date | 3 | 7 | 6 | 9 | 4 | 2 | 14 | 7 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Less than 50 | 3 | 6 | 10 | 2 | 6 | 17 | 4 | 9 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2. Continue tracking and monitoring to ensure students are achieving

| Outcomes | Analysis | Evaluation |
|-----------------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> This process has continued to see all the results from Years 7 to 10 increase or maintained. Heads of Learning, Deans and SLT are getting more experienced at using the tracking and monitoring system and will review as we move into the new curriculum and assessment regimes. | <ul style="list-style-type: none"> Continue into the future as the new curriculum and assessment regime comes to fruition. |

3. Increase Endorsements in all levels especially Year 13 – by at least 10%

| Outcomes | Analysis | Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|--|------------|---------|---------|---------|------|------|-----|------|------|------|------|------|------|------|------|------|------------|------|------|------|----------------|----|-----|-----|--|---------|---------|---------|------|-----|-----|-----|------|-----|-----|-----|------|-----|-----|-----|------------|------|----|------|----------------|-----|-----|-----|---|
| ! Partially Achieved | <p>MERIT</p> <table border="1"> <thead> <tr> <th></th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>17.9</td> <td>9.7</td> <td>21.6</td> </tr> <tr> <td>2024</td> <td>21.6</td> <td>13.4</td> <td>22.2</td> </tr> <tr> <td>2025</td> <td>13.6</td> <td>18.9</td> <td>17.3</td> </tr> <tr> <td>Nat Avg 25</td> <td>27.6</td> <td>25.8</td> <td>26.9</td> </tr> <tr> <td>Diff - Nat Avg</td> <td>14</td> <td>6.9</td> <td>9.6</td> </tr> </tbody> </table> <p>EXCELLENCE</p> <table border="1"> <thead> <tr> <th></th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> </tr> </thead> <tbody> <tr> <td>2023</td> <td>5.5</td> <td>5.4</td> <td>5.4</td> </tr> <tr> <td>2024</td> <td>6.4</td> <td>2.5</td> <td>1.6</td> </tr> <tr> <td>2025</td> <td>3.4</td> <td>7.4</td> <td>4.9</td> </tr> <tr> <td>Nat Avg 25</td> <td>10.1</td> <td>15</td> <td>14.7</td> </tr> <tr> <td>Diff - Nat Avg</td> <td>6.7</td> <td>7.6</td> <td>9.8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Levels 1 and 3 'MERIT' endorsements are significantly below previous years whereas Level 2 had a significant increase. | | Level 1 | Level 2 | Level 3 | 2023 | 17.9 | 9.7 | 21.6 | 2024 | 21.6 | 13.4 | 22.2 | 2025 | 13.6 | 18.9 | 17.3 | Nat Avg 25 | 27.6 | 25.8 | 26.9 | Diff - Nat Avg | 14 | 6.9 | 9.6 | | Level 1 | Level 2 | Level 3 | 2023 | 5.5 | 5.4 | 5.4 | 2024 | 6.4 | 2.5 | 1.6 | 2025 | 3.4 | 7.4 | 4.9 | Nat Avg 25 | 10.1 | 15 | 14.7 | Diff - Nat Avg | 6.7 | 7.6 | 9.8 | <ul style="list-style-type: none"> Continue to develop and implement programmes of work that allow for increases in endorsements. The programme should aim at 10% across all levels to meet national averages. |
| | Level 1 | Level 2 | Level 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 17.9 | 9.7 | 21.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024 | 21.6 | 13.4 | 22.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025 | 13.6 | 18.9 | 17.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nat Avg 25 | 27.6 | 25.8 | 26.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Diff - Nat Avg | 14 | 6.9 | 9.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Level 1 | Level 2 | Level 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 5.5 | 5.4 | 5.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024 | 6.4 | 2.5 | 1.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025 | 3.4 | 7.4 | 4.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nat Avg 25 | 10.1 | 15 | 14.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Diff - Nat Avg | 6.7 | 7.6 | 9.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • 'Excellence' endorsements had an increase at Levels 2 & 3 with a drop at Level 1. • All endorsements, both 'Excellence' and 'Merit' are well below the national averages. | |
|--|--|--|

4. Continue to review the levels of NCEA

| Outcomes | Analysis | Evaluation |
|-----------------|---|--|
| -->Ongoing Work | <ul style="list-style-type: none"> • NCEA has been reviewed by the MOE with a further extension to delivery of a new qualifications framework. We wait to see what the new qualification looks like. • The new curricular are being released and staff are working hard on these and have a plan in place to develop the units of work. They are especially looking at the content rich areas for the qualifications in Years 11, 12 and 13. • Maths and English are well on the way | <ul style="list-style-type: none"> • Ongoing work |

5. Continue to respond to the changes in Education to ensure Achievement continues to improve in all areas

| Outcomes | Analysis | Evaluation |
|----------|---|--|
| ACHIEVED | <ul style="list-style-type: none"> • Tuakau College is responding to the changes effectively and willingly. • The NCEA results are indicative of this as we move into the new qualifications era. | <ul style="list-style-type: none"> • Ongoing as the new curricula as well as a possibly new qualifications systems comes on line. |

Annual Goal: Literacy and Numeracy

2025 Annual Targets

1. Continue to develop the school wide plan to improve literacy, numeracy, writing

| Outcomes | Analysis | Evaluation | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|---|------------|---------|-----|--------|----------|------|------|------|----------|------|------|------|--|--------|-----|--------|----------|------|------|------|----------|------|------|------|---|
| ACHIEVED | <ul style="list-style-type: none"> • Students are prepared for their Lit/Num assessments. The school has geared up for this and 2025 was the second year we have done this. After a review the 'kinks' were ironed out: <table border="1" data-bbox="357 1193 871 1305"> <thead> <tr> <th></th> <th>Year 11</th> <th>Nat</th> <th>Equity</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>80.2</td> <td>78.8</td> <td>80.4</td> </tr> <tr> <td>Numeracy</td> <td>79.6</td> <td>78.1</td> <td>78.4</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Approximately at the same levels as the National Average and the Equity index for Numeracy. • Literacy is slightly above the national average and the same as the equity index. • We have fallen in Maths 2024 from 86.7 to 79.6 a loss of 7.1. In Literacy we have fallen from 88 to 80.2 – a loss of 7.8 BUT this was to be expected with the changes in how students can get Lit/Num and also the changes in the level of the assessment -harder and students struggle to adapt. This is across the country not just Tuakau College <table border="1" data-bbox="357 1621 930 1733"> <thead> <tr> <th></th> <th>Maaori</th> <th>Nat</th> <th>Equity</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>68.9</td> <td>69.9</td> <td>73.6</td> </tr> <tr> <td>Numeracy</td> <td>67.2</td> <td>66.4</td> <td>69.5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Maaori students have had a decline compared to others as the new assessments have had an impact. Lit is below national average and equity. Whereas Num is above national but below equity. | | Year 11 | Nat | Equity | Literacy | 80.2 | 78.8 | 80.4 | Numeracy | 79.6 | 78.1 | 78.4 | | Maaori | Nat | Equity | Literacy | 68.9 | 69.9 | 73.6 | Numeracy | 67.2 | 66.4 | 69.5 | <ul style="list-style-type: none"> • Continue to focus on Lit/Num and there will be improvements every year. • Continue to refine what we are doing and focus on Lit/Num in Years 7 to 10. Giving a solid foundation in these levels will see an improvement of the next 3-5 years. • Adapt and adjust to the changes being imposed as they arise • Work to do with our Maaori students to bring them up to and over the National averages and the equity index levels. |
| | Year 11 | Nat | Equity | | | | | | | | | | | | | | | | | | | | | | | |
| Literacy | 80.2 | 78.8 | 80.4 | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 79.6 | 78.1 | 78.4 | | | | | | | | | | | | | | | | | | | | | | | |
| | Maaori | Nat | Equity | | | | | | | | | | | | | | | | | | | | | | | |
| Literacy | 68.9 | 69.9 | 73.6 | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 67.2 | 66.4 | 69.5 | | | | | | | | | | | | | | | | | | | | | | | |

2. Teachers are upskilled with ongoing PLD to improve Lit/Num in all classes

| Outcomes | Analysis | Evaluation |
|----------|---|---|
| ACHIEVED | <ul style="list-style-type: none"> • Much has been completed by they Y7&8 teachers as they lay the foundation in Lit/Num for the school. | <ul style="list-style-type: none"> • Ongoing |



| | | |
|--|--|--|
| | <ul style="list-style-type: none"> Year 8 Maths programme in place for low ability numerate students. To commence Term 1 2026 Foundations are laid down for success as curricula changes | |
|--|--|--|

Annual Goal: Student Wellbeing

2025 Annual Targets

1. Ongoing communication re: School expectations are made to parents & caregivers

| Outcomes | Analysis | Evaluation |
|-----------------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> Facebook and the bulletin have been used extensively to communicate to parents about expectations. | <ul style="list-style-type: none"> Ongoing work. |

2. Positive Behaviour for Learning Strategies are focussed on

| Outcomes | Analysis | Evaluation |
|-----------------------------|---|---|
| ! Partially Achieved | <ul style="list-style-type: none"> Some work completed in this area but once Kaahui Ako was disbanded the work levels were reduced by the WSL. | <ul style="list-style-type: none"> Ongoing |

3. An 'anti Bullying' strategy is in place especially subtle bullying

| Outcomes | Analysis | Evaluation |
|------------------------|--|--|
| XX Not Achieved | <ul style="list-style-type: none"> Work to do in this area Staff still responded to the needs of the students but an overall strategy was not put in place | <ul style="list-style-type: none"> Work to be completed |

4. Celebrating Diversity is increased embracing the different cultures

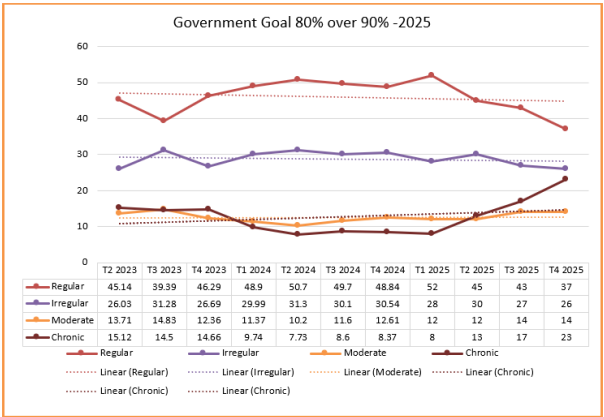
| Outcomes | Analysis | Evaluation |
|-----------------|---|--|
| ACHIEVED | <ul style="list-style-type: none"> A number of weeks were diarised for celebration and these were very successful occasions: <ul style="list-style-type: none"> Samoan Language Week Filipino National Week Matariki Week Kiribati Language Week Cook Island Language Week Tongan Language Week Koroneihana Week Maaori Language Week Tuvalu Language Week Fijian Language Week Diwali week Niue and Tokelauan Language Weeks | <ul style="list-style-type: none"> Very successful and something to build on. |



Annual Goal: Student Engagement

2025 Annual Targets

1. Attendance is tracked and monitored to ensure 90%+

| Outcomes | Analysis | Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|-------|-------|------|------|------|-------|----|----|----|----|-----------|-------|-------|-------|-------|------|------|-------|----|----|----|----|----------|-------|-------|-------|-------|------|------|-------|----|----|----|----|---------|-------|------|-------|------|------|-----|------|---|----|----|----|--|
| <p>-->Ongoing Work</p> |  <table border="1" data-bbox="375 638 949 728"> <thead> <tr> <th></th> <th>T2 2023</th> <th>T3 2023</th> <th>T4 2023</th> <th>T1 2024</th> <th>T2 2024</th> <th>T3 2024</th> <th>T4 2024</th> <th>T1 2025</th> <th>T2 2025</th> <th>T3 2025</th> <th>T4 2025</th> </tr> </thead> <tbody> <tr> <td>Regular</td> <td>45.14</td> <td>39.39</td> <td>46.29</td> <td>48.9</td> <td>50.7</td> <td>49.7</td> <td>48.84</td> <td>52</td> <td>45</td> <td>43</td> <td>37</td> </tr> <tr> <td>Irregular</td> <td>26.03</td> <td>31.28</td> <td>26.69</td> <td>29.99</td> <td>31.3</td> <td>30.1</td> <td>30.54</td> <td>28</td> <td>30</td> <td>27</td> <td>26</td> </tr> <tr> <td>Moderate</td> <td>13.71</td> <td>14.83</td> <td>12.36</td> <td>11.37</td> <td>10.2</td> <td>11.6</td> <td>12.61</td> <td>12</td> <td>12</td> <td>14</td> <td>14</td> </tr> <tr> <td>Chronic</td> <td>15.12</td> <td>14.5</td> <td>14.66</td> <td>9.74</td> <td>7.73</td> <td>8.6</td> <td>8.37</td> <td>8</td> <td>13</td> <td>17</td> <td>23</td> </tr> </tbody> </table> <p>Attendance Criteria: Regular: >90%, Irregular: 80% to 90%, Moderate 70% to 80% and Chronic >70% Target: 80% of students to be present 90% of the term by 2030.</p> <ul style="list-style-type: none"> The coding of students has improved. Overall whaanau teachers are monitoring and tracking students. Deans are doing the same as well as senior leaders. New Attendance service is in place for 2025 Attendance Management Plan is in place for 202 | | T2 2023 | T3 2023 | T4 2023 | T1 2024 | T2 2024 | T3 2024 | T4 2024 | T1 2025 | T2 2025 | T3 2025 | T4 2025 | Regular | 45.14 | 39.39 | 46.29 | 48.9 | 50.7 | 49.7 | 48.84 | 52 | 45 | 43 | 37 | Irregular | 26.03 | 31.28 | 26.69 | 29.99 | 31.3 | 30.1 | 30.54 | 28 | 30 | 27 | 26 | Moderate | 13.71 | 14.83 | 12.36 | 11.37 | 10.2 | 11.6 | 12.61 | 12 | 12 | 14 | 14 | Chronic | 15.12 | 14.5 | 14.66 | 9.74 | 7.73 | 8.6 | 8.37 | 8 | 13 | 17 | 23 | <ul style="list-style-type: none"> Continue to monitor Attendance Work in progress Will see an increase in Regular attendance as the management plan is implemented |
| | T2 2023 | T3 2023 | T4 2023 | T1 2024 | T2 2024 | T3 2024 | T4 2024 | T1 2025 | T2 2025 | T3 2025 | T4 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular | 45.14 | 39.39 | 46.29 | 48.9 | 50.7 | 49.7 | 48.84 | 52 | 45 | 43 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Irregular | 26.03 | 31.28 | 26.69 | 29.99 | 31.3 | 30.1 | 30.54 | 28 | 30 | 27 | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Moderate | 13.71 | 14.83 | 12.36 | 11.37 | 10.2 | 11.6 | 12.61 | 12 | 12 | 14 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chronic | 15.12 | 14.5 | 14.66 | 9.74 | 7.73 | 8.6 | 8.37 | 8 | 13 | 17 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2. Implement new Attendance Service

| Outcomes | Analysis | Evaluation |
|-----------------|---|---|
| <p>ACHIEVED</p> | <ul style="list-style-type: none"> All work completed for 2026 implementation Attendance Officers completed all ASA work Attendance Officers cease to exist Linked with the new Attendance service at Te Kauwhata Primary (North Waikato) looking after the chronic truants Attendance Management plan is completed, published and implemented | <ul style="list-style-type: none"> The new attendance service is ready to be implemented through the new management plan |

Annual Goal: Modern Learning

2025 Annual Targets

1. Master Plan Implementation continues

| Outcomes | Analysis | Evaluation |
|-----------------|---|--|
| <p>ACHIEVED</p> | <ul style="list-style-type: none"> All the planning for the 6 classroom block has been completed. Due diligence and site analysis completed. First turf to be turned 12 Jan 26 and construction completed at the beginning of Nove 26. Site works completed and new temporary car park is in place. Buses arrive and leave from Buckland entrance. More car parking by the Gym implemented. Traffic management – cars and pedestrians plan is in place around the school. Council have give temporary access to Booker Dr for pedestrians and student drop off and pick up. | <ul style="list-style-type: none"> On target for completion Well organised with few hitches. |

2. Develop good and consistent practices with AI across all learning areas

| Outcomes | Analysis | Evaluation |
|-----------------|---|---|
| <p>ACHIEVED</p> | <ul style="list-style-type: none"> Students are exposed to AI everyday. Teachers are grappling with the use of AI and have found it as a support for writing of letters, student reports etc Teacher offers PLD around the use of Gemini. School policy in place re AI usage. | <ul style="list-style-type: none"> Ongoing work as AI is developed and teachers become better at using it. |



| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • An across the school plan is being developed. • AI has enhanced learning in the classroom with students and teachers embracing its use. | |
|--|--|--|

Annual Goal: Transitions

2025 Annual Targets

1. Processes are reviewed before Year level classes are determined to ensure equity across all levels

| Outcomes | Analysis | Evaluation |
|-----------------|---|--|
| ACHIEVED | <ul style="list-style-type: none"> • Policy and procedures are reviewed and amended to ensure class placement is based on data of academic and social needs. • The N-classes are based on academic. This is reiterated to parents and students re: placement of students in these classes. • Class size is determined based on the complete Junior and Middle Colleges and the numbers at each level. Review the pastoral and academics of each area to determine which maybe able to sustain larger classes whereas other areas may have smaller numbers. | <ul style="list-style-type: none"> • Ongoing review of this as the cohorts of students change. One size does not fit all. • Communication with parents/caregivers is the key to ensure less stress on students as they move from one year level to the next. |

Annual Goal: Cultural Sustainability

2025 Annual Targets

1. Continue to increase the celebration of diverse cultures within the school

| Outcomes | Analysis | Evaluation |
|-----------------|--|--|
| ACHIEVED | <ul style="list-style-type: none"> • In 2025 all the language weeks were celebrated to varying degrees. • Truly successful and must continue | <ul style="list-style-type: none"> • Continue to develop this |

2. Cultural murals are completed

| Outcomes | Analysis | Evaluation |
|------------------------|--|--|
| XX Not Achieved | <ul style="list-style-type: none"> • This was not completed. Too many interruptions. Must try to do this in the future. | <ul style="list-style-type: none"> • Fit this is when we can. |

Annual Goal: Learner Support

2025 Annual Targets

1. Work with MOE to develop a learning support area within the school as it grows

| Outcomes | Analysis | Evaluation |
|-----------------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> • All the ORS students were catered for within Te Whare Ako. • There were struggles within Te Whare Ako between Teaching Assistants and the new Head of this area. These struggles culminated in the new Head leaving for the benefit of the students, parents and Te Whare Ako. • A new Head and Assistant Head of Te Whare Ako were appointed. • In 2026 classroom P6 will be used as the additional classroom for Te Whare Ako. ESOL and the developmental MX programme will take place in this area whereas the main Te Whare Ako room becomes less cluttered in terms of timetable and more one on one work can occur. • A new register of student support is in place dealing with the myriad of diagnosed and undiagnosed conditions. • Four more teaching assistants were employed to deal with the increase in students needing support. • Communication between parents/caregivers, students, teachers and teaching assistants has improved. • A strained relationship with the RTLB service has improved tremendously with the new Head of Te Whare Ako in place. • Inclusive model is prominent in this area with many students in their classes getting support from teacher assistants. • Property plan for the next 5 years has not been developed but work will continue to ensure there is enough space for this area. | <ul style="list-style-type: none"> • Monitor the work occurring in this area to ensure students are supported. • Ensure communication continues to improve. |





Annual Goal: Student Engagement

2025 Annual Targets

1. Professional Learning through the PGC cycle is reviewed and updated

| Outcomes | Analysis | Evaluation |
|-----------------|---|--|
| ACHIEVED | <ul style="list-style-type: none"> Essential PLD in the Lit/Num area was a priority with many Y7&8 teacher completing comprehensive literacy and numeracy training. A new MX acceleration programme is in place for implementing in 2026. Assistant Head of Y7&8 will lead this programme. Significant differences made with selected learners in other schools indicate we can do the same. A little overwhelming for many of the staff especially with many of our foreign teachers in this area and they struggle with their own literacy in English. PGC cycle is working well for all teachers. New and foreign staff are achieving and making great improvements in this area. Improvements are seen. | <ul style="list-style-type: none"> Continue to focus on Lit/Num in Years 7 to 10 so the students are better equipped for the Lit/Num requirements of NCEA. Continue to support the foreign teachers across the school so they can be successful at what they are doing in the literacy area. |

Annual Goal: NCEA Changes

2025 Annual Targets

1. Ensure further changes in NCEA 1 does not impact achievement

| Outcomes | Analysis | Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------|---|-------------|------|------|------|------|------|------|------|------|------|------|------|------|---------|----|------|------|------|------|------|------|------|------|------|------|------|---------|------|------|------|----|------|------|------|------|------|------|------|------|---------|------|------|------|------|------|------|------|------|------|------|------|------|----|------|------|------|------|------|------|------|------|------|------|------|------|--|
| ACHIEVED | <ul style="list-style-type: none"> Literacy and numeracy requirements has impacted NCEA results at level 1. There has been a drop over the last two years due to the new requirements. <p>Level 1 is participation based whereas Level 2 and 3 are enrolment based</p> <table border="1"> <thead> <tr> <th>NCEA Levels</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>58</td> <td>77.5</td> <td>75.3</td> <td>74.5</td> <td>63.1</td> <td>68.5</td> <td>79.4</td> <td>79.1</td> <td>79.8</td> <td>83.3</td> <td>79.1</td> <td>78.6</td> </tr> <tr> <td>Level 2</td> <td>66.7</td> <td>85.1</td> <td>84.9</td> <td>80</td> <td>79.5</td> <td>85.6</td> <td>89.5</td> <td>87.2</td> <td>85.9</td> <td>89.4</td> <td>86.2</td> <td>86.5</td> </tr> <tr> <td>Level 3</td> <td>45.8</td> <td>58.6</td> <td>67.3</td> <td>70.4</td> <td>46.9</td> <td>73.9</td> <td>78.7</td> <td>70.2</td> <td>73.2</td> <td>64.9</td> <td>80.8</td> <td>85.4</td> </tr> <tr> <td>UE</td> <td>23.7</td> <td>31.4</td> <td>36.5</td> <td>40.8</td> <td>18.4</td> <td>34.8</td> <td>31.9</td> <td>43.9</td> <td>39.3</td> <td>29.8</td> <td>38.5</td> <td>40.6</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Overall, the impact of Lit/Num affected all schools. 2025 saw Tuakau College have the best results in the district at all levels of NCEA except UE. New curricula are being released and implemented but no more news about the new qualifications system. MOE are getting curriculum in place first then the assessment regime. Good to see the system slowing down so staff can implement appropriately. | NCEA Levels | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | Level 1 | 58 | 77.5 | 75.3 | 74.5 | 63.1 | 68.5 | 79.4 | 79.1 | 79.8 | 83.3 | 79.1 | 78.6 | Level 2 | 66.7 | 85.1 | 84.9 | 80 | 79.5 | 85.6 | 89.5 | 87.2 | 85.9 | 89.4 | 86.2 | 86.5 | Level 3 | 45.8 | 58.6 | 67.3 | 70.4 | 46.9 | 73.9 | 78.7 | 70.2 | 73.2 | 64.9 | 80.8 | 85.4 | UE | 23.7 | 31.4 | 36.5 | 40.8 | 18.4 | 34.8 | 31.9 | 43.9 | 39.3 | 29.8 | 38.5 | 40.6 | <ul style="list-style-type: none"> Continue to improve the NCEA results especially at Level 1. Continue to monitor when the changes in NCEA will occur and anticipate so we are not left behind. |
| NCEA Levels | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 | 58 | 77.5 | 75.3 | 74.5 | 63.1 | 68.5 | 79.4 | 79.1 | 79.8 | 83.3 | 79.1 | 78.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 2 | 66.7 | 85.1 | 84.9 | 80 | 79.5 | 85.6 | 89.5 | 87.2 | 85.9 | 89.4 | 86.2 | 86.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 45.8 | 58.6 | 67.3 | 70.4 | 46.9 | 73.9 | 78.7 | 70.2 | 73.2 | 64.9 | 80.8 | 85.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| UE | 23.7 | 31.4 | 36.5 | 40.8 | 18.4 | 34.8 | 31.9 | 43.9 | 39.3 | 29.8 | 38.5 | 40.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2. There is a plan to increase endorsements for each learning area

| Outcomes | Analysis | Evaluation |
|------------------------|---|---|
| XX Not Achieved | <ul style="list-style-type: none"> Concentrating on Lit/Num and getting students passed has meant the plan to increase endorsements did not occur. | <ul style="list-style-type: none"> All HLAs have discussed how we can increase endorsements and each is putting a plan in place. |

3. Tracking and monitoring of NCEA candidates continues

| Outcomes | Analysis | Evaluation |
|-----------------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> Successful with good results at all levels | <ul style="list-style-type: none"> Ongoing work will continue. |

Annual Goal: Literacy and Numeracy

2025 Annual Targets

1. Units of work are explicit about in proving Lit/Num in their area

| Outcomes | Analysis | Evaluation |
|-----------------|--|--|
| ACHIEVED | <ul style="list-style-type: none"> Completed successfully. All schemes and units of work have a literacy focus. Year 9 and 10 developments will progress in the future. Structured literacy was implemented in Years 7&8. | <ul style="list-style-type: none"> Ongoing work |



Annual Goal: Professional Learning

2025 Annual Targets

1. A leadership review of all areas is completed and a plan is in place.

| Outcomes | Analysis | Evaluation |
|-----------------|---|--|
| ACHIEVED | <ul style="list-style-type: none"> Leadership has been very evident across all areas. The areas that have struggled have had and needed extra support. PGC produces a need for PLD across all areas. No PLD is turned down when it is requested. Expensive PLD is shared with candidates. | <ul style="list-style-type: none"> Ongoing through the audit review process |

2. A professional learning register and plan is in place

| Outcomes | Analysis | Evaluation |
|-----------------|--|--|
| ACHIEVED | <ul style="list-style-type: none"> A register is in place and presented to the Board each month | <ul style="list-style-type: none"> Continue |

Annual Goal: Refreshed Curricula

2025 Annual Targets

1. The new curricula are implemented effectively across the school

| Outcomes | Analysis | Evaluation |
|---------------------------|--|---|
| -->Ongoing Work | <ul style="list-style-type: none"> The English and Maths curricula are out and work was completed on these in 2025. Further draft curricula in many of the other learning areas and subjects are also out and staff will continue to implement these over 2026. | <ul style="list-style-type: none"> Ongoing |

Annual Goal: Tikanga Maaori

2025 Annual Targets

1. Te Reo Maaori pathways are strengthened with more Reo speakers

| Outcomes | Analysis | Evaluation |
|-----------------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> Pathways have increased to provide Te Reo to students and staff. Night class access to beginners of Te Reo Maaori through Matua Rima continues with more staff selecting to do this course in 2026. Increased use of Te Reo and cultural practices occurred with the new DP appointed to look after Maaori achievement. Teacher training continued in the use of Te Reo in the classroom. | <ul style="list-style-type: none"> Ongoing |

2. Continue to review Reo Rua

| Outcomes | Analysis | Evaluation |
|-----------------|--|--|
| ACHIEVED | <ul style="list-style-type: none"> Guidelines were reviewed and work in the classroom and with parents has seen the programme strengthen. Another review will occur in 2026 as more students not to continue this pathway. | <ul style="list-style-type: none"> Continue to review |



Annual Goal: Financial Efficacy

2025 Annual Targets

1. Financial processes review takes

| Outcomes | Analysis | Evaluation |
|----------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> Reviewed the division of roles and minor changes made. A review on the payments by parents and management has decided to implement a simpler payment system called MY KINDO. Simpler for parents to pay and make payments. A review at the end of 2026 is needed. | <ul style="list-style-type: none"> Ongoing work Review of MYKINDO required to evaluate its use. |

2. The Board develops financial guidelines as the school grows

| Outcomes | Analysis | Evaluation |
|----------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> A financial review via the budget occurs each year | <ul style="list-style-type: none"> Good progress with the guidelines |

3. Bus network has minimal impact on school finances

| Outcomes | Analysis | Evaluation |
|----------|---|---|
| ACHIEVED | <ul style="list-style-type: none"> 2025 budgets were met with a minimal profit to the network. All school have seen the 2026 budget and some adjustments will need to be made. A financial review will occur with the expectation that the ineligible fee will need to go up to meet financial needs especially with the price of diesel going up. | <ul style="list-style-type: none"> Using our Admin person more in 2025 for charging out ineligible to schools. |

Annual Goal: Leadership

2025 Annual Targets

1. Opportunities to continue to develop leadership

| Outcomes | Analysis | Evaluation |
|----------|---|---|
| ACHIEVED | <ul style="list-style-type: none"> All major learning areas now have Assistant Heads of Learning to assist with the increased workload with curriculum development, literacy and numeracy, staffing development and support and eventually the new qualifications system. Staff are encouraged to take on leadership roles when they arise. | <ul style="list-style-type: none"> Ongoing |

2. Recruitment process is in place for a new Principal

| Outcomes | Analysis | Evaluation |
|----------|---|---|
| ACHIEVED | <ul style="list-style-type: none"> A recruitment firm was engaged Role was advertised, applications were accepted and a shortlist was made. Interviews took place and a new Principal was appointed. She is to take over from the beginning of Term 2, 2026 | <ul style="list-style-type: none"> The process was collaborative, vigorous, detailed, and precise. |

Annual Goal: Career Work

2025 Annual Targets

1. The Transition area continues to develop and be proactive

| Outcomes | Analysis | Evaluation |
|----------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> The new Head of Transition struggled from the beginning due to her breaking her leg. Others stepped up to assist and supported her to continue to develop her vision. The goals set were achieved, and the development of this team is ongoing. Collaboration and how the area intertwines with the rest of the school is happening. May need to look at the staffing levels in this area. The Transition area using the terms of Future Foundations. Careers focus is required for subject selection so we do not have to make so many changes at the beginning of the year. | <ul style="list-style-type: none"> Ongoing review as the school grows and as the area continues to develop 2026 look at an emphasis on Career and course advice for students so not as many changes need to occur at the beginning of the year. |



Annual Goal: Community Engagement**2025 Annual Targets****1. Community volunteer 'Giving back' is planned**

| Outcomes | Analysis | Evaluation |
|------------------------|---|---|
| XX Not Achieved | <ul style="list-style-type: none"> The College would get a lot of value from this BUT we need to find time in the calendar for this to work. | <ul style="list-style-type: none"> Review and implement when we can. |

Annual Goal: Kaahui Ako**2025 Annual Targets****1. Continue to be active members of the Kaahui Ako**

| Outcomes | Analysis | Evaluation |
|-----------------|--|--|
| ACHIEVED | <ul style="list-style-type: none"> All WSL completed their projects 2026 Transition back to a learning network will need to occur. One project the App development will continue with each school having a specific part to complete. | <ul style="list-style-type: none"> Kaahui Ako is disbanded as resourcing has been reallocated |

2. Learner Support is supported

| Outcomes | Analysis | Evaluation |
|-----------------|--|---|
| ACHIEVED | <ul style="list-style-type: none"> See previous section on learning support | <ul style="list-style-type: none"> Ongoing |

