

Te Kura Tuarua o Tamatea

Tamatea High School

Evaluation of Ākonga Progress and Achievement

E tipu e rea, ka tipu koe hei tangata

Growing Good People for a Changing World

Nō Tamatea tō mātou moemoea.

Our mission, like Tamatea Pōkai Whenua, is the journey. We actively build relationships with whānau and the wider hāpori 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.

Our PRIDE values: Participation · Respect · Integrity · Diversity · Excellence

Summary	3
2025 at a Glance	3
Pou 1: Te Hāpori o Tamatea	4
What We Did	4
Connecting with whānau early	4
Student voice and wellbeing	4
A stronger school culture	4
What We Learned	4
Looking Ahead to 2026	4
Pou 2: Te Kura o Tamatea	5
2025 Targets and Results	5
Tamatea Pedagogical Playbook	5
Junior Curriculum Review	6
NCEA Achievement — A Closer Look	6
NCEA Level 1 — A Standout Year	6
NCEA Level 2 — Progress, Narrowly Short of Target	6
NCEA Level 3 — A Challenge to Address	6

2026 Targets — Te Kura o Tamatea	7
Pou 3: Ki te Ao Hurihuri	8
Attendance	8
Regular Attendance — 2024 vs 2025	8
Unjustified Absences — 2024 vs 2025	8
What We Learned	8
Looking Ahead to 2026 — Attendance	8
Literacy and Numeracy — A Schoolwide Shift	10
How It Worked	10
Year 9 CAA — A Collaborative Inquiry Model	10
Year 10 CAA	10
2026 Numeracy and Literacy Targets	11

Summary

2025 was a year we can be proud of.

Our most significant gains were at NCEA Level 1, where results improved sharply and exceeded our target. We are especially proud of the lift in literacy and numeracy, and of the strong improvement in Māori achievement. These gains reflect a huge amount of hard work from our students, staff, and whānau — and show what is possible when we are deliberate, responsive, and united in our focus on success for every learner.

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.

2025 was also a year of important school improvement. We made real progress in shaping the Tamatea Pedagogical Framework, and we took an honest look at our Year 10 curriculum. Attendance showed some improvement, especially later in the year, but consistency remains an ongoing challenge. Level 3 achievement needs a stronger, earlier response in 2026.

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.

2025 at a Glance

Area	2025 Result	Status
NCEA Level 1	68.3% (target: 50%)	Exceeded
NCEA Level 2	64.9% (target: 65%)	Near target
NCEA Level 3	54.9% (target: 65%)	Below target
University Entrance	31.4% (up from 23.4%)	Improved
Literacy — Year 11	89.2% (national: 79.0%)	Well above national
Num + Lit combined — Year 11	76.3% (national: 73.4%)	Above national
Ākonga Māori — Level 1	65.8% (national: 63.3%)	Above national
Attendance	Mixed — strong Term 4, ongoing challenge	In progress
Pedagogical Framework	Developed, ready for implementation	Complete

Pou 1: Te Hapori o Tamatea

We actively build relationships with whānau and the wider hapori to support our ākongā.

What We Did

Connecting with whānau early

At the start of 2025, Whānau Group Tutors contacted 278 families — 65% of our school — within the first two weeks of the year. This early contact helped establish expectations and build relationships before challenges arose.

Student voice and wellbeing

We established a student focus group and gathered baseline data through the NZCER survey on belonging and wellbeing. While this feedback came late in the year, it has given us a clear platform of priorities to build from in 2026.

A stronger school culture

Our move to a House-based Dean system — with permanent House Deans rather than year-level Deans. This approach creates more continuity, stronger relationships, and a better platform for student-led culture.

The number of Year 13 students nominating for Amokura reached a record high. This is an encouraging sign of a school where students feel a genuine sense of belonging and pride.

What We Learned

Student voice data arrived late in the year, meaning many student ideas could not be acted on in 2025. Systems for tracking whānau engagement and event participation were not yet strong enough.

Looking Ahead to 2026

- A biannual student voice cycle, with clear actions and evidence of impact
- PULSE check-ins to provide timely, ongoing data on ākongā belonging and wellbeing
- A baseline measure of whānau engagement at Hui Whāinga, tracked over time
- A clear process for PRIDE values communication via KAMAR developed, implemented then embedded.
- Deans working with WGTs to implement and monitor the Attendance Management Plan, with termly data analysis

Pou 2: Te Kura o Tamatea

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

2025 Targets and Results

Area	2025 Target	2025 Result	Status
Year 9 — Mathematics at or above Curr. Level 4	70%	53% (+19% from start of year)	Below target
Year 9 — Writing at or above Curr. Level 4	70%	65% (+23% from start of year)	Near target
Year 9 — Reading at or above Curr. Level 4	70%	62% (data gap noted)	Below target
Year 9 CAA Literacy	N/A	16.3%	
Year 9 CAA Numeracy	N/A	27.6%	
Year 10 — Mathematics at or above Curr. Level 5	N/A	21% (+9% from start of the year)	
Year 10 — Writing at or above Curr. Level 5	N/A	36% (+20% from start of the year)	
Year 10 — Reading at or above Curr. Level 5	N/A	16% (+8% from start of the year)	
Year 10 CAA Literacy	N/A	23.5%	
Year 10 CAA Numeracy	N/A	25.9%	
NCEA Level 1	50%	67.9%	Exceeded ✓
NCEA Level 2	65%	63.6%	Near target
NCEA Level 3	65%	52.9%	Below target

Tamatea Pedagogical Playbook

In 2025, our Senior Leadership Team moved from ideas to action in developing the Tamatea Pedagogical Playbook — a shared framework for teaching and learning at our kura, built on four core values:

- **Authentic Learning** — *real, meaningful work that connects to students' lives*
- **High Expectations** — *believing every ākonga can succeed and acting accordingly.*
- **Whanaungatanga and Manaakitanga** — *relationships and care at the centre of everything*
- **Āhuatanga** — *improving the dispositions foundational to learning*

We deliberately took time to gather wide stakeholder input. The result is a framework that is genuinely shared, not just handed down.

In 2026, staff will place the playbook into action — selecting a value focus, trialling classroom actions, and working in “critical friend” teams for accountability and growth.

Junior Curriculum Review

An honest review of our Year 10 curriculum found it was not clearly documented, not aligned to curriculum objectives, and lacked common assessments. This was an important finding — not a comfortable one, but a necessary step.

We created unit plan templates and began building clearer systems around planning, assessment and evaluation.

NCEA Achievement — A Closer Look

NCEA Level 1 — A Standout Year

Measure	2024	2025	Change	National	Compare
NCEA Level 1 (Year 11)	34.6%	68.3%	+33.7 pts	73.5%	Within 10%
Numeracy (Year 11)	47.1%	77.4%	+30.3 pts	78.4%	Within 5%
Literacy (Year 11)	69.0%	89.2%	+20.2% pts	79.0%	10% Above
Num + Lit combined	44.8%	76.3%	+31.5% pts	73.5%	Above
Ākonga Māori — Level 1	31.6%	65.8%	+ 34.2% pts	63.3%	Above

Driven by deliberate tracking, targeted intervention and alternative pathways for Numeracy and Literacy. HOD hui focused on fortnightly tracking in Term 3 and weekly updates to all staff in Term 4.

NCEA Level 2 — Progress, Narrowly Short of Target

Measure	2024	2025	Change	National	Compare
NCEA Level 2 (Year 12)	53.2%	64.9%	+11.7 pts	73.6%	Within 10%
Ākonga Māori — Level 2	56.4%	58.8%	+2.4% pts	65.4%	Within 10%

The lift at Level 2 was connected to the same tracking and intervention model that drove Level 1 success. The strong Year 11 focus in 2025 is expected to continue strengthening Level 2 results as that cohort moves through.

NCEA Level 3 — A Challenge to Address

Measure	2024	2025	Change	National	Compare
NCEA Level 3 (Year 13)	63.8%	54.9%	-8.9% pts	68.7%	Within 15%

Measure	2024	2025	Change	National	Compare
University Entrance	23.4%	31.4%	+8% pts	45.6%	Within 15%
Ākonga Māori — Level 3	73.9%	52.2%	-21.7 pts	65.4%	Within 15%
Ākonga Māori — Univ. Entrance	17.4%	26.1%	+8.7 pts	33.7%	Within 10%

The 2025 focus was weighted most heavily toward Year 11. The intensity of tracking and intervention did not translate fully to Year 13, and attendance was a significant challenge for this cohort. A late-year intervention helped some students but came too late for others. 2026 will address this earlier and more proactively.

2026 Targets — Te Kura o Tamatea

Level	2025 Result	2026 Target
NCEA Level 1	67.9%	70%
Numeracy — Year 11	76.3%	80%
Literacy — Year 11	88.2%	90%
NCEA Level 2	63.6%	80%
NCEA Level 3	52.9%	70%
Year 9 — Maths, Reading, Writing at Curr. Level 4	53–65%	70%

Pou 3: Ki te Ao Hurihuri

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

Attendance

What We Aimed For

Increase regular attendance each term compared to the previous year. Reduce unjustified absences each term compared to the previous year.

Regular Attendance — 2024 vs 2025

Term	Regular 2024	Regular 2025	Change
Term 1	39%	34%	-5 pts
Term 2	26%	30%	+4 pts
Term 3	28%	22%	-6 pts
Term 4	1%	33%	+32 pts ★

Unjustified Absences — 2024 vs 2025

Term	Unjustified 2024	Unjustified 2025	Change
Term 1	14%	12%	-2 pts
Term 2	18%	16%	-2 pts
Term 3	13%	16%	+3 pts
Term 4	32%	15%	-17 pts ★

What We Learned

Following up with whānau consistently about attendance is time-intensive and can feel unrewarding without strong enough systems. The structured messaging system introduced late in the year proved effective — but it needed to be in place earlier.

Looking Ahead to 2026 — Attendance

2026 Attendance Target	Goal
Regular attendance — Term 1	45%
Chronic absence — Term 1	Below 20%
Overall	Improve term by term against 2025 actuals

- Implement the 2026 Attendance Management Plan as everyday expectation across all staff
- Employ a dedicated Attendance Liaison to manage 50–90 chronically absent students, prioritising Year 9–10
- Timely absence follow-ups and get-to-class sweeps each week
- Fortnightly Dean reviews with documented decisions and case adjustments
- Termly data analysis tracking communication breadth across Whānau Group Tutors

Literacy and Numeracy — A Schoolwide Shift

One of the most significant stories of 2025 was how Numeracy and Literacy became a genuine schoolwide priority — not just a target, but a belief that every student can and will achieve the co-requisite.

The approach was student-by-student. Rather than chasing a percentage, we identified each student, tracked their progress through every assessment window, and adjusted their pathway accordingly. Students closest to leaving school were supported first, with focus working down through the year levels.

How It Worked

- Early identification: KAMAR data used to identify students needing Numeracy, Literacy, or both at the start of the year
- Repeating cycle: identify students, confirm next best opportunity, update after every assessment window
- Small group and one-to-one intervention led by the Numeracy Intervention Specialist
- Alternative pathways: Commerce 1.1 and Geography 1.2 for Numeracy; Religious Studies 1.2 for Literacy
- Whānau communication at every intervention point to build buy-in and engagement
- Shared expectation across all staff — every student gains the co-requisite

As students began to succeed, their achievement created belief among others. 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.

Year 9 CAA — A Collaborative Inquiry Model

After the first round of CAAs, Year 9 Kaiako used data collaboratively. They identified students not yet achieving, found the specific outcomes where the cohort struggled most, and focused teaching on those areas before the second round. Regular hui kept target students visible and expertise shared.

Year 9 CAA	2025 Result
Numeracy pass rate	27.3%
Literacy pass rate	16.3%

Year 10 CAA

Year 9 CAA	2025 Result
Numeracy pass rate	23.5%
Literacy pass rate	25.9%

2026 Numeracy and Literacy Targets

Cohort	Numeracy Target	Literacy Target
Year 10 — All students	60%	60%
Year 10 — Ākonga Māori	40%	40%
Year 11 — All students	80%	90%

The shift in 2026 is to move intervention earlier — into Year 10 and the beginning of Year 11 — so that fewer students enter Years 12 and 13 still needing the co-requisite.

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