

Analysis of Variance 2024

Strategic Goal 1: Raise achievement of all ākonga to reduce disparity in educational outcomes. (Eke Panuku)				
1.2 Ensure that teaching and learning is innovative, recognises individual differences and culture, and extends all students.				
Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
<p>Create an effective induction programme for new teachers</p> <p>Recreate buddy system</p>	<p>New teachers induction day and then a meeting each week as part of the induction programme.</p>	<p>Review of the teacher induction programme at the end of Term One was favourable. Staff valued the programme and the staff climate and systems.</p>	<p>We have a strong SCT and teacher in charge of PCTs. This is a rigorous induction and support system. However, support staff are not supported enough when they start and a system needs to be put in place for this induction.</p>	<p>Support staff will be given induction by the Principal's Assistant and SCT for new staff.</p>
<p>Targeted PLD on differentiation and adaptive teaching</p>	<p>Huge range of workshops offered to staff throughout the year as well as full staff PD and self-directed learning.</p> <p>Innovation Academy based on Design Thinking - four days based in the Design School at Waikato University. This involved 150 Year 9 and 10 students, and a range of staff.</p> <p>Junior Year 9 and Year 10 Junior diploma launched. This diploma enables students to strive to achieve</p>	<p>Each teacher shows evidence in Professional Growth Conversation.</p> <p>Student voice helps direct an individual teacher's PD plan.</p> <p>At Year 9 for Numeracy, NZ European, Māori, and Pacific students have made similar improvements over the year.</p> <p>Overall, for Numeracy, all Year 9 ethnic sub-cohorts improved their scores by a median of at least 37 points which equates to 1.5 CSL,</p>	<p>Some staff chose workshops that were not challenging but comfortable or chose not to attend.</p> <p>In 2024 unlike previous years the Junior English Literacy course classes have not been run as an option subject. Students who have been identified either through their e-AsTTle, PAT scores or through some kind of consultation with previous teachers have been placed into these classes in place of the general English course</p>	<p>More PD on Neurodiversity and on Literacy for lower ability students and ELL students and for all teachers to help support students to be ready for Common Assessment tasks.</p> <p>We have created a leadership academy for Yr 11/12 students in 2025 to encourage more leadership opportunities for all students.</p> <p>Literacy targeted PD including two WSL appointed to be in charge of Literacy in 2025.</p>

	<p>as many points as they can through subject assessments and extra curricular opportunities.</p> <p>Pūhoro Our students are part of weekly tutorials at school, online support, and wānanga around the Waikato to strengthen our networks and our high level learning. At the wānaga, students have exposure to hands-on learning, such as creating electromagnetic fields; building dams to withstand earthquakes; wiring electrical appliances; designing whairo or kowhaiwhai patterns on tablets, which were then integrated using virtual reality technology into virtual Marae. Two of our ākonga were chosen to go to America and Hawaii in December.</p> <p>Whakapike Ake We have this agency come to our kura twice a year to help support Māori students who want to get in to the medical field.</p>	<p>meeting or exceeding the NECL yearly expectations.</p> <p>MELLA students have made better improvement than the other ethnic cohorts</p> <p>Literacy Year 9 By the end of the year while 4A is still the most common e-asTTle level, the range has moved significantly and now sits at 3A-6B, rather than 2P-5A. Virtually all students have progressed the two sub-levels that are expected with routine classroom practice, if not more.</p> <p>Year 10 Literacy The majority of students in the 2024 Year 10 cohort moved the expected two sub-levels with most students now sitting within the range of 5B-6B. There are now no students testing at curriculum level 3, and only a small number in the lower end of level 4 at the end of the year.</p>	<p>that all other junior students are entered into. This means they are not essentially learning double English, the downside of which was they could have been taught similar strategies but in different ways (leading to more confusion) and it eliminated some of their subject choice options. Students are in their JEL classes for three hours per week.</p>	<p>PLD workshops will run teaching staff about understanding and using the reading asTTle results and PAT results to help support their priority/ focus students.</p> <p>JEL classes that run when English is on</p>
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	<p>Employment Service in School programme for Year 12 and Year 13 students to help transition into the workplace and tertiary education. This is run by a disability provider. Our main provider has been Enrich +, but this year we have also been working with Career Moves.</p> <p>This programme is for any students with a disability or Learning Support need. The facilitators work with the students to develop work ready skills while at high school.</p> <p>Unistart papers for Year 13 students</p>	<p>Out of 17 students 11 gained a B- or above grade</p> <p>COMPX101 A+ 99.32 LEADR101 B+ 76.07 LEADR101 B- 67.54 ENGLI100 A 87.40 LEADR101 B 70.72 ENGLI100 A+ 90.40 COMPX223 A+ 99.53 COMPX101 A+ 98.29 ENGLI100 A 87.90 COMPX101 A 87.72 LEADR101 B- 69.31</p>		
<p>Develop culturally responsive practices that normalise Te Ao Maaori</p> <ul style="list-style-type: none"> • Reinvigorate the Effective Teacher Profile • Teachers continue to build knowledge and use of Tikanga and Te Reo 	<p>Attendance of all staff at Titiro whakamua run by Poutama Pounamu at Waikato University.</p> <p>Te Ao Māori in faculties: A number of faculties have made a conscious effort to incorporate a prescribed Te Ao Māori context into their programmes. An example of this is the Social Sciences faculty who have a unit</p>	<p>Two sessions run with half of the teaching staff at each three hour session.</p> <p>Evident in PGC conversations, course reviews and teacher unit plans.</p> <p>Improvement in disparity for Māori ākonga at Level 2 and 3.</p>	<p>Some faculty areas are more advanced in their planning but good practice is being shared at Board Of Study meetings.</p>	<p>Continue to have workshops that cater for a diverse need of ākonga.</p> <p>Continued study in Poutama Pounamu blended learning.</p>

	<p>entitled 'Tangata Whenua, Tauwi and Aotearoa'. The Business and Commerce faculty have incorporated local Maaori businesses into Programmes of Learning for the new Commerce course. The Head of Faculty took her department to the Super Hub at Tainui Group Holdings to make a connection for future learning. They are also using Nau mai raa (electricity company). A number of staff in the English faculty have completed the wānanga tikanga course. Each teacher must use a Māori text during the year and whakatauki are being used in course outlines and displays in class so these can be referred back to. In all faculties there is a commitment within faculty meetings to spend time on Te Reo learning. Some faculties are using directed texts such as Māori Made Easy or Toro Mai.</p> <p>Workshops on Mana Ōrite provided regularly throughout the year.</p>	<p>Comparable results for Year 10 Numeracy asTTle shift in curriculum levels.</p> <p>Pasifika homework club and study camp.</p> <p>Improved and superb attendance at Māori awards evening.</p>		
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	Four staff members enrolled in Poutama Pounamu Blended Learning course who in turn facilitate with four staff members each.			
<p>Strengthen the Professional Growth cycle</p> <ul style="list-style-type: none"> • Documented Walk throughs • Release time to observe good practice • Rigorous Professional Growth conversations 	<p>Sharing of good practice at Board of Studies meetings.</p> <p>Professional Growth Conversations template amended to encourage more directed conversations.</p>	<p>Professional Growth Conversations show good reflective conversations.</p> <p>PGCs show termly walk throughs.</p>		<p>Teachers have to select five priority students that they show reflection and revised strategies for in their documentation. This is to be shared twice yearly with their faculty.</p> <p>PGC template adapted to facilitate this new development.</p>

1.4 Increase the number of students attending regularly

- 70% attending regularly (attending 90% or more)
- Less than 5% chronically absent (attending 70% or less)

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
<p>Programmes of learning are engaging and inclusive. Work with the Kaahui Ako and outside agencies to support aakonga with chronic absence.</p> <p>Continue to resource the Student Engagement Officer to support aakonga with moderate absence. Continue to refine and promote attendance procedures and systems.</p>	<p>Tipu ake carving programme offered at Year 9 to targeted students.</p> <p>Wānanga programme offered to Māori students throughout 2024. Increased mana and attendance through this.</p> <p>Junior Year 9 and Year 10 Junior diploma launched. Points earned through participation in extracurricular activities and academic progress.</p> <p>Cultural Diversity facilitator has increased participation in sport and lunchtime activities with a futsal team made up of migrant and refugee students competing each week against other schools.</p>	<p>Attendance data has improved with both chronic and regular attendance improving incrementally.</p> <p>More students are participating in House activities and lunchtime activities.</p>	<p>Student Engagement Officer in place in school</p>	<p>Triple Summit Ākonga programmes engaged for Year 9 and 10 boys.</p> <p>Triple Summits Whanake Programme for 16 to 18 year old ākkonga.</p> <p>The Waterboy Taku Wairua Term 1 2025 for thirty Year 10 students.</p> <p>Māori liaison officer employed from February 2025 to work with students who are not achieving in class.</p>

3.1 Provide opportunities to build and celebrate school culture

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Have an NCEA Excellence award assembly with parents early in Term One	Very good turn out of caregivers to assembly.	Very good turn out of caregivers to assembly.		Do this again.
Acknowledge junior diligence at the end of the first semester in both core and non core subjects	Very good turn out of caregivers to assembly.	Very good turn out of caregivers to assembly.		
Instigate Students of the month in newsletters and social media nominated by teachers for both extra curricular and academic arenas.	Successful inclusion in the newsletter. Also Whakanuia Mātauranga Māori newsletter launched showcasing ākonga who are achieving in different areas of the kura.			Will continue both of these initiatives next year.
Monthly item in the newsletter and social media about recent House events and which House is in the lead	Successful inclusion in the newsletter. Also Whakanuia Mātauranga Māori newsletter launched showcasing ākonga who are achieving in different areas of the kura.			
The Junior council will run a termly event for juniors	Vibrant Junior council ran this year. Not only did they run House events but they also challenged students'			

	unacceptable behaviours by making videos and posting these on our Instagram page.			
Use the Hauora programme as a vehicle to promote the school values and House Spirit	School haka, karakia and waiata taught in Hauora. Haka competition ran in Term Two.			<p>Next year RAPID time will teach our school values weekly.</p> <p>House captains will be managed by the Associate Principal.</p> <p>Senior Student Leadership team will take ownership of the House system not just House Captains.</p> <p>No time pressure on assemblies will help promote House activities.</p>

3.3 Ensure a consistent approach to behaviour management based on our school values

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Build HOF capability to support kaiako in behaviour management	<p>New Behaviour Management System has cut down on repeated minor behaviours.</p> <p>HOFs run through Behaviour Management Professional Development by the Director of Pastoral Care at faculty time.</p>	<p>HOFs have relished this extra support and firm systems.</p> <p>HOFs taking detentions and managing students who are in time out during lessons.</p>	<p>Led by the Director of Pastoral care.</p> <p>The DPC goes to Board of Studies meetings and more frequently goes to faculty meetings to lead PD in that forum.</p>	<p>Shared discussion and planning on how to support staff with lateness, behaviour management and accountability of junior students for completion of work.</p>
Provide PLD to all staff in behaviour management including restorative practice	<p>Staff more confident in their Behaviour Management approach.</p> <p>Staff more consistent.</p> <p>Staff realise there is support when students do not follow expectations.</p>	<p>Fewer repeated behaviours showing in an individual's pastoral notes.</p> <p>No suspensions this year.</p> <p>Pastoral letters for different stages of the discipline process sent home at appropriate times.</p>	<p>One or two year levels not operating as well due to inconsistency of some Deans still to adapt to the points system of monitoring numbers of behaviours occurring.</p>	<p>Crack down on lateness - just instigated in Term 4 of 2024.</p> <p>More mentoring of Deans in being timely with pastoral letters.</p> <p>More positive communication to be sent home by Deans and subject teachers.</p>
Review and refine our current behaviour management system	<p>Revised Behaviour Management System.</p>	<p>Fewer repeated behaviours showing in an individual's pastoral notes.</p> <p>No suspensions this year.</p> <p>Pastoral letters for different stages of the discipline process sent home at appropriate times.</p>	<p>Monitoring toilets at break times has reduced vaping stand downs. It has decreased graffiti and toilet damage as well.</p>	<p>Crack down on lateness - just instigated in Term 4 of 2024.</p> <p>More mentoring of Deans in being timely with pastoral letters.</p> <p>More positive communication to be sent home by Deans and subject teachers.</p>

Strategic Goal 4 Connect with the Community (Whaanaungatanga)

4.3 Improve the reporting of student progress and achievement to whaanau.

Action	What did we achieve/impact?	Evidence	Reasons for any differences	Planning for next year
Send Tick Reports to whaanau in preparation for Parent Interviews.	Tick reports sent in advance of interviews.	Better turnout at parent teacher interviews.	First set of interviews booking system not advertised early enough before booking system opened up.	Change in how we report: Term One: Week 4 and 8 tick reports. Term Two: Week 4 tick reports and written reports in Week 8 Term Three: Week 4 and 8 tick reports. Term Four: Week 4 junior only tick reports.
Schoology feedback comments.				Changing to reporting only on KAMAR. Google classroom for Learning management system and feedback done through Google documents. Using Schoolbridge for tracking data.

Level 1 NCEA attainment

Year	Achievement	National	EQI
2022	69.6	64.9	69.6
2023	67.2	61.7	68.2
2024	64.4	44.9	57.0

Level 2 Attainment

Year	Achievement	National	EQI
2022	82.0	74.9	80.4
2023	75.1	73.2	78.5
2024	70.4	72.7	80.5

Level 3 Attainment

Year	Achievement	National	EQI
2022	69.1	68.2	70.0
2023	66.3	67.7	69.1
2024	61.8	68.2	70.2

University Entrance

Year	Achievement	National	EQI
2022	56.4	50.3	49.2
2023	55.1	49.7	46.7

2024	46.7	48.2	47.5
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Summary

Overall Level One results are higher than the National and Equity Index band and continue a general downward trend over the last three years.

Overall Level Two results are lower than the National and significantly lower than the Equity Band Index, the latter going against the national trend being higher than EQI percent of 2022.

Overall Level Three attainment is the most disappointing compared to National and EQI statistics. Both of the latter have returned to similar or the same levels as 2022 while ours has continued to slide down and are a lot lower than the National and EQI statistics.

Our University Entrance results are similar but lower than the National and EQI but they have dropped significantly since 2022 compared to the National and EQI rates.

Certificate Endorsements - Excellence

Year 11

Excellence	HHS	National	EQI
2022	14	19.4	15.7
2023	20.9	16.7	13.4
2024	17.9	11.1	9.3

Year 12

Excellence	HHS	National	EQI
2022	21.6	16.5	13
2023	12.9	15	11.6
2024	15.7	15.1	12

Year 13

Excellence	HHS	National	EQI
2022	22.9	15.3	12.3
2023	24.1	13.6	11.3
2024	13.8	14.2	11.8

Certificate Endorsements - Merit**Year 11**

Merit	HHS	National	EQI
2022	30.5	31.4	29.7
2023	31.2	31.4	29.3
2024	34.2	28.8	27.6

Year 12

Merit	HHS	National	EQI
2022	18.7	24	21.5
2023	19.4	23.5	20.8
2024	24.7	25	22.1

Year 13

Merit	HHS	National	EQI
2022	24.9	25.5	23.3

2023	28.2	25.6	22.5
2024	23.7	26.1	23.2

Comparing Ethnicities 2024 NCEA Results

Level One

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
2024	69.1	50.5	39.4	69.2	60.5	50.5	48.4	46.2	39.3	66.7	54.7	40.7	33.3	44.1	36.3

All ethnicities have performed above the Equity Index Band and the National results except for Pasifika.

Level Two

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
2024	73.1	74.3	69.2	77.1	81.8	77.8	58.2	70.7	64.3	52.4	71.7	68.8	44.0	69.1	64.9

Our Level Two results are poor. We are below the National and EQI in every ethnic group except for Asian which while lower than other schools in our Equity band is higher than the National result.

If we compare with 2023 results which are not shown in the table above, the results are better for Middle Eastern/Latin American/African (MELA) and the same for European.

Level Three

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
2024	65.8	70.8	68.2	60.8	74.0	71.6	66.7	62.3	57.9	55.6	67.5	65.7	62.5	65.4	63.4

At Level Three all ethnicities have done poorer than National and compared to other schools in our EQI except for Māori students who have performed better than National and EQI.

University Entrance

Year	Asian	EQI	Nat	European	EQI	Nat	Māori	EQI	Nat	MEL A	EQI	Nat	Pasifika	EQI	Nat
2024	54.4	53.9	55.0	45.5	50.7	53.3	36.7	32.8	29.9	44.4	49.9	49.9	37.7	32.0	30.1

For UE the results turn on their heads compared to other statistics in that Māori and Pasifika have higher numbers gaining UE than the National or EQI figures. Asian are higher than the EQI but lower than National. European are decidedly lower compared to both.

Scholarship results

Subject	Number
Accounting	1
Agriculture and Horticulture	1
Calculus	4
Chemistry	2
Chinese	2
Earth and Space	1
English	3
Physics	2
Religious Studies	1
Statistics	5

We had 5 Outstanding Scholarships in Chemistry, Physics and Statistics with one student gaining the highest mark in the country for Physics.

Cambridge Examinations

English Literature

Grade	A	B	C	D	E	Not passed
No. of students	4	6	5	2	1	0

Mathematics

Grade	A	B	C	D	E	Not passed
No. of students	1	4	6	5	3	8

Career and Transition Report

1. Secondary Tertiary Partnership (STP)

- Waikato Trades Academy (Wintec)
- Primary ITO-Agriculture
- 100 students initially enrolled on 1 March 2024.
- Courses
 - Vocational Pathway-Manufacturing and Technology Sector (Level 2)
 - Vocational Pathway-Manufacturing and Technology Sector (Longveld Girls) (Level 2)
 - Vocational Pathway-Construction and Infrastructure Sector (Level 2)
 - Certificate in Electrical Engineering (NCEA Level 2)
 - Vocational Pathway-Services Industries Sector - Café Skills (NCEA Level 2)
 - Services Industries Sector - Hairdressing and Beauty Therapy (NCEA Level 2)
 - Outdoor Experience (Level 2)
 - Vocational Pathway-Social and Community Services Sector (NCEA Level 2)
 - Vocational Pathway-Landscape construction and Tree work (Level 2)
 - Certificate in Service Industries Sector (Level 3)
 - Certificate in Educational Achievement in Exercise Science (Level 3)
 - Primary Industry Skills (Agriculture) (Level 3)
 - Certificate in Building and Construction (Level 3)
 - Certificate in Education Achievement in Automotive Engineering (Level 3)
 - Certificate in Educational Achievement in Mechanical Engineering (General) (Level 3)
 - Vocational Pathway-Primary Industry Skills (Level 2)
 - Vocational Pathway-Primary Industry Skills (Level 3)
- Ethnicity
 - Maori 18%
 - NZ European 58%
 - Pacifika 2%
 - Other 22%
- Gender
 - Male 56%
 - Female 42%
 - Diverse 2%

2. NCEA (Trades Academy)

- Total students 100
 - 74% gained NCEA at level 1 and/or level 2
 - 26% no NCEA. 98% no numeracy and/or literacy. 30% of these students left school.
 - 68% males gained NCEA L1 or higher
 - 74% males year 12 gained NCEA L2
 - 81% females gained NCEA L1 or higher
 - 80% females year 12 gained NCEA L2
- 70% Maori achieved level 1 or above
- 64% Maori year 12 gained level 2
- Destinations:
 - 29 students left school:
 - 14 Employment
 - 7 Wintec
 - 1 PTE (Private Training Enterprise)
 - 3 University
 - 4 Another school
 - 71 students returned to School
 - 37 School: Trades Academy
 - 4 School: Gateway
 - 30 School full time

3. STAR

- 17 external providers used
- 639 students on STAR outside provider courses including non-credit taster experiences (excludes school-based courses)
- Courses:
 - Wintec (115 students)
 - Construction and Infrastructure Pathway
 - Creative Industries Pathway
 - Introduction to Photoshop, Introduction to Illustrator,Media Workshop Taster,Short Video Production Taster,Music Production Workshop,Introduction to Manual Pattern Making,Interior Design Taster
 - Manufacturing Technology Pathway
 - AutoCAD,Civil Engineering (with Land Surveying),MIG Welding,Solidworks,Automotive
 - Primary Industries Pathway
 - Intro to Animal Technology
 - Service Industries Pathway
 - Hospitality

- Intro to Restaurant Service,Intro to Cookery,Barista,Provide Table Service,Food Safety Methods, Hazards & Control,Prepare & Cook basic pasta,Food Service Styles and Menus, Prepare & Cook Basic Pastry Dishes, Chef or Waiter for a Day
 - Hair & Beauty
 - Beauty,Hairdressing
 - Sport
 - Rock Climbing,Caving,Canoeing,Adventure Based Learning
 - Social Community Services Pathway
 - Health,Early Childhood Education
- Lifecare Consultants (60 students, 15cr L3)
 - Health & Safety
 - Lifecare Consultants (60 students, 5cr L1,2&3)
 - First aid
 - Pacific Coast Technical Institute (PCTI) (6 students,12 credits L2)
 - Chainsaw course
 - Pacific Coast Technical Institute (PCTI) (18 students, 15 credits L 2)
 - Small Motors/Hand tools/Food processing
 - Pacific Coast Technical Institute (PCTI) (11 students, 21 credits L 2)
 - Apiculture
 - Elite services LTD (16 students, 14 credits L3)
 - Manual handling/Health & Safety
 - GPS & two-way radio
 - Small motors and hand tool maintenance
 - The learning Connection (44 students, 12cr L2/3)
 - Barista
 - University of Canterbury (8 students)
 - Maths 199
 - Waikato University Unistart(11 students)
 - Economics,Computing, Music,Philosophy
 - RTE Ltd (30 students, 15cr L3)
 - Forklift Certification
 - Varda Hair & Beauty (15 Students)
 - NZ School of Tourism (20 students)
 - The learning Place (13 students, 12cr L3)
 - Security
 - The learning Place (15 students, 10cr L2/3)
 - Barista
 - SIT (2 students, Various unit standards L2/3)
 - Distance Learning-Health Science, Sport Physiology,ECE,Animals

- Telford (Taratahi) (2 students, Various unit standards L2/3)
 - Distance Learning-Agriculture
- Fairview motors (6 students, 24cr L2)
 - Vehicle Servicing, Wheels and Tyres, Engines, Brakes, Cooling Systems, Electrical
- NZMA
 - Police experience day
 - Bartending
- NZ School of Tourism-Flight attendant
- Hillcrest High STAR supported subjects:
 - Materials Technology Engineering
 - Materials Technology Carpentry
 - Hospitality
 - Music Technology
 - Outdoor Education
 - Senior Student leadership programme
 - Tourism
 - Electronics
 - Early Child Care
 - Pasifika
 - Motors
 - ILC: SPEC

4. Gateway

- 86 students on the Gateway programme: TEC contract 75 places
- Achieved an average of 22 credits per student at level 2: TEC contract 20 credit average
- Gender:
 - Male 53.5%
 - Female 46.5%
- Ethnicity:
 - 15% Maori
 - 50% New Zealand European
 - 7% Pasifika
 - 28% Other
- Assessment
 - 79% Achieved NCEA L1 and above
 - 22% No NCEA 100% no numeracy and/or literacy
 - Females: 88% NCEA 1 and above
 - Males: 89% gained NCEA 1 and above

- Maori: 92% gained NCEA 1 and above
- Destinations 86 students:
 - 31 students left school
 - 7 Full-time employment
 - 11 gained part-time employment
 - 10 Wintec
 - 7 PTE (Private Training Establishment)
 - 3 University
 - 4 Another school
 - 55 returned to school
 - 9 Trades Academy
 - 6 Gateway
- Gateway programmes:
 - Individual employers and businesses
 - ServiceIQ Red/Blue Shirts-The Warehouse
 - Seeds-Countdown
 - Future Foodies Pak N Save-Butchery/bakery/Sky City kitchen
 - Lifeguarding-Waterworld
 - Learn to Swim/Water safety-Waterworld
 - IVS-Biosecurity
 - PCTI Holland rd Farms-Horticulture/Apiculture
 - Fairview Motors
 - NZ School of Tourism
 - Elite School of Beauty
 - Varda
 - Waikato Aviation
 - Waikato District Health Board (Puna Waiora)
 - Puatala (Pacifica/ Maori) Incomparable program
- Apiculture
 - (Pacific Coast Technical Institute)
 - 10 Students graduated with the New Zealand Certificate in Apiculture (L3)
 - Completed 21 credits at L2

5. Plant & Produce (PPR) & 2 Plant Management & Produce (PMP)

Secondary/Tertiary partnership (STP) between Science Faculty & Pacific Coast Technical Institute (Holland Rd farms)

- 1PPR: 19 students
- 2PMP: 20 Students

- Achieved 15 Credit Average
- Unit and achievement standards 21 L1/L2 towards NCEA L1-3 and the New Zealand Certificate in General Horticulture – Level 3

6. Technical and Vocational Education and Training (TVET) and Individual Pathway Programme (IPP)

TVET

91 students (Actual number is higher as this figure does not include students who did more than one line of TVET. Students are only counted once)

- Ethnicity
 - Maori 34%
 - NZ European 52%
 - Pacifica 3%
 - Other 2%
- Gender
 - Male 47%
 - Female 52%
 - Diverse 1%
- 47% of these students left school throughout the year to employment and courses.
 - 14% Employment
 - 10% Wintec
 - 12% PTE (Private Training Establishment)
 - 11% Another school
- Achievement:
 - Note: 47 % of students left school at the end,or throughout, the year
 - 53% Achieved Level 1
 - 37% Achieved level 1 and level 2
 - 65% females achieved level 1 and above
 - 53 % males achieved level 1 and above
- Maori NCEA results:
 - 39% gained L1 and above
 - 61% No NCEA
 - 68% of these students left school throughout the year. (Also, for many students NCEA L1 is a 2-year programme)

IPP

Vocational pathway from TVET, Unistart, NHS: mental health, Guidance and dean referral, special programmes of learning, concentrate on university entrance, numeracy, distance learning, Gateway program, Transitioning out of school

- 63 students
(Actual number is higher as this figure does not include students who did more than one line of IPP. Students are only counted once)
 - Year 10: 1 student
 - Year 12: 15 students
 - Year 13: 47 students

- Destinations
 - Total 63 students
 - 61 students left school
 - 24 Employment
 - 9 PTE (Private Training Establishment)
 - 11 Wintec
 - 12 University
 - 2 School
 - 2 Another school
 - 2 Unknown
- Unistart - Waikato university
 - 17 students:
 - Leadership LEADR101
 - Introduction to Computing COMPX101
 - Introduction to Communication Design Production DSIGN125
 - Introduction to Climate Change Science - Putaiao Huringa Ahuarangi CLIMT101
 - Telling the Story ENGLI100
 - The Big Questions: An Introduction to Philosophy PHILO150
 - Grades:
 - A+ = 4 students
 - A = 3 students
 - B+ = 1 student
 - B- = 2 students
 - B = 1 student
 - C+ = 1 student
 - C- = 1 student
 - E = 3 students
 - IC = 1 student
- Unistart - Canterbury University
 - 8 students
 - Maths 199: Advancing in Mathematical Science
 - Grades
 - A+ = 4 students
 - A = 1 student
 - A- = 2 students
 - B = 1 student

7. Career Services

Career central has now established itself as an integral part of the Careers and Hauora programme, allowing students to take ownership of their career plan.

- All students are registered with Career Central. Career development at all senior levels is available to all students and ongoing.
- Senior students have the option of being assessed using the Bullseye and Myers-Briggs Type Indicator® (MBTI®) personality inventory to help in their career planning. Students receive a comprehensive report.
- 568 students had one or more consultations.

Evaluation of how we have given effect to Te Tiriti o Waitangi

We have Te Reo Māori at Year 9 through to Year 13 which is available for any student to take. At Year 9 we have half year semesters and at Year 10 to Year 13 students take Te Reo all year. The number of ākonga taking Te Reo Māori has grown and the department now has one class at Year 13, one at Year 12, two at Year 11 and two at Year 10.

In 2024 we paid for outside tutors to take Kapa Haka. This resulted in a renewed group who participated in the Koroneihana in August.

Our staff have been working hard to improve their own tikanga and we have had staff professional development on our local history.

We have also had tutoring of staff in our school haka and waiata so we can perform appropriately at events and lead our ākonga. Each staff briefing and staff meeting begins with karakia as do our Board of Trustee meetings.

Staff are offered workshops on Mana Ōrite throughout the year facilitated by a Within School Leader. We also had Waikato University lead Titiro Whakamua professional development with all staff over two workshops.

Through our Kahui Ako we have a Culturally Responsive hui facilitated by our Across School Leader which runs once a term for all of our colleagues in our Kahui Ako.

Te Iti o Haua marae

All of our Year 9 ākonga visit Te Iti o Haua marae for the day over five consecutive days with Year 12 Peer support leaders taking activities at the marae. The visit involves an official pōwhiri whakatau, kai and sessions on rakau, tititorea, harakeke, waiata and haka.

Te Ao Māori in faculties

A number of faculties have made a conscious effort to incorporate a prescribed Te Ao Māori context into their programmes.

In all faculties there is a commitment within faculty meetings to spend time on Te Reo learning. Some faculties are using directed texts such as Māori Made Easy or Toro Mai.

Pūhoro STEM

Pūhoro is a kaupapa Māori approach to STEMM (Science, Technology, Engineering, Maths and Matauranga Māori) that seeks to improve equitable access to Pūrau education and pathway Māori into high value careers. With the waka of Pūhoro, Mātauranga Māori is celebrated as a rich knowledge system, using the oars of kaupapa and tikanga Maori.

Pūhoro has created partnerships between Waikato University, Waikato-Tainui and local industries to allow Māori ākonga to access learning in many different areas. Our students were part of weekly tutorials at school, online support, and wānanga around the Waikato to strengthen our networks and our high level learning. At the wānanga, students had exposure to hands-on learning, such as creating electromagnetic fields; building dams to withstand earthquakes; wiring electrical appliances; designing whairo or kowhaiwhai patterns on tablets, which were then integrated using virtual reality technology into virtual Marae.

In 2024 two of our rangatahi were provided with free trips to America to Silicon Valley to look at the STEM industry there.

Whakapike Ake

We have this agency come to our kura twice a year to help support Māori students who want to get in to the medical field.

Tipu Ake

In Term Four we began the Tipu Ake Māori carving course for students in Year 9 who had poor attendance or needed extra support. This was run through Te Kohau Health. This had mixed results but we are going to continue in 2025 and reevaluate.