

Our Plan and How We're Going

Tā mātou mahere, me te ahu whakamua · Mid-year update, Term 3 2026

This is our school's plan in plain language, and an honest look at how we are tracking against it.

HOW OUR PLANS FIT TOGETHER

1

Mahere Rautaki

STRATEGIC PLAN · 2024–2026

Our long-term direction — where the school is heading over several years, set with our community.

bit.ly/4fZ1ExP

2

Annual Implementation Plan

AIP · 2026–2027

This year's actions — what we are doing in 2026 to move toward that direction, and how we will know it worked.

bit.ly/4fZ1ExP

3

This update

MID-YEAR · 2026

How we are tracking, halfway through. We report on the AIP to whānau each term, and to our Board.

You are here

Each year we also publish a report on the previous year's results. That report is what shapes the plan above.

THE THREE AREAS EVERYTHING SITS UNDER

Te Hapori o Tamatea

"We actively build relationships with families and the community to support our ākonga."

Hui Whāinga · contact home · student voice · leadership and opportunity

Te Kura o Tamatea

"We use cultural responsiveness, collaboration and creativity to maximise student learning."

NCEA Levels 1–3 · Year 9 and 10 progress · teaching and learning

Ki te Ao Hurihuri

"We develop the confidence, capabilities and citizenship of our ākonga to live a successful life."

Attendance · literacy and numeracy for NCEA

How to read the next page: ● On track ● Moving, not there yet ● Behind — we have changed what we are doing

We report Māori achievement separately at every level.

Comparisons with last year are always the same year group at the same point in the year — this year's Year 11 against last year's Year 11, not the same ākonga followed over time.

Where the numbers come from: achievement figures are from Term 3, Week 2, 2026. Attendance figures are from the end of Term 2.

Current Progress

Progress against our Annual Implementation Plan · Term 3, 2026. Every row starts with something our plan committed us to this year.

18

ākonga have already completed an NCEA qualification

7 at the same point last year

95%

of Year 12 hold the literacy and numeracy they need for NCEA

up from 71%

69%

of ākonga arrive on time regularly

up from 43% — our largest single improvement

Ākonga at school more than 80% of the time

Term	2025	2026	Change
Term 1	57%	64%	+7
Term 2	48%	58%	+10

In Term 2, one in ten ākonga moved from below 80% attendance to above it.

TE KURA O TAMATEA · LEARNING & ACHIEVEMENT

"We use cultural responsiveness, collaboration and creativity to maximise student learning."

Reading the comparisons: "last year" means the same year group at the same point last year — this year's Year 11 against last year's Year 11. Different ākonga, not the same students over time.

We said we would...	Towards our target	This is what has happened
Lift NCEA Level 1 Year 11	70% of Year 11 to gain Level 1, up from 68.3% in 2025. ● Moving towards	52% now hold the co-requisite, against 39% last year. Seven have completed Level 1, against one. 33.4 credits each on average, up 1.5. Five of those seven are Māori. Year 11 Māori now sit level with the cohort on credits — 63% at 40+ against 64%.
Lift NCEA Level 2 Year 12	80% of Year 12 to gain Level 2, up from 64.9% in 2025. ● On track	95% now hold the co-requisite, against 71% last year. Only four of 75 are missing any part of it. 22.8 credits each, level with last year. Māori: 96% numeracy, 100% literacy.
Lift NCEA Level 3 Year 13	70% of Year 13 to gain Level 3, up from 54.9% in 2025. ● On track	86% hold the co-requisite, against 84% last year. Six have completed Level 3, against two. 29.7 credits each, up 7.6 — while the year group grew from 44 to 56. Māori Year 13 sit about 10 points behind the cohort at 40+ credits.
Improve Year 9 and 10 reading, writing and maths	60% of Year 10 to gain both, up from 19% numeracy and 14% literacy in 2025. ● Moving towards	Year 10, first assessment round: numeracy 37%, literacy 29% — against 19% and 14% last year. Both have roughly doubled. Reaching 60% means 23 more ākonga through numeracy and 30 through literacy. Year 10 Māori sit at about half the cohort rate — and Māori are around half of Year 10, so this is most of the year group.
Every teacher to complete a full inquiry into their own practice — the Tamatea Pedagogical Framework	One full inquiry cycle per teacher by Term 3. ● Completed	The first full round is complete . Every teacher chose a focus, worked with a critical friend and collaborated in a group, and presented what changed.

KI TE AO HURIHURI · FUTURE WORLD

"We develop the confidence, capabilities and citizenship of our ākonga to live a successful life."

We said we would...	Towards our target	This is what has happened
Improve attendance by meeting our term-by-term targets	45% in Term 1 and 40% in Term 2 attending regularly. ● Moving towards	Term 1 39% · Term 2 34% — up 5 and 4 points on the same terms last year, and six points short of target in both. Māori 23%, up from 19%. Below the school average, narrowing rather than closed.
Reduce chronic absence	Below 20%. ● Moving towards	27% — down sharply from 36%, but still around one ākonga in four, and seven points short. Māori 33%, down 13 points from 46%. Year 13 chronic absence halved, from 52% to 27%.
Follow up absences we could not explain	Below 15%. ● Met	11% of absences, down from 36%. Connection between school and whānau regarding absences is improving, so fewer are left unexplained.
Get ākonga to class on time	No set target — we watch this measure. ● On track	69% arrive on time regularly, up from 43%.
Meet the NCEA co-requisite earlier — senior literacy and numeracy	80% numeracy and 90% literacy for Year 11. ● Moving towards	Year 11: numeracy 54%, literacy 66% . Literacy has risen 22.7 points since June and is now level with last year's 67%. Numeracy is the single remaining constraint — 30 ākonga still to move. Year 11 Māori: numeracy 43%, literacy 64% — literacy is now ahead of last year's 60%.

Common Assessment work-ons

The Common Assessment Activities (CAAs) provide diagnostic information, rather than simply reporting a pass or fail. Two key findings have reshaped where we will focus our effort.

First, **writing is the main factor limiting our literacy results**. Literacy requires success in both reading and writing: 40% of ākonga have met the reading standard, compared with 31% for writing. For Year 10 Māori ākonga, every student who has achieved the writing standard has also achieved the literacy co-requisite. This means writing accounts for the entire literacy gap for this group.

Of those yet to pass writing, approximately 50% are in the achievement band immediately below the standard — often only one step across the assessment objectives from passing. Our challenge is therefore not that these ākonga are a long way behind, but that they need focused support to make the final step. Improving writing will be our primary strategy for lifting literacy outcomes.

Second, our numeracy results have identified **a specific assessment objective requiring targeted attention**. We will address this ahead of the upcoming CAAs and consider making it an ongoing focus within our junior curriculum. This will help ensure that Year 9 and 10 ākonga develop the necessary knowledge and skills before they undertake the co-requisite assessment.

Our community, and our ākonga

Te Hapori o Tamatea · Community & Connection

"We actively build relationships with families and the community to support our ākonga."

We said we would...	Towards our target	This is what has happened
Build a proper measure of whānau engagement at Hui Whāinga	A reliable measure, reported every term. ● Moving towards	We can now measure this for the first time — we could not in 2025. Term 1: 83% of ākonga had a hui . Term 2: 67% . Where a hui was held, whānau were present more often than in Term 1 — 89%, up from 80%. We held fewer hui in Term 2 than in Term 2 last year.
Increase contact home — introductions, absence follow-up and good news	Contact home reported every term. ● Not yet	We are committed to maintaining regular contact with whānau. Introductions and follow-up communication about absences have improved, and our data reflects this progress. One area we are continuing to develop is the consistent recording of positive or "good news" contact. Although our kaiako regularly share positive updates with whānau, the current recording process requires more effort than it should. As a result, our data understates the amount of positive contact taking place. We had committed to reporting this each term but have not yet been able to do so accurately. We are working towards a more effective system that will allow us to record and report progress in this area reliably.
Establish a regular student voice and wellbeing cycle	Two cycles a year, each producing agreed actions. ● Moving towards	This cycle's focus is Respect . Our Deans named apathy and low-level disrespect. Our ākonga named casual racism, swearing, and inconsistent discipline and recognition. Staff voice is still being collated. Both groups asked for the same thing: a consistent, intentional approach across the kura.
Grow student leader culture	A values-based leadership structure, including a junior pipeline. ● Moving towards	Students engaged in a wide range of leadership, sporting, cultural and personal-development opportunities across the first two terms. These included formal student leadership, community service, sporting representation, kaupapa Māori leadership, public speaking, enterprise and coaching younger ākonga. Many students participated in several different activities, demonstrating sustained engagement alongside broad involvement across the school. Alongside these outside opportunities, contributions through house activities, Hui ā Kura, Open Day and other school events happen regularly.

OPPORTUNITY — SNAPSHOT OF WHAT OUR ĀKONGA HAVE TAKEN PART IN

Leadership

Student leadership has developed through regional representation, kaupapa Māori, service, enterprise and coaching. Ākonga represented Tamatea through Leaders In Our School, the Sport Hawke's Bay Student Council leadership programme, HB UN Youth, Manu Kōrero and Napier Pasifika Student Leaders. Maia Dream Wānanga provided kaupapa Māori leadership development, while the YES programme created opportunities through Spark Tank, product development, pitching and service at the Greenmeadows Rotary anniversary. Leadership was also practical: senior physical education students coached younger ākonga over several weeks, and house leaders/Amokura took responsibility for running Hui ā Kura.

Participation

Participation extended well beyond formal leadership programmes. Year 9 ākonga attended a Matariki education experience at Ātea a Rangi, followed by schoolwide Matariki activities, while senior students represented the kura through the Lytton Sports Exchange, Waka Ama, athletics, Readers Cup and Rockquest. Te Ara Whai Mahi offered sustained pathways engagement through visits to C3, ABB and Hawke's Bay Airport, and Big Save Warehouse, rather than a single workplace experience. Other opportunities included university and STEM experiences, careers and industry visits, cultural activities, outdoor education, enterprise, music and language weeks.

Across the recorded EOTC programme, there are **250+ individual students served**. More than two-thirds of the students identified in the records participated in multiple events, demonstrating that many ākonga engaged repeatedly rather than taking up only one opportunity. This picture is still incomplete, as it does not capture all service within the kura, including house activities, Hui ā Kura, Open Day and the many informal ways students support school events and younger ākonga.

WHAT YOU CAN DO

Every Day, On Time, All Day

We would greatly appreciate whānau support in ensuring students arrive at school on time, attend every day and remain in class for the full day. Some students are arriving late or leaving early, which means they miss valuable learning time. By working together, we can help every ākonga make the most of each school day.

Come to Hui Whāinga

Thursday 24 and Friday 25 September. Fewer whānau met with us last term than the term before. These hui are the main way we plan together for your ākonga.

Talk to us

Your ākonga's whānau group teacher or their Dean is the best first contact. You do not need to wait for a hui to get in touch.

E tipu e rea, ka tipu koe hei tangata — Growing Good People for a Changing World

PRIDE — Participation · Respect · Integrity · Diversity · Excellence

Our Mahere Rautaki and Annual Implementation Plan: bit.ly/4fZ1ExP · Next update: end of Term 4.

Achievement figures are from Term 3, Week 2, 2026. Attendance figures are from the end of Term 2.

