

RANGIORA HIGH SCHOOL

STRATEGIC PLAN & ANALYSIS OF VARIANCE 2025  
MARCH 2026



**RANGIORA HIGH SCHOOL**  
**STRATEGIC PLAN & ANALYSIS OF VARIANCE**  
2026 (for the 2025 school year)

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# VISION AND VALUES

## VISION, LEARNER PROFILE AND VALUES

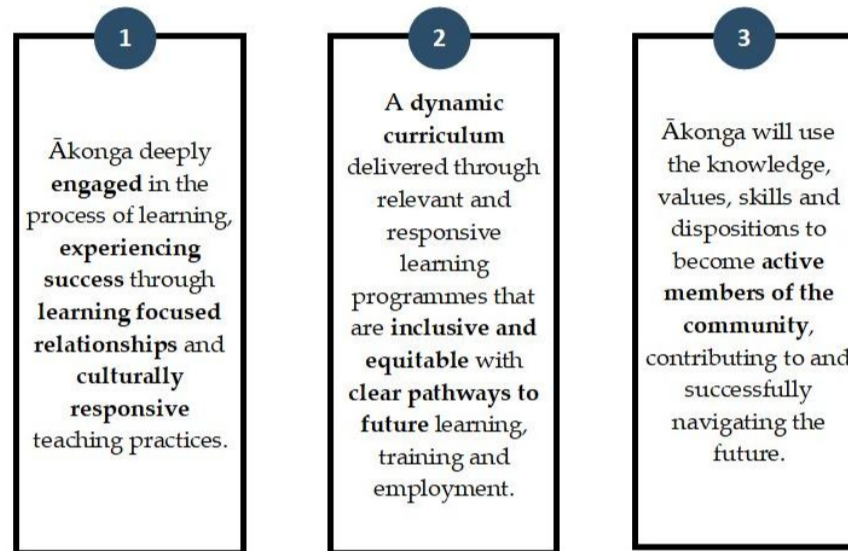
### VISION

The vision relates to where we are going, the northern star. It sets the long term pathway for the school:  
 Ākonga thriving in a **centre of learning excellence** that acknowledges the **past**, and focuses on their **future**; connecting ākonga to **community**, enabling them to contribute positively as **lifelong learners**.



### MISSION

The mission states where we are now and what we are trying to achieve. The vision looks to the future and the mission is about the present.



### LEARNER PROFILE

We support each and every learner to develop the knowledge, values and skills to successfully navigate the future.

At the forefront of the learner profile are four key elements:

We expect every graduate to approach their future with positivity and confidence, and to aspire to reach their potential.



### VALUES

Rangiora High School's values are its basic beliefs about what really matters, which guide how things should be done. These values are based on the school's culture of being a dynamic, caring, community based environment, inspiring lifelong learning.

Our work at Rangiora High School will be guided and informed by our beliefs and commitment to:



# PART ONE: OVERALL STRATEGIC DIRECTION 2024-2026

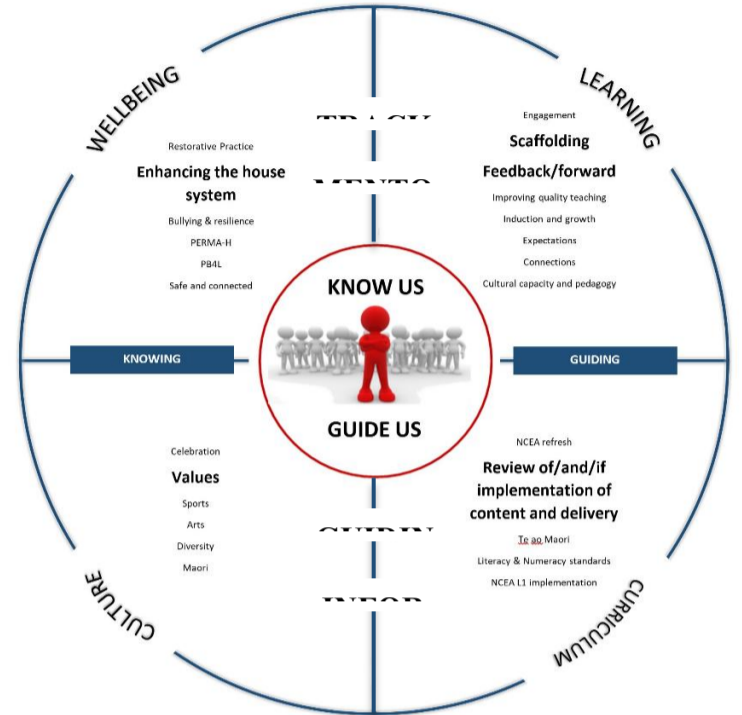
Within our 3-year strategic direction the model created has **two** streams: a CORE FOCUS and a STRATEGIC FOCUS. They combine to create our overall strategic direction.

## CORE FOCUS



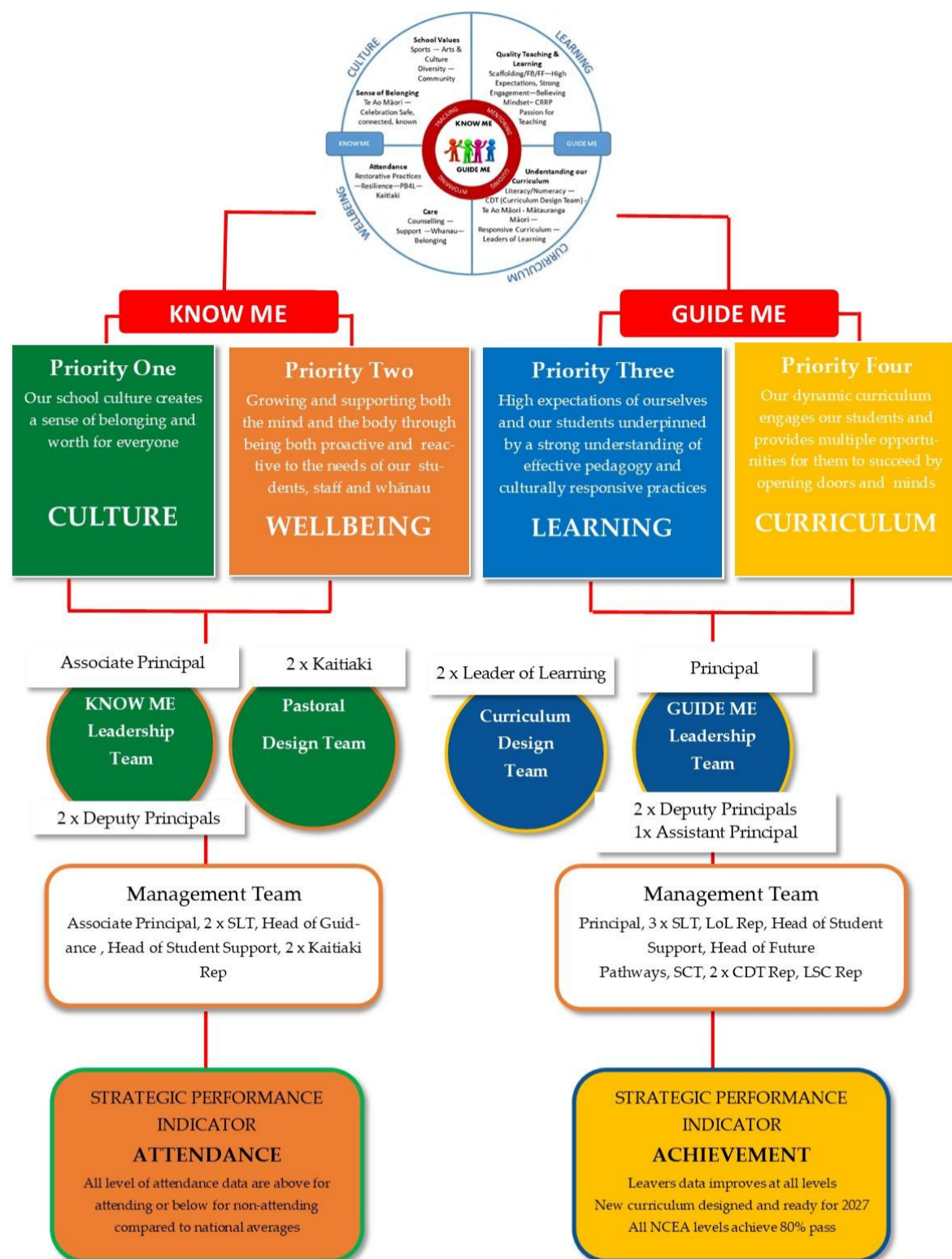
This is the centre pillar; we need to know our students on an individual basis. Step one is to track our students to find those who are at risk or need support. We then place a mentoring programme to sit alongside them. We guide our students through feedback and feedforward. Finally, we inform our students and caregivers through regular reporting that is easy to access and informs of next steps rather than outcomes.

## STRATEGIC FOCUS



This is the wrap around strategies to ensure the core is maintained. Knowing our students sits on the left and deals with wellbeing and culture. Guiding sits on the right and deals with learning and curriculum. The larger writing (e.g. Values) is the strategic focus. The smaller writing is the Tier One business as usual (e.g. Celebration). There are a number of Tier Two business as usual items not included





### Evaluation of change in leadership structure

This shift in leadership structure came about due to the following reasons:

- Pressures being placed on our pastoral lead Deputy Principal to lead the entire pastoral network
- The inability to create space to think due to constant pressures
- The need to have a clear focus on curriculum and the space to think outside the box
- The power of working with a team as opposed to working in isolation

This move has been a huge success, but it has come with some minor costs and warnings. Shifting from an individual pou to a collective ownership of an entire half of the school has strengthened our approach and lightened the weight on the shoulders of the pastoral team. It has an entirely different effect on the curriculum team in that by not reacting to daily pastoral issues they have had the space to think and be curious around curriculum and teaching. I believe we would not have created a teaching and learning guide within a year if not for the space to be able to work without interruptions. Both teams believe this to be a very positive change with the following to be aware about:

- When we split into two teams we focused strongly on staying in your lane. This caused two issues:
  1. Communication between the teams was at times lacking, creating a 'I don't know about that...' situation
  2. Shifting the curriculum Deputy Principals out of pastoral created a disconnect for both the Deputy Principal's and the Kaitiaki. This was not helped when pastoral Deputy Principals were away, they did not engage with the curriculum Deputy Principals to cover for them, pushing that relationship further away.
- Whilst the Principal was originally in the Curriculum Team this clearly did not work. There needs to be one person that has oversight of the entire operation.

Both these points are fairly minor with simply fixes, however we left it too long and created a culture of A vs B that was unhelpful.

Having a Curriculum Design Team that had two Leaders of Learning running it, was an absolute success. This came down to three reasons:

1. Personnel - two outstanding leaders in their field with *current* curriculum knowledge (SLT too removed from curriculum)
2. A clear expectation of what is needed to be done and by when – the impact of this was a huge reduction in stress from staff
3. Having the time and space to be curious

**Recommendation 2026 – continue with structure and extend CDT to include a PDT. Begin to merge the lanes.**

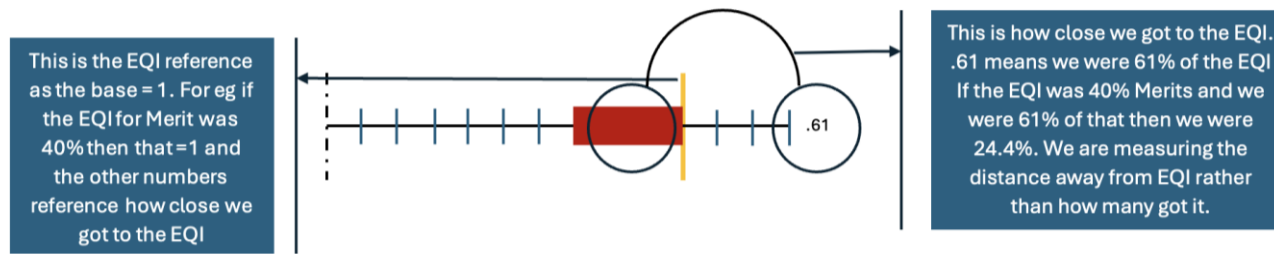
# PART TWO: DATA ANALYSIS 2025 SCHOOL YEAR (PROVISIONAL)

KEY STRATEGIC DATA		
A. Achievement	B. Attendance	C. Leavers
a. Pass Rates b. Endorsements c. Literacy & Numeracy d. Māori	a. Overall b. Māori c. Gender d. Non-Attendance	a. All Leavers b. Māori Leavers
Overview		

## 1. Key Strategic Data

### A. Achievement

Difference as a percentage table all results vs our EQI (which should be higher than National Average):



**Commentary:**

This is an interesting diagram. What makes it useful is that it takes out any shifts in EQI results and instead creates a baseline for us to measure our performance against that baseline. Green means we were better than the EQI as a proportionate, for example 1.20 means we were 20% than the EQI no matter what the actual pass rate was. Red of course meant that we were worse than the EQI, for example .80 means we were only 80% of the EQI percentage.

As we have had our focus on shifting from *good to great* there were two key elements to this:

1. Consistently being better than the EQI
2. Improving our extension through Merit and Excellence.

What we can see from this data is that we have shifted from good to better. For two straight years we have been better than the EQI at every level for our school results related to pass rates, and on top of that we have seen the same results for Māori achievement other than a 1% negative in 2024 for Level 3 and a 10% negative for UE in 2025. These are consistent over two years and the challenge is to maintain this into 2026.

Sadly, these results show a tale of two halves and the second half of the table relates to our Merit and Excellence Level Endorsements. It is clear that our focus for becoming a great school needs to be centred on improving our teaching and learning to allow our students to gain level endorsements. The only area where we are in green is for both 2024 and 2025 at Level Three Merit. Adding to this is that we have actually regressed at all the other levels with two areas being in the 30's.

This has led us to focus on our teaching and learning in 2026 to seek and discover why these results are so poor considering the effort that we have placed in improving them.

**The Raw Data:**

**a. Pass Rates**

	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI
Level One	72.5	69.9	69.2	64.3	69.1	57.0	77.2	75.4
Level Two	73.8	81.3	75.7	78.5	83.6	80.5	84.6	78.7
Level Three	74.8	73.7	65.8	73.5	70.4	70.2	79.9	78.7
UE	51.7	56.8	49.2	54.3	49.8	47.5	50.6	49.1

**b. Endorsements**

	Merit								Excellence							
	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI
One	26.0	29.7	26.7	30.0	25.2	27.6	17.0	26.3	12.8	15.7	14.7	13.4	7.9	9.3		26.3
Two	22.1	21.5	16.1	21.1	22.5	22.1	18.9	22.1	10.6	13.0	6.9	11.3	11.4	12.0		22.1
Three	29.7	23.3	26.0	23.0	25.9	23.2	30.4	24.2	12.0	12.3	7.6	11.4	7.7	11.8		24.2

Pass Rate								
	2022	22 EQI	2023	23 EQI	2024	24 EQI	2025	25 EQI
Literacy	87.7	86.9	87.1	87.1	81.3	82.1	84.5	84.4
Numeracy	85.3	84.4	90.9	85.3	81.6	79.5	80.2	83.6

**c. Māori Pass Rates**

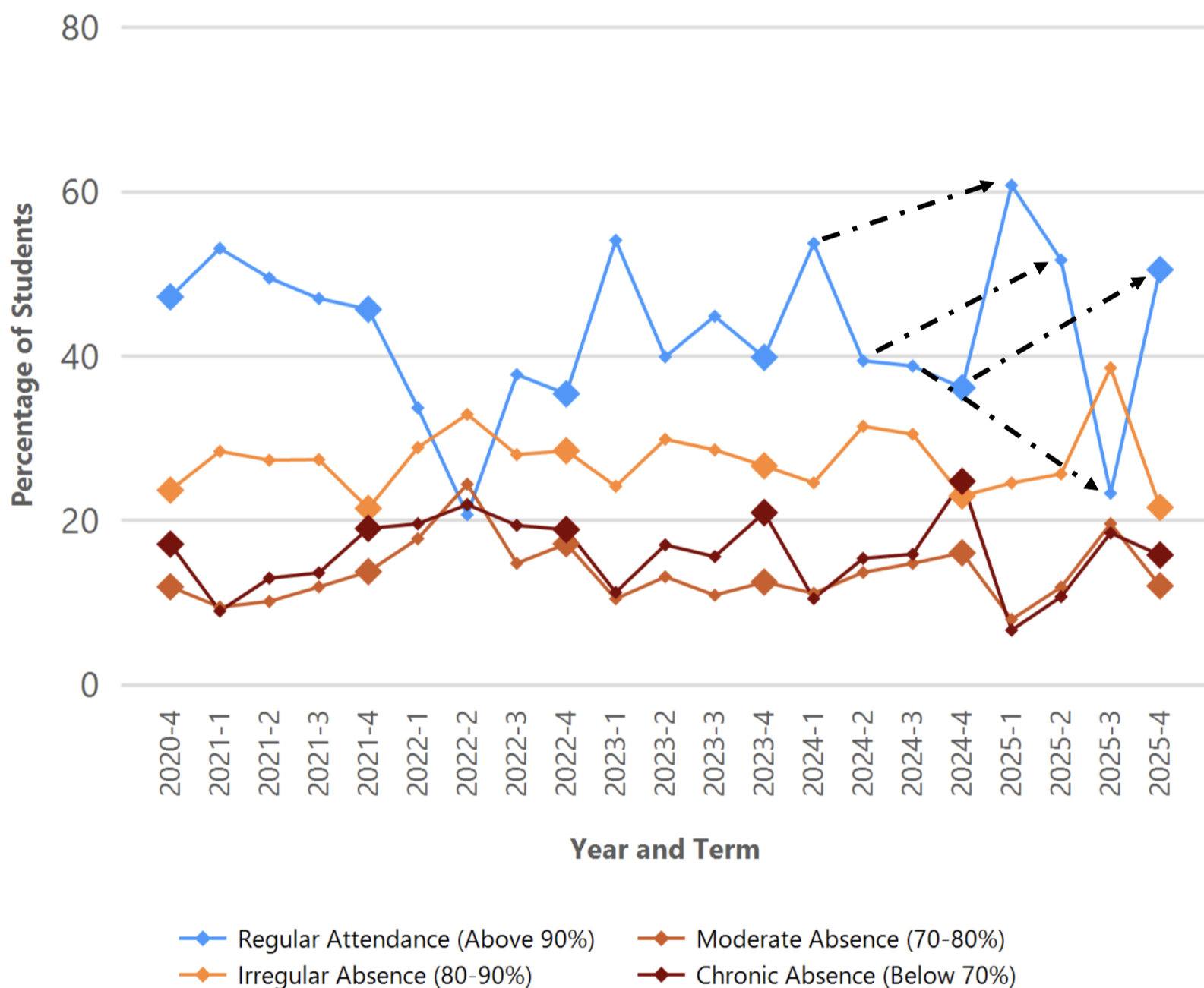
	Māori							All	
	2022	22 MNAT	2023	23 MNAT	2024	24 MNAT	2025	25 MNAT	All NAT
Level One	62.3	61.6	60.4	55.2	53.8	43.2	68.6	61.1	72.1
Level Two	68.6	73.9	66.0	72.7	78.6	72.9	82.1	64.2	72.7
Level Three	72.7	63.0	56.5	64.0	60.6	61.0	68.6	61.5	70.4
UE	54.5	41.9	39.1	39.8	42.4	32.4	28.6	31.9	49.9

**Overview:**

We are doing *better*. We are still not doing *great*. There has been a shift from good to better that is really pleasing and endorses the changes that we have made over the last two years. Pass rates saw the greatest *continuous* improvements and we are now not just having a good year but rather this is now a continuous trend of improvement. We are at a place where we can start using our statistics to motivate our staff rather than creating a playing field that gives us an opportunity for our students to succeed i.e. classrooms, timetables and expectations. Now that our students are passing, and achieving literacy and numeracy, we can begin to focus on extending to Merit and Excellence, and there is a bit of work to do in this space.

- Literacy and Numeracy tend to stay in the same bandwidth. Numeracy is currently tracking down but 2026 is the first year of not having AKO and Wananga and we believe we will see improvement in both of these results. Our Year 9 PAT results are for the first time closer to the what would be expected and we believe this is the result of the literacy focus in Primary Schools and the work the Kahui did in the Numeracy space with Rob Profit-White (paid for by us).
- Merit and Excellence need extensive investigation and work.
- Māori pass rates are much better than the national pass rates for Māori across all levels other than UE. What made these results even better is that they are getting closer (-3.5 L1/-1.8 L2) or better (+9.4% L2) than the national average for all students. We are close to having our Māori students achieving the same or in fact better than anyone else. Our grades for UE are well off the mark and sit at only half of the national average for all students. This really does come down to making sure our Māori students who wish to attend University choose subjects that are UE eligible and making sure that they are doing as many of these subjects as possible.

**B. Attendance**



**a. Overall**

We can see here that we have some work to do to get to the target of 80% of our students with regular attendance (>90%). The closest we have come was Term 1 2025 at 61%, the highest we have achieved based on the current data (from Term 4 2020). What is positive is that we have struggled in the past to remain above 50% and in 2025 we hit this in 3 out of 4 terms, with Term 3 being an anomaly that the country was facing rather than being the norm. When comparing the 2024 term with the 2025 term we can see some real progress:

	24	25	Change
<b>Term One</b>	54	61	+7
<b>Term Two</b>	39	52	+13
<b>Term Four</b>	36	51	+15

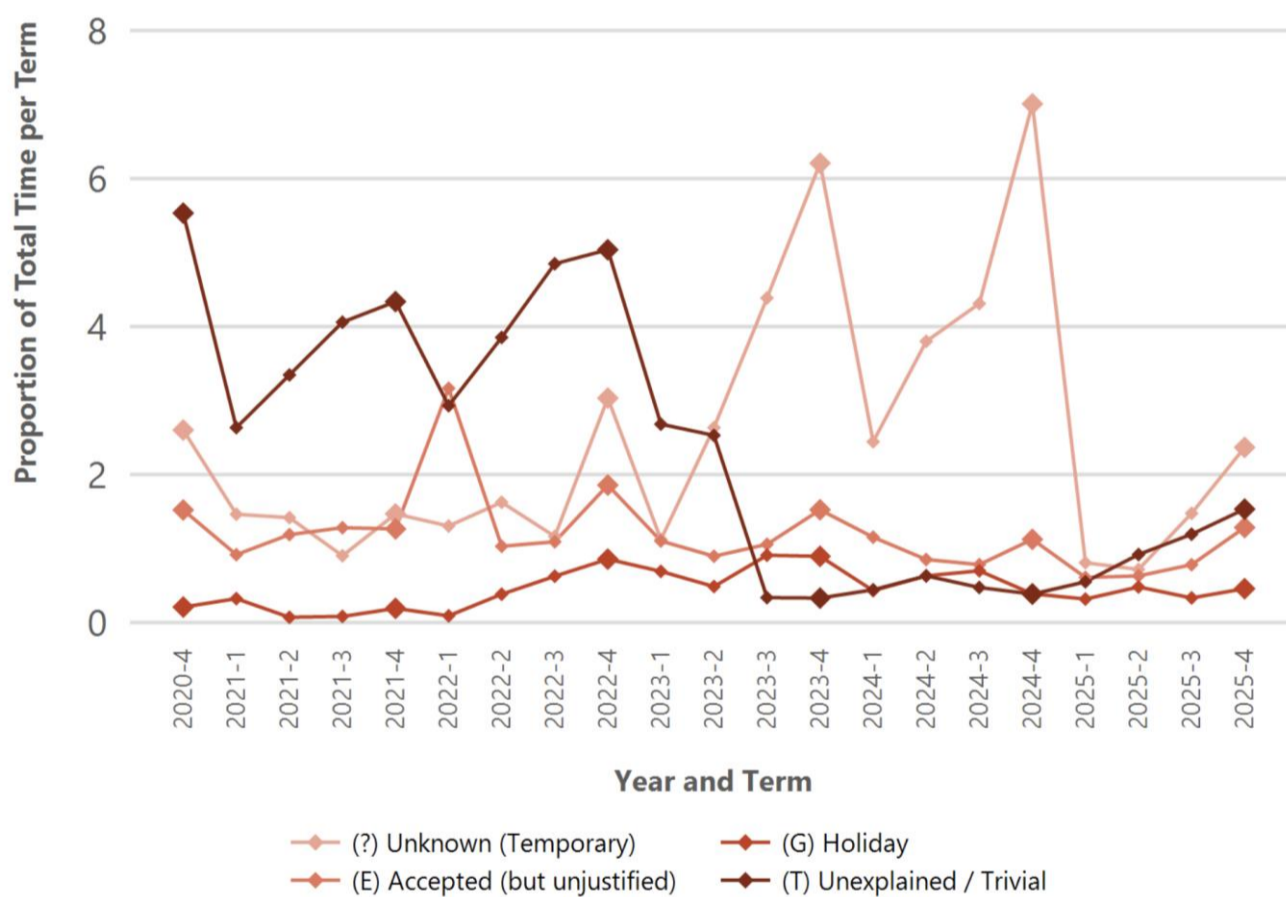
We had two key KPI's:

- Increase regular attendance by 10% - We achieved this in 2 out of 4 and came with 3% in the third.
- Decrease chronic attendance by 5% - We achieved this in 1 term (-9) and came close in 2 terms (both -4)

	Regular				Chronic			
Term	1	2	3	4	1	2	3	4
2024	54	39	39	36	11	15	16	25
2025	61	52	23	51	7	11	18	16
Change	+7	+13	-16	+15	-4	-4	+2	-9

**b. Non-Attendance**

The interesting element of this graph is with the increased lens on attendance coupled with the impact of truancy on one's ability to represent the school, we have seen a dramatic fall in Unknown bracket as the consequences for this became much higher.



**C. Leavers Data**

Leaver's data takes some time to create and we do not see the 2025 results for some time, thus we use the previous year's data. Using the table below we have years 2018-2024. Each row relates to how many leavers left our school with at least level one, then at least level two etc. They are divided into all Rangiora Students and compared then to Māori students. Each cell is highlighted against the previous year for either improve (green), neutral (yellow) or decrease (red).

		2018	2019	2020	2021	2022	2023	2024
With Level One	RHS	94	91	88	87	87	86	82
	Māori	84	70	83	76	82	77	70
With Level Two	RHS	83	79	78	76	74	71	73
	Māori	73	60	68	63	70	60	64
With Level Three	RHS	49	51	51	43	49	40	46
	Māori	33	35	39	32	43	27	40
With UE	RHS	36	37	39	31	33	30	34
	Māori	22	22	22	29	32	19	28

**a. All students:**

- Students leaving with at least Level One has been on a decline since 2019 from 94% to 82% and Māori from 84% to 70%.
- We are making progress with 6 out of 8 percentages increasing. Only Level One saw a drop.
- A key target is for 80% of our students leaving with at least Level Two. This has been tracking down since 2018 and 2024 was the first year we have seen improvement.

**b. Māori:**

- Māori are consistently leaving with lower qualifications when compared to all students. We seem to shift between up and down each year. They are 9% lower than the rest of the school and 14% lower than the 80% target.

Year 11 Leavers								
	2023		2024		2025			
Destination	Total	%	Total	%	Total	%		
Another School	11	12	16	17	14	15	E - Early Exemption	1
Employment	11	12	12	13	10	10	K - Exclusion	1
Ara/Polytech	4	4	6	6	1	1	C - Continual Absence	13
Course	17	18	10	10	19	20	FF - International	29
Other	48	51	43	45	46	47	O - Overseas	2
Unknown	3	3	9	9	7	7		
	<b>94</b>	<b>100</b>	<b>96</b>	<b>100</b>	<b>97</b>	<b>100</b>	<b>Total Other 2025</b>	<b>46</b>
Year 12 Leavers								
	2023		2024		2025			
Destination	Total	%	Total	%	Total	%		
Another School	10	9	7	7	10	8	E - Early Exemption	0
Employment	42	40	41	42	47	40	K - Exclusion	0
Ara/Polytech	11	10	6	6	1	1	C - Continual Absence	2
Course	20	19	15	15	29	25	FF - International	16
University	0	0	1	1	0	0	O - Overseas	0
Other	14	13	19	19	18	15		
Unknown	9	9	10	10	13	11	<b>Total Other 2025</b>	<b>18</b>
	<b>106</b>	<b>100</b>	<b>99</b>	<b>100</b>	<b>118</b>	<b>100</b>		
Year 13 Leavers								
	2023		2024		2025			
Destination	Total	%	Total	%	Total	%		
Another School	2	1	2	1	0	0	Camp America	7
Employment	56	27	60	28	81	29	Gap Year	7
Ara/Polytech	26	12	4	2	33	12	Overseas	3
Course	15	7	32	15	19	7	Day Programme	1
University	74	35	73	34	91	33	Kick Boxing	1
Other	22	10	37	17	19	7	<b>Total Other 2025</b>	<b>19</b>
Unknown	16	8	7	3	15	5		
International					18	7		
	<b>211</b>	<b>100</b>	<b>215</b>	<b>100</b>	<b>276</b>	<b>100</b>		

**D. Overview**

We were very happy with the NCEA results this year. It has shown that the changes we made three years ago are now putting us in a position of sustained improvement. We can now see that we are serving our community well with pass rates and the next step in our journey is to focus on improving our extension programme with Merit and Excellence endorsements being well below where they should be.

Our mantra of shifting from good to great saw us improve from good to better. We need to be better than better.

1. We need to continue to push these pass rates up consistently across levels and years.
2. The next focus needs to be on merit and excellence. These results are not where they need to be.
3. We need to focus on our teaching and learning – looking back to understand where issues lie and looking forward with our planning and preparation. Our focus for this year needs to be with improving our practice.

Attendance is a priority for our government and our school. We have made significant improvements with attendance, yet we are still well below the aspirational target of 80% regular attendance. The creation of a pastoral design team to ensure that our strategies are implemented and the required approach is followed should mean that there will be improvement moving forward.

## 2. Key Performance Indicators

### A. Analysis of Variance

	Focus	Actions	Performance Indicators	Outcome																																										
KNOW ME	A SENSE OF BELONGING AND WORTH FOR EVERYONE THROUGH GROWING AND SUPPORTING THE MIND AND BODY BY BEING BOTH PROACTIVE AND REACTIVE TO THE NEEDS OF OUR STUDENTS, STAFF AND WHĀNAU	Creation of a pastoral leadership team and pastoral management team	<b>STRATEGIC PERFORMANCE INDICATORS</b> <ul style="list-style-type: none"> <li>Regular attendance improves by 10%</li> <li>Chronic Absence decreases by 5%</li> </ul> <b>KEY PERFORMANCE INDICATORS</b> <ul style="list-style-type: none"> <li>Review and improve our communities' sense of belonging</li> <li>Our data accurately reflects our school</li> <li>Communications are timely and effective</li> <li>Co-curricular involvement has improved and culture has been positive</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th colspan="3">REGULAR</th> <th colspan="3">CHRONIC</th> </tr> <tr> <th></th> <th>24</th> <th>25</th> <th>Δ</th> <th>24</th> <th>25</th> <th>Δ</th> </tr> </thead> <tbody> <tr> <td>T1</td> <td>54</td> <td>61</td> <td>+7</td> <td>11</td> <td>7</td> <td>-4</td> </tr> <tr> <td>T2</td> <td>39</td> <td>52</td> <td>+13</td> <td>15</td> <td>11</td> <td>-4</td> </tr> <tr> <td>T3</td> <td>39</td> <td>23</td> <td>-16</td> <td>16</td> <td>18</td> <td>+2</td> </tr> <tr> <td>T4</td> <td>36</td> <td>51</td> <td>+15</td> <td>25</td> <td>16</td> <td>-9</td> </tr> </tbody> </table> <p>Feedback from the Board survey indicated a strong sense of belonging for our students, especially our Māori and Pasifika students</p> <p>The accuracy of our data remains a focus as the expectation from the Government around attendance creates a very grey area and makes decision making difficult. Tracking has improved a great deal and the information is timelier and more accurate.</p> <p>Once again, the feedback from the Board survey was very clear - communications have improved and are timely. We are now questioning if we are communicating too much and is there a possibility to streamline this so that our community do not become overwhelmed with constant communication.</p> <p>Sports and cultural activities are improving with participation and are now placing pressures on our limited resources including ability to place coaches and directors.</p>		REGULAR			CHRONIC				24	25	Δ	24	25	Δ	T1	54	61	+7	11	7	-4	T2	39	52	+13	15	11	-4	T3	39	23	-16	16	18	+2	T4	36	51	+15	25	16	-9
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		Embed a strong sense of belonging and high expectations of behaviour																																												
Improve validity of attendance data																																														
Improve communications with whānau																																														
Ensure a timely effective response to real time data																																														
Timely reporting of attendance data from the attendance officer																																														
Increase participation in co-curricular activities to improve school spirit																																														
Acknowledge and celebrate values and success																																														
GUIDE ME	OUR CURRICULUM ENGAGES OUR STUDENTS BY PROVIDING MULTIPLE OPPORTUNITIES TO SUCCEED, COMBINED WITH HIGH EXPECTATIONS OF OURSELVES AND OUR STUDENTS. THIS IS UNDERPINNED BY A STRONG UNDERSTANDING OF EFFECTIVE PEDAGOGY AND CULTURALLY RESPONSIVE PRACTICES	Creation of a curriculum leadership team, curriculum design team and a curriculum management team	<b>STRATEGIC PERFORMANCE INDICATORS</b> <ul style="list-style-type: none"> <li>Level One pass rates improve by 10%</li> <li>Leavers data at Level Three improves by 5%</li> </ul> <b>KEY PERFORMANCE INDICATORS</b> <ul style="list-style-type: none"> <li>At risk students identified in a timely manner and actions in place</li> <li>Teaching &amp; Learning handbook completed and circulated ready for use in 2026</li> <li>Junior to Senior curriculum review completed with actions</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Level One</td> <td>69.1%</td> <td>77.2%</td> </tr> <tr> <td>Level 3 Leavers</td> <td>40%</td> <td>46%</td> </tr> </tbody> </table> <p>Both these targets were achieved. The most pleasing part was the improvement in our Leavers data which has been difficult to shift and takes years to change a trend.</p> <p>At risk students were clearly identified and strategies put in place for shifting including the TOP programme for credit support and creating the Year 11 and 12 classes for supporting those who needed additional literacy support.</p> <p>The Teaching &amp; Learning handbook was completed.</p> <p>The Curriculum Design Team completed the junior to senior review and created a resource that showed every faculties scheme of work in a consistent format</p>		2024	2025	Level One	69.1%	77.2%	Level 3 Leavers	40%	46%																																	
					2024	2025																																								
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		Track at risk students to provide targeted support																																												
		Professional learning groups																																												
		Create a teaching and learning handbook																																												
		Authentic focused literacy & numeracy support																																												
		Implement curriculum change for 2026 based on the in school curriculum review																																												
Professional learning for middle leaders																																														
Improve NCEA ready through a seamless curriculum from junior to senior																																														
Raise expectations of staff and students for attaining high level results																																														

## B. Annual Target Review and Recommendations

### OVERALL RE-STRUCTURE

#### Evaluation:

Overall, the decision to create leadership teams went well. We began 2025 with a clear line of separation to make sure that we stayed within our own lanes with the change in structure, however this soon became problematic when we became quite insular and were not sharing what we were doing. This caused some disconnect and uncertainty as to what each side of the room was doing, essentially, we lost some synergy and cohesion. In response to this there was a restructure and the Principal removed himself from the curriculum team and an acting Assistant Principal was put in place. This allowed the Principal to attend meetings in both the curriculum and pastoral areas.

The restructure of the curriculum team was a great deal simpler than in the pastoral team where we reappointed/appointed the entire team of 12. This meant that there were pressures at the start of the year as the staff were not only coming to terms with new members and systems, but also a new management structure where there was now three team members as opposed to one and only three line managers as opposed to five.

The implementation of the Pastoral Management Team, Curriculum Management Team and Curriculum Design Team had mixed results. It took some time for both the CMT and PMT to work out their purpose and scope. The CDT hit the ground running and had both time and clear expectations.

#### Recommendations for 2026:

- To continue with the two-team set up for another year.
- Create a Pastoral Design Team with two Kaitiaki focusing solely on attendance – reporting and analysing data & implementing the Stepped Attendance Plan.
- Investigate where the lines of pastoral and curriculum merge and how this is managed
- Principal to become more involved in the Kaitiaki space.

### KNOW ME

#### Target evaluation:

The two targets of regular attendance improve by 10% & chronic absence decreases by 5% were achieved in part with 2 terms for regular and 1 term for chronic, with three other terms coming very close. It was clear that the expectations around sports & culture had a positive effect on these numbers alongside making our community aware of the need to attend. For our school the main reason for non-attendance sits with medical, and this is a culture that we need to change coming out of the COVID years. We have also found that being a school that has almost half its students attending by bus means that when a student is late or feeling unwell in the morning, they end up losing an entire day with no way of coming to school. Having a sense of belonging at the forefront of our messaging has had a very positive impact on our students, with the exception being that our Māori students had an increase in a sense of belonging that did not translate into improved attendance. This is an area to be investigated. It was also decided that the Know Me team should replicate the Curriculum Design Team model and create a team that focuses solely on attendance. One person to unpack and analyse our data with an open mindset of being curious, whilst the other member looks into implementing our stepped attendance plan. Moving forward we need to focus on better communication, clear consistent processes, understanding the split for the Kaitiaki better and create a shift in process away from non-attendance to one of attendance.

#### Recommendations for 2026:

- Implement the STAR plan – support and enable a PDT
- Regular and effective analysis of attendance
- Improve positive communication with whānau with respect to attendance
- Continue to develop the pastoral leadership and pastoral management team
- Embed a strong culture of belonging to the house
- Embed and maintain high expectations of behaviour
- Improve and embed school spirit

### GUIDE ME

#### Target evaluation:

In 2025 we created a new Year 12 foundation course for those who had not achieved Level 1 Literacy and Numeracy, this was implemented along with a Year 11 Te Awhina course for those students where six subjects would have been a challenge, and our junior Literacy and Numeracy classes. In Term 4 we implemented another support programme for students who had 5 Numeracy credits and needed a boost. They all had a positive impact on both the CAA's and achievement, and whilst there were not large numbers of students, every student counts. Professional Learning Groups were delivered and staff, with the support of their professional growth cycle facilitator, identified an area of growth and entered one of nine professional learning groups. This had some positive effect with 63% of staff finding it had a practical impact on their professional practice, however almost a quarter reported a negative experience mainly due to their group.

There was a great deal of focus in 2025 on literacy and numeracy support with the creation of Numeracy and Literacy modules, specific classes and additional support. There is no surprise that there is a strong connection between readiness and pass rates. Those on Stanine 5 or higher hitting 70-90% pass rates and those lower only managing 30-50%. Overall, our pass rates were ok. We are now also seeing the outcome of our kāhui on our incoming students and we are seeing a much stronger cohort in Maths and whilst not so much in English, it is improving.

The Curriculum Management Team has been a real revelation, mainly reducing tension in this space for our staff and also having the space to be curious. The creation of a teaching and learning plan has been well received and has created a pou to connect our teaching to. A full review of our junior schemes and how they support our transition into senior school was undertaken, with the creation of a common scheme. One of the key roles of this team was to manage the implementation of the curriculum change and reduce the pressure on Leaders of Learning. This was done to great effect.

Growing middle leaders was a focus in 2025. The school adopted a growth model based on the book 'First break all the rules'. Additionally, three middle leaders joined Leading Edge, and two were part of the Aspiring Deputy Principals programme run by Phil Holstein.

#### Recommendations for 2026:

- Implement curriculum change for 2027 based on the new curriculum
- Enable the curriculum design team to support our Leaders of Learning in implementing our school curriculum
- Track at risk students to provide targeted support
- Review the role of Kaiāwhina and Learning Support Co-ordinator to measure and grow effectiveness in the classroom, and in support of our students learning
- Enable and support Leaders of Learning to implement the teaching & learning handbook
- Focus on high quality tailored professional development for staff
- Provide authentic focused literacy and numeracy support
- Professional learning for middle leaders
- Analyse and review leavers – time/level/qualification/destination

## PART THREE: STRATEGIC REVIEW AND SHIFT 2026

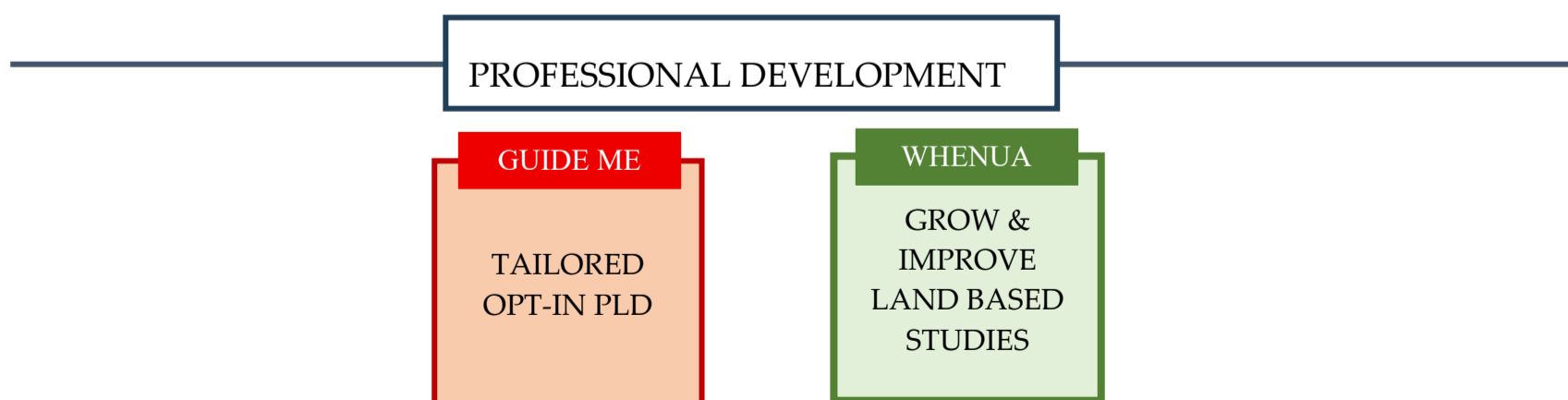
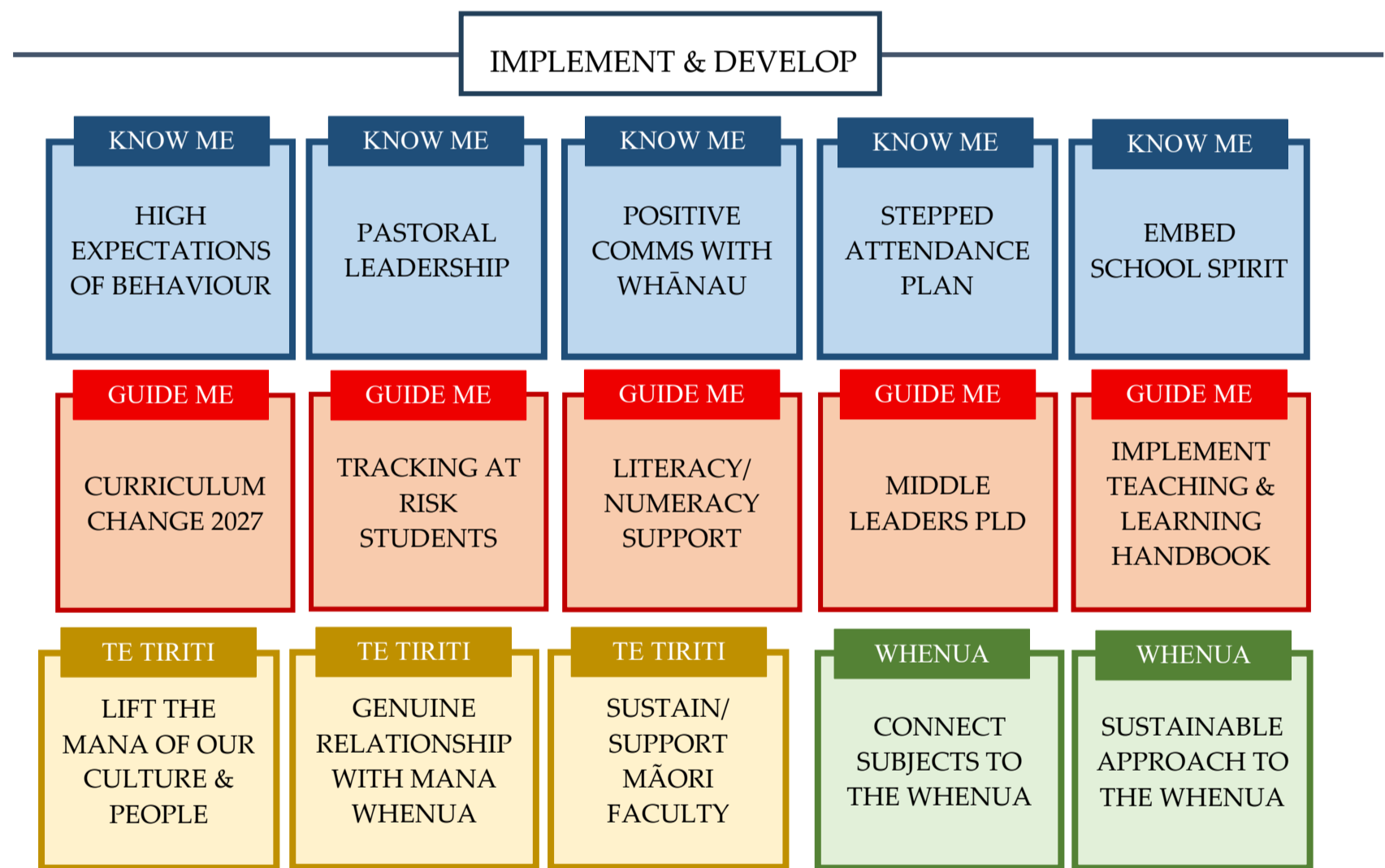
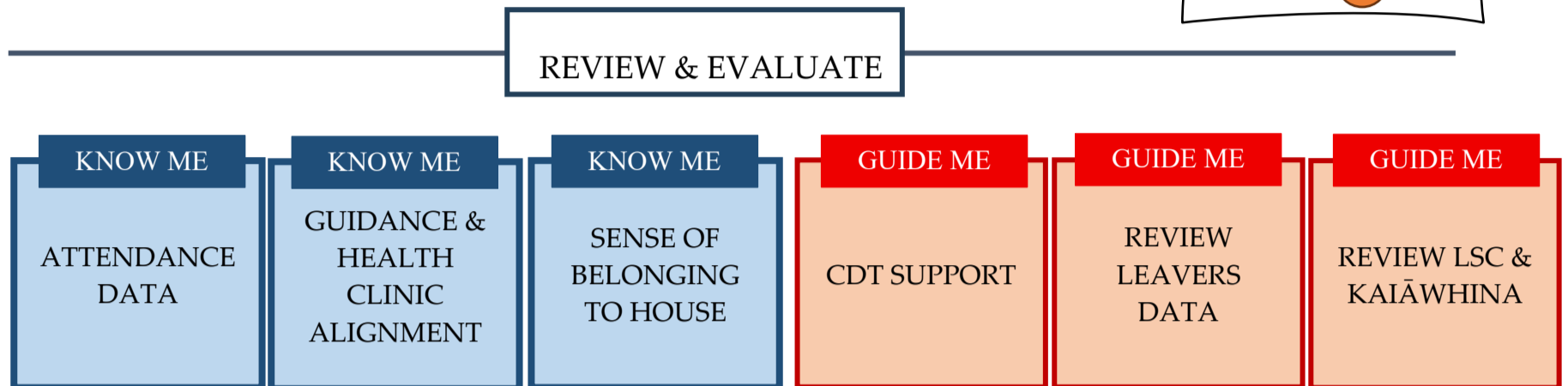
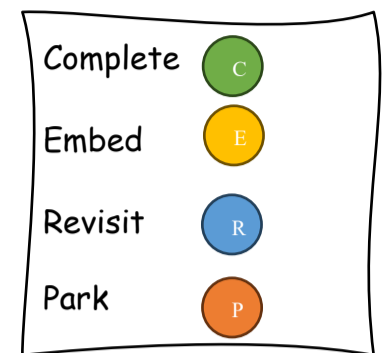
At the end of 2025 the Strategic Leadership team reviewed and evaluated the strategic direction and made the following minor changes:



In 2026 we will retain the current strategic plan as per the Ministry's suggestion.

# PART FOUR: ANNUAL GOALS & TARGETS 2026

- Three areas of annual goal:
1. REVIEW & EVALUATE
  2. IMPLEMENT & DEVELOP
  3. PROFESSIONAL DEVELOPMENT



### **Recommendations from AOV for 2026 – KNOW ME TEAM**

1. Implement the STAR Plan - Support and enable the PDT.
2. Regular & effective analysis of attendance data.
3. Improve positive communication with whānau with respect to attendance.
4. Development of effective pastoral leadership & pastoral management teams.
5. Embed a strong sense of belonging to the House.
6. Embed & maintain high expectations of behaviour consistently across the school.
7. Improve and embed school spirit & acknowledge and celebrate values.
8. Alignment of guidance and health clinics

#### **Strategic Performance Indicators**

- All levels of attendance data are above for attending or below for non-attending compared to national averages

#### **Key Performance Indicators**

- Stepped attendance plan implemented (SOY), followed (EOT checks), and reviewed (EOY)
- Survey of students, staff and whānau on sense of belonging and school spirit (EOT3)

#### **Strategies**

- Implement the stepped attendance plan – support and enable the pastoral design team
- Regular and effective analysis of attendance data
- Improve positive communication with whānau with respect to attendance
- Development of effective pastoral leadership and pastoral management teams
- Embed a strong sense of belonging to the house
- Embed and maintain high expectations of behaviour consistently across the school
- Improve and embed school spirit & acknowledge and celebrate values
- Alignment of guidance and health clinics

### **Recommendations from AOV for 2026 – GUIDE ME TEAM**

1. Work on the development and implementation of the new curriculum for 2027 through support of the CDT and LoLs.
2. Achieve a higher level of consistency within the classroom through supporting LoLs with the roll out of the Teaching and Learning Guide.
3. Development of leavers' profile
4. Development and implementation of effective junior tracking.
5. Further analysis of Common Assessment Activities enrolment procedures.
6. Review of the usage of Kaiāwhina and Learning Support Co-ordinators.
7. Increased focus on PLD for our Kaiāwhina - Support Gen Feron with implementation.
8. Shift in focus for PLD for staff to needs driven approach.

#### **Strategic Performance Indicators**

- Leavers' data improves at all levels
- New curriculum designed and ready for 2027
- All NCEA Levels achieve 80% pass

#### **Key Performance Indicators**

- Leaders of Learning are confident of teaching the new curriculum in 2027 (confidence way points each EOT)
- At risk tracking implemented (EOTI), followed (waypoints each implementation stage), and reviewed (EOY)
- Clear understanding of the need for, and the role of the Kaiāwhina/LSC (plan EOTI, implement, and review EOY)
- Full report completed on our leavers data aligned to leavers profile (EOY)
- 

#### **Strategies**

- Implement curriculum change for 2027 based on the new curriculum
- Enable the curriculum design team to support our leaders of learning in implementing our school curriculum
- Track at risk students to provide targeted support
- Review the role of Kaiāwhina and Learning Support Co-ordinator to measure and grow effectiveness in the classroom, and in support of our students learning
- Enable and support Leaders of Learning to implement the teaching & learning handbook
- Focus on high quality tailored professional development for staff
- Provide authentic focused literacy and numeracy support
- Professional learning for middle leaders
- Analyse and review leavers – time/level/qualification/destination

# PART FIVE: ERO PROGRESS AND EVALUATION

## Rangiora High School: Progress Report on ERO Recommendations (2023-2025)

Over the past three years, Rangiora High School has made significant strides in addressing the next steps outlined in the Education Review Office (ERO) report. Our efforts have focused on refining our curriculum, enhancing teaching and learning practices, strengthening pastoral care, embedding a school culture that reflects our values, and strategically gathering and analysing data to improve student tracking and support. Below is a summary of our progress aligned with the ERO recommendations.

### 1. Implementation of a Responsive and Inclusive Curriculum

Objective: Develop a curriculum that engages all ākonga (students), offering clear pathways for learning and success.

Progress: Curriculum Review and Development: A school-wide review has ensured that our curriculum remains dynamic, relevant, and inclusive. Faculty-led curriculum development has incorporated feedback from students, whānau, and staff. In 2023 a review of all aspects of the curriculum occurred focusing on Wānanga, Ako, Semesterisation, and modules. The suggested changes were implemented in 2024 and a follow up review in 2025. Any potential changes will be looked at for 2026 implementation. Wānanga will take place in Term 2 of 2025.

Integration of Mātauranga Māori: Our commitment to embedding Māori perspectives is evident in curriculum updates across multiple subjects, ensuring cultural responsiveness and inclusivity. In 2024, all learning areas were asked to provide evidence of this in their planning. Each Leader of Learning met with either Paula McDonald or Haidee Tiffen. A summary can be found in Appendix One.

NCEA Tracking and Literacy/Numeracy Development: Faculty PLD in 2024 included sessions on effective NCEA tracking, literacy, and numeracy, ensuring teachers are equipped to support students at all levels. In 2025, 41 people have chosen to be a member of a professional learning group focussed on Tracking. This shows the importance within our kura on this area.

In addition, in 2025, the newly formed Curriculum Design Team back mapped NCEA skills (critical thinking, research) into the junior school. Common templates for Year 10 and Year 9 schemes of work were completed in late 2025 to ensure consistency and reduce teacher workload. In 2026 the CDT will work to build a structure for implementation of the new Phase 5 Curriculum.

In 2026 in order to support our rangatahi Māori we introduced Pūhoro STEM - which is being delivered to 37 Year 11 and 12 students during study time.

### 2. Targeted Professional Learning and Development (PLD) to Improve Teaching Practices

Objective: Enhance teaching practices through focused professional development in feedback, feed-forward, scaffolding, and culturally responsive pedagogy.

Progress:

In 2024 Rangiora High School had an ongoing PLD contract with ImpactEd looking to embed this within our kura.

#### PLD Framework (2024 & 2025):

In Week 6 Term 1, 2024 PLD Workshops were focused on: Sessions on scaffolding differentiation, deliberate feed-forward feedback, and acts of teaching. This PLD continued throughout the year.

- Restorative Practices Training: Staff participated in multiple workshops on restorative practice withdrawal processes and wānanga.
- Culturally Responsive Pedagogy (CRP): Delivered by the KEP Team & PTA, this PLD focused on embedding CRP across subjects.
- Gifted and Neurodiverse Learners: A dedicated session on supporting exceptional learners within inclusive classrooms.
- EPIC Coaching Model & PLG Groups: Staff engaged in collaborative Professional Learning Groups (PLGs) facilitated by Within School Leads (WLSs) covering areas such as PB4L, restorative practice, wellbeing, and culturally responsive teaching.

In 2024, all learning areas were asked to provide evidence of Scaffolding, Feedforward, Feedback and Differentiation in their planning. Each Leader of Learning met with either Paula McDonald or Haidee Tiffen. A summary can be found in Appendix One.

In 2025 we further moved to enhance teaching practices through focused development in feedback, scaffolding, and culturally responsive pedagogy. This was implemented through two approaches:

1. **Professional Learning Groups (PLGs):** In 2025, PLD was delivered through nine staff-led PLGs.

**Impact:** 63% of staff reported that PLG participation directly influenced their professional practice or student outcomes.

2. **Middle Leadership Mentoring:** Senior leadership is currently mentoring middle leaders using the "First, Break All the Rules" framework. Five leaders have engaged in external professional learning, including the "Leading Edge" and "Aspiring Deputy Principals" programs.
3. In addition to this, in order to support high quality teaching, we produced a "Teaching and Learning Guide" for implementation in 2026

### 3. Strategically Gathering and Scrutinising data to improve the tracking of individual students, identify and respond to those needing support.

Objective: Strategically gather and scrutinise data to improve the tracking of individual students and identify and respond to those needing additional support.

Progress:

- Student Tracking Systems: Implementation of digital tracking tools has allowed for real-time monitoring of student progress, attendance, and engagement. In 2024, all staff were asked to create 'estimated grades' on KAMAR. This was reviewed by staff at multiple stages throughout the year, and formed the basis of interventions.
- Data Analysis for Targeted Interventions: Teachers and pastoral staff regularly analysed assessment and behavioural data to identify students needing extra support, ensuring early intervention strategies are in place. This included over 50 Year 11 students being chosen for the TOP (The Opportunities Programme), a course of 10 credits designed to support learning.
- Collaboration Between Faculties and Pastoral Teams: Data-driven discussions in faculty and house meetings enable a holistic understanding of student needs, leading to more personalised academic and pastoral support.
- NCEA Tracking PLD: Staff training on NCEA tracking ensures that students receive targeted guidance to improve achievement outcomes. In 2025 we have 2 Within School Leads with a focus on Tracking, Achievement and Attendance. 42 staff have chosen 'Tracking' as their Professional Learning Group focus.
- In 2025, Rangiora High School has identified students who require additional Literacy and Numeracy support at Year 12, and we have created a new 'Foundation Studies' class targeted at utilising the Tagged Standards to support students to attain Level 1 NCEA.
- We have also implemented 2 Te Awhina Classes for Year 11 students, whom a 6 subject NCEA Level 1 programme would be challenging. This course is designed to 'support' students. Within this course Literacy and numeracy will be a focus.

In 2025 we implemented the following initiatives to support our priority learners:

- **At-Risk Student Initiatives:**
  - **Action taken:** Introduced the Year 12 Foundation Studies (FDS21) and Year 11 Te Awhina (TAP11) courses to support students lacking NCEA Level 1 Literacy or Numeracy.
  - **Impact:** FDS21 was highly successful, with the following results in Literacy and Numeracy due to their involvement in the class
    - **Numeracy: 86.96%** (20 out of 23 students)
    - **Literacy: 73.91%** (17 out of 23 students)
  - **Other Steps:** A "Numeracy Boost" course was implemented in Term 4 to help more students reach the Numeracy requirement. This was offered to 24 students and assisted 18 (or 75% of the group) to attain Level 1 Numeracy
- **Literacy and Numeracy Common Assessment Activities (CAA):**
  - **September 2025 Results:** Year 10 students at or above Stanine 5 saw strong success (90.2% pass in Reading; 79.4% in Numeracy).
  - **Senior Achievement:** As of late 2025, Year 13 pass rates are exceptional, with 97.9% of students attaining both Literacy and Numeracy.
  - **Attendance Intervention:** Focused communication and letters from the principal improved Year 11 CAA attendance by up to 10% between May and September.
- **Numeracy Boost:** A Term 4 "Numeracy Boost" course was implemented for students with 5 existing credits, potentially increasing the overall Level 1 NCEA pass rate by 2%.

### Conclusion

Rangiora High School has made substantial progress in responding to the ERO's recommendations over the past two years. Through targeted curriculum improvements, robust PLD programs, strengthened pastoral systems, enhanced data-driven student tracking, and a commitment to cultural responsiveness, we are fostering an environment where every ākonga can succeed. Moving forward, we will continue refining these initiatives to ensure sustained growth and development as we know there are still steps to make.

## PART SIX: ADDITIONAL COMPLIANCE REPORTING 2025

### A. Giving effect to Te Tiriti o Waitangi

- Plans, policies and local curriculum reflect local tikanga Māori
- Making instruction available in Tikanga Māori and Te Reo Māori
- Achieving equitable outcomes for Māori



Atawhai ngā rito, kia puāwai ngā tamariki.  
Ako i ngā tamariki, kia tu tāngata ai, tātou katoa.

*Cherish and nurture the shoots, so the children will bloom.  
Learn from and with these children, so that we all can stand tall.*

### Executive Summary

MĀORI ĀKONGA	
	<ul style="list-style-type: none"> <li>Māori ākonga are 16% of the school roll</li> <li>Ākonga identify with over 50 different Iwi. 39.13% of our Ākonga Māori are Ngāi Tahu</li> </ul>
CURRICULUM	
	<ul style="list-style-type: none"> <li>Te Reo and Kapa Haka offered from Year 9 - 13</li> <li>Numbers of ākonga taking te Reo and Kapa Haka are increasing in the junior school</li> </ul>
ENGAGEMENT	
Attendance	<ul style="list-style-type: none"> <li>Māori ākonga attendance sits 3.6% below the rest of our ākonga. Between 1 Jan and 1 March Māori ākonga attendance was 84.2%</li> </ul>
Pastoral	<ul style="list-style-type: none"> <li>We are fortunate to have 2 kaiārahi i te reo Māori (Te Aniwa Nelson and Waiora Brooks). A key aspect of Te Aniwa's role is pastoral care of our ākonga Māori. As part of her kaiārahi role she began to spend a day a week focussed on pathways for Māori working out of the Careers Department. We have recently appointed Waiora Brooks in this role for 14 hours to support Te Aniwa.</li> <li>Whanau Wānanga was reviewed in 2025 under the leadership of Remihana Emery - in 2026 an Opt-In PLD slot is available to drive this kaupapa</li> </ul>
ACHIEVEMENT	
NCEA	<ul style="list-style-type: none"> <li>Māori ākonga literacy and numeracy rates are lower than their peers - but the gap is narrowing</li> </ul>
Leaver Data	<ul style="list-style-type: none"> <li>Māori ākonga leaver rates are higher than all ākonga (our Kamar data shows their leaving rate was 5% higher in 2025)</li> </ul>
PROFESSIONAL DEVELOPMENT	
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> <li>The Kia Eke Panuku Strategic Lead Team, led by Amanda Peter [WSL in 2025 and Remihana Emery in 2026,] are driving the development of Cultural Relations for Responsive Pedagogy</li> <li>Rongohia Te Hau continues to inform our next steps.</li> </ul>

PLD	<ul style="list-style-type: none"> <li>• A variety of PLD in-house</li> <li>• New staff induction has a focused allocation to Culturally Responsive Pedagogy and the work of our Kia Eke Panuku team</li> <li>• Many staff are currently learning or have been involved in learning Te Reo Māori through Te Wānanga o Aotearoa or the Ministry funded Te Ahu o Te Reo.</li> <li>• Many staff have attended workshops presented by Ngāi Tūāhuriri which focus on Mātauranga Māori as part of the Teacher Only Day</li> <li>• At the beginning of 2025 - 40 staff attended Tūāhiwi Education workshop 1</li> <li>• In 2026 there is an Opt-In workshop for staff to <ul style="list-style-type: none"> <li>○ Attend Kaiapoi Pa</li> <li>○ Collaborate to strengthen practice in Whānau Wānanga</li> </ul> </li> </ul>
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## Māori Ākonga Numbers and Movement

On 1 March 2026 there were **276** Māori ākonga enrolled at Te Kura Tuarua o Rangiora (**16%** of the school roll).

	TOTAL	Year 9	Year 10	Year 11	Year 12	Year 13
ALL	1668	377	370	371	296	254
Māori	276	71	61	71	36	37
Pasifika	37	5	13	6	6	7

### Iwi

Ākonga identify with over 50 iwi. The four largest iwi groups are:

- 108 Ngāi Tahu
- 23 Ngāpuhi
- 10 Ngāti Porou
- 35 Not stated

## Curriculum

- Te Reo Māori and Kapa Haka are taught across all year levels.
- Year 9 is a module option (10 weeks) of 3 periods per week.
- Year 10 - ākonga are offered a 20-week semester of 3 periods per week.
- Yr 11- 13 are full year options of 4 hours per week
- In 2025 for the first time there are sufficient student number to run Year 11 Haka as a class on its own
- Year 12,13 is in a combined class for Kapa Haka

Student Numbers	Year 9	Year 10	Year 11	Year 12	Year 13
Te Reo Māori	123	60	22	13	13
Kapa Haka	66	45	16	11	9

Our ākonga continue to excel in Māori medium disciplines, notably with two representatives competing in the **2025 Waitaha Manu Kōrero** across Junior and Senior English and Senior Māori sections.

Kapa Haka remains a cornerstone of our school culture. In addition to supporting Pōwhiri, ANZAC Day, and Matariki celebrations, our rōpū performs annually at the local Kapa Haka festival. In the past our involvement as a **pilot school for Te Ao Haka (Levels 1–3)** was highly successful, with several student work samples selected for national benchmarking.

Kapa Haka is a primary driver of cultural responsiveness, creating an environment where ākonga can succeed *as Māori*. Key benefits identified through this mahi include:

- **Identity & Values:** Reinforcing whanaungatanga, ako, and tuakana-teina while celebrating New Zealand's unique identity.
- **Holistic Development:** Improving physical fitness, coordination, and mental discipline through demanding recitation and performance.
- **Well-being (Hauora):** Building confidence, a sense of collective solidarity, and exposure to leadership roles.

### Strategic Challenges

To move forward, the school is focusing on two critical areas:

1. **Curriculum Integration:** Transitioning Te Reo and Te Ao Māori from a standalone curriculum area into a foundational element integrated across all learning departments.
2. **Equity in Achievement:** Addressing Māori-Pākehā disparities by embedding culturally and relationally responsive pedagogies school-wide. Our goal is to ensure that every student's prior knowledge is used as a foundation for reaching their full potential.

## Wānanga

All students have 2 half hour sessions.

Here is the Wānanga handbook.

Content around Matariki, Te Wiki o te reo Māori are explicitly delivered, in addition there are exploration into weekly Whakataukī

## Tikanga in Wānanga

- Tikanga of Wānanga is co-constructed in a **mission statement and class treaty** with the rōpū
- Use of **karakia** - open Wānanga at the beginning of the week and close at the end of the week. Karakia
- Kaiako will use the correct **pronunciation** of ākongā names
- **Whakataukī** will be used to support the major themes/topics in Wānanga - kōrero or activities will be designed by kaiako to embed the Whakataukī across the learning of the topic. These can be found in the teacher planner. Here is also a set of slides which outline possible activities or inspire kōrero for Term 1's Whakataukī.
- **Waiata** can be used as part of the Wānanga programme. For example, there are waiata available through [Mātauraka Mahaanui](#) that can support celebration of events
- Significant events and contexts that are important to a **Mātauranga Māori and Te Ao Māori view** will be given 'space' and priority for learning in Wānanga, for example; (not an exhaustive list):
  - Matariki
  - Te Wiki o Te Reo Māori
  - Cultural narrative of Rakahuri

## Progress and Achievement

### Literacy and Numeracy 2025

All ākongā are required to achieve 10 credits at Level 1 in literacy and numeracy to achieve NCEA Level 1. At Rangiora High School in 2025:

- 68.1% of Year 11 Māori ākongā gained Level 1 Literacy (the rate for all Year 11 ākongā was 84.5%) The national rate for all Year 11 ākongā was 78.8%
- 68.1% of Year 11 Māori ākongā gained Level 1 Numeracy (the rate for all Year 11 ākongā was 80.2%). The national rate for all Year 11 ākongā was 78.2%

For University Entrance, ākongā are required to achieve 10 credits in literacy. These can be achieved in Level 2, or if needed, in Level 3. At Rangiora High School in 2025:

- 28.6% of Year 13 Māori ākongā gained UE literacy (the rate for all Year 13 ākongā was 50.6%)

### NCEA Level 1-3

### NZQA's Equitable Educational Achievement for Ākongā Māori Project - Phase 1

After reviewing nationwide data, our school was identified as having raised Māori achievement of NCEA Level 1 ākongā from 2017 to 2020. We have seen positive shifts again in the 2025 results.

### 2025 NCEA Results

Year 11	Level 1 - %					NATIONAL 2025
	2021	2022	2023	2024	2025	
NZ European	81.9%	84.2%	80.5%	73.2%	76%	78.5%
Māori	80.6%	77.6%	72.5%	60.3%	68.6%	61.8%
Pasifika	100%	71.4%	88.9%	75%	83.3%	55.2%
Asian	83.3%	92.3%	75%	79.2%	94.1%	77.6%
Other	50%	100%	100%	66.7%	100%	78.1%
<b>Total</b>	<b>69.6%</b>	<b>72.5%</b>	<b>69.2%</b>	<b>69.1%</b>	<b>77.2%</b>	<b>72.6%</b>

Level 2 - %						
Year 12	2021	2022	2023	2024	2025	NATIONAL 2025
NZ European	79.9%	73.6%	77.6%	83.8%	85.1%	77.9%
Māori	80.4%	68.6%	68%	78.6%	82.1%	65%
Pasifika	72.7%	80%	83.3%	60%	100%	65%
Asian	80%	66.7%	86%	91.7%	76.0%	72.1%
Other	100%	0%	50%	100%	80%	75%
<b>Total</b>	<b>80%</b>	<b>73.8%</b>	<b>77.8%</b>	<b>84.3%</b>	<b>84.9%</b>	<b>73.2%</b>

Level 3 - %						
Year 13	2021	2022	2023	2024	2025	NATIONAL 2025
NZ European	65.8%	75.1%	66.3%	73.1%	80.3%	74.1%
Māori	50%	72.7%	56.5%	60.6%	68.6%	62.2%
Pasifika	42.9%	50%	50%	60%	87.5%	67.3%
Asian	85.7%	66.7%	71.4%	60%	63.6%	71.5%
Other	100%	0%	0%	50%	0%	71.2%
<b>Total</b>	<b>65.6%</b>	<b>74.8%</b>	<b>65.8%</b>	<b>71.9%</b>	<b>79.9%</b>	<b>71.2%</b>

#### Results v EQI and RHS

	Māori RHS	Māori EQI	RHS
ONE	68.6	+3.6	-8.6
TWO	82.1	+17.9	-2.5
THREE	68.6	+2.1	-11.3
UE	28.6	-22	-6.7

A positive results means that Māori RHS was Higher than the others

#### Literacy & Numeracy (Māori students)

	RHS	EQI
LITERACY	68.1	76.9
NUMERACY	68.1	73.9

## Mentoring and Support of Māori and Pasifika Ākonga

### Whānau Wānanga and Staff Development

- Our ākonga are primarily supported by their **Wānanga kaiako** within whānau-based groups at every level.
- **2025 Review:** Led by Remihana Emery, a comprehensive review of the whānau wānanga system was conducted, resulting in more robust, shared outcomes established for 2026.
- **Professional Learning:** To ensure the success of these rōpū, we are introducing an "Opt-in PLD Workshop" in 2026 to specifically support teachers in this space.
- **Kaiārahi Māori: Mentorship and Pathways**
- The school provides dedicated support for rangatahi Māori through our permanent Kaiārahi Māori, Whaea Te Aniwa Nelson, and 14-hour Kaiārahi Māori, Waiora Brooks. Their mahi focuses on:
- **Intervention & Engagement:** Identifying at-risk ākonga, providing in-class support, and facilitating whānau liaison.

- **Pathways & Careers:** Working within the Careers Department to connect tauira with external agencies, tertiary providers, work experience, and scholarship opportunities.
- **Coordination:** Facilitating whānau hui and collaborating with the wider pastoral network and event organisers.
- **Strategic Leadership and Oversight**
- In 2024, we established a dedicated Māori Department under the leadership of **Amber Goldsworthy (Kaitiaki Te Ao Māori)**. This role ensures high-level oversight of both curriculum delivery and pastoral care. During Amber's maternity leave, experienced kaiako Danna Robson has stepped into this position.
- Broad institutional support is further provided by:
  - **The Pastoral Network:** A collaborative team comprising teachers, Kaitiaki, Guidance Counsellors, and Deputy Principals.
  - **Senior Leadership Oversight:** Deputy Principal Paula McDonald (Teaching and Learning) and Associate Principal Remihana Emery work to support both Māori ākonga and the learning area.

## Retention and Transition of Māori Leavers

Māori ākonga leaving Rangiora High School with NCEA Level 1 or above:

	2021	2022	2023	2024	2025
Number	31	46	36	35	52
% of total	75.6%	80.7%	77.1%	70%	75.4%

Māori ākonga leaving Rangiora High School with NCEA Level 2 or above:

	2021	2022	2023	2024	2025
Number	26	39	29	32	46
% of total	63.4%	68.4%	60.4%	64%	66.7%

Māori ākonga leaving Rangiora High School with NCEA Level 3 or above:

	2021	2022	2023	2024	2025
Number	13	24	13	20	24
% of total	31.7%	42.1%	27.1%	40%	34.8%

Māori ākonga leaving Rangiora High School with University Entrance:

	2021	2022	2023	2024	2025
Number	11	18	9	14	10
% of total	26.8%	31.6%	18.8%	28%	14.5%

## Ākonga and Whānau Voice

### Rongohia te Hau

This section focuses on the school's commitment to evidence-based practice and the long-term use of the **Rongohia te Hau** tool to measure and improve classroom pedagogy.

#### Rongohia te Hau: Pedagogy and Evidence

##### Overview of the Process

In 2025, we completed our 12th year utilising **Rongohia te Hau**, a collaborative tool designed to assess and co-construct effective classroom practice. This process provides a "sniff of the wind" snapshot of our school's pedagogy, helping us understand how to better serve our Māori ākonga. Our guiding principle remains what is **good for Māori is good for all**.

##### Methodology

The process is facilitated by the **Kia Eke Panuku** team and involves:

- **Randomised Observations:** In 2025, 36 classrooms were selected at random for 20-minute observations to ensure a representative sample of daily teaching.

- **Shared Learning Conversations:** Following the walkthroughs, observers engage in critical dialogue to evaluate teaching practices along a five-point continuum.

### The Pedagogy Continuum

Classroom practice is categorized into three main stages of development:

1. **Basic:** Initial awareness and implementation of relational strategies.
2. **Developing:** Emerging consistency in culturally responsive practices.
3. **Integrating:** Seamless and robust evidence of relational and culturally responsive pedagogy.

Our most recent walkthroughs showed a positive shift toward the "Integrating" end of the spectrum. We are focused on maintaining and accelerating this momentum in the 2025/2026 period to ensure consistent high-quality learning environments across the kura.

Māori ākonga and their whānau and teachers are also surveyed.

Rangiora RtH hui 2025 Staff Presentation.pptx

Rongohia Te Hau 2025: Summary and Comparative Analysis

Rongohia Te Hau Graphs 2017 - 2024

### Walkthrough Data from Kaiako

#### Classroom walk-through observations 2025

Number of walk-throughs completed		36		
Percentage of teachers		32%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
1	1	7	15	12
Basic	Developing		Integrating	
2%	22%		75%	

#### Classroom walk-through observations 2024

Number of walk-throughs completed		40		
Percentage of teachers		35%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
	2	10	17	11
Basic	Developing		Integrating	
	30%		70%	

#### Classroom walk-through observations 2023

Number of walk-throughs completed		39		
Percentage of teachers		34%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
0	2	12	16	9
Basic	Developing		Integrating	
	36%		64%	

### Classroom walk-through observations 2022:

Number of walk-throughs completed		44		
Percentage of teachers		40%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
	2	15	17	10
Basic	Developing		Integrating	
0%	39%		61%	

### Classroom walk-through observations: 2021

Number of walk-throughs completed		41		
Percentage of teachers		38%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
0	4	16	11	10
Basic	Developing		Integrating	
0%	49%		51%	

### Ākonga Voice

Two senior ākonga attend weekly Wednesday meetings with the Kia Eke Panuku Strategic Change Lead Team. This is a regular opportunity for them to report back, ask questions, get information or raise concerns.

These responses reinforce the need for the school's ongoing commitment to culturally relational and responsive pedagogy through the mahi of the Kia Eke Panuku Strategic Change Leadership Team. We also gather Ākonga voice through our Rongohia Te Hau annually. At the end of 2022 the KEP team spoke kanohi ki te kanohi to Year 9 and 10 rangatahi - this was the data captured. This data formed the basis of the 'Know Me, Guide Me' focus in our Strategic Plan and is still very relevant today.

### Whānau Hui and other events

Whānau Hui are scheduled one per term (the first this year is in March). Typically, whānau hui are week 6 of every term. We have our Matariki Celebration on July 22 2026; this will be our fifth event since starting in 2021.

Additionally, our school hosted Ngā manu Korero in 2025 for the first time since 1997. This was a wonderful opportunity to host over 2000 kaiako, whānau and ākonga. This occurred on Wednesday June 18 and 19.

### Staff

In 2024 we appointed Amber Goldsworthy as our Kaitiaki Te Ao Māori. Amongst her role, she oversees the delivery Our Te Reo Māori and Kapa Haka Programmes. Our kaiako are Grace Paku, Whaea Kezia Lavea (Ngāiti tama te tau ihu). During 2024, Amber took Maternity leave and we employed Whaea Grace Paku

Other staff who identify as Māori are:

- Mary Himiona (Drama)
- Claire Aldhamland (Visual Arts)
- Leanne Abraham (English)
- Andy Murray (Agriculture)
- Leigh Miller (International Manager ESOL)
- Elise Brambley (Dean of Hillary House)
- Jean Foster (Kaiāwhina ESOL)
- 2025 Waiora Brooks and Te Aniwa Nelson (Kaiārahi i te reo Māori)

## Professional Learning and Development

### Kia Eke Panuku Strategic Change Lead Team

Amanda Peter leads this team. Their role being to develop cultural relations for responsive pedagogy. This team continues to meet each Wednesday morning. Two senior ākonga have joined the team. A website has been created. This shows what we are doing, news, readings and a whole lot more. [Here is a link to the website.](#)

This year the team has also delivered whole staff Professional Learning for many years. The focus of this has included: Māori Ākonga Achievement, Gathering Culturally Responsive Student Voice, Our Cultural Toolkit and also reviewing our Cultural Responsive Rangiora High School Continuum.

### Shadow Coaching

The Kia Eke Panuku SCLT continues to nurture this kaupapa. The Shadow Coaching method has seen a deepening of understanding of the Cultural Tool Kete and a shift in teacher practice (as seen in the Rongohia Te Hau data) This is now just part of Faculty culture, in that all faculty administration occurs in a Culturally Responsive manner.

### Te Reo Māori

Many staff have completed the programme, *He Papa Tikanga*, to learn Te Reo Māori and Tikanga. Staff are currently enrolled. This is an intensive self-directed programme.

Many staff are enrolled in *Te Ahu o te Reo Māori learning programmes* Levels 1 - 5. These programmes aim to grow and strengthen an education workforce that can integrate te reo Māori into the learning of all ākonga in Aotearoa New Zealand by 2025.

2021

- 65 Staff had completed He Papa Tikanga through Te Wānanga o Aotearoa
- 17 staff were enrolled in Te Ahu O Te Reo Māori

2022

- 19 staff who are currently enrolled in Te Ahu o Te Reo Māori.
- We have 6 staff Learning Level 1, 6 at Level 2, 2 at Level 3 and 5 at Level 4.
- We also have one staff member enrolled in Level 4 Raranga!!

2023

- Many staff are currently enrolled in Te Ahu o Te Reo Māori.
- We also have one staff member enrolled in Level 5 Raranga

2024

- Many staff are currently enrolled in Te Ahu o Te Reo Māori.
- Staff continue to upskill on tikanga through He Papa Tikanga delivered by Te Wānanga o Aotearoa
- We also have one staff member on study leave enrolled in Level 6 Raranga

2025

- Opt-In Teacher only day lead by Te Aniwa Nelson included a visit to Kaiapoi Pā

### Te Wiki o te Reo Māori (Māori Language Week)

This is valued in our kura. Our students and kaiako work to make this a week of celebration.

Our kura registers every year for the Māori Language Moment. Our whole kura stops and e tū for the Aotearoa New Zealand National Anthem. Every year a kete of resources is produced and shared with all kaiako to support them to uphold Māori language within their Wānanga.

All staff have the opportunity to participate in the Te Wiki o te Reo Māori quiz

Our focus is that 'every' week is Te Wiki o te Reo Māori.

In 2024 our Year 13 leaders took on the responsibility for driving our mahi in this area as a kura. This continued in 2025.

### Mātauranga Māori

We successfully applied for centrally resourced funding for support to integrate Mātauranga Māori into NCEA courses in 2024.

During 2024 our RAPLD contract continued with HTK, centred around supporting our middle leaders.

In 2024 our Leaders of Learning worked with HTK, their first PLD session was on 29th February 2024. See [here for a summary](#) of that day

At the end of 2024 all leaders of learning met with either the DP - Teaching and Learning or the DP - Curriculum to ascertain the embedding of Mātauranga Māori into Teaching and learning programmes in Level One NCEA.

Report on Mātauranga Māori, Feedforward, Feedback, Scaffolding, and Differentiation in Learning Areas at Rangiora High School

In 2025, we worked to continue to embed these practices in our kura.

### Staff briefings / meetings

Staff say karakia for our 2 morning briefings and some staff use karakia at other hui. Waiata are practised at Friday mornings briefing.

### Self-Reflection

To support staff, reflect on where they are at and their next steps a self-reflection template has been developed. Staff are also encouraged to use this tool to self-reflect on their pedagogy

### **Other Supporting Documentation in kura (some is archived):**

What steps are you taking to make instruction available to all your students in tikanga Māori and te reo Māori?

How well are you achieving equitable outcomes for Māori students?

- Sight policy
- Curriculum plan/overview Curriculum Policy
- Analysis of variance / analysis of achievement data
  - KIG - Māori Student Achievement Report
- Professional learning around Te Tiriti o Waitangi

- Culturally Responsive PLD Plan 2022
- PLD Application - DRAFT HTK MDP (successful)
- RHS Puketeraki TRM Language Plan
- Rongohia Te Hau Data 2024
- Rongohia Te Hau Continuum Staff PLD 2022
- CRRP Teacher Planner 2024
- Bill Anderson Te Tiriti Workshop Term 3
- PLD regularly with staff
- Other
  - Kia Eke Panuku - runnings
  - He Tipu (Kāhui Ako)
  - Language Acquisition Hui 5 November
  - Equitable Educational Achievement for Ākonga Māori Project – Phase 1
  - 2024 Taura Māori.pdf
  - Gathering Student Voice - RTH
  - Local Curriculum and Tikanga Māori and Mātauranga Māori in Faculties 2024

## B. Statement of compliance with employment policy

<b>Reporting on principles of being a good employer</b>	
Obligation to provide good and safe working conditions	Yes – including a health and safety office, staff wellbeing officer, EEO policies and procedures and regular surveys on wellbeing
EEO Programme and how it has been fulfilled	No
Impartial selection for applicants	Yes – all interviews are held with uneven from three interviewers. Ngai Tūāhuriri engaged in any culturally specific positions. Appointment policy in place and followed. All interviews recorded with question number system.
Recognising <ul style="list-style-type: none"> <li>- Aims and aspirations of Māori</li> <li>- Employment requirements of Māori</li> <li>- Greater involvement of Māori in the Education sector</li> </ul>	See EEO policy attached
Enhancing the abilities of individual employees	School wide PLD and individual growth PD including the ability to retrain (school supported) (Currently one teacher and one counsellor)
Recognising the employment requirements of women	EEO Policy attached
Recognising the employment requirements of persons with disabilities	EO Policy attached

<b>Reporting on EEO</b>	
Do we have an EEO policy?	Yes (attached)
Does it include training to raise awareness of issues which may impact EEO?	No
Is there someone appointed to coordinate compliance?	Yes
Does it provide for reporting on compliance?	Yes
Does it set priorities?	No

# PART SEVEN: 2024-2026 STRATEGIC PLAN & ANNUAL PLAN 2026



## RANGIORA HIGH SCHOOL

### STRATEGIC PLAN 2024-26

#### ANNUAL PLAN 2026

##### VISION

Ākonga thriving in a centre of learning excellence that acknowledges the past, and focuses on their future; connecting ākonga to community, enabling them to contribute positively as lifelong learners.



##### MISSION

- Ākonga deeply engaged in the process of learning, experiencing success through learning focused relationships and culturally responsive teaching practices.
- A dynamic curriculum delivered through relevant and responsive learning programmes that are inclusive and equitable with clear pathways to future learning, training and employment.
- Ākonga will use the knowledge, values, skills and dispositions to become active members of the community, contributing to and successfully navigating the future.

##### LEARNER PROFILE

We support each and every learner to develop the knowledge, values and skills to successfully navigate the future.

At the forefront of the learner profile are four key elements:

- Engaged
- Confident
- Integrity
- Lifelong learner

##### VALUES

- Aspire (Wawatahia): *Aspiring to achieve your best.*
- Respect (Whakautea): *Respect yourself, others and the environment.*
- Contribute (Tohaina): *Actively contribute to the community.*



## STRATEGIC DIRECTION 2024-2026

### CORE FOCUS

This is the centre pillar, we need to know our students on an individual basis. Step one is to track our students to find those who are at risk or need support. We then place a mentoring programme to sit alongside them. We guide our students through feedback and feedforward. Finally, we inform our students and caregivers through regular reporting that is easy to access and informs of next steps rather than outcomes.

### 2026 School Mantra: KNOW ME GUIDE ME



### STRATEGIC FOCUS

These are the wrap around strategies to ensure the core is maintained. Knowing our students sits on the left and deals with wellbeing and culture. Guiding sits on the right and deals with learning and curriculum. The larger writing (e.g. School Values) is the annual focus. The smaller writing is the Tier One business as usual (e.g. Sports).

## ANNUAL PLAN 2026

Our Goals	Our Actions	Our Success
<p><b>KNOW ME</b></p> <p>A sense of belonging and worth for everyone through growing and supporting the mind and body by being both proactive and reactive to the needs of our students, staff and whānau.</p>	<ul style="list-style-type: none"> <li>Implement the <b>stepped attendance plan</b> – support and enable the pastoral design team</li> <li>Regular and effective <b>analysis of attendance data</b></li> <li>Improve <b>positive communication with whānau</b> with respect to attendance</li> <li>Development of effective pastoral leadership and pastoral management teams</li> <li>Embed a <b>strong sense of belonging</b> to the house</li> <li>Embed and maintain <b>high expectations of behaviour</b> consistently across the school</li> <li>Improve and embed <b>school spirit</b> &amp; acknowledge and celebrate values</li> <li>Alignment of <b>guidance and health clinics</b></li> </ul>	<p><b>STRATEGIC PERFORMANCE INDICATORS</b></p> <ul style="list-style-type: none"> <li>All levels of attendance data are above for attending or below for non-attending compared to national averages</li> </ul> <p><b>KEY PERFORMANCE INDICATORS</b></p> <ul style="list-style-type: none"> <li>Stepped attendance plan implemented (SOY), followed (EOT checks), and reviewed (EOY)</li> <li>Survey of students, staff and whānau on sense of belonging and school spirit (EOT3)</li> </ul>
<p><b>GUIDE ME</b></p> <p>Our curriculum engages our students through providing multiple opportunities to succeed combined with high expectations on ourselves and our students. This is underpinned by a strong understanding of effective pedagogy and culturally responsive practices.</p>	<ul style="list-style-type: none"> <li>Implement <b>curriculum change</b> for 2027 based on the new curriculum</li> <li>Enable the <b>curriculum design team</b> to support our leaders of learning in implementing our school curriculum</li> <li>Track <b>at risk students</b> to provide targeted support</li> <li>Review the role of <b>Kaiiwhina and Learning Support Co-ordinator</b> to measure and grow effectiveness in the classroom, and in support of our students learning</li> <li>Enable and support <b>Leaders of Learning</b> to implement the teaching &amp; learning handbook</li> <li>Focus on high quality tailored <b>professional development</b> for staff</li> <li>Provide authentic focused <b>literacy and numeracy</b> support</li> <li>Professional learning for <b>middle leaders</b></li> <li><b>Analyse and review leavers</b> – time/level/qualification/destination</li> </ul>	<p><b>STRATEGIC PERFORMANCE INDICATOR</b></p> <ul style="list-style-type: none"> <li>Leaver's data improves at all levels</li> <li>New curriculum designed and ready for 2027</li> <li>All NCEA Levels achieve 80% pass</li> </ul> <p><b>KEY PERFORMANCE INDICATORS</b></p> <ul style="list-style-type: none"> <li>Leaders of Learning are confident of teaching the new curriculum in 2027 (confidence way points each EOT)</li> <li>At risk tracking implemented (EOT1), followed (waypoints each implementation stage), and reviewed (EOY)</li> <li>Clear understanding of the need for, and the role of the Kaiiwhina/LSC (plan EOT1, implement, and review EOY)</li> <li>Full report completed on our leavers data aligned to leavers profile (EOY)</li> </ul>
<p>Our strategies to give effect to Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> <li>Sustain and support the Māori faculty</li> <li>Continue to build and contribute to our genuine relationship with mana whenua and whānau</li> <li>Embrace and engage in as many opportunities to lift the mana of our culture and people</li> </ul>		<p>Our strategies to give effect to the whenua</p> <ul style="list-style-type: none"> <li>A sustainable response to the board funded approach is created to ensure a long term commitment to the whenua</li> <li>Continually connecting faculties and subjects to the whenua</li> <li>Grow and improve the delivery of land based studies – the subjects taught on the whenua</li> </ul>

## KEY STRATEGIC DATA 2024-2026





Our Goals	Our Actions	Our Success
 <p><b>KNOW ME</b></p> <p>A sense of belonging and worth for everyone through growing and supporting the mind and body by being both proactive and reactive to the needs of our students, staff and whānau</p>	<ul style="list-style-type: none"> <li>Implement the <b>stepped attendance plan</b> – support and enable the pastoral design team</li> <li>Regular and effective <b>analysis of attendance</b> data</li> <li>Improve <b>positive communication with whānau</b> with respect to attendance</li> <li>Development of effective pastoral leadership and pastoral management teams</li> <li>Embed a <b>strong sense of belonging</b> to the house</li> <li>Embed and maintain <b>high expectations of behaviour</b> consistently across the school</li> <li>Improve and embed <b>school spirit</b> &amp; acknowledge and celebrate values</li> <li>Alignment of <b>guidance and health</b> clinics</li> </ul>	<p><b>STRATEGIC PERFORMANCE INDICATORS</b></p> <ul style="list-style-type: none"> <li>All levels of attendance data are above for attending or below for non-attending compared to national averages</li> </ul> <hr/> <p><b>KEY PERFORMANCE INDICATORS</b></p> <ul style="list-style-type: none"> <li>Stepped attendance plan implemented (SOY), followed (EOT checks), and reviewed (EOY)</li> <li>Survey of students, staff and whānau on sense of belonging and school spirit (EOT3)</li> </ul>
 <p><b>GUIDE ME</b></p> <p>Our curriculum engages our students through providing multiple opportunities to succeed combined with high expectations on ourselves and our students. This is underpinned by a strong understanding of effective pedagogy and culturally responsive practices.</p>	<ul style="list-style-type: none"> <li><b>Implement curriculum change</b> for 2027 based on the new curriculum</li> <li>Enable the <b>curriculum design team</b> to support our leaders of learning in implementing our school curriculum</li> <li>Track <b>at risk students</b> to provide targeted support</li> <li>Review the role of <b>Kaiāwhina and Learning Support Co-ordinator</b> to measure and grow effectiveness in the classroom, and in support of our students learning</li> <li>Enable and support <b>Leaders of Learning</b> to implement the teaching &amp; learning handbook</li> <li>Focus on high quality tailored <b>professional development</b> for staff</li> <li>Provide authentic focused <b>literacy and numeracy</b> support</li> <li>Professional learning for <b>middle leaders</b></li> <li><b>Analyse and review leavers</b> – time/level/qualification/destination</li> </ul>	<p><b>STRATEGIC PERFORMANCE INDICATOR</b></p> <ul style="list-style-type: none"> <li>Leaver's data improves at all levels</li> <li>New curriculum designed and ready for 2027</li> <li>All NCEA Levels achieve 80% pass</li> </ul> <hr/> <p><b>KEY PERFORMANCE INDICATORS</b></p> <ul style="list-style-type: none"> <li>Leaders of Learning are confident of teaching the new curriculum in 2027 (confidence way points each EOT)</li> <li>At risk tracking implemented (EOT1), followed (waypoints each implementation stage), and reviewed (EOY)</li> <li>Clear understanding of the need for, and the role of the Kaiāwhina/LSC (plan EOT1, implement, and review EOY)</li> <li>Full report completed on our leavers data aligned to leavers profile (EOY)</li> </ul>
<p>Our strategies to give effect to Te Tiriti o Waitangi</p>		<p>Our strategies to give effect to the whenua</p>
<ul style="list-style-type: none"> <li>Sustain and support the Māori faculty</li> <li>Continue to build and contribute to our genuine relationship with mana whenua and whānau</li> <li>Embrace and engage in as many opportunities to lift the mana of our culture and people</li> </ul>		<ul style="list-style-type: none"> <li>A sustainable response to the board funded approach is created to ensure a long term commitment to the whenua</li> <li>Continually connecting faculties and subjects to the whenua</li> <li>Grow and improve the delivery of land based studies – the subjects taught on the whenua</li> </ul>

## PART EIGHT: APPENDIX

### 1. Report on annual target progression

#### A. Learning

##### Targets:

1. Track at risk students to provide targeted support
2. Focus on High Quality teaching through the implementation of Professional Learning Groups.
3. Provide professional learning for middle leaders (climb the mountain)

##### Review:

1. **Track at-risk students to provide targeted support: COMPLETE (will continue in 2026)**
  - **Action taken:** Introduced the Year 12 Foundation Studies (FDS21) and Year 11 Te Awhina (TAP11) courses to support students lacking NCEA Level 1 Literacy or Numeracy.
  - **Impact:** FDS21 was highly successful, with the following results in Literacy and Numeracy due to their involvement in the class  
Numeracy: 86.96% (20 out of 23 students)  
Literacy: 73.91% (17 out of 23 students)
  - **Other Steps:** A "Numeracy Boost" course was implemented in Term 4 to help more students reach the Numeracy requirement. This was offered to 24 students and assisted 18 (or 75% of the group) to attain Level 1 Numeracy
2. **Focus on High Quality teaching through the implementation of Professional Learning Groups: COMPLETE**
  - **Action taken:** Formed 9 Professional Learning Groups (PLGs) where staff identified specific growth areas.
  - **Impact:** 63% of teachers reported a direct positive influence on their professional practice or student outcomes.
  - **Outcome:** Due to 24% negative feedback regarding group fit and size, the model is shifting to "OPT IN" workshops for 2026.
  - In addition to this in order to support High Quality teaching we produced a "Teaching and Learning Guide" for implementation in 2026
3. **Provide professional learning for middle leaders (climb the mountain): COMPLETE**
  - **Action taken:** Senior leaders mentored middle leaders using the "First, Break All the Rules" kaupapa, which used a mountain-climbing metaphor for leadership.
  - **Impact:** Strengthens the capacity of middle management to drive curriculum leadership and effective teaching. Will continue in 2026.
  - **Ongoing Growth:** Several leaders were approved for external "Leading Edge" and "Aspiring Deputy Principals" programmes.

#### B. Curriculum

##### Targets:

1. Provide authentic focused Literacy and Numeracy support
2. Implement curriculum change for 2026 based on Curriculum review
3. Improve NCEA ready through a seamless curriculum from junior to senior classes

##### Review:

1. **Provide authentic focused Literacy and Numeracy support: COMPLETE**
  - **Action taken:** Implemented specific Year 10 lesson plans using Literacy and Numeracy Essentials booklets and ran targeted modules for Year 9 and 10 students.
  - **Impact:** Recent data shows 12 students in the Year 10 Numeracy class shifted up a Stanine level.
  - **NCEA Results:** Senior pass rates are high, with Year 13 reaching 98.7% in Numeracy and 97.9% in Literacy. Good Literacy and Numeracy results for Year 11 students.
  - **Attendance:** Communication and letters home resulted in a 10% improvement in Year 11 attendance for Reading and Writing Common Assessment Activities (CAA).
2. **Implement curriculum change for 2026 based on Curriculum review: COMPLETE**
  - **Action taken:** The Curriculum Management Team analysed key findings from a 2024 review during Term 2 of 2025.

- **Impact:** This review process ensures the curriculum remains dynamic and provides multiple opportunities for student success.
3. **Improve NCEA ready through a seamless curriculum from junior to senior classes: COMPLETE**
- **Action taken:** The Curriculum Design Team began "back-mapping" NCEA skills (critical thinking, research, and subject knowledge) into the junior school curriculum.
  - **Impact:** Faculties rewrote their junior schemes to create junior learning experiences that align with NCEA standards to create smoother transitions for students

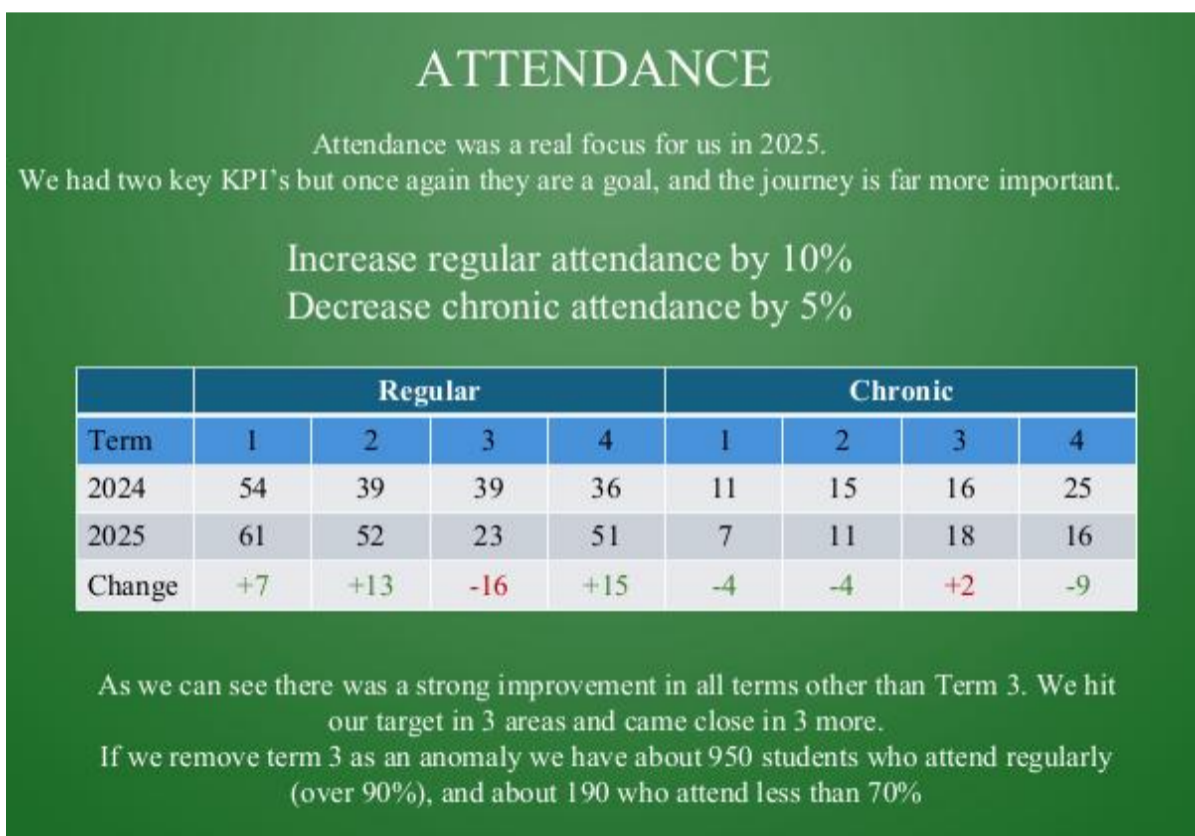
### C. Culture/Wellbeing

Targets:

1. Improve validity of attendance data.
2. Improve communication with whānau.
3. Increase participation in co-curricular activities.
4. Acknowledge and celebrate values and success. (Grow & understand culture - Values, Sports, Arts, Diversity).
5. **Attendance KPI:** Improve regular attendance by 10% and decrease chronic absence by 5%.
6. **Restorative Practice:** Grow restorative practices and ensure a timely, effective response to real-time data.
7. **Support Systems:** Implement house system changes and provide holistic support pathways.

Review:

**Improve validity of attendance data and increase attendance: ACHIEVED**



The data shows a solid increase in attendance for term 1,2 and 4. A high level of staff and student sickness in term 3 was an anomaly.

- **Action taken:** Aligned processes to the MOE Stepped Attendance (STAR) structure. Implemented a Kamar update for automatic alert/response notifications linked to the 4 steps.
- Pastoral Management Team structure to provide more consistent support for House and pastoral situations, and also provide a space to pull a range of views into one place.
- **2026 Next Step:** Refine the "Reason for Absence" coding to better distinguish between justified illness and truant-related patterns. Implement a Pastoral Design Team to research trends to why our students are not attending, increase positive acknowledgement of students who are attending well. Puhoro introduced to help engage our Māori and Pasifika students.

**Improve communication with whānau - ACHIEVED**

- **Action taken:** Appointed a Whānau Engagement Advisor to proactively engage with students and families. Held "Coffee & Cake" evenings and Year 8 orientation visits to build early connections
- **2026 Next Step:** As part of the Stepped Attendance plan are specific actions to engage whānau. Support for teachers is to create letter templates. Work with the PB4L team to improve positive communication to home. Increase opportunities to celebrate student success via social media, positive letters for good attendance. Provide more events (wine and cheese evening for Year 9 parents, Whānau Hui) to engage with whānau in a positive light. A new in-school attendance case manager via MOE funding has been approved by MOE, and will be in place Term 2 2026.

### Increase participation in co-curricular activities - **ACHIEVED**

- **Achieved:** Student participation rose by 2%, with 46% of the school (811 students) playing sports.
- **Actions taken:** The inaugural Māori & Pasifika Prizegiving was established, and 31 junior students participated in a Performing Arts Roadshow to primary schools. Introduced **6-week "give it a go" programmes** in Rowing, Smallbore Rifle, and Volleyball to lower entry barriers
- **2026 Next Steps:** Introduce more low-stakes social clubs and lunchtime activities to capture the remaining 54% of students not currently playing sports. A Sports roadshow will visit a selection of contributing schools to increase participation.

### Acknowledge and celebrate values and success. (Grow & understand culture) - **ALWAYS ASPIRATIONAL/ACHIEVED**

- **Action taken:** Continue to officially welcome our new students and whānau with pōwhiri (numbers attending continue to increase). Hosted Ngā Manu Kōrero, the most significant annual event on the Māori secondary school calendar, giving our ākonga and kaiako a first-time opportunity to experience this kaupapa. Taking all opportunities to strengthen our relationship with mana whenua.
- Continued to promote aspects of our culture (particularly Performing Arts, Sports, Community, Māori & Pasifika) through school assemblies. Launched the inaugural Māori & Pasifika Prizegiving on the back of a successful and growing Sports & Cultural Awards evening.
- Refined the school's purpose statement and installed framed values posters in Rakahuri and classrooms. Engaged Whaea [Claire Aldhamland](#) to design House banners portraying each House whakataukī.
- Our Rongohia Te Hau data showed positive movement towards a sense of belonging for staff, students and whānau, and we are beginning to converge towards a similar viewpoint on relational matters. This was also consolidated by the Board survey to the community. This was one of the driving factors towards the rethinking and “re-establishment” of a Year 9 Whānau Wānanga (9LPKG) for 2026.
- **2026 Next Steps:** Continue to showcase our culture and unpack our Lighthouse values in school assemblies, relating them to everyday school life. Give mana to areas of celebration relevant to our kura and our people to promote inclusivity e.g. Pasifika Language Weeks, Rainbow events. Promote and model more positive praise and practice throughout our staff.
- Transform key spaces within our kura to better reflect our values, who we want to be, and promote a sense of belonging e.g. the Hall. Better connect our values to the classroom visually and audibly by having explicit, consistent school-wide language.
- Focus on school uniform, wearing it correctly and with pride. Track, support and review the Year 9 Whānau Wānanga (attendance, engagement, pastoral, pedagogy and relationships).

### Restorative Practice/PB4L: Grow restorative practices and ensure a timely, effective response to real-time data - **ONGOING, LONG-TERM TARGET**

- **Action taken:** All Kaitiaki completed the **3-day Restorative PLD**. Established a mandatory requirement to phone home after a restorative resolution
- Canvassed our staff and other schools for ideas and initiatives to positive reinforcement ideas. We have trialled a couple of these, around uniform, Out of Class Passes and attendance.
- **2026 Next Steps:** Provide "Restorative Refresher" workshops for Tier 1 classroom teachers to ensure consistency beyond the pastoral team. Develop a teacher bookmark/sticker to support restorative conversations and build teacher confidence. Establish a Pastoral Guide for staff.
- There are two key PB4L attendance initiatives to roll out for 2026, including letters to parents of students attending over 90%

## 2. Strategic property report

Two significant headline projects were completed this year:

### 1. Heating & cooling upgrade

The scope was developed and finalised during the year to achieve the following:

- Install air-to-water heating for Rakahuri to serve the underfloor heating system.
- Install centrally controlled split cycle heat pumps in remaining blocks currently serviced by the boiler.
- Decommission the pellet-fired boiler.

The design was completed by year end and an application was made to MoE for additional critical infrastructure funding up to \$1m, which has been approved. Work commenced early in 2026.

### 2. Sports Centre upgrade

In 2024, the MoE approved the start of a project to replace the ageing school hall with a performing arts centre. Scope and design discussions were progressed in 2025 with the wider community where it became apparent that the Board could not complete the project without external funding support. Discussions with stakeholders have continued during 2025.

After considering school priorities, the Board concluded that the MoE funding allocated for the hall replacement should be diverted to renovation of the Sports Centre. The MoE approved the funding switch and a new project was established.

Designs for the renovation focus on the creation of new classrooms in the building, upgraded access, interior and exterior cladding upgrades, various layout improvements, and renovation of the changing rooms. After completion of engineering and detailed design, work is expected to commence in 2026.

A number of other property projects have been completed during the year funded from operational grants:

- One open breakout room in Rakahuri was closed in to create an additional kaiako workspace.
- Two small wet rooms in Rakahuri were opened up into a single larger teaching space.
- The old caretakers' residence was renovated to the healthy homes standard.
- K & T block classrooms were converted to a dedicated compliant place for NCEA exams.
- MoE provided a top-up property maintenance grant in 2025 which was applied to cladding repair and repainting all of B, C and D Blocks, completing these works ahead of the maintenance schedule and significantly enhancing the aesthetic appearance of the school.