

Annual Report 2025



Our purpose: Me Whakamātau - working hard to succeed together

Our Strategic Intentions: What we want to achieve

**Prioritise
Hauora**

**Promote Culturally
Sustaining
Practices**

**Inspire a culture of
lifelong learning
and curiosity**

Strategic Priority 1: Prioritise Hauora
Enhance wellbeing and connections through building resilience and confidence

Annual Goal 1a - Strengthening the Guidance/Wellbeing Team

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> • Embed a culture of wellbeing (hauora) through initiatives and promotion across all areas of the school • Newsletters • Assemblies • Celebration • Presentations by outside providers • Collaboration with outside providers • Internal collaboration between faculties • Form Class Visits 	Deputy Principal - Guidance/Pastoral	Increase personnel - BOT support	One year	<ul style="list-style-type: none"> • Young people are aware of the services offered • Young people have access to a range of key services eg Guidance Counsellors, Mental Health Support Worker or Nurse/s • Integrate the Guidance Counsellors and Nurse/s into our kura • Deans and Pou Manaaki to actively contribute to uplifting the wellbeing of ākongā • Engage with outside organisations who can deliver programmes to our young people eg Attitude, NZ Drug and Alcohol, Big Buddy Mentoring • Wellbeing Captain and Committee to implement a programme which includes a range of activities and strategies to priorities wellbeing with students eg video, resources

Evaluation Statement

- Appointed Lead Counsellor in Term 1
- Appointed a third Counsellor - part time to start in 2026 (co share with NIS)
- School nurse appointed, together with our Nurse Prescriber and collaboration with Newlands Medical has highly supported our students
- More visible access to Careers/Pathways and accessibility to outside providers
- Continuing to prioritise Peer Support Programme together with the annual camp
- Guidance and Health Stats 2025 - indicators are:
 - Overall, more students accessed the range of services offered by the Guidance Team
 - More males accessed guidance services
 - Mental Health/Wellness is consistently the main reason for accessing services
 - Social/Peer Relationships is consistently the second highest category for accessing services
- A range of outside services were engaged to support our students eg Hauora, Attitude, Habit Health, Alt Education eg Challenge 2000, BGI, Te Ara
- Wellbeing Captain and committee coordinated and implemented a range of activities; highlights included Shave For A Cure, Blood Drive and online resources

Annual Goal 1b - Prioritise Hauora - online wellbeing

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> Parents information evening The Attention Trap: Screens, Sleep & Social Media Outside Providers (Attitude) Junior School Programme Review/Curriculum Development 	Principal Deputy Principal - IT Manager Deputy Principal - Curriculum	Presentation Information (May 2025) Data/Information Collection Financial Grok Academy	1 year 1-3 years	<ul style="list-style-type: none"> Parents information evening The Attention Trap: Screens, Sleep & Social Media Attitude Ongoing curriculum review with HOF committee and teaching staff Ongoing work on new national curriculum as it's written

Evaluation Statement

Parents information evening held. Low attendance but engaged. Suggest a guest speaker evening be arranged and invite neighbouring schools. Regular pastoral events point to a strong ongoing need for strengthening online hauora.

Annual Goal 1c - Prioritise Hauora - attendance

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> Attendance Policy Implementation 	Deputy Principal - Attendance Senior Leadership Team	Attendance Officer Attendance service Parot Form Teachers Dean SLT	1 year	80% of our learners will be at school for more than 90% of the time

Evaluation Statement

- Stepped Response
- Attendance Management Plan
- Recording STAR response in KAMAR
- MOE term attendance reports
- Weekly messaging from PAROT to staff and whānau

In April 2024, the Government announced a regular attendance target of 80% of students to be present for more than 90% of the term by 2030.

NC Goal: Regular attendance by students is essential to achievement, well-being, and engagement at Newlands College. Our target for 2025: 80% of students to attend regularly, more than 90% of the time.

For the 2025 year, Newlands College achieved an average **Regular Attendance Rate of 63%**. This is based on the average of the regular attendance percentages across all four terms.

Although regular attendance throughout 2025 consistently outperformed 2024 levels, the school experienced a term-by-term decline from a high of 71% in Term 1 to 58% by Term 4. While the gains from 2024 are encouraging, there is still work to be done to meet the Government's 80% target set for 2030.

To meet the target of having 80% of students attending school regularly by the end of 2026, a comprehensive Stepped Attendance Response (STAR) was developed and implemented in 2025. This system uses data-based thresholds to trigger specific pastoral interventions. By the end of 2025, the Attendance Management Plan was developed.

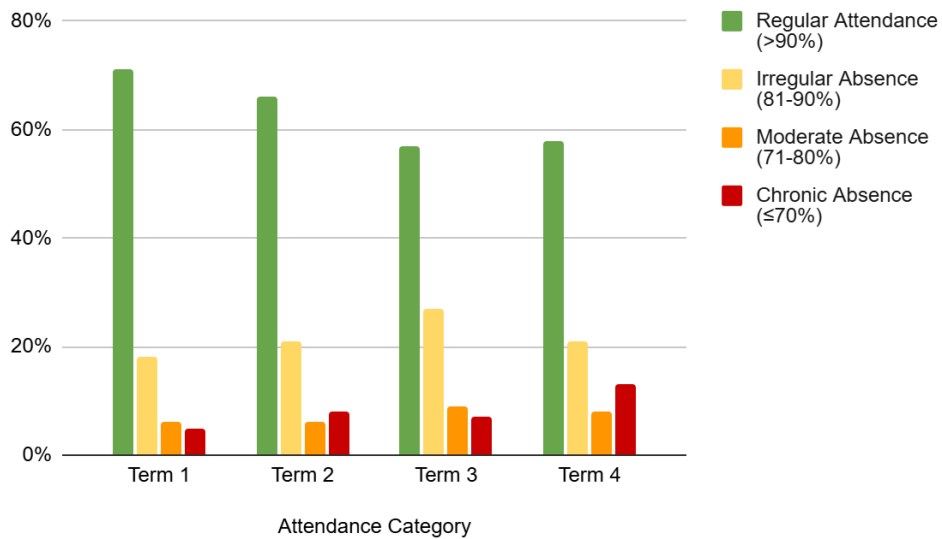
Monitoring and communication of attendance is undertaken to identify attendance issues immediately. This is done through daily text alerts to whānau, weekly reports emailed home and to relevant staff members via PAROT and access to live data through the KAMAR portal.

The management of lateness to class was adjusted and is now more focused on precise data entry and distinguishing between simple lateness and truancy.

School-Wide Attendance Overview

Regular attendance (defined as attending school more than 90% of the time) was highest in Term 1 at 71% and decreased throughout the year, ending at 58% in Term 4.

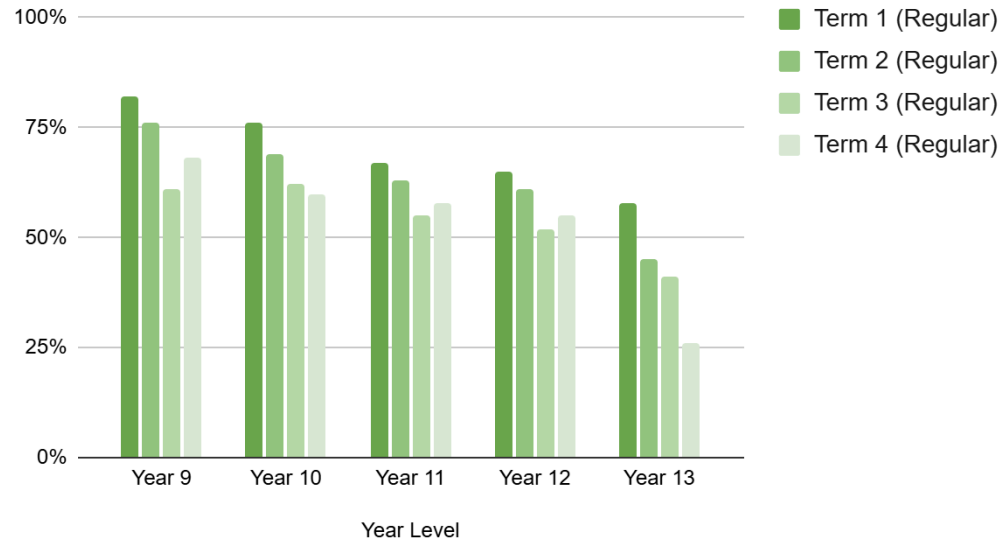
2025 Attendance by category



Attendance by Year Level

Y9 students consistently showed the highest levels of regular attendance, while Y13 faced significant challenges, particularly in Term 4 however, we do need to remember that our Y12 and Y13 students were present for 3 weeks of Term 4 due to study leave ahead of NCEA examinations.

2025 Attendance by year level



Attendance by Gender

Male and female students showed similar regular attendance trends, with male students slightly higher in the first half of the year.

Summary of Key Trends for 2025

- Attendance was at its highest in Term 1 (71%).
- There was a significant drop in Term 3 to 57%, largely driven by Illness/Medical reasons, which accounted for 71% of all absences that term.
- The overall average was heavily affected by the Senior School; for instance, Y13 regular attendance dropped to 26% by Term 4.
- Despite the attendance challenges, a notable success was recorded in Term 4, where 96% of students were arriving on time regularly.

Next steps: Strategic Actions for 2026

- *Automated Tracking:* Use of KAMAR auto-generated pastoral notes and color-coded alerts at 5, 10, and 15-day absence thresholds
- *Monitor "Irregular" Students:* 21-27% of students are in the "Irregular Absence" category; these students are the highest priority for intervention to prevent them sliding into chronic absence.
- *Address Y13 Engagement:* Encourage Y13 students to prioritise being in class to avoid the situation where regular attendance dropped below 30% by Term 4.
- *Reduce Unexplained Absences:* Focus on improving the follow-up for unexplained absences, which increased significantly to 17% by the end of the year.
- *Leverage Punctuality:* Build on the 96% regular on-time arrival achieved in Term 4.
- Strengthen engagement and achievement in classrooms.

Annual Goal 1d - Prioritise 'self regulation' in the Learning Support Centre and across the school

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> Hauora focus in the LSC Self-Regulation tools are taught in the LSC and across the school 	Deputy Principal - Learning Support	Time Money Specialist Input Regulation Tools	3 years	<ul style="list-style-type: none"> Fewer Health and Safety incidents Learners can engage with learning consistently Learners will spend more time in the 'green' learning zone

Evaluation Statement

1. A measurable downward trend in LSC-related health and safety incidents.

There's been a positive reduction in reported incidents involving LSC staff and students. This reduction is explicitly attributed to the LSC's staff's work on de-escalation strategies and preventative measures, which a recentral to teaching staff self regulation.

2. Time in the 'Green' Learning Zone / Consistent Engagement

Reduction in Restraints: In 2024, there were 4 physical restraint notifications related to LSC students (2 in the first half of the year and 2 in the second). In 2025, this number dropped significantly to 1 notification for the entire year.

Consistent De-escalation: The H&S committee reported in July 2025 that the intensive work on de-escalation strategies was "tracking in the right direction". This suggests that the "Self-Regulation tools" mentioned in the goal are being effectively implemented to keep learners engaged and regulated.

3. Implementation of Self-Regulation & Hauora Focus

- Staff Training (Who: LSC Teachers and TA's: The LSC staff have been actively involved in Physical Restraint and de-escalation training throughout this period to support student self-regulation supported by the MoE Learning Support team.
- Specialist Support: The school nurse has had a "significant impact" in reducing the severity of incidents handled by LSC staff (handling consultations, proactive monitoring, community communication, debriefing)
- Class Meetings for LSC staff with TA's to support review and communication of individual student Engagement Plans (Previously named behaviour Plans)

This data confirms that the LSC is making progress toward its three-year goal, specifically in the areas of reducing physical harm and increasing the effectiveness of regulation tools.

2026 Focus: 3a/2c - Strengthen engagement and achievement in classrooms.

Strategic Priority 2: Culturally Sustaining Practices

Culturally Sustainable Practice involves embedding cultural responsiveness into education in a way that nurtures, strengthens, and normalises diverse identities rather than treating them as add-ons. This means actively integrating Te Tiriti o Waitangi, te reo Māori, mātauranga Māori, tikanga, and local iwi connections into everyday learning. It also acknowledges the presence of diverse ethnic groups and ensures that all ākonga feel valued, represented, and supported in their cultural identity.

Annual Goal 2a - A Professional Learning plan which enhances and embeds kaiako knowledge and expertise in culturally responsive pedagogy

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
PL workshops with a culturally responsive lens across T1-3	Professional Learning committee Kathe Tawhiwhirangi Evaluation Associates	Resources Specialist support	1 year	<ul style="list-style-type: none"> • Feedback from kaiako to establish any further gaps in pedagogy following workshops • Integration of pedagogy evident in lesson plans/units of work
LoopEd Day T2	All kaiako	Cost of being part of LoopEd	Ongoing	<ul style="list-style-type: none"> • Feedback from kaiako, which shares effective practice with others • Integration of pedagogy evident in lesson plans/units of work
PL Walkthru's T3 Focus on culturally responsive pedagogy	All kaiako	Time	1 yr	<ul style="list-style-type: none"> • Kaiako reflection • Ākonga voice
Data for longitudinal studies of NCEA	Deputy Principal Curriculum and Assessment Deputy Principal Professional Learning	NCEA results	Ongoing	<ul style="list-style-type: none"> • Analysis of data - NCEA results, Literacy + Numeracy CAA results with a focus on ethnicity comparisons

Evaluation - Strategic Priority 2: Culturally Sustaining Practices - Professional Learning

Culturally Sustainable Practice involves embedding cultural responsiveness into education in a way that nurtures, strengthens, and normalises diverse identities rather than treating them as add-ons. This means actively integrating Te Tiriti o Waitangi, te reo Māori, mātauranga Māori, tikanga, and local iwi connections into everyday learning. It also acknowledges the presence of diverse ethnic groups and ensures that all ākonga feel valued, represented, and supported in their cultural identity.

Annual Goal 2a: A Professional Learning plan which enhances and embeds kaiako knowledge and expertise in culturally responsive pedagogy

Annual Goal 2b: To develop a culturally inclusive and responsive school environment

Annual Goal 2c: To develop a culturally inclusive and responsive classroom environment

Professional Learning Plan 2025

The 2025 Professional Learning Programme included dedicated PL sessions aimed at enhancing and embedding culturally responsive pedagogy (CRP).

This included:

- Connection with local iwi - a visit from Helmut Modlik (Ngāti Toa) to discuss culturally sustaining practice, hui at Ngā Hau e Whā, Heads of Faculty PL on Te Tiriti o Waitangi.
- Elective workshops based on culturally responsive pedagogy, such as Learning Te Reo, The Art of Whaikōrero, Culturally Responsive Classrooms, and Teaching to the North-East. Core Education supported our work on culturally responsive classrooms.
- Conducting a Learning Walk which focused on observable culturally responsive pedagogy in the classroom.
- Our ākonga Kōmiti Māori led staff sessions on Wā Matariki and Te Wiki o Te Reo Māori.

Pedagogy Application

Of those that completed the feedback form we can assess the percentage of staff who have already applied the pedagogy in their classroom versus those who have not yet applied it. This highlights how workshops translate most immediately into teaching practice.

- Teaching to the North-East: 100% Application Rate.
- Culturally Responsive Classrooms: 92% Application Rate.
- Te Reo Māori: 67% Application Rate.
- The Art of Whaikōrero: 13% Application Rate - while highly enjoyed, most respondents indicated No, not yet due to the specific nature of the protocol.

Next Steps for 2026

- To continue striving towards culturally sustaining practise by embedding culturally responsive pedagogy as best practise.
- To hold a second learning walk for comparative analysis. Since the first learning walk indicated that relational foundation is strong, the next steps should focus on making the culturally responsive pedagogy more explicit and visible. This can be done by:
 - *Conducting a walls audit.*
 - *Encouraging the use of whakataukī (proverbs) to frame a lesson's learning intention, or waiata to transition between activities.*
 - *Using Storytelling as Pedagogy by sharing personal narratives.*
 - *Making the Shift from Engagement to empowerment by Looking for opportunities where ākonga can co-construct the success criteria or choose the mode of assessment where appropriate.*
- To continue ākonga involvement in staff PL sessions through Kōmiti Māori.
- To continue building connections with local iwi.
- As the new curriculum comes on board across 2026/2027, ensure sound culturally responsive pedagogy is being embedded into units of work
- Strengthen engagement and achievement in classrooms.

Annual NCEA Achievement Report 2025

This report focuses on Newlands College's 2025 NCEA achievement and supports the school's understanding of progress against:

Strategic Priority 2: Culturally Sustaining Practices

All kaiako have undertaken Professional Learning focussed on Culturally Sustaining Practices. The data in this report helps the school understand the impact of the deliberate pedagogical actions taken by kaiako are making to Māori students.

Strategic Priority 3: Inspire a Culture of Lifelong Learning and Curiosity

Our annual goal 3C is for 90% of Year 11s to have passed Literacy and Numeracy by the end of Year 11.

This report also includes a more general NCEA data analysis which supports the school's understanding of how well we are supporting students to reach their NCEA goals allowing them to continue their learning beyond Newlands College and develop a love of learning.

NCEA Results for 2025

The NCEA results for 2025 are below. The criteria used to determine these results is as follows:

- All students who have been enrolled for 70 days in the school have their NCEA data reported in the Newlands College data set.
- International students are excluded.
- ORS funded students are included.
- Domestic English Language Learners are included.
- The data includes students who may have been enrolled for insufficient credits to gain any qualification.
- The results are cumulative, i.e. results gained from a previous year count towards the qualification.

To determine ethnicity, students are able to select up to three ethnicities and their results are reported for all three ethnic groups. This statistical methodology is called Total Response and seen as statistically valid. This needs to be kept in mind because the total number of reported grades will be greater than the total number of students.

NCEA Outcomes for 2025

NCEA Level 2

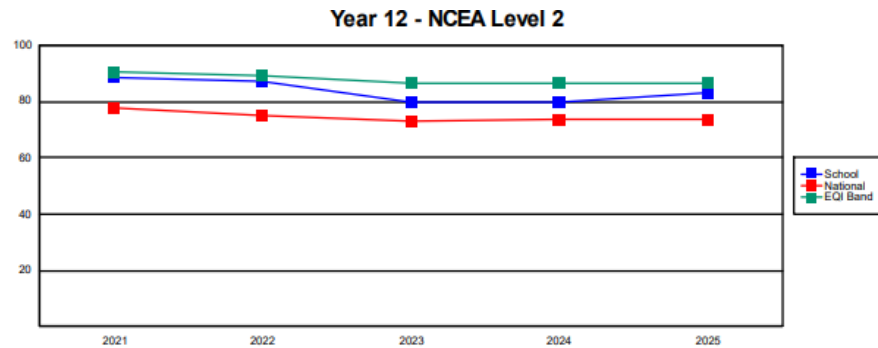
At Level 2 NCEA Year 12 students achieved at a higher rate than the previous year's cohort at 83.3%. Students also achieved nearly 10% higher than the national average. This Year 12 cohort is the first group sitting NCEA Level 2 that did not get credentialed against NCEA Level 1. This rise in the achievement rate can be attributed to several factors:

- More teaching time in Year 11.
- More valuable feedback and feedforward and quality teaching due to the Year 11 curriculum not be constrained by NCEA Level 1 assessment.
- Less assessment fatigue for students.
- A renewed sense of a step up in expectations due to the cohort being formally credentialed for the first time in Year 12.
- Increased attendance. 73.9% of the 2025 Year 12 cohort attended 90% or more. 57.2% of the 2024 Year 12 cohort attended 90% or more.

When comparing Newlands College results to schools in the same School Equity Index Band we can see good progress being made there too. The gap in achievement for the 2024 Year 12 cohort was 6.5% and the gap for the 2025 cohort was 3.3% showing a shrinking of the gap by nearly half.

Newlands College

Academic Year	Newlands College						National			Few Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	184 / 208	88.5	130 / 155	83.9	97 / 155	62.6	77.9	70.5	51.9	90.6	85.2	69.7
2022	174 / 200	87.0	133 / 164	81.1	107 / 164	65.2	74.9	68.2	50.3	88.9	83.3	68.9
2023	195 / 244	79.9	127 / 169	75.1	109 / 169	64.5	73.2	67.7	49.7	86.5	81.3	67.8
2024	194 / 243	79.8	149 / 200	74.5	128 / 200	64.0	73.6	69.4	50.6	86.3	83.0	68.9
2025	194 / 233	83.3	157 / 209	75.1	127 / 209	60.8	73.6	71.5	52.0	86.6	86.0	71.5



NCEA Level 3

At NCEA Level 3 the percentage of students gaining the qualification improved slightly compared to 2024. It was 3.6% higher than the national average achievement of NCEA Level 3 and 10.9% lower than the average of schools in our Equity Index Band.

The gap between EQI schools and ours in 2024 was 8.5% and in 2025 10.9%. Our UE achievement rate was also significantly lower than EQI.

There are several factors that help us to understand this achievement:

- Low average credits offered per course.
- Courses not offering students the opportunity for 'early wins' to get credits on the board.
- Course planning not allowing students to sit enough credits. I.e, the full planned teaching and learning sequence not being completed due to courses running out of time.
- Students mistakenly opt out of assessments thinking they have the credits they need.
- Overall attendance was low. In 2025 43.9% of students attended 90% or more.

As a result of this Cornelios Floratos (DP with responsibility for curriculum) is working with SLT line managers and HoFs to strengthen expectations of Level 3 courses. It will be interesting to see how the 2026 cohort (who achieved well in the previous year) achieve this year in Level 3.

A closer look at the data

It is worth noting that (as outlined in the introduction to this report) the above data includes students who did not intend to gain NCEA Level 2 in their Year 12 year, or NCEA Level 3 in their Year 13 year. Specifically ORS funded students and our domestic English Language Learners. National data also includes these students, however, the proportion of those students school to school is variable. Specifically, many schools in our Equity Index Band do not have the high number of ORS funded students as we do.

When removing the above students

- 88.3% Gained Level 2. This is 1.7% above the average of schools in our EQI.
- 77.3% Gained Level 3. This is 5.8% above the National Average and 8.7% below schools in our EQI.

Māori Achievement and Strategic Priority 2

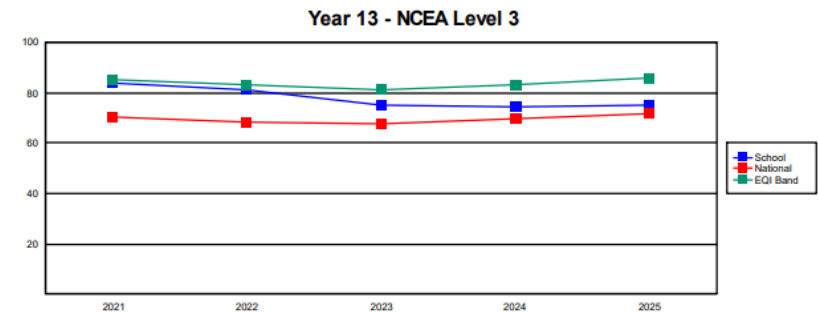
Our akonga Māori enjoy success in a variety of ways, as defined by whānau Māori and akonga Māori. Academic NCEA success is one of many measures to support the strategic progress the school is making towards Strategic Priority 2. Year 12 Akonga Māori at Newlands College enjoyed NCEA success well above that of the EQI means and this reflective of the pedagogical approaches, academic mentoring support and pastoral support our akonga Māori enjoy through our Te Ao Marama Framework. There is still a gap between our akonga Māori NCEA Level 3 results and that of the schools in our EQI.

In 2025 25 out of 30 (83.3%) students who identified as Māori gained NCEA Level 2. This represents the highest percentage of achievement amongst Māori students since 2021 and significantly higher than 2024. It is also significantly higher than our EQI band schools.

In Level 3 NCEA 9 out of 25 Māori students gained the qualification, by far the lowest achievement in recent years and well below schools in our EQI.

Pacific Peoples Achievement

In 2025 15 out of 21 (71.4%) of students who identified as being of Pacific descent gained NCEA Level 2. This is the highest achievement in the last five years. 4 out of 21 Pacific Peoples students achieved NCEA Level 3.



Next Steps to Improve Achievement

- Continue to strengthen Culturally Sustaining Pedagogy through Professional Learning.
- Continue to support students and whānau to strengthen attendance.
- Continue to work on our Year 11 curriculum to prepare students for Level 2.
- Continue using a pastoral approach through our Te Ao Mārama Framework and Pacific Peoples school network to support student achievement. This includes one to one mentoring from appropriate staff.
- Interrogate our Level 3 curriculum to ensure enough credits are offered per course and that course planning is sound and adhered to.

Literacy and Numeracy

Strategic Priority 3 | Annual Goal 3C - 90% of students to have passed Literacy and Numeracy by the end of Year 11. There are multiple opportunities for students to sit the co-requisite Common Assessment Activities throughout Year 9, 10 and 11.

- 88.8% of the Year 11 cohort gained Literacy by the end of 2025.
- 88.4% of the Year 11 cohort gained Numeracy by the end of 2025.

There is a large group of students included in the above data set whose goal was not necessarily to gain the co-requisites by the end of Year 11. Specifically International Students, English Language Learners and ORS funded students. When removing these students from the data set the results are:

- 97% gained Literacy.
- 96% gained Numeracy.

Looking at our Māori and Pacific Peoples achievement in the context of the school's Professional Learning focus on Culturally Sustaining Practice show the following results:

- There were 25 Māori students in Year 11 last year, one of which was ORS funded.
- 100% of non ORS funded students gained Literacy.
- 23/24 non ORS funded students gained Numeracy.

These are outstanding results, and special congratulations go to the English and Maths Faculties as well as the wider staff for their implementation of Literacy and Numeracy across the curriculum.

Annual Goal 2b - To develop a culturally inclusive and responsive school environment

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
Connect with iwi	Principal Ngāti Toa - Helmut Modlik Te Ati Awa		2025/26	Strengthened relationships with iwi
Develop new vision for learning	Principal	Consultation	Term 1 2025	Akonga Māori focus groups
Strengthen the connection with Ngā Hau e Whā	Principal	Time and commitment	2025/2026	Increased involvement with NHEW.
Continue to develop NC tikanga			2025/26	Agreed NC tikanga is 'live'
Continue to embed Te Tiriti o Waitangi	Consultation with Hana Meinders	Time and money	2025	Staff report increased confidence in knowing/embedding Te Tiriti

What do we expect to see by the end of this year?

Authentic partnerships being built with local iwi, mana whenua and diverse community leaders

Establish safe spaces for ākonga to express their cultural identity

Multilingual resources available for key information

Cultural events occurring that foster cultural identity

What do we expect to see by the end of three years?

A school where ākonga see their **language, identity, and culture reflected every day**—not as an extra, but as the foundation of learning.

Annual Goal 2c - To develop a culturally inclusive and responsive classroom environment

How will we achieve our intentions?

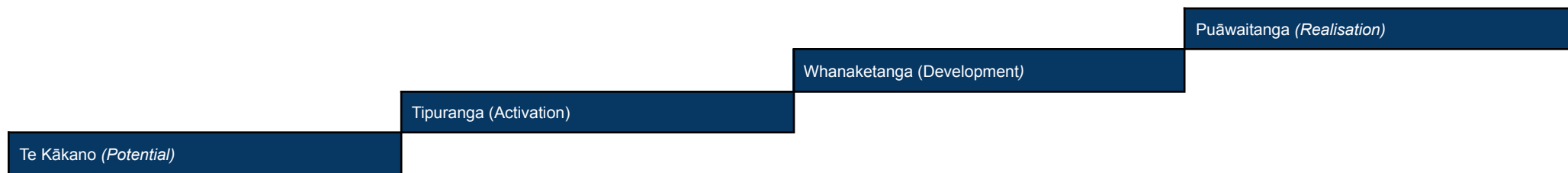
Actions	Who	Resources Required	Time	Evaluation Indicators
An audit of current teaching practices and materials to identify gaps in cultural representation	SLT		T3	<ul style="list-style-type: none"> Developing strategies for student-led learning and assessment models that reflect diverse cultural perspectives All staff are equipped to support research-informed
Curriculum Review	HOF	Iwi consultation	1 year	<ul style="list-style-type: none"> Local and NZ history, and mātauranga Māori being embedded across subjects Units of work reflect culturally responsive pedagogy

Te Ao Mārama PŪRONGORONGO Ā-TAU 2025

Ngā Whakawhāiti kua whakahaeretia | Interventions implemented

Te Ao Mārama saw its first consistent year in 2025 in regards to the internal pou positions, since the year 2022, which significantly helped to shape the focus and direction of our year. There are a number of kaiako that we had in our space, which helped not only uphold our framework, but further develop the entire outlook of Te Ao Mārama.

This faculty goal has been part of a 5 year vision where the need grew to actively implement Te Tiriti o Waitangi, increase the visibility and mana of Te Ao Māori, as well as strengthen hauora Māori and achievement at Newlands College. Through a Poutama approach to improvement, Te Ao Mārama have been following the below steps to implement our framework within the kura:



It remains our commitment to ensuring we continue the advancing of the revised Te Ao Mārama framework as we move on to the next phases. The contributions from all within the whare have contributed meaningfully to the reshaping of the roles, as well as strengthening the tuāpapa of Te Ao Mārama.

Ngā Hua | Outcome

Whilst the implementation of the revised Te Ao Mārama structural framework is still in progress, ongoing kōrero and wānanga ensures that this kaupapa remains at the forefront of our planning as a faculty. The focus points for this year was to not only maintaining, but strengthening our current staffing roles within the faculty, as well as upholding the mana of our current outreach to the whānau and hāpori of our mokopuna.

It is important to comment on the direct line management to the Principal, maintaining equitable access to decision-making spaces as well as upholding a Te Tiriti-centered relationship model within the leadership structure. This approach ensures that we continue to uphold and foster a mana ōrite approach.

2025 saw a successful year for our Komiti Māori with the highest number of registered mokopuna as members. The Komiti of 16 were led by Pou Rangatahi, and Pou Aoraki, leading numerous kaupapa Māori initiatives such as interhouse wero, Te Rā Matariki, and multiple Full Staff Professional Learning segments. The kaupapa that were led by both Pou Rangatahi and Pou Aoraki ensured that our mokopuna Māori will continue to be seen and heard throughout their journey through Newlands College. It is through sharing their own voices and experiences that allows for their learning to be meaningfully theirs.

He Tātaritanga | Analysis/Variance

Progress toward full implementation of the Te Ao Mārama Framework was slower than planned, remaining in the development phase. This was due to a necessary focus on establishing stable pou roles and strengthening internal systems. Reduced Kāhui Pouako capacity also impacted pace, with other kaupapa arising throughout the year that demanded full attention. Despite this, foundational structures and kaupapa Māori leadership were significantly strengthened.

He Arotake | Evaluation

Actions in 2025 were effective in strengthening the foundation for long-term change, with improved cohesion, visibility, and mokopuna engagement. Whilst full implementation has not yet been realised, there is clear evidence of meaningful cultural and structured progress. Te Ao Mārama is now well-positioned to move into the next phase of implementation in 2026.

2025

2025 has been a year of intentional refinement and growth for Te Ao Mārama, with a strong focus on strengthening pathways, improving literacy outcomes, and increasing alignment across the programme.

Te Ao Mārama is well positioned moving into 2026, with a clear direction focused on consistent pathways, strengthened literacy and numeracy, as well as a culturally grounded definition of success that reflects the aspirations of our ākonga and their whānau.

Pasifika Programme Evaluation

1. Strategic Vision & Cultural Foundation

In 2025, Newlands College was home to a vibrant cohort of 93 Pasifika students. This year has been characterized by the maturation of our support systems, moving from a phase of restructuring to a period of active, high-impact engagement.

2. Cultural Engagement & Community Identity

Pasifika students continued to be well supported academically, culturally, and pastorally through initiatives such as the Pasifika Learning Advisor role and the ongoing success of Polyclub. Pacific Language Weeks, cultural performances, and events such as Fiafia Night and the summer BBQ strengthened student engagement, pride, and connection within the school community.

Students were provided with opportunities to develop leadership, celebrate their identities and cultures, and explore future pathways through university and careers events. M7 remained an important cultural space for Pasifika students, while the establishment of a Pasifika parent committee strengthened partnerships between families and the school.

3. Looking ahead to 2026

To address the challenges identified in the 2025 data, we will implement the following:

1. Strategic UE Credit Mapping (Year 13): Closely monitor Year 13 enrollments to ensure students are in at least three "Approved Subjects" with a clear path to 14+ credits in each.
2. Early UE Literacy (Year 12): Provide targeted reading and writing support to secure the 10 required Level 2 credits early, removing a hurdle to UE in the final year.
3. Co-requisite "Learning Boost": Implement Year 10 "warm-up" sessions for the Common Assessment Activities (CAA) to boost initial pass rates and reduce the "catch-up" burden in senior years.
4. Attendance-Achievement Connection: Collaborate with the parents/caregivers to develop engagement strategies that highlight the direct link between classroom presence and NCEA success.
5. Peer Mentorship: Utilize our Year 12/13 students to mentor juniors.
6. Pasifika Health Sciences Academy will be introduced to support junior science learning.

Strategic Priority 3: Inspire a culture of lifelong learning and curiosity

Annual Goal 3a - Curriculum and Timetable Review

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> Junior Curriculum Development through hui and data gathering from SLT, HOF's, Teachers, Parents/Caregivers, Learners School Visits 	Deputy Principal - Curriculum and Assessment Assistant Principal - Curriculum and Assessment	Change leadership PL School Visits/Release	1 year	<ul style="list-style-type: none"> Synthesis of data Curriculum Developed and ready for implementation 2027

Evaluation Statement

Workshop sessions were run with SLT, HoFs and all staff to get feedback on our current curriculum and areas of focus moving forward. Data was synthesised and summarised and fed back to HoFs. Next step is to look at the raw data with HoFs and develop foci for research.

Annual Goal 3b - Assessment and Reporting Framework: By the end of 2026, we will have established well-defined recommendations for assessment and reporting practices that align with our future-focused curriculum goals developed through 2025.

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> Assessment and reporting practices developed through hui and data gathering from SLT, HOF's, Teachers, Parents/Caregivers, Learners, LSC School Visits 	Deputy Principal - Curriculum and Assessment Assistant Principal - Curriculum and Assessment	Change leadership PL School Visits/Release	2025/2026	<ul style="list-style-type: none"> The SLT learns from other schools' practices - this will be used to develop their own model Synthesise data Leading change - key outcome: Assessment and Reporting framework trialed in 2026 for implementation in 2027

Evaluation Statement

Consultation with HoFs reached agreement to move the junior school to consistent grading and reporting using A to E. Grades also aligned with the MoE's five new indicators.

Annual Goal 3c - Literacy and Numeracy - 90% pass by the end of Y11

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> • Implementation of new courses • 11LIT • 2NCS • Junior Courses 	HOD Maths	Time	2025	Pass rate
Schoolwide PD/approach	Deputy Principal Professional Learning Literacy Lead Numeracy Lead	Time Resources	2025/26	Pass rate

The results for the end of Y11 show Literacy and Numeracy sitting at 88.5% and 86.7% respectively. This data includes all students on our roll including International and ORS funded students.

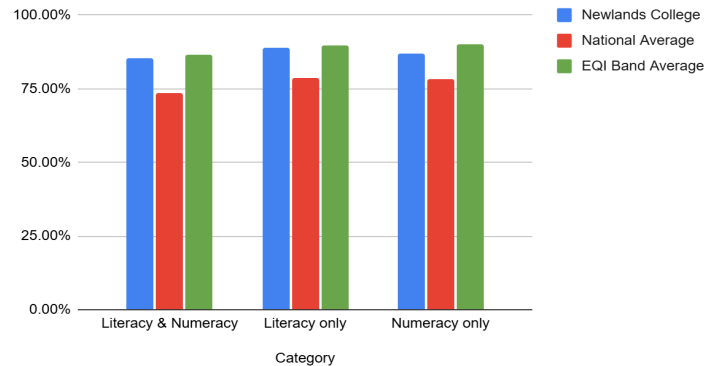
We begin offering opportunities for attaining Literacy and Numeracy from Y10 onwards beginning with the Common Assessment Activities (CAA). At this level, approximately 75% of students are having success in these co-requisites. There are a small number of students (20-25 across the senior school) who sit the Numeracy and Literacy co-requisites multiple times unsuccessfully. These students are timetabled in specialist classes 11LIT and 2NCS as appropriate. However, a barrier to many of these students' learning is regular attendance.

By the time our learners leave school at the end of Y13, the data shows that Literacy and Numeracy sit at **96.7%** and **97.6%** of students are leaving with the co-requisites.

Y11 Literacy and Numeracy compared nationally and with the EQI Band Average

In 2025, overall Y11 achievement reached 85.5%. This reflects a positive upward trend, recovering by 2.4% from the 2024 results. While the 90% target was not fully met, the school continues to perform significantly above the national average of 73.5% with our Y11's performing 12% higher than the national average.

Y11 Literacy and Numeracy



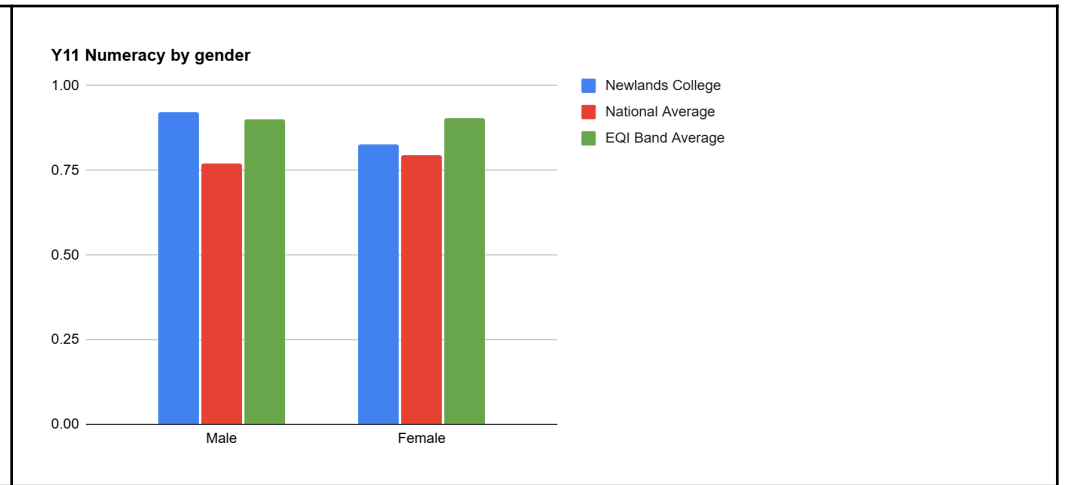
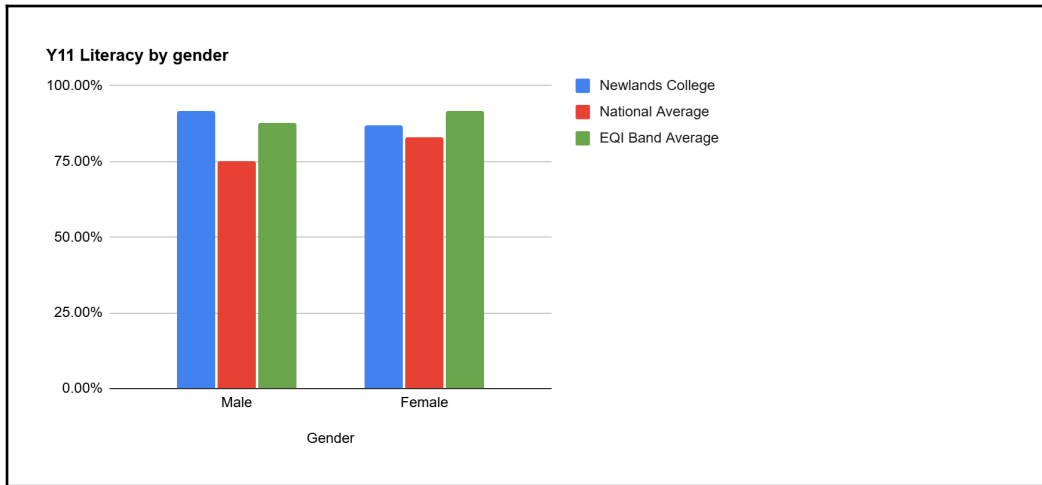
Literacy Performance: At 89.0%, the Year 11 Literacy pass rate is within 1% of the school goal.

Numeracy Performance: At 87.1%, the Y11 Numeracy pass rate is within 2.9% of the school goal.

Our school results are consistently above the national data but fall short when compared to the Equity Index Band Average.

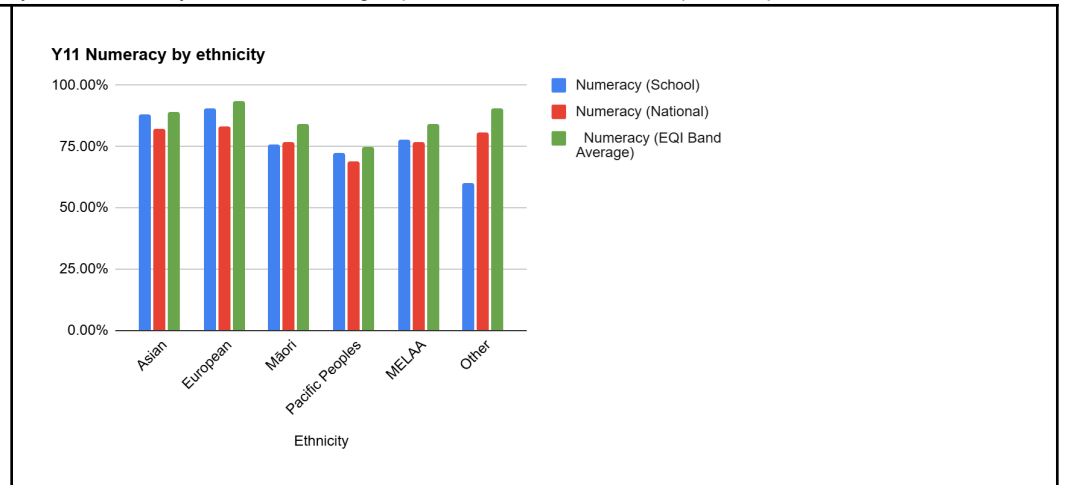
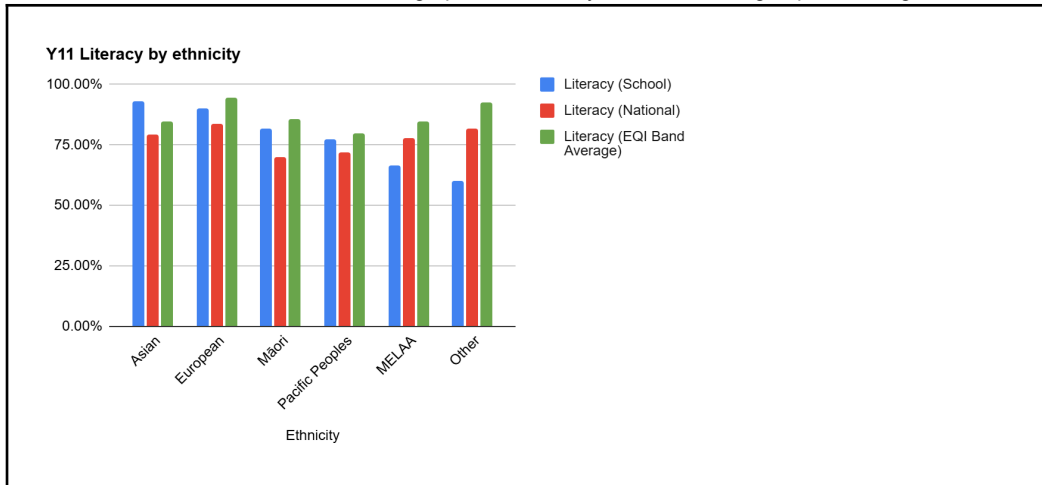
Analysis by gender

When looking at cumulative results by gender, our Y11 males on 88.9% are currently outperforming females on 82.6%, this is a reversal of the national trend where females typically lead by 6%. The graphs below show that males outperformed with literacy and numeracy results compared to national data and the EQI Band. Females were above national comparisons but fell behind the EQI Band. Numeracy proved to have a wider gap than literacy for females.



Analysis by ethnicity

The data reveals some variance across ethnic groups. The Asian and European/Pākehā cohorts are closest to the 90% target, while the MELAA and Other groups face the largest gaps. Many of these students are enrolled in our ELL and ESOL classes. Of note, the graph below clearly show the Asian group exceeding the EQI band by 8.7% for literacy, while the Pacific group is above national data and quite comparable to the EQI band.



Strategic Actions Implemented in 2025

To respond to the transition to the introduction to the Common Assessment Activity (CAA) standards, the school implemented a multi-layered support structure beginning with the appointment of Literacy and Numeracy leads in 2024.

- We have continued to build our junior foundation. Using standardised testing for early identification. Courses were redesigned to introduce CAA-style tasks earlier, ensuring that the 75% of students who pass in Y10 were well-prepared.
- There has been targeted instruction of students and a range of professional learning offered to staff. Some examples of the professional learning include:
 - 'Reading Ready': A cross-curricular initiative ensuring literacy is not just an English faculty issue.
 - Common Vocabulary for Numeracy: A school-wide list of mathematical terms was established to help students decode the high literacy demand found in numeracy assessments.
 - Weekly "Top Tips" shared on Tuesdays, combined with compulsory full-staff meetings and opt-in workshops, have embedded literacy and numeracy goals into every faculty's unit templates.
- Courses have been modified to offer further support - these being in the form of courses such as 11LIT & 2NCS: These classes provide specialist support for the 20–25 students who require multiple attempts at

the standards.

- We are also still working within an achievement standard pathway. It is clearly evident that the CAA examination is still a barrier for some. Using the approved standards list, allows students to still gain credits through classroom-based assessments at this stage, particular for Numeracy.

2026 Recommendations

- Attendance Intervention: In 2025, 16 Y11 students were absent for one or both Literacy exams. Improving attendance during these assessment windows would likely have pushed the school over the 90% threshold.
- Continue identification and monitoring: Use tracking system for Y11 students at risk.
- Evaluate effectiveness of courses such as 2NCS & 11LIT: Continue splitting support between CAA and Achievement Standards to ensure every student has a viable pathway.
- Sustain Cross-Curricular PD: Maintain the 'Top Tips' and 'Reading Ready' initiatives to ensure literacy and numeracy remain a collective faculty responsibility.

Annual Goal 3d - Kaihōpara Award Development: By the end of 2025, we will have finalised a base structure and implementation plan for the Kaihōpara Award, ensuring it is ready for trials in 2026 and for full year group launch in 2027.

How will we achieve our intentions?

Actions	Who	Resources Required	Time	Evaluation Indicators
<ul style="list-style-type: none"> • Consultation period with groups: SLT, Kahui Pou Ako, HOFs, Staff, Students and Whanau • Co-designing the award framework to co-design the purpose, values and key components of the award 	HP leading	Funding for Leadership Change PL Time to run hui with different groups Budget for hosting whanau and community hui	2027	Consulted, collected data and ready for trialling components of the award in 2025 and 2026 with incoming Year 11 students.

Evaluation Statement

- HP consultation with Kahui Pou Ako and HOFs regarding Te Wiki of Te Whakanui and Kaihōpara development
- Te Wiki of Te Whakanui ran during the last week of the Year 11 Programme to celebrate our Year 11 Graduating from Junior/Middle Junior, looking forward to Year 12 and first year of NCEA assessment.
 - Link to Drive Folder for Te Wiki of Te Whakanui
 - Large engagement from students throughout the week with activities and feedback gathered.
 - Staff feedback gathered and used to make decisions moving into 2026 - combined with other activities at that time of year and impact of staffing, relief etc TWOTW moved to 3 days from 5 days.
 - Good engagement from Whanau on site for Whakapōtaetanga on the last Friday morning.