HAEATA COMMUNITY CAMPUS
ANNUAL REPORT OF VARIANCE
2025

Pō Whakamānawa

Celebrating Excellence

Draft to be ratified at the April 2026 Board Hui





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SCHOOL DIRECTORY

Location	Christchurch	
Ministry of Education Profile Number	704	
Manukura/Principal	Dr Peggy Burrows	
School Address	240 Breezes Road, Wainoni, Christchurch School Postal Address: PO Box 15-071, Aranui, 8643	
School Phone	03 930 0110	
School Email	bsp@haeata.school.nz office@haeata.school.nz	
School Type	Composite (Years 1 to 13)	
School Roll	580	
Gender composition	Boys 50.37% Girls 49.62%	
Ethnic Composition	Māori Pākehā Pacific South East Asian Other	29.1% 9.3% 9.3% 3.7% 2.6%

BOARD MEMBERS - For the year ended 31 December 2024

Dr David Ivory	Presiding Member	MOE Appointed 2022
Dr Peggy Burrows	Manukura	Ex-Officio 2020
Dallas Matoe	Staff Representative	Elected September 2022
Eden Hungerford	Student Representative	Elected September 2022
Kelly Gibson	Parent Representative	Elected September 2024
Rebecca Wilkinson	Parent Representative	Elected September 2017
Marina Taylor	Co-Opted Representative	Co Opted August 2023
Hiramoana Maniapoto	Co-Opted Representative	Co Opted October 2023

PART ONE

STRATEGIC GOALS - 2025[1]

LEARNERS AT THE CENTRE 7(1)(d)(i)

Priority 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

BARRIER-FREE ACCESS 7(1)(d)(i)

Priority 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
Priority 4 Ensure every ākonga gains sound foundation skills, including language, literacy and numeracy

QUALITY TEACHING AND LEADERSHIP 7(1)(d)(i)

Priority 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
Priority 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

FUTURE OF LEARNING AND WORK 7(1)(d)(i)

Priority 7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

TE WHAKANGĀRAHU NGĀTAHI - PLANNING TOGETHER FOR ĀKONGA SUCCESS

1. STRATEGIC THINKING

Hapaitia te ara tika pumau ai te rangatiratanga mo nga uri whakatipu
Foster the pathway of knowledge to strength, independence and growth for future generations

Haeata Community Campus is governed and operated within a national framework which is set out in the Education and Training Act 2020[2]. The objectives of the board in governing the kura are set out at section 127 of the Act. The Board prioritised education and learning in relation to the national education and learning priorities (NELP) as its primary focus in 2024.

The annual report of variance makes explicit the Board's key objective and provides an analysis of work achieved in realising the strategic aims for 2024. The kura's analysis of variance will provide the basis for the Board's strategic plan for 2024.

[1] 240125 - Strategic Plan
[2] Education and Training Act 2020 No 38 (as at 01 January 2023), Public Act Contents – New Zealand Legislation

2. CELEBRATING SUCCESS

Whakamaua te pae tata kia tina
Take hold of your potential so it becomes your reality

The Annual Report of Variance reports the progress made in accordance with the Board's 2025 Strategic Plan which focussed on raising ākonga achievement and engagement with programmes of learning firmly embedded in:

- The New Zealand Curriculum - The New Zealand Curriculum,
- Te Marautanga o Aotearoa - Te Marautanga o Aotearoa,
- The National Curriculum Framework - The National Curriculum, and;
- The National Certificate of Educational Achievement - NCEA.

3. SELF-REVIEW

Maha rawa wā tātou mahinga, te kore mahi tonu. Tawhiti rawa tō tātou Haerenga, te kore haere tonu.
We have done too much, not to do more. We have gone too far, not to go further.

The legislative requirements for this analysis of variance are set out in Education and Training Act 2020. This report provides an evaluation of the progress Haeata Community Campus has made in achieving the aims and targets set out by the Board in its 2024 Annual Charter. Included are the actions taken to achieve the kura's aims and targets and shows how successful these actions have been towards improving ākonga achievement.

INTRODUCTION

This Report of Variance outlines the progress made toward achieving the kura's 2025 strategic goals. The report evaluates progress against the annual targets set by the Board in accordance with the National Education and Learning Priorities and the Education and Training Act planning and reporting requirements.

The focus of the 2025 strategic plan was to strengthen learner engagement, improve attendance, develop personalised learning pathways, enhance pastoral care systems, and strengthen partnerships with whānau and the wider community.

STRATEGIC GOAL 1
LEARNERS AT THE CENTRE

Objective:
To place ākonga at the centre of learning by strengthening relationships with Māori and Pasifika communities, supporting shared decision-making, and partnering with whānau to support rangatiratanga and educational success.

Annual Target

Partner with whānau to equip every ākonga to build and realise their aspirations.
Increase staff awareness of culturally responsive practices and develop a community wharenui at Haeata.

Actions Implemented

- Gathered ākonga voice through surveys relating to experiences of racism, discrimination, and bullying.
- Reintroduced whānau hui opportunities in Term 1.
- Strengthened communication with whānau using the Edge platform.
- Continued planning for the development of a community wharenui on the kura site.

Evidence of Progress

- Survey data collected and analysed during Terms 1 and 3.
- Formal report prepared for the Board.
- Whānau engagement through hui and kura communications.
- Strategic planning documentation for the wharenui project.

Variance

Progress has been made in strengthening communication with whānau and capturing ākonga voice. However, attendance at whānau hui was lower than anticipated and the development of the wharenui remains in the planning stage due to funding constraints.

STRATEGIC GOAL 2
BARRIER-FREE ACCESS

Objective:
Identify and remove barriers to learning so that all ākonga have equitable opportunities to develop key competencies including communication, problem solving, critical thinking and interpersonal skills.

Annual Target

Address disengagement and poor attendance through targeted re-engagement initiatives and improved learning opportunities.

Actions Implemented

- Introduced an adventure-based learning approach for a group of highly active Year 1–3 learners experiencing disengagement.
- Began fundraising for the Papa Tākaro Nohinohi Project to create a specialised play environment supporting the motor sensory needs of high tariff ākonga.
- Established re-engagement initiatives supported by new pastoral leadership roles.

Evidence of Progress

- Increased engagement observed in the outdoor learning programme.
- Fundraising activities initiated for the Papa Tākaro Nohinohi project.
- Attendance monitoring through pastoral systems.

Variance

The outdoor learning programme has been successful in improving engagement for younger learners. Fundraising for the Papa Tākaro Nohinohi project has progressed but has not yet reached the targeted funding level.

STRATEGIC GOAL 3
QUALITY TEACHING AND LEADERSHIP

Objective:
Strengthen teaching practice and pastoral systems to improve attendance and engagement across the kura.

Annual Target

Increase attendance by 25% through targeted engagement initiatives and reduce non-attendance by 40% through the Tae ā-tinana initiative.

Actions Implemented

- Captured ākonga and whānau voice through surveys and consultation.
- Developed an ākonga-led home visit initiative to reconnect with disengaged learners.
- Introduced regular pastoral hui for at-risk ākonga.
- Established specialised support systems through the hauora team.
- Strengthened collaboration with external support agencies.

Evidence of Progress

- Attendance data tracking and pastoral monitoring.
- Monthly hui supporting at-risk learners.
- Agency engagement and wraparound support.

Variance

Attendance has improved during the year; however, the target increase of 25% has not yet been achieved. Persistent disengagement among a small group of high-needs learners continues to present challenges.

NOTE

Improving attendance remained a key strategic priority for the kura during the 2025 reporting period. Haeata Community Campus has been identified as one of a small group of schools nationally experiencing significant attendance challenges. These challenges reflect broader national and regional patterns of post-COVID disengagement, complex socio-economic pressures for whānau, and the increased needs of a small cohort of learners requiring intensive support.

During 2025 the kura implemented a range of targeted initiatives to improve attendance and strengthen engagement. These included the introduction of the **Tae ā-tinana initiative**, strengthened pastoral care systems, regular pastoral hui for at-risk learners, and increased collaboration with external agencies to provide wraparound support for whānau.

These initiatives have begun to show positive impact. Attendance monitoring systems have been strengthened, pastoral engagement with whānau has increased, and a number of previously

disengaged learners have reconnected with learning through targeted interventions and alternative engagement approaches.

While the ambitious target of increasing attendance by 25 percent and reducing non-attendance by 40 percent has not yet been fully achieved, attendance trends show gradual improvement over the course of the year. A small number of learners with complex barriers to participation continue to influence overall attendance data. These learners are currently receiving ongoing support through the kura's pastoral and hauora teams in partnership with external agencies.

Improving attendance remains a priority area for 2026. The kura will continue to strengthen engagement initiatives, deepen partnerships with whānau, and expand targeted support for learners experiencing barriers to regular participation in schooling.

STRATEGIC GOAL 4
FUTURE OF LEARNING AND WORK

Objective:
Support ākonga to develop future-focused pathways and build the skills required for success beyond school.

Annual Target

Develop personalised learning and transition pathways for all ākonga.

Actions Implemented

- Developed templates to support ākonga reflection on strengths and community connections.
- Introduced Individual Education Plans (IEPs) for identified learners.
- Implemented Individual Transition Plans (ITPs) to support movement into senior schooling and post-school opportunities.
- Began development of Individual Career Plans (ICPs) to support employment and life skills development.

Evidence of Progress

- Development of planning templates and pathway documentation.
- Implementation of IEP processes for priority learners.
- Ongoing review of pathway planning through staff teams.

Variance

The structures for personalised pathway planning have been established and implementation is underway. The long-term impact on learner retention and post-school pathways will require further monitoring.

STRATEGIC GOAL 5
STRENGTHENING SELF-REVIEW AND SCHOOL IMPROVEMENT

Objective:
Strengthen self-review systems and pastoral structures in response to ERO recommendations to improve learner wellbeing, attendance, and achievement.

Annual Target
Improve staff capability to support diverse learners and strengthen consistent relational and teaching practices across the kura.

Actions Implemented

- Strengthened the pastoral care structure across the kura.
- Supported the hauora team to provide wraparound support for learners and whānau.
- Implemented the Professional Growth Cycle for teachers.
- Continued regular review of Board policies and procedures.

Evidence of Progress

- Milestone reports produced each term.
- Improved monitoring of attendance and pastoral data.
- Professional Growth Cycle processes implemented.

Variance
The pastoral care structure has strengthened support for learners and contributed to improved engagement indicators. Some variability remains in the consistency of implementation across teams.

STRATEGIC GOALS PROGRESS OVERVIEW

Strategic Goal	Focus Area	Progress	Key Outcomes
Learners at the Centre	Whānau engagement and ākonga voice	Progressing	Whānau hui reintroduced, learner voice surveys implemented, communication strengthened
Barrier-Free Access	Removing barriers to engagement	Progressing	Outdoor learning initiative increased engagement for junior learners
Quality Teaching and Leadership	Attendance and engagement	Progressing	Attendance improving but targets not fully met
Future of Learning and Work	Personalised pathways	Progressing	IEP, transition planning and career planning systems introduced

Self-Review and School Improvement	Pastoral care and professional growth	Strong progress	Pastoral systems strengthened and Professional Growth Cycle implemented

STRATEGIC PROGRESS OVERVIEW – 2025

Area	Status
Learner Engagement	🟡 Improving
Attendance	🟡 Progressing
Personalised Pathways	🟡 Developing
Pastoral Systems	🟢 Strong progress
Community Partnerships	🟡 Developing

Status Key

🟢 Strong progress – Initiative is meeting or exceeding expectations
🟡 Progressing – Positive progress evident but target not yet fully achieved
🔴 Requires attention – Limited progress or significant challenges remain

PART TWO

EXTERNALLY FUNDED PROJECTS

KIWISPORT 2025

Executive Summary

Kiwisport is a Government funding initiative designed to increase participation in organised sport for school-aged students. In 2025, Haeata Community Campus received $11,821.94 (excluding GST) in Kiwisport funding.

This funding supported the employment of a part-time Sports Coordinator, as well as contributing to sports entry fees, coaching, and programme delivery across the kura.
Through this investment, students from Years 1–13 accessed a wide range of sporting opportunities including school events, regional competitions, skill development programmes, and national tournaments.

Partnerships with community organisations and sporting bodies further strengthened pathways for participation and development.

Kiwisport funding has played a critical role in increasing access to sport, particularly for students who may otherwise face barriers to participation.

Funding & Purpose

Funding	Purpose
$11,821.94 (excl. GST)	Coordination of school-wide sport programmes, specialist coaching, competition entry fees, community partnerships, student participation and skill development

Student Participation

Year Level	Estimated Students Participating
Years 1–4	100
Years 5–8	140
Years 9–13	120
Total	360+ students participated

School Sport Programmes

Whole-School Events

- Tabloids Athletics Day (Years 1–8)
- Colour Fun Day (Years 1–13)
- Athletics Day (Years 9–13)

Sports Teams & Coaching

- Basketball, Rugby, Rugby League, Netball, Volleyball, Kī o Rahi, Rippa Rugby, Wrestling, Football, 8 Ball, Road Race, Weightlifting

Specialist Programmes / External Providers

- Sport Canterbury: Athletics, Padder Tennis, Badminton, Elevate Boys Programme
- Sport NZ: Active As Programme (Years 9–13), Xtreme Hip Hop
- Ara Institute: Strength & Conditioning, Sport & Nutrition (Years 9–13)
- ACTIS: After School Sport, Have A Go Days (Years 5–6), Festivals, Kī o Rahi, Tag Module
- Community Providers: Motivationz, Talent'd Sports, TIMA, Richmond Workingmen's Club, Kathmandu Coast to Coast, Hale Compound Conditioning

Competitions & Tournaments

Level	Examples / Details
Zone & Regional	Netball, Kī o Rahi, Basketball, Athletics Regionals (High Jump, Shot Put, Para Shot Put)
Weekly Sports	Volleyball, Kiwi Flag, 8 Ball, Rugby, Netball, Basketball, Rippa Rugby
Summer/Winter Tournaments	Kī o Rahi, Volleyball, Rugby 7s, Rugby League, 8 Ball
South Island & National	Volleyball, Netball (Dunedin), Trampolining, Rugby League Nationals – Auckland, 8 Ball Nationals

Community & School Partnerships

Category	Organisations
Schools	Te Aratai College, Mairehau High School, Te Pā o Rākaihautū
Regional Sport Bodies	Badminton Canterbury, Canterbury Volleyball, Ōtautahi Rugby & Netball, Canterbury Basketball, Canterbury Netball Association
Community Clubs	Eastern Eagles Rugby League, Coastal Spirit FC, Richmond Workingmen's Club, Kathmandu Coast to Coast, Hale Compound Conditioning

Impact & Outcomes

- Participation: Increased student access across Years 1–13
- Skills Development: Enhanced fundamental movement, sport-specific skills, teamwork, and leadership
- Wellbeing: Improved confidence, resilience, engagement, and sense of belonging
- Pathways: Clear progression to regional and national competitions
- Community Connections: Strengthened partnerships with 20+ local organisations and clubs

Next Steps for the Board

- Track annual participation growth and trends
- Record competitions entered & achievements

- Highlight student wellbeing and engagement improvements
- Monitor funding use and programme effectiveness

Impact and Outcomes
Kiwisport funding has had a significant positive impact on students and the wider school community.

Increased Participation
The availability of organised sport opportunities and coaching has increased the number of students participating in sport across the school.

Improved Wellbeing
Sport programmes support physical activity, confidence, teamwork, and positive wellbeing outcomes for students.

Strengthened Community Partnerships
Collaboration with local sporting organisations has expanded opportunities and strengthened pathways for students to continue sport beyond school.

Enhanced Engagement
Participation in sport has contributed positively to student engagement in school life, helping build belonging, motivation, and school pride.

Commentary
Kiwisport funding continues to play a critical role in supporting student participation in organised sport at Haeata Community Campus. The funding enables the school to provide inclusive, diverse, and high-quality sporting opportunities that support students' physical development, wellbeing, and engagement.

The kura remains committed to ensuring that all students have access to meaningful sporting experiences and pathways that contribute to their overall success.

ACTIVE AS - SPORT NEW ZEALAND

Objective
Enhance the wellbeing of rangatahi through physical activity

Annual Targets

Increased ākonga engagement in physical and social activities during break times
Strengthened social connections within and between year levels
Enhanced involvement of student leaders as mentors for Year 9 ākonga

Actions Implemented

- Regular and consistent Active As sessions
- Flexible use of spaces
- Visible student leadership

Evidence of Progress

- Term 3, regular surveys of ākonga indicated high levels of satisfaction and engagement.
- Over 89% of ākonga reported feeling neutral to extremely happy with their *Active As* experience, demonstrating a strong positive response to the activities introduced.

Variance

- Term 4 survey was not conducted due to disruptions from senior exam leave, the Term 3 data provides a clear indication of the positive impact of these initiatives.

Summary

Year 9, Attendance

- July 85% attendance
- August 81% attendance
- October 90% attendance

Year 10 Attendance

- July 65%
- August 43%
- October 52%

Concerns to address in 2026

Year 10 Truancy Block 5

- July: 7 students (15%)
- August: 5 students (11%)
- October: 8 students (17%)

2025 Financial Reporting

Total expenditure for the period January 2025 – December 2025.

Revenue	**Funding Allocation**
Active As funding received from lead agencies	$115,000
Expenditure (list items)	**Cost**
Multiball Wall subscription	$1362.26

Replacement Basket for Swing	$2,685.25
IPads – for surveying ākonga	$1,452.41
Surveyapp	$475.52

Gym Curtain with associated costs - Curtain - Builder - Electrician (Aotea) - Fire Safety (NDY) - Keys for Curtain	$28,663.75 $28,663.75 $5,520 (Builder) $1,757.76 (Aotea) $2,823.83 (Aotea) $2,718.81 (Aotea) $3,450 (NDY) $1,150 (NDY) $111.20
Frisbee Golf Baskets and course design	$6,782.79 $6,782.79 (Invoiced in the New Year)
Customised Balls	$14,317.50
Board Games	$388.99
Total cost	$102,320.82 $109,103.61 (including $6,782.79 for second instalment for Frisbee golf)

2026 Budget Forecast

Item	**Cost**
Active Wāhine	$10,000
Frisbee Golf Tee Off platforms	$15,000
Artificial Turf with Basketball hoop + Basketball Half Court, Volleyball lines and four square	$60,000
Equipment for ākonga activations	$10,000
Equipment to supplement the timetabled Active As slot and provide extra opportunities.	$5,000
Total cost	**$100,000**

BOARD FUNDED PROJECTS

Introduction

The Board continues to prioritise initiatives that strengthen educational outcomes, support staff capability, and expand opportunities for ākonga across the kura. In 2025, targeted funding was allocated to several key projects designed to enhance language learning, strengthen cultural identity, support staff leadership responsibilities, and expand high-quality sporting opportunities.

These initiatives align with the kura's strategic priorities of promoting equitable access to learning, strengthening te ao Māori within the school environment, and providing pathways that support the diverse strengths and interests of our ākonga.

The projects outlined below represent a significant investment by the Board in programmes that directly contribute to learner success, wellbeing, and engagement.

Rationale for Board Funding

Board funding was allocated to these projects to address specific needs identified across the kura. These include strengthening support for English language learners, increasing opportunities for ākonga to engage with te reo Māori, recognising and supporting additional leadership responsibilities held by staff, and responding to increasing participation in competitive sport.

These initiatives ensure that the kura can continue to provide responsive programmes that support the diverse needs of learners from Years 1–13. They also support the development of culturally responsive practice and broaden opportunities for students to participate in academic, cultural, and sporting pathways.

Investment in staff capability and specialised programmes helps to ensure that ākonga receive targeted support and high-quality experiences that contribute to their overall development and success.

Overview of Board Funded Projects

Total Board Investment in 2025 Projects:
$193,000

This investment reflects the Board's ongoing commitment to supporting initiatives that enhance learning opportunities, strengthen staff capability, and provide pathways for success for all ākonga.

Project	Cost	Description

Kaimahi – ESOL, Kaiārahi i Te Reo & French Kaiako	$175,000	Funding supports specialist teaching roles that enhance language learning across the kura. ESOL: Establishes and strengthens ESOL provision for learners whose first language is not English. Approximately 30–80 ākonga from Years 1–13 who receive Ministry ESOL funding benefit. Kaiārahi i Te Reo: Supports increased presence and use of te reo Māori in Kōmanawa, particularly Years 5–10. Approximately 65–80 ākonga engage with this programme, strengthening language development and cultural identity. French Kaiako: Provides opportunities for learners to engage in French language learning, supporting curriculum breadth and extending language learning opportunities.
RRR – Recruitment, Retention and Responsibility Units	$10,000	Units recognise and remunerate two kaimahi for leadership responsibilities related to funding applications and the EOTC portfolio. These roles support programme development, coordination of opportunities beyond the classroom, and access to external funding streams that enhance learning opportunities for all ākonga.
HSPP – Sport Specific Coaching	$8,000	Supports the High Sport Performance Programme (HSPP) by providing specialist coaching in key sports (netball, rugby, volleyball) benefiting 40–80 competitive ākonga. Teams involved: • Saturday Rugby – 2 teams • School Rugby – 3 teams • Midweek Netball – 1 team • School Netball – 3 teams • Volleyball – 2 teams • Midweek Rugby League – 2 teams • School Rugby League – 4 teams The programme also develops speed, strength, conditioning, and recovery, with training available before and after school and during selected break times.

Outcomes and Impact

The Board-funded initiatives provide tangible benefits for ākonga, staff, and the wider kura community.

Improved support for diverse learners
The strengthened ESOL programme ensures that learners who speak English as an additional language receive targeted support to develop the language skills necessary for academic success. This contributes to improved engagement and access to the full curriculum.

Strengthening te reo Māori and cultural identity
The Kaiārahi i Te Reo role increases the everyday use and visibility of te reo Māori within Kōmanawa. This supports the kura's commitment to honouring Te Tiriti o Waitangi and strengthening culturally responsive practice within the learning environment.

Enhanced staff leadership and programme coordination
RRR units recognise the additional leadership responsibilities undertaken by staff in coordinating funding applications and EOTC programmes. These roles help secure resources and provide valuable learning experiences beyond the classroom.

Expanded opportunities for sport and wellbeing
Investment in the HSPP programme ensures that ākonga involved in competitive sport receive specialist coaching and development opportunities. This supports not only performance but also wellbeing, teamwork, and personal development.

PART THREE

ĀKONGA ACHIEVEMENT ANALYSIS

NCEA - Over All Achievement - Levels 1 - 3

In 2025, Haeata Community Campus continued to demonstrate strong progress in NCEA achievement. The year's results reflect the sustained groundwork established over the past five years and indicate a trajectory of steady improvement across key areas.

Achievement outcomes have been analysed in relation to the school's 2025 strategic goals, alongside comparisons with the Social Equity Index (EQI) Band.

Year 12 (NCEA Level 2)
Year 12 represents the most significant success in 2025. The pass rate increased to 63.6%, effectively meeting the school's strategic target of 60% and aligning with the EQI Band average.

Year 13 (NCEA Level 3)
Following a peak pass rate of 69.7% in 2024, achievement at Level 3 settled at 50.0% in 2025. While this falls short of the 60% target, it remains a substantial improvement on the 35.7% recorded in 2022, indicating continued overall progress.

Year 11 (NCEA Level 1)
Achievement at Level 1 remained consistent at 41.5% (22 students). This result should be considered alongside the successful introduction of the Foundational Certificate, which supported nine learners who were not yet ready to undertake NCEA Level 1.

Literacy and Numeracy Achievement

The school continues to experience a notable "numeracy surge," while literacy remains the primary area for development.

- Numeracy Strength: Year 11 numeracy pass rates increased to 62.3%, reflecting significant growth compared to previous years (e.g., 34.0% in 2021).
- Literacy Gap: Year 11 literacy achievement stands at 45.9%, representing a 32.9% gap compared to the EQI Band average of 78.8%. This has been identified as the key priority for 2026.

School Leaver Outcomes
Encouragingly, 83.3% of Year 13 leavers exited the school having attained full NCEA literacy and numeracy requirements, demonstrating improved readiness for future pathways.

Commentary
Overall, the 2025 results reflect a school that has stabilised following the significant challenges experienced in 2020, particularly at Level 1. The data highlights both the progress made and the areas requiring targeted improvement. In 2026, a focused emphasis on lifting literacy achievement will be central to further strengthening student outcomes.

The Board can take confidence in the progress achieved, while supporting the strategic priorities identified for continued improvement.

Year Level	2025 Actual Pass Rate	2025 Goal	EQI Band (2024 Benchmark)
Year 11 (Level 1)	41.50%	50%	32.60%
Year 12 (Level 2)	63.60%	60%	64.00%
Year 13 (Level 3)	50.00%	60%	55.40%

NCEA Level 1 Achievement

In 2025, Year 11 NCEA Level 1 achievement remained consistent with results from previous years, reflecting a stabilisation of outcomes and the impact of ongoing support systems.

According to NZQA enrolment data, 23 ākonga successfully achieved NCEA Level 1. While this is the same number of students as in 2024, the context of the 2025 cohort is significant, particularly with the introduction of the Foundational Certificate.

Cohort Overview
The total Year 11 cohort comprised 53 ākonga. Of these, 9 learners participated in the Foundational Certificate, a newly introduced two-year initiative designed to support students who were not yet ready to undertake NCEA Level 1. This programme focuses on building foundational skills, confidence, and core competencies to support future success.

Adjusted Achievement Rate
When the Foundational Certificate cohort is excluded from the NCEA Level 1 data pool, the adjusted pass rate for 2025 is 52%. This provides a more accurate reflection of achievement for students engaged in the full NCEA Level 1 programme.

Equity Comparison
The adjusted achievement rate of 52% compares favourably with the School Equity Index (EQI) group average of 53.8%. In line with 2025 NZQA reporting practices, which benchmark NCEA Level 1 achievement against total Year 11 participation, this adjusted figure is used to represent overall attainment in the Principal's Report.

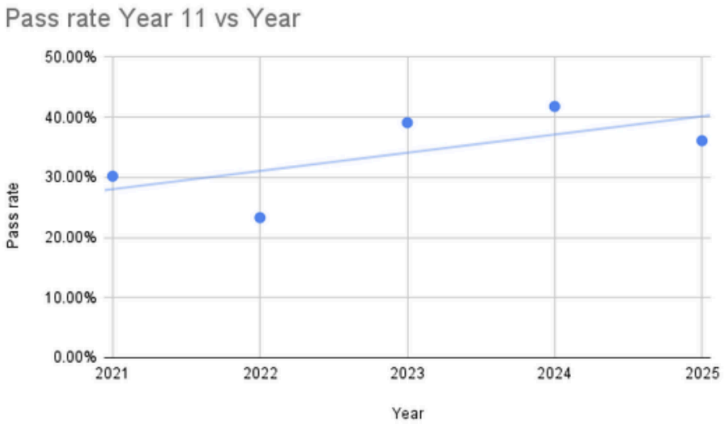
While there remains a gap when compared with the national average of 72.6%, the school's performance within its Equity Index group indicates that current support structures are effective and contributing to sustained achievement.

Commentary
The 2025 results demonstrate consistent performance at NCEA Level 1 and highlight the positive impact of targeted initiatives such as the Foundational Certificate. The school remains focused on further lifting achievement and closing the gap with national benchmarks, while continuing to support all ākonga towards meaningful success.

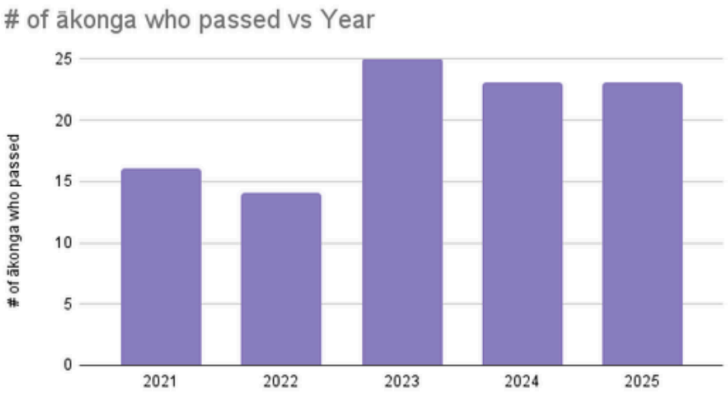
NCEA Level 1 – Five-Year Progress Overview

A broader analysis of NCEA Level 1 achievement over the past five years highlights a clear pattern of improvement and increasing stability in outcomes for ākonga.

In 2021, a total of 16 ākonga achieved NCEA Level 1. This has increased to 23 ākonga, a figure that has been consistently maintained over the past two years. This sustained improvement reflects the effectiveness of the systems and support structures implemented by the school.



Trend data indicates that the number of ākonga achieving NCEA Level 1 each year has now stabilised. This represents a significant shift from earlier years, where achievement levels were more variable and less predictable.



The strategic focus for 2026 is to build on this stability and further increase the number of students achieving NCEA Level 1. To support this goal, the school has implemented targeted support structures aimed at learners who are on the threshold of achieving.

These supports include the introduction of targeted learning kaiako, with a specific focus on English and Mathematics, to provide additional academic support and accelerate progress for priority ākonga.

Commentary
The five-year trend demonstrates meaningful progress and increasing consistency in NCEA Level 1 achievement. The next phase of development will focus on targeted acceleration, with the aim of lifting overall pass numbers and ensuring more ākonga successfully attain this foundational qualification.

NCEA Level 1 Achievement by Ethnicity – 2025 Analysis

Analysis of NCEA Level 1 achievement by ethnicity provides valuable insight into areas of strength and identifies priority groups for targeted improvement in 2026.

Ethnicity	2023 Passes	2024 Passes	2025 Passes	2025 Pass Rate (Enrolment)
Māori	12	7	10	30.30%
NZ / European	9	12	7	35.00%
Pacific Peoples	5	4	4	22.20%
Asian	4	3	2	50.00%

Māori Ākonga
Following a peak in 2023, Māori achievement increased again in 2025, with 10 ākonga attaining NCEA Level 1. This reflects a positive upward trajectory from 2024 and indicates that current support strategies are contributing to improved outcomes for Māori learners.

NZ European Ākonga
Achievement for NZ European ākonga has remained relatively consistent over the past three years. Variations in percentage outcomes are largely attributable to fluctuations in cohort size rather than significant changes in overall performance.

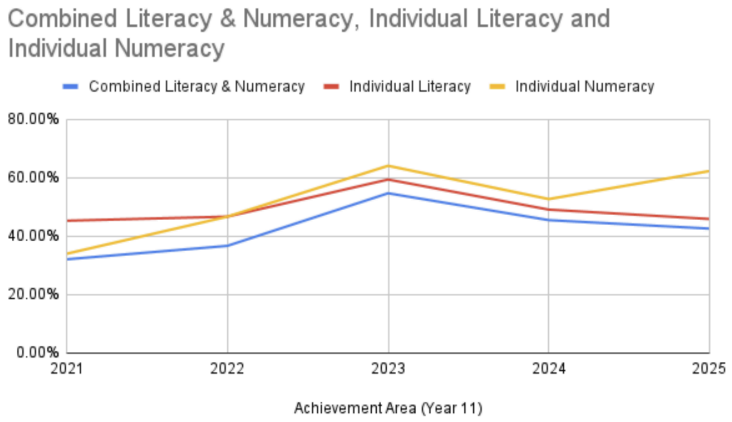
Pacific Peoples Ākonga
Pacific learners have been identified as a key priority group for 2026. While the number of ākonga achieving NCEA Level 1 remained stable at 4 students, the overall cohort size increased. This resulted in a decline in the achievement rate to 22.2%, compared to 44.4% in 2024. Targeted strategies will be required to both improve engagement and lift achievement outcomes for this group.

Asian Ākonga
Achievement outcomes for Asian ākonga have remained relatively consistent. A key challenge for this group is meeting literacy and numeracy requirements, as many learners are relatively new to New Zealand. To support this, ākonga have access to ESOL programmes, which provide an important pathway for developing literacy skills and supporting overall achievement.

Commentary
This analysis highlights areas of both progress and need. While Māori and NZ European ākonga demonstrate stable or improving outcomes, Pacific learners require targeted attention, and ongoing support is needed for Asian learners, particularly in literacy and numeracy. These insights will inform strategic planning and targeted interventions for 2026, with a focus on achieving equitable outcomes for all ākonga.

Literacy and Numeracy Achievement

The 2025 data reflects a period of adjustment as the school continues its transition to the new NCEA co-requisite requirements. While overall combined pass rates have softened slightly during this transition, a key area of success has been the significant recovery and sustained growth in numeracy achievement.



Long-Term Trend: Numeracy Achievement

Over the past five years, Year 11 numeracy pass rates have shown substantial improvement, increasing from 34.0% in 2021 to 62.3% in 2025. This represents a near doubling of achievement and highlights the effectiveness of targeted strategies in mathematics and quantitative reasoning.

This upward trend is particularly notable given the increased rigour of the co-requisite standards. The data indicates that ākonga are demonstrating resilience and adaptability, with numeracy now emerging as a clear area of strength within the school.

Short-Term Trend: Literacy Achievement

In contrast, literacy has emerged as the primary barrier to achieving the combined NCEA co-requisite. Between 2024 and 2025, literacy achievement declined slightly to 45.9%, despite improvements in numeracy over the same period.

This has resulted in a “success gap,” where a number of ākonga are successfully meeting the numeracy requirement but are unable to attain the full co-requisite due to not yet meeting literacy standards.

Implications for 2026

The data clearly identifies literacy as the key priority area for targeted improvement. Addressing this gap will be critical to increasing the number of students achieving the full NCEA co-requisite and, by extension, improving overall qualification outcomes.

Commentary

While 2025 represents a transitional year, the strong gains in numeracy provide confidence in the school’s ability to drive sustained improvement. A sharpened focus on literacy development in 2026 will be essential to ensuring that more ākonga can convert their progress into full qualification success.

Demographic and Gender Achievement Analysis – 2025

The 2025 data provides important insights into achievement trends across gender and ethnicity, as well as highlighting key areas for targeted intervention moving into 2026.

Gender-Based Achievement Trends

There has been a positive shift in achievement for male ākonga, with the combined pass rate increasing from 40.0% in 2024 to 44.1% in 2025. This indicates that recent strategies are beginning to have an impact on engagement and achievement for this group.

In contrast, female ākonga experienced a decline in achievement, with pass rates dropping from 50.0% in 2024 to 40.7% in 2025. Re-engaging female learners within the co-requisite space has been identified as a critical priority for 2026.

Ethnic Achievement Overview

Achievement data across ethnic groups shows varying levels of success:

- Māori ākonga: 36.4%
- NZ European ākonga: 40.0%
- Asian ākonga: 50.0%

These results indicate a need for continued targeted support to ensure equitable outcomes across all groups.

Equity Index (EQI) Comparison

When compared with schools in the same Equity Index Band, Haeata Community Campus demonstrates strong progress in numeracy, while literacy remains a significant area of disparity.

- Numeracy: School (62.3%) compared to EQI Band (78.2%). The gap has narrowed considerably since 2021, reflecting sustained improvement.
- Literacy: School (45.9%) compared to EQI Band (78.8%). This represents a 32.9% gap, clearly identifying literacy as the most significant area for strategic investment.

Targeted Interventions for 2026

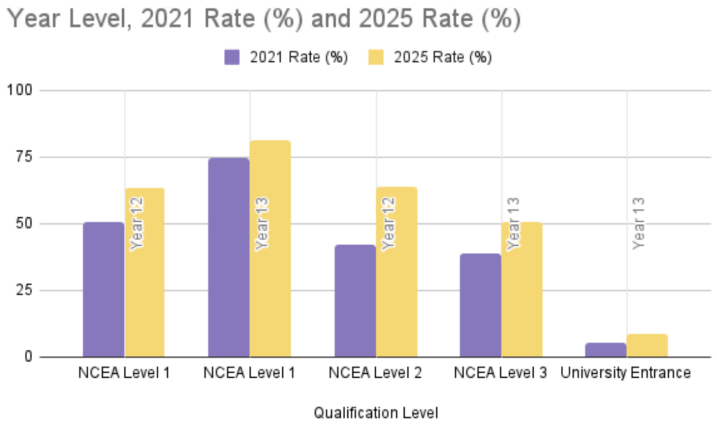
To address the literacy barrier and build on the momentum in numeracy, the following targeted, data-driven interventions are proposed:

- Accelerant Kaiako (Literacy and Numeracy):
  Utilising Year 10 data to identify ākonga who are close to achieving the required standard. Evidence from the 2025 Common Assessment Activities (CAA) indicates that many of these learners require only small gains to move into the “sufficient” category and achieve a pass.
- Cross-Curricular Literacy Integration:
  Delivering targeted professional learning and development (PLD) during hapori hui to equip all kaiako with strategies to support reading and writing skills across the curriculum, particularly those required for success in the CAA.
- Targeted Female Engagement Project:
  Gathering student voice from female ākonga to better understand the factors impacting

their achievement and to inform the development of initiatives that support improved engagement and outcomes.

Commentary
The 2025 results demonstrate that Haeata Community Campus is effectively addressing challenges in numeracy, with clear evidence of sustained improvement. By applying a similarly strategic and resourced approach to literacy, the school is well-positioned to achieve significant gains in Year 11 achievement in 2026.

NCEA Level 2 and Level 3 Achievement Report – 2021–2025
This report outlines the strong upward trends and academic progress achieved at Haeata Community Campus over the past five years. The data reflects a kura committed to continuous improvement, with steadily rising achievement across NCEA qualifications and University Entrance.



Key Performance Highlights

NCEA Level 2 Growth
Achievement at NCEA Level 2 has shown significant and sustained improvement:

- Year 12 students achieved a record 63.6% pass rate in 2025, a substantial increase from 41.7% in 2021.
- Year 13 achievement peaked at 84.8% in 2024, with strong performance maintained into 2025.

Strengthening NCEA Level 1 Foundations (Senior Cohorts)
Senior students completing Level 1 continue to demonstrate strong outcomes:

- Year 12 attainment reached its highest level at 63.6% in 2025.
- Year 13 students have consistently achieved high success rates, peaking at 90.9% in 2024.

NCEA Level 3 Improvement
There has been steady growth in Level 3 achievement:

- Year 13 success rates increased to 50.0% in 2025, up from 38.5% in 2021, reflecting continued progress toward higher-level qualifications.

Overall Trend Analysis

The data indicates a flourishing academic environment, with clear evidence of sustained improvement:

- NCEA Level 2 achievement for Year 12 has increased by over 20 percentage points since 2021.
- NCEA Level 3 attainment for Year 13 has grown by over 11 percentage points over the same period.

These results demonstrate that the school is effectively supporting ākonga to attain higher qualifications and is building strong momentum toward academic excellence.

Achievement by Ethnicity (2021–2025)
Māori Ākonga
Māori learners have demonstrated consistent and significant progress across NCEA levels:

- NCEA Level 2 (Year 13): Increased from 73.7% in 2021 to a peak of 83.3% in 2024, with a strong 81.3% in 2025.
- NCEA Level 3 (Year 13): Improved from 36.8% in 2021 to 56.3% in 2025.
- NCEA Level 1 (Year 12): Reached a high of 68.4% in 2024, up from 45.9% in 2021.

Pacific Peoples Ākonga
Pacific learners have shown notable acceleration, particularly in senior qualifications:

- NCEA Level 2 (Year 12): Increased to 80.0% in 2025, nearly doubling from 44.4% in 2021.
- NCEA Level 3 (Year 13): Rose steadily from 33.3% in 2021 to 50.0% in 2025.
- University Entrance: Achieved a notable peak of 20.0% in 2023.

NZ European Ākonga
NZ European learners have maintained strong and consistent performance:

- NCEA Level 3 (Year 13): Peaked at 91.7% in 2024.
- NCEA Level 2 (Year 12): Increased from 37.5% in 2021 to 62.5% in 2025.
- University Entrance: Reached 25.0% in 2023.

Asian and Other Ethnicities

- Asian Ākonga: Consistently high achievement, with multiple instances of 100% attainment in NCEA Level 1 and Level 2 between 2021 and 2025.

- Other Ethnicities: Frequently recorded 100% achievement rates, including 100% University Entrance attainment for Year 12 and Year 13 students in 2024.

Commentary

The five-year data reflects a kura experiencing sustained growth and increasing success across senior NCEA levels. Achievement gains across all ethnic groups demonstrate both progress and a strengthening focus on equitable outcomes.

Haeata Community Campus is building strong momentum toward higher levels of academic success. Continued focus on maintaining this trajectory and strengthening pathways to University Entrance will support even greater outcomes in the future.

NCEA Level 2 and Level 3 Achievement Report – 2021–2025
This report provides an overview of overall achievement trends at NCEA Level 2 and Level 3 over the past five years, with a focus on enrolment-based performance, demographic patterns, and key areas of growth across the senior school.
Overall Progress Observations

Closing the Gap
Māori and Pacific Peoples have demonstrated substantial double-digit growth in Level 3 achievement over the five-year period, indicating meaningful progress in supporting equity and improved outcomes for priority learners.

Year 12 Momentum (Level 2 Foundation)
Across almost all ethnic groups, Year 12 achievement in NCEA Level 2 has shown an upward trend. This strengthened foundation has contributed positively to Year 13 progression and senior qualification outcomes.

NCEA Level 3 Overall Performance (Enrolment-Based)

Haeata Community Campus has experienced an overall upward trajectory in NCEA Level 3 achievement from 2021 to 2025, with a peak performance in 2024 followed by a moderation in 2025.

- 2021: 38.5% (15 of 39 students)
- 2022: 35.7% (15 of 42 students)
- 2023: 50.0% (10 of 20 students)
- 2024: 69.7% (23 of 33 students)
- 2025: 50.0% (18 of 36 students)

While there is a decline in 2025 compared to the 2024 peak, this shift reflects the changing intentions and qualification pathways of ākonga. In 2024, Level 2 achievement was 42.9%, however by the end of Year 13, 72.2% of ākonga had completed NCEA Level 2, highlighting the fluid nature of senior qualification completion.

In 2025, the majority of Year 13 ākonga were primarily focused on achieving NCEA Level 2 rather than Level 3, which has influenced the overall Level 3 outcome.

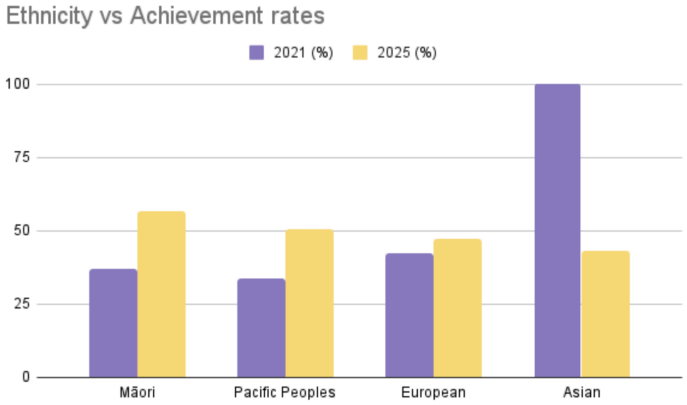
Despite year-on-year fluctuations, the longer-term trend shows a 34% absolute increase in achievement between 2022 and 2024, demonstrating strong overall growth in senior success.

Achievement by Gender

Gender-based analysis highlights variation in achievement patterns over time:

- Male ākonga: Achievement increased from 26.3% in 2021 to a peak of 78.9% in 2024, before settling at 33.3% in 2025. This indicates volatility linked to cohort composition and qualification focus in senior years.
- Female ākonga: Demonstrated more consistent performance, increasing from 50.0% in 2021 to 66.7% in 2025, reflecting steady long-term improvement.

Achievement by Ethnicity (2025 Snapshot)



The 2025 data shows balanced performance across ethnic groups within the Year 13 cohort:

- Māori ākonga: 56.3% (9 of 16 students)
- NZ European ākonga: 46.7% (7 of 15 students)
- Pacific Peoples ākonga: 50.0% (5 of 10 students)
- Asian ākonga: 42.9% (3 of 7 students)

These results demonstrate relatively close clustering across groups, indicating broadly equitable outcomes within the senior cohort, while still highlighting opportunities for continued targeted support.

Commentary
The five-year data for NCEA Level 2 and Level 3 reflects a kura that has made significant progress in strengthening senior achievement outcomes. While Level 3 results show natural variability linked to cohort goals and qualification pathways, the overall trend demonstrates sustained improvement over time.

Strong gains among Māori and Pacific learners, alongside improving Year 12 foundations, indicate that the school's systems are effectively supporting progression into senior qualifications.

Continued focus on strengthening pathways, clarifying qualification goals, and supporting targeted learners will be essential to sustaining and building on this momentum into future years.

Key Achievement Highlights – 2025

The following outcomes reflect significant areas of success for Haeata Community Campus in 2025 and demonstrate continued progress in student achievement and post-school readiness.

Scholarships
A total of $111,000 in scholarships was awarded to Year 13 leavers in 2025. This highlights both the academic success of our ākonga and their ability to access meaningful pathways beyond school.

School Leaver Qualifications
A strong majority of Year 13 ākonga (72%) left the kura with at least NCEA Level 2 as their highest qualification. This reflects continued progress towards ensuring that all learners exit with a solid academic foundation.

Year 12 Achievement (NCEA Level 2)
In 2025, 63.6% of Year 12 ākonga achieved NCEA Level 2, meeting the school's strategic target and reinforcing Level 2 as a key area of strength.

Literacy and Numeracy Attainment
Encouragingly, 83.3% of Year 13 leavers exited the school having met the full NCEA Literacy and Numeracy requirements, indicating improved preparedness for further education, training, and employment pathways.

Commentary
These outcomes demonstrate the ongoing impact of the school's strategic focus on achievement, retention, and meaningful pathways for learners. Collectively, they represent strong progress towards ensuring that all ākonga of Haeata Community Campus leave with the qualifications and capabilities needed for future success.

Strategic Priorities and Targets Report to the Board – 2026

The 2025 achievement data reflects the sustained growth made over the past five years and demonstrates that the systems established at Haeata Community Campus are now supporting consistent student achievement. This level of consistency marks a significant shift from the variability experienced during the school's early years of operation.

In 2026, the strategic focus moves from recovery to acceleration, with an emphasis on raising achievement outcomes further and setting more ambitious targets.

A key priority area identified is the improvement of Year 11 NCEA Level 1 pass rates. To support this, the school has appointed a Literacy and Numeracy Accelerant Kaiako. This role is specifically focused on supporting ākonga who are just below the threshold for achieving NCEA literacy and numeracy requirements. Analysis of the 2025 data highlights the importance of early identification and targeted intervention, with the aim of significantly improving 2026 outcomes.

Early indicators are encouraging. The 2025 Year 10 cohort demonstrated higher levels of attainment in the September Common Assessment Activities (CAA). This data is being used to identify priority learners and inform targeted support strategies for 2026.

The school has also entered its second year of implementing both the Foundational Certificate and the Work Ready qualification. In 2026, the Work Ready qualification has been refined to better align with the needs of ākonga and to create additional opportunities for achievement. Initial observations suggest that these programmes are effectively supporting student engagement and retention in learning.

While the strategic direction is shifting towards acceleration, the 2026 achievement targets remain realistic and achievable. These are:

- NCEA Level 1: Achieve a 60% pass rate
- NCEA Level 2: Achieve a 70% pass rate
- NCEA Level 3: Achieve a 65% pass rate

In addition to these overall targets, the school is committed to achieving equitable and excellent outcomes for all learners. Specific priorities include:

- Lifting Māori learner achievement to exceed the national average
- Increasing engagement and significantly improving NCEA pass rates for Pacific ākonga

Achieving these targets would represent the strongest NCEA results in the history of Haeata Community Campus. Ensuring that every learner leaves the kura with meaningful academic success remains the school's highest priority.

The Board is encouraged to support these strategic priorities as the school continues its progression from recovery towards sustained acceleration and excellence.

Strategic Direction and 2026 Improvement Plan

The 2025 achievement data reflects sustained growth over the past five years and demonstrates that school systems are now supporting more consistent outcomes for ākonga. This represents a significant shift from the early years of operation, where achievement was more variable and less predictable.

In 2026, the school's focus moves from consolidation to acceleration, with a clear intention to lift expectations, strengthen outcomes, and further improve equity and excellence across all year levels.

Strategic Focus: Year 11 Acceleration

A key priority for 2026 is the improvement of Year 11 NCEA Level 1 pass rates. To support this, the school has appointed a Literacy and Numeracy Accelerant Kaiako. This role is specifically designed

to target ākonga who are on the cusp of achieving Literacy and Numeracy requirements, ensuring timely intervention and accelerated progress.

Analysis of 2025 data highlights the importance of early engagement. Students identified in Year 10 who are supported early show significantly improved likelihood of achieving co-requisite standards. As a result, targeted Year 10 data (including September CAA results) is being used to identify priority learners for 2026 intervention programmes.

Early Indicators and Emerging Practice

Early data from the 2025 Year 10 cohort indicates improved attainment in the Common Assessment Activities (CAA). This provides an encouraging foundation for 2026, with targeted groups now being identified for focused support.

In addition, 2026 marks the second year of implementation for both the Foundational Certificate and the Work Ready qualification. Refinements have been made to the Work Ready pathway to better align with learner needs and increase opportunities for achievement.

Early indications suggest that these programmes are positively supporting engagement and retention, particularly for ākonga who benefit from more vocationally connected learning pathways.

Strategic Shift: From Recovery to Acceleration

Over the past five years, the school has focused on recovery and system stabilisation. The next phase is firmly focused on acceleration of achievement.

While 2026 targets remain realistic and achievable, they also represent an intentional lift in ambition:

- NCEA Level 1: 60% pass rate
- NCEA Level 2: 70% pass rate
- NCEA Level 3: 65% pass rate

In addition to overall targets, specific equity goals have been established:

- Māori learners to achieve at or above national average rates
- Pacific learners to experience a significant uplift in NCEA achievement outcomes

Commentary

Achieving these targets would represent the strongest academic outcomes in the history of Haeata Community Campus. The focus remains firmly on ensuring that every learner leaves the kura with meaningful academic success and clear post-school pathways.

The foundations for improvement are now well established. The 2026 focus is on sharpening practice, accelerating progress, and ensuring consistent success for all ākonga.

School Leaver Qualification Overview

Context

The Ministry of Education provides school leavers data annually which measure the highest level of attainment at the point an ākonga leaves school. This differs from New Zealand Qualifications Authority data, which is enrolment-based.

Key Results (2025)

- Level 1 or above: 65.5%
- Level 2 or above: 54.5%
- Level 3 or above: 32.7%
- University Entrance (UE): 7.3%
- Total leavers: 55 students

Highest Attainment (2025 Cohort)

- 35% Below Level 1
- 11% Level 1
- 22% Level 2
- 25% Level 3
- 7% UE

Trend Summary (2021–2025)

- Achievement declined from 2021–2023, followed by a strong recovery in 2024
- 2025 shows slight decline, but remains above 2023 levels
- Gains strongest at Level 1 and Level 2
- Level 3 and UE remain comparatively low

Equity Highlights (2025)

Ethnicity

- Pacific learners: Highest Level 1 attainment (75%)
- Māori learners: Strong recovery at Levels 1–3, but 0% UE
- Asian learners: Strong outcomes across levels (small cohort)
- European/Pākehā: Lower achievement at Level 2+ (38.5%)

Gender

- Females outperform males at all levels
- Level 2: 65.4% (F) vs 44.8% (M)
- Level 3: 46.2% (F) vs 20.7% (M)
- UE: 11.5% (F) vs 3.4% (M)

Key Issues

- 35% of students leave without Level 1
- Drop-off between Level 1 and Level 2
- Low University Entrance (7.3%)
- No Māori or Pacific UE attainment in 2025
- Significant and persistent male underachievement

Strategic Priorities

- Reduce Below Level 1 leavers
- Lift Level 2 achievement (critical qualification threshold)

- Address male achievement disparity
- Increase Level 3 and UE pathways
- Target Māori and Pacific success at University Entrance level

NCEA Level 1 or above

			2021	2022	2023	2024	2025
Ethnic Group	Māori	Number of students	20	18	12	12	17
		Total number of leavers	39	42	35	20	26
		% of total	51.3	42.9	34.3	60	65.4
	Pacific	Number of students	10	8	7	8	9
		Total number of leavers	16	15	14	13	12
		% of total	62.5	53.3	50	61.5	75
	Asian	Number of students	2	1	2	5	7
		Total number of leavers	2	3	2	5	10
		% of total	100	33.3	100	100	70
	MELAA	Number of students	0	1	0	1	0
		Total number of leavers	0	1	0	1	0
		% of total	N/A	100	N/A	100	N/A
	Other	Number of students	0	0	0	2	1
		Total number of leavers	0	0	0	2	1
		% of total	N/A	N/A	N/A	100	100
	European/Pākehā	Number of students	20	8	13	17	13
		Total number of leavers	34	21	37	20	26
		% of total	58.8	38.1	35.1	85	50
Gender	Male	Number of students	20	21	15	21	18
		Total number of leavers	38	42	37	27	29
		% of total	52.6	50	40.5	77.8	62.1
	Female	Number of students	23	9	11	17	18
		Total number of leavers	35	21	28	24	26
		% of total	65.7	42.9	39.3	70.8	69.2
Total	Total	Number of students	43	30	26	38	36
		Total number of leavers	73	63	65	51	55
		% of total	58.9	47.6	40	74.5	65.5

NCEA Level 2 or above

			2021	2022	2023	2024	2025
Ethnic Group	Māori	Number of students	16	15	8	11	14
		Total number of leavers	39	42	35	20	26
		% of total	41	35.7	22.9	55	53.8
	Pacific	Number of students	8	6	4	7	6
		Total number of leavers	16	15	14	13	12
		% of total	50	40	28.6	53.8	50
	Asian	Number of students	1	1	2	5	6
		Total number of leavers	2	3	2	5	10
		% of total	50	33.3	100	100	60
	MELAA	Number of students	0	1	0	1	0
		Total number of leavers	0	1	0	1	0
		% of total	N/A	100	N/A	100	N/A
	Other	Number of students	0	0	0	2	1
		Total number of leavers	0	0	0	2	1
		% of total	N/A	N/A	N/A	100	100
	European/Pākehā	Number of students	17	6	10	12	10
		Total number of leavers	34	21	37	20	26
		% of total	50	28.6	27	60	38.5
Gender	Male	Number of students	16	17	9	16	13
		Total number of leavers	38	42	37	27	29
		% of total	42.1	40.5	24.3	59.3	44.8
	Female	Number of students	19	7	9	15	17
		Total number of leavers	35	21	28	24	26
		% of total	54.3	33.3	32.1	62.5	65.4
Total	Total	Number of students	35	24	18	31	30
		Total number of leavers	73	63	65	51	55
		% of total	47.9	38.1	27.7	60.8	54.5

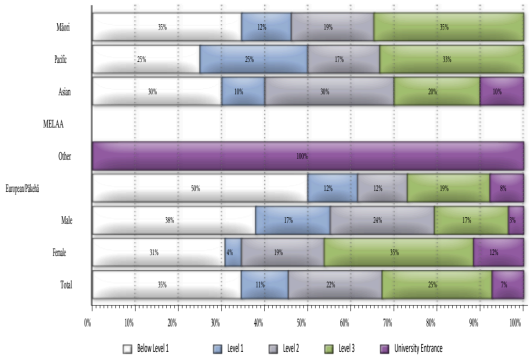
NCEA Level 3 or above

			2021	2022	2023	2024	2025
Ethnic Group	Māori	Number of students	8	4	6	7	9
		Total number of leavers	39	42	35	20	26
		% of total	20.5	9.5	17.1	35	34.6
	Pacific	Number of students	3	4	3	5	4
		Total number of leavers	16	15	14	13	12
		% of total	18.8	26.7	21.4	38.5	33.3
	Asian	Number of students	1	1	1	2	3
		Total number of leavers	2	3	2	5	10
		% of total	50	33.3	50	40	30
	MELAA	Number of students	0	1	0	1	0
		Total number of leavers	0	1	0	1	0
		% of total	N/A	100	N/A	100	N/A
	Other	Number of students	0	0	0	2	1
		Total number of leavers	0	0	0	2	1
		% of total	N/A	N/A	N/A	100	100
	European/Pākehā	Number of students	8	3	5	10	7
		Total number of leavers	34	21	37	20	26
		% of total	23.5	14.3	13.5	50	26.9
Gender	Male	Number of students	5	7	6	12	6
		Total number of leavers	38	42	37	27	29
		% of total	13.2	16.7	16.2	44.4	20.7
	Female	Number of students	11	5	5	10	12
		Total number of leavers	35	21	28	24	26
		% of total	31.4	23.8	17.9	41.7	46.2
Total	Total	Number of students	16	12	11	22	18
		Total number of leavers	73	63	65	51	55
		% of total	21.9	19	16.9	43.1	32.7

University Entrance

			2021	2022	2023	2024	2025
Ethnic Group	Māori	Number of students	1	0	1	0	0
		Total number of leavers	39	42	35	20	26
		% of total	2.6	0	2.9	0	0
	Pacific	Number of students	1	0	1	0	0
		Total number of leavers	16	15	14	13	12
		% of total	6.3	0	7.1	0	0
	Asian	Number of students	0	1	1	1	1
		Total number of leavers	2	3	2	5	10
		% of total	0	33.3	50	20	10
	MELAA	Number of students	0	1	0	0	0
		Total number of leavers	0	1	0	1	0
		% of total	N/A	100	N/A	0	N/A
	Other	Number of students	0	0	0	2	1
		Total number of leavers	0	0	0	2	1
		% of total	N/A	N/A	N/A	100	100
	European/Pākehā	Number of students	0	2	2	2	2
		Total number of leavers	34	21	37	20	26
		% of total	0	9.5	5.4	10	7.7
Gender	Male	Number of students	1	1	1	2	1
		Total number of leavers	38	42	37	27	29
		% of total	2.6	2.4	2.7	7.4	3.4
	Female	Number of students	1	3	3	3	3
		Total number of leavers	35	21	28	24	26
		% of total	2.9	14.3	10.7	12.5	11.5
Total	Total	Number of students	2	4	4	5	4
		Total number of leavers	73	63	65	51	55
		% of total	2.7	6.3	6.2	9.8	7.3

Final: School Leavers by highest attainment 2025, at Haeata Community Campus



Highest Attainment

		Below Level 1	Level 1	Level 2	Level 3	University Entrance	Total Leavers
Ethnic Group	Māori	9	3	5	9	0	26
	Pacific	3	3	2	4	0	12
	Asian	3	1	3	2	1	10
	MELAA	0	0	0	0	0	0
	Other	0	0	0	0	1	1
	European/Pākehā	13	3	3	5	2	26
Gender	Male	11	5	7	5	1	29
	Female	8	1	5	9	3	26
Total	Total	19	6	12	14	4	55

Commentary

Haeata Community Campus has achieved a strong recovery since 2023, particularly at Level 1 and Level 2. However, system-level challenges remain; too many sākonga are leaving without qualifications and we are identifying persistent inequities with regard to gender and University Entrance access. In 2026 this will require a sustained focus on retention, progression, and equitable pathways to Level 3 and beyond.

Middle school - YEAR 9 / 10

Mathematics

Year 10 Numeracy Development
Following PAT assessments and classroom observations, a targeted group of Year 10 learners was identified for additional support. Graduate students were engaged in Term 2 to provide personalised intervention and strengthen numeracy foundations.

The intention is to prepare these learners for success in the Numeracy Co-requisite in future years. In Term 3, one of the three weekly mathematics blocks will be dedicated specifically to numeracy practice.

Year 10 Co-requisite participation is expected to result in approximately 15 students achieving a pass, an increase from five students in the previous year.

Year 9 Numeracy
The focus for Year 9 is on addressing conceptual gaps and building learner confidence in numeracy. This foundational work is intended to strengthen readiness for future NCEA pathways and co-requisite success.

Key Challenges
Several structural and timetable challenges have impacted delivery in 2025:

- A significant proportion of Year 12 and 13 classes have been scheduled on Thursdays and Fridays, affecting students with dual enrolments and reducing consistency of attendance.
- Combined Year 12/13 classes have reduced instructional time to approximately two hours per class, rather than the intended four hours.

- This reduction in teaching time has made it challenging to consistently support students in achieving the desired 14-credit goal across both year levels.

These concerns have been raised with senior leadership, with the expectation that timetabling adjustments will be considered for 2026.

Commentary
The 2025 numeracy programme demonstrates strong evidence of targeted intervention improving student outcomes, particularly in Year 11 and Year 10 cohorts. Early identification of at-risk learners, combined with structured support and innovative teaching tools, has contributed positively to engagement and achievement.
While systemic and timetabling challenges have impacted delivery in senior classes, the overall direction of numeracy development remains positive. Continued refinement of pathways, strengthened intervention strategies, and improved structural alignment will be key priorities moving into 2026.

Literacy Progress (Years 8–10)

This overview of reading progress across cohorts from Year 8 to Year 10 includes information about tracking longitudinal ASTtle reading data across three cohorts.

The purpose of this analysis is to identify progress trends, areas of concern, and strategic priorities for improvement in literacy outcomes.

Expected curriculum level progression is broadly defined as follows:

- Year 8: Low Level 4 – Mid Level 4
- Year 9: High Level 4 – Low Level 5
- Year 10: Mid Level 5 – High Level 5

Cohort One (Year 8: 2022 → Year 10: 2024)
This cohort shows a sustained pattern of underachievement across the three-year progression.
Year 8 (2022)

- Above expected: 0%
- At expected: 11% (2)
- Below expected: 17% (3)
- Significantly below: 72% (12)
- Total ākonga: 17

Year 9 (2023)

- Above expected: 4% (1)
- At expected: 24% (6)
- Below expected: 32% (8)
- Significantly below: 40% (10)
- Total ākonga: 25

Year 10 (2024)

- Above expected: 0%
- At expected: 19% (7)
- Below expected: 41% (15)

- Significantly below: 40% (14)
- Total ākonga: 36

This cohort demonstrates limited upward movement across the expected curriculum bands, with a significant proportion remaining below or significantly below expected levels over time.

Cohort Two (Year 8: 2023 → Year 10: 2025)
This cohort shows some initial improvement in Year 8, followed by a decline in achievement outcomes over time.
Year 8 (2023)

- Above expected: 15% (4)
- At expected: 27% (7)
- Below expected: 23% (6)
- Significantly below: 35% (9)
- Total ākonga: 26

Year 9 (2024)

- Above expected: 2% (1)
- At expected: 27% (13)
- Below expected: 25% (12)
- Significantly below: 47% (23)
- Total ākonga: 48

Year 10 (Mid-2025)

- Above expected: 2% (1)
- At expected: 12% (6)
- Below expected: 42% (21)
- Significantly below: 44% (22)
- Total ākonga: 50

This cohort shows a clear shift from early higher performance to increased proportions of learners falling below expected levels by Year 10.

Cohort Three (Year 8: 2024 → Year 9: 2025)
This cohort is in the early stages of tracking, with data already indicating challenges in maintaining expected progress.
Year 8 (2024)

- Above expected: 6% (2)
- At expected: 20% (7)
- Below expected: 34% (12)
- Significantly below: 40% (14)
- Total ākonga: 35

Year 9 (Mid-2025)

- Above expected: 0%
- At expected: 19% (8)
- Below expected: 37% (16)
- Significantly below: 44% (19)
- Total ākonga: 43

This cohort shows a decline in higher achievement bands and an increase in learners sitting below expected curriculum levels.

Overall Analysis
Across all cohorts, the data indicates:

- A persistent high proportion of ākonga achieving below or significantly below expected curriculum levels
- Limited sustained upward movement across year levels
- Evidence of “slippage,” where initial gains are not consistently maintained into subsequent years
- A need for closer scrutiny of mid-year progress data to better track acceleration and decline

Strategic Responses
In response to the findings, the following actions have been identified:

- Target learners in the “below expected” category (orange band) to shift into expected achievement levels
- Provide additional extension opportunities for high-achieving learners
- Identify and prioritise students most likely to respond positively to targeted intervention
- Review whole-school literacy approaches across learning areas

Targets (2025)

- Shift 25% of Year 9–10 learners from below expected (orange) to at/above expected (green/blue) by end of year - Achieved.
- Shift 15% of Year 9–10 learners from at expected (green) to above expected (blue) by the end of the year - Achieved.

2026 Strategic Direction
A key focus for 2026 is to analyse variance more closely and develop a structured plan to sustain and accelerate reading and writing progress across Years 9–10.
This includes establishing clearer literacy variance targets and strengthening whole-school coherence in literacy practice.

Next Steps

- Assign specific learners to data sets to enable targeted tracking
- Incorporate structured student voice to inform intervention design
- Develop a resourced plan to review whole-school reading approaches
- Review English and Social Sciences as literacy-rich curriculum areas
- Establish literacy variance targets for 2026
- Develop a funding proposal to the Ministry of Education / Board including:
    - ○Literacy/Numeracy cross-school lead
    - ○Dedicated literacy budget line
    - ○Increased whole-staff PLD allocation

Commentary

The data highlights a clear and sustained challenge in reading progress across Years 8–10, with a significant proportion of learners not yet meeting expected curriculum levels. While pockets of progress are evident, overall movement is insufficient to ensure sustained acceleration.
A more structured, data-driven and whole-school response is required to improve outcomes, strengthen consistency, and ensure equitable literacy achievement for all ākonga.

Junior School - Years 0 - 8

The 2025 academic year marked a period of significant curriculum change across Aotearoa New Zealand. In response, Haeata Community Campus continued to strengthen classroom design and teaching practice to ensure ākonga develop strong foundations in Literacy and Mathematics.

Over recent years, deliberate focus has been placed on strengthening explicit teaching approaches. In 2025, government-mandated changes required at least one hour per day of explicit instruction in Mathematics, Reading, and Writing. This resulted in a more consistent and structured timetable across Kōmanawa and Years 1–6, including:

- 9:00–10:00 a.m.: Hauora Ako
- 10:00–11:00 a.m.: Mathematics
- 11:45 a.m.–1:30 p.m.: Literacy

This structure supported improved clarity, alignment, and collaboration across learning areas and provided a shared framework for kaiako planning and delivery.

Schoolwide Teaching and Learning Development

A Literacy Intervention Kaiako was introduced across Years 1–3 (Kōmanawa and Hikuawa) to provide targeted support for early readers and writers. This role strengthened foundational literacy and enabled increased “double dosing” of instruction for priority learners.

In addition, a kaiako participated in a Year 7–8 Mathematics intervention trial, which showed encouraging initial results, particularly in the second cohort of ākonga. This intervention will continue into 2026 across both classes.

Despite staffing challenges, including extended absences due to long-term illness, teaching teams maintained a strong focus on collaboration and continuity of learning.

Across the kura, Kōmanawa, Hikuawa, and Kaunuku developed increasingly cohesive practice, supported by shared professional learning and development (PLD), both internally and externally. This strengthened consistency in curriculum delivery and deepened collective understanding of new curriculum expectations.

National curriculum shifts also impacted expectations, with learning outcomes previously associated with Year 9 now aligned to Year 8. In response, the primary team has engaged extensively in PLD in both Mathematics and English to support implementation of revised curriculum expectations, assessment tools, and pedagogical approaches.

Literacy Development and Structured Literacy Shift

In 2025, Literacy was prioritised across the primary team in response to national curriculum changes, including the shift toward Structured Literacy approaches.

This represents a move away from Balanced Literacy towards explicit, systematic instruction in:

- phonemic awareness
- phonics
- fluency
- vocabulary
- morphology
- comprehension

Instruction is now sequenced, diagnostic, and cumulative, enabling more targeted support for individual learners.

Implementation at Haeata began in late 2024 through RTLB support and the introduction of The Code (Liz Kane), with daily 15-minute sessions focused on spelling and fluency across Years 1–8. In 2025, kaiako further strengthened their understanding of the Science of Reading through PLD provided by Tātai Angitu (Massey University), including workshops and online communities of practice.

Hikuawa began implementation in 2024, with Kaunuku (Years 5–8) joining mid-2025. A key focus throughout the year has been balancing explicit instruction with guided practice to ensure teaching remains responsive to learner needs while aligning with curriculum expectations. This ongoing reflection has strengthened consistency across teams.

Literacy Assessment Shift

A significant development in 2025 was the transition from Running Records to DIBELS (Dynamic Indicators of Basic Early Literacy Skills). This assessment system provides short, diagnostic measures of literacy development:

- Years 0–1: Letter–sound knowledge
- Years 0–3: Nonsense Word Fluency (NWF)
- Years 2–8: Oral Reading Fluency (ORF)

Each assessment is individually administered and timed. Hikuawa completed testing at both 20 and 40 weeks, enabling clearer tracking of progress and informing targeted teaching.

For Years 5–8, the BURT Word Reading Test was also used to monitor word recognition and fluency, supporting a broader understanding of decoding and automaticity across the middle school.

Mathematics Curriculum Development

In 2025, the Ministry of Education introduced mandated mathematics resources for Years 1–8. Haeata adopted Maths No Problem as a key resource. Following Ministry clarification, these materials were used as a learning tool rather than a standalone programme.

A key challenge identified was the literacy demand within mathematical word problems and the expectation to use year-level texts rather than differentiated materials. As a result, the school placed greater emphasis on developing fluency and conceptual understanding, particularly in number knowledge.

Mathematics assessment focused primarily on fluency. While curriculum changes were more significant in Literacy during 2025, early data trends indicated gradual improvement and increased consistency by late 2025 as teachers and ākonga adjusted to new expectations.

PAT Mathematics Analysis and Intervention

PAT Mathematics data indicates consistent achievement at Year 5, alongside areas for development in Years 6–8, where an increasing number of learners are currently performing below expectation. Many ākonga demonstrate sound number knowledge but require additional support to apply this knowledge in reasoning and problem-solving contexts.

Recent curriculum revisions have clarified expectations, and the focus moving forward will be on strengthening conceptual understanding through targeted teaching, particularly in Years 6–8.

A targeted Mathematics intervention trial was implemented for Year 7–8 learners identified as achieving below expected levels (not well below). Ten ākonga were selected. While the first cohort was impacted by staff absence, the second phase showed positive outcomes. Of the learners assessed across Term 2 and Term 4 PAT:

- all participating ākonga demonstrated improvement by at least one stanine
- one ākonga moved to “at” expectation
- three ākonga moved to “above” expectation
- one learner was absent for final assessment

This intervention will be continued into 2026.

KŌMANAWA – Literacy (Te Reo Pākehā) 2025 Overview

Literacy data for Kōmanawa indicates varied progress across year levels. Most ākonga are working at or towards curriculum expectations, with a smaller group achieving above expectations and a significant group identified as working below.

These learners have been identified as priority learners for targeted intervention. The team is focused on strengthening Structured Literacy implementation through ongoing PLD (MOE-supported and RTLB input), improved use of literacy progressions, and more consistent assessment practices.

Key priorities for 2026 include:

- strengthening programme coherence across teams
- building teacher capability in Structured Literacy
- improving assessment consistency and reliability
- accelerating progress for priority learners through targeted teaching and strengthened whānau engagement and monitoring systems

Commentary
The 2025 year represents a period of significant curriculum transformation alongside continued strengthening of teaching and learning systems at Haeata Community Campus.

Despite considerable change, the kura has maintained a strong focus on consistency, collaboration, and evidence-based practice. Key developments in Structured Literacy, assessment systems, and targeted Mathematics interventions demonstrate a clear commitment to improving outcomes for all ākonga.

The foundation established in 2025 positions the school well for continued improvement in 2026, with a strengthened focus on acceleration, consistency, and equitable achievement across Literacy and Mathematics.

2025	T0/1	T2	T3	T4	T5	T6	T7	T8
Working 2 years Beyond curriculum levels								
Working 1 year above levels								**1**
Working at Curriculum level						**9**	**6**	**13**
Working Towards	**20**	**6**	**4**	**7**	**8**	**2**		**3**
Working Below		**7**	**2**	**6**	**7**		**3**	
Ākonga numbers	20	13	7	13	17	11	9	17

Data collected in Terms 2 and 4, 2025 shows Year 1 ākonga and new entrants are currently working below expected levels. The data reflects progress in reading comprehension, writing, spelling, and numeracy, aligned to TMOA and NZC. Data for Years 6–8 is sporadic due to staffing, timetable changes, and attendance. This has been addressed with new appointments and a change of Puna Ako structure and location.

	T1		T2		T3		T4		T5		T6		T7		T8	
Tama/Kōtiro	T	K	T	K	T	K	T	K	T	K	T	K	T	K	T	K
Working 2 years beyond curriculum levels																
Working 1 year above levels																
Working at curriculum level												60 %				9.09 %
Working towards curriculum level	100 %	100 %	66.66 %	33.33%	66.66%	66.66%	70%	35%	42.86%	62.6 %	66.66%	40 %	33.33%	66.66%	50 %	90.9 %
Working Below			33.33 %	66.66%	33.33%	33.33%	30%	65%	57.14%	37.5 %	33.33%		66.66%	33.33%	50 %	o
Tama/Kōtiro	9	11	7	6	3	3	6	7	7	8	3	8	2	6	6	11
Ākonga numbers	20		13		6		13		15		11		9		17	
Ākonga absent on the day	5		4		6		5		2		5		4		1	

Planning aligns with the COE and Structured Literacy scope and sequence, with systems and accountability processes in place. Programme delivery and staff retention remain challenges, along with the need for stronger alignment to literacy progressions and consistent use of agreed tools and strategies. This will be addressed in 2026 through PLD provision as outlined below.

Professional development (MOE PLD and RTLB support) is building capability, and a structured literacy programme aligned with Haeata Rapanui is being implemented.

Ākonga attendance and engagement, including whānau communication, remain important for supporting progress and achieving targets. There is a strong focus on meeting diverse needs through regular monitoring, identifying priority learners, and implementing acceleration programmes.

Assessment practices are inconsistent, resulting in gaps and sporadic data, indicating a need for strengthened systems and documentation. This will be a targeted focus in 2026.

Targets - 2026
Priority learners, those working below expectations will be supported through monitoring and guidance programmes. Whānau and specialist teachers will be involved in these acceleration programmes.

EXECUTIVE SUMMARY

The 2025 strategic plan focused on strengthening learner engagement, improving attendance, developing personalised learning pathways, and strengthening relationships with whānau and the

wider community. These priorities align with the National Education and Learning Priorities and the kura's commitment to placing ākonga at the centre of all decision-making.

During the reporting period, the kura implemented several initiatives designed to address engagement and attendance challenges. These included the introduction of adventure-based learning opportunities for younger learners, strengthened pastoral care systems, and the implementation of targeted re-engagement strategies through the Tae ā-tinana attendance initiative.

Progress has also been made in strengthening systems that support personalised pathways for learners. Individual Education Plans (IEPs), transition planning processes, and career planning frameworks have been introduced to support ākonga in developing the skills and capabilities required for life beyond school.

The pastoral care structure of the kura has continued to develop, supported by the hauora team and strengthened collaboration with external agencies. These initiatives have contributed to improved monitoring of at-risk learners and stronger wraparound support for whānau.

While progress has been made across several strategic areas, attendance remains a key priority for ongoing improvement. Engagement initiatives have resulted in some improvement; however, attendance targets have not yet been fully achieved and further work will be required to support learners experiencing persistent barriers to participation.

Infrastructure initiatives, including the proposed community wharenui and the Papa Tākaro Nohinohi project, remain in development and will continue to progress as funding becomes available.

Overall, the kura has made measurable progress toward its strategic priorities. Continued focus will be placed on strengthening whānau partnerships, improving attendance, and embedding personalised learning pathways to support the success and wellbeing of all ākonga.

PART FOUR

BOARD ASSURANCE STATEMENT

The Haeata Community Campus Board has monitored progress toward the kura's strategic goals throughout the 2025 reporting period. Regular reports from the Senior Leadership Team have provided the Board with updates on learner engagement, attendance, wellbeing, and progress toward the annual targets set out in the Strategic Plan.

The Board acknowledges that while progress has been made across several priority areas, some targets have not yet been fully achieved. In particular, improving attendance and strengthening learner engagement remain ongoing priorities for the kura.

The Board is satisfied that appropriate systems, initiatives, and monitoring processes have been implemented to support improvement. These include strengthened pastoral care structures, targeted engagement initiatives, increased collaboration with external agencies, and the development of personalised learning pathways for learners.

The Board will continue to work alongside the leadership team, kaimahi, whānau, and the wider community to support ongoing improvement and ensure that the strategic direction of the kura remains focused on achieving positive outcomes for all ākonga.

This Report of Variance reflects the Board's commitment to continuous improvement, transparency, and accountability in supporting learner success and wellbeing.

PART FIVE

FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025