

# Statement of Variance

This statement of variance outlines the school's progress against the goals and targets set out in the Annual Plan for 2025.

*Our Whakapapa provides our foundation:*

Tamatea High School is named after the great explorer Tamatea Pōkai Whenua. He was a man with enormous curiosity and energy. He was known as Tamatea-pōkai-whenua-pōkai-moana (Tamatea who travelled over land, over sea) because he circumnavigated New Zealand. He also journeyed the full length of both of Aotearoa's main islands. Tamatea Pōkai Whenua was the father of Kahungunu, who is the ancestor of all who belong to the Ngāti Kahungunu iwi. Tamatea High School is located centrally in the Kahungunu rohe, in the suburb of Tamatea. The waiata 'Te Karoro' was written by Tamatea and it speaks of his fondness for Te Whanganui-a-Orotū, our inland harbour, and its bounteous food stores.

## ***Nō Tamatea tō mātou moemoeā.***

Our Vision draws on Tamatea's legacy:

*E tipu e rea, ka tipu koe hei tangata*

Growing Good People for a Changing World.

*Ka whakatinanahia tātou i te Tiriti o Waitangi*

We strive to give practical effect to Te Tiriti o Waitangi.

## ***Ko tō mātou whakatakanga***

Our Mission, like Tamatea Pōkai Whenua, is the journey. In our kura:

- We actively build relationships with whānau and the wider hāpori (community) to support our ākonga.
- We use cultural responsiveness, collaboration and creativity to maximise student learning.
- We develop the confidence, capabilities and citizenship of our ākonga to live a successful life in Te Ao Hurihuri (the ever-changing world).

## ***Ka tū maia, tū whakahihi hoki i a tātou e haere ana.***

We undertake our journey with enormous PRIDE.

## ***Ngā Uara o te kura. Our Values:***

*Kia whakauru Participation* – Having a go and doing our best.

*Kia whai aroha Respect* – Speaking nicely, caring for each other and the environment.

*Kia ngākau pono Integrity* – Being honest and taking responsibility for what we say and do (even when no one is watching).

*He kura kanorau Diversity* – Include and accept everyone so we all feel safe.

*Kia tū angitu Excellence* – Setting challenging goals for ourselves and striving to achieve them.

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## Executive Summary

Although not explicitly part of our strategic plan, one of the most important areas of growth in 2025 has been the strengthening of our leadership platform. Our Ngā Hautūtanga team of Principal, Deputy Principal and Assistant Principals is still relatively new, with all of us having been in our roles at Tamatea for less than two years. As we have worked together, we have steadily built a stronger foundation for leadership across the kura. This has included building on what was already in place, while creating greater clarity, consistency, and rhythm in the way we work. Strengthening both leadership collaboration and collaboration overall, while also clarifying systems and processes, has helped create a more coherent structure for supporting students and responding to need.. Organisational pou have also been

strengthened through more clearly established hui times, a more deliberate and well planned calendar, stronger termly and yearly rhythms, and more consistent systems for communication. While much of this work has happened in the background, it has been significant, because it has helped create the conditions for improvement across many other areas of the school.

In 2025, we at Tamatea High School have made significant progress. We are proud of the way our kura has come together to lift outcomes for our ākonga, while also building stronger foundations for the future. The most significant gains were in Year 11 achievement, where NCEA Level 1 results improved sharply on 2024 and exceeded our target. We are especially proud of the lift in literacy and numeracy, and of the strong improvement in Māori achievement at Level 1. These gains reflect a huge amount of hard work from our students, staff, and whānau, and show what can happen when we are deliberate, responsive, and united in our focus on success for every learner.

We are also proud that literacy and numeracy became a genuine schoolwide priority in 2025. This was not about chasing a narrow target. It was about making sure more of our young people gained the qualifications they need to move forward with confidence. Across the year, we built stronger systems for tracking progress, responding earlier, and putting support around students in a more targeted way. That work is now showing through not only in Year 11 results, but also in the stronger readiness of students moving into the senior school pathway.

Alongside these achievement gains, 2025 was also a year of important school improvement. We made real progress in shaping the Tamatea Pedagogical Framework, moving from ideas into something more tangible and shared. We also took an honest look at our Year 10 curriculum and identified the need for stronger coherence, clearer planning, and better alignment with the pathways our ākonga move into from Year 11 onward. While that review highlighted challenges, it was an important step forward because it gave us a much clearer understanding of what needs to improve and where our effort now needs to go.

There are also other areas we can feel encouraged by. Our shift to a house based system created a stronger platform for leadership, continuity, and student led culture. We saw encouraging signs of increased participation and a record number of students stepping forward for leadership opportunities such as Amokura. At the same time, we know there is still more to do to build stronger systems for measuring belonging, participation, and wellbeing in a more consistent way.

We also want to be honest about where the picture was more mixed. Attendance showed some improvement, especially later in the year, but consistency across the full year remains an ongoing challenge. At the senior level, Level 2 improved and came close to target, and University Entrance lifted, but Level 3 achievement needs a stronger, earlier response in 2026. These are important reminders that while we have real momentum, our work is not finished.

Overall, 2025 was a year we can be proud of. We have seen what is possible when we combine high expectations, careful tracking, strong relationships, and targeted support. Just as importantly, we have built a stronger platform for the work ahead. We move into 2026 with a clearer sense of purpose, growing confidence in the systems that are working, and a commitment to keep building a kura where every ākonga has the best possible chance to succeed.

# Te Hapori o Tamatea

We actively build relationships with whānau and the wider hapori (community) to support our ākonga.

## Goal 1: Strengthen the connection between whānau, ākonga and kaimahi

| ACTIONS<br>what did we do   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Establish a student focus group to gather timely feedback on ākonga sense of belonging and wellbeing.</li> <li>Increase whānau involvement in school activities</li> <li>Increase connection between home and whānau group tutors</li> </ul>   |   |  |
| OUTCOMES<br>What happened?  | VARIANCE<br>Why did it happen?  | EVALUATION<br>Where to next?   |
| <ul style="list-style-type: none"> <li><a href="#">Student focus group</a> established and feedback gathered.</li> <li>Gathered data on wellbeing and sense of belonging through <a href="#">NZCER Survey</a></li> <li>Anecdotal increased whānau involvement in a range of school activities</li> <li>Contact with whānau introducing oneself to whānau when new ākonga arrive               <ul style="list-style-type: none"> <li>278 students (65%) of students whānau contacted within the first 2 weeks of Kura in 2025.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Student voice and wellbeing baseline information was gathered late in the year. The <a href="#">student focus group</a> was established in late Term 3 to early Term 4, and while it generated valuable ideas to strengthen wellbeing and belonging, these were not implemented in 2025 due to timing. <a href="#">NZCER baseline data</a> was also collected later in the year, providing a platform and clear areas of focus to build from.</li> <li>Anecdotally, whānau involvement has increased across a range of school</li> </ul> | <ul style="list-style-type: none"> <li>Establish a biannual student voice cycle, with each cycle producing two clear, prioritised actions focused on strengthening ākonga belonging and wellbeing, and gather evidence of impact to review at the following hui.</li> <li>Implement and use PULSE with ākonga to provide timely, ongoing information on belonging and wellbeing, identifying strengths and challenges to inform next actions.</li> </ul> |

Collection of baseline data regarding contact with [whānau regarding absences](#)

- Collection of baseline data of [positive contact home](#) in line with our Pride Values
  - KAMAR Data - 15 Teachers sent positive contact home via our Pride Values. Average of 2.325 a week. 53 unique students received at least one positive message via kaiako home.

activities, particularly Cultural Night and prizegivings, and [student attendance at Hui Whāinga](#) at the end of each term is excellent, but we do not yet have specific data tracking whānau engagement or attendance.

- We made a concerted push as WGTs to communicate home with whānau early in the year, particularly about attendance. Our [data](#) shows communication is strongest in Term 1 to establish expectations and again in Term 3 during winter.
- [Positive contact home](#), aligned to our PRIDE values, is not yet consistent. It tends to happen in response to explicit leadership direction rather than being embedded as a routine part of our systems and practice.

- Build a baseline measure of whānau engagement for Hui Whāinga.
  - Use the baseline to track engagement trends over time, identify priority groups and barriers, and guide targeted improvement actions.
- Tamatea High School [Attendance Plan](#) sets out clear roles, actions, and processes. Deans are working with their WGTs to implement, monitor, and reinforce the system, with termly data analysis tracking who is communicating home and how consistently.
- A clear "how to" process for PRIDE values communication on KAMAR. A twice-termly professional learning cycle will begin in Term 1 to acknowledge kaiako making PRIDE contact home and encourage wider uptake, with postcards home added as an additional option.

## Goal 2: Strengthen school culture

| ACTIONS<br>what did we do   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Increase in student-led initiatives</li> <li>• Improved feedback from student focus group</li> <li>• Improved participation in school events e.g House Sports</li> </ul>   |  |  |
| OUTCOMES<br>What happened?  | VARIANCE<br>Why did it happen?   | EVALUATION<br>Where to next?   |
| <ul style="list-style-type: none"> <li>• <a href="#">Student activities</a> have expanded, with an increase in both the number and variety of opportunities, including stronger house based friendly competition, alongside strengthened cultural activities.</li> <li>• We sought <a href="#">feedback</a> from the student focus group on their priorities, most actions are being carried into 2026, largely because this feedback was gathered late in the year.</li> <li>• Anecdotal improved participation in school events. E.g Amokura</li> </ul> | <ul style="list-style-type: none"> <li>• In 2025, Deans moved to a House-based system with permanent positions, replacing the previous year level and fixed-term model. This shift supports capability building, continuity of practice, and the development of shared systems. It also enables a more equitable workload, a team-based approach to common priorities, and more consistent sharing of effective practice. House leaders and students have contributed to an increasing number of initiatives, most of which are student-led and staff-supported.</li> <li>• There is no system in place to track student participation in events and opportunities. While the number of events has grown and participation appears to be increasing, this is based on anecdotal observation rather than objective data.</li> <li>• The number of Year 13 students nominating themselves for Amokura, our head student leadership group, reached a record high. This growing willingness to lead speaks to a</li> </ul> | <ul style="list-style-type: none"> <li>• Building on our House-based system and the strength of our Amokura leadership, we will grow House leader capability and empower students to lead a plan for strengthening school culture. This includes a clearer values-based leadership structure, a leadership pipeline from Year 9, and enabling ākonga to drive their own priorities for culture, belonging, and wellbeing.</li> </ul> |

strengthening school culture where students feel a sense of belonging and pride, and is an encouraging indicator for 2026.

## Te Kura o Tamatea

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

### ANNUAL ACHIEVEMENT TARGETS

What does success look like?

#### At the end of Year 9

- 70% of our ākonga will be at or above the expected curriculum level (Level 4) for Reading, Writing and Mathematics.
  - Accelerate progress in Writing for 23% of our ākonga who are 3A or below 3 or more sublevels in Year 9.
  - Accelerate progress in Mathematics for 42% of our ākonga who are 3A or below 3 or more sublevels in Year 9.

#### NCEA

- 50% of our Yr 11 ākonga attain Level 1. (Target reflects a 20% improvement based on 2024 data)
- 65% of our Yr 12 ākonga attain level 2. (Target reflects a 10% improvement based on 2024 data)
- 65% of our Yr 13 ākonga attain level 3. (Maintain current achievement levels)

## Goal 1: Create a shared pedagogical framework to support learning at Tamatea.

### ACTIONS

what did we do

- The senior Leadership team collaboratively develop a pedagogical framework about learning at Tamatea as a starting point for staff-wide collaboration.
- Staff Wānanga to collaboratively develop a pedagogical framework about learning at Tamatea

| <b>OUTCOMES</b><br>What happened?  | <b>VARIANCE</b><br>Why did it happen?  | <b>EVALUATION</b><br>Where to next?  |
|--|--|--|
| <p>In 2025, the SLT transitioned from conceptual planning to the tangible design of the <b>Tamatea Pedagogical Framework</b>.</p> <p><b>Tamatea Playbook</b> based on a hierarchy of <b>Values</b> → <b>Principles</b> → <b>Practices</b>.</p> <p><b>Key Achievements:</b></p> <ul style="list-style-type: none"> <li>● <b>Defined Core Values:</b> Confirmed four pillars: <i>Authentic Learning, High Expectations, Whanaungatanga and Manaakitanga, and Āhuatanga.</i></li> <li>● <b>Developed Actionable Principles:</b> Translated values into specific practices (e.g., "ensuring learners are known") and integrated both staff and student voice into the design.</li> <li>● <b>The Playbook &amp; Rubrics:</b> Began creating a rubric-based system for self-reflection, mapping teacher growth from "Not yet evident" to "Transforming."</li> <li>● <b>Implementation Workflow:</b> Established a draft process where staff select a focus, create a targeted classroom action plan, and collaborate in "critical friend" teams for accountability.</li> </ul> | <p>The framework has progressed through several stages of collaboration across the year. Some of the slower pace reflects our commitment to "slow down to speed up." To make this a genuinely shared approach, we have taken time to gather a wide range of stakeholder voices. As a result, some potential pathways have been dropped, others have been refined, and the overall direction has become clearer and stronger.</p> | <p><b>By the end of Term 1, staff will:</b></p> <ul style="list-style-type: none"> <li>● Have shared meaning and buy-in for the focus value, captured in one simple Tamatea sentence</li> <li>● Understand the key research behind the value, why it matters for our learners, and the long-term student outcomes we expect when we live it</li> <li>● Have clear, observable "look-for's" in practice</li> <li>● Have one small action to trial</li> <li>● Have a shared understanding of the simple evidence we will use to check impact</li> </ul> <p><b>By the end of Term 1, SLT will:</b></p> <ul style="list-style-type: none"> <li>● Finalise a clear workflow to support staff growth within the framework</li> </ul> <p><b>Terms 2 &amp; 3:</b> Implementing the workflow</p> <p><b>Term 4:</b> Celebrating growth in pedagogical practice</p> |



## Goal 2: Align our Junior Curriculum (focusing on Year 10) to ensure coherence with NCEA pathways and foundational skills developed in Year 9

| ACTIONS<br>what did we do   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Conduct a review and evaluation of the Year 10 Curriculum</li> <li>Create a Year 10 school-wide curriculum framework that is cohesive, building upon skills developed at Year 9 and back mapped from NCEA Level 1 (Year 11) so our ākonga are well-prepared for achievement from NCEA Level 1 onwards.</li> </ul>  |  |   |
| OUTCOMES<br>What happened?  | VARIANCE<br>Why did it happen?   | EVALUATION<br>Where to next?  |
| <ul style="list-style-type: none"> <li>We conducted a <a href="#">review</a> and found the Year 10 curriculum was not clearly documented. It was unclear what was being taught and why, it was not aligned to curriculum objectives, and there were no common assessments or evaluation cycle (baseline, monitoring, end of year review) to track progress and impact. In response, we created a unit plan template with examples to support HODs to build consistent Year 10 unit plans aligned to curriculum objectives, assessment, and evaluation.</li> <li>In Term 4, work began on strengthening learner support and inclusion systems. This included neurodiversity testing to support ICS (In-Class Support) applications, reviewing our Special Assessment Conditions (SAC) processes to ensure appropriate physical spaces and sufficient reader/writers, and beginning work on strengthening the Year 8 to Year 9 transition for learning support students. These actions</li> </ul> | <p>There was no shared planning framework or agreed process for curriculum documentation, alignment, assessment, and evaluation at Year 10. This meant programmes were developed inconsistently across learning areas, planning was not done far enough in advance, and there was limited ability to measure impact or use evidence to improve practice.</p> | <ul style="list-style-type: none"> <li>Work on implementing the Maths and English unit overviews and unit plans to align with refreshed curriculum expectations.</li> <li>Continue to develop and strengthen our Year 10 unit overviews and unit plans. Including developing clear assessments timelines Term 1 and 4 using E-asttle for reading, mathematics and common assessment for writing, alongside this develop clear assessments (at least once a term) for all other Year 10 subjects.</li> </ul> |

will continue as a priority in 2026, particularly given the number of Year 9 students entering the kura with identified learning support needs.

## Goal 3: Enhance the use of Assessment for Learning practices to inform teaching strategies and improve ākongā achievement outcomes across all learning areas.

| ACTIONS<br>what did we do   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>E-asTTle and other assessment tools are systematically scheduled across Years 9 and 10 to ensure rigorous and accurate tracking of value-added progress (Reading, Writing and Maths) both within each year and across the two years of the Junior School.</li> <li>NCEA assessment calendar designed to track and monitor senior student progress (at least term by term), supporting achievement growth and enabling early intervention when necessary.</li> </ul>  |  |  |
| OUTCOMES<br>What happened?  | VARIANCE<br>Why did it happen?   | EVALUATION<br>Where to next?   |
| <p><b><u>NCEA Level 1 Results</u></b></p> <ul style="list-style-type: none"> <li>Exceeded the 50% target by nearly 18 percentage points, with a 33% improvement on 2024</li> <li>Literacy was a standout at 88.2%, sitting well above both national and high equity index schools</li> <li>Ākongā Māori achievement lifted strongly across all measures, now sitting above both national Māori and the "Most Socioeconomic Barriers" band in most areas</li> <li><b>To watch:</b> Numeracy sits just below national for both the whole cohort and ākongā Māori</li> </ul> | <p>The 33% improvement in NCEA Level 1 was driven by a combination of deliberate tracking, targeted intervention, alternative pathways, and whānau engagement:</p> <ul style="list-style-type: none"> <li>HOD hui became increasingly focused on NCEA Level 1 progress — fortnightly tracking in Term 3 and weekly updates to all staff in Term 4 created urgency and shared accountability.</li> <li>Ngā Hautūtanga provided consistent mentoring through HOD meetings and one-on-one sessions, keeping conversations focused on cohort progress against targets.</li> <li>Year 11 students identified as "at risk" received targeted support from Term 3 onwards.</li> </ul> | <p>Build on the tracking and intervention approach that drove our 2025 results, with a focus on starting earlier, strengthening consistency.</p> <ul style="list-style-type: none"> <li><b>Set higher targets for 2026:</b> <ul style="list-style-type: none"> <li>70% of Year 11 ākongā attaining NCEA Level           <ul style="list-style-type: none"> <li>80% gaining Numeracy</li> <li>90% gaining Literacy — reflecting confidence in our interventions while acknowledging the scale of the challenge               <ul style="list-style-type: none"> <li>52/76 Students do not have lit or Num</li> <li>6 more only have literacy</li> <li>5 more only have Numeracy</li> </ul> </li> </ul> </li> </ul> </li> <li><b>Build achievement early:</b> Each subject area to have at least one NCEA standard completed and moderated by Week 2 of Term 2, giving students early</li> </ul> |

- For Numeracy, students unlikely to pass through Maths alone were provided alternative pathways through Commerce 1.1 and Geography 1.2. In Term 4, students still needing Numeracy were shifted onto Commerce 1.1 across three timetable lines, directly contributing to 21 Year 11s gaining Numeracy through these interventions alone.
- For Literacy, Religious Studies 1.2 was offered within English classes, contributing to 6 Year 11s gaining Literacy.
- Whānau were contacted directly to explain what was on offer and the accessibility of the learning, which strengthened buy-in and student engagement, particularly during the Term 4 intensive.

credit momentum and enabling earlier identification of those at risk.

- **Refine our Numeracy and Literacy intervention model:**
  - Start earlier by using E-asTTle data to identify Year 11 students likely to need additional support, rather than waiting for CAA results.
  - These students will receive small group instruction from a dedicated Numeracy Intervention Specialist, strengthening our current model with targeted resources.
  - Because our 2025 interventions were successful in lifting Year 11 pass rates, fewer Year 12 and 13 students are entering 2026 without Numeracy and Literacy. Combined with early Term 1 intervention for those remaining senior (yr 12,13) students, this frees up capacity to focus intervention resources earlier at Year 11 where the need is greatest.
  - Year 11 students will continue to follow their Maths pathway first (Maths 1.1, 1.2, May and September CAAs), with a planned shift to Commerce 1.1 and Geography 1.2 in Term 4 for those still needing Numeracy.
  - For Literacy, Religious Studies 1.2 will be offered within English classes in Term 4.
- **Align department plans with school-wide targets:** Department goals and action plans will be explicitly focused on NCEA achievement and aligned to school targets so progress can be evaluated at both a school-wide and department level. This addresses a gap from 2025 where whole-school targets and department plans were not yet consistently

|   |  |  |
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|   |  | <p>connected, which reduced comparability across subjects and slowed intervention.</p> <ul style="list-style-type: none"> <li>● <b>Strengthen tracking consistency:</b> Continue HOD mentoring through Ngā Hautūtanga, with term-by-term teacher reviews of standards achieved, reflections, and action plans — tightening the scaffolding that was inconsistent in 2025. Tracking will be more department-driven rather than relying primarily on senior leaders, building shared ownership of monitoring and timely response to areas of concern.</li> </ul>   |
| <p><b><u>NCEA Level 2 Results</u></b></p> <ul style="list-style-type: none"> <li>● Improved by 10.4 percentage points on 2024 (53.2% to 63.6%), narrowly missing the 65% target by 1.4%</li> <li>● Sits above the "Most Socioeconomic Barriers" band by 6.8% but remains 9.1% below national</li> <li>● <b>Ākongā Māori:</b> Improved only slightly (+2.4%) to 58.8%, missing the 65% target by 6.2% and sitting 5.4% below national Māori</li> </ul> | <p>The lift at Level 2 was closely connected to the same tracking and intervention approach that supported improvement at Level 1. In 2025, a major leadership focus was placed on the Year 11 cohort, with deliberate tracking, targeted intervention, and alternative pathways for Literacy and Numeracy. While this focus was strongest at Level 1, Year 12 students also benefited from the same intervention model. This contributed to more Year 12 students being able to access and complete Level 2 successfully. The overall lift at Level 2 was therefore partly a direct result of Year 12 interventions, but also reflects a wider strengthening of systems, tracking, and responsiveness across the senior school. A huge focus was placed on the Year 11 cohort in 2025, and this is expected to continue to strengthen Level 2 results as that cohort moves through.</p> | <ul style="list-style-type: none"> <li>● Continue the Level 1-style tracking and intervention approach into Year 12</li> <li>● Take advantage of a stronger pipeline of students arriving with Level 1 and co-requisites already achieved</li> <li>● Maintain targeted Literacy and Numeracy support for Year 12 students who still need it, while shifting focus toward converting a stronger foundation into Level 2 completion</li> <li>● Align department goals and action plans explicitly to Level 2 achievement and tracking, ensuring progress is monitored consistently across all subjects</li> <li>● The strong Year 11 focus in 2025 should translate into improved Level 2 outcomes in 2026 and beyond</li> </ul> |

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| <p><b><u>NCEA Level 3 Results</u></b></p> <ul style="list-style-type: none"> <li>• Achievement declined from 63.8% (2024) to 52.9% (2025), a drop of 10.9 percentage points</li> <li>• Sat 12.1 percentage points below the 65% target, 18.3 percentage points below national, and 6.6 percentage points below the "Most Socioeconomic Barriers" group</li> <li>• University Entrance improved from 23.4% to 31.4%, an increase of 8 percentage points</li> <li>• <b>Ākongā Māori:</b> NCEA Level 3 declined from 73.9% to 52.2%, a drop of 21.7 percentage points</li> <li>• <b>Ākongā Māori:</b> University Entrance increased from 17.4% to 26.1%</li> </ul> | <p>The 2025 senior achievement focus was weighted most heavily toward Year 11, with deliberate tracking, mentoring, and intensive literacy and numeracy intervention aimed at lifting Level 1 and strengthening the pipeline into future years. While this strengthened systems across the senior school, it did not translate into the same level of targeted support for Year 13. The decline in Level 3 achievement suggests that the intensity of tracking, intervention, and departmental response was not as strong for this cohort as it was for Level 1. Attendance was also a significant challenge at Level 3, reducing students' consistency of engagement, limiting opportunities to complete assessment work, and making it harder to sustain progress across the year. Once it became clear that the kura was unlikely to meet its Level 3 target, an intervention was put in place to provide extra learning opportunities and support students to get over the NCEA line. While this did help some students, for many it came too late in the year to fully recover lost ground.</p> | <ul style="list-style-type: none"> <li>• Strengthen Year 13 tracking earlier and more consistently across all departments, with HOD monitoring, early identification of at-risk students, and regular progress reviews applied with the same urgency as Level 1</li> <li>• Explicitly connect department goals and action plans to Level 3 achievement</li> <li>• The late 2025 intervention has been replicated and reframed earlier in 2026 to ensure support is proactive rather than reactive <ul style="list-style-type: none"> <li>◦ Mōteo Marae experience, providing both a strong cultural foundation, building year 13 culture and early achievement on the board.</li> </ul> </li> <li>• Build on the improved University Entrance result by ensuring more students convert pathway success into full Level 3 completion</li> <li>• Monitor and respond to Māori achievement at Level 3 separately, with targeted support introduced earlier in the year</li> </ul> |
| <p>We aimed for each subject area to have a completed NCEA Level one standard completed and moderated by Week 2 of Term 2 in 2025. Most of our subject areas completed this.</p>  | <p>A few subject areas did not meet the Week 2 of Term 2 timeframe.</p>  | <p>Continue to track NCEA results at a school wide and department level so we can target student needs in a timely way, and track progress against previous years to evaluate the impact of action plans.</p>  |

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| <p>Ngā Hautūtanga (Principal, D.P and A.Ps) provided mentoring through HOD meetings and one on one meetings with HODs, focusing on tracking cohort progress against NCEA targets. This process was a huge part of our HOD hui across all terms.</p>   | <p>Tracking NCEA progress was a new process to implement across our kura. Keeping conversations aligned across whole school targets and department plans was not yet consistent, and Term 1 reflections and action plans needed more scaffolding to be useful and implemented. This meant term by term implementation did not happen as originally expected.</p> | <p>Align department plans and targets with our school annual plan and targets so progress can be evaluated at both a school wide and department level.</p>                                  |
| <p>Over time, tracking NCEA (in particular Level 1) and our Literacy and Numeracy became the main purpose of our HOD hui. This data driven approach created the opportunity to discuss and implement interventions to target specific needs, whether this be subject areas or students. In Term 3 we updated our NCEA tracking every 2 weeks, celebrating progress. In Term 4 we updated our NCEA progress weekly to all staff.</p> | <p>Our teachers moved timeframes for completion, which meant tracking against the schedule was difficult and over time became irrelevant.</p>  | <p>Implement a consistent school wide tracking (more driven by departments than senior leaders) and intervention approach so areas of concern are identified and responded to promptly.</p> |
| <p>We aimed for every teacher to complete a review of standards achieved, including deliberate reflection on standards achieved and the development of action plans. We completed this process at the end of Term 1 and again at the end of the year.</p>   | <p>The planned term by term cycle did not occur, as the process needed more scaffolding and timeframes shifted across the year.</p>  | <p>Strengthen the scaffolding for term reflections and action plans so they are more useful, implemented, and can be reviewed term by term.</p>   |
| <p>We completed E asTTle and our writing portfolio assessment in both Term 1 and Term 4, giving us the opportunity to evaluate value added.</p>   | <p>The challenge was the number of students we did not have data points for, which reduced the accuracy of tracking and evaluation.</p>  | <p>Focus on ensuring the number of “no data points” for common assessments in Year 9 and 10 reading, writing and mathematics is below 5% of the cohort.</p>                                 |

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| <p>Year 9 teachers engaged in a data driven collaborative inquiry cycle. Using CAA feedback and E asTTle feedback, they focused on students close to passing for the second round of CAAs. Using regular hui, they monitored progress of target students and shared expertise on strategies and challenges. We supported 27.3% Numeracy and 16.3% Literacy of our Year 9 students to pass the CAA.</p> | <p>This process was successful in improving valued added for our Year 9 students in M, R and W<br/>See <a href="#">data</a></p>  | <ul style="list-style-type: none"> <li>• Continue to embed the data driven collaborative inquiry cycle with our Year 9 kaiako.</li> <li>• Develop a data driven collaborative inquiry cycle with our Year 10 teachers of English and mathematics.</li> </ul> |
| <p>HODs actively monitored the NCEA progress of all ākonga within their subject areas in alignment with school wide targets.</p>   | <p>Monitoring expectations were clear, but consistent shared processes and schedules were not yet established across all departments, which reduced comparability and slowed intervention.</p> | <p>Continue to build consistent shared expectations for monitoring, tracking updates, and intervention steps across all departments so progress is comparable and action is timely.</p>  |

# Ki te Ao Hurihuri

Develop the confidence, capabilities and citizenship of our ākonga to live a successful life.

## Goal 1: Improve Student Attendance

|  |  |   |
|--|--|---|
| <p>ANNUAL ACHIEVEMENT TARGETS<br/>What does success look like?</p> <ul style="list-style-type: none"> <li>• Increase regular attendance each term compared to the previous year's term.</li> <li>• Reduce unjustified absence codes each term compared to the previous year.</li> </ul>  |  |   |
| <p>ACTIONS<br/>what did we do</p> <ul style="list-style-type: none"> <li>• Whānau group tutor following up with whānau in regards to absences in a timely manner</li> </ul>  |  |   |
| <p>OUTCOMES<br/>What happened?</p> <p><a href="#">Regular Attendance</a></p> <ul style="list-style-type: none"> <li>• <b>Term 1</b> - 2025 was worse than 2024</li> <li>• <b>Term 2</b> - Improvement on 2024</li> <li>• <b>Term 3</b> - 2025 was worse than 2024</li> <li>• <b>Term 4</b> - 2025 was significantly better than 2024.</li> </ul> | <p>VARIANCE<br/>Why did it happen?</p> <p>We attempted to implement systems to support WGTs to follow up consistently with whānau about attendance. While there were periods of strong practice, this was difficult to sustain over time. Follow up often felt un motivating, as it could seem futile, and the process was also time intensive. In addition, we did not yet have strong enough systems in place to make ongoing follow up manageable and consistent. As a result, consistency of follow up was a</p> | <p>EVALUATION<br/>Where to next?</p> <ul style="list-style-type: none"> <li>• Implement <a href="#">2026 Attendance Plan</a></li> <li>• Employ an <a href="#">Attendance Liaison</a> for 2026 to create a caseload of 50–90 chronically absent students, with a priority on Year 9–10 ākonga. The Liaison will co-identify barriers with whānau and implement stepped responses including daily reports, whānau hui, and individual plans. This is supported by first-day absence follow-ups, get-to-class sweeps, and fortnightly reviews with Deans.</li> </ul> |

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|   | challenge across the year. In response, we introduced a more structured email and text messaging system in late Term 3 and Term 4. These systems strengthened our follow up processes and contributed to improved attendance, which was particularly noticeable in Term 4. | See Attendance Liaison Workflow in the Appendix. |
| <p><a href="#">Unjustified Attendance</a></p> <ul style="list-style-type: none"> <li>● <b>Term 1</b> - Improvement in 2025 from 2024.</li> <li>● <b>Term 2</b> - Improvement on 2024</li> <li>● <b>Term 3</b> - Worse than 2024</li> <li>● <b>Term 4</b> - Significant improvement on 2024</li> </ul> <p>Across the year, <b>2025 shows lower unjustified absence in three out of four terms</b> compared with 2024. The most significant gain is in <b>Term 4</b>, where unjustified absence was less than half the 2024 level. The one area of concern is <b>Term 3</b>, which was higher in 2025 than in 2024.</p> |  |  |

## Goal 2: Improve our ākonga’s literacy and numeracy skills to attain Numeracy and Literacy co-requisite requirements “as soon as possible”.

### ANNUAL ACHIEVEMENT TARGETS

What does success look like?

We did not set a narrow percentage target for Numeracy and Literacy in 2025. Instead, our goal was that **every student** would gain the co-requisite. This changed the work from aiming at a number to actively identifying, tracking, and responding to individual students. We prioritised those closest to leaving school first, especially students in Year 13 who may already have had enough credits for NCEA Level 1, 2, or 3, but were still blocked from achieving the qualification because they did not yet have Numeracy, Literacy, or both. From there, we worked down through Year 12 and Year 11, and then into the Year 10 and Year 9 CAA pathway.

### ACTIONS

what did we do

- With guidance from the Mathematics and English departments, all Year 10 teachers will create, teach, and evaluate one numeracy or literacy activity each term to further enhance the development of these skills in our Year 10 ākonga.
- Develop and implement pathways for any ākonga identified as not yet on track to gain the Numeracy and Literacy co-requisite, beginning with those closest to leaving school and working down through the year levels. This includes Year 12 and 13 ākonga who have not yet achieved the CAAs or Alternative Pathways standards, and Year 11 ākonga who do not achieve the first Alternative Pathways standard in Term 1. Each student's pathway will be reviewed and adjusted after every scheduled opportunity for students to attempt or progress toward the co-requisite.
- Use CAA data after the first round to drive conversations, reflections, and action plans with Year 9 Homeroom Kaiako. This includes identifying ākonga who did not achieve the CAAs, pinpointing the specific outcomes where our cohort struggled, and targeting teaching and learning to address those areas before the next opportunity.

### OUTCOMES

What happened?

### VARIANCE

Why did it happen?

### EVALUATION

Where to next?

|  |   |   |
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| <p>This action began the shift toward more explicit literacy and numeracy teaching across the kura. With guidance from the Mathematics and English departments, Year 10 teachers were supported through PL to create literacy and numeracy focused tasks within their own learning areas. By March 2025, staff were engaging with this at different stages, with some already teaching and evaluating tasks, others still planning, and a smaller number yet to begin. This showed early momentum and growing collective responsibility, while also sitting alongside wider Year 10 curriculum review work.</p>  | <p>The action made a positive start, but did not continue beyond Term 1. This was partly because progress was difficult to monitor consistently across all staff. More significantly, the work revealed a larger issue: the need to strengthen the Year 10 curriculum itself so that literacy and numeracy were embedded more deliberately, rather than relying on separate teacher created tasks each term. The uneven March snapshot showed both the value of the idea and the need for a stronger structure.</p>   | <p>The key next step is to embed literacy and numeracy more systematically within the Year 10 curriculum framework. Professional learning and guidance from Mathematics and English should continue, but within a clearer curriculum design that builds these skills into units and programmes across the year. This will make the work more coherent, more sustainable, and easier to monitor over time.</p>   |
| <p>In 2025, Numeracy and Literacy became a major schoolwide focus because without them, students cannot achieve NCEA regardless of how many other credits they earn. Students could gain the co-requisite through CAAs (offered twice a year from Year 9) or through approved standards in subjects like mathematics, English, commerce, and geography.</p> <p>At the start of the year, KAMAR data identified students still needing Numeracy, Literacy, or both. While Year 13 students were the highest priority in principle, the greatest volume of need sat in Years 11 and 12, particularly in numeracy, so these year levels became the main focus.</p> <p>The work followed a repeating cycle: identify students without the co-requisite, determine the next best opportunity for each student, and after each event</p> | <p>The improvement happened because Numeracy and Literacy was treated as a coordinated, high-expectation, student-by-student process rather than a side issue or single assessment event. This work was led by the Principal, Assistant Principal, Numeracy Intervention Specialist, and the HODs of Maths and English, creating a system that combined data tracking, classroom pathways, intervention, and communication with whānau.</p> <p>Central to this was clarity of purpose. The expectation was that every student would gain the co-requisite, which shifted the focus from percentages to individuals and removed the idea that some students could sit outside the target group.</p> <p>Prioritisation was also critical. Students closest to</p> | <p>The 2025 approach proved effective, and becomes more so as the remaining group shrinks. Much of the effort in 2025 went into catch-up for Years 11 and 12. In 2026, more students are entering with Numeracy and Literacy already gained, meaning the intervention group is smaller and support can begin earlier and be more targeted.</p> <p>The next step is shifting focus further down the school. The goal is not to keep cleaning up in Years 12 and 13, but to have more students gaining the co-requisite in Years 10 and 11 so it no longer becomes a barrier later. A smaller senior intervention group frees up energy for prevention and early success.</p> <p>There is also an opportunity to strengthen the intervention timeline. In 2025, intensive support</p> |

point — whether an internal standard or a CAA round — update the picture and adjust the pathway again. This meant the response was always based on the most current information.

More intensive intervention began after the first CAA round, once it was clear which students had not succeeded through their normal class programme. From that point, students were supported through small groups and one-to-one work led by the Numeracy Intervention Specialist and other available staff, sometimes involving withdrawal from classes to focus on the standards most likely to lead to success.

Tracking data ([Numeracy Yr 11](#), [Yr 12](#), [Literacy Yr 11](#), [Yr 12](#)) shows steady improvement across the year in both numeracy and literacy for Years 11 and 12, with the number of students gaining the co-requisite growing and those without it shrinking. Progress built as intervention became more targeted and focused on a smaller remaining group. Improved readiness among students entering Year 12 also shows the work is having an impact across the wider senior pathway.

By the end of 2025, the shift went beyond the numbers. Staff gave Numeracy and Literacy higher priority, programmes were adapted, students were released for intervention, communication with whānau increased, and additional assessment opportunities were created. This built momentum and made the work more effective over time.

leaving were supported first, but the school recognised that long-term success depended on reducing numbers earlier in the pathway. If too many students still needed support in Years 11 and 12, the intervention load became unmanageable. Over time, the focus increasingly shifted to moving students through earlier so the later group stayed small.

The process was dynamic rather than fixed. After each standard window or CAA round, the list was reviewed and each student's next best option reconsidered — who had passed, who had partial progress, and who still had no viable pathway. This kept the response individualised and practical.

As students began to pass, intervention naturally became more focused and intensive for those remaining. By Terms 3 and 4, there was stronger traction because the group was smaller, urgency had increased, and staff could work more closely with each student.

Whānau communication reinforced the process by making the support visible and clarifying the importance of the co-requisite. A cultural shift also emerged — as students who had previously struggled began succeeding, their achievement created belief among both students and staff, building momentum where success generated further success.

began after the first CAA round. In future, earlier intervention for students already identified as unlikely to succeed through their normal class programme could reduce the number needing urgent support later in the year.

The school should continue the core elements that worked in 2025: early identification, review at each event point, individualised planning, specialist intervention, flexible staff support, whānau communication, and a shared expectation that every student gains Numeracy and Literacy.

The 2025 improvement came from building a responsive, high-expectation, student-centred system. The gains now visible in students entering Year 12 suggest this work is creating the conditions for even stronger results in 2026 and beyond.

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| <p>After the first round of CAAs, Year 9 kaiako engaged in a data driven collaborative inquiry cycle. Using CAA feedback and e-asTTle data, they identified students who had not yet achieved, examined the outcomes where the cohort was weakest, and focused particularly on students close to passing in the second round. Regular hui were used to monitor progress, share strategies, and respond to challenges. This supported more explicit and targeted teaching before the next CAA opportunity and contributed to 27.3% of Year 9 students passing Numeracy and 16.3% passing Literacy. The process also improved value added for Year 9 students in mathematics, reading, and writing.</p> | <p>This action was successful because the data was used collaboratively and purposefully. Teachers did not just identify who had missed the CAAs, but worked together to understand which outcomes were weak and what specific teaching responses were needed. Using regular hui and shared inquiry meant target students stayed visible, expertise was shared, and teaching could be adjusted in response to real evidence.</p> | <p>The priority now is to continue embedding this data driven collaborative inquiry cycle with Year 9 kaiako and to develop a similar process with Year 10 teachers of English and Mathematics. This would help strengthen earlier intervention and build a more connected pathway into future CAA and co-requisite success.</p> |

# Data Graphs and Overview

## 2025 - Attendance Comparison Data

| Term   | Regular 2024 | Regular 2025 | Variance   | Very Concerning 2024 | Very Concerning 2025 | Variance   |
|--------|--------------|--------------|------------|----------------------|----------------------|------------|
| Term 1 | 39%          | 34%          | -5 points  | 25%                  | 29%                  | +4 points  |
| Term 2 | 26%          | 30%          | +4 points  | 36%                  | 36%                  | 0 points   |
| Term 3 | 28%          | 22%          | -6 points  | 34%                  | 39%                  | +5 points  |
| Term 4 | 1%           | 33%          | +32 points | 59%                  | 34%                  | -25 points |

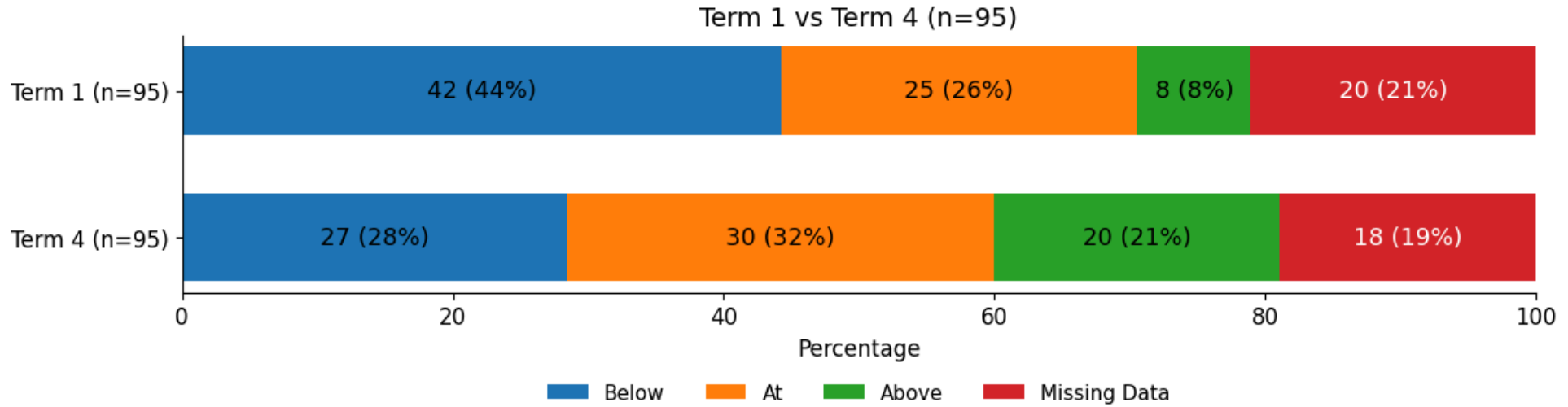
## 2025 - Unjustified Absences Comparison Data

| Term   | Unjustified 2024 | Unjustified 2025 | Variance   |
|--------|------------------|------------------|------------|
| Term 1 | 14%              | 12%              | -2 points  |
| Term 2 | 18%              | 16%              | -2 points  |
| Term 3 | 13%              | 16%              | +3 points  |
| Term 4 | 32%              | 15%              | -17 points |

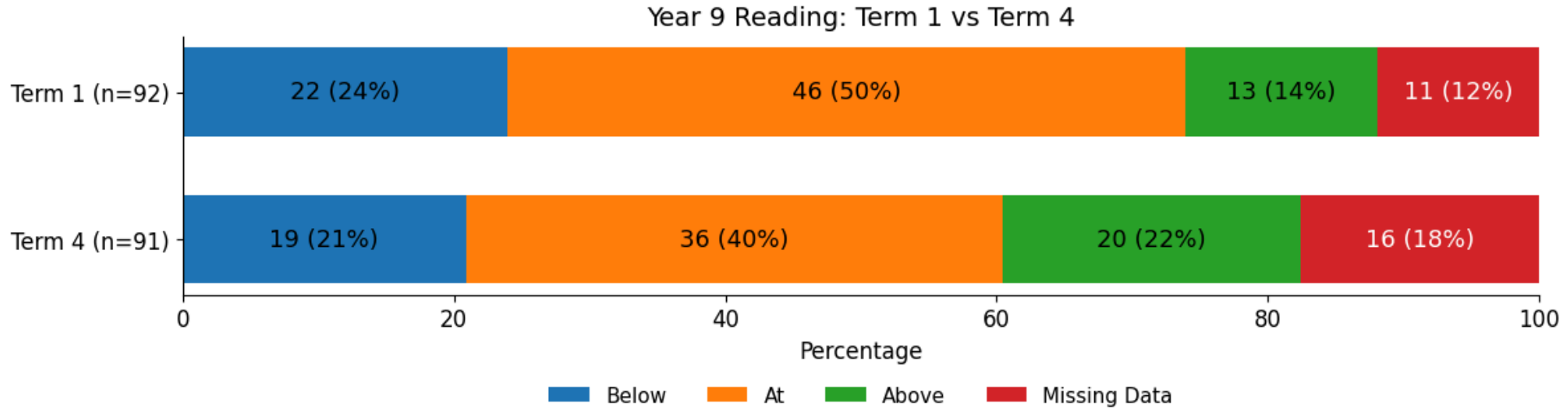
## Year 9

| Area   | Start of the Year  | 2025 Target   | 2025 Passrate  | Comparison to Target | Comparison to Start of Year |
|--|--|---|--|----------------------|-----------------------------|
| Year 9 Mathematics   | 34% of students at or above Curriculum Level 4 at the start of Year 9. | 70% of students at or above Curriculum Level 4 at the end of Year 9 | 53% of students at or above Curriculum level 4 at the end of Year 9. | Minus 17%            | Plus 19%                    |
| Year 9 Reading   | 64% of students at or above Curriculum Level 4 at the start of Year 9  |   | 62% of students at or above Curriculum Level 4 at the end of Year 9  | Minus 8%             | Minus 2%                    |
| Year 9 Writing   | 42% of students at or above Curriculum Level 4 at the start of Year 9  |   | 65% of Students at or above Curriculum level at the end of Year 9    | Minus 5%             | Plus 23%                    |
| <p>Year 9 Reading showed a small decline from 64% to 62% at or above Curriculum Level 4. This does not reflect a genuine drop in achievement. The proportion of students achieving "Above" actually increased, but this was offset by a rise in missing data and a drop in the "At" category. The priority for 2026 is to tighten data capture so that missing data sits below 5%, which will give a more accurate picture of progress and allow us to target students sitting just below the "At" threshold</p> |  |   |  |                      |                             |

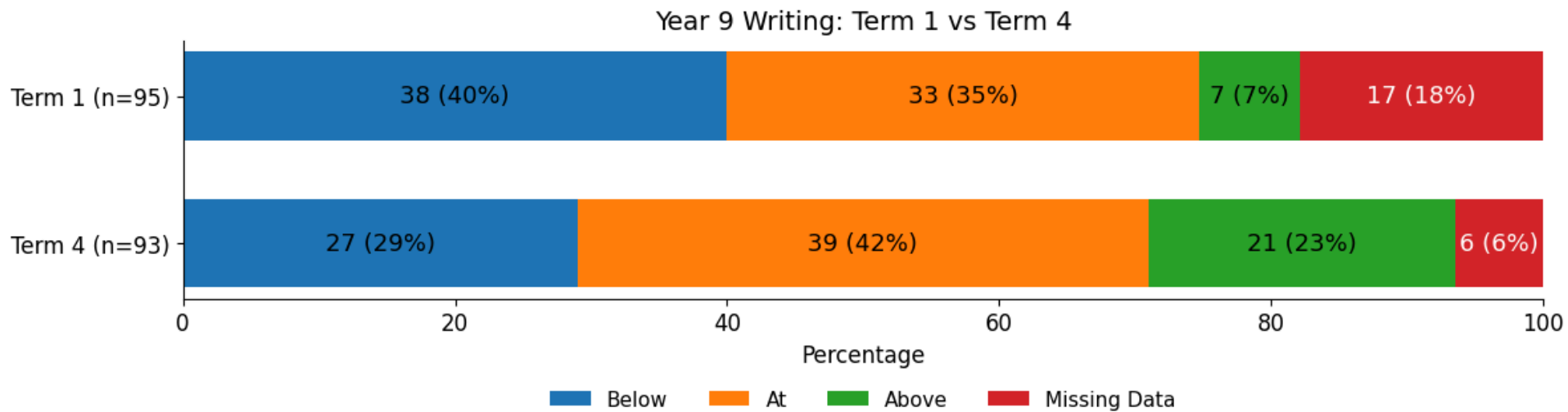
### Year 9 Data - Mathematics



### Year 9 Data - Reading

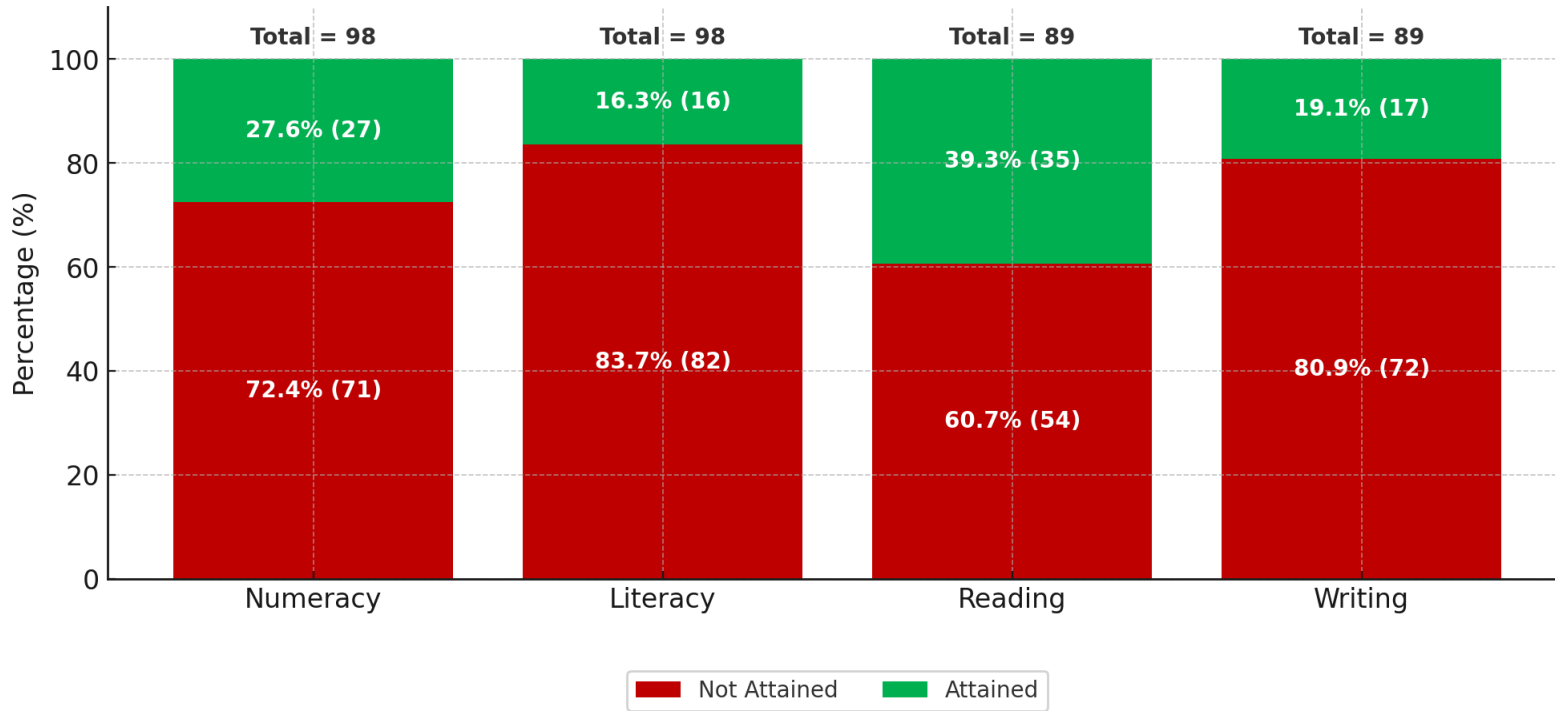


Year 9 Data - Writing



# Year 9 CAA

## Year 9 CAA (After Round 2)

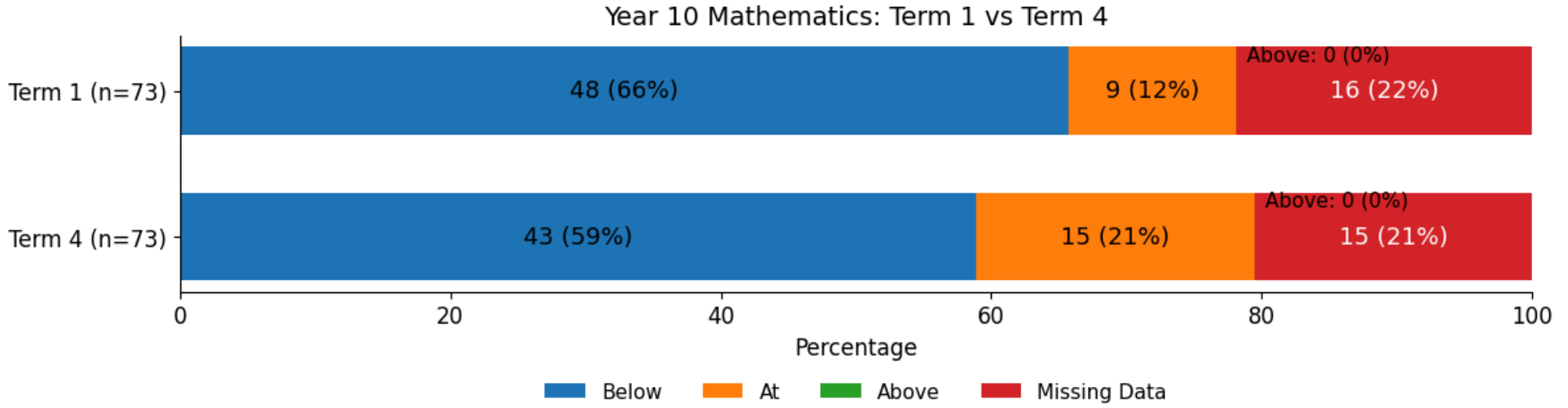


## Year 10

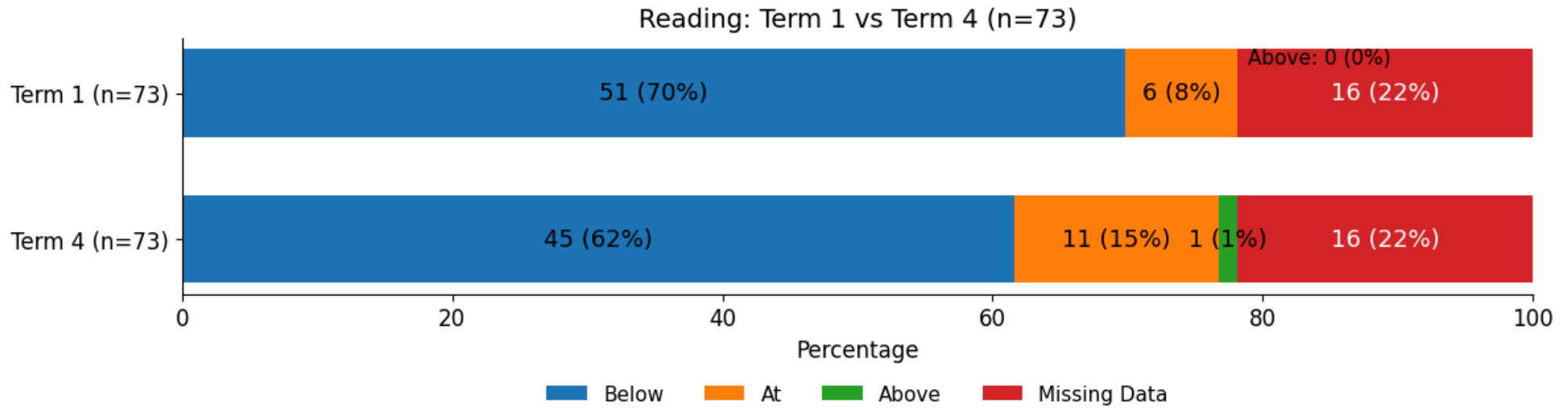
| Area                | Start of the Year  | 2025 Target            | 2025 Passrate  | Comparison to Target | Comparison to Start of Year |
|---------------------|--|------------------------|--|----------------------|-----------------------------|
| Year 10 Mathematics | 12 % of students at or above Curriculum Level 5 at the start of Year 10. | No Target Set for 2025 | 21 % of students at or above Curriculum level 5 at the end of Year 10. | N/A                  | Plus 11%                    |
| Year 10 Reading     | 8% of students at or above Curriculum Level 5 at the start of Year 10.   |                        | 16% of students at or above Curriculum Level 5 at the end of Year 10   | N/A                  | Minus 8%                    |
| Year 10 Writing     | 16% of students at or above Curriculum Level 5 at the start of Year 10.  |                        | 36% of Students at or above Curriculum level 5 at the end of Year 10   | N/A                  | Plus 20%                    |

No targets were set for Year 10 in 2025 because this was the first year of systematic data collection at this level. The focus was on establishing a reliable baseline through E-asTTle and common writing assessments. This 2025 baseline data has now directly informed specific CAA targets for 2026: 60% of Year 10 students gaining Numeracy and 60% gaining Literacy, with specific Māori targets of 40% for each.

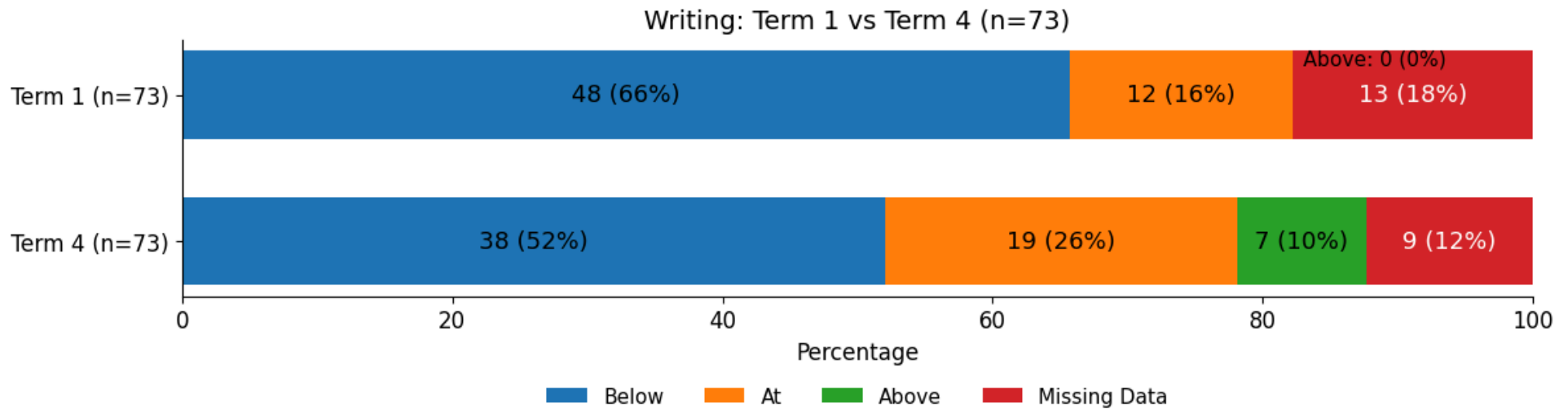
Year 10 Data - Mathematics



## Year 10 Data - Reading



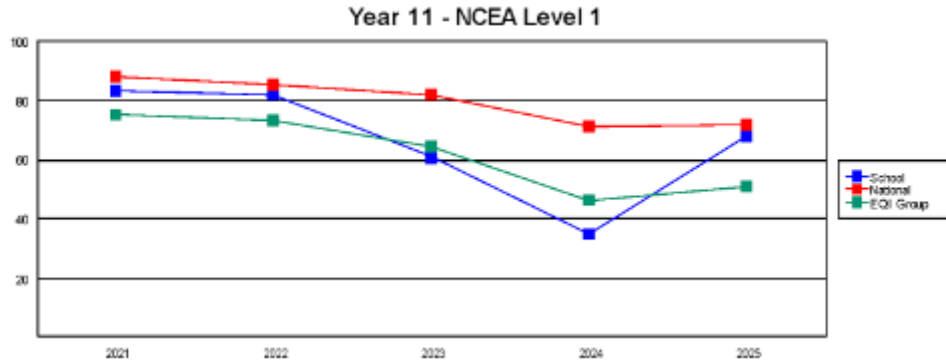
## Year 10 Data - Writing



# Year 11 NCEA Data

## Year 11 Achievement

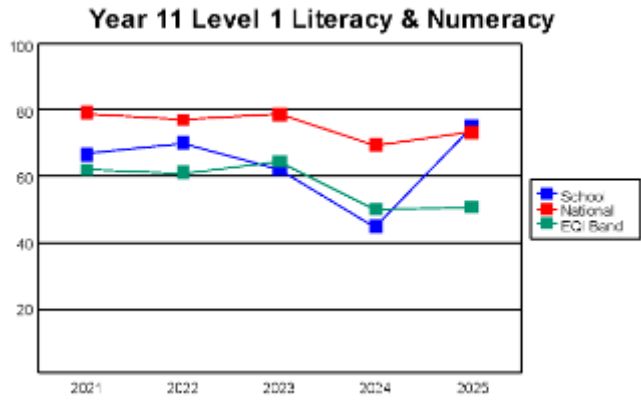
| Academic Year | Tamatea High School |                 |                     | National        |                 |                     | Most Socioeconomic Barriers (School Equity Index Band) |                 |                      |
|---------------|---------------------|-----------------|---------------------|-----------------|-----------------|---------------------|--|-----------------|----------------------|
|               | Year 11 NCEA L1     | Year 11 NCEA L1 | Year 11 Participate | Year 11 NCEA L1 | Year 11 NCEA L1 | Year 11 Participate | Year 11 NCEA L1  | Year 11 NCEA L1 | Year 11 Participated |
| 2021          | 83.3                | 35              | 42                  | 87.9            | 43,071          | 49,003              | 75.5   | 1,848           | 2,448                |
| 2022          | 82.1                | 32              | 39                  | 85.3            | 42,337          | 49,609              | 73.3   | 1,853           | 2,527                |
| 2023          | 60.8                | 45              | 74                  | 81.9            | 42,371          | 51,733              | 64.8   | 1,788           | 2,761                |
| 2024          | 34.6                | 27              | 78                  | 71.5            | 32,218          | 45,069              | 46.3   | 1,482           | 3,204                |
| 2025          | 67.9                | 55              | 81                  | 72.1            | 33,021          | 45,814              | 50.8   | 1,765           | 3,473                |



## Numeracy and Literacy

| Academic Year | Achievement           | Tamatea % | National % | Most % |
|---------------|-----------------------|-----------|------------|--------|
| 2021          | Numeracy and Literacy | 66.7      | 79.2       | 62     |
| 2022          | Numeracy and Literacy | 70.1      | 77.2       | 61.1   |
| 2023          | Numeracy and Literacy | 62.2      | 78.8       | 64.6   |
| 2024          | Numeracy and Literacy | 44.8      | 69.6       | 50.1   |

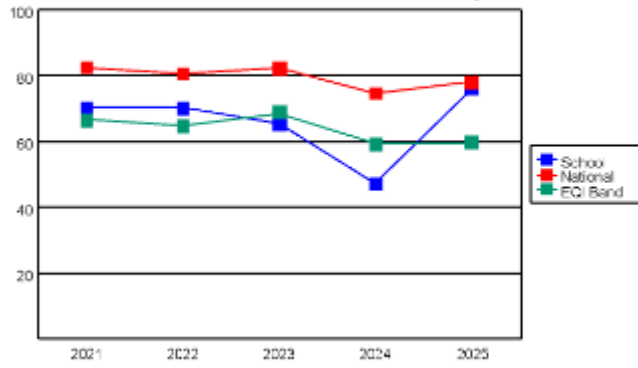
|      |                       |      |      |      |
|------|-----------------------|------|------|------|
| 2025 | Numeracy and Literacy | 75.3 | 73.4 | 50.7 |
|------|-----------------------|------|------|------|



Numeracy

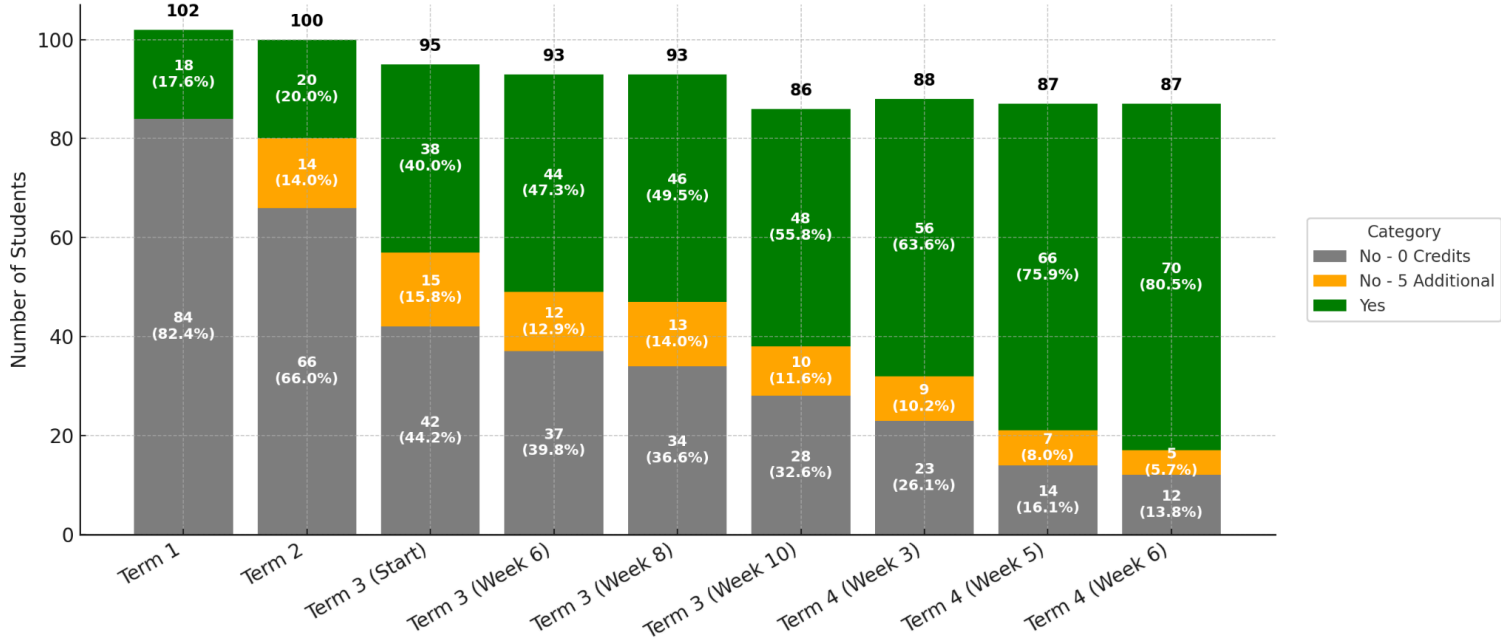
| Academic Year | Achievement | Tamatea % | National % | Most % |
|---------------|-------------|-----------|------------|--------|
| 2021          | Numeracy    | 70.2      | 82.5       | 66.7   |
| 2022          | Numeracy    | 70.1      | 80.8       | 64.9   |
| 2023          | Numeracy    | 65.3      | 82.3       | 68.9   |
| 2024          | Numeracy    | 47.1      | 74.8       | 59.4   |
| 2025          | Numeracy    | 76.3      | 78.1       | 59.6   |

Year 11 Level 1 Numeracy



# Yr 11 Numeracy Tracking over 2025

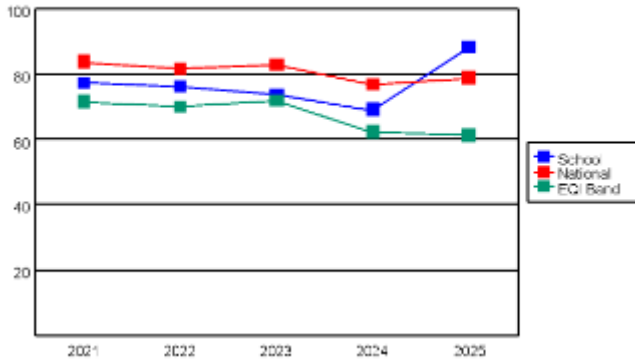
## Numeracy Results 2025 Level 1 (to Term 4 Week 6)



## Literacy

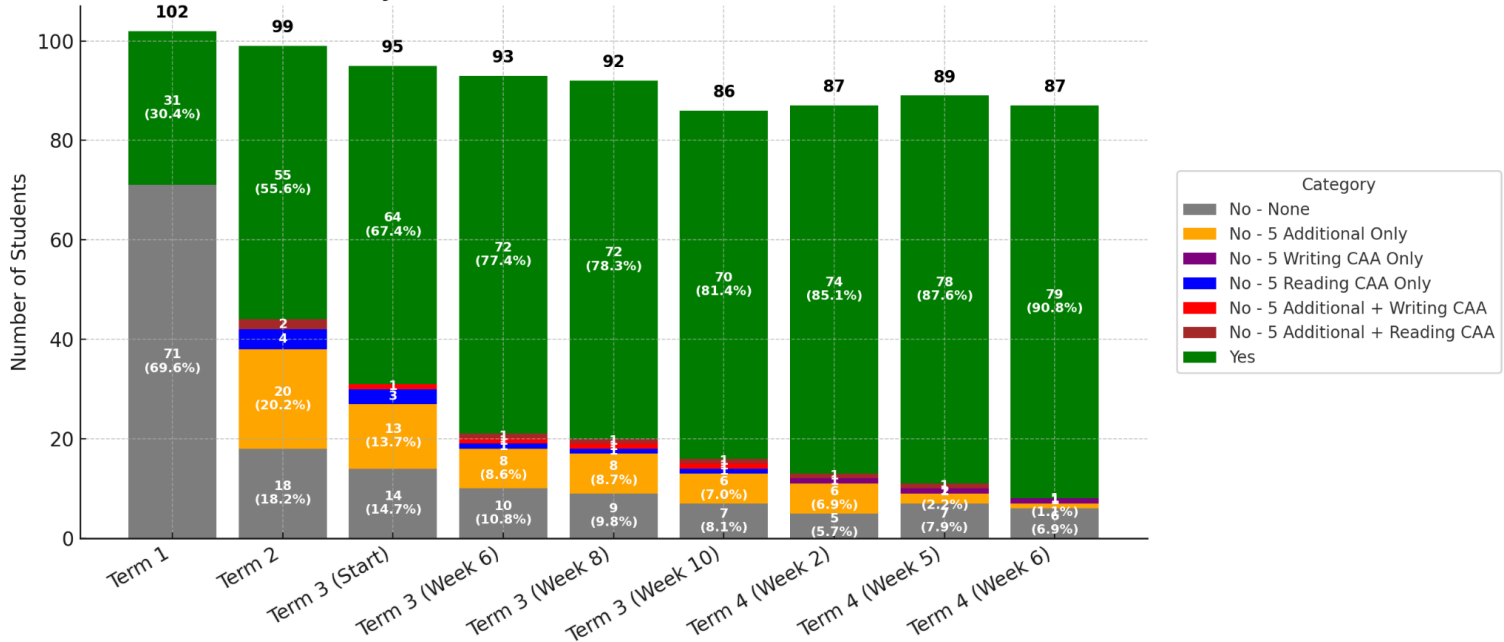
| Academic Year | Achievement | Tamatea % | National % | Most % |
|---------------|-------------|-----------|------------|--------|
| 2021          | Literacy    | 77.2      | 83.6       | 71.3   |
| 2022          | Literacy    | 76.1      | 81.6       | 70     |
| 2023          | Literacy    | 73.5      | 82.8       | 71.8   |
| 2024          | Literacy    | 69        | 76.6       | 62.2   |
| 2025          | Literacy    | 88.2      | 78.8       | 61.2   |

### Year 11 Level 1 Literacy



### Yr 11 Literacy Tracking over 2025

#### Literacy Results 2025 Year 11 (to Term 4 Week 6)



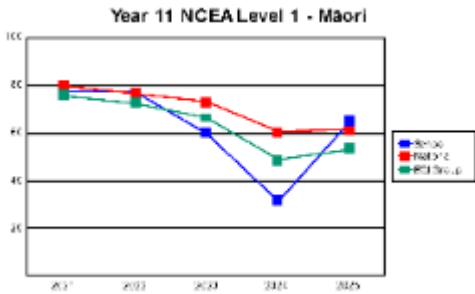
**NCEA Level 1 Achievement Table**

| <b>Area</b>           | <b>2025 Passrate</b> | <b>2025 Target Passrate</b> | <b>Comparison to Target</b> | <b>Improvement on 2024</b> | <b>Comparison to National</b> | <b>Comparison to Most</b> |
|-----------------------|----------------------|-----------------------------|-----------------------------|----------------------------|-------------------------------|---------------------------|
| NCEA Level 1 Overall  | 67.9%                | 50%                         | +17.9%                      | +33.3%                     | -4.2%                         | +17.1%                    |
| Numeracy and Literacy | 75.3%                | N/A                         | N/A                         | +30.5%                     | +1.9%                         | +24.6%                    |
| Numeracy              | 76.3%                | N/A                         | N/A                         | +29.2%                     | -1.8%                         | +16.7%                    |
| Literacy              | 88.2%                | N/A                         | N/A                         | +19.2%                     | +9.4%                         | +27%                      |

## Year 11 Māori Achievement

### Māori

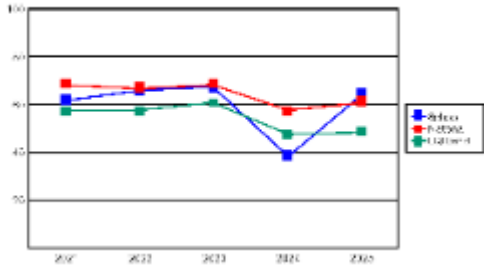
|      | NCEA L1 | NCEA L1 | Participation | National | Most Socioeconomic Barriers |
|------|---------|---------|---------------|----------|-----------------------------|
| 2021 | 77.3    | 17      | 22            | 79.8     | 75.8                        |
| 2022 | 77.3    | 17      | 22            | 76.6     | 72.4                        |
| 2023 | 60.0    | 24      | 40            | 72.6     | 66.3                        |
| 2024 | 31.6    | 12      | 38            | 60.4     | 48.6                        |
| 2025 | 64.9    | 24      | 37            | 61.1     | 53.2                        |



### Numeracy and Literacy Ākonga Māori

| Academic Year | Achievement           | Tamatea % | National % | Most % |
|---------------|-----------------------|-----------|------------|--------|
| 2021          | Numeracy and Literacy | 62.1      | 68.8       | 57.6   |
| 2022          | Numeracy and Literacy | 65.8      | 67         | 57.3   |
| 2023          | Numeracy and Literacy | 67.3      | 68.7       | 61     |
| 2024          | Numeracy and Literacy | 38.6      | 57.4       | 47.7   |
| 2025          | Numeracy and Literacy | 64.4      | 61.1       | 48.8   |

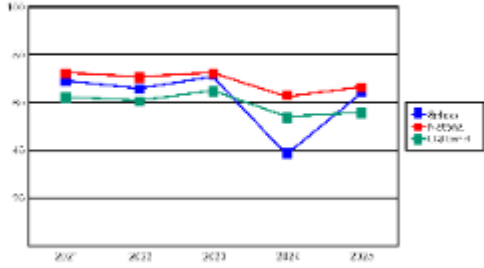
Year 11 Level 1 Literacy & Numeracy - Māori



Numeracy Ākonga Māori

| Academic Year | Achievement | Tamatea % | National % | Most % |
|---------------|-------------|-----------|------------|--------|
| 2021          | Numeracy    | 69        | 72.5       | 62.3   |
| 2022          | Numeracy    | 65.8      | 70.6       | 60.6   |
| 2023          | Numeracy    | 70.9      | 72.2       | 64.9   |
| 2024          | Numeracy    | 38.6      | 62.8       | 54     |
| 2025          | Numeracy    | 64.4      | 66.4       | 55.9   |

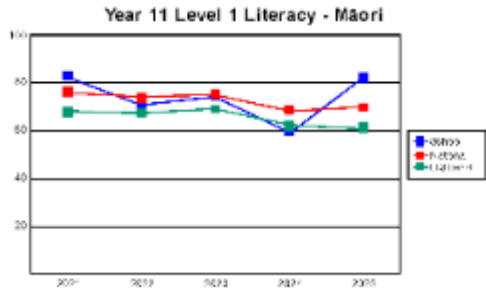
Year 11 Level 1 Numeracy - Māori



Literacy Ākonga Māori

| Academic Year | Achievement | Tamatea % | National % | Most % |
|---------------|-------------|-----------|------------|--------|
|---------------|-------------|-----------|------------|--------|

|      |          |      |      |      |
|------|----------|------|------|------|
| 2021 | Literacy | 82.8 | 76   | 68.1 |
| 2022 | Literacy | 71.1 | 74   | 67.4 |
| 2023 | Literacy | 74.5 | 75.2 | 69.1 |
| 2024 | Literacy | 59.1 | 68.4 | 62.1 |
| 2025 | Literacy | 82.2 | 69.9 | 60.9 |



### NCEA Level 1 Achievement Table - Ākonga Māori

| Area                  | 2025 Passrate | 2025 Target Passrate | Comparison to Target | Improvement on 2024 | Comparison to National | Comparison to Most |
|-----------------------|---------------|----------------------|----------------------|---------------------|------------------------|--------------------|
| NCEA Level 1 Overall  | 64.9%         | 50%                  | +14.9%               | +33.3%              | +3.8%                  | +11.7%             |
| Numeracy and Literacy | 64.4%         | N/A                  | N/A                  | +25.8%              | +3.3%                  | +15.6%             |
| Numeracy              | 64.4%         | N/A                  | N/A                  | +25.8%              | -2%                    | +8.5%              |
| Literacy              | 82.2%         | N/A                  | N/A                  | +23.1               | +12.3                  | 21.3%              |

# Year 12 and 13 NCEA Data

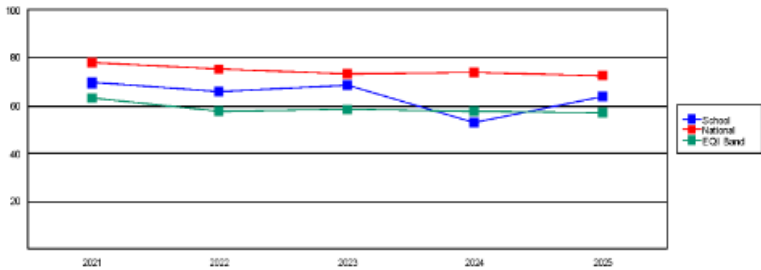
## Achievement in NCEA and UE: Tamatea High School

Generated 13-Jan-2026

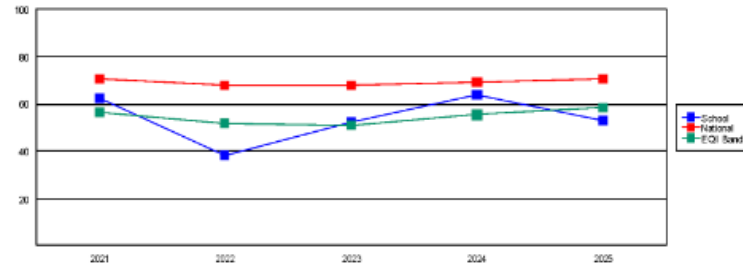
PR2 - Enrolment Based Cumulative Overall Results

|      | Tamatea High School   |                        |                       |                        |               |                    | National<br>Year 12<br>NCEA L2 | National<br>Year 13<br>NCEA<br>L3 | National<br>Year 13<br>UE | Most Socioeconomic Barriers<br>(School Equity Index Band) |               |      |
|------|-----------------------|------------------------|-----------------------|------------------------|---------------|--------------------|--------------------------------|-----------------------------------|---------------------------|---|---------------|------|
|      | Year 12<br>NCEA<br>L2 | Year 12<br>NCE<br>A L2 | Year 13<br>NCEA<br>L3 | Year 13<br>NCE<br>A L3 | Year 13<br>UE | Year 12<br>NCEA L2 |                                |                                   |                           | Year 13<br>NCEA L3  | Year 13<br>UE |      |
| 2021 | 41 / 59               | 69.5                   | 25 / 40               | 62.5                   | 5 / 40        | 12.5               | 77.9                           | 70.5                              | 51.9                      | 63.0  | 56.4          | 18.4 |
| 2022 | 33 / 50               | 66.0                   | 15 / 39               | 38.5                   | 6 / 39        | 15.4               | 74.9                           | 68.2                              | 50.3                      | 57.6  | 51.7          | 17.0 |
| 2023 | 37 / 54               | 68.5                   | 21 / 40               | 52.5                   | 6 / 40        | 15.0               | 73.2                           | 67.7                              | 49.7                      | 58.2  | 51.1          | 16.7 |
| 2024 | 42 / 79               | 53.2                   | 30 / 47               | 63.8                   | 11 / 47       | 23.4               | 73.6                           | 69.4                              | 50.6                      | 57.9  | 55.4          | 20.0 |
| 2025 | 49 / 77               | 63.6                   | 27 / 51               | 52.9                   | 11 / 51       | 31.4               | 73.2                           | 71.2                              | 51.0                      | 58.1  | 59.5          | 20.0 |

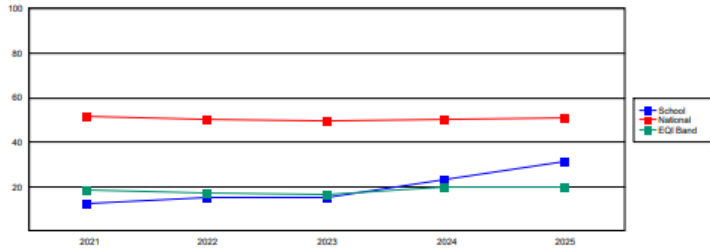
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3

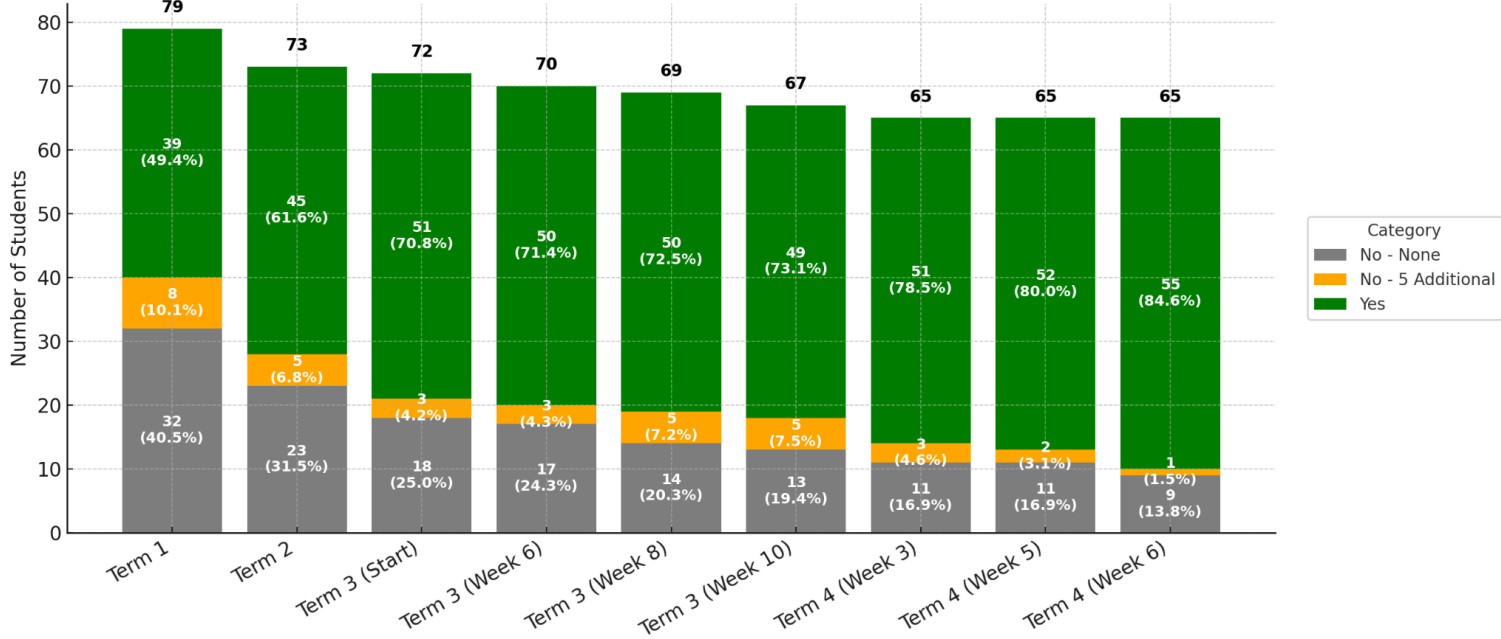


Year 13 - University Entrance



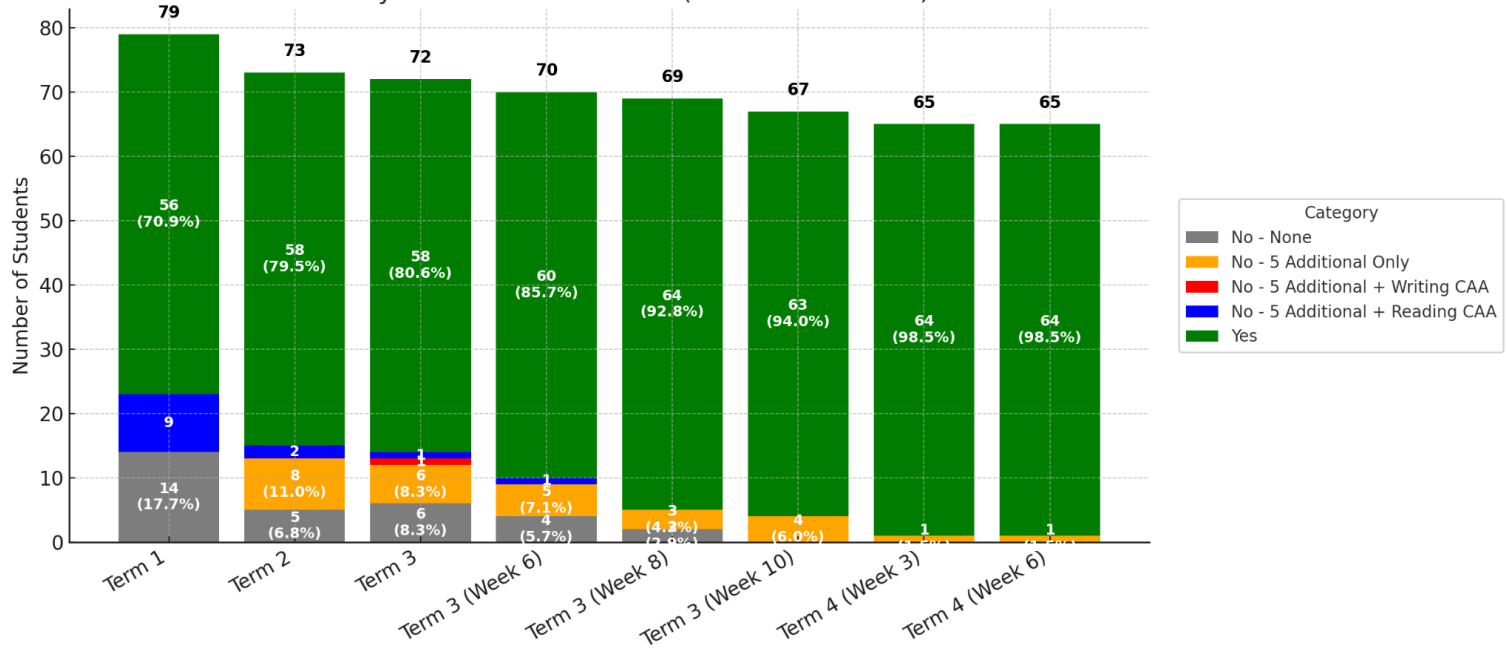
Yr 12 Numeracy Tracking over 2025

Numeracy Results 2025 Level 2 (to Term 4 Week 6)



Yr 12 Literacy Tracking over 2025

Literacy Results 2025 Level 2 (to Term 4 Week 6)



NCEA Level 2 and 3 Achievement Table

| Area                     | 2025 Passrate | 2025 Target Passrate | Comparison to Target | Improvement on 2024 | Comparison to National | Comparison to Most |
|--------------------------|---------------|----------------------|----------------------|---------------------|------------------------|--------------------|
| NCEA Level 2 Overall     | 63.6%         | 65%                  | -1.4%                | +10.4%              | -9.6%                  | +5.5               |
| NCEA Level 3 Overall     | 52.9%         | 65%                  | -12.1%               | -10.9               | -18.3%                 | -6.6%              |
| NCEA University Entrance | 31.4%         | N/A                  | N/A                  | +8%                 | -19.6%                 | +11.4%             |

# Achievement in NCEA and UE: Tamatea High School

PR2 - Enrolment Based Cumulative Results by Ethnicity

Generated 13-Jan-2026

## Tamatea High School

## National

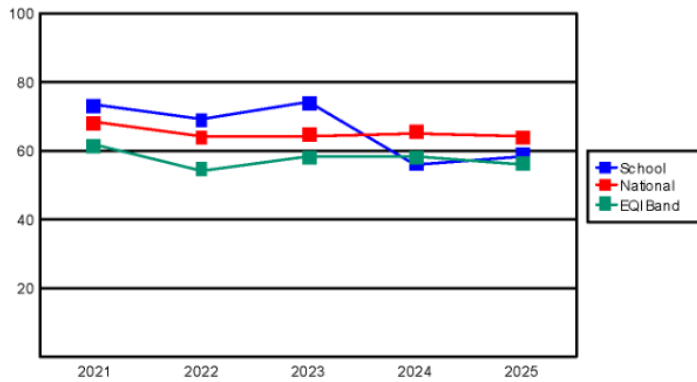
## Most Socioeconomic Barriers (School Equity Index Band)

| Academic Year | Year 12 NCEA L2 | Year 12 NCEA A L2 | Year 13 NCEA L3 | Year 13 NCEA L3 | Year 13 UE | Year 13 UE |
|---------------|-----------------|-------------------|-----------------|-----------------|------------|------------|
| <b>Māori</b>  |                 |                   |                 |                 |            |            |
| 2021          | 25 / 34         | 73.5              | 15 / 20         | 75.0            | 2 / 20     | 10.0       |
| 2022          | 18 / 26         | 69.2              | 9 / 23          | 39.1            | 3 / 23     | 13.0       |
| 2023          | 20 / 27         | 74.1              | 7 / 18          | 38.9            | 1 / 18     | 5.6        |
| 2024          | 22 / 39         | 56.4              | 17 / 23         | 73.9            | 4 / 23     | 17.4       |
| 2025          | 20 / 34         | 58.8              | 12 / 23         | 52.2            | 6 / 23     | 26.1       |

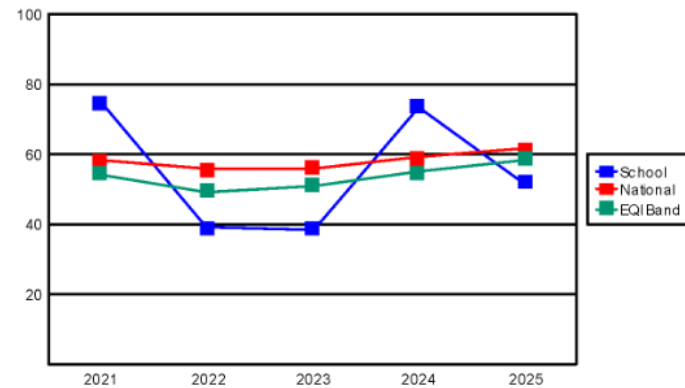
| Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
|-----------------|-----------------|------------|
| 68.3            | 58.5            | 31.7       |
| 64.1            | 55.7            | 30.9       |
| 64.6            | 56.3            | 31.2       |
| 65.4            | 59.0            | 31.9       |
| 65              | 62.2            | 32.9       |

| Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
|-----------------|-----------------|------------|
| 61.8            | 54.7            | 16.0       |
| 54.5            | 49.5            | 14.4       |
| 58.4            | 51.3            | 16.0       |
| 58.4            | 55.1            | 17.8       |
| 57.9            | 59.8            | 19.5       |

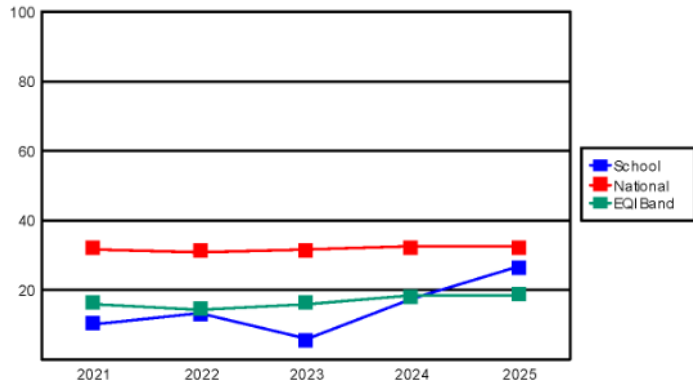
Year 12 NCEA Level 2 - Māori



Year 13 NCEA Level 3 - Māori



**Year 13 University Entrance - Māori**



Year 12 and 13 Māori Achievement Table

| Area                     | 2025 Passrate | 2025 Target Passrate | Comparison to Target | Improvement on 2024 | Comparison to National | Comparison to Most |
|--------------------------|---------------|----------------------|----------------------|---------------------|------------------------|--------------------|
| NCEA Level 2 Overall     | 58.8%         | 65%                  | -6.2%                | +2.4%               | -6.2%                  | +0.9%              |
| NCEA Level 3 Overall     | 52.2%         | 65%                  | -12.8%               | -10.9               | -10%                   | -7.6%              |
| NCEA University Entrance | 26.1%         | N/A                  | N/A                  | -1.8%               | -6.8%                  | +6.6%              |

# Appendix

## NZCER data baseline data - Summary

Overall, the school is perceived as a caring and collaborative environment where inclusivity and cultural identity are valued, though there are specific gaps in peer-to-peer respect and student agency.

### **Current Strengths: Safety & Inclusion**

The school maintains a strong foundation in cultural acceptance and physical safety expectations.

- **Physical & Emotional Safety:** 73% of students (48 out of 65) report feeling safe. There is a very high consensus on behavioral standards, with 90% of students agreeing or strongly agreeing that hitting or bullying is not okay.
- **Cultural Identity:** Students feel they can stand up for their culture and discuss racist incidents with teachers. Most cultural domains show strong positive responses.
- **Teacher Intervention:** Teachers are recognized for taking action against bullying and modeling respectful behavior toward one another.
- **Inclusion:** Most students feel accepted for who they are, and the school is seen as successful in celebrating diverse student achievements.

### **Areas for Improvement: Social Dynamics & Agency**

While the "macro" environment is safe, the "micro" interactions between students and the depth of teacher-student connections require attention.

### **Prosocial Culture & Peer Relations**

This is identified as the largest area for improvement.

- There is a need to increase mutual respect between students and toward teachers.
- Student strategies for dealing with conflict are currently passive (e.g., walking away or ignoring), and students are not yet comfortable asking one another for help.

### **Cultural & Personal Connection**

- **Teacher Interest:** Students feel teachers need to show more genuine interest in their specific family backgrounds and cultures.
- **Engagement:** There is a noted need to make learning more interesting and relevant to the students.

### **Fairness & Communication**

- **Transparency in Bullying:** While students know bullying is wrong, they are unclear on the specific steps to take if it occurs.
- **Speaking Up:** Students lack the confidence to speak up when they perceive something as unfair or if they are having a hard time.
- **Equity:** Improving the perception of "fair treatment" across the student body is a priority.

| Category | Successes                                   | Target Areas                                     |
|----------|---|--|
| Safety   | 73% feel safe; 90% agree bullying is wrong. | Knowing what to do when bullying happens.        |
| Culture  | Students can stand up for their culture.    | Teachers showing interest in family backgrounds. |
| Teachers | Respectful to each other; take action.      | Fair treatment; making learning interesting.     |
| Students | Accepted for who they are.                  | Improving peer-to-peer respect and support.      |

## 2025 Hui Whāinga data - Summary

This data summarizes the 2025 Hui Whāinga Whānau Engagement. Hui Whāinga are meetings held between ākonga (students), whānau (family), and teachers to check in on progress and reconnect.

### Attendance Trends

Historically, Term One and Term Three have seen the highest engagement. However, in 2025, attendance declined steadily as the year progressed

| Term   | Engagement Count | Engagement Percentage |
|--------|------------------|-----------------------|
| Term 1 | 301              | 82.47%                |
| Term 2 | 283              | 77.53%                |
| Term 3 | 276              | 75.62%                |

### Key Findings

- Term 3 Decline: In 2025, Term Three had the lowest attendance. This is a shift from previous years and may be due to subject selection being moved earlier in the term.

- Engagement Methods: While ideally held with both ākonga and whānau, these meetings also occur via phone, email, or directly between the student and teacher.
- Zero Engagement: Only 13 ākonga had no Hui Whāinga recorded for the entire year. 5 Year 9s, 2 Year 10s, 2 year 11s, 2 year 12s and 2 Year 13.

## 2025 Focus Group - Summary

The focus group conducted on October 16, 2025, gathered feedback from Year 9 and 10 ākonga regarding their sense of belonging and well-being within the school. While the general sentiment regarding individual identity is positive, students identified specific gaps in year-level integration and the consistency of senior-junior (Tuakana/Teina) relationships.

### Key Feedback Themes

#### Individual Belonging & School Culture

- **Authenticity:** Students feel they can be themselves and express a range of emotions without being "robots".
- **Agency:** There is a strong sense of having choices in subjects and Project-Based Learning (PBL), with students feeling their opinions are generally recognized.
- **Support:** Teachers are described as supportive and non-judgmental.
- **Concerns:** Occasional instances of racism were noted as a barrier to belonging.

#### Year Level Dynamics

- **Year 10 "The Forgotten Year":** Students feel Year 10 lacks the specific opportunities provided to Year 9s (trips, book clubs) and the NCEA focus of Seniors.
- **Rumaki Integration:** There is a perceived lack of mixing between Rumaki and other classes, with students noting that others often make assumptions about them.
- **Year 9 Transition:** While Year 9s benefit from physical proximity in classrooms, they often feel isolated upon arrival if their friends attend different schools.

#### Whānau Groups & Tuakana/Teina

- **Timing:** There was a **unanimous** request to join Whānau groups earlier in the year (e.g., Term 3 or even immediately) to ease the stress of the transition.
- **Senior Interaction:** The Tuakana/Teina relationship started strong but "fizzled out," with seniors often staying on their phones rather than engaging with juniors.
- **Benefits:** When successful, Whānau groups provide valuable opportunities to talk to older students about senior-level schooling.

## House Identity & Activities

- **Activity Diversity:** Students want more than just sports; they suggested "strategic" or "smart" activities like escape rooms, scavenger hunts, and "The Floor is Lava".
- **Leadership Visibility:** House leaders are perceived as not doing much; students want them to be more visible and active in setting up equipment or events.

| Category   | Recommendation   |
|------------|--|
| Structure  | Move to Whānau groups earlier in the school year.                    |
| Inclusion  | Create more opportunities for different classes and Rumaki to blend. |
| Engagement | Introduce non-sporting house challenges (strategic/mental).          |
| Leadership | Increase the visibility and responsibilities of House Leaders.       |

## 2025 Attendance Interactions - Summary

"Our 2025 attendance data reveals our **highly intentional, front-loaded strategy**. With 1,161 recorded touches, our outreach is most intensive in Term 1 (Avg 39.7/wk) to establish early patterns of success.

Term 1 is the busiest communication term: 397 interactions, about one third of the year

Term 3 is close behind: 366 interactions, nearly another third

Term 4 drops sharply: 101 interactions across 8 weeks, under 10% of the year total

### Division of Labour - Teachers who communicate regarding Attendance

| Category                   | Staff count | Interactions | % of total (1,161) | Avg per week (38) |
|----------------------------|-------------|--------------|--------------------|-------------------|
| High communicators (Top 5) | 5           | 698          | 60.1%              | 18.4 (combined)   |

| <b>Category</b>                      | <b>Staff count</b> | <b>Interactions</b> | <b>% of total (1,161)</b> | <b>Avg per week (38)</b> |
|--------------------------------------|--------------------|---------------------|---------------------------|--------------------------|
| Middle communicators (10 to 49 each) | 16                 | 407                 | 35.1%                     | 10.7 (combined)          |
| Low communicators (1 to 9 each)      | 14                 | 56                  | 4.8%                      | 1.5 (combined)           |
| All staff total                      | 35                 | 1,161               | 100%                      | 30.6 (combined)          |

## 2025 Positive PRIDE Communication - Summary

In 2025, PRIDE aligned positive contact home was recorded 93 times, with most interactions occurring in Term 1 (33) and Term 2 (32), followed by a reduction in Term 3 (21) and a sharp drop in Term 4 (6). The weekly pattern includes a few strong peaks (notably Week 16 and Week 10), indicating contact often occurs in short bursts. Recording also appears concentrated among a small number of staff, with three staff members accounting for nearly two thirds of all logged PRIDE interactions.

## 2025 Student Activities Calendar

| Term 1  | Term 2  | Term 3  | Term 4   |
|---|---|---|--|
| Tuakana Teina Day<br>Athletics and Fun Day<br>Art Deco Day Yr 13<br>Break Time Activities<br>Cultural Night<br>Staff vs Year 13 Netball | House Hustle<br>Intra-House Cup<br>Weekly Break Activities<br>Ava Ceremony (Samoan Language Week) | Leadership Day for Senior leaders<br>House Hui Activities<br>Te Wiki o te Reo Māori<br>Cook Island Assembly | Weekly Break Activities<br>Weetbix Challenge<br>Cornhole<br>Gaming<br>Movie Scene Reenactments<br>Year 9 and 10 End of Year activities<br>Inter-House Haka Competition<br>Iceblock Lunch |

## 2025 - Summary of the Junior Curriculum Internal Evaluation

This document is an internal evaluation framework for reviewing the Year 9 and Year 10 junior curriculum, with a particular focus on strengthening Year 10 planning and assessment consistency and improving literacy and numeracy foundations to lift Year 11 CAA and NCEA success.

### Noticing

The key issues identified are

- Year 10 planning and assessment are variable across departments, with no shared overview or framework.
- Year 11 outcomes suggest many learners are not meeting NCEA expectations, with literacy and numeracy CAAs acting as a major barrier.
- This points to possible foundational gaps in Years 9 and 10 and a need for earlier, targeted support.

### Investigating

The investigation phase emphasises using fit for purpose data and seeking learner and whānau perspectives. Current findings include

- Minimal clear, measurable evidence across departments to evaluate Year 10 impact.
- Inconsistent planning and assessment practices.
- Assessment data in Years 9 and 10 is limited and not shared in a consistent, visible way across learning areas, making progress tracking difficult.

Student learning and wellbeing themes identified through student voice include

- Low self efficacy and confidence
- Significant literacy and numeracy gaps entering Year 10
- Diverse needs (ESOL, trauma, anxiety) requiring tailored support
- Exam and digital literacy challenges increasing anxiety
- Attendance issues affecting continuity of learning

### **Staff “Blue Sky Thinking”**

Staff aspirations for a redesigned junior approach include

- Assessment that supports growth, confidence, feedback and flexible ways to show learning
- Developing junior learners who are motivated, resilient, culturally grounded, socially capable, and pathway focused
- More targeted literacy and numeracy support, potentially more maths time, flexible timetabling, smaller classes and added support for high needs learners
- Stronger culturally responsive practice and stronger partnerships with whānau, alongside more relevant learning contexts

### **Collaborative sense making**

- Data and assessment are inconsistent across Years 9 and 10, limiting understanding of progress and impact
- Year 10 assessment inconsistency affects readiness for Year 11
- Literacy and numeracy CAAs are blocking NCEA, highlighting foundational gaps
- Wellbeing, attendance, anxiety, trauma and ESOL needs are significant contributors
- Staff support change toward better alignment, flexibility, and targeted support

### **Prioritising to take action**

Suggested actions focus on building coherence and visibility across Year 10 and tightening the junior to senior pathway

- Embed shared Year 10 planning expectations into curriculum cycles and appraisal
- Increase cross department HOD collaboration for consistent planning and assessment
- Create a shared digital platform for Year 10 plans, assessment schedules, and achievement data visibility
- Hold mid year Year 9 and Year 10 alignment hui to respond to gaps and share strategies
- Extend common formative assessments in Year 10, especially for literacy and numeracy

- Strengthen explicit links between Year 10 learning outcomes and CAA requirements
- Build regular student voice loops to evaluate relevance and engagement

## 2025 - Attendance Liaison Work Flow

The Attendance Liaison at Tamatea High School operates through a structured workflow centered on in-school case management and the delivery of specific Attendance Plan initiatives. The process begins with daily triaging to identify and accept cases meeting in-school criteria, specifically targeting 50–90 chronically absent students annually with a priority on Year 9–10 ākongā. Once a case is active—typically for a 6–10 week duration—the Liaison co-identifies barriers with whānau and implements stepped responses such as Daily Reports, whānau hui, and IEPs, which includes removing identified barriers to attendance (e.g., providing uniform, securing transport assistance). This workflow is supported by high-frequency actions, including first-day absence follow-ups, "get-to-class" sweeps during periods 1, 3, and 5, and fortnightly reviews with Deans to align pastoral responses.