Hato Pāora College

WHĀIA TE TIKA

Annual Report 2025

Mana Parorangi

He Kura Māori | He Kura Katorika | He Kura Motuhake

Whāia Te Tika

A journey in pursuit of personal excellence

Nau mai taitamatāne kia autaia tangata ai

Growing good boys into great young men

Tō mātou pepeha

Ko Hato Pāora te Kura

Ko Paroro-o-te-rangi te Marae

Ko Tama-nui-te-ao-katoa te Whare Tipuna

Ko Pāora te Whare Karakia

Ko Hato Pāora te Tangata

Ko Ngāti Kauwhata te Mana Whenua

Tihei Mauri Ora!

Reporting period

Year ended 31 December 2025

School context and overview

Vision and mission

Whāia Te Tika - a journey in pursuit of personal excellence. Nau mai, taitamatāne, kia autaia tangata ai - growing good boys into great young men.

Whāia te tika, te karakia pai, te whakapono, te aroha, te manawanui, te ngākau māhaki. (Timoti 5, 6;11).

Values

Manaakitanga, Pono, Kawenga and Whanaungatanga derive from our dual Māori and Catholic special character and sit at the centre of kura and hostel life.

Purpose and reporting context

This report records progress during 2025 against Mana Parorangi, the College's strategic framework. It brings together strategic priorities, student achievement, Special Character, partnerships, staffing and stewardship.

Preparation has required the recovery and reconstruction of records following substantial changes in leadership and staffing. The recovered 2025 Tumuaki reports provide evidence of activity across the five pou. The Mana progress documents establish intended actions and measures; most progress fields are blank, so they do not establish that all planned outcomes were achieved.

Tumuaki overview

The recovered 2025 reports describe a year of strong cultural, spiritual, sporting and whānau participation alongside staffing and academic challenges. Senior academic planning, junior baseline testing and Pūhoro supported learning. Marist formation, Mass, House Kapa Haka, the Leavers Dinner and prizegiving gave expression to the College's dual Special Character.

Recruitment remained difficult. Early reports recorded 13 teaching FTE against an entitlement of 14.39 FTE, and the resignation of an kaiako of English created further staffing pressure. By November, sickness, competing activities and relief coverage were affecting leadership availability. These pressures provide context for the continuity concerns recorded in the curriculum analyses.

Year level	January 2025	March 2025	November 2025
9	33	33	31
10	31	30	28
11	24	21	20
12	21	21	18
13	21	21	21
Reported total	130 provisional	126	117
Sum of year levels	130	126	118

The November total requires reconciliation: the year levels sum to 118, while the report states 117. Roll *snapshots* are not confirmed roll returns or retention measures. Four withdrawals were linked to financial hardship in the November report.

Presiding Member's message:

Tēnā koutou katoa,

2025 was a year of change and challenges for Hato Pāora College. The resignation of our Tumuaki during the year meant that we had to navigate a period of uncertainty while ensuring the day-to-day operations of our kura continued.

Our Acting Tumuaki stepped into this role during a challenging time, managing multiple operational, staffing and leadership matters. The Board acknowledges the responsibility he carried and thank him for his commitment to our kura during this period.

One of the Board's biggest priorities in 2025 was the appointment of a new Tumuaki. A significant amount of our time and energy was dedicated to this process, alongside supporting our Acting Tumuaki as he worked through the challenges facing the kura. It was important that we took the time to find the right person who understood the unique character, values and aspirations of Hato Pāora. We were pleased to complete this process and appoint a new Tumuaki to lead our kura into 2026.

Despite the challenges, there were many positives to celebrate. Our tauira continued to represent Hato Pāora with pride through academic, sporting, cultural and spiritual activities. Our NCEA Level 2 and 3 achievement results remained strong, while our Level 1 results highlighted areas where we need to strengthen our support and academic pathways.

The year also reminded us of the importance of maintaining strong relationships with our whānau, staff and wider community. We recognise that communication, consistency and transparency are areas we must continue to strengthen.

For the Board, 2025 was a year of reflection and learning. While much of our attention was focused on leadership and operational challenges, we recognise the importance of returning our focus to the strategic direction of the kura and ensuring our decisions continue to support the achievement and wellbeing of our tauira.

Looking ahead to 2026, our priorities include strengthening governance and leadership, improving communication and engagement with whānau, supporting student achievement and attendance, and continuing to uphold the Māori and Catholic special character that makes Hato Pāora unique.

We would like to acknowledge our Acting Tumuaki, kaiako, kaimahi, whānau and wider Hato Pāora community for their commitment, patience and support throughout the year.

As we move forward with new leadership, we look forward to building on the strengths of our kura, addressing the challenges before us and working together to ensure Hato Pāora continues to provide opportunities for our young men to thrive.

Ngā mihi nui,

Kerianna Stirling

Presiding Member

On behalf of the Hato Pāora College Board

Statement of variance Progress against targets

Mana Oranga

Strategic goal: Prioritise holistic wellbeing

Annual target or planned work: Coordinate wellbeing feedback and develop an approach grounded in dual Special Character. The specific adopted annual target and lead person require confirmation.

What actions did you take?	What did you achieve?	How did you measure outcomes?	Reasons for differences between outcomes and annual targets	Planning for next year: where to next?
Temporary C Block fire escape and weekly contractor checks; BWOF assessment; sport and activity opportunities; hostel renovations and relocation planning.	Practical safety and wellbeing activity is documented. Mana Oranga was marked in progress in Term 3. Measured changes in wellbeing and belonging were not established.	March and November Tumuaki reports; Mana Oranga Progress; combined Mana plans. Planned measures were biannual feedback and annual review of initiatives.	The recovered work plan contains incomplete progress fields. Survey results and a completed framework are unavailable; full target achievement therefore unable to be confirmed.	Confirm responsibility; collect tauira, whānau and staff feedback; review support initiatives; verify completion of safety and property work.

Statement of variance Progress against targets

Mana Tangata

Strategic goal: Establish and maintain collaborative partnerships

Annual target or planned work: Develop a Communication and Engagement Framework and reset Ohu to support whānau involvement; confirm the adopted annual target.

What actions did you take?	What did you achieve?	How did you measure outcomes?	Reasons for differences between outcomes and annual targets	Planning for next year: where to next?
UCOL courses for five Year 13 tauira; Design School Art; whānau conferences alongside House Kapa Haka; Leavers Dinner; prizegiving; Diocese facilities discussions.	Active whānau and partner engagement and access to external learning were reported. UCOL participation was lower than previous years.	March and November reports; Mana Tangata Progress. Planned measures included stakeholder feedback, Ohu objectives and graduate destinations.	Reduced UCOL offerings and transport changes were reported as access constraints. Completion of the framework, Ohu reset and outcome measures is not demonstrated.	Confirm framework and Ohu status; gather feedback; track graduate destinations; address access barriers to external pathways.

Statement of variance Progress against targets

Mana Ako

Strategic goal: Design an engaging future focused curriculum

Annual target or planned work: Progress local curriculum, teacher PLD, learner agency and pathways, including te reo Māori and Catholic values. Confirm annual milestones where the plan retains 2024 dates.

What actions did you take?	What did you achieve?	How did you measure outcomes?	Reasons for differences between outcomes and annual targets	Planning for next year: where to next?
Senior Individual Academic Planning; junior literacy and numeracy baseline testing; Pūhoro for senior Science; UCOL and Design School; Te Matatini viewing; examinations for derived grades.	Academic plans and junior baseline testing were reported complete by March. Curriculum analyses show strengths in contextualised learning and Te Ao Haka, alongside external assessment weaknesses.	March and November reports; Mana Ako Progress; existing curriculum analysis. Baseline scores, subsequent progress data and evidence of termly plan reviews are still required.	Curriculum and staffing continuity concerns recur in the subject analyses. A completed local curriculum, graduate profile and learner agency measures are not established.	Protect learning time; improve literacy and external preparation; review academic plans; strengthen moderation; document local curriculum with mana whenua and learner input.

Statement of variance Progress against targets

Mana Whakapono

Strategic goal: Promote a Catholic worldview based on our Marist Charism

Annual target or planned work: Strengthen local RE, practical Marist understanding, leadership and whānau involvement; confirm the adopted annual target.

What actions did you take?	What did you achieve?	How did you measure outcomes?	Reasons for differences between outcomes and annual targets	Planning for next year: where to next?
Whole-school orientation and Badging Mass; Year 9 Pukekaraka and gravesite visit; hosted Catholic Schools Commissioning Mass; regular Mass and Marist leadership support.	Documented participation in faith and formation activities; whānau involvement at leavers and prizegiving events. Future Awa Run and MYL events were listed, with completion confirmed.	March and November reports; Mana Whakapono Progress. Planned measures included RE planning, practical Marist understanding and behavioural outcomes.	Completed RE curriculum revision, learner feedback and measurable improvement in behaviour are not demonstrated by the available records.	Retain planning and participation records; evaluate service, leadership and student experience; connect formation with behavioural evidence.

Statement of variance Progress against targets

Mana Whakaara

Strategic goal: Attract and develop excellence in teaching and leadership

Annual target or planned work: Support workplace culture and PLD; complete Project 1 and begin Project 2 of the 10YPP. Confirm adopted annual milestones and project definitions.

What actions did you take?	What did you achieve?	How did you measure outcomes?	Reasons for differences between outcomes and annual targets	Planning for next year: where to next?
Academic administration PLD; Ministry literacy/numeracy support resources; DRS development; ongoing MYL/MYN formation; recruitment and relief planning.	PLD participation and DRS leadership development are documented. Early teaching FTE was 13 against entitlement of 14.39. Recruitment and relief pressures continued.	January, March and November reports; Mana Whakaara Progress. Planned measures included staff feedback, PLD reporting and Board learning.	Limited recruitment response, English staffing change and relief pressure affected capacity. Board PLD, measured impact and named project completion are not established.	Strengthen recruitment, retention and relief arrangements; evaluate PLD; support continuity and workload; verify property and governance milestones.

Evaluation and analysis of student progress and achievement

This section evaluates student learning across the curriculum separately from progress against strategic targets. It reports 2025 evidence; the template's 2026 refreshed-curriculum baseline language has not been applied retrospectively.

Reading Pānui Progress and Achievement

Evidence: The March report confirms junior literacy and numeracy baseline testing. Test names, scores, teacher judgements and end-of-year results remain to be confirmed.

Commentary: Baseline testing provided an initial picture of learning needs. The available records do not establish progress over the year or the proportion meeting curriculum expectations..

Writing Tuhituhi Progress and Achievement

Evidence: The March report confirms junior literacy and numeracy baseline testing. Test names, scores, teacher judgements and end-of-year results remain to be confirmed.

Commentary: Baseline testing provided an initial picture of learning needs. The available records do not establish progress over the year or the proportion meeting curriculum expectations.

Mathematics Pāngarau Progress and Achievement

Evidence: The March report confirms junior literacy and numeracy baseline testing. Test names, scores, teacher judgements and end-of-year results remain to be confirmed.

Commentary: Baseline testing provided an initial picture of learning needs. The available records do not establish progress over the year or the proportion meeting curriculum expectations. Commentary on other curriculum areas

Curriculum area	2025 progress and achievement commentary
Science	All Year 11 to 13 Science tauira were participating in Pūhoro by March. The subject appendix reports contextualised learning strengths and weaker external achievement.
Te Reo Māori	Growth of te reo Māori and tikanga was a strategic priority. Separate 2025 achievement outcomes are not supplied in the recovered reports.
Te Ao Haka	The two listed Level 1 standards recorded 100% achievement. Listed Level 3 standards met or exceeded national comparators. House Kapa Haka supported authentic cultural participation.
Religious Education	Marist orientation, liturgy, Mass and Year 9 formation are documented. Subject-level achievement is retained in the appendix.
Health and Physical Education	Summer sport included volleyball, touch, softball, league and rugby training. The appendix records strong Level 3 PE results.
Social Sciences	History and Geography analyses identify mixed outcomes, literacy and external preparation needs, and assessment concerns in Geography.
Technology and Arts	Design School provided senior Art on Monday afternoons. Further Technology and Arts attainment data are required.

Detailed subject results, comparisons and qualifications are retained in Appendix A. Departmental explanations are professional perspectives recorded in the original analyses, rather than independently verified causal findings.

Achievement in NCEA and University Entrance

NZQA cumulative results for 2024 and 2025 show strong achievement at Levels 2 and 3, alongside a decline in Level 1 and University Entrance achievement rates in 2025. The results below replace the previously unconfirmed figures.

Reporting basis: Year 11 Level 1 results are participation based (PR1). Year 12 Level 2 and Year 13 Level 3 and UE results are enrolment based (PR2). The measures are presented together for convenience but use different reporting bases.

Year	L1 number	L1 %	L2 number	L2 %	L3 number	L3 %	UE number	UE %
2024	18	85.7%	19	79.2%	12	100.0%	10	83.3%
2025	13	68.4%	17	85.0%	19	90.5%	12	57.1%

Cohort denominators: In 2024, Level 1 involved 21 enrolled students, Level 2 had 24 enrolled students, and Level 3 and UE had 12 enrolled students. In 2025, the corresponding denominators were 19, 20 and 21.

Commentary

Level 2 achievement increased from 79.2% to 85.0%, a rise of 5.8 percentage points. Level 3 remained high at 90.5%, with 19 of 21 tauira achieving, compared with 12 of 12 in 2024. In 2025, both results exceeded the overall national rates of 73.6% for Level 2 and 71.5% for Level 3.

Level 1 achievement fell by 17.3 percentage points, from 85.7% to 68.4%, and was below the 2025 national participation-based rate of 73.5%. The UE rate fell from 83.3% to 57.1%, although the number achieving increased from 10 to 12 as the Year 13 cohort grew. The 2025 UE rate remained above the overall national rate of 52.0%.

These results support a focus on earlier identification of learners at risk, numeracy support, progress tracking and preparation for external assessment. Individual records are needed to establish why particular tauira did not gain a qualification or UE; the aggregate reports do not establish the causes.

Achievement of NCEA co requisites for literacy and numeracy NZQA's PR3 reports provide cumulative literacy and numeracy results for Years 11 to 13. From 2024, these measures indicate achievement of the NCEA co-requisite requirements. Literacy and numeracy are shown separately below, together with the proportion meeting both requirements.

Year	Measure	Year 11	Year 12	Year 13
2024	Literacy	100.0%	100.0%	100.0%
2024	Numeracy	95.2%	91.7%	100.0%
2024	Both requirements	95.2%	91.7%	100.0%
2025	Literacy	100.0%	100.0%	100.0%
2025	Numeracy	78.9%	95.0%	90.5%
2025	Both requirements	78.9%	95.0%	90.5%

Year 9 and Year 10: Results are not included in the supplied NZQA PR3 reports. Their omission does not indicate zero achievement. The reports also do not separate literacy into reading and writing components.

Commentary

All reported Year 11 to 13 cohorts achieved 100% literacy in both 2024 and 2025. Numeracy was therefore the outstanding co-requisite component for those who had not met both requirements.

Year 11 numeracy declined from 95.2% to 78.9%, a fall of 16.3 percentage points. Year 12 numeracy improved from 91.7% to 95.0%, while Year 13 numeracy declined from 100.0% to 90.5%. Targeted numeracy support is particularly important for Year 11 and for senior tauira still requiring the co-requisite.

The priority is to identify each learner's remaining requirements, provide targeted teaching and suitable assessment opportunities, and monitor progress with tauira and whānau. These cumulative results show requirements met by the reporting point; they are not pass rates for an individual Common Assessment Activity sitting. The reports do not identify how many students otherwise had sufficient credits for a qualification but were awaiting the co-requisite.

Source: NZQA PR3 Level 1 Literacy and Numeracy, cumulative results by percentage, pages 1 and 2, generated 27 March 2026.

Assessment of how Board strategies supported students whose needs have not yet been well met

The Hato Pāora College Board strategies are as provided under Mana Parorangi. Mana Tangata, Mana Oranga, Mana Ako, Mana Whakapono and Mana Whakaara are the strategic pou which guide the programmes, curriculum, activities and school life of Hato Paora.

Senior academic plans and junior baseline testing provided mechanisms for identifying needs. Pūhoro, vocational provision, cultural learning and literacy/numeracy support were documented responses. However, their impact cannot yet be quantified without the necessary learner progress and intervention records.

Students and needs considered	**Evidence and assessment of support**
Māori students	Te Ao Haka, Te Matatini, Pāoratanga and Marist formation provided learning connected to identity. Strong Te Ao Haka outcomes are evident, but this does not establish equitable outcomes across every subject.
Learning support needs including gifted and talented	Baseline tests and senior plans provided opportunities to identify needs. The curriculum analyses recommend scaffolding, earlier intervention and appropriate assessment support. Gifted learner outcomes require confirmation.
Students at risk of not meeting curriculum expectations	Weak external results and literacy demands identify areas needing support. Academic planning, revision, tracking and consistent teaching time are priorities.
Students subject to care or protection orders	No group-specific evaluation is established by the supplied records. Confirm relevant support and report in general terms.
Students in the youth justice system	No group-specific evaluation is established by the supplied records. Confirm relevant support and report in general terms.

Many students within these groups may be engaged and achieving well. Evaluate support using the relevant evidence and protect privacy when reporting small cohorts. Missing group-specific evidence does not imply that the cohort exists at the College or that no support occurred.

Attendance and engagement

Regular attendance is essential to tauira achievement, wellbeing and belonging at Hato Pāora College. Guided by Whāia Te Tika, our approach recognises that consistent participation strengthens learning, relationships and engagement in the life of the kura.

Term 4 2025 data from Every Day Matters recorded 68% of tauira attending regularly, 13% with irregular attendance, 8% with moderate absence and 12% with chronic absence. These results highlight the need for continued support, particularly for tauira whose attendance is irregular, alongside targeted responses for those experiencing more persistent absence.

The Attendance Management Plan, approved in December 2025 for implementation from January 2026, establishes a coordinated approach between the school, hostel and whānau. It includes accurate attendance recording, prompt follow-up of unexplained absences, regular monitoring and individual support to address barriers. Timely return from weekends and holidays is a particular priority within our boarding environment.

The plan sets targets to increase regular attendance from 68% to 74.8% and reduce combined irregular and moderate absence from 21% to 14.7%. Progress will be monitored through regular reporting to the School Board and Trust Board, with termly analysis informing further action. Our focus is on working alongside whānau so that every tauira can attend consistently, remain connected and achieve their potential.

School and hostel context

Te Ao Māori and Pāoratanga

Te Matatini viewing, House Kapa Haka and the strong Te Ao Haka results illustrate cultural learning and participation. Ngāti Kauwhata is recognised as mana whenua in the College pepeha and intended local-curriculum work. The reports do not establish completion of a mana whenua co-designed curriculum or a formal iwi partnership review.

Catholic and Marist character

Orientation, Mass, Year 9 formation at Pukekaraka, diocesan participation and Marist leadership activity supported the College's faith life. Whānau participation in leavers and prizegiving events brought these dimensions together with celebration of learning and service.

Hostel and boarding

The November report records the Tumuaki overseeing the Hostel Director role with support from Hostel Manager while a director was sought. It explicitly assigns the director appointment to the Trust Board. Planned ablution renovations and student relocation required coordination. These reports do not constitute a full evaluation of hostel compliance or outcomes.

Staffing and leadership

January and March reports list 13 teaching FTE against 14.39 entitlement. Recruitment for junior English/Social Studies and senior English was a concern in March. A kaiako resignation within senior English was effective at the end of Term 1. November acknowledged the departure of a respected kaiako, anticipated continued LAT arrangements in 2026, and recorded the need for reliable relief.

Property and systems

Building warrant of fitness work, temporary fire escape arrangements, hostel renovations and future diocesan property intentions were reported. Project completion, final compliance certification and the relationship to named 10YPP projects require supporting records. The recovered reports do not provide a substantive 2025 digital infrastructure update.

Whānau and pathways

House Kapa Haka conferences, leavers events and prizegiving supported whānau contact. UCOL, Design School and Pūhoro provided external learning connections. Alumni links were visible through Te Matatini; a structured alumni programme and verified graduate destinations are not documented.

Statement of compliance with employment policy

The Board provides compliance commentary below based on current knowledge and application, noting several changes in leadership for the 2025 school year.

Good employer principle	2025 evidence and extent of compliance
Good and safe working conditions	Property checks and temporary fire-safety arrangements were reported. Recruitment gaps and relief pressure affected capacity. Full employment-policy compliance requires Board confirmation.
Equal employment opportunities programme and implementation	Programme content, implementation and compliance reporting remain to be confirmed.
Impartial selection of suitably qualified persons	Recruitment efforts and a proposed internal DRS appointment were reported. Selection records and policy compliance require confirmation.
Māori aims aspirations and employment requirements	The strategic plan prioritises te ao Māori and cultural responsiveness in staff development. The sharing of this plan was incorporated in position descriptions and / or supporting information for prospective staff, reflective of the dual special character for the kura.
Enhancing individual employee abilities	Academic administration, literacy/numeracy, DRS and Marist leadership PLD were documented. Measured impact and full participation records remain to be added.
Employment requirements of women	Employment policies for the kura include commitment to and requirements of women (inc. Employment, EEO, Appointments, Privacy). Specific references or examples for the 2025 year unavailable.
Employment requirements of persons with disabilities	Employment policies for the kura include commitment to and understanding of the requirements of persons with disabilities (inc. Employment, EEO, Appointments, Privacy). Specific references or examples for the 2025 year unavailable.

Equal Employment Opportunities programme and policy

Reporting question	Yes	No	Status
EEO programme or policy operates	X		EEO Policy Available
Available to staff	X		EEO Policy Available
Includes awareness training	X		PLD is inclusion in policy
Coordinator appointed			To confirm
Regular compliance and achievement reporting			To confirm - developing reporting requirements for 2026+.
Priorities and objectives set			To confirm - developing reporting requirements for 2026+

Reporting item	2025 statement
Kiwisport funding Amount received: $3,261.92	The funding was used to support students with their various sporting activities, supporting increased tauira participation in organised sport through initiatives such as Futsal targeting those who do not play school representative sports. Assisting travel costs.
Use to increase participation in organised sport	March reports describe volleyball, touch, softball, league and rugby, with staff supporting transport, uniforms, meals and administration. The funding allocation and attributable outcomes must be verified before these activities are represented as Kiwisport-funded.

Report on other special and contestable funding

Funding	Amount received	Use and outcomes
Māori Language Programme	$49,608.87	Strategic intent supports te reo Māori and mātauranga Māori. Confirm funded delivery, expenditure and accountability outcomes.

Financial statements

Not finalised. Still being processed by the auditors.

Board approval

Approved by the Hato Pāora College Board on: 08/11/2026

Presiding Member: Kerianna Stirling Signature:

Tumuaki: Kahurangi Falaoa Signature:

Source records and matters to finalise

Documents used for this update

1. Pūrongo January 2025: provisional roll, staffing entitlement, recruitment, proposed DRS appointment, draft ERO summary and 2024 NCEA results.2. Pūrongo March 2025: roll, staffing pressures, academic plans, junior testing, Pūhoro, external pathways, sport, property, Marist activity and PLD.3. Pūrongo a te Tumuaki Whiringa a Rangi 2025: roll, prospective enrolments, hardship, staffing and relief, community events, Special Character, examinations and property intentions.4. Mana Ako, Mana Oranga, Mana Tangata, Mana Whakaara and Mana Whakapono Progress documents: strategic intentions, planned actions and measures.5. Mana Parorangi Progress and Mana Parorangi Progress(1): combined work-plan material; largely duplicate content, with Mana Oranga marked in progress in Term 3.6. Existing Annual Report 2025: foundations, reporting structure and retained curriculum analysis. NZQA - 2025 Principal Academic reports.

2025 CURRICULUM ANALYSIS OF VARIANCE

This section consolidates the 2025 curriculum-area analyses supplied by Heads of Department and staff. It is evidence for Mana Ako and for the College-wide evaluation of progress, achievement and engagement. Statements about causes and mitigating factors reflect the professional judgements recorded in the individual analyses and should be read as such.

Whole-school curriculum themes emerging from the 2025 analyses

- Internal assessment was generally stronger than external examination performance across several learning areas. This pattern was especially evident in English, Mathematics, Science, Physical Education and Geography.
- Multiple analyses identify loss of class time, timetable changes, staffing changes, competing kura activities and reduced engagement once tauira believed they had sufficient credits as factors affecting achievement.
- Contextualised learning connected to tauira identity, interests and lived experience was a consistent strength. Examples include local waterways in Science, Māori authors and mātauranga contexts in English, Māori and Catholic connections in Religious Education, sport and Matatini contexts in Physical Education, Māori/New Zealand histories, financial literacy, and kapa haka through Te Ao Haka.
- Literacy, sustained study habits, persistence, preparation for external assessment and confidence in examination settings recur as areas requiring a coordinated school-wide response.
- Several departments identified stronger planning, consistent staffing, better scaffolding, earlier intervention, improved moderation and clearer academic priorities as priorities for 2026.

Science - Level 1

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91920	13	38	25	25	88	78	73
AS91921	13	13	63	13	89	75	67
AS91923	33	67			67	60	47
AS92022	100(1)	0			0	68	54

Level 1 strengths: The two early standards were completed with strong engagement. The programme used local-waterway investigation and student-selected contexts, supporting relevance, whānau connection and perseverance. AS91920 and AS91921 exceeded both national and National Māori achievement rates.

Variance: External participation and achievement were substantially weaker. The Science analysis records that a number of tauira did not attend or fully attempt external examinations after they had accumulated sufficient credits elsewhere. The department also identifies the examination environment, time pressure and lower self-efficacy as barriers for some tauira.

2026 response: Retain the contextualised course, continue regular external preparation, use repeated past-exam practice, and strengthen school-wide expectations around persistence, study and participation in external assessment.

Science - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91154	25	63	13		100	84	73
AS91155					100	87	78
AS91153	50				50	88	82
AS91156					100	100	78

Level 2: Applied internal contexts included water quality and guardianship of local streams. The analysis reports that non-submission and mixed messages about whether further credits were necessary affected completion. A

significant curriculum challenge identified is the jump in workload and academic thinking from revised Level 1 Science to Level 2.

Science - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91604	33	33	33		66	90	85
AS91602	33	33	33		66	89	85
AS91601	67	33			33	91	86

Level 3: The small cohort makes percentages volatile. The analysis reports that two actively participating tauira were successful, while non-participation materially reduced the overall percentage. One tauira achieved a UE kete in Science. Priorities include stronger study routines, note-making, sustained work ethic and examination preparation.

Religious Education - Level 1

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS90816	0	76	18	6	100	87	83
AS90817	0	81	13	6	100	89	85

Level 1 strength: Both assessed standards achieved 100%, above national and National Māori rates. Assessments were adapted to include Te Ao Māori and Hato Pāora contexts. The HOD attributes success to explicit teaching, time for learning, external professional support and Diocese PLD. The external was not sat because tauira were considered insufficiently prepared and confident.

Religious Education - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91724	34	12	47	6	65	90	83
AS90822	44	25	13	19	56	87	79
AS90821	6	24	24	47	95	77	80

Level 2 variance: AS90821 exceeded national comparators, while AS91724 and AS90822 were below them. The analysis identifies inconsistency in planning, teaching and staffing, gaps in prior knowledge, interruptions and insufficient support for some at-risk tauira.

Religious Education - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS90825		57	29	14	100	89	81
AS90826		60	13	27	100	90	83
AS90827	15	69	8	8	85	88	82

Level 3 strength: Results were above National Māori rates in all three standards, with 10 Year 13 tauira achieving a UE kete in Religious Education. Priorities for 2026 are succinct and engaging standards, stronger continuity of prior learning, differentiation and regular student feedback.

Physical Education - Level 1

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
92016	8	8	38	46	92	88	84
92017	0	54	46	0	100	83	78
92018	54	23	23	0	46	78	73

Level 1: Internal standards were strong, including 92% and 100% achievement, while the external fell to 46%. The HOD identifies teacher support, timetable changes and interruptions as mitigating factors and proposes greater scaffolding for written assessment.

Physical Education - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91328	0	100	0	0	100	78	69
91329	10	70	20	0	90	78	71
91330	0	22	0	78	100	94	92

Level 2 strength: All three standards were at or above 90%, with contextualised learning working well for tauira. The programme deliberately prioritised learning over excessive assessment. Literacy and communicating new content were identified as the major challenge.

Physical Education - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91500	0	55	18	27	100	87	81
91501	0	31	8	62	100	94	92
91502	9	27	45	18	91	82	78
91789	0	50	50	0	100	75	71

Level 3 strength: Achievement was consistently above national and National Māori rates. Contexts were deliberately linked to student sport, Matatini and House competitions. The analysis records 9 of 18 students achieving a UE kete (9 of 13 participating students).

Mathematics - Level 1

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91944	15	75	9	1	85	83	78
91945	55	40	5	0	45	78	71
91947	98	0	2	0	2	59	41

Level 1 variance: Statistics (91944) remained around national levels, but traditional mathematics standards were substantially below national and National Māori rates. The HOD reports a marked decline after Term 1 and identifies reduced class time and competing commitments as contributing factors.

Mathematics - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91268	8	26	33	33	92	80	75
91260	0	8	42	50	100	82	79
91259	8	34	50	8	92	89	84
91261	100	0	0	0	0	62	42

Level 2: Internal results were strong and included high Merit/Excellence achievement, but the external recorded 100% Not Achieved. Literacy demands, attendance, revision time and external preparation were identified as priorities.

Mathematics - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91574	0	43	57	0	100	90	88
91581	57	29	14	0	43	89	85
91585	100	0	0	0	0	76	69

Level 3: The first Term 1 standard achieved 100%, followed by a substantial decline. No tauira achieved a UE kete in Mathematics. The HOD identifies time management, study skills, course planning and academic support as key areas for improvement.

Financial Capability - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
U28092	33	67	0	0	67	84	80
U28094	0	33	17	50	100	79	77
U28096	100	0	0	0	0	82	72
U28097	14	86	0	0	86	90	85
U24695	14	86	0	0	86	88	85

Financial Capability provides an alternative pathway for tauira who struggled with Level 1 Mathematics, using real-life contexts including budgeting, taxation, banking, insurance and changes to personal income. Level 2 outcomes were mixed and generally below 2024; the analysis identifies lost class time and inconsistent work habits as factors.

Financial Capability - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
U28099	7	36	21	36	93	83	80
U28100	8	31	38	23	92	86	85
U28103	14	0	0	86	86	65	55
U28104	29	7	50	14	71	80	75

Level 3 results were generally strong compared with national and National Māori averages. These unit standards do not contribute to a UE kete. The principal challenge identified was consistent tauira attitude and application.

English - Level 1 (11PENG)

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91924	30	50	20	0	70	82	74
91926	0	20	50	30	100	83	77
91927	44	44	11	0	55	73	64

English - Level 1 (11HENG)

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91924	10	30	50	10	90	82	74
91926	10	18	45	27	90	83	77
91927	50	50	0	0	50	73	64

Level 1: AS91926 was a clear strength, with both classes above national comparators. External achievement was weaker. The HOD analysis notes that its interpretation of 2025 programme decisions is based on professional assumption because previous staff had left and supporting planning documentation was not available. Staffing changes, limited continuity, interruptions and support for at-risk learners were identified as factors.

English - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91101	70	18	6	6	30	84	88
91102	12	65	12	12	89	84	72
91106	5	26	47	21	95	80	72
91107	18	45	9	27	81	83	75
91100	70	20	0	10	30	82	72

Level 2: Strong internal outcomes in 91102 and 91106 contrast with very low achievement in 91101 and the external 91100. The analysis identifies teacher changes, late assessment progress, interruptions and declining motivation after sufficient credits had been gained.

English - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
91475	8	52	31	8	91	87	81
91476	0	38	63	0	100	87	80
91480	0	17	50	33	100	86	80
91478	33	33	33	0	66	86	79
91472	50	50	0	0	50	78	68
91474	89	11	0	0	11	73	66

Level 3: Some internal results were high, but the analysis explicitly records serious concerns about internal assessment practice and notes that NZQA, Senior Management and the Principal's Nominee were aware and taking steps to address them. External achievement was very weak. The source records 9 of 21 students achieving UE in English, although it labels this as 2026; this figure should be checked before final publication because the analysis is otherwise reporting 2025 outcomes.

History - Level 1

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS92024	50	17	17	17	51	86	69
AS92025	0	0	0	0	0	87	80
AS92027	17	33	50	0	83	83	73

Level 1: The course centred New Zealand and Māori histories, including war history. Achievement was mixed: the external AS92027 matched the national rate and exceeded National Māori, while internal AS92024 was well below national. The analysis identifies inconsistent engagement and a mid-year teacher change.

History - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91229	50	33	0	17	50	82	45
AS91232	14	71	0	14	85	84	52
AS91233	75	25	0	0	25	80	19

Level 2: Topics included Hiroshima and Rua Kēnana / Maungapōhatu. One internal performed strongly, but the external and another internal were weak. Essay writing, sustained reading/research, attendance and urgency were identified as challenges.

History - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91434	70	20	10	0	30	85	75
AS91438	50	50	0	0	50	78	68

Level 3: Achievement was substantially below national comparators and no tauira achieved a UE kete in History. The analysis identifies subject-choice constraints, literacy needs, motivation and multiple wider responsibilities as challenges. The proposed response is stronger essay preparation, collaboration with other History teachers and traffic-light tracking.

Geography - Level 1

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91932	17	50	25	8	83	85	83
AS91933	14	43	29	14	86	83	86
AS91935	60	30	0	10	40	78	40

Geography note: The supplied analysis was written as a 2026 review of 2025 data following the 2025 annual moderation review. It records serious concerns identified through external moderation and internal review. Level 1 internal results were close to national/National Māori comparators, while the external result was 40%.

Geography - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91244	0	82	18	0	100	82	74
AS91245	0	42	17	42	100	84	75
AS91246	0	33	67	0	100	83	72
AS91243	100	0	0	0	0	78	71

Level 2: The contrast between 100% achievement in all internally assessed standards and 0% in the external prompted concern about teaching, learning, assessment and moderation practice. The review records staffing changes, work with NZQA/MOE, and mandatory external verifiers for standards as responses.

Geography - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91428	0	60	20	20	100	85	79
AS91430	11	67	11	11	89	81	75
AS91431	0	44	33	22	100	85	80
AS91432	0	67	0	33	100	84	78
AS91429	75	25	0	0	25	76	69

Level 3: High internal achievement contrasted sharply with 25% in the external. The supplied review states that these irregularities, together with moderation evidence, raised concerns. It also records a longer-term intention to phase Geography out in favour of a more hands-on, project-based curriculum option.

Te Ao Haka - Level 1

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91976	0	58	32	11	100	87	88
AS91977	0	63	5	32	100	96	97

Level 1 strength: Both standards achieved 100%, above national comparators. The analysis links success to kapa haka being embedded in daily life, Pāoratanga, House kapa haka and exposure to Senior A performance. The next step is to move more tauira from Achieved into Merit and Excellence.

Te Ao Haka - Level 2

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91980	14	0	71	14	85	84	83
AS91981	5	14	33	48	95	97	97
AS91982	18	41	18	24	82	85	85

Level 2: Results were broadly similar to national and National Māori rates. Internal grade profiles were stronger than the external, and the analysis identifies the multiple responsibilities carried by some tauira as a pressure on completion and high-level performance.

Te Ao Haka - Level 3

Standard	NA %	A %	M %	E %	HP 2025	National	Nat Māori
AS91984	7	47	13	33	93	85	85

AS91985	5	0	14	81	95	93	94
AS91987	6	39	39	17	94	94	94

Level 3 strength: Results met or exceeded national comparators across the three standards. The analysis states that the majority of the Year 13 class obtained a UE kete from Te Ao Haka. A future aspiration is 100% achievement while maintaining higher-grade outcomes.

Cross-curriculum priorities carried into 2026

- Protect teaching and learning time and strengthen expectations around attendance, study, revision and completion.
- Develop a consistent school-wide approach to external assessment preparation, including derived-grade preparation, past-paper practice and examination confidence.
- Strengthen literacy across the curriculum, particularly extended writing, reading comprehension, academic vocabulary and communicating subject knowledge.
- Intervene earlier for at-risk tauira through scaffolding, differentiation, SAC where appropriate, small-group/one-to-one support and progress tracking.
- Improve continuity of curriculum leadership, long-term planning, induction and support when staffing changes occur.
- Strengthen internal moderation and external verification where required, with particular attention to areas where internal and external achievement patterns are materially inconsistent.
- Continue contextualising curriculum through Te Ao Māori, Catholic Special Character, local histories, whānau/iwi connections and authentic real-world contexts.
- Review senior course pathways so that tauira have meaningful options aligned to interests, strengths, tertiary pathways and whānau aspirations.

Data and interpretation notes for final publication

- These curriculum analyses contain standard-level percentages rather than a single enrolment-based NCEA Level 1, 2 or 3 attainment rate. Whole-cohort NCEA attainment should therefore still be inserted separately when the final NZQA data is confirmed.
- Some source documents were completed retrospectively in 2026 but analyse 2025 data (notably Geography, History and Te Ao Haka). They have been used here only for their 2025 evidence.
- The English source states “9 out of 21 students achieved UE in English in 2026 - 43%” within a 2025 analysis. This should be verified before the Annual Report is finalised.
- Departmental explanations of causes and mitigating factors are professional perspectives from the source analyses. The Board-level Annual Report should present these alongside whole-school evidence and avoid treating individual causal statements as independently verified findings.