



AUCKLAND SEVENTH-DAY ADVENTIST HIGH SCHOOL

Draft Analysis of Variance 2025

Building a nation through quality Adventist Christian Education

Values:

Commitment, Excellence, Respect

ASDAH School Evaluative Indicators

Term 1 Update 2025

	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
S T E W A R D S H I P	Godliness is the GROWTH vision for 2025. This will be evident in all Special Character aspects of the school	<ul style="list-style-type: none"> All classrooms will have a special character area All curriculum areas will have a special character focus The SDA Discipleship framework will be implemented in the school Assemblies and chapels will have a special character focus Term 3 PLD will have a special character focus 					<p>Explanation of any variance All areas on target</p> <p>Evaluation (where to next) planning for next year</p> <p>Special Character more evident displays throughout the school. All Homerooms to establish a Spiritual area reflecting Special Character Ownership and information each week on display.</p>	Termly	SLT
	The school acknowledges the Treaty of Waitangi principles, our nations bicultural foundations and enables students to acquire knowledge of te re Maori and tikanga Maori	<p>The school will normalise tikanga and te reo Māori by:</p> <ul style="list-style-type: none"> Meaningfully incorporating simple te reo Māori phrases in everyday school activities Encouraging the correct pronunciation of local Māori place names and landmarks Incorporating tikanga Māori into special character school events Engaging with the local Māori community 					<p>Whakatauki as an established part of assembly where student leaders will introduce in Assembly.</p> <p>Karakia to be part of the Assembly or Chapel.</p>	Termly	SLT/Principal
	D1,P5 D2,D4, D5,02, 03,P3 P4,P6	The Board will ensure that all it's policies and procedures are aimed at getting the best student outcomes. They will do this by regularly reviewing data on progress in all areas of the school.	<ul style="list-style-type: none"> Monthly policy review cycle The BOT will review student progress and achievement data monthly Monthly BOT finance and property meeting The school reserves are set at a minimum of \$100K with planned growth in reserves each year. 					Monthly	Principal
		<ul style="list-style-type: none"> The school will hold regular emergency drills termly 							

	Strategic Aim	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
	<p>Quality Teaching/Leadership The leadership will actively promote a culture of equity and academic excellence through the school by the use of data and tracking</p> <p>(ERO Focus 1 – success at school for seniors)</p>	<ul style="list-style-type: none"> Gathering of literacy/numeracy diagnostic data in junior school, twice a year 					<p>Explanation of any variance On track in most areas in the literacy area.</p> <p>Evaluation (where to next) planning for next year. Focus on back mapping and being intentional about across school numeracy approaches. Focus on Year 9 and 10 numeracy interventions to prepare for the numeracy corequisite. Invest in numeracy tools to accelerate numeracy success and address the needs and gaps in numeracy skills.</p>	Termly	DP Teaching and Learning
		<ul style="list-style-type: none"> Collection of monthly student progress for years 11 – 13. Running regular co-construction meetings as part of the staff meeting cycle 					<p>Explanation of any variance The school is on track with both bullet points.</p> <p>Evaluation (where to next) planning for next year. Continue with monthly tracking and using the data to meet the needs of the AT RISK students by sharing good practice at coconstruction meetings..</p>		
		<ul style="list-style-type: none"> HOD's having regular weekly meetings with the DP Teaching and Learning 					<p>Explanation of any variance Most HODs meet regularly with the DP Teaching and Learning.</p> <p>Evaluation (where to next) planning for next year. Encourage HODs to manage all the students in their subject domain.</p>		
		<ul style="list-style-type: none"> That all departments will backmap the skills, competencies and strategies they will use from year 9 to 13 					<p>Explanation of any variance Backmapping is updating and adapting in preparation for the new curriculum.</p> <p>Evaluation (where to next) planning for next year. Backmapping to incorporate the new curriculum content and skills.</p>		

	<ul style="list-style-type: none"> The school will ensure that all learners have the opportunity to develop key capabilities to operate confidently in all areas of society 					<p>Career education specific to the job market and career pathways of subjects to be continuing in each subject area.</p>		
<p>Barrier Free access for all learners ASDAH will use innovative learning pedagogy, culturally responsive and relational pedagogy for all students (ERO Focus 2)</p>	<ul style="list-style-type: none"> Weekly staff PLD sessions to grow in quality teaching and learning – 2025 focus Planning, Achievement & Engagement, Review and Reflection Continue to work with Education Associates in PLD on Assessment for Learning 					<p>Explanation of any variance The school is on track with the bullet points. The PLD is aligned with the needs of the teaching and learning process.</p> <p>Evaluation (where to next) planning for next year. PLD with the external provider is to focus on Leadership Training for all Middle Leaders as a group and individually. A review of good practice through the sharing of good practice across the school. Revisiting the Quality Practice Statement and the ASDAH Assessment for Learning resource.</p>		
	<ul style="list-style-type: none"> Join the Mangere Kahui Ako for PLD – Teaching to the North East 					<p>Explanation of any variance There is a variance in the engagement with the Kahui Ako PLD.</p> <p>Evaluation (where to next) planning for next year. ASDAH runs it's own PLD programme and needs to find a way to be able to fit into the PLD model that the Kahui Ako is running.</p>		
<p>Student Progress, Achievement and Attendance The school will use data to address the learning needs of all students (ERO Focus – Literacy & Numeracy – junior school)</p>	<ul style="list-style-type: none"> All teachers will use diagnostic, formative and summative data to address student learning needs Teachers will review the monthly tracking data for senior students produced by DP Teaching and Learning Individualized learning programmes will be developed for students who need them. 					<p>Explanation of any variance Most areas are on target</p> <p>Evaluation (where to next) planning for next year. ASDAH runs its own weekly which is relevant to the needs and enhancement of the pedagogy.</p>		
	<ul style="list-style-type: none"> There will be extra literacy and numeracy focus in years 9 and 10 					<p>Explanation of any variance Literacy interventions are eliciting good outcomes for students by Year 11. However the numeracy is a variance with the numeracy.</p>		

						<p>Evaluation (where to next) planning for next year. The interventions in literacy will continue and more interventions will be sourced for numeracy to prepare students to achieve the numeracy corequisite by the end of Year 10.</p>			
	<ul style="list-style-type: none"> The school will continue to support the direction of the Mangere Kahui Ako 					<p>Explanation of any variance There has been a variance in the support of the Kahui Ako with our school.</p> <p>Evaluation (where to next) planning for next year. ASDAH continue to undertake its own internal school PLD on Tuesday mornings to meet the needs of students and teachers. External PLD with the Education Group supplements the internal PLD.</p>			
	<p>Curriculum The school will plan for the successful implementation of the refreshed national curriculum and the NCEA refresh</p>	<ul style="list-style-type: none"> Staff will attend cluster meetings to support the implementation of the NCEA refresh The school will continue to build it's capacity to implement the new refreshed curriculum by having regular PLD sessions where applicable Continue to hold teacher only days and to send staff for PLD around the implementation of both the NZC and NCEA refresh. 					<p>Explanation of any variance All areas were met.</p> <p>Evaluation (where to next) planning for next year. To continue to work on a smooth transition into the new curriculum requirements.</p>		
		<p>The school targets are:</p> <ul style="list-style-type: none"> 80% of Year 11 students will gain NCEA Level 1 					55% (39/71) students achieved Level 1. 39% (28) students did not achieve numeracy		
		<ul style="list-style-type: none"> 80% of Year 12 students will gain NCEA Level 2 					51/67 (76%) students achieved Level 2. (7%) 10 students did not achieve numeracy		
		<ul style="list-style-type: none"> 80% of Year 13 students will gain NCEA Level 3 					42/51 (84%) students achieved Level 3.		
		<ul style="list-style-type: none"> 50% of Year 13 students will gain UE 					26/51 (52%) students achieved University Entrance.		

		<ul style="list-style-type: none"> 80% of Year 9 students will be at or above level 4 in Reading and Writing 					<p>Explanation of any variance 70% of Year 9 students achieved at or above Level 4 in Reading and Writing. Significant shift from Level 5 to Level 6 of the curriculum is evident at the end of the year.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the literacy area through the interventions and systems already in place. Student mentoring offered by MOE will be used.</p>		
		<ul style="list-style-type: none"> 80% of Year 9 students will be at or above level 4 in Mathematics 					<p>Explanation of any variance 52% of Year 9 students achieved at or above Level 4 in Numeracy. There has been an increase in the number of students who achieved Level 5 of the curriculum in preparation for Year 10.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the numeracy area through the interventions and systems already in place. Student mentoring offered by MOE will be used.</p>		
		<ul style="list-style-type: none"> 80% of Year 10 students will be at or above level 5 in Reading and Writing 					<p>Explanation of any variance 84% of Year 10 students achieved at or above Level 5 in Numeracy. Significant increase from Level 4 to Level 5 of the curriculum is evident at the end of the year.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the literacy area through the interventions and systems already in place.</p>		

							Student mentoring offered by MOE will be used.		
	<ul style="list-style-type: none"> 80% of Year 10 students will be at or above in Mathematics 						<p>Explanation of any variance 54% of Year 10 students achieved at or above Level 5 in Numeracy.</p> <p>Evaluation (where to next) planning for next year. To continue addressing the gaps in the numeracy area through the interventions and systems already in place. Student mentoring offered by MOE will be used.</p>		
	<ul style="list-style-type: none"> 10% will achieve Excellence endorsement in Level 1,2,3 						<p>In Level 3, 1 (2%) students achieved Level 3 with Excellence Excellence subject endorsements in Level 3 – 2</p> <p>In Level 2, 1 (1%) students achieved Level 2 with Excellence Excellence subject endorsements in Level 2 – 27</p> <p>In Level 1, 2 (3%) students achieved Level 1 with Excellence Excellence subject endorsements in Level 1 – 4</p>		
	<ul style="list-style-type: none"> 20% of students will achieve Merit endorsements in Level 1,2 and 3 						<p>In Level 3, 10 (20%) students achieved Level 3 with Merit Merit subject endorsements in Level 3 – 21 Achieved subject endorsements in Level 3 – 62</p> <p>In Level 2, 8 (12%) students achieved Level 2 with Merit Merit subject endorsements in Level 2 – 27 Achieved endorsements in Level 2 – 77</p> <p>In Level 1, 8 (11%) students achieved Level 1 with Merit Merit subject endorsements in Level 1 – 31 Achieved subject endorsements in Level 1 – 116</p>		
Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility	

W E L L B E I N G	D3,01,02	The school will meet the pastoral needs of its learners	<ul style="list-style-type: none"> The school will aim to have 90% attendance The school will monitor attendance data both weekly and monthly. The pastoral team will also monitor pastoral data to identify at risk students and put together a programme to support them. 					<p>Explanation of any variance The school reached the target of 80% consistently but only 43% of students attended 90% of schooling in term 4.</p> <p>Evaluation (where to next) planning for next year Improve on the 43% for 2026. Aim is to reach at least over 50% Attendance or more aiming for students at 90% Improve communication and partnership with home regarding the attendance expectations of the school. Engage with the attendance officers earlier to help identify barriers for students who are repeatedly away.</p> <p>Healthy Choices programme shift to the 2nd Term.</p> <p>ASDAH WAY (PB4L) system will change and restructure for 2026</p>	Termly	DP Pastoral Care
		<ul style="list-style-type: none"> Implement Healthy Choices programme through the school Skills period will be used for the running of pastoral care programmes that are specific to year levels. 								
		<ul style="list-style-type: none"> Continue to run the STARS transition programme 								
		<ul style="list-style-type: none"> Continue to run the senior camps and year 10 outdoor programmes Continue to have a robust extra-curricular programme 								
		The school will use the principles of Positive Behaviour 4 Learning and restorative practices to ensure that all members of the community are physically and emotionally safe.	<ul style="list-style-type: none"> Use the PB4L reward system Student of the month recognition 							
		Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
		The school will engage with whanau by providing meaningful information to help empower them to support their child's progress and achievement.	<ul style="list-style-type: none"> Run NCEA information evening for parents Run new parent evening programmes Parent/teacher interviews Regular student pathway interviews 					<p>Explanation of any variance The Kahui Ako did not meet at all last year so these goals were abandoned. Other areas were on track</p>	Termly	DP Pastoral Care and DP Teaching and Learning

C O M M U N I T Y P1,P2,P7	(ERO – 3 – Strengthening connections)						Evaluation (where to next) planning for next year		
	The school will continue to work with the Mangere Kahui Ako to achieve the CoL achievement targets	<ul style="list-style-type: none"> Continue to work with across school Kahui Ako facilitators with the Teaching and Leading to the North East focus Continue to support by attending the PLD meetings organized by the Kahui Ako 					In 2026 that more intentional partnership with year 13 families be a priority so that these students will finish well. To be implemented: <ol style="list-style-type: none"> Welcome letter sent home in week 1 of term 1 outlining the expectations for year 13 Separate the year 13 parent evening from the general NCEA night so that focus can be solely on school expectation and parent partnership. Regular communication with families when assessments start, the length of time it will take to complete and to track at risk students during the internal assessments rather than at the end. 		
	The school will collaborate with tertiary providers/industry and employers to strengthen pathways for our students	<ul style="list-style-type: none"> The Careers coordinator will work with students and tertiary providers to line up pathways for students The Careers coordinator will also involve whanau in the pathway discussions for students To continue to have tertiary providers visit the school to talk about the pathway options available to our students 							
	The school will continue to engage with the local churches and feeder schools	<ul style="list-style-type: none"> Regular promotion of ASDAH at feeder schools and local churches Run open day for feeder schools. 	N/A					Continued promotion of ASDAH at Feeder Schools and churches	
	Key Goals	Key Goals	T1	T2	T3	T4	Notes	Time	Responsibility
R E V I E W D6,P6	To grow a school wide community that will self-review, evaluate and use inquiry as a means of improving outcomes for all students	<ul style="list-style-type: none"> The BOT will do a monthly review of the schools educational outcomes, polices and financial performance 					Explanation of any variance Most areas were on track for this year in terms of meeting the termly and biannual review and reporting.		SLT/Principal
		<ul style="list-style-type: none"> The SLT will report termly on the schools progress towards achieving the outcomes of the strategic plan 							
		<ul style="list-style-type: none"> All HOD's and TIC's will report to the BOT bi-annually on how their departments are tracking towards meeting the school targets All teachers will carry out regular review of their teaching to evaluate if they are meeting the school goals and targets. The review will be in line with their department review. – monthly 					Evaluation (where to next) planning for next year To continue to ask if all areas are still fit for purpose and then change according to new requirements and student needs.		

	To promote reflective, evidence based teaching practice through regular evaluation of teaching practice	<ul style="list-style-type: none"> All departments will carry out regular review of their progress in their monthly department meetings 						

Notes:**D – Refers to the ERO School Improvement Framework****O – National Educational and Learning Objectives (NELP)****P – National Educational and Learning Priorities(NELP)****ACHIEVEMENT 2021-2025**

	2025	2024	2023	2022	2021
UE	52% (26)	28% (16)	38% (20)	30% (12)	48.6% (18)
LEVEL 3	84% (42) (Participation and number of students)	82.4% (47)	81% (43)	60% (24)	75.6% (28)
LEVEL 2	76% (51)	71.4% (40)	81% (51)	84% (59)	85.7% (42)
LEVEL 1	55% (39)	50% (38)	73% (43)	91% (63)	78.6% (59)

Last Name	First Name	NSN	MoE Year Level	Gender	Stats Ethnicity	NCEAL1		
			11	M	Maori	N	Level 1	39 (55%)
			11	M	Pasifika	A	Level 1 Merit	8 (11%)
			11	M	Maori	N	Level 1 Excellence	2 (3%)
			11	F	Pasifika	A		
			11	F	Pasifika	N		
			11	F	Pasifika	M		
			11	M	Pasifika	N		
			11	M	Pasifika	N		
			11	F	Pasifika	A		
			11	F	Pasifika	A		
			11	M	Pasifika	N		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	F	Pasifika	A		
			11	F	Pasifika	M		
			11	F	Pasifika	A		
			11	F	Pasifika	N		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	F	Pasifika	M		
			11	F	Maori	N		
			11	M	Pasifika	N		
			11	F	Pasifika	N		
			11	M	Asian	A		
			11	M	Pasifika	A		
			11	M	Pasifika	N		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	M	Maori	N		
			11	F	Pasifika	A		
			11	F	Pasifika	A		
			11	M	Pasifika	A		
			11	M	Pasifika	N		
			11	F	Asian	A		
			11	M	Pasifika	N		
			11	F	Asian	M		
			11	M	Pasifika	N		
			11	F	Pasifika	N		
			11	F	Pasifika	A		
			11	M	Pasifika	N		
			11	M	Pasifika	N		
			11	M	Pasifika	N		
			11	F	Pasifika	N		
			11	M	Pasifika	N		
			11	M	Pasifika	N		
			11	F	Pasifika	M		
			11	M	Pasifika	A		
			11	M	Pasifika	A		
			11	F	Pasifika	A		
			11	F	Pasifika	A		
			11	M	Asian	A		
			11	M	Pasifika	N		
			11	F	Asian	M		
			11	M	Pasifika	A		
			11	M	Pasifika	N		
			11	F	Pasifika	E		
			11	F	Pasifika	E		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	F	Pasifika	N		
			11	M	Pasifika	N		
			11	M	Pasifika	N		
			11	F	Pasifika	M		
			11	M	Pasifika	N		
			11	M	Pasifika	M		
			11	M	Pasifika	A		
			11	F	Pasifika	N		

Level 1 Achievement with Credit Count and Numeracy Achievement

First Name	Last Name	Year Level	Ethnicity	Gender	Literacy	Numeracy	L1 Total	L2 Total	L3 Total	L123 TOT	Attendance	Subject 1 Credits	Subject 2 Credits	Subject 3 Credits	Subject 4 Credits	Subject 5 Credits	Subject 6 Credits	Subject 7 Credits							
			11 Samoan	M	Yes	No	125	24	0	151	89	LIBE3	15	LIFE2	0	LIVART	15	LPEDE	15	LIMAT	5	LENG	5	LISC1	10
			11 Tongan	M	Yes	No	165	34	6	205	87	LIBE3	10	LIFE2	0	LIDIGT	10	LIMTE	10	LIMAT	5	LENG	5	LISC1	10
			11 Samoan	M	Yes	Yes	108	33	7	148	71	LIBE2	10	LIFE2	0	LIDIGT	10	LPEDE	5	LIMAT	15	LENG	15	LISC1	10
			11 Samoan	M	Yes	Yes	109	24	8	141	73	LIBE2	10	LIFE2	0	LIDIGT	10	LPEDE	15	LIMAT	20	LENG	15	LISC1	10
			11 Tongan	F	Yes	Yes	138	0	0	138	92	LIBE3	15	LIFE1	8	LICOM	20	LHST	15	LIMAT	20	LENG	20	LISC1	20
			11 Tongan	F	Yes	Yes	133	0	0	133	94	LTVAR	15	LIFE1	8	LIDIGT	15	LIMAT	20	LENG	20	LISC1	20		
			11 Samoan	F	Yes	Yes	133	0	0	133	95	LIBE2	15	LIFE1	8	LICOM	20	LHST	15	LIMAT	20	LENG	20	LISC1	20
			11 Filipino	F	Yes	Yes	128	0	0	128	93	LIBE3	15	LIFE1	8	LIVART	15	LHECC	15	LIMAT	20	LENG	15	LISC1	20
			11 Tongan	M	Yes	No	103	15	0	125	87	LIBE2	15	LIFE2	0	LIDIGT	15	LIMTE	10	LIMAT	5	LENG	5	LISC1	10
			11 Tongan	M	Yes	Yes	125	0	0	125	88	LIBE2	15	LIFE2	0	LIVART	15	LPEDE	15	LIMAT	15	LENG	20	LISC1	10
			11 Cook Islands Mā	M	Yes	Yes	93	24	6	123	82	LIBE3	5	LIFE2	0	LIDIGT	10	LIMTE	15	LIMAT	10	LENG	10	LISC1	10
			11 Samoan	F	Yes	Yes	123	0	0	123	81	LIBE3	15	LIFE1	8	LIDIGT	15	LHST	15	LIMAT	15	LENG	20	LISC1	15
			11 Karen	M	Yes	Yes	104	16	0	120	98	LIBE3	10	LIFE2	0	LIDIGT	10	LIMTE	19	LIMAT	15	LENG	15	LISC1	10
			11 Tongan	F	Yes	Yes	118	0	0	118	96	LIBE3	15	LIFE1	8	LIMUS	15	LHECC	15	LIMAT	15	LENG	15	LISC1	15
			11 Cook Islands Mā	F	Yes	Yes	118	0	0	118	93	LIBE3	15	LIFE1	3	LIDIGT	15	LIGEO	15	LIMAT	20	LENG	15	LISC1	15
			11 Samoan	M	Yes	Yes	105	10	0	115	87	LIBE3	10	LIFE2	0	LICOM	10	LHST	15	LIMAT	10	LENG	15	LISC1	15
			11 Tongan	M	Yes	No	110	5	0	115	95	LIBE1	15	LIFE2	0	LIDIGT	15	LPEDE	15	LIMAT	5	LENG	20	LISC1	10
			11 Filipino	M	Yes	Yes	107	6	0	113	94	LIBE3	10	LIFE3	3	LIDIGT	15	LIMTE	19	LIMAT	15	LENG	10	LISC1	15
			11 Tongan	F	Yes	Yes	113	0	0	113	81	LIBE1	15	LIFE3	3	LIVART	15	LIGEO	10	LIMAT	10	LENG	10	LISC1	15
			11 Cook Islands Mā	F	Yes	No	88	15	0	103	87	LIBE1	10	LIFE3	8	LIVART	10	LHST	15	LIMAT	5	LENG	10	LISC1	10
			11 Tongan	F	Yes	Yes	113	0	0	113	90	LIBE2	15	LIFE3	3	LIMUS	15	LHECC	15	LIMAT	20	LENG	20	LISC1	15
			11 Kiribati	F	Yes	No	113	0	0	113	93	LIBE1	10	LIFE1	5	LICOM	5	LHST	10	LIMAT	0	LENG	5	LISC1	10
			11 Tongan	M	Yes	Yes	94	12	6	112	84	LIBE2	10	LIFE3	3	LIVART	15	LIMTE	9	LIMAT	10	LENG	10	LISC1	10
			11 Samoan	F	Yes	Yes	110	0	0	110	86	LIBE3	10	LIFE1	5	LIMUS	15	LPEDE	15	LIMAT	15	LENG	15	LISC1	20
			11 Samoan	F	Yes	Yes	110	0	0	110	83	LIBE2	15	LIFE1	5	LIVART	15	LPEDE	15	LIMAT	10	LENG	15	LISC1	15
			11 Tongan	M	Yes	Yes	100	10	0	110	81	LIBE2	15	LIFE2	0	LIMUS	15	LIGEO	0	LIMAT	5	LENG	15	LISC1	10
			11 Samoan	M	Yes	No	100	10	0	110	85	LIBE2	10	LIFE1	5	LICOM	10	LHST	15	LIMAT	5	LENG	20	LISC1	10
			11 Tongan	F	Yes	Yes	108	0	0	108	87	LIBE2	15	LIFE1	3	LIDIGT	15	LIGEO	15	LIMAT	10	LENG	20	LISC1	15
			11 Tongan	F	Yes	Yes	100	5	0	105	89	LIBE2	15	LIFE1	5	LIVART	15	LPEDE	15	LIMAT	20	LENG	15	LISC1	10
			11 Tongan	M	Yes	Yes	105	0	0	105	92	LIBE3	15	LIFE2	0	LIMUS	15	LHECC	15	LIMAT	15	LENG	15	LISC1	10
			11 Tongan	F	Yes	No	95	10	0	105	100	LIBE1	10	LIFE1	0	LIMUS	5	LHST	15	LIMAT	5	LENG	5	LISC1	10
			11 Tongan	M	Yes	Yes	98	5	0	103	75	LIBE2	15	LIFE3	3	LIMUS	10	LIGEO	5	LIMAT	10	LENG	15	LISC1	10
			11 Filipino	F	Yes	Yes	103	0	0	103	85	LIBE3	15	LIFE1	3	LIVART	20	LHST	10	LIMAT	10	LENG	20	LISC1	10
			11 Tongan	M	Yes	No	84	16	0	100	94	LIBE1	10	LIFE2	0	LIMUS	15	LIMTE	19	LIMAT	5	LENG	0	LISC1	10
			11 Filipino	F	Yes	Yes	98	0	0	98	78	LIBE3	15	LIFE1	3	LIVART	15	LHECC	15	LIMAT	10	LENG	15	LISC1	15
			11 Tongan	F	Yes	Yes	98	0	0	98	85	LIBE2	10	LIFE3	3	LICOM	15	LIGEO	10	LIMAT	15	LENG	15	LISC1	10
			11 NZ European	F	Yes	Yes	98	0	0	98	80	LIBE2	10	LIFE3	3	LICOM	5	LHST	10	LIMAT	20	LENG	10	LISC1	10
			11 Tongan	F	Yes	Yes	98	0	0	98	88	LIBE2	10	LIFE3	3	LIVART	15	LIGEO	10	LIMAT	15	LENG	10	LISC1	10
			11 Samoan	F	Yes	No	98	0	0	98	71	LIBE2	10	LIFE1	0	LIMUS	15	LHECC	3	LIMAT	0	LENG	5	LISC1	10
			11 Tongan	F	Yes	Yes	98	0	0	98	92	LIBE1	10	LIFE1	8	LIMUS	15	LHECC	15	LIMAT	10	LENG	15	LISC1	15
			11 Tokelauan	M	Yes	Yes	97	0	0	97	77	LIBE3	10	LIFE2	0	LIDIGT	15	LHECC	12	LIMAT	10	LENG	15	LISC1	15
			11 Tongan	M	Yes	Yes	95	0	0	95	96	LIBE2	10	LIFE2	0	LIDIGT	15	LPEDE	15	LIMAT	10	LENG	15	LISC1	10
			11 Tongan	M	Yes	Yes	95	0	0	95	72	LIBE3	15	LIFE2	0	LIMUS	15	LIGEO	10	LIMAT	15	LENG	10	LISC1	10
			11 Cook Islands Mā	M	Yes	Yes	89	6	0	95	89	LIBE3	10	LIFE2	0	LIVART	15	LIMTE	19	LIMAT	10	LENG	10	LISC1	10
			11 Filipino	F	Yes	Yes	93	0	0	93	91	LIBE3	10	LIFE3	3	LIVART	15	LIGEO	0	LIMAT	5	LENG	10	LISC1	10
			11 Samoan	M	Yes	Yes	93	0	0	93	87	LIBE3	10	LIFE3	3	LIMUS	10	LHST	15	LIMAT	15	LENG	10	LISC1	5
			11 Kiribati	F	Yes	No	80	16	0	96	85	LIBE1	10	LIFE1	0	LICOM	10	LHECC	15	LIMAT	5	LENG	10	LISC1	10
			11 Tongan	F	Yes	Yes	85	5	0	90	98	LIBE3	5	LIFE1	0	LIVART	15	LIGEO	10	LIMAT	5	LENG	10	LISC1	15
			11 Tongan	M	Yes	No	80	10	0	90	80	LIBE3	5	LIFE2	0	LICOM	5	LIGEO	5	LIMAT	5	LENG	10	LISC1	10
			11 Tongan	F	Yes	No	88	0	0	88	78	LIBE3	10	LIFE3	3	LICOM	5	LHST	15	LIMAT	5	LENG	10	LISC1	10
			11 Tokelauan	M	Yes	Yes	81	6	0	87	83	LIBE2	5	LIFE1	0	LIDIGT	5	LIMTE	17	LIMAT	5	LENG	10	LISC1	5
			11 Samoan	M	Yes	Yes	85	0	0	85	93	LIBE3	10	LIFE2	0	LIDIGT	10	LPEDE	15	LIMAT	10	LENG	10	LISC1	10
			11 NZ European	M	Yes	No	80	5	0	85	95	LIBE1	10	LIFE2	0	LIVART	15	LIMTE	5	LIMAT	5	LENG	5	LISC1	10
			11 Cook Islands Mā	M	Yes	Yes	72	11	0	83	84	LIBE1	15	LIFE2	0	LIDIGT	10	LIMTE	17	LIMAT	5	LENG	5	LISC1	5
			11 Samoan	M	Yes	No	70	10	0	80	73	LIBE1	10	LIFE2	0	LIDIGT	10	LHECC	15	LIMAT	0	LENG	5	LISC1	10
			11 Samoan	M	Yes	Yes	77	0	0	77	85	LIBE1	10	LIFE2	0	LIMUS	10	LIMTE	7	LIMAT	20	LENG	20	LISC1	10
			11 Tongan	M	Yes	No	70	5	0	75	95	LIBE1	10	LIFE2	0	LIDIGT	15	LIGEO	5	LIMAT	5	LENG	5	LISC1	10
			11 Cook Islands Mā	F	Yes	Yes	70	0	0	70	78	LIBE1	10	LIFE1	0	LICOM	15	LIGEO	10	LIMAT	5	LENG	10	LISC1	5
			11 Tongan	M	Yes	No	65	5	0	70	83	LIBE1	10	LIFE2	0	LIMUS	15	LPEDE	0	LIMAT	5	LENG	5	LISC1	10
			11 Samoan	F	Yes	No	65	0	0	65	70	LIBE2	10	LIFE3	3	LIVART	15	LHECC	12	LIMAT	5	LENG	10	LISC1	10
			11 Samoan	M	Yes	No	60	5	0	65	88	LIBE1	10	LIFE2	0	LIVART	15	LPEDE	10	LIMAT	0	LENG	5	LISC1	10
			11 Cook Islands Mā	F	Yes	No	60	0	0	60	88	LIBE1	10	LIFE1	0	LIMUS	15	LPEDE	0	LIMAT	0	LENG	5	LISC1	10
			11 Samoan	M	Yes	No	45	10	0	55	48	LIBE1	10	LIFE2	0	LIVART	0	LPEDE	5	LIMAT	0	LENG	0	LISC1	10
			11 Māori	M	Yes	No	55	0	0	55	81	LIBE1	10	LIFE3	0	LIDIGT	15	LPEDE	5	LIMAT	5	LENG	0	LISC1	10
			11 Solomon Islands	M	Yes	No	55	0	0	55	83	LIBE2	0	LIFE2	0	LIVART	15	LHST	10	LIMAT	0	LENG	10	LISC1	5
			11 Cook Islands Mā	F	Yes	No	53	0	0	53	68	LIBE1	10	LIFE3	3	LICOM	0	LIGEO	0	LIMAT	0	LENG	10	LISC1	10
			11 Māori	F	Yes	No	47	0	0	47	48	LIBE3	0	LIFE1	0	LIVART	10	LHECC	12	LIMAT	0	LENG	10	LISC1	10
			11 Cook Islands Mā	M	Yes	No	35	0	0	35	81	LIBE1	10	LIFE3	0	LIVART	0	LPEDE	0	LIMAT	0	LENG	0	LISC1	10
			11 Māori	M	Yes	No	32	0	0	32	57	LIBE3	10	LIFE3	0	LICOM	0	LHECC	2	LIMAT	5	LENG	10	LISC1	5
			11 Tuvalu	F	Yes	No	15	0	0	15	33	LIBE3	0												

Level 2 Achievement

Last Name	First Name	NSN	MoE Year Level	Gender	Stats Ethnicity	NCEAL1	NCEAL2		
			12	F	Pasifika	A	N	Level 2	51 (76%)
			12	F	Pasifika	A	N	Level 2 Merit	8 (12%)
			12	M	Pasifika	N	N	Level 2 Excellence	1 (1%)
			12	M	Pasifika	N	N		
			12	M	Pasifika	A	A		
			12	F	Pasifika	A	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	A	A		
			12	F	Pasifika	N	N		
			12	F	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Maori	A	A		
			12	F	Pasifika	M	A		
			12	M	New Zealand European	A	A		
			12	M	Maori	N	N		
			12	F	Pasifika	A	M		
			12	M	Pasifika	A	A		
			12	F	Maori	A	A		
			12	F	Pasifika	M	M		
			12	M	Pasifika	A	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	M	A		
			12	M	Maori	M	A		
			12	F	Pasifika	M	A		
			12	F	Pasifika	A	A		
			12	M	Maori	N	N		
			12	M	Pasifika	N	N		
			12	F	Pasifika	A	A		
			12	F	Pasifika	M	M		
			12	M	Pasifika	M	A		
			12	F	Pasifika	M	M		
			12	F	Pasifika	M	A		
			12	M	Pasifika	N	N		
			12	M	Pasifika	N	N		
			12	M	Pasifika	A	N		
			12	M	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	A	N		
			12	F	Maori	A	A		
			12	F	Pasifika	M	M		
			12	F	Pasifika	M	M		
			12	M	Pasifika	A	A		
			12	F	Pasifika	M	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	N	N		
			12	M	Pasifika	A	A		
			12	M	Pasifika	N	N		
			12	M	Maori	N	N		
			12	F	Pasifika	M	A		
			12	F	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	M	A		
			12	M	Maori	A	A		
			12	M	Pasifika	A	A		
			12	M	Pasifika	M	A		
			12	M	Other	M	A		
			12	M	Pasifika	M	A		
			12	M	Pasifika	A	N		
			12	M	Pasifika	A	A		
			12	M	Asian	A	M		
			12	M	Pasifika	N	N		
			12	F	Pasifika	M	M		
			12	M	Asian	A	A		
			12	M	Pasifika	A	A		
			12	F	Pasifika	E	E		

Level 3 Achievement

Last Name	First Name	NSN	MoE Year Level	Gender	Stats Ethnicity	NCEAL1	NCEAL2	NCEAL3	UE	Endorsement		
			13	M	Pasifika	M	A	M	N		Level 3	42 (84%)
			13	F	Pasifika	A	A	A	N		UE	26 (52%)
			13	F	Pasifika	M	A	A	N		L3 Merit	10 (20%)
			13	F	Pasifika	M	M	M	Y		L3 Excellence	1 (2%)
			13	M	Pasifika	A	A	A	Y			
			13	F	New Zealand European	M	M	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	M	Asian	M	M	A	Y			
			13	M	Asian	M	M	A	Y			
			13	F	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	F	Pasifika	M	A	N	N			
			13	M	New Zealand European	M	M	M	Y			
			13	M	Pasifika	M	M	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	F	Pasifika	M	A	M	Y			
			13	M	Pasifika	N	N	N	N			
			13	F	Pasifika	A	M	E	Y			
			13	F	Maori	A	A	A	N			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	M	M	M	Y			
			13	F	Pasifika	M	M	A	Y			
			13	F	Asian	M	M	M	Y			
			13	M	Pasifika	A	A	A	N			
			13	F	Asian	A	M	M	Y			
			13	M	Pasifika	M	A	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	M	M	A	Y			
			13	F	Pasifika	M	A	N	N			
			13	F	Pasifika	M	M	M	Y			
			13	M	Pasifika	A	A	A	N			
			13	M	Pasifika	A	A	N	N			
			13	M	Asian	M	A	A	Y			
			13	M	Asian	M	M	M	Y			
			13	M	Pasifika	A	A	N	N			
			13	F	Pasifika	A	M	A	Y			
			13	M	Pasifika	A	A	A	N			
			13	F	Pasifika	A	A	A	Y			
			13	M	Maori	A	M	A	Y			
			13	M	Pasifika	M	A	A	Y			
			13	M	Pasifika	A	A	A	Y			
			13	F	Pasifika	M	A	N	N			
			13	F	Pasifika	A	A	N	N			
			13	M	Asian	M	A	A	N			
			13	M	Asian	N	N	N	N			
			13	F	Other	M	M	A	Y			
			13	F	Other	A	M	M	Y			
			13	F	Asian	A	A	A	Y			

- Male students while still below female achievement, improved from 2024 with 43.2% to 48.6% in 2025.
- Female students remain consistently higher than male student achievement with little change.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Changes in the new assessment standards.
 - Introduction of the numeracy corequisites.
 - The gaps in numeracy from Year 9 which have to be accelerated over two years

Where to next?

- To support students as they move into year 12:
 - Teachers to continue ensuring AT RISK students' individual needs to be addressed
 - Robust monitoring of student completion of assessments using checklists and checkpoints throughout the progress of the assessment.
 - Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
 - Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
 - To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
 - To focus on gaining Merit and Excellence grades.
 - Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.
 - Identify boys' interests and apply to content to make learning relevant. Offer opportunities for individual tutoring and mentor support in the classroom and in the homework centre.
 - Grouping students according to their numeracy needs.
 - Intensifying preparation for the corequisite exams

Year 12 NCEA Achievement

Overall Explanation of any variance:

- In Level 2 the trend was higher by 11% from 2025 achievement. 2% higher than national statistics and similar to the School Equity Index Band statistics.
- Literacy and Numeracy achievement continues to be consistently high with 97.1% in literacy and slightly lower by 6% in numeracy.
- There was a similar result as the year before of 17.9% NCEA Certificate endorsements with Merit.
- Overall subject endorsement we had 77 Achieved endorsements, 27 Merit endorsements and 5 Excellence endorsement which is higher than 2024 results.
- Boys' and girls' achievement has trended upward significantly by 10% in 2025 girls' achievement has risen above National statistics by 7%
- Ethnicity achievement:

- Pasifika students' achievement continues to trend higher than the national statistics and the School Equity Index Band statistics.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Students are gaining literacy and numeracy credits which impacts learning positively at Level 2 curriculum level.
 - Targeted student pathways and supporting students in choosing subjects appropriate to their career pathways.

Where to next?

- Continue supporting students with knowledge and understanding of taking subjects aligned to their career pathways from Year 9.
- Opportunities for students to reinforce learning in the homework centre to be available.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.

Year 13 Achievement:

Overall Explanation of any variance:

- Significant rise in achievement to 84% Year 13 based on participation statistics.
- At Level 3 there was an upward trend in the quality of results with 2% achieving with Excellence and 20% .
- Overall subject endorsement we had a significant shift of the quality of subject grades of 62 Achieved endorsements, 21 Merit endorsements and 3 Excellence endorsements.
- Level 3 Ethnicity achievement:
 - Pasifika achievement was higher by 20% than national statistics and higher by 10% than School Equity Index Band Statistics.
- Level 3 gender statistics:
 - Girls achievement were lower to boys achievement by 5% and higher than national statistics.
- University Entrance Achievement:
 - A significant rise of UE achievement of 17% was achieved by 52% of the Year 13 cohort.
- Factors affecting achievement:

- Subject teachers focused on students achieving 14 credits in each subject.
- Teachers scaffolded assessments using checklists.
- This cohort has performed well from Level 1.
- Attendance was good in the first three terms.

Where to next?

- To be intentional about a focus on a minimum of 14 credits per subject. This is to be reinforced daily in homerooms and subjects. SLT will follow up on how this is tracking
- Teachers to intentionally focusing on the relevance of the subjects to the pathway of the students.
- Prompt feedback after regular and immediate monitoring. Also aiming to have results to students 2 weeks after the due date.
- Improve involvement with parents as early in the year as needed.
- Continue career education through Career advisor, Homeroom Teachers, Subject Teachers to continue academic conversations around career pathways
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency
- Build relationships with students.