



MĀRUAWAI
COLLEGE

2025 Annual Report

4 June 2026

PRINCIPAL'S AND PRESIDING MEMBER'S REPORT

Tēnā koutou katoa,

Māruawai College has now completed its second year as an established part of the local community, with students proudly representing the school across a wide range of settings. The school continues to build a strong identity grounded in its history, its progress, and its commitment to student success and wellbeing.

This year, the Education Review Office carried out an external evaluation, confirming that the school is making excellent progress in strengthening the foundations required for ongoing improvement. The review highlighted a safe, inclusive, and caring environment where learners feel valued, supported, and able to achieve. Strong relationships, orderly and purposeful classrooms, and consistent expectations were recognised as key contributors to positive learning conditions. The review also acknowledged the robust systems in place for monitoring progress and wellbeing, high levels of achievement among senior learners, and the effectiveness of school leadership and governance in promoting collaboration, innovation, and continuous improvement. While achievement across the school is strong, particularly in the senior years, continued work is required to lift more students to curriculum expectations in Reading, Writing, and Mathematics and to accelerate progress for those who need additional support.

The progress made this year reflects the commitment and professionalism of staff across the school. Teachers and support staff have navigated significant change while maintaining high expectations, providing stability for students, and sustaining a strong focus on learning and wellbeing. The Senior Leadership Team has contributed consistently to improvement through strong oversight of the Junior Campus, curriculum and assessment systems, pastoral care, and financial management. Their leadership has ensured clarity, consistency, and a supportive environment for staff and students. The school also acknowledges staff who concluded their service at the end of the year and recognises the impact of their contributions.

Student achievement continues to be a central priority. The Board's annual goals focused on literacy, numeracy, attendance, and engagement. Most school leavers achieved NCEA Level 2, with strong performance also evident at Levels 1 and 3 and in University Entrance. Years 7 to 10 have shown progress in Reading, Writing, and Mathematics, supported by targeted programmes and strengthened teaching practice. Improved results in benchmark Common Assessment Tasks reflect the effectiveness of these approaches and the sustained effort of students, staff, and whānau.

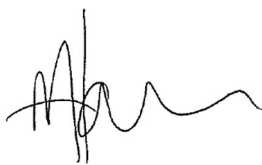
Significant work has been undertaken in property and infrastructure development. The new canopy structure has been completed, with the installation of artificial turf scheduled for early January. This area will support multiple sports codes and provide a central space for outdoor learning and community activities. Refurbishment of the

gym is scheduled to begin in early December, with further redevelopment planned for the library, technology rooms, and music facilities. A new rugby and football field will also be developed during the holiday period, complementing broader upgrades to landscaping, fencing, and six teaching spaces. In partnership with the Ministry of Education, the school has progressed a staged site-wide redevelopment plan that includes new learning spaces for the Year 7 and 8 cohort. Demolition of the first stage of the former D Block is planned for this summer, and tenders are currently out for a proposed specialist teaching block for Foods and Science, subject to Ministry approval. This new facility will enable further demolition and support the long-term vision for a modern, adaptable, and efficient school environment.

The school acknowledges the service of outgoing Board members and recognises the foundation they have laid for continued progress. The Board continues to provide strong and future-focused governance, ensuring that strategic priorities remain clear and aligned with the school's long-term aspirations.

The support of families, whānau, and the wider community continues to play a vital role in student success. Local employers, organisations, and sponsors contribute to learning, work experience opportunities, and the wider life of the school. Their involvement strengthens the connection between Māruawai College and its community, helping to ensure students feel supported both inside and outside the classroom.

Māruawai College continues to grow in strength, confidence, and identity. The achievements of students across academic, cultural, and sporting domains reflect the combined efforts of dedicated staff, supportive families, and a committed Board. The school remains focused on delivering high-quality teaching and learning, promoting equitable outcomes, and supporting every learner to realise their potential as the school moves confidently into its next stage of development.



Melanie Hamilton
Principal



Bronnie Grant
Presiding Member

SCHOOL BOARD MEMBERS:

Board member name	Position	Term finishes
Bronnie Grant	Presiding Member	Election 2028
James Goodwin	Deputy Presiding Member	Election 2028
Katie McKenzie	Parent elected	Election 2028
Ruby Zamberi	Parent elected	Election 2028
Damon Topi	Parent elected	Election 2028
Angela Chamberlain	Staff representative	Election 2026
Max McGregor	Student representative	Election 2026

STATEMENT OF VARIANCE

Strategic Goal 1: At Māruawai College everyone feels a sense of belonging

Objective 1.1: Students are proud to attend Māruawai College. They belong here, they are engaged.

Attendance

2025 Target: 60% (63 students) of our Year 11 students are attending regularly (90% + attendance)

Baseline Data: 2024 attendance data

Our 2024 Year 10 (2025 Year 11) 37 students (33%) attending regularly (90% + attendance)

2025 Results against the target

Target Met: 68% (69 Year 11 students) regularly attend (90% and above)

Attendance Commentary:

Year 11 end of Term 3 2025

17 students with Irregular Absence (80-90%)

9 students with Moderate Absence (70-80%)

6 students with Chronic Absence (Below 70%)

Year 11 (Numbers of students)	Term 1	Term 2	Term 3
Regularly (90 % and above)	66	54	69
Irregular Absence (80-90%)	21	23	17
Moderate Absence (70-80%)	8	11	9
Chronic Absence (Below 70%)	12	14	6
	107	102	101

We met our target for the year for Year 11. The improvement in Year 11 attendance figures in Term 3 is largely due to changes in the cohort rather than a significant shift in attendance behaviour. Several chronically absent students (below 70%) left school during the year, removing the lowest attenders from the data. As a result, the overall attendance percentages appear stronger, with a higher proportion of students recorded as attending regularly (90%+). This reflects a change in group composition rather than a marked improvement in attendance among continuing students.

During the 2025 academic year, seven Year 11 students identified as chronically absent have exited the school. The breakdown is as follows:

- One student has transitioned to alternative education through Te Kura and Elevate.
- One student has withdrawn to pursue other forms of education.
- Two students relocated outside the area.
- Three students were formally unenrolled after 21 consecutive days of absence without any communication from their families.

For the three students who were unenrolled, all steps outlined in our attendance protocol were followed. This included the issuance of the first, second, and third (police referral) letters, and their cases were regularly reviewed during monthly Rock On meetings. Oranga Tamariki (OT) was actively involved with one of the families.

Deans have taken a more proactive approach in engaging with families of students whose attendance has fallen below 80%. Several students have been placed on Individualised Attendance Reports, and attendance agreements have been established in collaboration with whānau. These processes have been refined for greater efficiency and ease of use and will continue into 2026.

The Ministry of Education's new STAR attendance framework has been implemented and is scheduled to take full effect from the beginning of the 2026 school year.

Additionally, we have successfully secured supplementary funding to support attendance-related initiatives. A portion of this funding has been allocated to the employment of a new Attendance Officer, who will commence their role in Term 1, 2026.

Engagement

2025 Target: Increase in the junior engagement scale to 65 using the NZCER Me and my school survey.

Baseline Data: A junior engagement scale of 50.7 (Māori: 47.6)

2025 Results: Junior engagement scale score is 49.5 (45.1 for Māori)

Our 2025 strategic target was to raise the junior engagement scale to 65, as measured by the NZCER Me and My School survey. Unfortunately, this target was not met. The overall junior engagement scale score declined slightly to 49.5, down from the 2024 baseline of 50.7. For Māori learners, the score also dropped from 47.6 to 45.1. These results are well below our goal and prompt reflection of our goals and actions.

We are endeavouring to investigate how these results and our goal compared to national benchmarks and baseline engagement scores from other schools. To better understand our performance and identify areas for improvement, we are committed to continuing with this external evaluation of our engagement strategies and school culture. The Me and My School engagement scale is a nationally recognised indicator of how students feel about their learning and their connection to school. It provides essential insights into students' emotional and cognitive engagement—both of which are crucial for learning success.

This data reinforces the need for a whole-school focus on student voice, wellbeing, and culturally responsive practice. We remain committed to improving outcomes for all learners, particularly Māori, and this ensures that our future actions are grounded in evidence and informed by robust external and internal evaluation.

Strategic Goal 1: At Māruawai College everyone feels a sense of belonging.

Objective 1.2: Māruawai College provides a personalised, culturally responsive learning environment with high standards that support student achievement.

High Standards.

2025 Target: The percentage of Office Discipline Referrals (ODR) related to disruption and defiance for Year 9,10 & 11 will reduce to 15% of total ODR's for the year.

Baseline Data: 42.5% of the total ODR's for Year 8,9 and 10 2024 were for disruption and defiance.

2025 Results:

Target not met: 30% of the total ODR's for Year 9,10 and 11 2025 were for disruption and defiance.

Commentary:

Disruption and defiance accounted for 30.7% of the office discipline referrals across Year 9, 10, and 11. A positive reduction from the baseline data.

Throughout the year, a range of interventions have been implemented to support students who disrupt learning or struggle in mainstream classes. Deans have taken a proactive role in identifying and assisting students with a history of behavioural issues, using fortnightly behaviour data in Guidance meetings and working with SLT to implement early interventions. These measures include increased communication with whānau and the development of Individualised Behaviour Plans (IBPs) for the most frequent transactors in Years 9–11. While some students have shown improvement, a very small number remain challenging.

Support for teachers and students has been strengthened through increased referrals to the Resource Teacher: Learning and Behaviour (RTLb), with fortnightly IC and LM meetings ensuring targeted students receive timely interventions. Three RTLb referrals have been accepted, and support is currently underway with Deans. Additional assistance has been provided through Teacher Aides (TAs), coordinated by the incoming SENCO, enabling more in-class support for students struggling with workload or behaviour. Whole-staff professional development focused on managing defiance and Office Discipline Referrals (ODRs) has clarified expectations and consequences.

We have booked Margaret Ross in for a Teacher Only Day. Margaret is well-respected in New Zealand. She will focus on teaching students to manage their own behaviour, using restorative practices. We are seeking to engage Margaret Thorsborne in 2026 or 2027 for Restorative Practice training for the full school.

Alternative learning pathways, including Hub Literacy and Hub Numeracy, as well as additional courses through Careers for Years 11 and 12, have been introduced for students who find mainstream classes challenging. These courses, along with timetable adjustments, have allowed students to gain credits and better balance their learning, with positive outcomes noted.

We have also provided literacy support through Helen Schmidt, as there is a strong correlation between avoidance behaviours and literacy/numeracy ability. These sessions have led to improvements not only in achievement but also in students' self-belief.

Culturally Responsive Learning environment.

2025 Target: NZCER data for Māori Engagement Scale Score increases to 55

Baseline Data: NZCER data for Māori Engagement Scale Score is 47.5 (54 respondents)

2025 Results:

Target not met: NZCER data for Māori Engagement Scale Score increases to 45.1 (did not achieve our goal of 55)

Commentary:

In 2024, Māori engagement had a median scale score of 47.6 from 54 responses. In 2025, with a larger group of 67 respondents, Māori engagement showed a very similar result with a median of 45.1. When compared with the overall Year 7–10 cohort median of 49.5 in 2025, Māori engagement levels are closely aligned with school-wide trends.

This consistency shows that Māori learners are engaging at comparable levels to their peers across the school, and the increase in responses gives us greater confidence in the data. These results provide a strong platform to build on as we continue to strengthen engagement for all learners.

In 2025, our Kapa Haka group made significant progress, placing 4th in their first Hautokoka competition and achieving strong academic outcomes, with 19 students each gaining 37 NCEA credits. Supported by the board investment in a highly skilled external tutor, the group also included eight Year 7–8 students, building future capacity. This investment demonstrates clear impact in both Māori achievement and engagement, aligning directly with our strategic goals. We are still to address the disparity in Reading, Writing and Mathematics data.

Strategic Goal 2: At Māruawai College learning is connected. Objective 2.1: Students are future focused and connected in their learning.

2025 Target: A review of the Connected Learning Modules is held that includes student, parent and staff feedback.

Baseline Data: Modules have been planned and implemented.

2025 Results:

Target met: External review completed

Commentary

The Year 9 Connected Curriculum did not fully achieve the outcomes that underpinned its original purpose and development. It aimed to foster and increase student engagement using cross-curricular learning, real-world application, and student agency. However, the initiative attempted to take on too much at once and faced significant challenges, including frequent staffing changes, timetable constraints, and limited buy-in from some teaching staff. These issues, combined with a lack of shared understanding of the programme's intent, resulted in inconsistent implementation.

Despite these obstacles, there were notable successes—particularly in collaboration and co-planning efforts. The Curriculum Practitioner Leads (CPLs), Learning Area Leaders (LALs), Connected Curriculum teachers, and the Within-School Teacher (WST) showed strong dedication in trialling the new model. Although the programme did not meet all of its goals, it provided essential insights and learning opportunities that would not have been possible without taking the risk to innovate. These lessons now inform our future direction.

Looking ahead we remain committed to the philosophy of connected learning. The decision to transition Year 9 back to subject-based teaching from Term 3 is a strategic reset—not a retreat—allowing us to consolidate what worked and rethink what didn't. We will now focus on developing school-wide change around a pedagogical (teaching and learning) model and providing targeted professional development.

Strategic Goal 2: At Māruawai College learning is connected.
Objective 2.2: Our teaching strategies accelerate the progress of students who need extra support in literacy and numeracy.

Literacy

2025 Targets:

- 60% (or 57 students) of our Year 9 students will be at 5B of the curriculum for Writing at the end of the year.
- CAA pass rate at Year 10 65% (60 students) for Writing
- Introduce the Structured Literacy programme at Year 7 & 8.
- Evaluate the effectiveness of the one hour per day RWM time on the Junior Campus.

2024 Baseline Data

Writing.

- 28% (23 students) of Year 8 (2025 Year 9's) are at or above Level 4P at the end of the year 2024
- 2024 CAA Baseline: Writing 47%. (50 students)

2025 Results

- Target not met: 39% (33 students) are currently at the expected level of 5B.
- Target met: 61% (56 students) passed the CAA Writing.
- Target met: structured literacy introduced at Year 7 & 8
- Target met: Review completed of Reading, Writing and Mathematics on Junior Campus.

Commentary:

The target of 60% (57) students achieving a 5B level of writing was not met, with only 39% (33 students) currently achieving at 5B. Māori students showed progress, with 24% reaching the target level. This data highlights the need to continue offering targeted interventions for this group in Year 10 in 2026.

Strengthening structured literacy practices will help progress for Year 7 and Year 8 students, while consistent, high-quality writing instruction across the campus—guided by the High Impact Teaching model—will provide a strong pedagogical framework. The implementation of the new English curriculum, alongside quality English teaching, is essential to ensure students reach the required writing level. Continued use of the writing rubric is recommended, but alternative strategies should be explored to support students who struggle, particularly Māori students and boys. We achieved the target of having a 60% or more Year 10 students pass the CAA for writing. The 61% pass rate for writing in 2025 reflects a notable improvement in Year 10 student achievement, suggesting that targeted teaching strategies and interventions are having a positive impact. Year 10 English classes incorporated Literacy Essentials workbooks tailored to CAA question types. The English department plan to continue using these in 2026. Students also participated in both compulsory and optional CAA workshops to clarify expectations and build confidence. Additional support included small group 'Boost' sessions for students below expected levels and organised Special Assessment Conditions (SAC) accommodations. These combined measures have positioned a higher proportion of students strongly for NCEA Level 1, reduced the number needing extra support, and provided greater clarity on which students require targeted assistance.

The structured literacy programme has had its first year. This has involved all Year 7 & 8 students spending 25 minutes per day with a focus on spelling, using the iDeaL Structured Literacy platform. Data shows that when comparing beginning and end-of-year results, all students have made progress. The programme has been an initial success, and we will now take the next step to include structured reading and writing processes. Staff PD for this will start in January 2026. The 2025 internal review of one-hour daily Reading, Writing, and Mathematics sessions on the Junior Campus found that while structured routines and curriculum alignment are evident, students are not consistently engaged for a full hour in each subject. Reading shows strong implementation of structured literacy and differentiation but lacked consistent feedback. Writing demonstrates some structured practices and strategies, yet suffered from inconsistent time allocation, minimal feedback, and variable work quality. We have started to implement the key recommendations of this review by introducing a school-wide pedagogical

framework to standardize lesson structure and feedback. We have ensured there are now uninterrupted one-hour blocks for each subject.

Numeracy

2025 Target:

- 2025 50% (52 students) pass rate for Numeracy CAA.
- 60% (59 students) of our Year 10 students will be at 5P by the end of the year for Mathematics
- Introduce the structured Mathematics Programme at Year 7 & 8

2024 Baseline Data

40% (43 students) pass rate for Mathematics CAA.

2025 Results

- Target met: Of the 92 Year 10 students, 52 (58%) achieved a passing grade in the Numeracy CAA assessment.
- Target not met: 41% (36 students) of Year 10 students are achieving at the expected 5P level.
- Target met: Oxford structured Mathematics Programme introduced.

Commentary

With a goal of achieving a 50% pass rate for our Year 10 students, we exceeded this target with a 52% pass rate—an 18% improvement from the 2024 cohort. While Mathematics showed the greatest year-on-year improvement, it still trails behind Reading and Writing. Continued focus on strengthening intervention programmes in Mathematics is essential.

All Year 10 Mathematics classes used the *Numeracy Essentials* workbooks. The Senior Campus Mathematics Department has been strengthened by the arrival of our Learning Area Leader and Curriculum Practitioner Leader, both experienced Mathematics teachers. The publication of the new curriculum statement also provides greater clarity around teaching expectations from Years 7–10.

Our target of 60% (59 students) achieving Level 5P in Mathematics by the end of the year was not met. Currently, 41% (36 students) are achieving at the expected 5P level. At the end of 2024, 30% of this cohort were at Level 5B, indicating progress, though not at the rate anticipated. The assessment used to measure progress covers all strands of the mathematics curriculum—Number and Algebra, Geometry and Measurement, and Statistics—providing a comprehensive evaluation of student capability. In contrast, the Common Assessment Activity (CAA) assesses a narrower range of skills, focusing primarily on problem-solving and application within selected strands.

This year, we introduced the Oxford resources to deliver our Structured Mathematics Programme on the Junior Campus. These included a hardcover workbook for all students, an online teaching platform, and a student-facing digital platform with extension tasks and pre- and post-tests. The effectiveness of these resources was mixed. Midway through the year, following staff feedback, the CPL Mathematics leader assumed responsibility for unit planning to ensure a more coherent progression of learning. Re-planning units to align with the new curriculum and using the Oxford resources as one tool within a broader programme resulted in Mathematics teaching that was more appropriate for both students and teachers.

Students generally enjoyed using the hard-copy workbook, but a range of teaching strategies was required to meet diverse learning needs. Trialling the Oxford resources, engaging in MoE Mathematics PLD, and working with an external Mathematics facilitator have positioned us well to deliver a more consistent and structured programme in 2026.

The 2025 internal review of the one-hour daily Reading, Writing, and Mathematics sessions on the Junior Campus found that Mathematics lessons were largely aligned with curriculum goals but varied in instructional quality, lacked practical application, and had limited differentiation and feedback. To address this, we have allocated an experienced Mathematics teacher for four hours per week on the Junior Campus to support targeted professional development, team teaching, and planning aimed at improving engagement, differentiation, and formative assessment.

EVALUATION AND ANALYSIS OF THE SCHOOL'S STUDENTS' PROGRESS AND ACHIEVEMENT

Māruawai College EOY curriculum achievement data 2025

Abstract

This report presents end-of-year achievement data for Reading, Writing, and Mathematics across Years 7–10 for 2025, with comparisons to mid-year results and previous year cohorts. Assessment was conducted using mostly the e-asTTle platform, aligned with government targets of 80% of students achieving expected curriculum levels by 2030. Key findings indicate persistent gender disparities in writing, with females outperforming males, and significant achievement gaps for Māori students in Mathematics. Year 10 students demonstrated the strongest progress across all subjects, while Year 9 remains the most concerning cohort, showing limited gains in Reading and Mathematics. Longitudinal analysis highlights stagnation in Years 8 and 9 and regression in some areas, underscoring the need for continued targeted interventions. Recommended actions include structured literacy

approaches, enhanced writing pedagogy, and strengthened numeracy intervention strategies to accelerate progress toward strategic goals.

Complete Mid-year data set for 2025

Years 7-10 Reading Writing and Mathematics curriculum data.

Numbers of students assessed

	Total Students	Māori Students	Male Students	Female Students
Year 7	88-89	20	44-45	44
Year 8	101-103	14	59-61	42
Year 9	85-88	17	43-45	42-43
Year 10	80-88	16-17	33-38	47-50

* Number of students sitting individual assessments can vary

Achievement level required

	End of Year required result	Target achievement
Year 7	3A	80%
Year 8	4P	80%
Year 9	5B	80%
Year 10	5P	80%

The across the broad target of 80% of Year 8s being at or above the expected curriculum level in 2030.

Student numbers	Year 7	Year 8	Year 9	Year 10
Reading (# at target/total #)	45/89	34/101	33/85	40/86

Reading - student numbers at the required level.				
	Approx Total Students	Mid-Year Number of Students at the Level	EOY Number of Students at the Level	Difference (number of students who progressed from mid- year)
Year 7 Total	89	37	43	+6
Year 7 Māori	20	5	7	+2
Year 7 Male	46	17	19	+2
Year 7 Female	43	20	23	+3
Year 8 Total	104	38	46	+8
Year 8 Māori	14	5	6	+1
Year 8 Male	62	16	21	+5
Year 8 Female	42	22	25	+3
Year 9 Total	87	15	21	+6
Year 9 Māori	17	0	2	+2
Year 9 Male	39	6	11	+5
Year 9 Female	43	9	10	+1
Year 10 Total	86	15	39	+24
Year 10 Māori	18	2	6	+4
Year 10 Male	36	5	14	+9
Year 10 Female	50	3	10	+26

What does this Reading data tell us?

Year 7

- 49% (45 students) Year 7 students are at the required level for Reading (3A) end of year.
- 35% of Year 7 Māori students at the required level for reading by end of year
- There is some stagnation in the Year 7 cohort for reading, when compared to mid-year data.

Year 8

- 37% (34 students) Year 8 students are at the required level for reading (4P) at end of the year.
- 36% of Māori students achieved 4P or above, this shows that these students have progressed.
- Female students significantly outperform male students (52% vs 26%) this gap has closed slightly since the end of Term 4 2024, due to female achievement dropping from 69% to 62%.

Year 9

- 35% (33 students) are currently at the expected level of 5B.
- Year 9 Māori students have not progressed as expected.
- Female students outperformed in a similar way as male students, but the female students stagnated in the second half of the year. Mid-year the 51% of Year 9 females were at the expected mid-year level and this has dropped to 24% at the slightly higher target of 5B.
- It shows limited improvement (+6 overall), with males showing the most progress (+5). Māori students moved from zero to two at level (+2), but female gains were minimal (+1).

Year 10

- 47% (39 students) of Year 10 students are achieving at the expected 5P, a significant increase from mid-year where 17% of students were at 5P
- 38% of Māori students (6 students) are achieving at the 5P level, which shows strong progress
- Male and Female achievement is closer in Year 10 with 38% male vs 53% female at target level.
- Year 10 targets remain at 5P for the whole year, so often mid-year achievement data is lower than end of year as they have longer to meet the 5P standard.
- 70% of Year 10 passed the CAA reading, which could indicate that slightly more than 47% of students are at the required level for reading (CAAs is understand L4 of the curriculum and can access knowledge at level 5)

So what

- Year 9 continues to be the most concerning year group, and while there are still a significant number of students not at the required level, they are progressing. Female students are outperforming males across all year levels. There has been some good progress for Māori learners.

What next

- We need to review E-asTTle from across campus lens. Year 7 and Year 8 tested high for their mid-year and much lower in the end of the year.
- Continue to look at ways to support reading with our Year 9 cohort, as these students need to be ready to sit CAAs next year.
- Continue with structured literacy at Year 7 and Year 8. Extending into reading.
- Consistent planning and teaching of the new English curriculum.

Student Numbers	Year 7	Year 8	Year 9	Year 10
Writing (# at target/total #)	45/89	34/101	33/85	43/80

Writing - student numbers at the required level.				
	Approx Total Students	Mid-Year Number of Students at the Level	EOY Number of Students at the Level	Difference
Year 7 Total	89	27	45	+18
Year 7 Māori	20	6	7	+1
Year 7 Male	46	10	18	+8
Year 7 Female	43	17	27	+10
Year 8 Total	104	22	34	+12
Year 8 Māori	14	3	4	+1
Year 8 Male	62	10	15	+5

Year 8 Female	42	12	19	+7
Year 9 Total	78	12	33	+21
Year 9 Māori	14	0	4	+4
Year 9 Male	40	4	13	+9
Year 9 Female	38	8	20	+12
Year 10 Total	87	27	43	+16
Year 10 Māori	16	4	6	+2
Year 10 Male	37	7	12	+5
Year 10 Female	50	20	31	+11

What does this Writing data show?

Year 7

- 51% (45 students) Year 7 students are at the required level for Writing (3A) at the end of the year.
- 40% of Year 7 Māori students at the required level for Writing at mid-year.
- There is a 21% gap between female and male achievement, with female students outperforming male.

Year 8

- 34% (34 students) Year 8 students are at the required level for reading (4P) at the end of the year.
- 29% of Māori students achieved 4P
- Female students still outperform male students
- It shows moderate progress (+12 overall), with females improving more (+7) than males (+5). Māori students had minimal growth (+1), suggesting further intervention is needed

Year 9

- 39% (33 students) are currently at the expected level of 5B.
- Māori students showed progress, with 24% at the target level

- Female students outperformed male students considerably with female students
- Performance was good at Year 9 however, with an overall increase from where they were sitting at the end of year 8. While fewer students progressed, there is evidence of progress overall.

Year 10

- 54% (43 students) of Year 10 students are achieving at the expected 5P.
- 40% Māori students are achieving at the 5P level, showing an increase.
- The gender gap is still prevalent in Year 10, it is encouraging to see male students making progress.

What does this mean

- Writing achievements show progress, but there is a continual need focus on writing across Year 7-10. Progress for Year 10 writing is encouraging to see, and also the progress in Year 9s. At Year 7 and Year 8 there is stagnation. Males consistently underperform compared to females.
- Progressing students is harder at Level 5

Possible actions to support achievement (what now)

- The data suggests the need to continue to offer interventions, and it will be good to use Bronwyn Fennessy to provide support in Year 7 & 8 in particular a boy focus.
- Ideal structured literacy for reading and writing will help us to progress Year 7 and Year 8
- Consistent high-quality teaching of writing across campus.
- Greater opportunity for collaboration between Junior and Senior Campus English teachers will help with strategies.

Student numbers	Year 7	Year 8	Year 9	Year 10
Mathematics (# at target/total #)	39/88	47/103	18/88	36/88

Mathematics - student numbers at the required level.				
	Approx Total Students	Mid-Year Number of Students at the Level	EOY Number of Students at the Level	Difference
Year 7 Total	89	24	39	+15
Year 7 Māori	20	1	3	+2
Year 7 Male	46	11	20	+9
Year 7 Female	43	11	19	+8
Year 8 Total	104	48	47	-1
Year 8 Māori	14	4	5	+1
Year 8 Male	62	29	28	-1
Year 8 Female	42	19	19	0
Year 9 Total	86	9	18	+9
Year 9 Māori	18	0	1	+1
Year 9 Male	45	7	10	+3
Year 9 Female	41	2	8	+6
Year 10 Total	87	21	36	+15
Year 10 Māori	17	3	5	+2
Year 10 Male	38	9	13	+4
Year 10 Female	49	12	33	+11

What does this Mathematics data tell us?

Year 7

- 51% (39 students) of Year 7 students have achieved a result of 3A.
- 15% of Year 7 Māori students achieved 3A
- Year 7 Female students did not perform as well as expected in the end of year assessment.
- Male and female Year 7 students performed at a similar level in Mathematics
- It shows solid improvement (+15 overall), with gains across males (+9) and females (+8). Māori students improved slightly (+2), indicating some progress but highlighting an equity gap.

Year 8

- 46% (47 students) of Year 8 students are at the required level for Mathematics (4P) at end of year.

- Male students performed at a similar level as female students, but both groups did not perform as well in the end of the year assessment.
- Year 8 Māori students made good progress in Mathematics in the second half of the year.
- It shows a slight decline overall (-1), with males down (-1), females flat (0), and Māori students are up slightly (+1)

Year 9

- 21% (18 students) Year 9 students achieved the level of 5B.
- Māori students achieved a result of 6% reaching 5B
- Male and female achievement is reasonably similar with males slightly outperforming females 19% vs 22%.
- It shows steady improvement (+9 overall), driven more by females (+6) than males (+3). Māori students moved from zero to one at level (+1), which is positive but still very low.

Year 10

- 41% (36 students) of Year 10 students are achieving at the expected 5P level
- Māori achievement is at 29% an increase on mid-year achievement
- Female achievement lifted significantly in the second half of 2025
- It shows strong improvement (+15 overall), with females making a very large gain (+21, from 12 to 33), males improving modestly (+4), and Māori students up slightly (+2). This indicates targeted approaches may be working particularly well for Year 10 girls.

Summary (so what)

- Year 7 and Year 8 around half of students are at the expected curriculum level for Mathematics, but students in these levels did not progress as much as hoped in the second half of the year.
- Year 9 are struggling; this is a pattern we saw with this group when they were Year 8 students last year. There is evidence of some progress, but not enough to keep up with what is expected.
- Year 10 students performed well showing progress in all the groups monitored. This group of students had a CAAs pass rate of 58%.

Possible Actions to support achievement (what now)

- For Mathematics we may have relied too heavily on E-asTTle tests, and we should look at other ways to assess Mathematics,
- We will wait to see what happens with the SMART tool, which will be rolled out next year.
- The Year 7 and Year 8 Mathematics boost will continue in 2026.

- Small group support will be offered to Year 10 students at risk at underperforming in CAAs
- Rebuild our Mathematics department, with a strong and cohesive focus on numeracy, improvement in the quality of Mathematics teaching and student attitudes to Mathematics.

Longitudinal analysis

This section looks at year levels of the same students over time. Progress may not always occur because while the group of students remains the same, the target increases, and the depth requires deepens. This table is intended to be read across. For example, 2024; Year 7s, 51% were at their target of 3A at the end of 2024 compared to the current Year 8s of which 37% are at their current target of 4P.

		% of students at the required level 2024	Percentage of students at the required level 2025
Year 7	Reading	Feeder data not reliable to make meaningful comparison	49%
	Writing		51%
	Mathematics		44%
Year 8	Reading	51%	37%
	Writing	43%	34%
	Mathematics	42%	46%
Year 9	Reading	40%	39%
	Writing	28%	35%
	Mathematics	31%	21%
Year 10	Reading	36%	47%
	Writing	39%	54%
	Mathematics	30%	41%

What does the data show

Generally, we are not progressing Years 8 and 9 at a rate required to have students at 5P at the end of Year 10. There is evidence of regression in Mathematics for Year 9 and Reading and Writing in Year 8. There is stagnation in Year 9 Reading. There is evidence of progress in writing at all levels, and the biggest improvement has been in this year's Year 10s.

What does this mean

There is more accountability with data as we can look at year levels longitudinally, and this is an opportunity to look at ways to focus on progress in a more targeted approach to support students who struggle and have cohesive teaching across campuses.

What next

Improving literacy and numeracy progress will be a significant part of our next strategic plan, this report will provide baseline data around goals. The data in this report should be shared with staff.

NCEA ANALYSIS

- 2025 was the second year of the “new” Level 1 qualification, which includes a 20-credit literacy and numeracy co-requisite, fewer but larger achievement standards, and new methods of assessment.
- The data is enrolment based it includes all students enrolled as of 1 March 2025. This means if students leave to apprenticeships or work, as many do, they are still counted in the pass rates.
- It is difficult to compare from year to year as each year level and individuals have different academic abilities and career pathways.
- These figures are just one measure of success, and we should not rely on just these to judge the success of our students.
- An Excellence endorsement is gained from achieving 50 out of the 60 necessary credits at Excellence level. In the past this was 50 out of 80 necessary credits. The new qualification reduced the number of credits available to students and we, the school, have reduced the number further by offering sometimes only 3 out of the 4 available credits for each subject. In summary making it harder to get the endorsement.
- These results are not the final school results as some adjustments are made over the February period. They may change by 1-1.5%.

Level 1 - Year 11

- We had a 77.5% pass rate. This percentage is above national average and well above Equity Index Band.
- Excellence endorsements at 1.4% were well below national and below Equity Index Band.
- 26.1% gained Merit endorsement slightly above national and Equity Band.
- Male NCEA Level 1 achievement was above national and Equity Index Band.
- Māori achievement results at Level 1 were very similar to both national and Equity Index Banding for Māori but well below when compared with European.

Level 2 - Year 12

- We had a 68.4% pass rate. These results slightly were below national and Equity Index Band results.
- Excellence endorsements at this level 4.6% were well below national and below equity index.
- Merit endorsements at 15.4% were well below national but closer to equity.
- Male Level 2 results were similar to national and equity.
- Female results were below both national and equity.
- Our Māori student Level 2 results were below national and equity index banding for Māori.

Level 3 - Year 13

- An 86.5% pass rate. This was well above national average and our equity index band.
- 43% of our Year 13 students achieved University Entrance. Below national and above equity.
- Excellence endorsements were below national and equity.
- Merit endorsements were below national and similar to equity
- Male and Female Level 3 results were well above national and equity index comparisons.
- Level 3 Māori results were below national and equity index banding.
- Male and Female University Entrance pass rate was below national and equity index.
- Māori University Entrance results were well below national and equity.

Literacy and Numeracy

The Year 11 Literacy and Numeracy pass rates are a combination of the two ways our students could pass literacy and numeracy. That is through Achievement Standards and through having achieved the Common Assessment Activity, CAA, in Year 10.

- Year 11 Literacy pass rate of 70.1% is below both national average and equity index group.
- Year 11 Numeracy pass rate of 69.2% well below both national average equity index group.

So What:

- The 77.5% pass rate for NCEA Level 1 is above the national average but lower than the expected performance for our equity index group. However, a significant improvement from 2025.
- Excellence endorsements at all Levels are well below national results and below the equity index group, suggesting fewer are excelling. It would seem students are achieving qualifications without equivalent growth in high grade endorsements.
- The literacy and numeracy pass rates for Year 11 students have improved significantly from 2024 but remain below, signalling areas for continued focus.

What now?

- Continue to review and enhance teaching strategies in literacy and numeracy. Focus on improving the numeracy pass rate, which is particularly low, by introducing more focused intervention and support for students who are struggling.
- Focus on raising expectations for students at all levels, particularly around Excellence endorsements. Initiatives to encourage students to aim higher in their academic achievement, such as academic mentoring, scholarships, or advanced learning opportunities will be included in the strategic plan.

2025 STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	To help implement our EEO policy, we have a programme below to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Māruawai College staff. To key components of our EEO programme include. Yes we have been fulfilling this programme
How do you practise impartial selection of suitably qualified persons for appointment?	Appointments and Merit • We appoint to all positions on the basis of merit. The interpretation of merit is comprehensive, and includes knowledge, skills and abilities, experience, personal qualities, as well as formal qualifications. • We employ staff from as wide a cross-section of talent as possible. • Staff are selected in an open non-discriminatory manner. • We contract people or groups from as wide a cross-section of talent as possible in an open non-discriminatory manner. • We make appointments to achieve as broad a representation as possible.
How are you recognising, – The aims and aspirations of Māori, – The employment requirements of Māori, and	We recognise the distinctiveness of Māori people, Māori culture, and Māori language; and are committed to protecting and developing that uniqueness in partnership with Māori. Te Tiriti o Waitangi/The Treaty of Waitangi requires that every effort be made to ensure that Māori have

– Greater involvement of Māori in the Education service?	the same employment opportunities as all other groups
How have you enhanced the abilities of individual employees?	We encourage and facilitate staff participation in training and career development opportunities
How are you recognising the employment requirements of women?	We actively support the employment needs of women by offering part-time roles and flexible working hours, enabling better work-life balance and career progression
How are you recognising the employment requirements of persons with disabilities?	by providing reasonable accommodations, such as adjusted workspaces and flexible schedules, to support their success. Our recruitment and employment practices promote equity and inclusivity, ensuring all staff can participate fully in the school community.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	