

2025 Analysis of Variance

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Contents

Contents.....	2
Introduction.....	4
2025 targets and goals.....	5
Targets.....	5
Engagement, achievement, and wellbeing.....	5
Teaching and Learning:.....	5
Goals.....	5
2025 Target analysis.....	7
Literacy target.....	8
Year 7 progress with reading and writing.....	8
Reading Progress.....	8
Writing Progress.....	9
Year 8 progress with reading and writing.....	10
Reading Progress.....	10
Writing Progress.....	13
Year 9 progress with reading and writing.....	15
Reading progress.....	15
Writing progress.....	17
Year 10 progress with reading and writing.....	19
Reading progress.....	19
Writing progress.....	21
Summary of literacy target: interventions and actions.....	23
Numeracy Target.....	24
Year 7 progress with numeracy.....	24
Year 8 progress with numeracy.....	25
Year 9 progress with numeracy.....	27
Year 10 progress with numeracy.....	29
Summary of numeracy target: interventions and actions.....	31
NCEA target analysis.....	32
Target: All Year 11 students will achieve NCEA Level One, and Māori student achievement and boys' achievement will be consistent with their cohort.....	33
NCEA Level One Results.....	33
NCEA Level One Analysis.....	33
Target: 95% of students enrolled in a level two course will achieve NCEA Level Two, and Māori student achievement and boys' achievement will be consistent with their cohort.....	34
NCEA Level Two Results.....	34
NCEA Level Two Analysis.....	34
Target: 90% of Year 13 students enrolled in a NCEA Level three course will achieve NCEA Level Three, and Māori student achievement and boys' achievement will be consistent with their cohort..	35
NCEA Level Three Results.....	35
NCEA level three Analysis.....	35
Merit and Excellence Endorsements.....	35
Next steps.....	36
Engagement and wellbeing target analysis: attendance.....	37
Target: Attendance rates at school will be 90% for all students.....	37
Attendance and gender.....	38

<u>Attendance and ethnicity.....</u>	<u>38</u>
<u>Engagement and wellbeing target analysis: involvement in school activities.....</u>	<u>41</u>
<u>Giving Effect to Te Tiriti.....</u>	<u>42</u>
<u>Teaching and learning: whole-school review ERO focus.....</u>	<u>44</u>
<u>2025 Strategic Plan: summary of progress.....</u>	<u>45</u>
<u>Strategic and Annual Plan 2026.....</u>	<u>48</u>

Introduction

Mount Aspiring College Te Kura o Tititea is a co-educational state school located in Wānaka. It is a community school in the sense that it is the only secondary education provider in Wānaka, and a focus of the kura is for all young people to be able to find their place at the College, find their passion, and have a pathway after school - whether that be university, trades, further learning, and/or work.

The College belongs to a group of schools with 'fewer socio-economic barriers' however, this is not an accurate representation of the College population, in that students from all walks of life are a part of the College community. The increasing diversity of the town is evident in the school population, adding to the richness of the community. Of significance has been the growth in the support needed and available for English Language Learners (ELL) over the past year.

The redevelopment of the College campus continued throughout 2025. At the start of 2025 the refurbishment of two blocks of 5-6 classrooms were completed. Specialist Food and Nutrition classes were refurbished, and the old Art block was refurbished to create the new Mathematics block. This meant that most classes, which had been in the prefabs by the pool, are now in the main campus. At the end of the year, the gym changing rooms underwent a major upgrade. The technology workshop upgrade started at the end of 2025, and continues into 2026.

The school roll continues to grow. At the start of 2025 there were 1305 students at the College, and at the start of 2026, there were 1340 students. Sustained population growth is a key feature of the Queenstown Lakes District, including Wānaka, with significant planning and development needed to be able to sustain the growth.

In 2025 the main work was keeping up with curriculum and legislative change, and implementing the refreshed curriculum for year 7 and 8 programmes. Year 7 and 8 teachers completed the structured literacy and mathematics professional learning, and have updated their programmes accordingly. All staff participated in giving feedback on the refreshed curriculum documents, and the proposed changes to NCEA. The College was able to provide more specific feedback on the place of Outdoor Education as an academic subject, as well as Food and Nutrition. The School Board confirmed its commitment to Te Tiriti o Waitangi, after the Government removed this requirement from the Education and Training Act. The College created and implemented the STAR Stepped Attendance Response Programme, as per the requirements of the Education and Training Act. The College was able to easily adapt to the new Ministry of Education reporting to parents requirements, and will be in a position to make the minor changes required for the start of 2027. It was challenging to keep up with the rate of change - curriculum, legislative, and Ministry of Education requirements. Some changes were announced via the Minister of Education emailing Principals directly, some via the Ministry of Education update from the Secretary for Education, and some via press release.

In 2025 the School Board focused on the implementation of a wellbeing plan and strategy for the College, with the school developing 'Being Well at MAC.' This focuses on how student and staff wellbeing is looked after at the kura through education initiatives and support structures and practices.

Purpose of this document

The Analysis of Variance reports on the College's 2025 targets and goals and comprises three parts:

1. Targets for 2025 and analysis of targets
2. Summary of the 2025 Strategic Plan key initiatives
3. 2026 Strategic and Annual Implementation plan.

2025 targets and goals

Targets

Engagement, achievement, and wellbeing

1. Years 7-10 - students will improve their literacy and numeracy skills and be at the expected curriculum level.
2. Year 10 students will be ready to achieve the NCEA level 1 literacy and numeracy co-requisites.
3. Students who are completing NCEA:
 - All year 11 students will achieve NCEA level one
 - 95% of students enrolled in an NCEA level 2 course will achieve NCEA level 2
 - 90% of students enrolled in an NCEA level 3 course will achieve NCEA level 3
 - Merit and Excellence endorsements will be a focus.
4. Attendance rates at school will be 90% for all students.
5. Most students will engage in activities outside the classroom.

Teaching and Learning:

Whole-school Review ERO focus (2025-2027)

- continue to develop learners' writing to enhance engagement and achievement across the curriculum to develop rich learning tasks which engage students and support skill development
- support teachers' professional learning and development to embed the NZC's essential teaching practices, in order to sustain and enhance learner engagement and achievement
- ensure that the refreshed curriculum is embedded to support student learning and engagement and allows learners to further develop their knowledge of the local curriculum and te ao Māori
- sustain regular attendance.

Goals

STRATEGIC GOALS	
HOW WE TEACH	<ul style="list-style-type: none"> - To understand and implement the five essential pedagogies from Te Mātaiaho (NZC). - Literacy and numeracy skills are taught across the curriculum areas. - To embed a common unit plan across all learning areas. - Professional Growth Cycle for teachers: that we use this process to reflect on our practice and set goals around actions which will improve outcomes for students. - That our curriculum planning, assessment and reporting will adapt so that we transition from curriculum levels to the progressions, as per the changes to Te Mātaiaho (NZC).
WHAT WE TEACH	<ul style="list-style-type: none"> - To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed). - To embed our learning habits (key competencies/NPDL) and school values into our learning programmes.

	<ul style="list-style-type: none"> - To ensure that each learning area has a focus on our local curriculum and utilise the expertise in the community. - NCEA - keep up to date with changes and preparation for NCEA level 2.
<p>HOW WE ENGAGE</p>	<ul style="list-style-type: none"> - To ensure that our vision and values are made explicit in all contexts at the College. - To implement changes and continue to review reporting to ensure we are effectively communicating to parents and whānau where their child is at with their learning. - To effectively use data to track, monitor and provide effective interventions for students to engage in their learning. - To continue to develop a strong house culture through peer support, leadership opportunities and whānau time, to ensure that we are growing effective relationships to support students. - To ensure that our school systems support the wellbeing of staff and students, and embed our plan for 'Being Well at MAC.' - Whānau: school wide plan is developed and embedded to support students during their time at the College in terms of academic and pastoral tracking. - Systems and procedures are effective in enhancing student attendance in order to meet our target.

2025 Target analysis

During 2025 we shifted from curriculum levels to descriptors in order to move to reporting using the refreshed curriculum. We mapped each curriculum level to a descriptor, so that it is consistent across all subject areas. The table below shows how the curriculum levels are reflected by a descriptor:

Year 7	Year 8	Year 9	Year 10
Exceeding: 4P+ Proficient: 3A/4B Progressing Towards: 3B/3P Needs Support: 2A and below	Exceeding: 4A+ Proficient: 4B/4P Progressing Towards: 3P/3A Needs Support: 3B and below	Exceeding: 5P+ Proficient: 4A/5B Progressing Towards: 4B/4P Needs Support: 3A and below	Exceeding: 5A+ Proficient: 5B/5P Progressing Towards: 4P/4A Needs Support: 4B and below.

Student Learning in Literacy (Reading and Writing) and Numeracy

Year 7 and 8

Students learn in a homeroom, where they have one main teacher, and are a part of a hāpori, where there are between 2-4 homeroom teachers and their students.

In year 7 and 8 students have 5 hours of reading, 5 hours of writing and 5 hours of numeracy every week, with their homeroom teacher. In order to cover the other curriculum areas that homeroom teachers are responsible for, social sciences and science, the core skills are integrated into these contexts. Achievement data is monitored by homeroom teachers on a termly basis, whereby they reflect on the progress of their students and use this information to inform the decisions they make about how to best teach and support student learning.

In addition to the homeroom class, year 8 students have a formal writing module, which is a 8 week module of two lessons per week. The purpose of this module is to provide students with more time to practice and develop the key components of formal writing (tone, language choices, written accuracy, and linking sentences to form detailed paragraphs).

For year 7 and 8 students the mathematics curriculum has been refreshed, and students are working through the structured mathematics programme 'Maths No Problem'. This is a part of their mathematics programme.

Year 9

In year 9 the core subjects are taught by a wider range of teachers. Each year 9 class might have 2 to 4 teachers to cover Mathematics, English, Social Sciences and Science. The skills of literacy and numeracy are integrated into each context, with varying levels of explicit skills instruction depending on where students are at. At year 9 students are expected to be moving from being dependent to more independent learners.

Year 10

Each year 10 class has a different teacher for the core subjects, and most teachers also teach senior subjects. This means that the teacher is familiar with where the student needs to get to by the end of year 13. Students have 4 hours each of English, Mathematics, Social Sciences and Science, where there is a focus on the core skills. Option subjects are more focused on the development of the content and skills related to that subject area, and there may be some cross over into the core skills of literacy and numeracy.

Literacy target

Years 7-10 students will improve their literacy (reading comprehension and writing) skills and be at the expected curriculum level by the end of the year. This means that they will be working at the 'Proficient' or 'Exceeding' reporting descriptors.

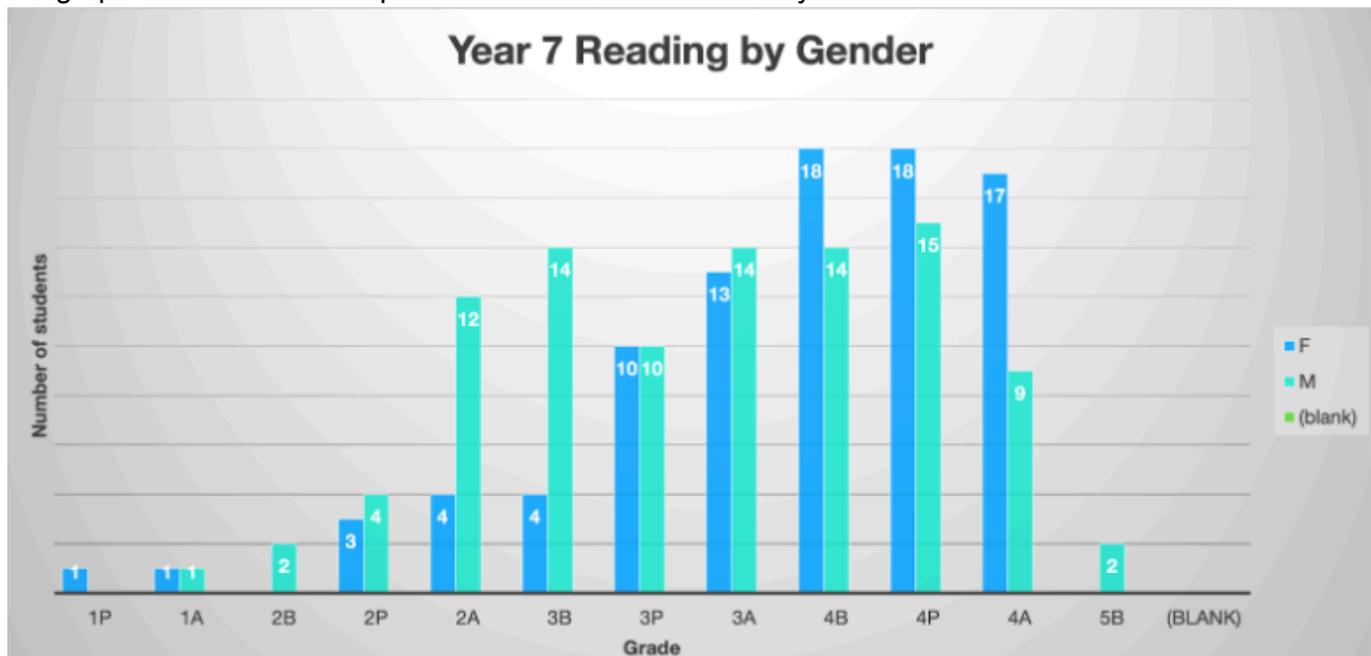
Year 7 progress with reading and writing

Reading Progress

The graph below shows the number of students working at each curriculum level for reading.

Mid-Year Data

The graph below shows the spread of achievement levels for year 7 students.



Mid Year	Needs Support	Working Towards	Proficient	Exceeding
All	15%	20%	32%	33%
Female	10%	16%	35%	39%
Male	19%	25%	29%	27%
Māori	12%	16%	46%	25%

End-of-year Data

Mid Year	Needs Support	Working Towards	Proficient	Exceeding
All	6%	15%	37%	42%
Female	3%	11%	28%	58%
Male	9%	19%	43%	30%
Māori	4%	18%	36%	42%

Year 7 - Progress Throughout the Year

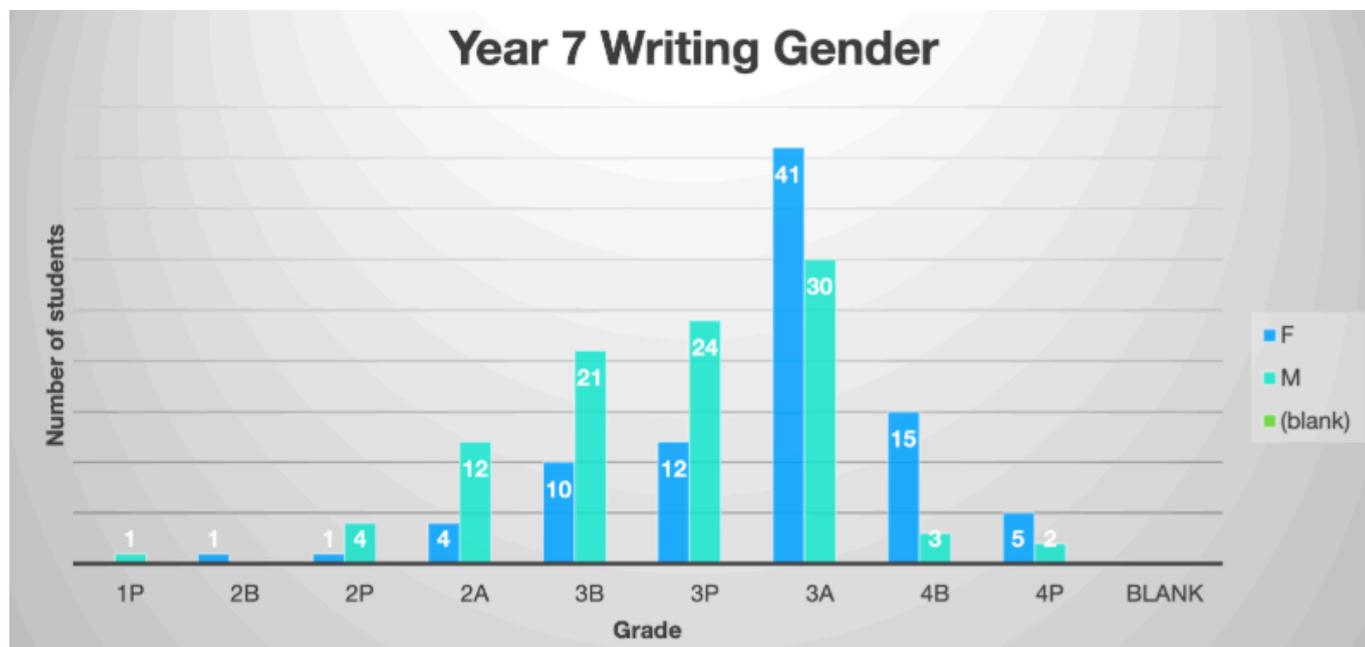
Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	65%	79%	+14%
Female	74%	86%	+12%
Male	56%	73%	+17%
Māori	71%	78%	+7%

- Year 7s made good progress over the course of the year with their reading skills.
- Of note, male students made the greatest amount of progress.

Writing Progress

The graph below shows the number of students working at each curriculum level for writing.

Mid-Year Data



Mid Year	Needs Support	Working Towards	Proficient	Exceeding
All	12%	34%	49%	5%
Female	7%	25%	62%	6%
Male	17%	46%	34%	2%
Māori	16%	29%	50%	4%

End-of-year Data

Mid Year	Needs Support	Working Towards	Proficient	Exceeding
All	6%	30%	55%	9%
Female	2%	15%	70%	13%
Male	9%	43%	42%	5%
Māori	8%	30%	57%	5%

Year 7 - Progress Throughout the Year

Writing: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	54%	64%	+10%
Female	68%	83%	+15%
Male	36%	47%	+11%
Māori	54%	62%	+6%

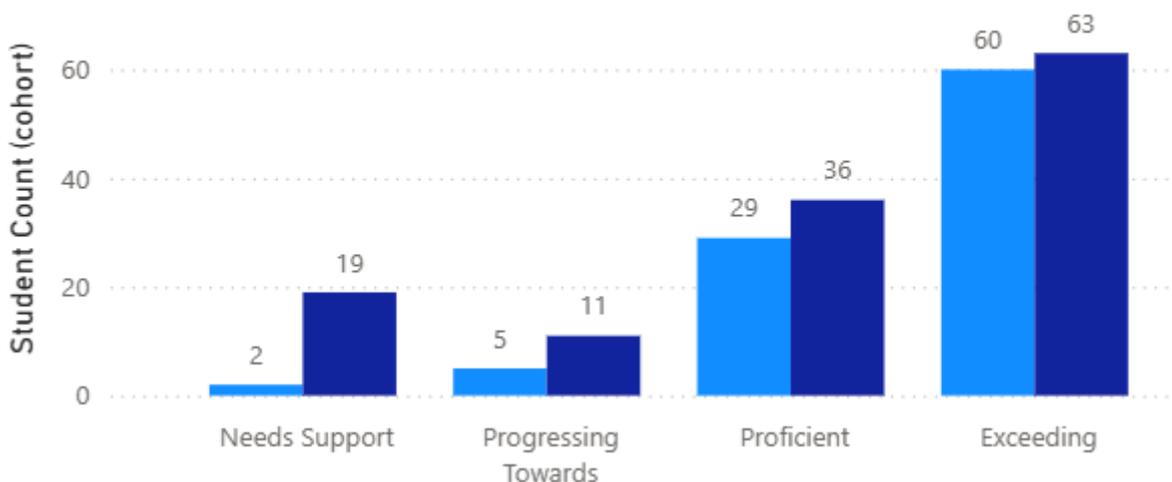
- Year 7 students have made pleasing progress over the course of 2025 for their writing - each group made progress, and there was a significant range of levels that students were working at.

Year 8 progress with reading and writing

Reading Progress

The graph and table below shows the number of students working at each level for reading by the end of their Year 8 year.

Gender ● F ● M



Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F	2.08%	5.21%	30.21%	62.50%
Asian	10.00%		50.00%	40.00%
Māori		13.64%	18.18%	68.18%
NZ European	1.64%	3.28%	32.79%	62.30%
Pasifika				100.00%
M	14.73%	8.53%	27.91%	48.84%
Asian		10.00%	40.00%	50.00%
Māori	21.43%	7.14%	35.71%	35.71%
MELAA		66.67%		33.33%
NZ European	15.84%	6.93%	26.73%	50.50%
Pasifika				100.00%
Total	9.33%	7.11%	28.89%	54.67%

Year 8 - Progress Throughout the Year

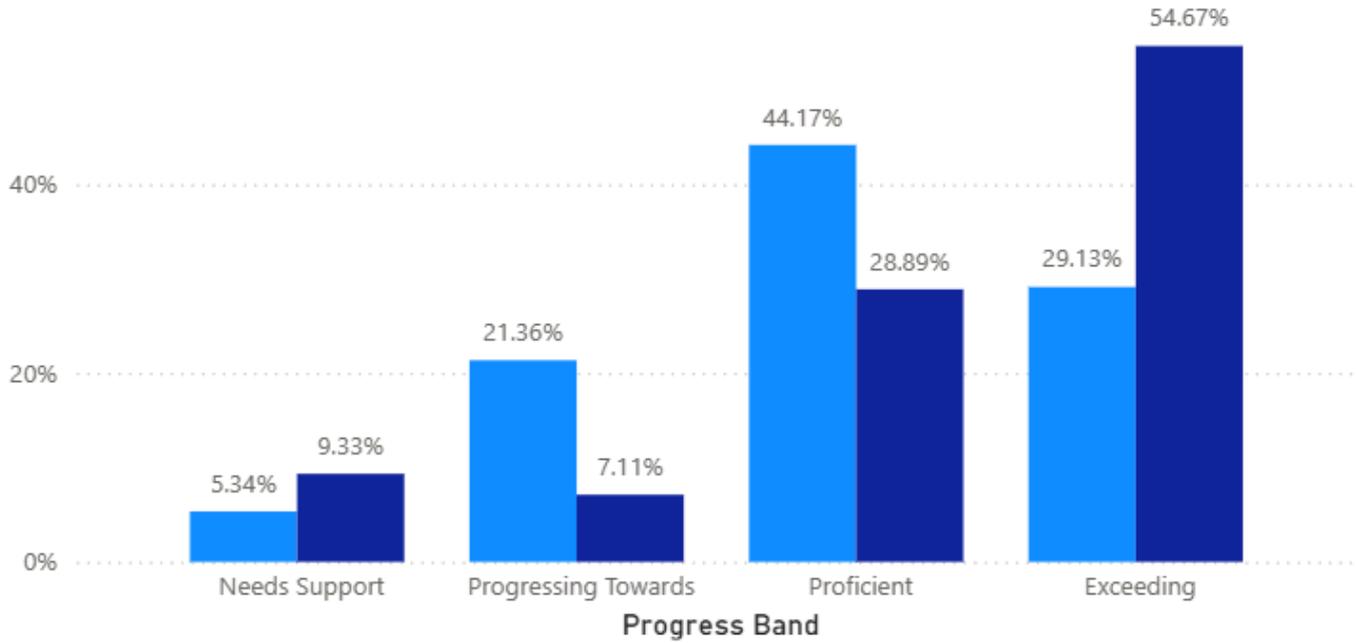
Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	69%	84%	+15%
Female	77%	93%	+16%
Male	63%	77%	+14%
Māori	63%	79%	+16%

- Good progress was made throughout the course of the year, with the cohort improving their reading comprehension skills. There are some groups who did not achieve as well as their peers: English Language Learners, and male Māori students.

Progress: Change from Year 7 to Year 8

Band % Growth - Y7 2024 > Y8 2025

● Band % 2024 Y7 ● Band % 2025 Y8

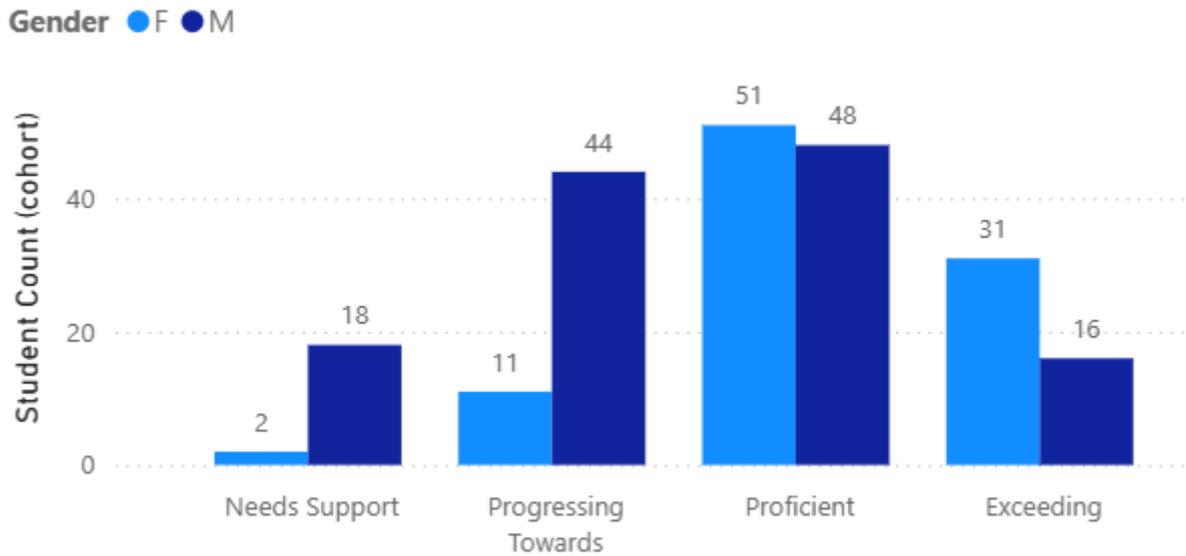


	2024 Year 7 %	2025 Year 8 %
Needs Support	5%	9%
Progressing Towards	22%	8%
Proficient	44%	28%
Exceeding	29%	55%

- This table shows that with reading, by the end of year 8 more students required support, fewer were progressing towards and proficient, and a greater number of students were exceeding the expected curriculum level. While the majority of students were working at or above the expected curriculum level, the number of students requiring support increased.

Writing Progress

The graph and table below shows the number of students working at each level for writing by the end of their year 8 year.



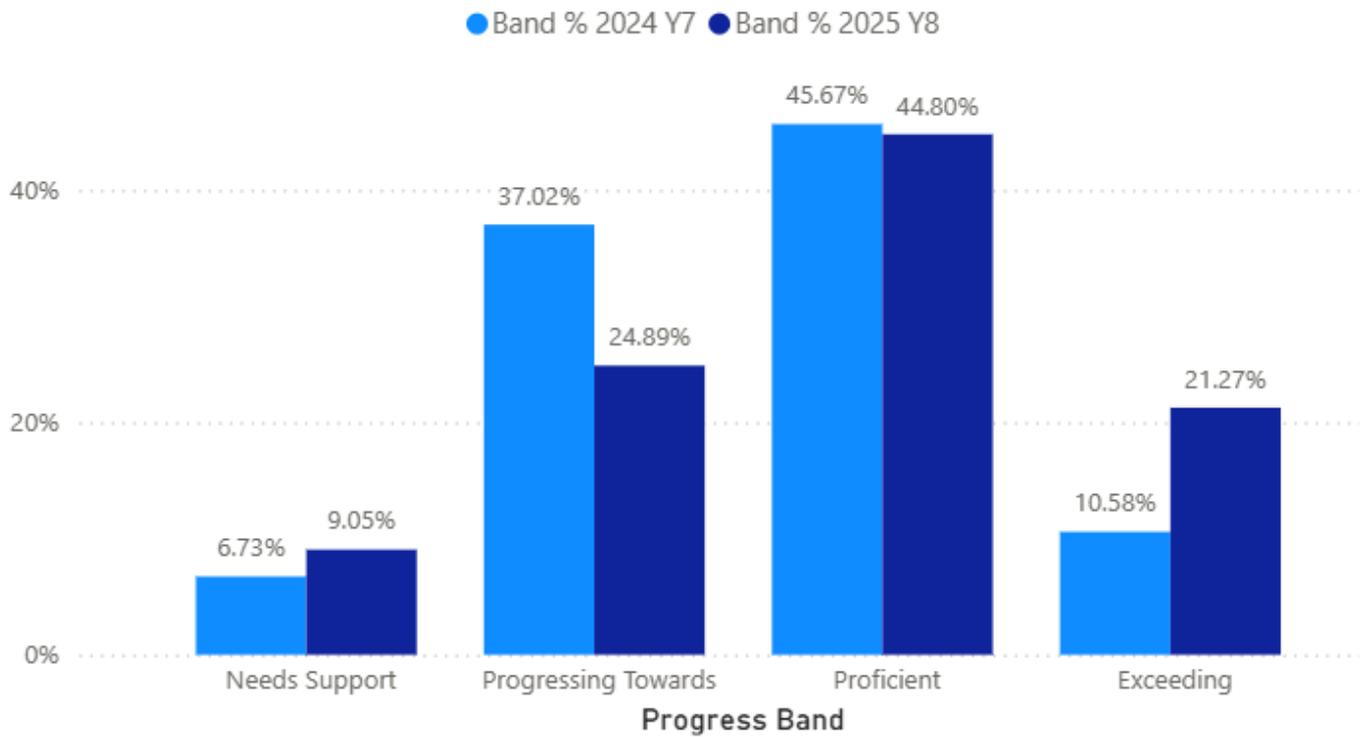
Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F	2.11%	11.58%	53.68%	32.63%
Asian		11.11%	66.67%	22.22%
Māori		18.18%	63.64%	18.18%
NZ European	3.28%	9.84%	50.82%	36.07%
Pasifika				100.00%
M	14.29%	34.92%	38.10%	12.70%
Asian		30.00%	60.00%	10.00%
Māori	7.69%	61.54%	30.77%	
MELAA	66.67%		33.33%	
NZ European	15.00%	33.00%	37.00%	15.00%
Total	9.05%	24.89%	44.80%	21.27%

Year 8 - Progress Throughout the Year

Writing: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	47%	66%	+19%
Female	62%	86%	+24%
Male	37%	51%	+14%
Māori	34%	65%	+31%

- It is great to see that each group is making progress throughout the year. However, a greater number of male students require support.

Progress: Change from Year 7 to Year 8



	2024 Year 7 %	2025 Year 8 %
Needs Support	7%	9%
Progressing Towards	36%	25%
Proficient	46%	44%
Exceeding	11%	22%

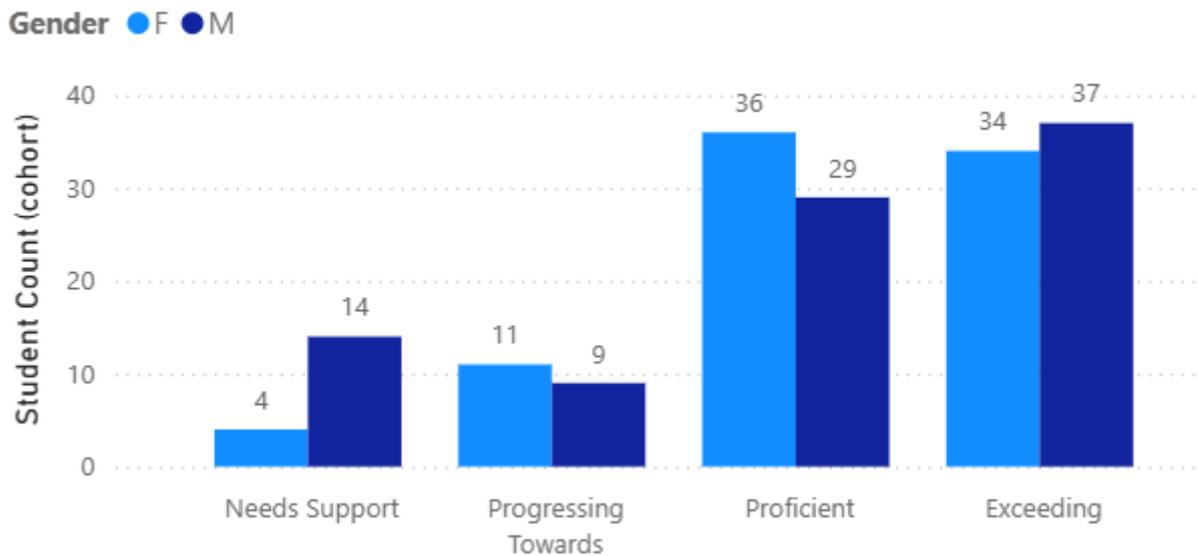
- By the end of year 8, a greater percentage of the cohort is working at or above the expected level for writing.

Year 9 progress with reading and writing

Reading progress

The graph below shows the number of students working at each level for reading, at the end of Year 9.

Student Results Distribution

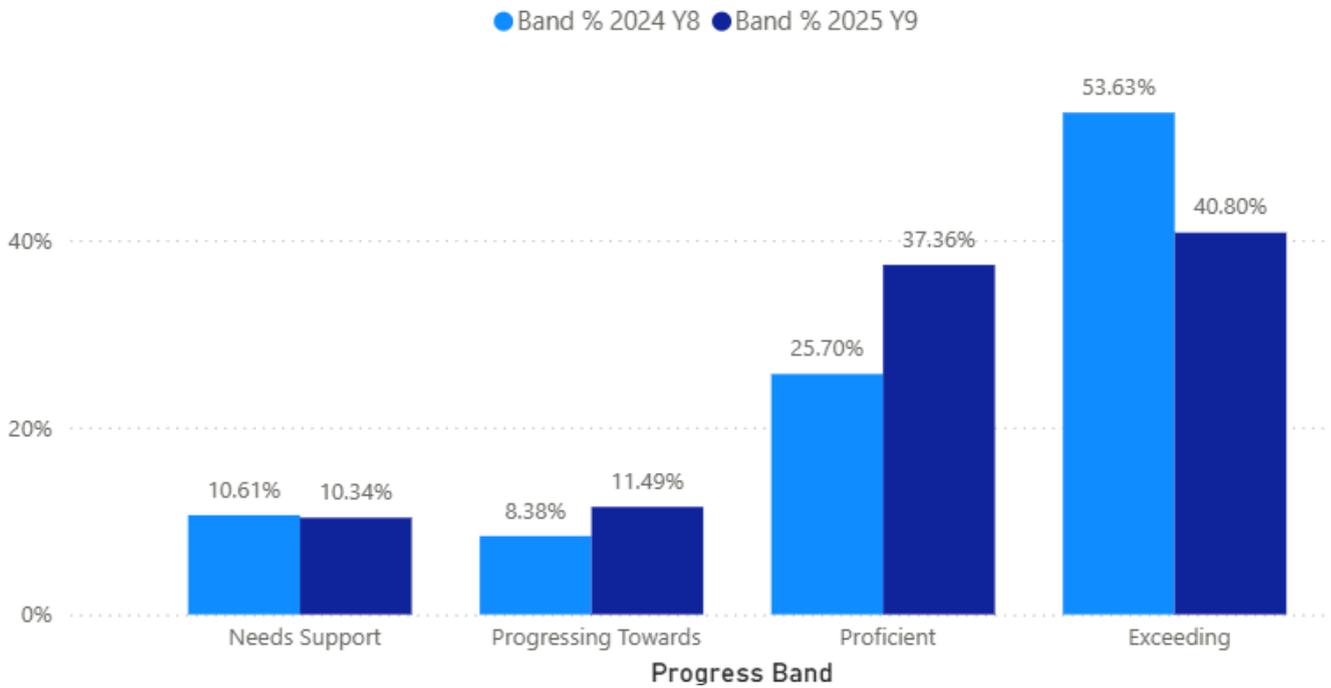


Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F	4.71%	12.94%	42.35%	40.00%
Asian	25.00%	12.50%	37.50%	25.00%
Māori	8.33%	25.00%	50.00%	16.67%
MELAA	25.00%	25.00%	25.00%	25.00%
NZ European		9.84%	42.62%	47.54%
M	15.73%	10.11%	32.58%	41.57%
Asian		25.00%	75.00%	
Māori	6.67%	13.33%	20.00%	60.00%
NZ European	17.91%	8.96%	31.34%	41.79%
Other			100.00%	
Pasifika	50.00%		50.00%	
Total	10.34%	11.49%	37.36%	40.80%

Year 9 - Progress Throughout the Year

Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	63%	78%	+15%
Female	61%	82%	+21%
Male	64%	74%	+10%
Māori	61%	74%	+13%

Progress: Change from Year 8 to Year 9



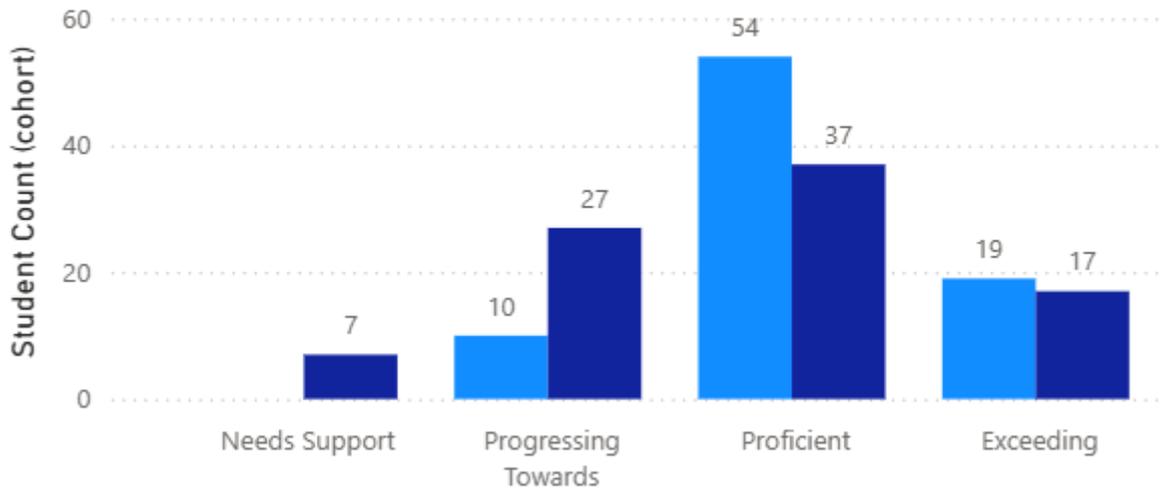
	2024 Year 8 %	2025 Year 9 %
Needs Support	10%	10%
Progressing Towards	9%	11%
Proficient	26%	37%
Exceeding	54%	41%

- There are some significant shifts throughout the year, in terms of the number of students working at the expected level, and a similar trend noted as the cohort has moved from year 8 in 2024 to year 9 in 2025.

Writing progress

The graph below shows the number of students working at each level for writing by the end of year 9.

Gender ● F ● M



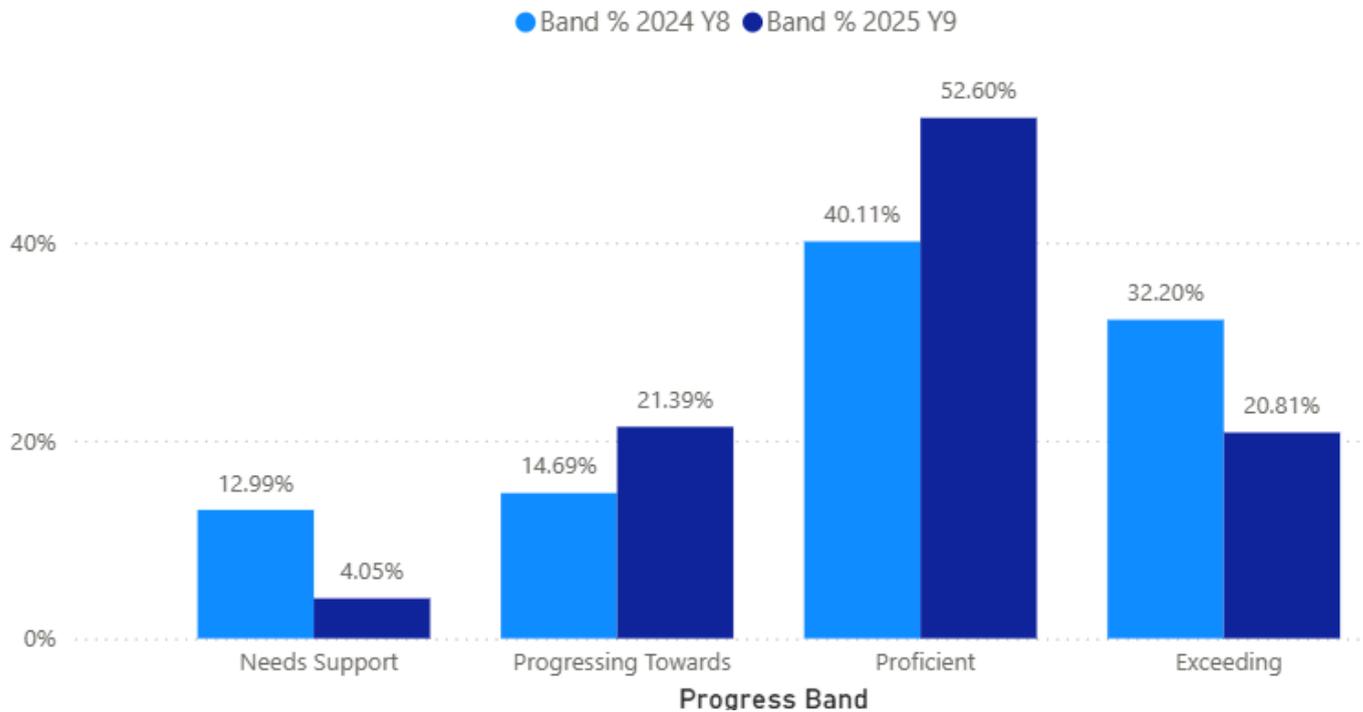
Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F		12.05%	65.06%	22.89%
Asian		12.50%	75.00%	12.50%
Māori		25.00%	75.00%	
MELAA		75.00%		25.00%
NZ European		5.08%	66.10%	28.81%
M	7.78%	30.00%	41.11%	18.89%
Asian		50.00%	50.00%	
Māori		26.67%	53.33%	20.00%
NZ European	10.29%	29.41%	38.24%	19.12%
Other				100.00%
Pasifika		50.00%	50.00%	
Total	4.05%	21.39%	52.60%	20.81%

Year 9 - Progress Throughout the Year

Writing: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	59%	73%	+14%
Female	66%	88%	+22%
Male	53%	60%	+7%
Māori	59%	74%	+15%

Progress: Change from Year 8 to Year 9

Band % Growth - Y8 2024 > Y9 2025



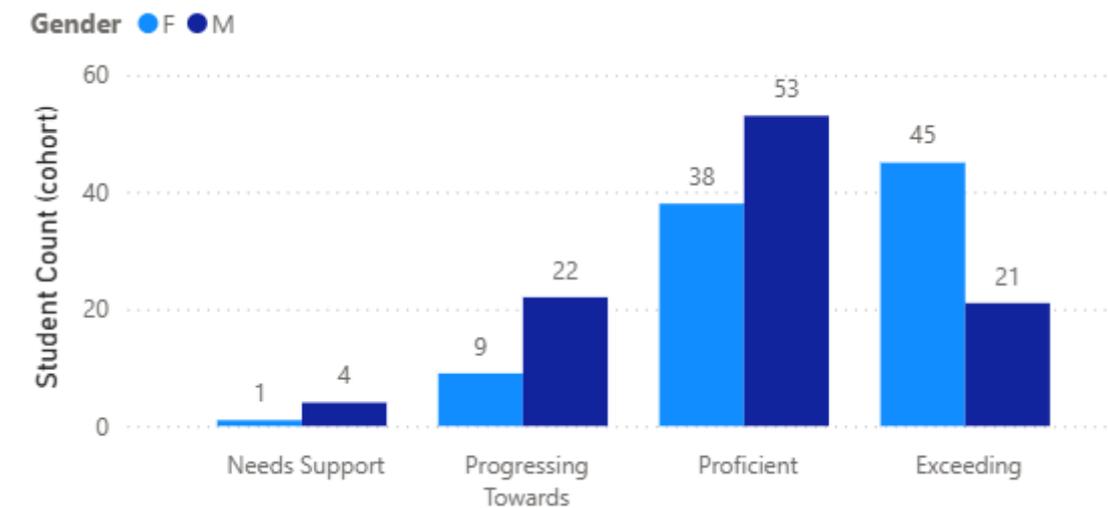
	2024 Year 8 %	2025 Year 9 %
Needs Support	13%	4%
Progressing Towards	15%	22%
Proficient	40%	52%
Exceeding	32%	21%

- Writing in year 9 becomes more complex, as students move from writing persuasively, to responding to an essay topic. While the structure of what they are writing stays the same, the knowledge of what they are writing about, and developing an argument in response to the topic, is the more complex change. The students show that they have navigated this change well - with solid improvement throughout the year.

Year 10 progress with reading and writing

Reading progress

The graph below shows the number of students working at each level for reading by the end of the year.



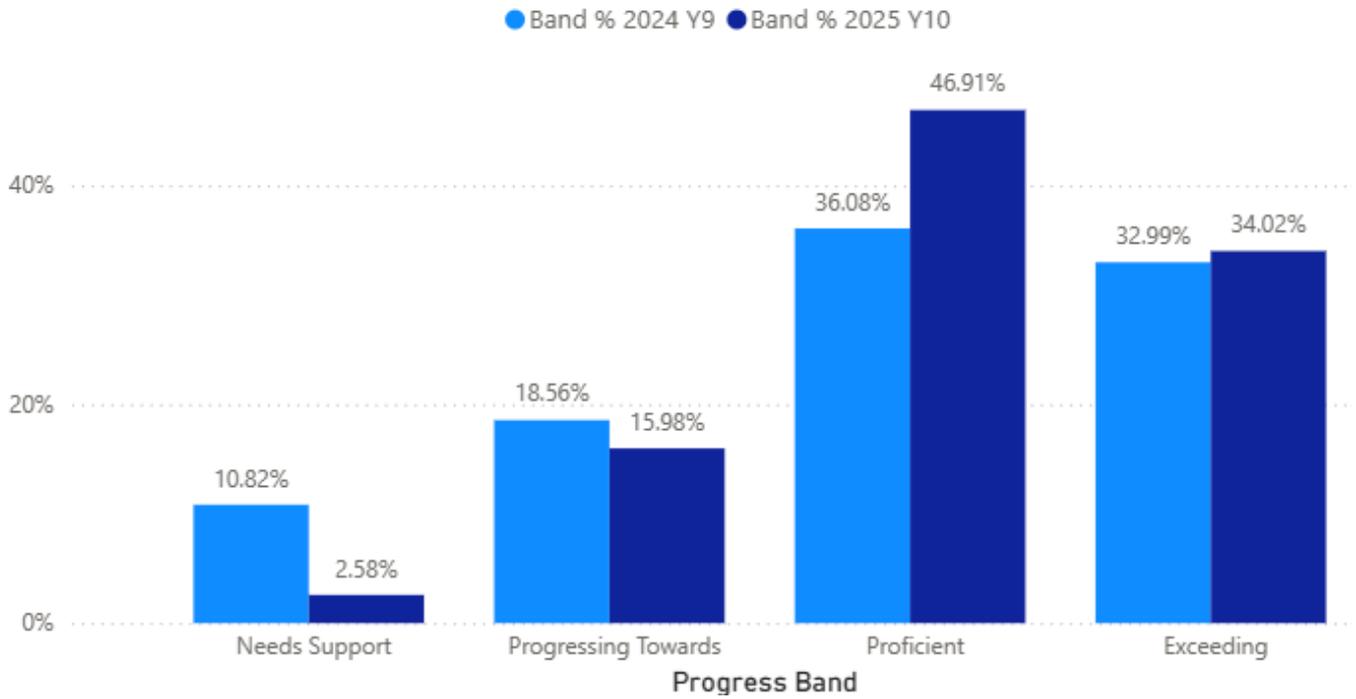
Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F	1.08%	9.68%	40.86%	48.39%
Asian			100.00%	
Māori		25.00%	50.00%	25.00%
MELAA				100.00%
NZ European	1.22%	9.76%	36.59%	52.44%
M	3.96%	21.78%	52.48%	20.79%
Asian		57.14%		42.86%
Māori	13.33%	13.33%	46.67%	20.00%
MELAA		50.00%	50.00%	
NZ European	2.70%	18.92%	58.11%	20.27%
Pasifika			100.00%	
Total	2.58%	15.98%	46.91%	34.02%

Year 10 - Progress Throughout the Year

Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	66%	81%	+15%
Female	74%	89%	+15%
Male	56%	74%	+18%
Māori	45%	71%	+26%

Progress: Change from Year 9 to Year 10

Band % Growth - Y9 2024 > Y10 2025

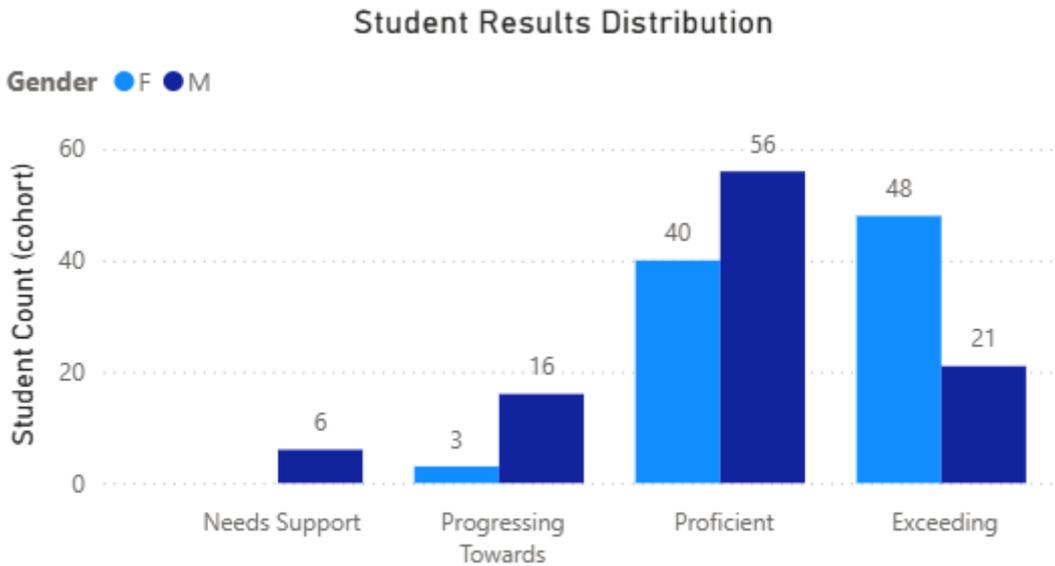


	2024 Year 9%	2025 Year 10%
Needs Support	10%	2.5%
Progressing Towards	18.5%	16%
Proficient	36%	47%
Exceeding	33%	34%

- The change for reading comprehension is significant in year 10, particularly with the focus on preparing students for the NCEA level one common assessment activities. Male students made greater improvements over the course of the year.

Writing progress

The graph below shows the number of students working at each level for writing by the end of the year.



Student Results Distribution

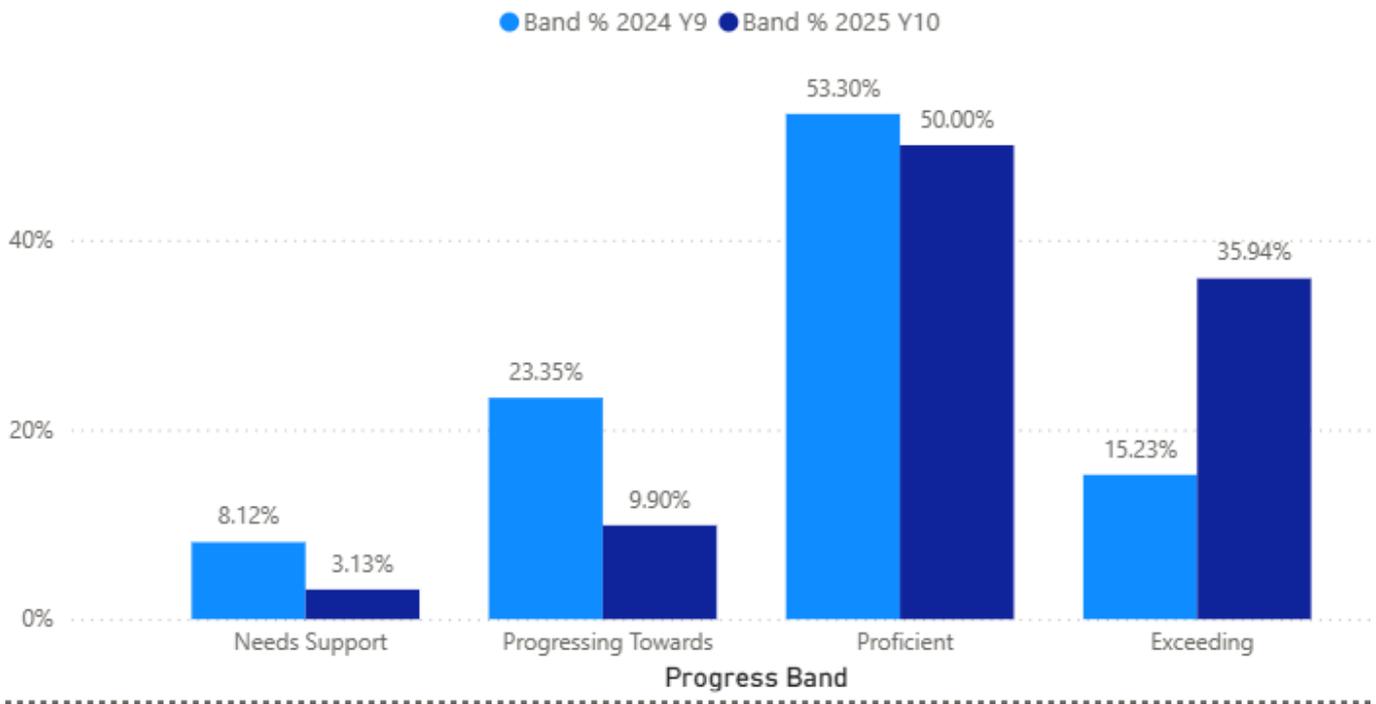
Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F		3.30%	43.96%	52.75%
Asian			83.33%	16.67%
Māori			75.00%	25.00%
MELAA				100.00%
NZ European		3.75%	40.00%	56.25%
M	5.94%	15.84%	55.45%	20.79%
Asian	14.29%		42.86%	42.86%
Māori	6.67%	33.33%	33.33%	20.00%
MELAA	25.00%	50.00%	25.00%	
NZ European	4.05%	12.16%	62.16%	20.27%
Pasifika			100.00%	
Total	3.13%	9.90%	50.00%	35.94%

Year 10 - Progress Throughout the Year

Writing: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	54%	84%	+30%
Female	70%	97%	+27%
Male	38%	71%	+33%
Māori	37%	76.5%	+39.5%

Progress: Change from Year 9 to Year 10

Band % Growth - Y9 2024 > Y10 2025



	2024 Year 9%	2025 Year 10%
Needs Support	8%	3%
Progressing Towards	23%	10%
Proficient	53%	50%
Exceeding	15%	36%

- The shift in student achievement for this cohort is significant for their writing. The percentage of students working at the expected level, and the improvement throughout the year, shows that students understand what is expected.

Summary of literacy target: interventions and actions

- Students make progress at different times for reading and writing, however, they are, for the most part at the end of year 10, ready for NCEA level one, and the majority of students are working at the expected curriculum level. Male students do not achieve at the expected level in the same timeframe as female students, but in their year 10 year, their improvements are significant. This is a trend that we have seen over the past few years in the junior data.
- It is good to see that in 2025 progress during the year, and the progress the cohort makes from one year to the next, is tracking in a positive direction.
- In 2023 the College introduced a writing scaffold that could be used across all curriculum areas. This continued to be used throughout each learning area. In 2025 each learning area had time to look at creating subject specific scaffolds for writing.
- Buddy Reading (senior students reading with and to junior students) continues to be a great support for students.
- At year 7 and 8 we are meeting the requirements of the 'one hour a day' policy for reading, writing and numeracy.
- Structured literacy was introduced to year 7 and 8 classes, and was supported with some professional learning and resource development for teachers. In 2025 the Ministry of Education paid for a number of days of professional learning, which all the year 7 and 8 teachers attended.
- A range of resources are used to support the development of literacy skills: specific spelling programmes, structured literacy, and lexia (grammar and vocabulary acquisition).
- In year 8 we implemented a formal writing module for year 8 students to specifically focus on their writing and written accuracy skills.
- Having Google Read Write as a tool for the kura has helped students to be able to use technology to engage in the learning process.
- English teachers at year 9 and 10 focused on the explicit skills students would need to show to be able to pass the NCEA level one reading and writing co-requisites at year 10. In 2025 the corequisite pass rates were 93% (for the reading and writing tests). The national average in 2025 78%, and school equity band: 90%.

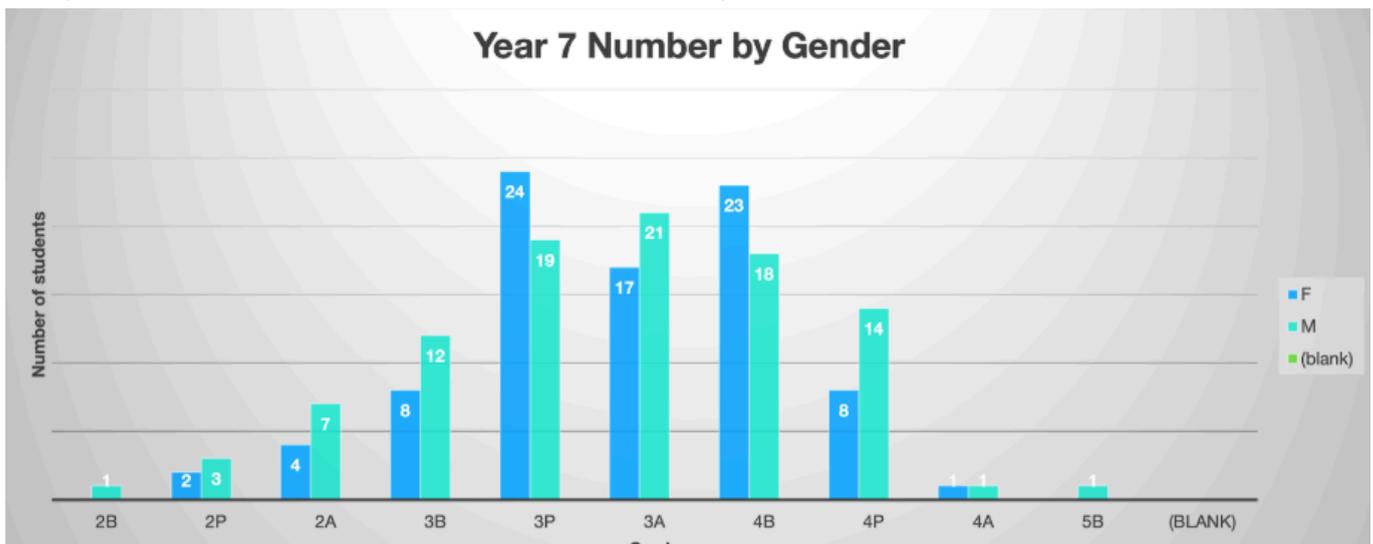
Numeracy Target

Years 7-10 students will improve their numeracy skills and be at the expected curriculum level by the end of the year. The data used to show where students are at, by the end of the year, is an average of their assessments that count towards numeracy, which includes number, measurement, algebra - equations and expressions, and algebra - patterns and relationships.

Year 7 progress with numeracy

Year 7 students are expected to be working at curriculum level 3A (Advanced) by the end of their year 7 year.

The graph below shows the number of students working at each curriculum sub level.



Mid-Year Data

Mid Year	Needs Support	Working Towards	Proficient	Exceeding
All	9%	34%	43%	14%
Female	7%	37%	46%	10%
Male	11%	32%	40%	16%
Māori	12%	46%	37%	4%

End-of-Year Data

Mid Year	Needs Support	Working Towards	Proficient	Exceeding
All	5%	22%	51%	22%
Female	5%	20%	58%	19%
Male	4%	25%	48%	23%
Māori	4%	37%	44%	15%

Year 7- Progress Throughout the Year

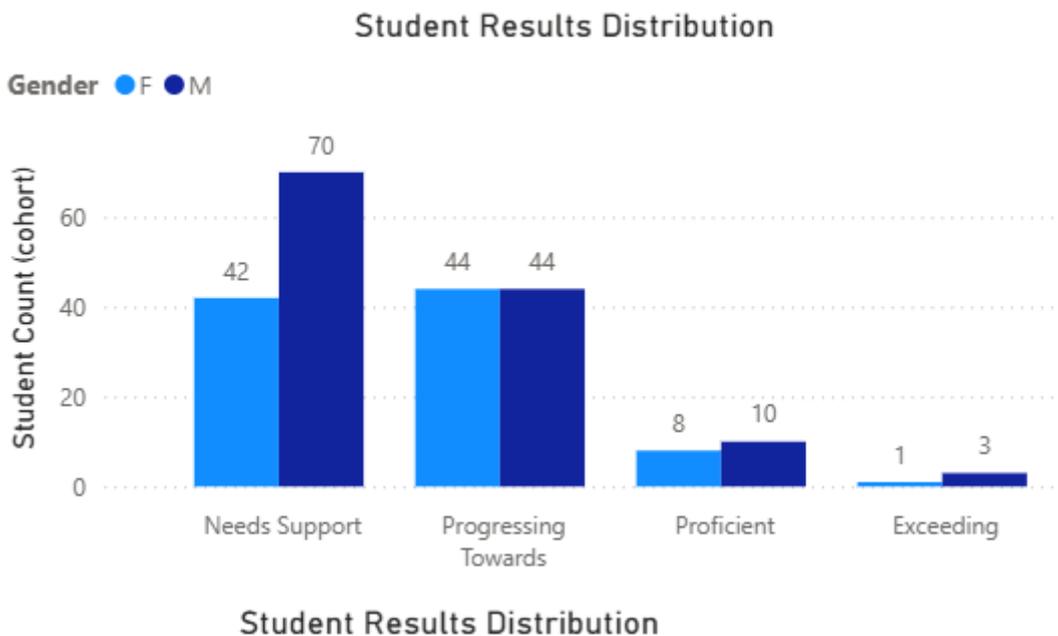
Number: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	57%	73%	+16%
Female	56%	77%	+21%
Male	56%	71%	+15%
Māori	41%	59%	+18%

Interventions and actions:

- Senior maths teachers provide numeracy support for students, and work with small groups who are working well below the expected curriculum level.
- Differentiated resources are used so that students can access mathematics at their level - these are often digital/online programmes.
- Year 7 teachers ensured that they were following the '1 hour per day' for reading, writing and numeracy teaching and learning.

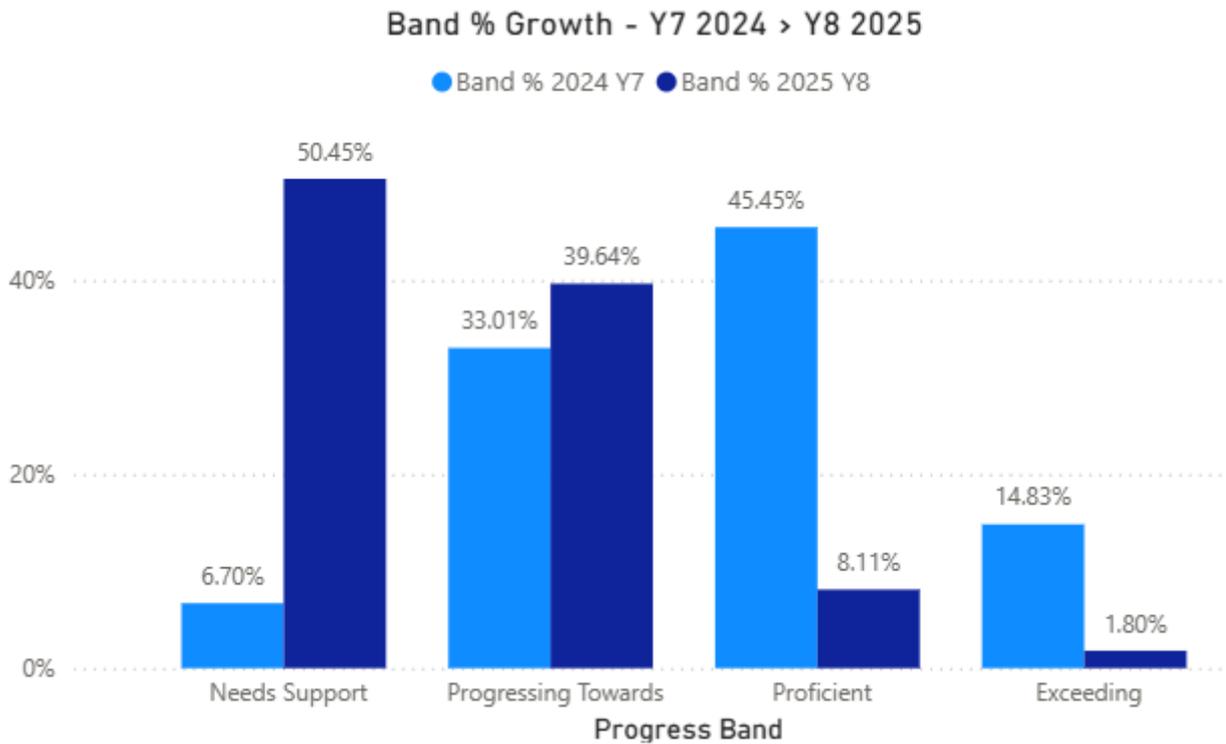
Year 8 progress with numeracy

The graph below shows the number of students working at each level for numeracy by the end of the year.



Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F	44.21%	46.32%	8.42%	1.05%
Asian	44.44%	55.56%		
Māori	50.00%	50.00%		
NZ European	44.26%	42.62%	11.48%	1.64%
Pasifika		66.67%	33.33%	
M	55.12%	34.65%	7.87%	2.36%
Asian	40.00%	50.00%	10.00%	
Māori	57.14%	28.57%	7.14%	7.14%
MELAA	100.00%			
NZ European	55.00%	35.00%	8.00%	2.00%
Total	50.45%	39.64%	8.11%	1.80%

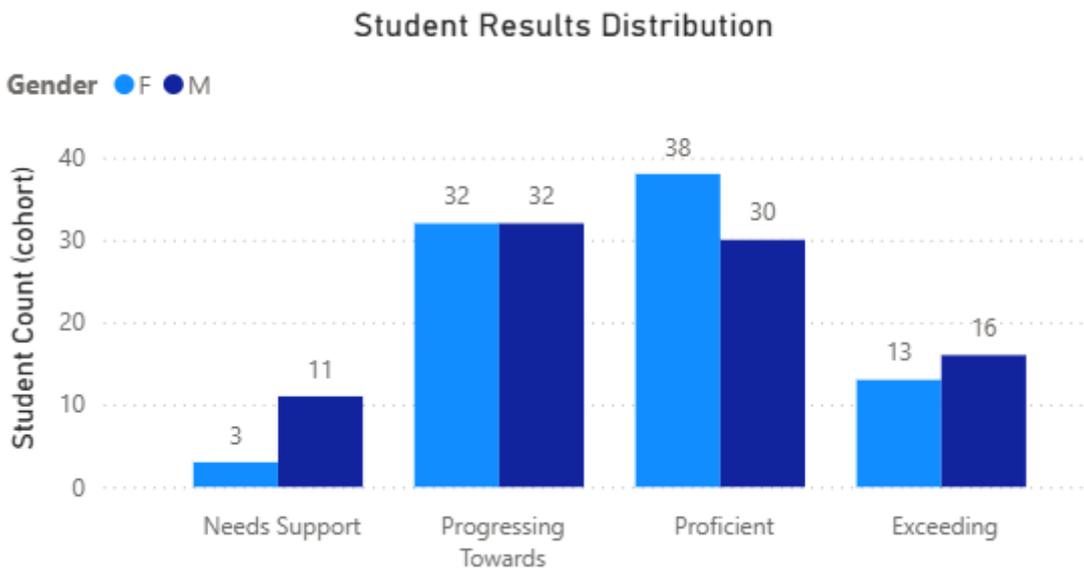
Progress: Change from Year 7 to Year 8



	2024 Year 7%	2025 Year 8%
Needs Support	7%	51%
Progressing Towards	33%	40%
Proficient	45%	8%
Exceeding	15%	2%

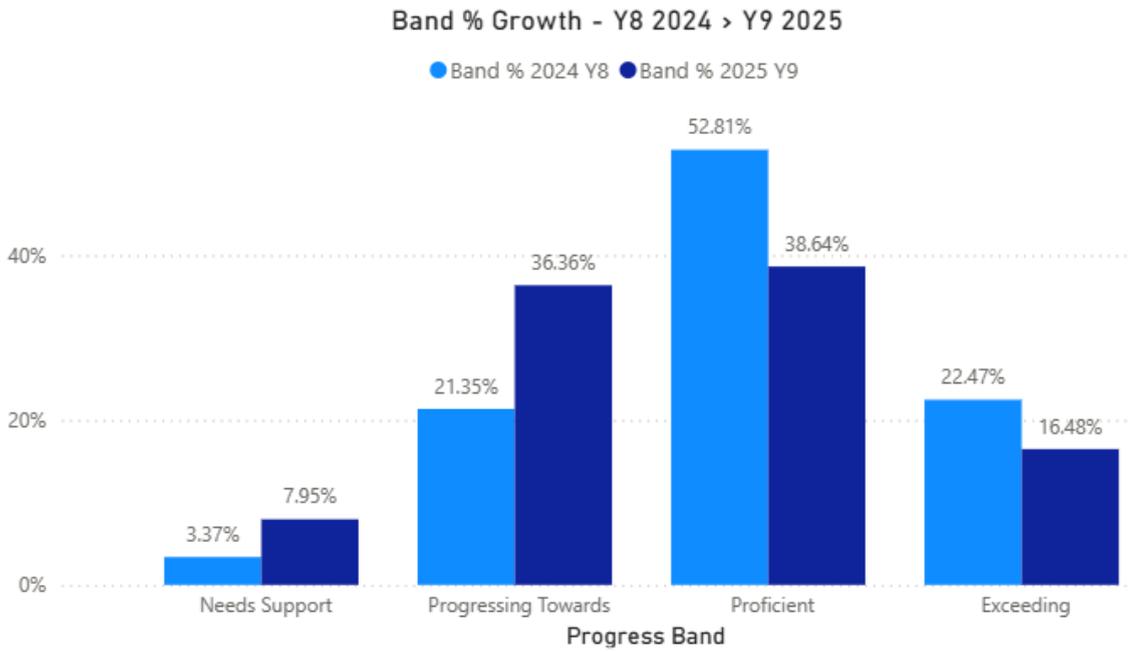
Year 9 progress with numeracy

The graph below shows the number of students working at each level for writing by the end of the year.



Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F	3.49%	37.21%	44.19%	15.12%
Asian		50.00%	25.00%	25.00%
Māori	8.33%	41.67%	41.67%	8.33%
MELAA	40.00%	40.00%		20.00%
NZ European		34.43%	50.82%	14.75%
M	12.22%	35.56%	33.33%	17.78%
Asian		25.00%	50.00%	25.00%
Māori	7.14%	21.43%	42.86%	28.57%
MELAA				100.00%
NZ European	13.24%	39.71%	30.88%	14.71%
Other			100.00%	
Pasifika	50.00%	50.00%		
Total	7.95%	36.36%	38.64%	16.48%

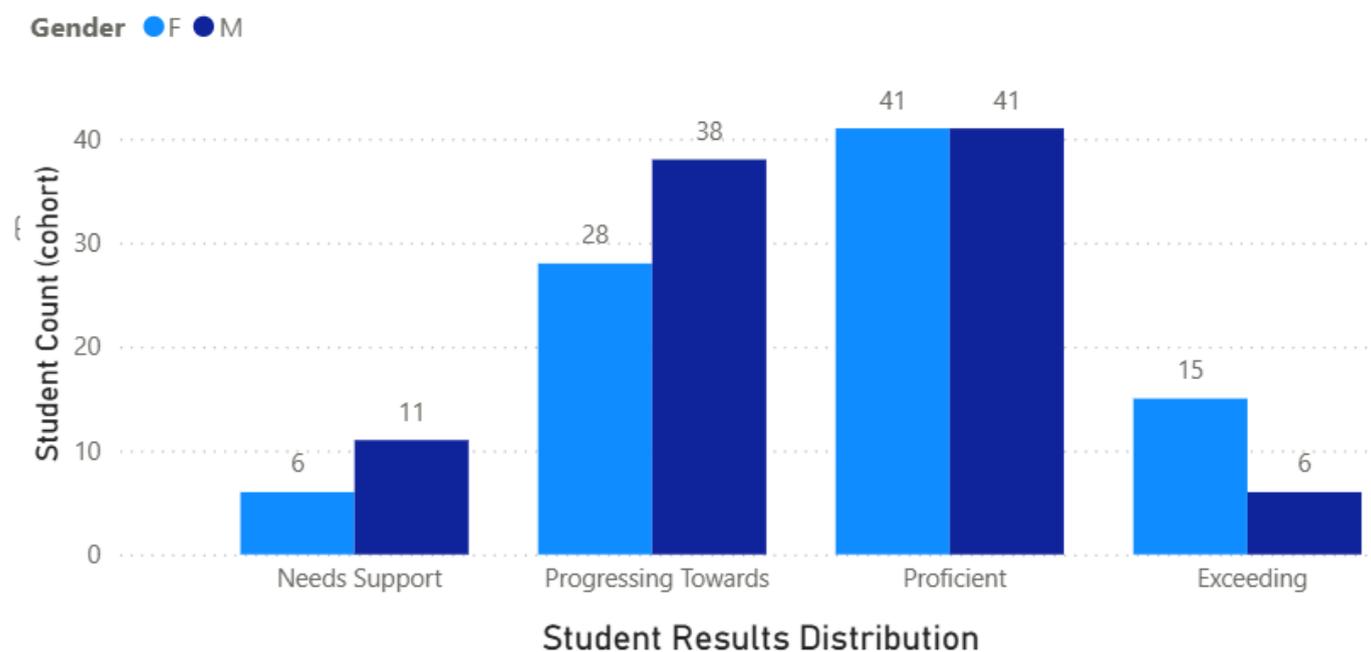
Progress: Change from Year 8 to Year 9



	2024 Year 8%	2025 Year 9%
Needs Support	3.5%	8%
Progressing Towards	21%	36%
Proficient	53%	39%
Exceeding	22%	16%

Year 10 progress with numeracy

The graphs below show the number of students working at each level for numeracy by the end of their year 10 year.



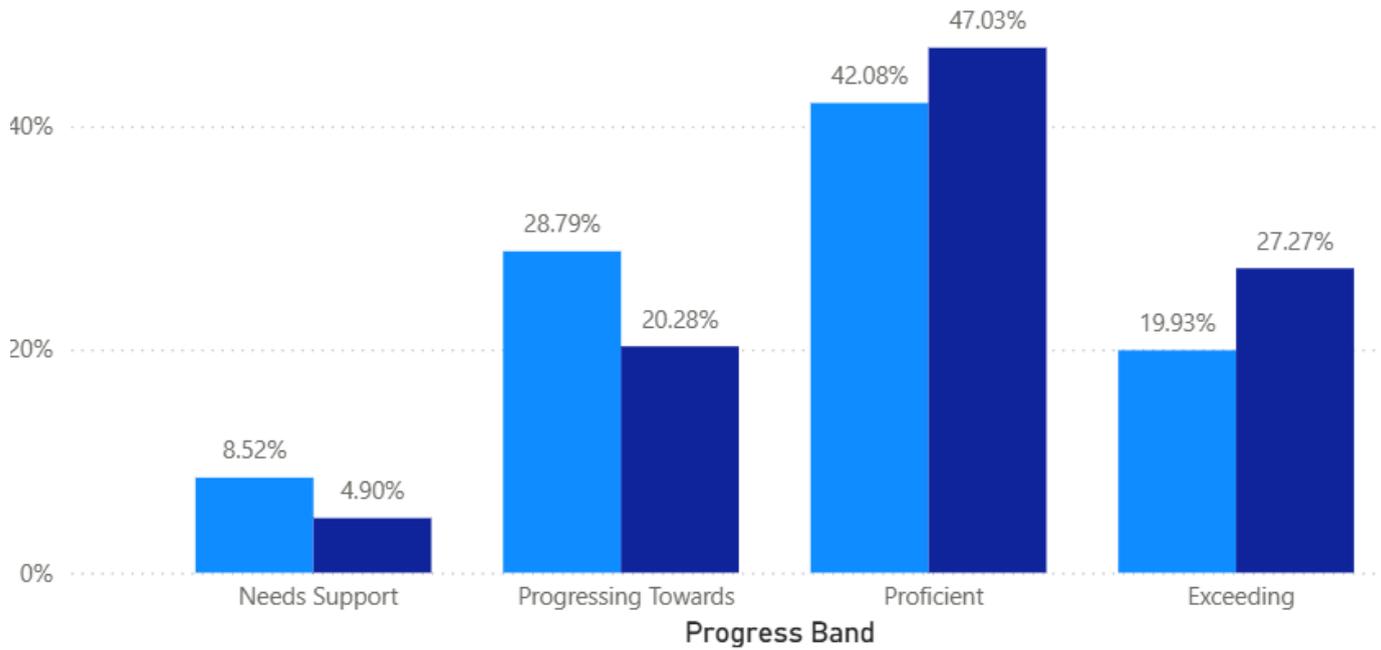
Gender	Needs Support	Progressing Towards	Proficient	Exceeding
F	6.67%	31.11%	45.56%	16.67%
Asian		50.00%	50.00%	
Māori		25.00%	75.00%	
MELAA				100.00%
NZ European	7.59%	30.38%	44.30%	17.72%
M	11.46%	39.58%	42.71%	6.25%
Asian		28.57%	71.43%	
Māori	21.43%	50.00%	28.57%	
MELAA	25.00%	75.00%		
NZ European	10.00%	37.14%	44.29%	8.57%
Pasifika			100.00%	
Total	9.14%	35.48%	44.09%	11.29%

Progress: Change from Year 9 to Year 10



Band % Growth - Y9 2024 > Y10 2025

● Band % 2024 Y9 ● Band % 2025 Y10



	2024 Year 9%	2025 Year 10%
Needs Support	8.5%	5%
Progressing Towards	29%	20%
Proficient	42%	47%
Exceeding	20%	27%

Summary of numeracy target: interventions and actions

- The curriculum change for numeracy at the start of 2025 was significant for the year 7 and 8 team.
- Staffing was in place to support numeracy: there is a permanent Teacher in Charge of Numeracy.
- The curriculum progressions for Years 7 to 10 were mapped out for teachers of each year level to see.
- Numeracy support was in place for students who needed it.
- Students who could be accelerated were - there were a small number of year 10 students who completed NCEA level one mathematics as a part of their year 10 course.
- In year 7 and 8 the 'Maths No Problem' structured numeracy resources were implemented. These arrived a little later than we would have liked, and maths programmes were already up and running. One of the problems we experienced with the resource is that we receive only the books for year 7 and 8, whereas we need the resources for year 6 through to year 10 in order to meet the differentiated needs of students.
- At year 7 and 8 there has been significant investment by the Ministry of Education, and funded professional learning available for teachers.
- Math teachers at year 9 and 10 focused on the explicit skills students would need to show to be able to pass the NCEA level one numeracy co-requisite at year 10. In 2025 the corequisite pass rate was 93.5% .The national average in 2025 73.4%, and school equity band: 86.4%.

2026 interventions:

There is a 'problem solving' module in year 7, which is being developed this year. This is about students practising developing their mathematical problem solving skills and efficacy around this. The Ministry of Education has also funded a teacher aide to support an intervention programme for year 7 and 8 students.

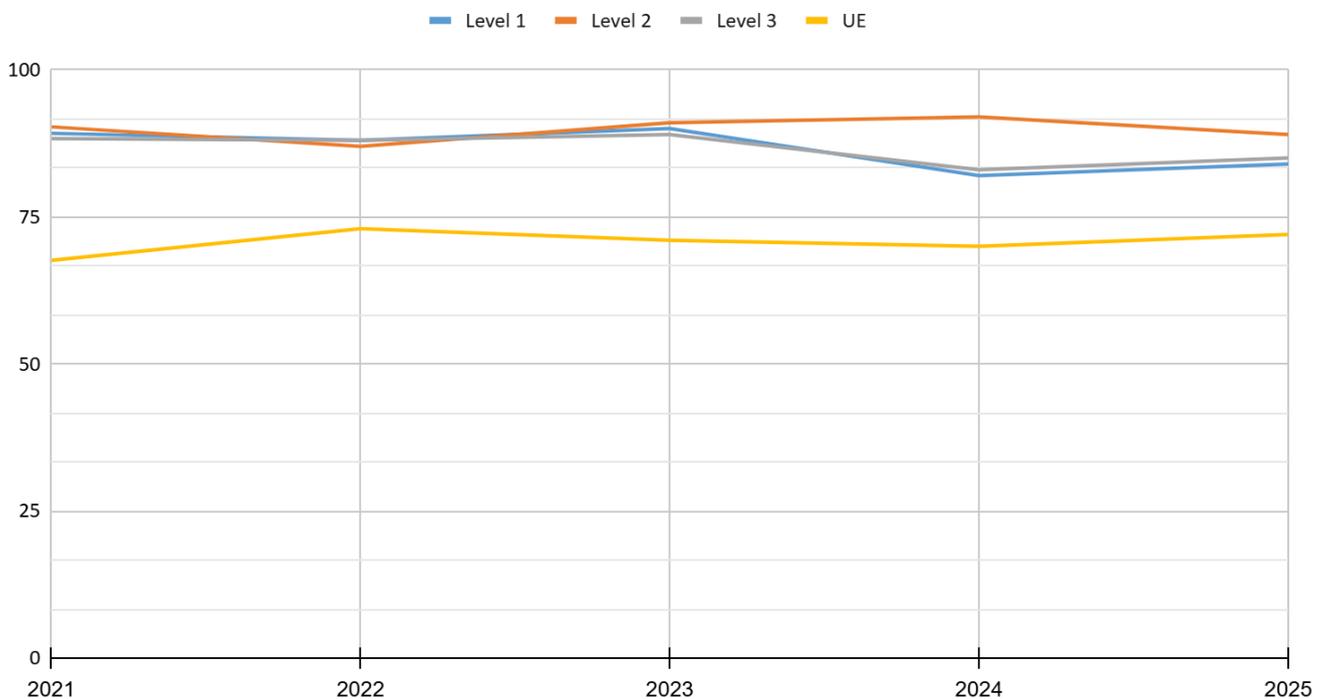
NCEA target analysis

Students who are completing NCEA

- All year 11 students will achieve NCEA level one
- 95% of students enrolled in an NCEA level 2 course will achieve NCEA level 2
- 90% of students enrolled in an NCEA level 3 course will achieve NCEA level 3
- Merit and Excellence endorsements will be a focus.

The College's pass rates over time (see graph below) show that achievement levels are fairly consistent. NCEA Level 2 is viewed as the most important year by students for a number of reasons. NCEA level 2 is the minimum qualification for pre-trade and trade courses, and NCEA level 2 results are used by universities as part of their entrance criteria.

NCEA Pass Rates Over Time



	2021	2022	2023	2024	2025
Level 1	89.2	88	90	82	84
Level 2	90.3	87	91	92	89
Level 3	88.3	88	89	83	85
UE	67.6	73	71	70	72

Target: All Year 11 students will achieve NCEA Level One, and Māori student achievement and boys' achievement will be consistent with their cohort.

NCEA Level One Results

Throughout the year, we track the progress students are making towards achieving NCEA Level One. We use an AI tool, Power BI, to generate this data. The College had predicted an 81% pass rate for NCEA Level One, and achieved an 84% pass rate.

The table below shows the College's results for NCEA level one. Note that the data is participation based. Not all schools enter all NCEA level one students into a full NCEA level one course.

NCEA level one results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	84%	83%	85%	26%	11%	82%
Equity index group	82%	81%	84%	37%	14%	77%
National	72%	69%	76%	27%	10%	61%

NCEA Level One Analysis

- 35 students did not achieve NCEA level one:
 - 6 students were at school for a short period of time - they either left (moved) throughout the year, or were here for a short enrolment period.
 - 3 students were enrolled in Heath School, and due to their health needs, did not complete a full NCEA Level one programme.
 - 4 students were supported in the English Language Learning programme.
 - 5 students were between 1 and 3 credits away from passing - and their NCEA level 2 programme has not been impacted by their non-achievement at NCEA level one.
 - 5 students had complex learning / behaviour needs, and were supported by the Guidance team. Their attendance at school was also of concern.
 - 10 students did not have the literacy and or numeracy requirement.

Other points to note:

- The pass rate for Māori students was similar to the cohort.
- There is very little difference in the results based on gender.
- Merits and Excellences were lower than expected, given that our junior data on this cohort would suggest otherwise.
- We did not achieve our target, however, we are able to tell the story of why students did not achieve, and there was not one single factor. However, each factor did impact each student's attendance and engagement at school.

Target: 95% of students enrolled in a level two course will achieve NCEA Level Two, and Māori student achievement and boys' achievement will be consistent with their cohort.

NCEA Level Two Results

The predicted pass rate for NCEA Level 2 consistently tracked at 88% throughout the year. It was pleasing to see the final pass rate at 89%, although the target was 95%.

The table below shows the College's results for NCEA level two.

NCEA level two results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	89%	86%	93%	28%	19%	85%
Equity index group	86%	85%	88%	32%	19%	80%
National	73%	71%	76%	26%	15%	65%

NCEA Level Two Analysis

- 18 students did not achieve NCEA level two.
 - 9 students either started the school year late, or left part-way through the year.
 - 2 students had significant time away, due to a family holiday.
 - 2 students did not pass due to health reasons, and one of these students was enrolled the Health School.
 - 3 students did not pass as they had not achieved the literacy and or numeracy NCEA level one requirement.
 - 3 students had been identified with attendance concerns.

Other points to note:

- Even though we did not meet the target, we can explain the reasons why students did not achieve.
- Most groups (ethnicity and gender) achieved at similar levels.
- A focus on merits and excellences worked for this group as they achieved at similar levels to the equity group.
- Attendance was the main factor why students did not achieve NCEA level two.

Target: 90% of Year 13 students enrolled in a NCEA Level three course will achieve NCEA Level Three, and Māori student achievement and boys' achievement will be consistent with their cohort.

NCEA Level Three Results

The predicted pass rate for students at NCEA Level Three was between 90-92% for the year. The final pass rate was 85%.

The table below shows the College's results for NCEA level three.

NCEA level three results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	85%	83%	88%	37%	17%	74%
Equity index group	85%	82%	88%	33%	16%	78%
National	71%	68%	74%	27%	14%	62%

NCEA level three Analysis

- 31 students did not achieve NCEA level three.
 - 1 student was in HQ - our special needs unit. This student achieved 34 credits towards NCEA level three.
 - 18 students left throughout the year - they were either enrolled for a short period of time, or started work or an apprenticeship.
 - 2 students were in support classes for English Language Learners.
 - 1 student did not achieve the NCEA level one numeracy requirement.
 - 9 students were not attending regularly.

Other points to note:

- The gap between male and female achievement was not as significant as previous years - but for this cohort there has never been a significant difference.
- Merit and Excellences were on par, if not slightly higher, than similar schools.
- Māori student achievement was lower than the cohort. There were 20 students. 4 students left school part way through the year, which has had an impact on this group's results.

Merit and Excellence Endorsements

In 2025 the kura continued a specific focus on Merit and Excellence endorsements. The staff feedback on the 2023 NCEA results highlighted this - that Excellence Endorsements, particularly at level 3, had been falling since the COVID pandemic.

The Senior Leadership Team looks at different ways to focus on endorsements: use of data and communication, and academic tracking.

Communication:

Assemblies and newsletter messages had a more consistent focus on endorsements, and the importance of them. The Head Students role modelled to the student body the importance of academic success, and how to achieve this.

Students who achieved an endorsement were acknowledged at a special NCEA Success Assembly at the start of the year. Students who achieved a Merit Endorsement received a certificate, and students who achieved an Excellence Endorsement, received a school badge. Students who achieved Excellence endorsements throughout the year were awarded badges.

Tracking:

An NCEA tracker was developed for students to use, to keep track of their own progress. This was facilitated by the Whanau Teacher, and formed part of the term 2 Learning Conversation. The tracker had a specific focus on Merit and Excellence credits (as well as NCEA overall and UE) so that students could visually see how they were progressing with their qualifications.

Next steps

For 2026 we have put the following in place to further analyse what our students value and reinforce a student culture around academic success:

- celebrating success (formal assembly where endorsements are acknowledged)
- better tracking of student progress through the pastoral system
- University Entrance - using data and course selection processes to better track how students are progressing toward this qualification.

Engagement and wellbeing target analysis: attendance

Target: Attendance rates at school will be 90% for all students.

The graphs and tables below show the attendance rates for all students at the college throughout 2025.

The College's mid and end of year reports better reflected the attendance descriptors, and gave parents a clearer indication of their child's attendance.

The Ministry of Education changed to using 4 descriptors for attendance:

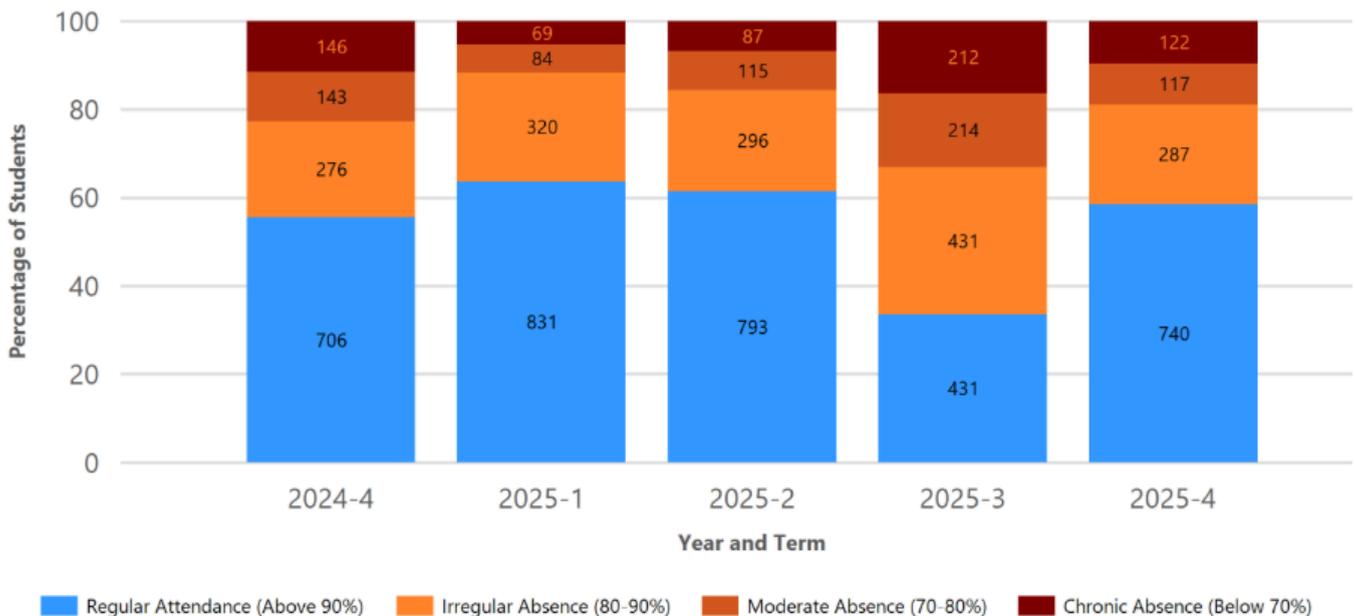
Regular attendance - attending 90% or more of the time

Irregular attendance - attending 80-90% of the time

Moderate absence - attending 70-80% of the time

Chronic absence - below 70%

The graphic below is from the Term 4 Attendance Report supplied by the Ministry of Education. It shows the College's attendance figures for each term, with a particular focus on students attending 90% or more of the time.



In terms of students who are present at school for 2025, the table below shows the % of students present for each term:

	2025	2024	2023	2022	2021	2020
Term 1	90%	88%	87%	86%	88%	88%
Term 2	89%	87%	85%	82%	90%	91%
Term 3	82%	83%	84%	83%	86%	87%
Term 4	88%	86%	85%	86%	86%	83%
Average for the year	87.25%	86%	85.25%	84.25%	87.5%	87.25%

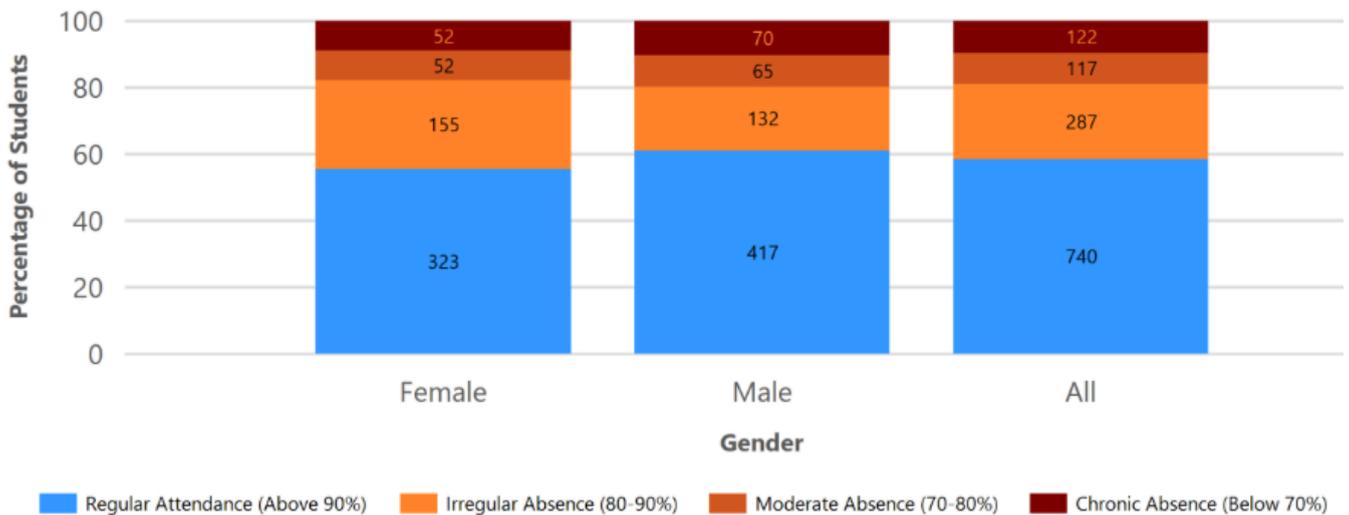
It is pleasing to see that attendance is slowly improving, and becoming more consistent for each term.

Reasons for absences (in order of most to least common reason):

1. Medical
2. Accepted (but not a justified reason)
3. Unknown reason
4. Truant
5. Holiday in term time
6. Justified reason (but not medical)

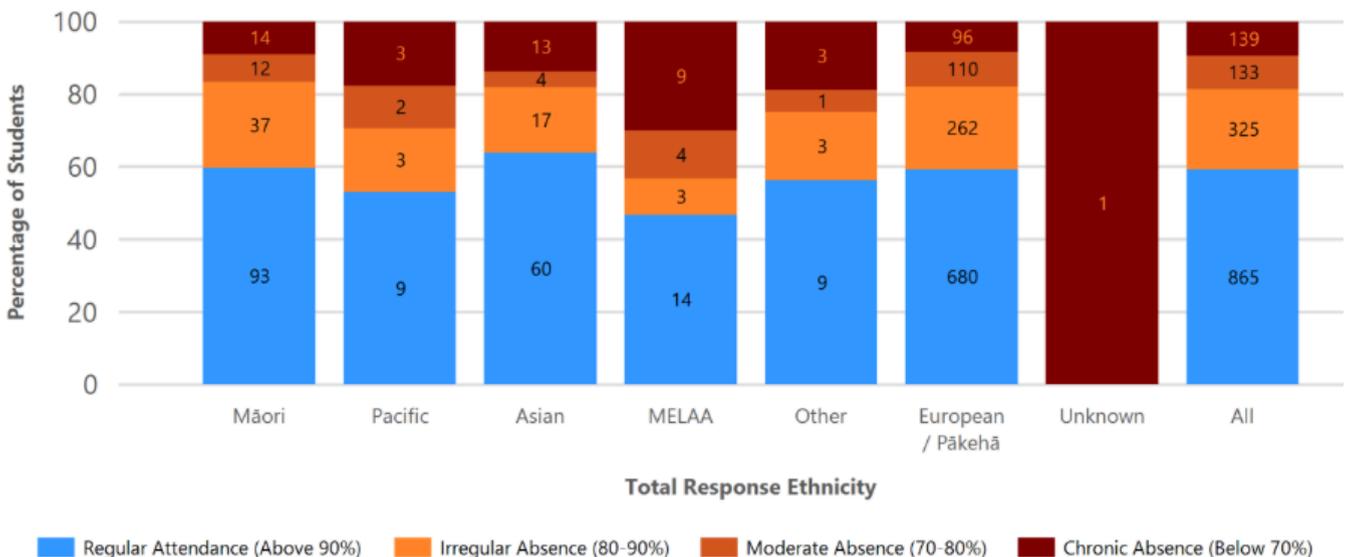
Attendance and gender

The graph below shows that there is very little difference in terms of gender as it relates to attendance.



Attendance and ethnicity

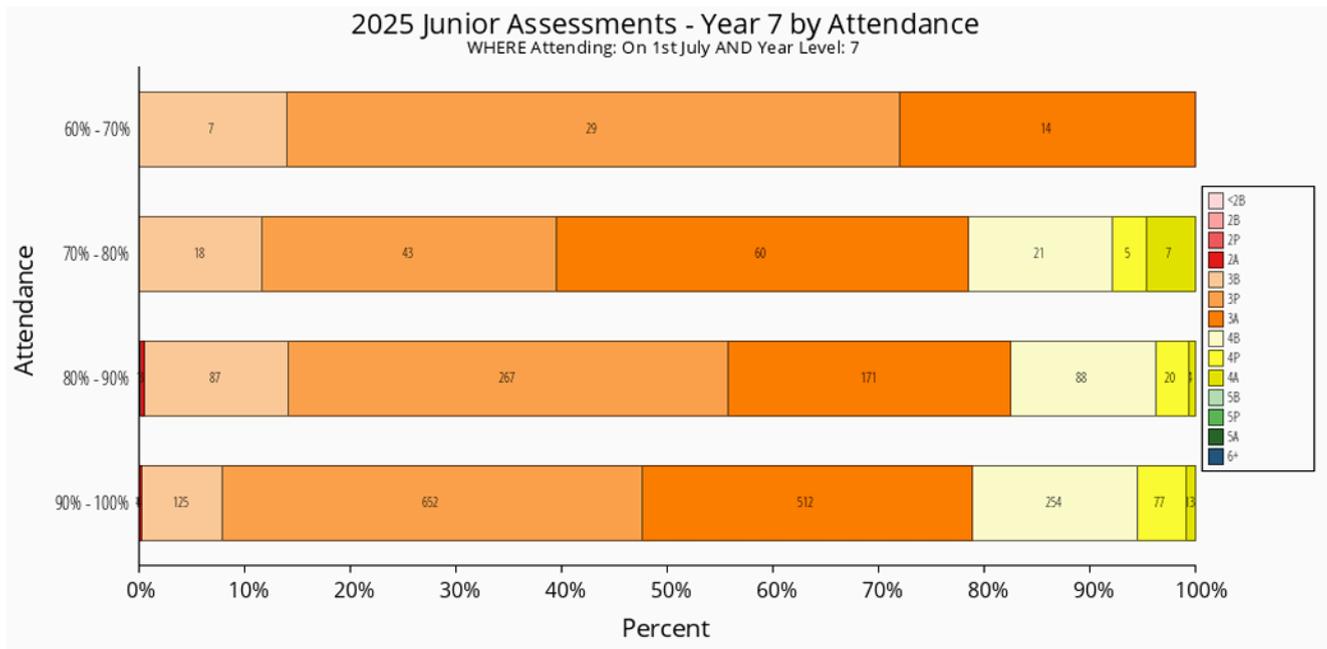
The table below shows the attendance rates for each ethnicity for 2025.



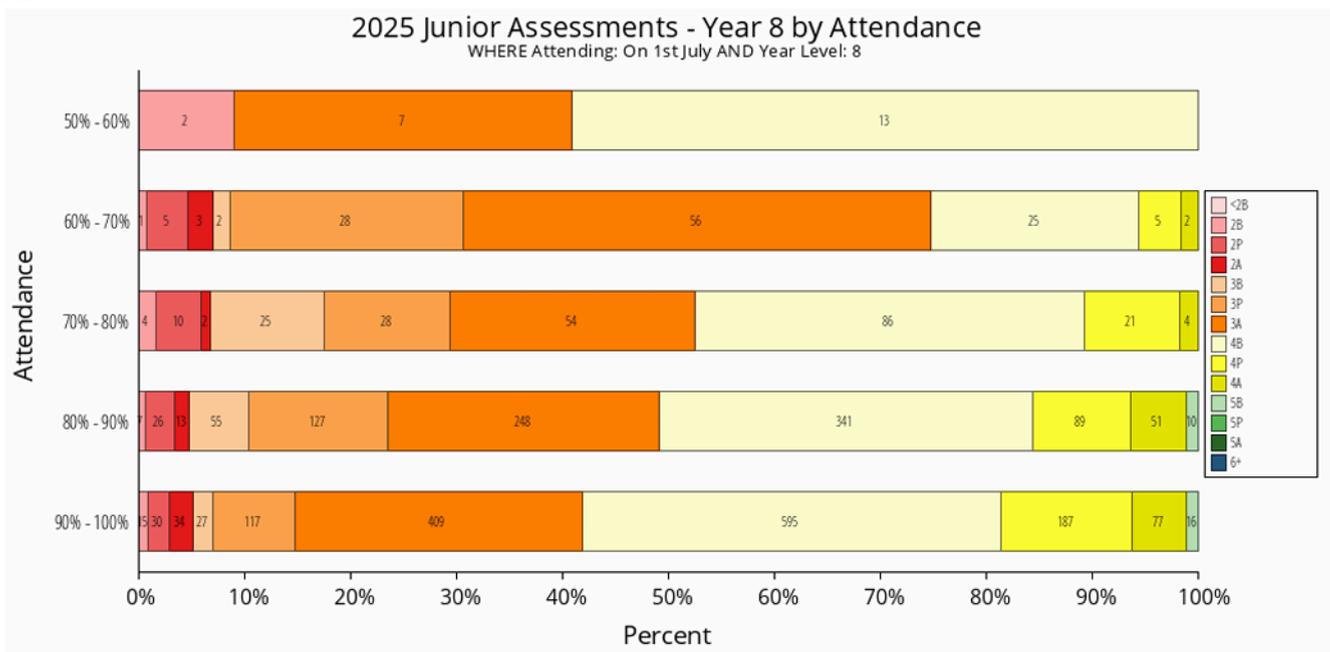
There is significant variability in this data set, due to some groups being very small. Attendance and achievement

The graphs below show the correlation between assessment results and attendance for junior and senior students at the college.

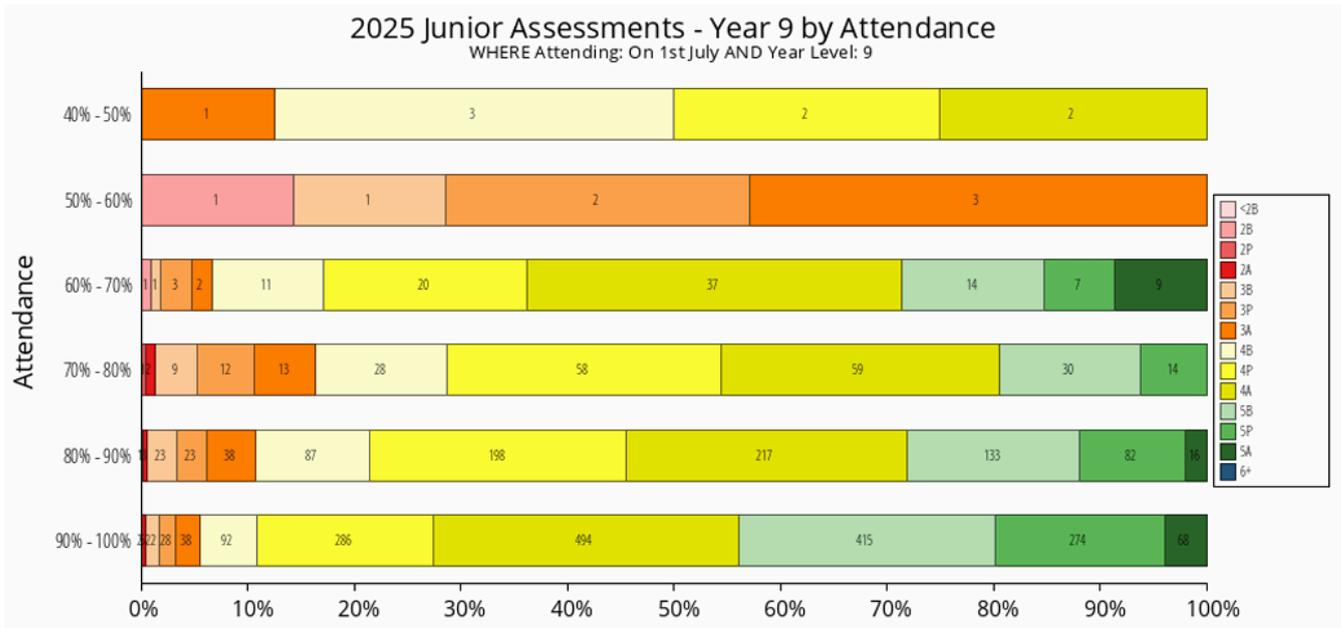
Year 7



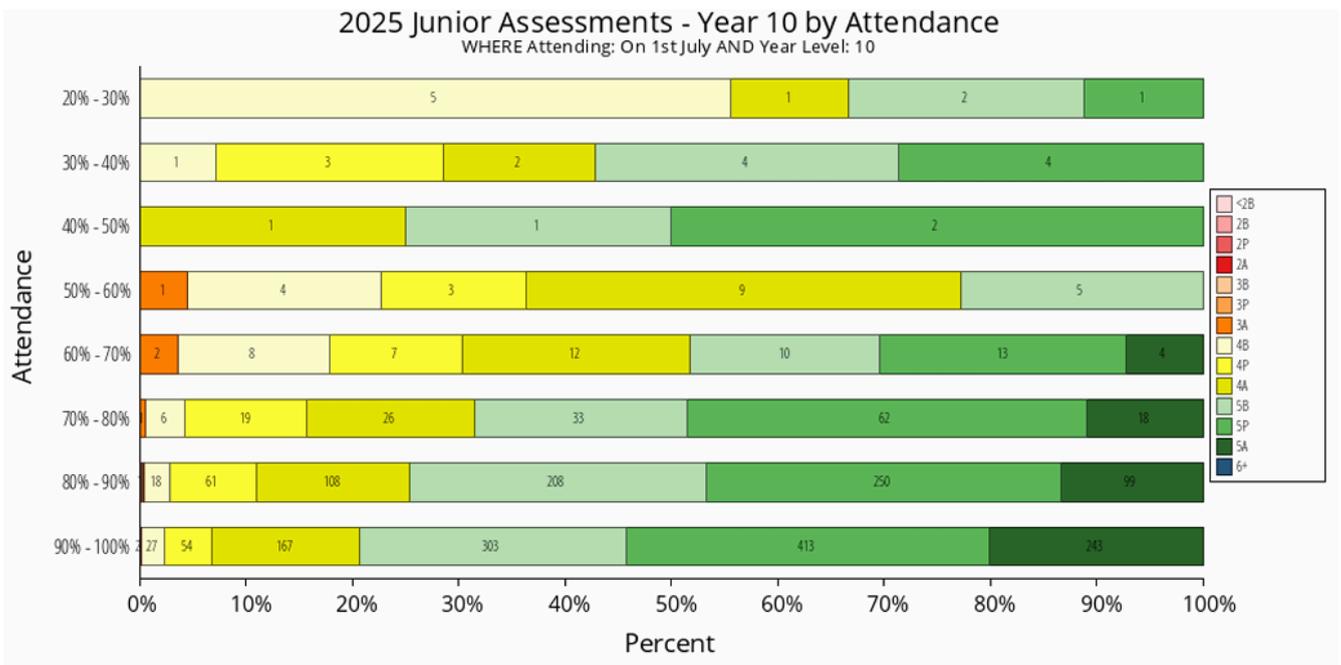
Year 8



Year 9

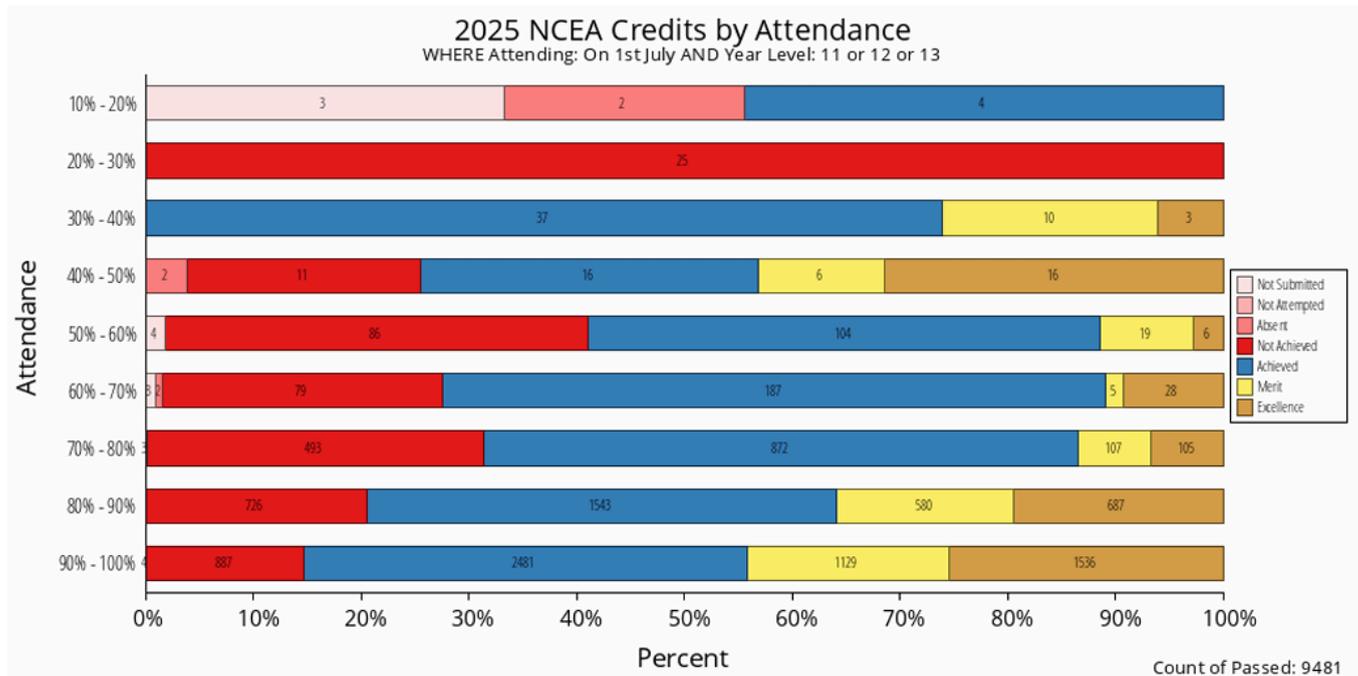


Year 10



The data suggests that at year 7 and 8 there is a moderate correlation between attendance and achievement. However, at years 9 and 10, the correlation is much stronger. At years 9 and 10 the students who are achieving at the higher curriculum levels have attendance rates of 80-100%.

For senior students (those in Years 11 - 13), a higher proportion of credits, and specifically a higher proportion of Merit and Excellence credits, were achieved by students who attended school 80% or more of the time. The other significant trend is that students who attended regularly were more likely to attempt and complete assessment tasks.



Engagement and wellbeing target analysis: involvement in school activities

For 2025, we implemented a number of initiatives to help increase involvement and engagement, and create a stronger sense of belonging by offering a wide range of options for students, including:

- improving communication about what activities are available and when they are held
- creating a roster of lunchtime activities for students to join in which was published on the website
- increasing the number of leadership opportunities for junior and senior students
- focusing more on student-led activities (which each committee was in charge of)
- acknowledging performance in, and service to, an aspect of co-curricular life at awards ceremonies.

In 2025 we saw similar trends to previous years. At year 7, 8 and 13 participation in events is really high. For year 9 girls, there is a significant change, with this being the group with the least amount of participation.

In 2025 the Head Students organised junior leadership training as a separate course from the senior students, and found that there was more engagement from junior students (year 9 and 10).

William Pike and Duke of Edinburgh continue to be consistently popular with students. The school adventure race was the most popular school-organised event (outside of athletics and swimming sports), with close to 200 students participating. Debating and speech making continue to grow, and with there being a production (musical) in 2026, we are seeing a larger number of students wanting to commit to this event. MACStock supports students to engage in performance and sound and lighting production.

Giving Effect to Te Tiriti

The College gives effect to Te Tiriti through the strategic plan, communication, teaching and learning programmes, professional learning and opportunities for students. At the end of 2025, the School Board confirmed its intention to continue to give effect to Te Tiriti o Waitangi by passing a resolution at the December Board meeting., and the following letter was sent to the College community:

Kia ora Parents, Caregivers and Mount Aspiring College Whānau,

Te Kura o Tititea | Mount Aspiring College School Board commits to honouring Te Tiriti o Waitangi

At a meeting on Tuesday 2 December, the School Board unanimously passed a resolution reaffirming its commitment to give effect to Te Tiriti o Waitangi.

We are proud that our Board and college leadership and staff stand united in our affirmation of Te Tiriti.

Our commitment to Te Tiriti is already woven into everyday life at our school.

Giving effect to Te Tiriti reflects our school kaupapa, toitū te whenua, toitū te tangata | when the land is strong, the people are fulfilled, which was gifted to us by Kai Tahu. It represents that when our community and our school do well, we all do well. Te Tiriti also underpins our values, and supports the sense of identity, wellbeing, and access to equitable educational opportunities for all our students.

We honour Te Tiriti through our recognition of te ao Māori, including the teaching of te reo Māori, the celebration of Māori performing arts through Te Mākahi o Tititea (the MAC kapa haka group), our annual house haka competition, and our observation of tikanga (protocols and customs).

We are proud that our students can share in the richness of Aotearoa New Zealand's Māori culture and heritage, and we believe that our diversity is one of our greatest strengths.

Finally, we believe that giving effect to Te Tiriti o Waitangi is fundamental to the fulfilment of our school vision of being an inclusive and sustainable learning environment that inspires our students to be creative, curious, courageous, and compassionate.

We thank you for your continued support as we work together to realise our school vision and ensure our school remains a place where every student can grow and be proud of who they are.

Strategic Plan

The kaupapa for the College 'toitū te whenua, toitū te takata' (the land is strong, the people are fulfilled) was gifted to the College by Kai Tahu at the start of the redevelopment in 2020. The school values are in Te Reo, and represent what we stand for as a school community, and inform how we treat ourselves, each other and the environment.

The development of Te Ao Māori is an important focus of the strategic and annual plan, with two Deputy Principals leading this work with a team of staff.

School Culture and Communication

As a College we try to integrate Te Reo as much as possible in order to normalise and celebrate the language. Many aspects of the College's website are in English and Te Reo, and the newsletter can be translated into Te Reo.

We are fortunate to have three teachers who can lead in a Te Ao Māori space. They support both staff and students in their knowledge and development of Te Reo and Te Ao Maori. Our Kaiako also teach Te Teo to our community, with evening lessons available.

Our top awards and acknowledgements are centred around the school values. In the junior school, the Tititea Awards are for students who have worked hard to participate in all aspects of school life in terms of the values. The Head Student Awards, which are given out at each assembly, acknowledge students who are contributing to the school in a positive way, specifically showing whanaungatanga and manaakitanga.

A powhiri or mihi whakatau is held to welcome new students and staff at the start of the school year. The student senior leaders are an important part of this welcome with year 12 and 13 student leaders being a part of the haka powhiri. Students start the school year early to prepare for this welcome.

Karakia are used at the start of meetings, assemblies, and for some teachers, at the beginning of the school day.

Teaching and Learning

At year 7 and 8 Te Reo and Māori Performing Arts are modules which are compulsory for all students. At year 9 Te Reo is compulsory and from year 10 onwards is a subject students can take by choice. Māori Performing Arts is a subject students can take by choice from year 9 onwards.

With the curriculum refresh there is a real focus on using the local curriculum and developing links with the community as a part of teaching and learning programmes. This is a Te Ao Māori perspective, which shows the value of local knowledge and an understanding of how the environment and local experiences can shape our knowledge of different subject areas. Each learning area needs to have a local curriculum focus, and this is developed in different ways. For example, year 8 science and social sciences has a focus on kaitiakitanga, business and enterprise studies has a focus on local businesses and working with local business owners, Outdoor Pursuits makes the most of the local environment and the opportunities available, to name a few. In 2025 the College created a new leadership role to support this work.

Professional Learning

Professional learning is run every Friday morning and on Staff Only Days.

Throughout the year, professional learning on Friday mornings has also focused on Te Ao Māori as we have worked through the new curriculum developments and managing student behaviour.

The focus on the five essential pedagogies has also been a part of the Friday morning mahi, as we look, from a Te Ao lens, at using the strategies that work best for students in terms of how to engage them in their learning, and sustain this engagement.

Opportunities for Students

There are a number of opportunities for students outside of teaching and learning programmes.

- Kapa Haka is available for students, with the group participating in a number of events and competitions across the year. Last year 60+ students participated in Kapa Haka.

- Each year, students participate in Nga Manu Korero, and are supported by Kapa Haka.
- The Cultural Committee is a student leadership group, which supports students of all cultures feeling welcome - celebrating language and important days and events.
- Whānau Hui are held each term, and are student-led. It is an opportunity for students, parents, whanau and staff to come together to talk about different opportunities happening in the school.
- In 2025 students, who wanted to, went on a herenga to visit marae and experience different parts of Aotearoa that students and staff are connected to.

Teaching and learning: whole-school review ERO focus

Whole-school Review ERO focus (2025-2027)

- continue to develop learners' writing to enhance engagement and achievement across the curriculum to develop rich learning tasks which engage students and support skill development
- support teachers' professional learning and development to embed the NZC's essential teaching practices, in order to sustain and enhance learner engagement and achievement
- ensure that the refreshed curriculum is embedded to support student learning and engagement and allows learners to further develop their knowledge of the local curriculum and te ao Māori
- sustain regular attendance.

The table below summarises the actions taken to show the progress made in 2025

Writing tasks and engagement	<ul style="list-style-type: none"> • Staff developed subject specific writing scaffolds using the TIDY/TIDIER/TIDIEST structure • Subject specific exemplars were created • Staff completed the Year 11 CAA tests to create an understanding of what students experience • Year 8 literacy module was developed to strengthen formal language, formal writing and written accuracy
Professional learning	<ul style="list-style-type: none"> • Each learning area presented how they are implementing one of the five essential pedagogies.
Refreshed curriculum implementation	<ul style="list-style-type: none"> • Structured literacy PLD and skills implemented into year 7 and 8 • Year 7 and 8 teachers are using the refreshed curriculum for English and Mathematics • Staff had time to update unit plans using the common template • Maths No Problem resources were used in year 7 and 8 as part of the structured mathematics programme.
Local curriculum and te ao Maori	<ul style="list-style-type: none"> • A new role was created that has oversight of how each learning area is implementing and integrating the local curriculum
Sustaining regular attendance	<ul style="list-style-type: none"> • STAR attendance process was implemented at the end of 2025 • Reporting to parents was updated to reflect the new

	<p>Ministry of Education attendance descriptors</p> <ul style="list-style-type: none"> • An attendance action plan was developed, for implementation in 2026 • We investigated how PARROT could be used as a means of tracking actions taken with attendance and communication to parents (which is being implemented in 2026).
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2025 Strategic Plan: summary of progress

The table below outlines the progress we made with our specific strategic goals during 2025.

STRATEGIC GOALS	
	HOW WE TEACH
To understand and implement the five essential pedagogies from Te Mātaiaho (NZC)	<ul style="list-style-type: none"> • Each learning area presented to the staff on how in that learning area, they bring to life one of the five essential pedagogies.
To understand and implement Te Mātaiaho, and subsequent changes to the NZC	<ul style="list-style-type: none"> • Each learning area participated in feedback on the refreshed NZC, as well as the proposed changes to NCEA. • Year 7 and 8 teachers implemented the changes to the English and Mathematics refreshed curriculums. • A checklist was developed to help assist HOLAs with the implementation of the NZC.
To continue to implement a common unit plan across all learning areas	<ul style="list-style-type: none"> • Learning areas had time on Friday morning PLD to refresh their unit plans. • Based on the confirmed curriculums, the unit plan template was updated to more from the Understand, Know, Do model to Knowledge and Practices.
Best practice using the Essential Pedagogies from Te Mātaiaho is shared with staff (including the MAC Effective Teacher Profile)	<ul style="list-style-type: none"> • A lesson observation template was developed in order to ensure that what we see in classrooms is consistent with the expectations of the refreshed curriculum, the unit plan template. • A website with all the PLD materials was developed. • The Friday staff PLD themes were focused on this goal. • The induction programme for new staff was updated to include more time in term one for new teachers to meet and ask questions.
Māori students experience success as Māori	<ul style="list-style-type: none"> • Whānau hui were held in each term looking at support for Maori students and their families. • Haerenga to Heretaunga has taken place at the end of Term one this year. This was an 8 day Haerenga that connected in with a variety Marae of Ngati Kahungungu. Where a number of our ākonga whakapapa to. There was a focus on navigation and connecting in with a number of different waka experiences and more.

	WHAT WE TEACH
To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed)	<ul style="list-style-type: none"> ● Year 7 and 8 Maths curriculum implemented and supported by the Maths No Problem resources. ● Year 7 and 8 teachers implemented structured literacy. ● Year 7 and 8 teachers attended Ministry-funded PLD on structured literacy and maths. ● Learning areas gave feedback on their draft curriculum documents. ● Staff gave feedback on the proposed changes to NCEA, and in particular, Outdoor Education.
Implement NCEA changes	<ul style="list-style-type: none"> ● Managing National Assessment review completed and changes implemented. ● CAAs - a new position to track and provide support for senior students was created.
Connected curriculum for Year 7-10 and review of Junior Curriculum structure	<ul style="list-style-type: none"> ● Line manager meetings have focused on the implementation of Te Mātaiaho. ● HOLAs have reviewed together what is happening with connecting to local curriculum in each curriculum area.
Develop and implement the Learning Habits in years 7 - 10	<ul style="list-style-type: none"> ● This has been implemented into the new unit plan.
Ensure that each Learning Area has a focus on our local curriculum	<ul style="list-style-type: none"> ● New position in development with focus on supporting local curriculum.
	HOW WE ENGAGE
Effectively communicate to parents and whānau where their child is at with their learning	<ul style="list-style-type: none"> ● New mid-year and end-of-year report templates developed and implemented, in line with the language proposed by the Ministry of Education. ● Curriculum levels were aligned with the new reporting language, so that there is consistency across all subjects from years 7 - 10.
Using data to effectively track, monitor and provide interventions for students	<ul style="list-style-type: none"> ● A range of data tools are used by the College to track where students are at (Power BI, KAMAR, PARROT, and ASSAY). ● SLT used some new spreadsheets to track UE progress for year 13 students. ● Through Learning Conversations and Whānau, students used a tracker to identify where they are at with NCEA - including merits and excellences. ● The Wellbeing at School survey was adapted to meet the needs of students, and a student voice survey was used at the end of term one to identify areas that students needed support - as a result of this, a new tool for anonymous online reporting is being implemented in 2026.
Student leadership opportunities - review and development of a plan	<ul style="list-style-type: none"> ● Head Students developed and organised a programme for students to develop their leadership skills. ● Peer Support programme changes were implemented.
To create a strong house culture	<ul style="list-style-type: none"> ● Peer Support was implemented. Students were trained as Peer Support Leaders prior to school starting, and the programme ran in term one. The academic

through peer support, leadership opportunities and whānau time, and review whānau to ensure that we are utilising the time to build effective relationships to support students	<p>committee continued this, with ensuring senior students were available as support in junior classrooms.</p> <ul style="list-style-type: none"> ● TIC of whānau has created an in-depth plan for Tiaki and has ensured every class is resourced.
Continued implementation of restorative practice	<ul style="list-style-type: none"> ● Deans were resourced to be able to run mini-chats with students as soon as possible, so that matters are resolved quickly. ● Margaret Thosbourne ran her restorative practices course - a three day course for Deans, a staff only day session, and a session with the Heads of Learning. ● Deans followed up the course by presenting at Staff Meetings in terms 3 and 4 so that staff could role play and ask questions about restorative practices.
Middle leaders: development of a leadership plan for staff development	<ul style="list-style-type: none"> ● Line manager meetings provide support and mentoring for all middle leaders. ● A number of Deans and HOLAs participated in PLD to support them in their roles. ● One staff member completed her Masters in Education.
To ensure that our school systems support the wellbeing of staff and students	<ul style="list-style-type: none"> ● The wellbeing plan 'Being Well at MAC' has been updated based on feedback from the School Board and staff. ● Student wellbeing committee surveyed students on the behaviours that have the most impact on them, and who they ask for help. From this we implemented Stymie - an anonymous online reporting system - at the start of 2026. ● Year 7 and 8 Engagement Project: a specific teacher aide and social worker employed to support the junior school. ● PLD has had a focus on wellbeing and behaviour management during Term 3, while still seeing this through the lens of the essential pedagogies of Te Mataiaho.
Effective communication with the community	<ul style="list-style-type: none"> ● Newsletter format updated (we have moved to a more costly subscription) which has a different layout and the ability to translate into different languages. ● Communications manager oversees all whole community emails to ensure consistency. ● A Deputy Principal has responsibility for the student week ahead, and the Head Students publish a version of this on the student instagram page. Head students have a whiteboard outlining important events happening in the college. ● Termly 'welcome to parents' information sent by the Principal. ● Weekly meetings are held with the Principal, Communications Manager and the Deputy Principal in charge of day to day organisation to ensure that events are communicated in a timely fashion and the schedule for sharing success is appropriate for the week ahead. ● A range of media opportunities have happened: Podcasts, Wānaka Sun articles, Wānaka App articles, ODT articles.
Utilise the expertise in the community, and improve engagement with the community	<ul style="list-style-type: none"> ● Local groups (WAO, QLDC, TE Kakano) supported our staff only day by providing workshops on kaitiakitanga and our local environment. ● Work experience opportunities for students support our connection with the community (COYEP, Distance Ed, Gateway). ● The college hosts different groups (Autumn Arts School, Aspiring Conversations, Wao, Wastebusters etc)
Celebrating success to build the profile of the college	<ul style="list-style-type: none"> ● Academic assembly to celebrate endorsements held, and students were acknowledged with a certificate or a badge. ● Throughout the year, there has been an academic and learning focus (curriculum spotlight) celebrating learning and success from all the different learning areas and Yr levels across the school.

	<ul style="list-style-type: none"> • Reports were updated to include what students are involved in at school.
Sustainable practice at the college - develop a model	<ul style="list-style-type: none"> • Year 8 kaitiakitanga farm visits have been completed. • Team Green meets weekly.

Strategic and Annual Plan 2026

Te Kura o Tititea Mt Aspiring College Strategic Plan 2024 - 2027

OUR KAUPAPA Gifted to us by Kai Tahu	Toitū te whenua, toitū te tangata The land is strong, the people are fulfilled.
VISION	To be an inclusive and sustainable learning environment, inspiring our learning community to be creative, curious, courageous, and compassionate.
VALUES Our values represent what we stand for as a school community and inform how we treat ourselves, each other, and our environment.	<p>Whanaungatanga: we create strong relationships that foster a unique sense of belonging and support for each other.</p> <p>Manaakitanga: we respect each other and our environment. We act with integrity and are proud of ourselves and our school.</p> <p>Tikanga: we understand and accept each other, and our behaviour reflects this. Our diversity is a strength.</p> <p>Aroha: we act with empathy, compassion and kindness.</p> <p>Ihi: we grow resilience through our determination and commitment to do our very best.</p> <p>Kaitiakitanga: we strive to live sustainably by protecting our unique environment.</p>
LEARNING HABITS Dr Michael Fullan's Learning Habits equip our students with the skills and capabilities they need for their future pathways.	<p>Citizenship: human and environmental sustainability in a global context. Tackling real world problems.</p> <p>Creativity: asking the right inquiry questions to generate new ideas. Taking action to improve lives and make change.</p> <p>Critical thinking: evaluating information and arguments, and applying and assessing it in the real world.</p> <p>Communication: knowing when and how to communicate with a range of audiences for a purpose.</p> <p>Character: being an independent life-long learner.</p> <p>Collaboration: using interpersonal skills to effectively learn from and work with others. Understanding each other's strengths and perspectives.</p>
MAC LEAVER PROFILE We aspire for our students to graduate	<p>Mastery: Being able to master the skills and capabilities needed to strive for one's personal best. Using knowledge and skills to problem-solve, create, and innovate.</p> <p>Attitude: Having respect and confidence in self and others, and having a sense of purpose. Acting with integrity, and making the most of opportunities.</p>

<p>equipped with the skills and self knowledge to contribute to and flourish in a complex world.</p>	<p>Citizenship: Celebrating diversity, being inclusive, and having the courage to do the right thing at the right time. Being connected to the community.</p>
<p>TARGETS</p>	<p>Engagement, Achievement, and Wellbeing:</p> <ol style="list-style-type: none"> 1. Years 7-10 - students will improve their literacy and numeracy skills and be at the expected level. 2. 80% of Year 10 students will achieve the NCEA level 1 literacy and numeracy co-requisites. 3. Students who are completing NCEA <ul style="list-style-type: none"> - All year 11 students will achieve NCEA level one - 95% of students enrolled in an NCEA level 2 course will achieve NCEA level 2 - 90% of students enrolled in an NCEA level 3 course will achieve NCEA level 3 - Merit and Excellence endorsements will be a focus. 4. Attendance rates at school will be 90% for all students. 5. Most students will engage in activities outside the classroom. <p>Teaching and Learning:</p> <p>Whole-school Review ERO focus (2025-2027)</p> <ul style="list-style-type: none"> ● continue to develop learners' writing to enhance engagement and achievement across the curriculum to develop rich learning tasks which engage students and support skill development; ● support teachers' professional learning and development to embed the NZC's essential teaching practices, in order to sustain and enhance learner engagement and achievement; ● ensure that the refreshed curriculum is embedded to support student learning and engagement and allows learners to further develop their knowledge of the local curriculum and te ao Māori; ● sustain regular attendance.

STRATEGIC GOALS

<p>HOW WE TEACH</p>	<p>Giving effect to te Tiriti o Waitangi through culturally sustaining practices: Teaching and Leading to the North-East (Prof. Russell Bishop)</p> <ul style="list-style-type: none"> - Professional Growth Cycle for teachers: that we use this process to reflect on our practice and set goals around actions which will improve outcomes for students. - To embed a common unit plan and lesson observation plan across all learning areas. - Monitoring our progress: identifying, sharing and sustaining best practice as kaiako, in order to sustain engagement and achievement. - Literacy and numeracy skills are taught across the curriculum areas. - To continue to implement the five essential pedagogies from Te Mātaiaho (NZC).
<p>WHAT WE TEACH</p>	<ul style="list-style-type: none"> - To implement Te Mātaiaho (NZC): the purpose statements and the 'knowledge and practices' for each subject area. - That our curriculum planning, assessment and reporting will adapt so that we transition from curriculum levels to the progressions, as per the changes to Te Mātaiaho (NZC). - To embed our school values into our learning programmes. - To ensure that each learning area has a focus on our local curriculum and utilise the expertise in the community. - Trial and pilot the new assessment tools as they are ready to be used in schools. - Digital citizenship skills (ethical use of AI) are a focus of our policies and classroom practices.
<p>HOW WE</p>	<ul style="list-style-type: none"> - To ensure that our vision and values are made explicit in all contexts at the college

ENGAGE	<ul style="list-style-type: none"> - Home-school partnerships continue to be developed through a variety of contexts: hui, communication, reporting etc. - To effectively use data to track, monitor and provide effective interventions for students to engage in their learning through the UDL model via PAROT and KAMAR. - To continue to develop a strong house culture through peer support, leadership opportunities and whānau time, to ensure that we are growing effective relationships to support students. - To ensure that our school systems and restorative practices support the wellbeing of staff and students, and embed our plan for 'Being Well at MAC.' - Whānau: school wide plan is developed and embedded to support students during their time at the College in terms of academic and pastoral tracking, including a review of the Tiaki plan. - Systems and procedures are effective in enhancing student attendance in order to meet our target in accordance with our attendance plan.
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SYSTEMS THAT SUPPORT OUR PRACTICE

Restorative Practices	Te Tiriti o Waitangi Culturally responsive and sustaining, high expectations	Professional Learning: Inquiry	Inclusive Practices Numeracy and Literacy Support Kitenga	Professional Growth Cycle
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ANNUAL IMPLEMENTATION PLAN - 2026

How we Teach

Giving effect to te Tiriti o Waitangi through culturally sustaining practices:

Teaching and Leading to the North-East (Prof. Russell Bishop)

- Professional Growth Cycle for teachers: that we use this process to reflect on our practice and set goals around actions which will improve outcomes for students.
- To embed a common unit plan and lesson observation plan across all learning areas.
- Monitoring our progress: identifying, sharing and sustaining best practice as kaiako, in order to sustain engagement and achievement.
- Literacy and numeracy skills are taught across the curriculum areas.
- To continue to implement the five essential pedagogies from Te Mātaiaho (NZC).

INITIATIVES	Purpose	Actions and Links to Documents	Outcome/Reflection and Next Steps	Target, Timeframe and Who
Professional Growth Cycle for teachers: that we use this process to reflect on our practice and set goals around actions which will improve outcomes for students.	To support and build individual capability in teaching practice. Aligning the goals and growth cycle to the new 2026 teaching standards.			HTS, SDD, Targets 1, 2, 3, 4, ongoing
To embed a common unit plan and lesson observation plan across all learning areas.	Encourage staff to incorporate Te Mātaiaho, the MAC school values and culturally responsive practice in the material they deliver to students. To gain more consistency towards the NE across the school in terms of curriculum delivery.			HOLA's, SLT Targets 1, 2, 3, 4, ongoing

Monitoring our progress: identifying, sharing and sustaining best practice as kaiako, in order to sustain engagement and achievement.	To identify and understand where the gaps are, to share best practice when identified. To monitor our progress towards the NE.	Work on developing a data tool that enables us to monitor MAC's progress towards the NE.		SDD,HTS data team Targets 1, 2, 3, 4, ongoing
Literacy and numeracy skills are taught across the curriculum areas.	To ensure ākonga develop the skills required to be successful in the Literacy and Numeracy co-requisites at Y10 and above	Ongoing literacy support for Learning Areas from literacy leads. Targeted numeracy intervention programme with Year 7/8. Tracking and supporting senior students who still need to pass the co-requisite exams.		FAH, SLT, HOLAs, SYM, GNF, GTC, Ruth. Targets 1, 2, 3, ERO, 2026
To continue to implement the five essential pedagogies from Te Mātaiaho (NZC).	To continue to uphold what we know is best practice for student achievement.	Inclusion of the essential pedagogies in the unit plan template.		HTS, FAH, SLT, HOLAs
Māori students experience success as Māori	Building positive relationships with our Māori whānau and wider community. Allowing rangatahi to improve their understanding of Te Ao Māori, their whakapapa, to feel proud of being māori, to grow and reach their potential.	Developing teacher understanding of Mātauranga Māori, Tikanga, Te Reo, so that this can be seen in practice across the kura and the wider community. Allowing ākonga to see themselves in the curriculum and pedagogy of the kura.		SDD,HTS ERO, 1, 2, 3, 4, 5

WHAT WE TEACH				
INITIATIVES	Purpose	Actions and Links to Documents	Outcome/Reflection and Next Steps	Target, Timeframe, and who
<ul style="list-style-type: none"> - To implement Te Mātaiaho (NZC): the purpose statements and the 'knowledge and practices' for each subject area. - That our curriculum planning, assessment and reporting will adapt so that we transition from curriculum levels to the progressions, as per the changes to Te Mātaiaho (NZC). - To embed our school values into our learning programmes. - To ensure that each learning area has a focus on our local curriculum and utilise the expertise in the community. - Trial and pilot the new assessment tools as they are ready to be used in schools. - Digital citizenship skills (ethical use of AI) are a focus of our policies and classroom practices. 				
To implement Te Mātaiaho (NZC): the purpose statements and the 'knowledge and practices' for each subject area.	To ensure we give feedback and work to implement change in line with the changes in Te Mataiaho.			SLT, HOLAS, 2026-2027
That our curriculum planning, assessment and reporting will adapt so that we transition from curriculum levels to the progressions, as per the changes to Te Mātaiaho (NZC).	To ensure that our reporting systems and documents meet the needs of all stakeholders so that students and their parents/whānau know where their child is at. In doing so we will align this to new tools and language as required.			SLT, HOLAS 2026-2027
To embed our school values into our learning programmes.	To ensure that our college community knows what our values are and what these should and could look like. To ensure that expectations of students and staff are clear and consistent.	Through the common unit plan, Student leadership team and assemblies.		SLT, HOLAS ongoing

To ensure that each learning area has a focus on our local curriculum and utilises the expertise in the community.	To continue to honour Te Tiriti and ensure learning is relevant to our ākongā.	The unit has been given to Raihania to lead aspects of the local curriculum. This will occur in targeted staff meetings this year. In addition, he will link in with HOLAs.		HOLAs, CKR 2026
Trial and pilot the new assessment tools as they are ready to be used in schools.	To ensure that staff are ready to use new assessment tools when they are required (2027), and to ensure that students are familiar with these tools.			HOLAs 2026-2027
Digital citizenship skills (ethical use of AI) are a focus of our policies and classroom practices	To ensure teachers and students are responsible and ethical in their use of digital platforms and AI tools	MAC AI use Policy MAC Authenticity Guidelines AI group meeting regularly to discuss digital citizenship across the kura		FAH, HOLAs 2026

HOW WE ENGAGE

- To ensure that our vision and values are made explicit in all contexts at the college
- Home-school partnerships continue to be developed through a variety of contexts: hui, communication, reporting etc.
- To effectively use data to track, monitor and provide effective interventions for students to engage in their learning through the UDL model via PAROT and KAMAR.
- To continue to develop a strong house culture through peer support, leadership opportunities and whānau time, to ensure that we are growing effective relationships to support students.
- To ensure that our school systems and restorative practices support the wellbeing of staff and students, and embed our plan for 'Being Well at MAC.'
- Whānau: school wide plan is developed and embedded to support students during their time at the College in terms of academic and pastoral tracking, including a review of the Tiaki plan.
- Systems and procedures are effective in enhancing student attendance in order to meet our target in accordance with our attendance plan.

INITIATIVES	Purpose	Actions and Links to Documents	Outcome/Reflection and Next Steps	Target, timeframe, and who
To ensure that our vision and values are made explicit in all contexts at the college	To ensure that our college community knows what our values are and what these should and could look like. To ensure that expectations of students and staff are clear and consistent.			SLT, Deans, HOLAs. 1, 2, 3, 4, 5, ongoing
Home-school partnerships continue to be developed through a variety of contexts: hui, communication, reporting etc	Our parent-whānau community and the strength of these relationships are critical to the success of our young people.	Whānau hui at the end of each term. Adapt/tweak reporting systems to align with the changes that are currently taking place.		SDD, HTS, 1, 2, 3, 4, 5 ongoing
To effectively use data to track, monitor and provide effective interventions for students to engage in their learning through the UDL	To ensure that we have up-to-date information on where our learners are at and can take appropriate action to support learners.	From the data, we have developed leadership positions to support targeted groups. <ul style="list-style-type: none"> ● Boys education ● Gifted students (beyond 		SDD, HTS, all targets - ongoing

model via PAROT and KAMAR.		kitenga) <ul style="list-style-type: none"> ● Local curriculum ● Lit/num 		
To continue to develop a strong house culture through peer support, leadership opportunities and whānau time, to ensure that we are growing effective relationships to support students.	To foster and develop whanaungatanga (a sense of belonging), and provide opportunities for students to develop their leadership skills.	The Year 7&8 Learning Support Coordinator is now leading Peer Support. Peer Support leaders training 28/1/26. Training continues every two weeks during Term 1.		CEH, Deans, JNN, TNR, 4, 5, 2026
To ensure that our school systems and restorative practices support the wellbeing of staff and students, and embed our plan for 'Being Well at MAC.'	To ensure that we have expectations, systems and experts in place to support the wellbeing of our staff and students, as a part of meeting our obligation to create a safe and inclusive space for learning.	Introduction of STYMIE. Training 12/2/26 Year 9 PLD with Karmen Ngatai Behaviour Psychologist. 31/1/26		CEH, JNN, STV, Deans, 1, 2, 3, 4, 2026
Whānau: school wide plan is developed and embedded to support students during their time at the College in terms of academic and pastoral tracking, including a review of the Tiaki plan.	To continue to refine our whānau system to create a stronger sense of belonging and ownership.	Lead teachers' release time has been increased by one hour per week in 2026.		CEH, MHE,

<p>Systems and procedures are effective in enhancing student attendance in order to meet our target in accordance with our attendance plan.</p>	<p>To lift student attendance by following the MOE's STAR Attendance Plan. To engage with the new attendance support provider - Able Minds.</p>	<ul style="list-style-type: none"> ☰ MAC Attendance Management... ☰ Mount Aspiring College Attend... 		<p>CEH, PKB, Deans, 4, 2026</p>
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2023-2027 Strategic Direction

2023	2024	2025	2026	2027
<p>Review implementation of vision and values and leaver profile.</p> <p>Curriculum refresh continues. Embed Aotearoa New Zealand histories curriculum.</p> <p>NCEA – planning for level 1. Implement the outcome of the review of the purpose of NCEA level one.</p> <p>School wide use of inquiry (professional learning) embedded</p> <p>Strategic use of data embedded.</p> <p>Middle leadership development.</p> <p>Review support for students with additional needs and gifted and talented students.</p> <p>Student voice – develop use of</p> <p>Embed restorative practice.</p> <p>Junior curriculum focus – progression and learning habits</p> <p>Review pastoral care processes</p> <p>Middle leadership development – HOLAs and Deans.</p> <p>House culture – strengthen through student leadership</p> <p>Review pastoral care processes</p> <p>Middle leadership development – HOLAs and Deans.</p> <p>House culture – strengthen through student leadership</p>	<p>Curriculum refresh continues.</p> <p>NCEA- planning for level 2</p> <p>Middle leadership development.</p> <p>Review reporting to parents</p> <p>Review whānau</p> <p>Strategic use of data embedded.</p> <p>Student voice – develop use of</p> <p>Embed restorative practice.</p> <p>Junior curriculum focus – progression and learning habits</p> <p>Review pastoral care processes</p> <p>Middle leadership development – HOLAs and Deans.</p> <p>House culture – strengthen through student leadership</p> <p>Wellbeing plan developed</p> <p>Te Ao Māori – PLD for staff continues</p>	<p>Curriculum refresh continues</p> <p>NCEA – levels 2 and 3 planning and development</p> <p>Implement changes to NCEA level one assessments (based on the end of 2024 review)</p> <p>Review: progress with the development of each curriculum area's local curriculum and Mana Orite mo te Matauranga Maori.</p> <p>Learning area review cycle starts again</p> <p>Te Ao Māori – PLD for staff continues</p> <p>Review support for students with additional needs and gifted and talented students.</p> <p>Middle leadership development – HOLAs and Deans.</p> <p>Wellbeing plan embedded</p> <p>Reporting to parents – changes implemented</p> <p>Whānau review changes implemented</p> <p>ERO review focus: writing, NZC and attendance</p>	<p>Curriculum refresh continues: included structured maths and literacy programmes, 5 hours per day policy for literacy and numeracy, and planning for years 7-10 curriculum across all learning areas, to be implemented in 2027.</p> <p>ERO review focus: writing, NZC and attendance</p> <p>Ministry of Education assessment tools are implemented</p> <p>Reporting is reviewed (pending outcome of the Ministry of Education review)</p> <p>A wellbeing plan continues to be developed.</p> <p>International student programme developed</p> <p>Strategic use of data – data plan implemented</p> <p>Attendance plan implemented</p> <p>Review: awards and recognitions for students</p> <p>Review: strategic plan for 2027 implementation</p>	<p>Years 7-10 curriculum is implemented.</p> <p>ERO review focus: writing, NZC and attendance</p>