



School Evaluation Report

School Name: Tokoroa High School

Profile Number: 158

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for learners and what needs to be improved.

About the school

Tokoroa High School is a coeducational secondary school for students in Years 9 to 13. The current roll is 502 and includes 68% of students who identify as Māori, 40% as New Zealand European/Pākehā and 37% of Pacific heritage. *The school's vision statement is the Best and Highest qualifications for All.* The school includes an onsite teen parent unit, Pa Harakeke.

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones. educationcounts.govt.nz/home

An explanation of the terms and judgements used in this report can be found here: [Reporting | Education Review Office](#)

Improvement and progress

This section is about the progress the school has made since the January 2024 ERO report. It includes an explanation of the expected improvements and findings.

Expected improvements

The school expected to see improved student outcomes in the junior school and in literacy and numeracy skills across the school. The school focused on all students gaining 14 plus credits per subject in National Certificate of Educational Achievement (NCEA) and improving regular attendance to meet the Government target of 90%.

Findings

The school remains focused on students gaining 14 plus NCEA credits per subject in the senior years. The recently developed Junior Diploma focuses on student achievement under an NCEA type model. Data is collated and reported to the school Board. Although the Diploma measures student progress, in the number of credits they achieve, a closer alignment with curriculum levels is needed.

Attendance is a concern, less than a third of students attend school regularly and attendance is yet to improve. Chronic absences have not decreased. The school has an attendance plan in place. Improving attendance is a high priority.

Literacy and numeracy in the junior school continues to be a significant challenge. Some junior data was available for reading, writing and mathematics. Collecting and using reliable and appropriate achievement data for junior students is a priority area for the school.

The school introduced *Te Whānau a Noa* programme for Year 9 to 13 students. The programme has a sports and academic focus. Evaluating the impact of this programme on student attendance, engagement and achievement is a next step.

What we know about learner success

This section provides a summary of learner success, wellbeing and foundation school conditions, including any education in Rumaki/Reo Rua settings. The judgments are based on the ERO School Improvement Framework and evidence provided to ERO during the evaluation.

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Learner success and wellbeing

This section provides a summary of learner success and wellbeing.

A large majority of students make steady progress over time to achieve well in their senior years.

- In 2024, a large majority of students achieved NCEA Level 1. A large majority of students achieved Level 1 NCEA literacy and most achieved numeracy.
- Most students achieve NCEA Level 2, and a large majority achieve Level 3. Less than half achieve University Entrance (UE), a significant improvement from previous years. There is no disparity between groups of students at NCEA Levels 1, 2 or 3, however disparity in UE is evident for Pacific and male students.
- At the start of Year 9 less than a half of the students are at or above their expected curriculum level in reading and less than a third in writing and mathematics. Less than a third of Year 10 students are at or above their expected level at the beginning of the year.
- Less than a third of students attend school regularly and less than a half chronically absent. Attendance remains static and significantly behind the Government targets for attendance.

Conditions to support learner success

This section provides a summary of leadership, teaching, curriculum and foundation school conditions for improvement.

Leadership increasingly fosters a school culture committed to quality teaching to achieve equity and excellence in learner outcomes

- School leaders establish positive school conditions to support learner success; clear schoolwide expectations underpinned by school systems and processes are embedded.
- Comprehensive action plans provide clear direction and expectations for staff in raising student achievement include literacy, numeracy, Māori, Pacific and curriculum plans.
- Students are provided with a wide range of vocational pathway opportunities to gain work experience and access to further training through community partnerships.
- The school develops specialist programmes and initiatives to raise student engagement and achievement, notable amongst these are the Junior Diploma and the *Te Whānau a Noa* programme.

Teachers create an orderly and increasingly collaborative learning environment.

- Respectful relationships between teachers and students reinforces high standards; consistent teaching practices support learners purposeful engaged in learning.
- Teachers adapt their teaching programmes to support students with varied learning needs.
- The cultural backgrounds of students are understood and acknowledged by teachers in the classroom, with lessons planned accordingly.
- Students are aware of the progress they make and are actively encouraged by their teachers and leaders to pursue the highest qualification available to them.

Leaders are strengthening systems and programmes of learning to enhance positive student outcomes.

- Strong relationships between the school and its wider community reinforce partnerships and connections with industry, employers and other support networks for students.
- Students experience a culture of care and support in an inclusive school environment.
- Leaders engage with whānau, hapū, iwi and the wider community to strengthen learning focused partnerships.

Next steps for improvement

This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It identifies key priorities and actions for improvement.

Key priorities

- Improve regular attendance and reduce chronic absences to improve learning outcomes.
- Strengthen the analysis and use of data to better inform teaching and learning strategies in Year 9 and 10.
- Embed teachers' understanding in the analysis and use of data in the professional learning plan to strengthen teaching and learning in Years 9 and 10.
- Provide targeted intervention and support in the junior school to accelerate student progress in literacy and numeracy.
- Evaluate the effectiveness of the *Te Whānau a Noa* programme on student attendance, engagement and achievement.

Actions to bring about improvement

Within three months:

- senior leaders review the current attendance plan to align with the Ministry of Education's Stepped Attendance Response (STAR)
- senior leaders review the processes and systems of data collection and analysis and make necessary adjustments
- senior leaders develop a professional learning plan that incorporates effective use of data to inform teaching practice and interventions to support student progress
- leaders and the School Board incorporate in the strategic and annual implementation plan, strategies and resources to accelerated learner progress in literacy and numeracy

Within six months:

- staff are undertaking professional learning to strengthen their understanding and use of data to inform teaching and learning strategies
- a process to evaluate the effectiveness of the *Te Whānau a Noa* programme on student attendance, engagement and achievement has been developed

Every six months:

- senior Leaders review and report to the board on student attendance and achievement, with a focus on student acceleration in literacy and numeracy

Annually:

- senior leaders review and report to the board on attendance and make necessary adjustments to the plan if needed
- senior leaders review and report to the board on progress and achievement and make necessary adjustments to the plan for the following year
- senior leader and teachers review the professional learning plan to show the effectiveness of shifts in teaching practice on student outcomes
- the principal reports to the School Board on the outcome of the evaluation of the *Te Whānau a Noa* programme to adjust accordingly for the following year.

Expected outcomes

- Improved regular attendance and reduced chronic absence towards meeting the Government target.
- Consistent use of achievement data to monitor student progress and to inform next steps in teaching practice and school direction.
- Students in Years 9 and 10, below or well below their expected curriculum level make accelerated progress.
- Evidence proves that the *Te Whānau a Noa* programme enhances student attendance, engagement and achievement.

Recommendation to the Ministry of Education

ERO recommends that the Ministry of Education provide tailored support from the Ministry's Curriculum Lead for:

- progressing junior student achievement
- improving regular attendance.

The next public report on ERO's website will be a School Report and is due within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

19 February 2026