



TOKOROA HIGH SCHOOL

STATEMENT OF VARIANCE 2025

MARCH 31, 2026
MINISTRY OF EDUCATION
HAMILTON

CONTENTS PAGE	Page Number
Strategic Aim; Annual Aim; Strategic Targets:	2 - 3
Baseline Data:	4
NCEA Achievement Report (Enrolment-Based Results, 2018–2025)	5
Strategic Area 1: Raising Student Achievement in NCEA Levels 1, 2 & 3:	6 – 7
Strategic Area 1: Raising Student Achievement in University Entrance:	8
Strategic Area 1: Raising Student Achievement in NCEA and University Entrance: <i>The Te Whānau a Noa</i> programme	9
Strategic Area 1: Raising Student Achievement in STEM (Science, Technology, Engineering and Mathematics) Level 3:	10
Strategic Area 2: Attendance - All students will have 90% attendance across the whole school:	11 – 13
Strategic Area 2: Attendance - School Leavers Data Analysis and Report:	14
Strategic Area 3: To Improve literacy and numeracy skills across the whole school:	
• Numeracy Report	15
• Literacy Report	16
• Junior Diploma Report	17
Appendices - 2025 NCEA Data from NZQA:	18

School Name:	Tokoroa High School	School Number:	0158
---------------------	---------------------	-----------------------	------

Strategic Aim:	Strategic aim – The Mission Statement of Tokoroa High School is "The Best and Highest Qualifications For All". The paramount principle of the school is "Learning and Achievement For All is a Life Long Process". Hence Tokoroa High School exists to launch students on a path of successful life-long learning and academic achievement.
Annual Aim:	<i>From the 2025 Charter -</i> Strategic Goal 1: All students will gain 14 Plus credits per subject. The over-arching goal for NCEA is that 'all students will gain 14 plus credits per subject'. Strategic Goal 2: All students will have 90% attendance across the whole school. Strategic Goal 3: To improve literacy and numeracy skills across the whole school
Target:	<p>Targets for Strategic Goal 1 – All students will gain 14 Plus credits per subject: Refer to Table 1: Provisional NCEA results 2018-2025 and Table 2: Confirmed final NCEA results 2018-2024. Refer to NCEA results & Appendices Charts 1 to 9 for the provisional 2025 NCEA details.</p> <ol style="list-style-type: none"> 1]. 85% of year 11 students will gain NCEA LEVEL 1 <i>Provisional Outcomes: 73.1% of year 11 students gained NCEA level 1.</i> 2]. 85% of year 12 students will gain NCEA LEVEL 2 <i>Outcomes: 74.8% of year 12 students.</i> 3]. 85% of year 13 students will gain NCEA LEVEL 3 <i>Outcomes: 72.4% of year 13 students attained NCEA Level 3</i> 4]. 40% of year 13 students will gain University Entrance. <i>Outcomes: 51.7% of year 13 students attained University Entrance.</i> 5]. 6.5% achieve NCEA with an Excellence endorsement. Outcomes – L1 – 2025 1.8% (2024 5.7%; 2023 5.8%; 2022 9.8%); L2 – 2025 7.5% (2024 11.4%; 2023 10.4%; 2022 4.8%); L3 – 2025 7.9% (2024 7.5%; 2023 2.6%; 2022 12.8%). 6]. 9.5% achieve NCEA with a Merit endorsement. Outcomes – L1 – 2025 8.8% (2024 12.6%; 2023 11.6%, 2022 28%); L2 – 2025 13.8% (2024 8.9%; 2023 5.2%, 2022 12.9%); L3 – 2025 9.5% (2024 5.7%; 2023 2.6%, 2022 12.8%).

Target for Strategic Goal 2 - All students will have 90% attendance across the whole school:
Outcome: average attendance figures for **2025 – 29%**; 2024 -29.75%; for 2023 -25.5%; for 2022 -23%

Priority: A school ERO report, dated, 19 February 2026, stated; "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**" (page 2, paragraph 2, of report).

Targets for Strategic Goal 3 - To improve literacy and numeracy skills across the whole school:
Level 1 Literacy and Numeracy for Targets 1, 2, 3, 4 listed below: See Appendices: Chart 5 Literacy and Numeracy.

- 1]. 91% of year 11 students will achieve the required Literacy credits for NCEA Level 1
Outcomes: 72% (2025), 78.9% (2024) and 78.3% (2023) of year 11 students gained Literacy level 1.
- 2]. 94% of year 11 students will achieve the required Numeracy credits for NCEA Level 1
Outcomes: 83.9% (2025); 82.0% (2024) and 87.5% (2023) of year 11 students gained Numeracy level 1.
- 3]. 30% of year 12 students will achieve the required literacy credits for University Entrance
Outcomes: **40.2% (2025)**, 52.5% (2024), 33.3% (2023), 43.4% (2022), 31.3% (2021), gained University Entrance Literacy.
- 4]. 55% of year 13 students will achieve the required literacy credits for University Entrance
Outcomes: **79.3% (2025)**, 68.6% (2024), 63.6% (2023), 50.8% (2022), 54.5% (2021), gained University Entrance Literacy.
- 5]. 55% of year 9 and year 10 students will gain their Junior Diploma at an Achieved level
Outcomes: Year 9 students = **42%**. Year 10 students = **32%**
- 6]. 25% of year 9 and year 10 students will gain their Junior Diploma at a Merit level.
Outcomes: Year 9 students = **22%**. Year 10 students = **28%**
- 7]. 5% of Year 9 and year 10 students will gain their Junior Diploma at an Excellence level.
Outcomes: Year 9 students = **24%**. Year 10 students = **23%**

Priority: A school ERO report, dated, 19 February 2026, stated; "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**" (page 2, paragraph 3, of report).

Baseline Data:**Table 1: Provisional NCEA (Enrolment based) results 2018 - 2025 in February/March of each relevant year**

	Level 1	Level 2	Level 3	U.E.
2018	71.1	67.9	62.3	28.3
2019	80.0	78.2	81.5	30.9
2020	74.2	84.1	86.1	38.9
2021	66.7	86.5	72.7	22.1
2022	78.1	81.6	72.3	29.2
2023	66.7	85.6	69.1	18.2
2024	64.9	79.8	75.7	44.3
2025	73.1	74.8	72.4	51.7

Table 2: Confirmed final NCEA (Enrolment based) results 2014 – 2024 (mid-April)

2014	78.0	90.1	52.4	12.7
2015	80.7	85.3	64.4	21.8
2016	86.6	87.7	67.8	23.0
2017	73.2	83.0	71.7	32.6
2018	75.2	72.9	64.4	28.7
2019	82.7	80.0	82.7	32.1
2020	74.0	84.1	86.1	41.7
2021	69.8	87.5	77.9	22.1
2022	78.1	81.6	72.3	29.2
2023	71.7	85.6	70.9	18.2
2024	67.4	79.8	75.7	44.3

NCEA Achievement Report (Enrolment-Based Results, 2018–2025)

Introduction

This report summarises enrolment-based achievement outcomes for NCEA Levels 1–3 and University Entrance (UE) over the period 2018 to 2025. It identifies key trends, patterns of improvement and decline, and areas of relative strength.

NCEA Level 1

Achievement at Level 1 has fluctuated over the reporting period, with an overall decline from earlier peak performance. Results increased from 75.2% in 2018 to a high of 82.7% in 2019, before dropping to 74.0% in 2020 and further to 69.8% in 2021. A recovery was observed in 2022 (78.1%), followed by renewed decline in 2023 (71.7%). The low point in 2024 (67.4%) was due to NCEA curriculum changes. In 2025, results improved to 73.1%.

NCEA Level 2

Level 2 achievement has been consistently the strongest across all qualification levels, maintaining relatively high performance throughout the period. Results rose steadily from 72.9% in 2018 to 80.0% in 2019 and 84.1% in 2020, peaking at 87.5% in 2021. This was followed by a moderate decline to 81.6% in 2022 and a brief recovery to 85.6% in 2023. However, a more notable decrease occurred in 2024 (79.8%) and 2025 (74.8%). Despite this recent downward trend, Level 2 remains an area of relative strength, though the decline in the most recent years warrants monitoring.

NCEA Level 3

Level 3 results demonstrate a pattern of strong early improvement followed by a period of decline and stabilisation. Achievement increased significantly from 64.4% in 2018 to 82.7% in 2019 and reached a peak of 86.1% in 2020. Subsequently, results declined to 77.9% in 2021 and continued downward to 72.3% in 2022 and 70.9% in 2023. A modest improvement occurred in 2024 (75.7%), before a slight decrease to 72.4% in 2025. Overall, Level 3 achievement remains above 2018 levels but below its 2020 peak, indicating a need to consolidate recent gains.

University Entrance (UE)

University Entrance achievement has shown the greatest variability over the reporting period. Results increased from 28.7% in 2018 to 32.1% in 2019 and rose sharply to 41.7% in 2020. This was followed by a significant decline to 22.1% in 2021, with continued low performance in 2022 (29.2%) and 2023 (18.2%). A marked improvement is evident in the final two years, with results increasing to 44.3% in 2024 and reaching a peak of 51.7% in 2025. This upward trend suggests significant recent progress in UE attainment.

Conclusion

Across the 2018–2025 period, NCEA Level 2 has remained the most consistent and highest-performing qualification, although recent declines are evident. Levels 1 and 3 both demonstrate variability, with performance below earlier peak years despite some recent recovery. University Entrance, while historically inconsistent, shows strong improvement in the most recent years and represents a key area of positive progress. Continued focus on sustaining gains and addressing variability across all levels will be important for future achievement outcomes.

Strategic Area 1: Raising Student Achievement in NCEA Levels 1, 2 & 3

Table 3: 2025 NCEA Results (Board targets for NCEA have been set at 85% for each of the three levels)

Actions / Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<p>* School-wide monitoring of NCEA achievement data and regular tracking of student progress.</p> <p>Continued implementation of the "5 N" strategy – (name, numbers, needs, next steps, networks)</p> <p>* Senior staff to continually track data to identify students at risk of non-achievement and have contingency planning and support in place for students who are at risk of not achieving.</p> <p>* Programmes of learning are adjusted to meet the needs of certain students.</p> <p>* Targeted academic mentoring and learning support were provided for students identified as being at risk of not achieving NCEA.</p> <p>* Departments reviewed internal assessment programmes and provided additional opportunities for credit attainment where appropriate.</p>	<p>* In 2026, achievement rates were 73.1% at Level 1, 75.7% at Level 2, and 72.4% at Level 3.</p> <p>* Although NCEA achievement has remained below the Board target of 85% across all three levels in most years, the school has been consistently above both National and EQI band figures during this time (<i>see Appendices Chart 1 – Generated 12 March 2026. Achievement in NCEA and UE: Tokoroa High School – PR2 – Enrolment Based Cumulative Overall Results</i>).</p> <p>* Overall trends show fluctuating results with a general decline since 2021, particularly at Level 1 and Level 2. Level 2 results were closest to the 85% target between 2019 and 2023, reaching 86.5% in 2021. However, results have declined in recent years.</p>	<p>* Variability in cohort achievement and student engagement has contributed to fluctuations across years.</p> <p>* Ongoing changes to NCEA assessment requirements and qualification structures, particularly in Level 1, have also impacted achievement patterns. The data suggests that foundational achievement at Level 1 has been inconsistent, which may influence progression and success at higher levels.</p> <p>* Additionally, the school has placed increased emphasis on pathways leading to University Entrance, which may have influenced course selection and assessment patterns at Level 3.</p>	<p>* Strengthen early identification and targeted intervention for students at risk of not achieving Level 1, as success at this level supports achievement at Levels 2 and 3.</p> <p>* Continue refining tracking systems and academic mentoring programmes to support student progress throughout the year.</p> <p>* Departments will review assessment programmes to ensure a balanced approach between credit opportunities and deep learning.</p> <p>* Ongoing analysis of achievement data will inform targeted teaching strategies and support the school's goal of lifting NCEA achievement closer to the 85% Board target across all levels.</p>

* NCEA achievement data shows that while results have fluctuated across the past eight years, overall achievement at Levels 1–3 has remained below the Board target of 85%. Level 2 results have historically been the strongest, but there has been a noticeable decline in Level 1 and Level 2 achievement since 2021. At the same time, University Entrance attainment has increased significantly in recent years, suggesting a growing focus on supporting students to access tertiary pathways.

Table 4: NCEA Tracking: Comparisons between the final NZQA NCEA Level 1 & Level 2 figures and November tracking progress figures

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Level 1 NZQA final	78.0	80.7	86.6	73.2	75.2	82.7	74.0	69.8	78.1	66.7	65.4	73.1
November progress	63	22	21	28	68	71	68	46	56	68	64	65
Level 2 NZQA final	90.1	85.3	87.7	83.0	72.9	80.0	84.1	87.5	81.6	85.6	79.8	74.8
November progress	44	45	46	51	62	75	87	84	75	82	89	79
Level 3 NZQA final	52.4	64.4	67.8	71.7	64.4	82.7	86.1	77.9	72.3	69.1	75.7	72.4
November Progress	17	38	43	40	59	74	85	80	58	71	74	65

* To monitor NCEA progress, regular monthly tracking is undertaken throughout the year and presented to the Board in monthly reports. Tables 4 and 5 display comparisons between the November figures (the final month of the academic year) and the final confirmed NCEA results, which are released in Term 1 of the following year.

At Level 1, the final NZQA results fluctuate between 65.4% (2024) and 86.6% (2016). The November progress figures are generally lower than final results, ranging from 21% (2016) to 71% (2019). An observation is that the November tracking consistently underestimates final results, sometimes by large margins (e.g., 2015: 80.7% final vs 22% November progress).

At Level 2, the final NZQA results range from 72.9% (2018) to 90.1% (2014). The November progress is generally closer to final results than Level 1, ranging from 44% (2014) to 89% (2024). Scrutiny shows that for recent years, November tracking often predicts final results fairly accurately (e.g., 2020: 84.1% final vs 87% November).

At Level 3, the final NZQA results range from 52.4% (2014) to 86.1% (2020). November progress is significantly lower in early years but gets closer in later years (17% in 2014 vs 85% in 2020). An observation is that November progress is more variable, with early-year tracking (2014-2017) underestimating final results, but later years (2023-2025) show closer alignment.

Table 5: NCEA Tracking: Comparisons between the final NZQA University Entrance figures and November tracking progress

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
University Entrance NZQA final	12.7	21.8	23.0	32.6	28.7	32.1	41.7	22.1	29.2	18.2	44.3	50.6
November progress	0	5	1	4	9	2	33	18	18	13	26	37

* The University Entrance (UE) final UE results fluctuate widely: 12.7% (2014) to 50.6% (2025). November progress is much lower than final results in early years (0–9%) but improves in later years, approaching final outcomes (e.g., 2025: 37% November vs 50.6% final). UE results show the biggest gap between November and final outcomes in early years, with recent years showing a trend toward improved November tracking accuracy. However, this can be attributed to uncertainty of student achievement in the university entrance external exams.

Overall Patterns

1. November progress consistently underestimates final NZQA results in University Entrance.
2. University Entrance tracking improves over time, suggesting better predictive tracking or interventions in recent years.
3. The largest gaps occur in early years (2014–2017), while recent years (2023–2025) show much smaller differences.
4. The school has seen a significant increase in University Entrance attainment, indicating improved progression to tertiary pathways.

Table 6: Strategic Area 1: Raising Student Achievement in University Entrance (UE). Board targets for NCEA have been set at 40%.

Actions / Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<p>* More in-depth analysis of student results during 2025.</p> <p>* Earlier tracking of student University Entrance progress</p> <p>* Review of current University Entrance courses and programmes to determine – “What’s working and what’s not”. It was determined that a trifecta of subjects should be timetabled for most students in 2025.</p> <p>* A wide range of University Entrance domain subjects offered: Biology, Chemistry, Earth and Sciences, Physics, Calculus, and Statistics, as well as English, Geography, Business Studies, History, and Languages (Cook Islands Maori, Japanese, Samoan, Te Reo Maori), Dance, Music, Art, Painting, Health, and Physical Education.</p>	<p>* University Entrance results for 2025 (51.7%), were the highest ever recorded by the school.</p> <p>* University Entrance achievement has fluctuated between 2014–2025, ranging from 12.7% to 50.6%. Results were relatively low from 2014–2016, then improved in 2017–2020, peaking at 41.7% in 2020. Achievement dropped again between 2021–2023, reaching 18.2% in 2023, but showed significant improvement in 2024 (44.3%) and 2025 (50.6%), exceeding the board target of 40%.</p> <p>* The improvement reflects increased monitoring of student progress, programme review, and broader access to UE-approved subject pathways.</p>	<p>* Variations in University Entrance achievement were influenced by differences in cohort size, subject selection, and student readiness for University Entrance pathways.</p> <p>* Lower results in some years reflect inconsistent tracking of University Entrance progress and programme alignment.</p> <p>* The recent increase is linked to earlier tracking of University Entrance progress, reviewing course pathways, and ensuring students take appropriate subject combinations (trifecta approach) to meet University Entrance requirements.</p>	<p>* Continue earlier monitoring and tracking of University Entrance progress</p> <p>* Strengthen data analysis of student results</p> <p>* Maintain clear University Entrance pathways through appropriate subject combinations.</p> <p>* Ongoing review of courses to ensure programmes meet student needs and support the goal of maintaining University Entrance achievement above the 40% board target.</p>

Table 7: Strategic Area 1: Raising Student Achievement in NCEA and University Entrance of students in the Te Whānau a Noa programme

Actions / Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<ul style="list-style-type: none"> * Implemented the Te Whānau A Noa RL Academy as a targeted pathway to support student achievement. * Provided a structured, culturally responsive learning environment with strong mentoring and academic tracking. * Maintained high expectations for NCEA success across all year levels. * Delivered targeted support for students at risk of not achieving (evidenced by very low non-achievement numbers). * Fostered strong engagement through the Rugby League Academy context, linking academic success with student identity and motivation. 	<ul style="list-style-type: none"> * Exceptional University Entrance (UE) achievement: <ul style="list-style-type: none"> - 21 of 22 Year 13 students (95%) attained UE. - Significantly higher than the whole-school rate of 51.7%. - Only one student did not achieve UE. * Strong NCEA Level 2 achievement: <ul style="list-style-type: none"> - 18 of 20 Year 12 students (90%) attained Level 2. - Above the schoolwide rate of 75.7%. * High NCEA Level 1 achievement: <ul style="list-style-type: none"> - 26 of 28 Year 11 students (92.8%) attained Level 1. - Well above the schoolwide rate of 73.1%. * Consistently low numbers of non-achieving students across all levels 	<ul style="list-style-type: none"> * Highly effective targeted programme: The Noa Academy model appears to provide strong academic and pastoral support. * Culturally responsive approach: Likely contributed to improved outcomes, particularly for priority learners * High levels of student engagement: The integration of Rugby League likely increased motivation, attendance, and commitment. * Strong relationships and mentoring: Purpose driven focus. * Clear expectations and accountability: Students were supported to meet clear academic goals. 	<ul style="list-style-type: none"> * Sustain and embed successful practices within the RL Academy model. * Explore scalability: Identify how elements of the programme can be transferred to the wider school. * Maintain high UE and NCEA success rates through continued tracking and mentoring. * Strengthen pathways beyond school: Ensure students transition successfully into tertiary education, training, or employment. * Continue targeted support: Focus on the small number of students not yet achieving to move closer to 100% success * Explore 5-day timetable option. The hugely successful Lighthouse course was based on the 5-day model.

* In 2025, Te Whānau A Noa RL Academy demonstrated outstanding academic achievement across all NCEA levels, reflecting the effectiveness of its targeted, culturally responsive approach. University Entrance attainment was particularly notable, with 21 of 22 Year 13 students (95%) achieving UE, significantly exceeding the whole-school rate of 51.7%. Similarly, NCEA Level 2 achievement reached 90% (18 of 20 students), compared to the schoolwide rate of 75.7%, while 92.8% of Year 11 students (26 of 28) attained NCEA Level 1, well above the school average of 73.1%. These results highlight the impact of strong mentoring, high expectations, and effective academic tracking within the Academy, alongside the positive influence of integrating Rugby League to enhance student engagement and motivation. The consistently low number of students not achieving across all levels further reflects the strength of the support systems in place. Moving forward, the school will aim to sustain these high levels of achievement, further strengthen pathways beyond school, and explore opportunities to extend successful aspects of the RL Academy model to support achievement across the wider school.

Table 8: Strategic Area 1: Raising Student Achievement in STEM (Science, Technology, Engineering and Mathematics) Level 3

STEM education equips students with critical thinking, problem-solving, and innovation skills, essential for navigating a rapidly evolving technological landscape. The impact of STEM extends beyond the classroom, influencing advancements in fields such as healthcare, climate science, and technology. (Refer to Appendices Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School)

Actions/ Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
<ul style="list-style-type: none"> * Provide opportunities for students to explore different STEM fields to discover their interests. * Emphasize the real-world applications of STEM subjects to show students the practical significance of what they are learning. * Provide hands-on learning experiences, such as labs, projects, and internships, to reinforce theoretical concepts. * Foster a supportive environment for teachers to experiment with innovative teaching techniques. * Provide resources for self-directed learning and exploration. * Celebrate achievements and efforts to boost students' confidence and motivation. 	<ul style="list-style-type: none"> * Significant improvement in overall STEM participation and success: <ul style="list-style-type: none"> - All groups exceeded 70% achievement in at least one STEM subject in 2025. - Pacific students showed the highest rate (81.5%), followed by Other (72.9%) and Māori (71.2%). - Strong growth over time: <ul style="list-style-type: none"> - Dramatic increases from 2024 to 2025 across all groups. - Māori: 37.2% → 71.2% - Pacific: 29.4% → 81.5% - Other: 52.2% → 72.9% * Moderate improvement in students taking two or more STEM subjects: <ul style="list-style-type: none"> - Pacific and Other groups showed notable increases in 2025. - Māori improved slightly but remained lower than other groups. * Limited but improving uptake of three or more STEM subjects: <ul style="list-style-type: none"> - Still relatively low across all groups. - Some gains in 2025, especially for Pacific (7.4%) and Other (10.4%) 	<ul style="list-style-type: none"> * Targeted interventions worked effectively for getting students into at least one STEM subject, leading to the sharp rise in 2025. * Equity-focused support likely contributed to strong gains for Māori and especially Pacific students. * Possible increased engagement and relevance of STEM learning, improving student motivation and achievement. * However, limited growth in multi-subject participation suggests: <ul style="list-style-type: none"> - Timetabling constraints or subject clashes. - Perceived difficulty of taking multiple STEM subjects. - Insufficient academic confidence or preparation for higher STEM workload. * Guidance may have prioritised "at least one subject" rather than depth (multiple subjects) 	<ul style="list-style-type: none"> * Sustain gains in single-subject STEM achievement by maintaining current successful strategies. * Shift focus toward depth of engagement: <ul style="list-style-type: none"> - Increase the number of students taking two or more STEM subjects. - Develop pathways that encourage STEM specialisation. * Strengthen academic support: <ul style="list-style-type: none"> - Provide scaffolding for students to manage multiple STEM subjects. - Identify and support students with STEM potential earlier (e.g., in lower year levels). * Improve course design and access: <ul style="list-style-type: none"> - Review timetabling to reduce clashes between STEM subjects. - Promote integrated or cross-curricular STEM pathways. * Enhance student guidance and aspiration: <ul style="list-style-type: none"> - Clearly communicate the benefits of taking multiple STEM subjects for future pathways. - Use mentoring, role models, and career connections. * Continue equity focus: <ul style="list-style-type: none"> - Build on strong Pacific success. * Further accelerate Māori achievement, especially in multi-subject participation

Table 9: Report on Strategic Area 2 - Attendance: All students will have 90% attendance across the whole school. Improve regular attendance (90% plus) and reduce chronic absences

Actions / Initiatives	Outcomes					Reasons for the Variance	Evaluation
	Year Term	Regular	Irregular	Moderate	Chronic		
* Strengthen our internal processes for attendance referrals.	2019-4	20%	19%	15%	46%	* Attendance challenges are complex and influenced by external factors beyond school control.	* Senior leaders review the current attendance plan to align with the Ministry of Education's Stepped Attendance Response (STAR).
	2020-1	39%	23%	12%	27%		
*Strengthen communications with Whanau to ensure support and strategies to support attendance.	2020-2	39%	19%	12%	31%	* Socio-economic pressures significantly impact student attendance.	* Senior leaders review and report to the Board on student attendance
	2020-3	26%	22%	16%	35%		
	2020-4	23%	15%	15%	47%		
	2021-1	42%	22%	13%	23%		
*Strengthen links with the community and services such as Truancy, NETS referrals, and businesses for Section 53.	2021-2	31%	20%	17%	31%	* Students working to support themselves and their families reduces school attendance.	* Continue refining data tracking and use it to inform targeted interventions.
	2021-3	30%	18%	15%	38%		
	2021-4	20%	14%	15%	51%		
	2021	30.75%					
*Greater conversations around retention and pathways to improve attendance	2022-1	36%	19%	13%	32%	* Systemic inequities and post-pandemic impacts continue to affect attendance rates.	* Develop targeted support strategies for high-risk students and families.
	2022-2	21%	23%	17%	38%		
	2022-3	22%	23%	17%	38%		
	2022-4	13%	25%	21%	41%		
* Continue to follow the steps and proposed actions in the 2025 Attendance Plan.	2022	23%				* Many students are exposed to drug and alcohol use, which is highly prevalent in the community. In some cases, family members struggle with addiction, increasing students' exposure. These students are strongly represented in our chronic attendance statistics.	* Strengthen partnerships with community agencies to address wider socio-economic barriers.
	2023-1	36%	23%	14%	27%		
	2023-2	23%	19%	17%	42%		
	2023-3	28%	17%	15%	40%		
* Preparation and completion of referrals to TAG.	2023-4	15%	16%	14%	55%	* Lack of consistent engagement strategies and external disruptions.	* Set realistic interim targets and implement evidence-based attendance improvement strategies.
	2023	25.5%					
	2024-1	39%	25%	10%	26%		
	2024-2	29%	20%	13%	38%		
* I.A.P's completed for students needing intervention.	2024-3	29%	18%	13%	39%		* Introduce consistent, school-wide attendance expectations and incentives.
	2024-4	22%	21%	14%	42%		
	2024	29.75%					
	2025-1	36%	22%	14%	28%		
* Subject teachers to discuss concerns with tutor first and then contact home if deemed appropriate.	2025-2	26%	22%	12%	40%		* Lighthouse 5-day model
	2025-3	27%	12%	13%	49%		
	2025-4	27%	17%	15%	41%		
	2025	29%					
* Annual statistical report to Principal and BoT							

Attendance Goal: Improve regular attendance and reduce chronic absence to improve learning outcomes

Table 10: Tokoroa High School attendance percentage results (2022-2025)

Year	Regular Over 90%	Irregular 80-90%	Moderate 70-80%	Chronic less than 70%
2022	23.0	22.5	17	37.25
2023	25.5	18.75	15	41
2024	29.75	21	12.5	36.25
2025	29.0	18.0	13.5	39.5

Table 11: All Secondary Schools Nationally attendance percentage results

Year	Regular	Irregular	Moderate	Chronic
2022	39.5	23.3	13.7	23.6
2023	45.4	23.2	12.4	19.0
2024	48.0	22.1	11.8	18.0
2025	50.2	22.0	11.2	16.6

Key Points:

- School faces significant attendance challenges compared to national trends
- Modest improvements made – 23% to 29.75% from 23.0% in 2022 to around 29% in 2024–2025
- National levels rose steadily from 39.5% to 50.2% over the same period
- Of particular concern is the persistently high rate of chronic absence fluctuating between 36.25% and 41%, and remaining at 39.5% in 2025, more than double the national figure of 16.6%

Although the school has made some progress, particularly between 2022 and 2024, this improvement has not kept pace with national trends, and the slight decline in 2025 suggests a potential plateau. These patterns indicate that, without further targeted and sustained intervention, Tokoroa High School is at risk of continuing to lag behind national attendance outcomes.

In 2026, implement the **5 N** strategy, that has been used successfully with our NCEA programme:

Name - of student;

Number – (attendance rate figure)

Needs - Develop and implement targeted interventions for students identified as chronically absent
- Establish clear, consistent school-wide expectations for attendance

Next Steps - Partner with external agencies and community services to address socio-economic barriers
- Set incremental, achievable attendance targets aligned with the 2030 national goal

Networks - Strengthen whānau (student / family / community connections) engagement to support regular attendance
- Introduce monitoring systems with regular review points to track progress

Attendance Goal: Improve regular attendance and reduce chronic absence to improve learning outcomes

Table 12: Tokoroa High School—Misalignment Between NCEA Results, High EQI, and Low Attendance Rates

Provisional 2025 NCEA results for 23 schools across the Waikato, Bay of Plenty, and King Country regions, provides an overview of academic achievement within this group of secondary schools, examining NCEA Levels 1–3 and University Entrance (UE), alongside consideration of socio-economic context (EQI).

EQI scores range from 429 (indicating more affluent schools) to 552 (indicating schools serving lower socio-economic communities). There is a general correlation between higher EQI (greater disadvantage) and lower academic achievement. However, two high-EQI schools (Tokoroa High School and School 18) perform at or above national averages.

- **Improving Attendance Rates at Tokoroa High School and the impact on NCEA Achievement**

For Tokoroa High School, achievement rates are notable given the school's low attendance rate of 29% in 2025, compared with a national rate of 50.2%. Addressing these 'concerning' attendance levels is therefore likely to result in measurable gains in NCEA achievement outcomes.

Secondary High School / College	EQI number	Level 1	Level 2	Level 3	University Entrance	University Entrance School Rankings (above 50%)
Tokoroa High School	525	73.1	75.7	72.4	51.7	51.7 = 7 th
<i>Similar EQI band schools</i>		60.6	59.6	60.4	21.6	
<i>National Schools average</i>	344 - 569	73.5	73.6	71.5	52.0	
School 2	429	33.9	68.9	72.7	35.5	
School 3	447	72.9	80.2	82.4	53.6	53.6 = 5 th
School 4	456	10.3	80.6	78.2	55.1	55.1 = 2 nd nd
School 5	463	64.6	78.9	78.9	54.8	54.8 = 4 th
School 6	463	59.2	81.2	78.5	44.1	
School 7	473	61.7	78.1	88.9	58.9	58.9 = 1 st
School 8	479	61.9	69.7	57.1	41.9	
School 9	481	59.3	68.8	78.2	55.1	55.1 = 2 nd nd
School 10	486	85.6	72.9	69.8	34.4	
School 11	499	64.3	80.6	72.4	36.2	
School 12	504	72.6	89.9	89.9	39.2	
School 13	508	45.7	58.0	46.4	23.2	
School 14	515	50.6	68.4	43.8	18.8	
School 15	517	43.6	64.0	66.2	13.5	
School 16	518	52.1	56.7	65.4	15.4	
School 17	519	60.0	70.4	61.9	23.8	
School 18	522	48.7	80.0	69.4	53.2	53.2 = 6 th
School 19	522	47.9	57.4	66.3	33.7	
School 20	527	10.9	52.0	53.2	11.9	
School 21	532	47.8	61.1	21.1	10.5	
School 22	534	33.3	61.6	46.5	23.3	
School 23	552	40.0	44.2	53.8	18.8	

Report on Strategic Area 2 - Attendance: 2025 Leaver's Report

Table 13: To analyse school leaver data for 2025 and assess how well the school is meeting its goal of ensuring students leave with strong qualifications, particularly NCEA Level 2 or higher.

Actions / Initiatives (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
Provided increased careers advice and pathway planning for senior students.	97% of Year 13 leavers achieved NCEA Level 2 or higher, exceeding the national target of 85%.	Students were better informed about career pathways and the qualifications required for employment or further study	Continue strengthening careers guidance and pathway planning to maintain high achievement levels
Expanded Gateway and Trades Academy programmes to provide alternative learning pathways.	A large proportion of students transitioned successfully into employment (44%) or tertiary education (55%).	Practical learning opportunities helped engage students and provided clear pathways into employment or further training.	Continue expanding vocational pathways and partnerships with external providers.
Improved tracking of leavers and recording of destinations	All 2025 leavers had their destinations recorded, the first time the school has achieved full tracking.	More consistent monitoring and follow-up systems were implemented.	Maintain accurate tracking systems to better monitor long-term student outcomes.
Offered a wider range of subjects and flexible study options.	Retention improved, with a significant reduction in Year 11 and Year 12 leavers compared with 2024.	Students were more engaged due to increased choice and relevant learning pathways.	Continue reviewing subject offerings to ensure programmes remain relevant and engaging.
Identified and supported students at risk of leaving early, including monitoring attendance and achievement.	Most early leavers (Year 11–12) had very low attendance, impacting their ability to achieve NCEA Level 2.	Student mobility, family circumstances, and economic pressures contributed to poor attendance and early leaving	Strengthen early intervention strategies, including closer monitoring of attendance and targeted support for at-risk students.
Implemented initiatives to support high priority learners (Māori and Pasifika); low socio-economic.	Very high achievement rates: 97% of Māori, 100% of Pasifika and European/Other students achieved NCEA Level 2 or higher.	Targeted support, improved engagement, and culturally responsive approaches contributed to positive outcomes.	Continue targeted support programmes to maintain equitable outcomes across all groups.

Table 14: Numeracy Achievement Data (2021-2025)

Academic Year	Achievement	Tokoroa High School	National	Most Socioeconomic Barriers (School Equity Index Band)
2021	Numeracy	85.4	82.5	66.7
2022	Numeracy	87.6	80.8	64.9
2023	Numeracy	87.5	82.3	68.9
2024	Numeracy	82.0	74.8	59.4
2025	Numeracy	83.9	78.4	60.6

Table 15: Strategic Area 3: To improve numeracy skills across the whole school – Level 1 Numeracy:

Actions / Initiatives - (What did we do?)	Outcomes - (What happened?)	Reasons for the Variance - (Why did it happen?)	Evaluation - (Where to next?)
<ul style="list-style-type: none"> * Enhance access to digital learning tools and real-world numeracy applications. * Focus on teacher professional development for effective numeracy teaching strategies. * Offer targeted CAA preparation sessions. * Encourage a growth mindset, emphasizing effort and improvement rather than just results. * Provide individualized support, such as peer mentoring or small-group tutoring, to assist struggling students. * Create a supportive testing environment, reinforcing that CAA is a learning opportunity rather than a high-pressure exam. 	<ul style="list-style-type: none"> * Although our results were below the Level 1 Numeracy target, that 94% of year 11 students will achieve the required Numeracy credits for NCEA Level 1, our outcomes for 2025 (83.9%), were a small improvement on the 2024 figure (82.0%). * Higher Level 1 Numeracy results in 2023 (87.5%), 2022 (87.6%) and 2021 (85.4%) occurred in the pre-CAA years * The school is performing strongly relative to similar schools, in numeracy. * Numeracy is consistently above national averages. <ul style="list-style-type: none"> - Suggests school stability during a period of national decline. 	<ul style="list-style-type: none"> * NCEA changes to Level 1 have had a significant effect, with a resulting decline in the Numeracy results. * Fostered a growth mindset in students, encouraging them to view numeracy challenges as opportunities for growth rather than obstacles. It was vital to create an inclusive environment where numeracy is celebrated, and students see its relevance in their daily lives. As a school we can highlight success stories and promote numeracy achievement as a shared goal. * Results reflect resilience in teaching programmes or better adaptation to external pressures. * What is working in Numeracy? <ul style="list-style-type: none"> - teaching strategies - use of data, - intervention models 	<ul style="list-style-type: none"> * Strengthening attendance initiatives and offer flexible learning options. * Provide targeted numeracy support through after-school programs or peer tutoring. * Enhance access to digital learning tools and real-world numeracy applications. * Offer more targeted CAA preparation sessions. * Offer more 'special' class tutorials, such as Homework Centre, Saturday tutorials

Table 16: Strategic Area 3: To improve literacy skills across the whole school – Level 1 Literacy and UE Literacy:

Actions	Outcome	Reasons for the variance	Evaluation																																																				
<p><i>Goal: 91% of Year 11 students will achieve the required literacy credits for NCEA Level 1.</i></p> <ul style="list-style-type: none"> * Literacy PLD conducted with staff. * Literacy' days were continued, * Cross-curriculum learning with Te Whanau A Noa (NOA) classes. * In 2025, school PLD participation with Julie Luxton, in Te Manu Ka Rere. The PLD was a targeted support for secondary schools delivering the literacy and numeracy co-requisite. <p><i>Goal: 30% of Year 12 & 55% of Year 13 students will achieve the required literacy credits for University Entrance</i></p> <ul style="list-style-type: none"> * Application of cross-curricular thematic approach to attaining literacy credits. * Tracking of literacy credits. * Students could work at their own pace. * Google Classroom utilized. * Cross-curricular linking with Health and Physical Education student essays specifically written to match UE Literacy standards 	<p>Level 1 Literacy % Results: <i>THS – Tokoroa High School</i> <i>NAT – National averages</i> <i>EQI – School Equity Band (Most Socio-Economic Barriers)</i></p> <table border="1"> <thead> <tr> <th>Year</th> <th>THS</th> <th>NAT</th> <th>EQI</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>73.1</td> <td>78.9</td> <td>61.7</td> </tr> <tr> <td>2024</td> <td>78.9</td> <td>76.6</td> <td>62.2</td> </tr> <tr> <td>2023</td> <td>78.3</td> <td>82.8</td> <td>71.8</td> </tr> <tr> <td>2022</td> <td>83.8</td> <td>81.6</td> <td>70.0</td> </tr> <tr> <td>2021</td> <td>82.3</td> <td>83.6</td> <td>71.3</td> </tr> <tr> <td>2020</td> <td>78.9</td> <td>84.7</td> <td>80.1</td> </tr> </tbody> </table> <p><i>Year 12 UE Literacy.</i></p> <table border="1"> <tbody> <tr> <td>2025</td> <td>40.2</td> </tr> <tr> <td>2024</td> <td>52.5</td> </tr> <tr> <td>2023</td> <td>33.3</td> </tr> <tr> <td>2022</td> <td>43.4</td> </tr> <tr> <td>2021</td> <td>31.3</td> </tr> <tr> <td>2020</td> <td>26.2</td> </tr> </tbody> </table> <p><i>Year 13 UE Literacy</i></p> <table border="1"> <tbody> <tr> <td>2025</td> <td>79.3</td> </tr> <tr> <td>2024</td> <td>68.6</td> </tr> <tr> <td>2023</td> <td>63.6</td> </tr> <tr> <td>2022</td> <td>50.8</td> </tr> <tr> <td>2021</td> <td>54.5</td> </tr> <tr> <td>2020</td> <td>55.6</td> </tr> </tbody> </table>	Year	THS	NAT	EQI	2025	73.1	78.9	61.7	2024	78.9	76.6	62.2	2023	78.3	82.8	71.8	2022	83.8	81.6	70.0	2021	82.3	83.6	71.3	2020	78.9	84.7	80.1	2025	40.2	2024	52.5	2023	33.3	2022	43.4	2021	31.3	2020	26.2	2025	79.3	2024	68.6	2023	63.6	2022	50.8	2021	54.5	2020	55.6	<ul style="list-style-type: none"> * NCEA Level 1 assessment changes have had a significant effect, with a resulting decline in Literacy results. * Post-COVID learning gaps becoming more visible over time, especially in reading/writing. * Reduced student engagement or attendance, which often impacts literacy more than numeracy. * Highly effective coordination between senior teachers in the English department and Physical Education & Health department. * Year 13 students were aware that achieving UE literacy is a vital component of the university entrance qualification. 	<p><i>Address Literacy Decline</i></p> <ul style="list-style-type: none"> * Conduct a deep review of literacy programmes (curriculum, pedagogy, assessment). * Identify: - Specific cohorts or year levels driving the decline. - Differences between reading vs writing performance. * Strengthen: <ul style="list-style-type: none"> - Targeted literacy interventions. - Cross-curricular literacy strategies (embedding literacy in all subjects). <p><i>Equity-Focused Strategy</i></p> <ul style="list-style-type: none"> * Continue leveraging strengths in working with high socioeconomic barrier learners. * Maintain focus on: <ul style="list-style-type: none"> - Culturally responsive teaching - Student engagement and attendance * Ensure literacy strategies are responsive to student context. <p><i>Data Monitoring and Early Intervention</i></p> <ul style="list-style-type: none"> * Introduce tighter tracking of literacy progress year-to-year. * Use early identification systems for at-risk students. * Set clear improvement targets, especially to return literacy to 80%+. <p><i>Professional Development</i></p> <ul style="list-style-type: none"> * Invest in teacher capability in literacy instruction. * Focus areas: <ul style="list-style-type: none"> - Structured literacy approaches - Writing instruction - Differentiation for diverse learners
Year	THS	NAT	EQI																																																				
2025	73.1	78.9	61.7																																																				
2024	78.9	76.6	62.2																																																				
2023	78.3	82.8	71.8																																																				
2022	83.8	81.6	70.0																																																				
2021	82.3	83.6	71.3																																																				
2020	78.9	84.7	80.1																																																				
2025	40.2																																																						
2024	52.5																																																						
2023	33.3																																																						
2022	43.4																																																						
2021	31.3																																																						
2020	26.2																																																						
2025	79.3																																																						
2024	68.6																																																						
2023	63.6																																																						
2022	50.8																																																						
2021	54.5																																																						
2020	55.6																																																						

Table 17: Strategic Area 3: To improve literacy and numeracy skills across the whole school – Year 9 and Year 10 Junior Diploma:

Actions / Initiatives	Outcomes	Reasons for the Variance	Evaluation																									
<p><u>Junior Diploma Goals 2025</u></p> <p>* 55% of year 9 and year 10 students will gain their Junior Diploma at an Achieved level</p> <p>* 25% of year 9 and year 10 students will gain their Junior Diploma at a Merit level</p> <p>* 5% of Year 9 and year 10 students will gain their Junior Diploma at an Excellence level</p>	<p>2025 - Year 9 students ethnicity classification (Ministry of Education)</p> <table border="1"> <thead> <tr> <th>Year 9 raw data</th> <th>Maori</th> <th>Pasifika</th> <th>European / Other</th> </tr> </thead> <tbody> <tr> <td>116 Students</td> <td>57</td> <td>26</td> <td>33</td> </tr> <tr> <td>Not Achieved</td> <td>11</td> <td>0</td> <td>3</td> </tr> <tr> <td>Achieved</td> <td>25</td> <td>10</td> <td>14</td> </tr> <tr> <td>Merit</td> <td>9</td> <td>6</td> <td>10</td> </tr> <tr> <td>Excellence</td> <td>12</td> <td>10</td> <td>6</td> </tr> </tbody> </table>	Year 9 raw data	Maori	Pasifika	European / Other	116 Students	57	26	33	Not Achieved	11	0	3	Achieved	25	10	14	Merit	9	6	10	Excellence	12	10	6	<p>* The Tokoroa High School Junior Diploma was introduced in 2013. The main purpose was to provide a framework that would allow a transition from Year 9 and 10 into NCEA at Year 11. The common assessment tasks were to be written at level 3, 4, 5 of the curriculum and students would be assessed against those levels using common marking schedules.</p>	<p>* ERO (2026)</p> <p>- improved student outcomes in the junior school</p> <p>- collecting and using reliable and appropriate achievement data for junior students is a priority area for the school.</p> <p>* Insufficient asTTie data was available from 2025 to effectively measure student alignment with curriculum levels. Only 36% of Year 9 students in 2025 completed both the start of year and end of year asTTie testing.</p>	
	Year 9 raw data	Maori	Pasifika	European / Other																								
	116 Students	57	26	33																								
	Not Achieved	11	0	3																								
	Achieved	25	10	14																								
	Merit	9	6	10																								
	Excellence	12	10	6																								
	<p>2025 - Year 9 Achievement rate and School Charter variation</p> <table border="1"> <thead> <tr> <th>Year 9</th> <th>Overall</th> <th>%</th> <th>School Charter Goals</th> <th>Variation</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>28</td> <td>24%</td> <td>5%</td> <td>19%</td> </tr> <tr> <td>Merit</td> <td>25</td> <td>22%</td> <td>25%</td> <td>-3%</td> </tr> <tr> <td>Achieved</td> <td>49</td> <td>42%</td> <td>55%</td> <td>-13%</td> </tr> <tr> <td>Not Achieved</td> <td>14</td> <td>2%</td> <td>15%</td> <td>-3%</td> </tr> </tbody> </table>	Year 9	Overall	%	School Charter Goals	Variation	Excellence	28	24%	5%	19%	Merit	25	22%	25%	-3%	Achieved	49	42%	55%	-13%	Not Achieved	14	2%	15%			-3%
	Year 9	Overall	%	School Charter Goals	Variation																							
	Excellence	28	24%	5%	19%																							
	Merit	25	22%	25%	-3%																							
	Achieved	49	42%	55%	-13%																							
	Not Achieved	14	2%	15%	-3%																							
	<p>2025 - Year 10 students ethnicity classification (Ministry of Education)</p> <table border="1"> <thead> <tr> <th>Year 10 raw data</th> <th>Maori</th> <th>Pasifika</th> <th>European/Other</th> </tr> </thead> <tbody> <tr> <td>88 students</td> <td>44</td> <td>18</td> <td>26</td> </tr> <tr> <td>Not Achieved</td> <td>6</td> <td>4</td> <td>4</td> </tr> <tr> <td>Achieved</td> <td>19</td> <td>5</td> <td>4</td> </tr> <tr> <td>Merit</td> <td>12</td> <td>5</td> <td>8</td> </tr> <tr> <td>Excellence</td> <td>8</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	Year 10 raw data	Maori	Pasifika	European/Other	88 students	44	18	26	Not Achieved	6	4	4	Achieved	19	5	4	Merit	12	5	8	Excellence	8	3	4			
	Year 10 raw data	Maori	Pasifika	European/Other																								
88 students	44	18	26																									
Not Achieved	6	4	4																									
Achieved	19	5	4																									
Merit	12	5	8																									
Excellence	8	3	4																									
<p>2025: Year 10 Achievement rate and School Charter variation</p> <table border="1"> <thead> <tr> <th>Year 10</th> <th>Overall</th> <th>%</th> <th>School Charter Goals</th> <th>Variation</th> </tr> </thead> <tbody> <tr> <td>Excellence</td> <td>21</td> <td>23%</td> <td>5%</td> <td>18%</td> </tr> <tr> <td>Merit</td> <td>25</td> <td>28%</td> <td>25%</td> <td>3%</td> </tr> <tr> <td>Achieved</td> <td>28</td> <td>32%</td> <td>55%</td> <td>-23%</td> </tr> <tr> <td>Not Achieved</td> <td>14</td> <td>16%</td> <td>15%</td> <td>-1%</td> </tr> </tbody> </table>	Year 10	Overall	%	School Charter Goals	Variation	Excellence	21	23%	5%	18%	Merit	25	28%	25%	3%	Achieved	28	32%	55%	-23%	Not Achieved	14	16%	15%	-1%			
Year 10	Overall	%	School Charter Goals	Variation																								
Excellence	21	23%	5%	18%																								
Merit	25	28%	25%	3%																								
Achieved	28	32%	55%	-23%																								
Not Achieved	14	16%	15%	-1%																								

Appendices – 2025 NCEA Data from NZQA:

- Chart 1 – (Generated 29 March 2026)
- Achievement in NCEA and UE: Tokoroa High School – PR1 – Participation Based Cumulative Overall Results
- Chart 2 – (Generated 29 March 2026)
- Achievement in NCEA and UE: Tokoroa High School – PR1 – Participation Based Cumulative Overall Results by Gender
- Chart 3 – (Generated 29 March 2026)
- Achievement in NCEA and UE: Tokoroa High School – PR1 – Participation Based Cumulative Overall Results by Ethnicity
- Chart 4 – (Generated 29 March 2026)
- PR1 Charts – Participation Based Cumulative Overall Results by Ethnicity: Tokoroa High School

- Chart 5 – (Generated 12 March 2026)
- Achievement in NCEA and UE: Tokoroa High School – PR2 – Enrolment Based Cumulative Overall Results
- Chart 6 – (Generated 12 March 2026)
- Achievement in NCEA and UE: Tokoroa High School – PR2 – Enrolment Based Cumulative Results by Gender
- Chart 7 - (Generated 12 March 2026)
- Achievement in NCEA and UE: Tokoroa High School – PR2 – Enrolment Based Cumulative Results by Ethnicity
- Chart 8 - (Generated 12 March 2026)
- PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Tokoroa High School

- Chart 9 – Level 1 Literacy, University Entrance Literacy and Level 1 Numeracy
- Level 1 Literacy and Numeracy: Tokoroa High School - PR 3 – Cumulative Results by Percentage

- Charts 10 - 20 - (Generated 29 March 2026)
- Literacy and Numeracy: Tokoroa High School - PR 3 – Cumulative Results by Percentage

- Chart 21 - (Generated 29 March 2026)
- NCEA Certificate Endorsement: Tokoroa High School – PR4 – Cumulative Results by Percentage

- Chart 22 - (Generated 10 March 2026)
- Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School – page 1

- Chart 23 - (Generated 10 March 2026)
- Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School – page 2

- Chart 24 - (Generated 10 March 2026)
- Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School – page 3

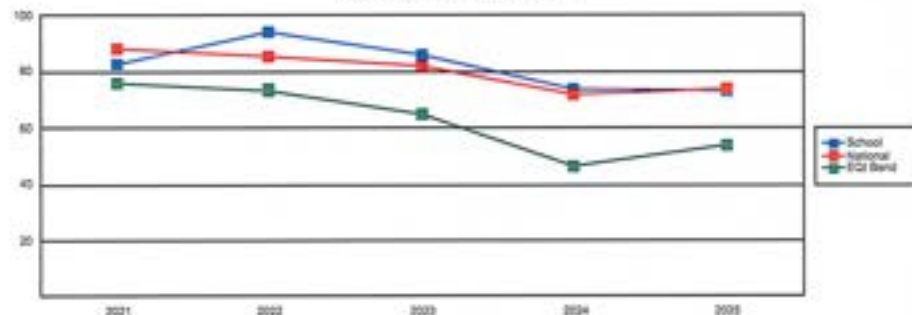
Achievement in NCEA and UE: Tokoroa High School

Generated 29-Mar-2026

PR1 - Participation Based Cumulative Overall Results

Academic Year	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
2021	82.7	67	81	87.9	43,071	49,003	75.5	1,848	2,448
2022	94.3	82	87	85.3	42,337	49,609	73.3	1,853	2,527
2023	86.0	86	100	81.9	42,371	51,733	64.8	1,788	2,761
2024	73.7	87	118	71.5	32,218	45,069	46.3	1,482	3,204
2025	73.1	57	78	73.5	33,645	45,755	53.8	1,870	3,479

Year 11 - NCEA Level 1



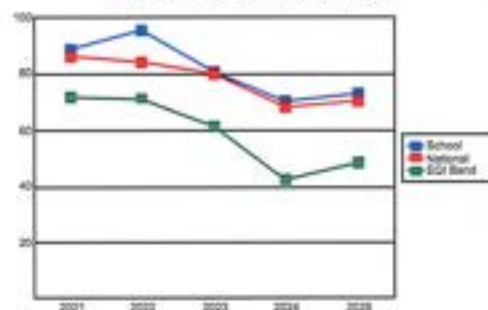
Achievement in NCEA and UE: Tokoroa High School

Generated 29-Mar-2026

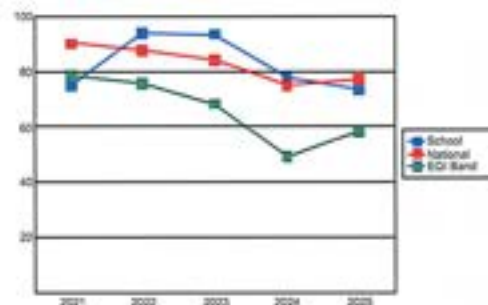
PR1 - Participation Based Cumulative Results by Gender

Academic Year	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
Male									
2021	88.9	40	45	86.0	21,231	24,676	71.7	781	1,089
2022	95.2	40	42	83.5	21,287	25,489	71.3	858	1,204
2023	80.4	45	56	80.0	21,174	26,459	61.3	838	1,368
2024	70.3	45	64	68.5	16,000	23,360	42.1	657	1,559
2025	72.7	32	44	70.3	16,660	23,688	48.5	817	1,684
Female									
2021	75.0	27	36	89.8	21,836	24,323	78.5	1,067	1,359
2022	93.3	42	45	87.3	21,046	24,115	75.3	995	1,322
2023	93.2	41	44	83.9	21,197	25,273	68.2	950	1,393
2024	77.8	42	54	74.7	16,166	21,630	49.3	778	1,578
2025	73.5	25	34	77.0	16,926	21,971	58.4	1,004	1,719

Year 11 NCEA Level 1 - Male



Year 11 NCEA Level 1 - Female



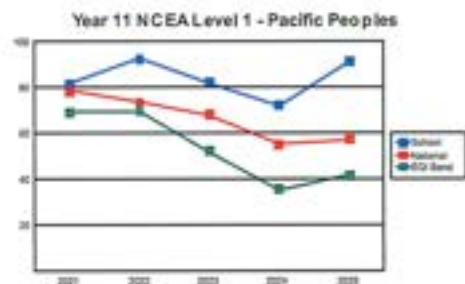
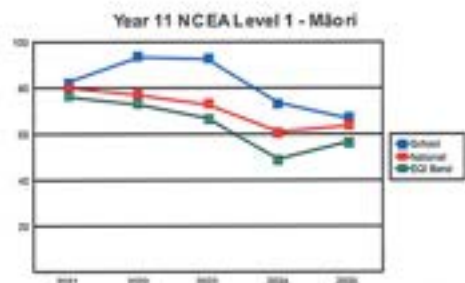
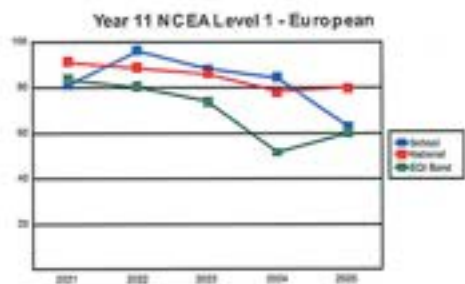
Achievement in NCEA and UE: Tokoroa High School

Generated 29-Mar-2026

PR1 - Participation Based Cumulative Results by Ethnicity

Academic Year	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
Asian									
2021	100.0	5	5	92.7	5,704	6,151	89.3	67	75
2022	100.0	8	8	90.8	5,936	6,540	82.8	77	93
2023	66.7	4	6	86.3	6,483	7,508	72.9	105	144
2024	100.0	1	1	75.4	5,058	6,712	54.7	151	276
2025	100.0	1	1	78.0	5,384	6,901	62.9	144	229
European									
2021	80.6	29	36	90.8	29,228	32,206	83.0	396	477
2022	95.6	43	45	88.3	28,904	32,744	79.7	433	543
2023	87.8	43	49	85.7	28,854	33,651	73.6	450	611
2024	84.1	37	44	77.6	22,075	28,441	51.3	361	704
2025	63.0	17	27	79.3	22,777	28,730	60.0	487	812
Māori									
2021	82.0	41	50	79.8	9,188	11,513	75.8	1,131	1,493
2022	93.4	57	61	76.6	9,009	11,766	72.4	1,111	1,535
2023	92.4	61	66	72.6	9,062	12,474	66.3	1,106	1,668
2024	72.7	56	77	60.4	7,323	12,133	48.6	916	1,884
2025	66.7	38	57	63.3	7,808	12,334	56.3	1,221	2,168
Middle Eastern/Latin American/African									
2021				88.4	947	1,071	79.2	19	24
2022				85.2	918	1,077	60.9	14	23
2023				81.7	975	1,194	79.2	19	24
2024	100.0	2	2	71.3	734	1,029	33.3	14	42
2025	100.0	1	1	70.8	811	1,146	50.0	24	48
Other Ethnicity									
2021				92.2	648	703	77.3	17	22
2022	100.0	1	1	90.1	584	648	63.6	7	11
2023				83.9	570	679	81.8	9	11
2024	100.0	1	1	76.3	383	502	47.2	17	36
2025	100.0	3	3	78.5	344	438	56.0	14	25
Pacific Peoples									
2021	81.5	22	27	77.9	4,882	6,271	68.8	545	792
2022	92.0	23	25	73.2	4,747	6,484	69.3	538	776
2023	81.8	27	33	67.6	4,712	6,968	51.9	434	836
2024	71.7	33	46	54.6	3,552	6,506	35.1	337	959
2025	90.9	30	33	56.8	3,892	6,847	41.3	399	967

PR1 CHARTS - Participation Based Cumulative Results by Ethnicity: Tokoroa High School



Achievement in NCEA and UE: Tokoroa High School

Generated 12-Mar-2026

PR2 - Enrolment Based Cumulative Overall Results

Tokoroa High School

Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE
2021	84 / 96	87.5	60 / 77	77.9	17 / 77	22.1
2022	62 / 76	81.6	47 / 65	72.3	19 / 65	29.2
2023	77 / 90	85.6	39 / 55	70.9	10 / 55	18.2
2024	79 / 99	79.8	53 / 70	75.7	31 / 70	44.3
2025	81 / 107	75.7	63 / 87	72.4	45 / 87	51.7

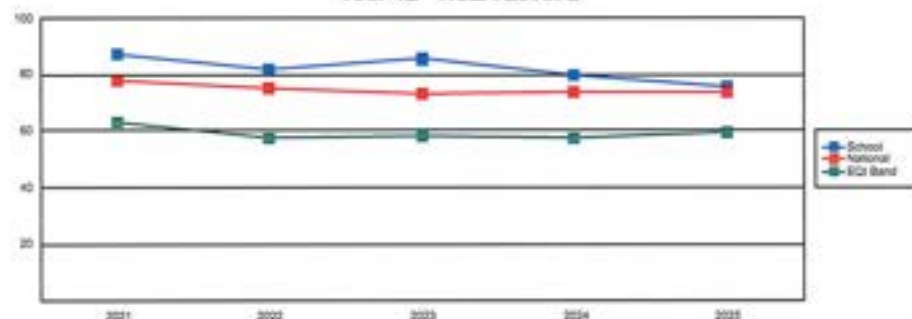
National

Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
77.9	70.5	51.9
74.9	68.2	50.3
73.2	67.7	49.7
73.6	69.4	50.6
73.6	71.5	52.0

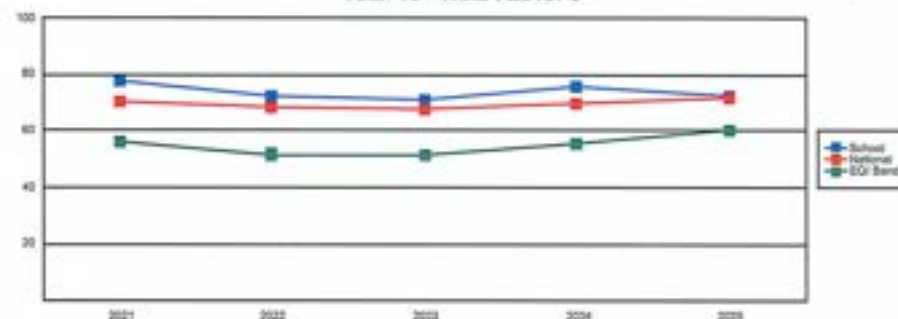
Most Socioeconomic Barriers (School Equity Index Band)

Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
63.0	56.4	18.4
57.6	51.7	17.0
58.2	51.1	16.7
57.9	55.4	20.0
59.6	60.4	21.6

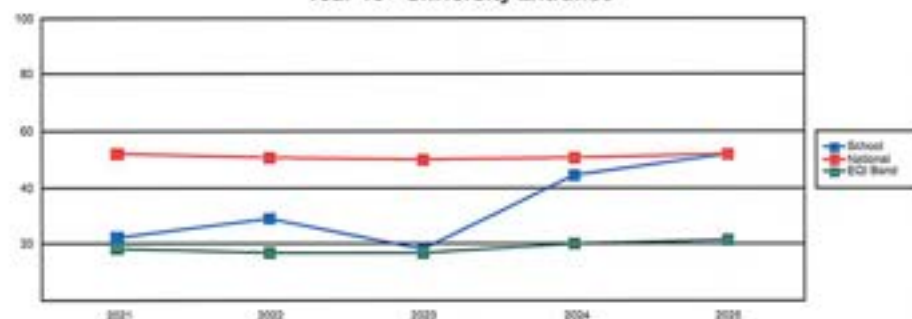
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Achievement in NCEA and UE: Tokoroa High School

Generated 12-Mar-2026

PR2 - Enrolment Based Cumulative Results by Gender

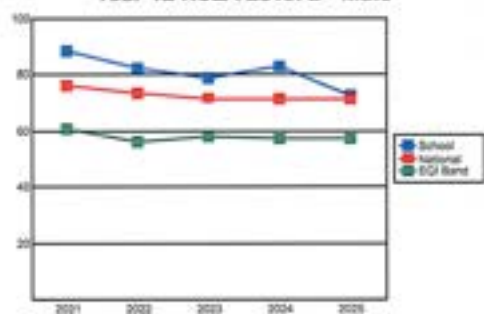
Tokoroa High School

National

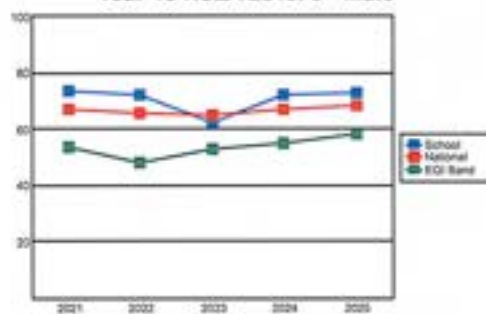
Most Socioeconomic Barriers (School Equity Index Band)

Academic Year	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2021	52 / 59	88.1	31 / 42	73.8	8 / 42	19.0	76.0	66.8	45.5	60.4	53.5	10.9
2022	33 / 40	82.5	24 / 33	72.7	11 / 33	33.3	73.3	65.6	44.9	56.0	48.4	11.4
2023	34 / 43	79.1	18 / 29	62.1	2 / 29	6.9	71.8	64.8	44.0	58.0	52.6	12.8
2024	43 / 52	82.7	21 / 29	72.4	9 / 29	31.0	71.7	66.9	44.7	57.1	55.0	13.4
2025	43 / 59	72.9	30 / 41	73.2	23 / 41	56.1	71.5	68.7	45.6	57.3	57.9	16.5
Female												
2021	32 / 37	86.5	29 / 35	82.9	9 / 35	25.7	79.8	74.0	57.7	65.2	58.6	24.3
2022	29 / 36	80.6	23 / 32	71.9	8 / 32	25.0	76.6	70.5	55.3	58.9	54.1	21.2
2023	43 / 47	91.5	21 / 26	80.8	8 / 26	30.8	74.7	70.3	54.9	58.4	50.0	19.8
2024	36 / 47	76.6	32 / 41	78.0	22 / 41	53.7	75.6	71.9	56.1	58.7	56.0	25.6
2025	38 / 48	79.2	33 / 46	71.7	22 / 46	47.8	76.0	74.3	58.1	61.5	62.9	26.5

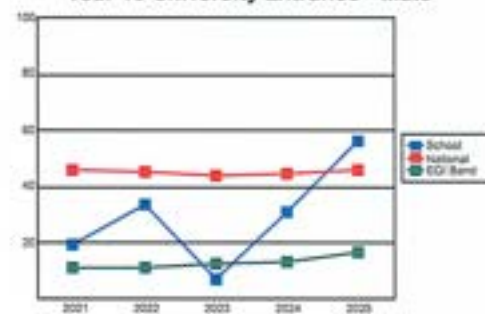
Year 12 NCEA Level 2 - Male



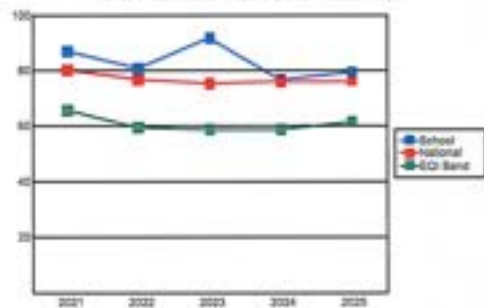
Year 13 NCEA Level 3 - Male



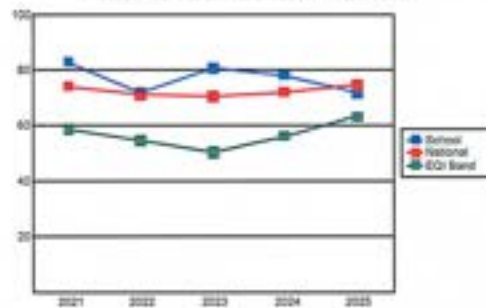
Year 13 University Entrance - Male



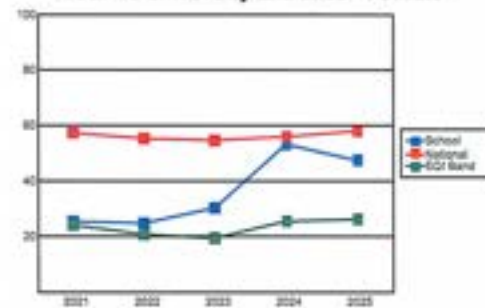
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



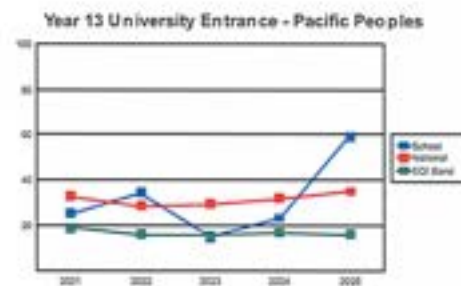
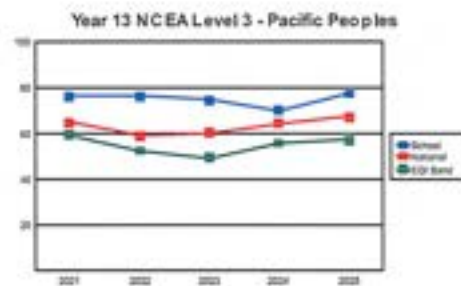
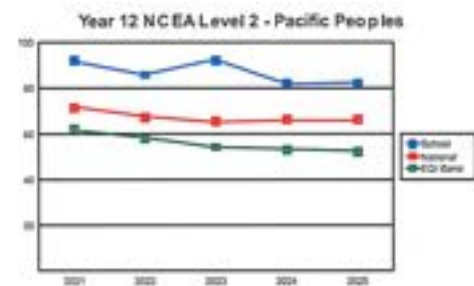
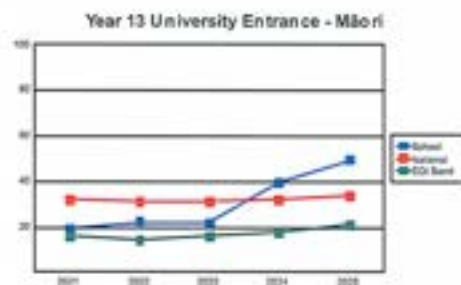
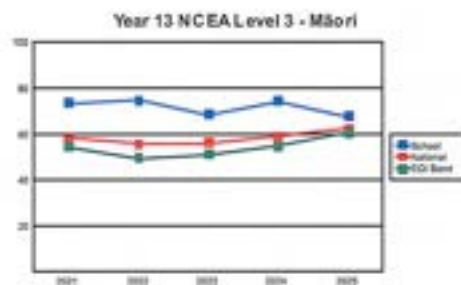
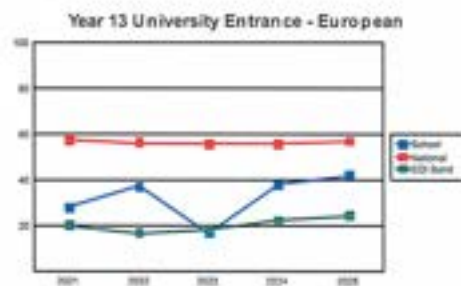
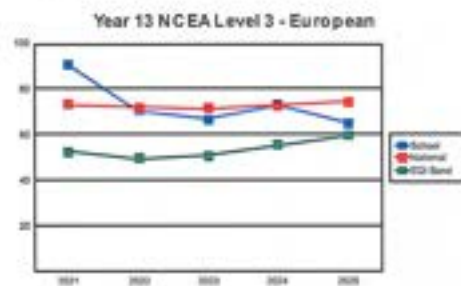
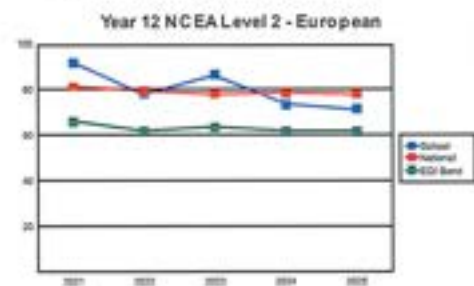
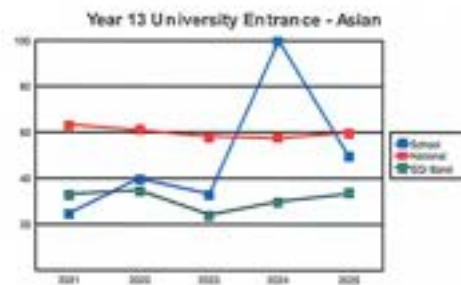
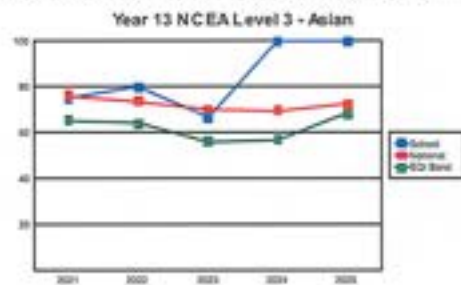
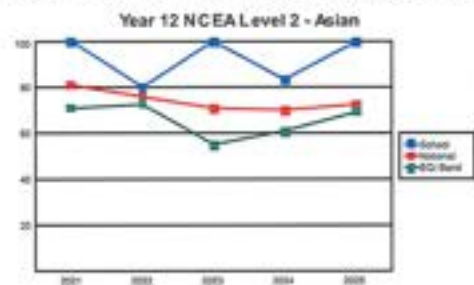
Achievement in NCEA and UE: Tokoroa High School

Generated 12-Mar-2026

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Tokoroa High School						National			Most Socioeconomic Barriers (School Equity Index Band)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2021	5 / 5	100.0	3 / 4	75.0	1 / 4	25.0	81.1	76.2	63.4	71.0	65.3	33.3
2022	4 / 5	80.0	4 / 5	80.0	2 / 5	40.0	76.0	73.6	61.3	73.1	64.1	35.0
2023	9 / 9	100.0	4 / 6	66.7	2 / 6	33.3	70.7	70.1	58.1	54.9	56.0	24.0
2024	5 / 6	83.3	9 / 9	100.0	9 / 9	100.0	70.1	69.6	57.9	60.7	57.1	29.8
2025	1 / 1	100.0	6 / 6	100.0	3 / 6	50.0	72.7	72.3	59.8	69.6	68.4	33.7
European												
2021	34 / 37	91.9	29 / 32	90.6	9 / 32	28.1	81.2	73.2	57.2	65.9	52.6	20.1
2022	25 / 32	78.1	19 / 27	70.4	10 / 27	37.0	79.4	71.6	56.0	61.8	49.8	16.7
2023	38 / 44	86.4	16 / 24	66.7	4 / 24	16.7	78.0	71.4	55.5	63.4	51.0	18.3
2024	36 / 49	73.5	27 / 37	73.0	14 / 37	37.8	78.6	72.8	55.6	61.6	55.6	22.4
2025	30 / 42	71.4	28 / 43	65.1	18 / 43	41.9	78.2	74.2	56.6	61.8	59.8	24.4
Māori												
2021	57 / 66	86.4	34 / 46	73.9	9 / 46	19.6	68.3	58.5	31.7	61.8	54.7	16.0
2022	35 / 42	83.3	30 / 40	75.0	9 / 40	22.5	64.1	55.7	30.9	54.5	49.5	14.4
2023	51 / 60	85.0	22 / 32	68.8	7 / 32	21.9	64.6	56.3	31.2	58.4	51.3	16.0
2024	50 / 65	76.9	32 / 43	74.4	17 / 43	39.5	65.4	59.0	31.9	58.4	55.1	17.8
2025	52 / 66	78.8	40 / 59	67.8	29 / 59	49.2	65.4	62.4	33.7	59.0	60.6	20.9
Middle Eastern/Latin American/African												
2021			1 / 1	100.0	1 / 1	100.0	78.0	70.3	56.0	60.0	64.7	29.4
2022							73.3	67.4	51.4	57.1	65.0	55.0
2023							69.4	66.9	51.4	45.2	56.0	32.0
2024			1 / 1	100.0	0 / 1		69.5	67.6	52.9	40.9	51.9	22.2
2025	2 / 2	100.0					70.0	68.7	52.6	70.8	69.4	22.2
Other Ethnicity												
2021	1 / 1	100.0					78.5	72.9	55.1	72.7	66.7	33.3
2022			1 / 1	100.0	1 / 1	100.0	77.0	66.3	53.4	78.3	75.0	12.5
2023	1 / 2	50.0					73.9	65.5	48.7	62.5	64.0	28.0
2024			1 / 2	50.0	0 / 2		74.4	72.3	56.7	70.6	75.0	50.0
2025	1 / 1	100.0					74.9	71.2	55.2	85.7	71.4	19.0
Pacific Peoples												
2021	34 / 37	91.9	30 / 39	76.9	10 / 39	25.6	71.5	64.9	33.0	62.0	59.7	19.1
2022	24 / 28	85.7	20 / 26	76.9	9 / 26	34.6	67.3	59.4	28.7	58.1	52.7	16.4
2023	23 / 25	92.0	15 / 20	75.0	3 / 20	15.0	65.0	60.4	29.8	54.2	49.7	15.7
2024	27 / 33	81.8	12 / 17	70.6	4 / 17	23.5	65.8	64.6	32.2	53.1	56.1	17.1
2025	37 / 45	82.2	21 / 27	77.8	16 / 27	59.3	66.0	67.7	35.3	52.4	57.5	16.3

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Tokoroa High School



Literacy Population: Base Cumulative Academic Data as at: School Gender: Not Showing Ethnicity
 Base Schoc Base Schoc Base Schoc Base Student Gender: All

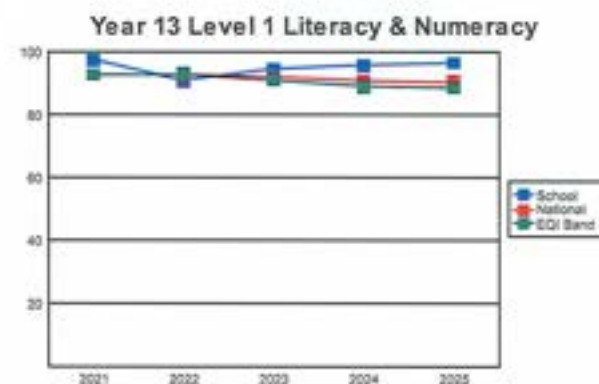
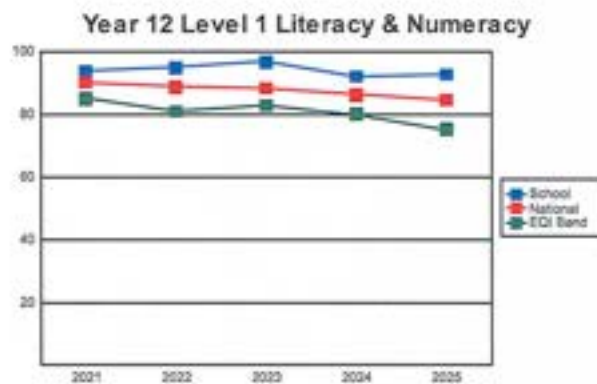
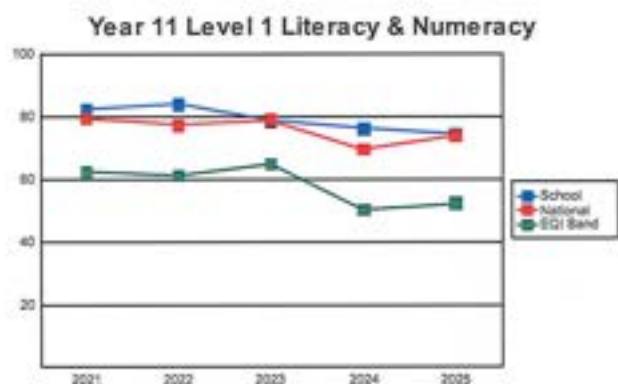
MOE Year	Ethnicity	School	Gender	Qualificati	2021 Qtv	2021 Rate	2022 Qtv	2022 Rate	2023 Qtv	2023 Rate	2024 Qtv	2024 Rate	2025 Qtv	2025 Rate
Year 11	All	All	All	Level 1 Literacy	79	82.3	88	83.8	94	78.3	105	78.9	69	74.2
Year 11	All	All	All	Level 1 Numeracy	82	85.4	92	87.6	105	87.5	109	82.0	78	83.9
Year 11	All	All	All	UE Literacy	1	1.0	2	1.9	0	0.0	0	0.0	0	0.0
Year 11	All	All	All	UE Literacy	1	1.0	7	6.7	0	0.0	1	0.8	0	0.0
Year 11	All	All	All	UE Literacy	1	1.0	2	1.9	0	0.0	0	0.0	0	0.0
Year 11	All	All	All	UE Numeracy	82	85.4	92	87.6	105	87.5	109	82.0	77	82.8
Year 12	All	All	All	Level 1 Literacy	90	93.8	72	94.7	87	96.7	92	92.9	99	92.5
Year 12	All	All	All	Level 1 Numeracy	91	94.8	74	97.4	88	97.8	95	96.0	104	97.2
Year 12	All	All	All	UE Literacy	30	31.3	33	43.4	30	33.3	52	52.5	43	40.2
Year 12	All	All	All	UE Literacy	38	39.6	39	51.3	33	36.7	58	58.6	54	50.5
Year 12	All	All	All	UE Literacy	37	38.5	37	48.7	51	56.7	61	61.6	50	46.7
Year 12	All	All	All	UE Numeracy	91	94.8	74	97.4	88	97.8	95	96.0	104	97.2
Year 13	All	All	All	Level 1 Literacy	75	97.4	59	90.8	52	94.5	67	95.7	84	96.6
Year 13	All	All	All	Level 1 Numeracy	76	98.7	59	90.8	53	96.4	67	95.7	85	97.7
Year 13	All	All	All	UE Literacy	42	54.5	33	50.8	35	63.6	48	68.6	69	79.3
Year 13	All	All	All	UE Literacy	58	75.3	44	67.7	47	85.5	55	78.6	75	86.2
Year 13	All	All	All	UE Literacy	43	55.8	34	52.3	36	65.5	51	72.9	72	82.8
Year 13	All	All	All	UE Numeracy	76	98.7	59	90.8	53	96.4	67	95.7	85	97.7

Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

PR 3 - Cumulative Results by Percentage

		Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)			
Academic	Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
	2021	Literacy & Numeracy	82.3	93.8	97.4	79.2	90.1	92.9	62.0	85.0	92.8
	2022	Literacy & Numeracy	83.8	94.7	90.8	77.2	88.7	92.5	61.1	81.0	93.0
	2023	Literacy & Numeracy	78.3	96.7	94.5	78.8	88.4	92.0	64.6	82.8	91.1
	2024	Literacy & Numeracy	75.9	91.9	95.7	69.6	86.4	90.8	50.1	80.0	88.9
	2025	Literacy & Numeracy	74.2	92.5	96.6	73.8	84.6	90.6	52.1	75.2	88.6



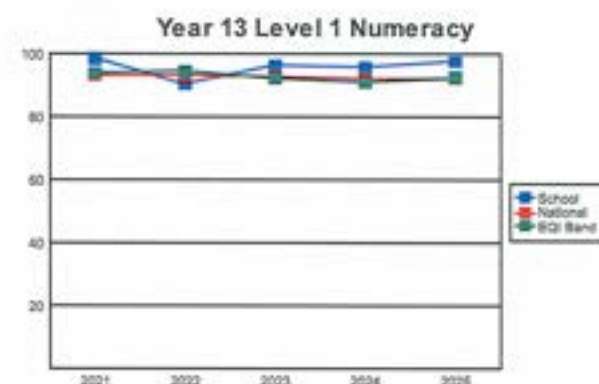
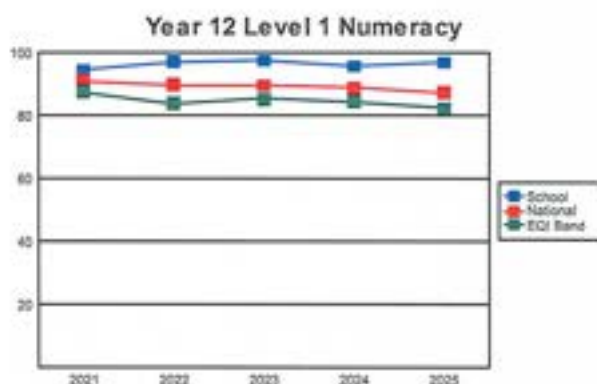
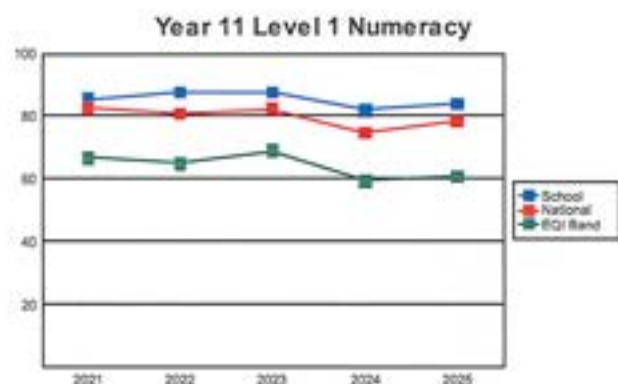
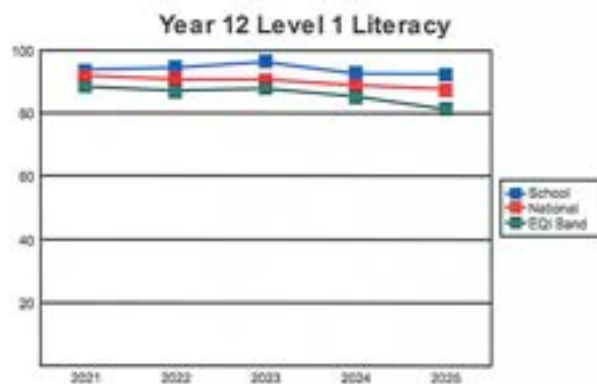
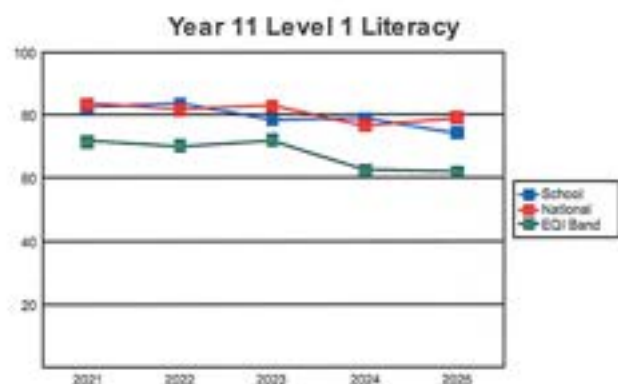
Pre-2024, Literacy & Numeracy indicates where students met both the Literacy and Numeracy components of NCEA. From 2024, Literacy and Numeracy indicates where students have met the NCEA Co-Requisite requirements.

Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

PR 3 - Cumulative Results by Percentage

		Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy	82.3	93.8	97.4	83.6	92.2	94.2	71.3	88.6	94.8
2022	Literacy	83.8	94.7	90.8	81.6	91.2	93.9	70.0	87.1	94.9
2023	Literacy	78.3	96.7	94.5	82.8	90.8	93.5	71.8	87.8	93.4
2024	Literacy	78.9	92.9	95.7	76.6	89.1	92.2	62.2	85.3	91.5
2025	Literacy	74.2	92.5	96.6	79.0	87.7	92.0	61.9	81.5	91.3
2021	Numeracy	85.4	94.8	98.7	82.5	91.3	93.6	66.7	87.7	94.1
2022	Numeracy	87.6	97.4	90.8	80.8	90.2	93.3	64.9	84.0	94.5
2023	Numeracy	87.5	97.8	96.4	82.3	90.0	93.0	68.9	85.5	92.4
2024	Numeracy	82.0	96.0	95.7	74.8	89.1	92.2	59.4	84.7	91.1
2025	Numeracy	83.9	97.2	97.7	78.4	87.7	92.5	60.8	82.5	92.5



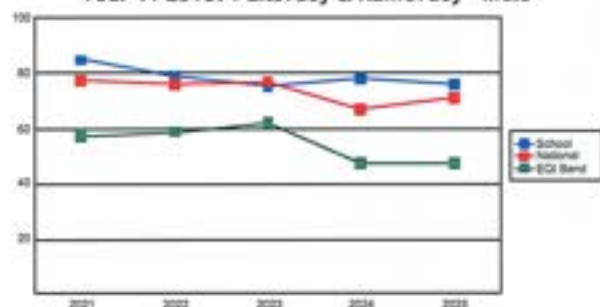
Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

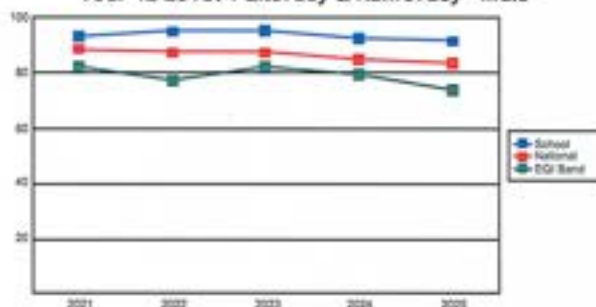
PR 3 - Cumulative Results by Gender by Percentage

Academic Year	Achievement	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Female										
2021	Literacy & Numeracy	79.5	94.6	97.1	81.3	91.5	94.1	66.5	87.5	94.0
2022	Literacy & Numeracy	89.8	94.4	90.6	78.7	89.9	93.8	63.1	84.1	93.4
2023	Literacy & Numeracy	82.7	97.9	96.2	80.8	89.4	93.2	67.1	83.9	92.3
2024	Literacy & Numeracy	73.3	91.5	97.6	72.4	87.9	91.9	52.4	81.0	90.5
2025	Literacy & Numeracy	72.1	93.8	93.5	76.9	86.1	91.9	57.0	76.5	89.8
Male										
2021	Literacy & Numeracy	84.6	93.2	97.6	77.2	88.7	91.6	57.1	82.3	91.4
2022	Literacy & Numeracy	78.6	95.0	90.9	75.8	87.4	91.2	59.0	77.3	92.4
2023	Literacy & Numeracy	75.0	95.3	93.1	76.9	87.4	90.7	62.3	81.9	89.7
2024	Literacy & Numeracy	78.1	92.3	93.1	67.1	85.0	89.7	47.4	79.3	87.4
2025	Literacy & Numeracy	76.0	91.5	100.0	71.0	83.3	89.4	47.5	73.6	87.8

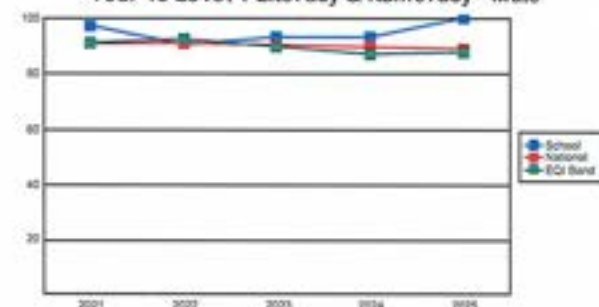
Year 11 Level 1 Literacy & Numeracy - Male



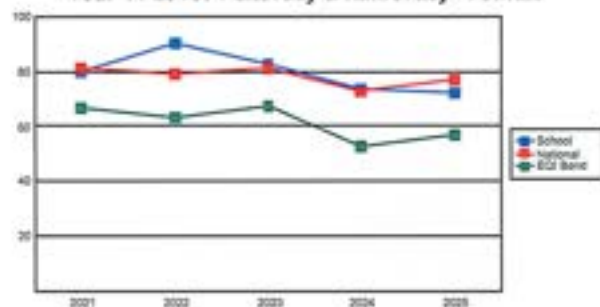
Year 12 Level 1 Literacy & Numeracy - Male



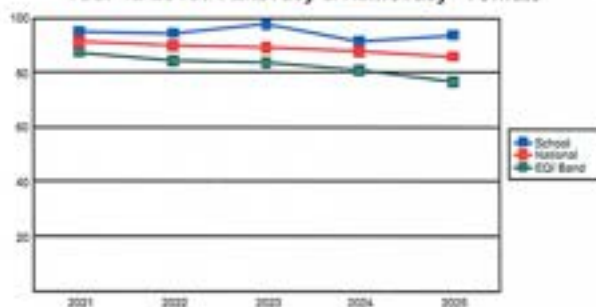
Year 13 Level 1 Literacy & Numeracy - Male



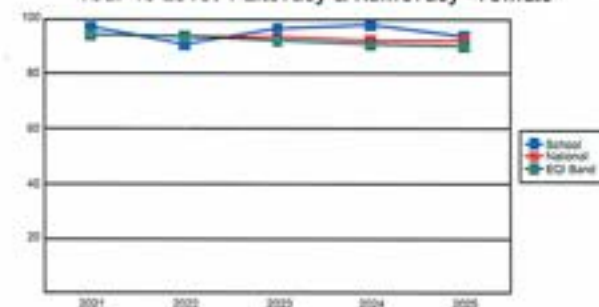
Year 11 Level 1 Literacy & Numeracy - Female



Year 12 Level 1 Literacy & Numeracy - Female



Year 13 Level 1 Literacy & Numeracy - Female



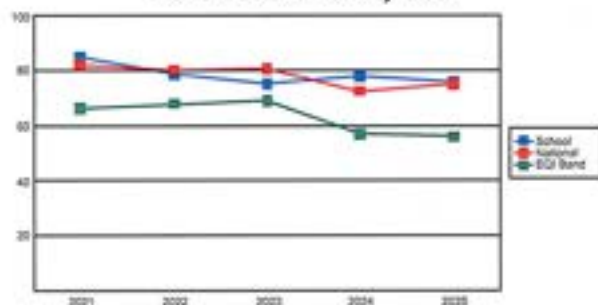
Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

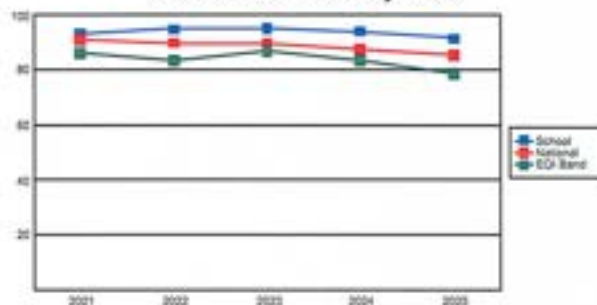
PR 3 - Cumulative Results by Gender by Percentage

Academic Year	Achievement	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Male										
2021	Literacy	84.6	93.2	97.6	81.9	91.0	93.0	66.1	86.1	94.4
2022	Literacy	78.6	95.0	90.9	80.3	90.0	92.8	67.8	83.3	94.1
2023	Literacy	75.0	95.3	93.1	80.8	89.8	92.4	69.1	87.1	91.7
2024	Literacy	78.1	94.2	93.1	72.6	87.5	91.2	57.0	83.7	89.7
2025	Literacy	76.0	91.5	100.0	75.2	85.8	90.7	56.0	78.6	90.2
Female										
2021	Literacy	79.5	94.6	97.1	85.4	93.5	95.4	76.1	90.8	95.2
2022	Literacy	89.8	94.4	90.6	83.0	92.4	95.0	72.0	90.3	95.4
2023	Literacy	82.7	97.9	96.2	84.9	91.8	94.5	74.6	88.7	94.7
2024	Literacy	80.0	91.5	97.6	80.9	90.9	93.3	67.2	87.0	93.3
2025	Literacy	72.1	93.8	93.5	83.1	89.8	93.5	67.7	84.0	92.7

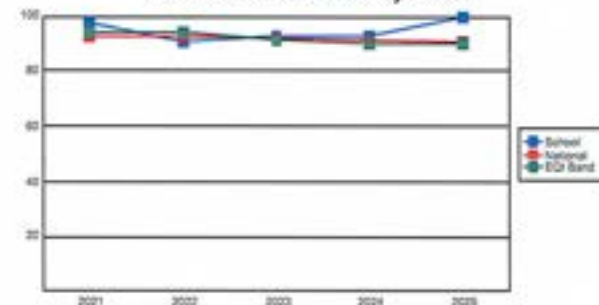
Year 11 Level 1 Literacy - Male



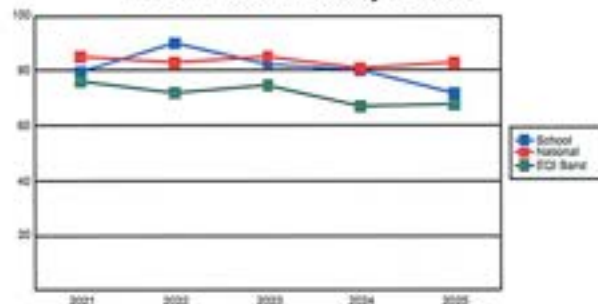
Year 12 Level 1 Literacy - Male



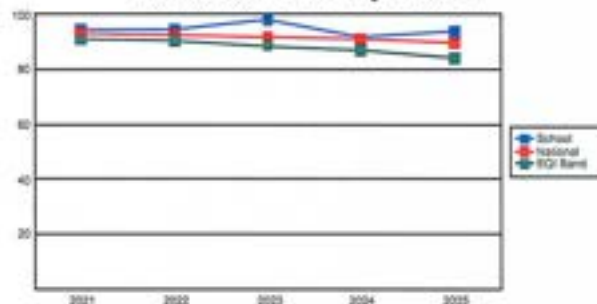
Year 13 Level 1 Literacy - Male



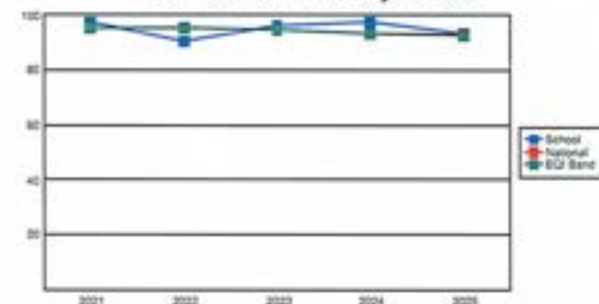
Year 11 Level 1 Literacy - Female



Year 12 Level 1 Literacy - Female



Year 13 Level 1 Literacy - Female



Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

PR 3 - Cumulative Results by Gender by Percentage

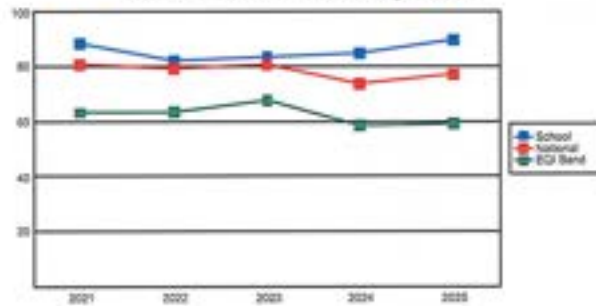
Tokoroa High School

National

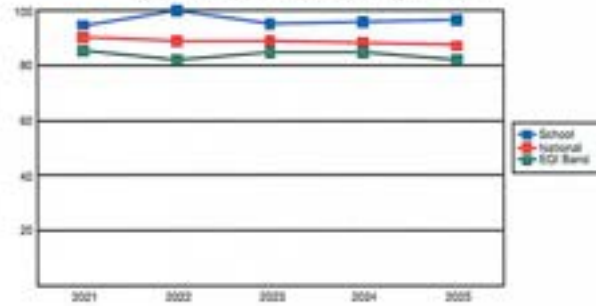
Most Socioeconomic Barriers
(School Equity Index Band)

Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Male										
2021	Numeracy	88.5	94.9	100.0	80.6	90.3	92.4	63.0	85.4	93.0
2022	Numeracy	82.1	100.0	90.9	79.6	89.2	92.1	63.4	82.2	94.2
2023	Numeracy	83.8	95.3	96.6	81.0	89.2	91.8	67.6	84.9	91.6
2024	Numeracy	84.9	96.2	93.1	73.8	88.3	91.4	58.2	84.9	89.9
2025	Numeracy	90.0	96.6	100.0	77.2	87.3	91.7	59.0	82.2	92.1
Female										
2021	Numeracy	81.8	94.6	97.1	84.3	92.4	94.6	69.9	89.8	95.0
2022	Numeracy	93.9	94.4	90.6	82.1	91.2	94.4	66.2	85.7	94.8
2023	Numeracy	92.3	100.0	96.2	83.8	90.8	94.1	70.3	86.2	93.1
2024	Numeracy	78.3	95.7	97.6	75.9	90.0	93.0	60.7	84.6	92.3
2025	Numeracy	76.7	97.9	95.7	79.9	88.2	93.4	62.9	82.7	93.4

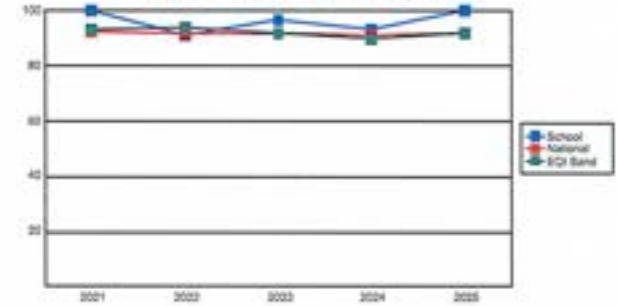
Year 11 Level 1 Numeracy - Male



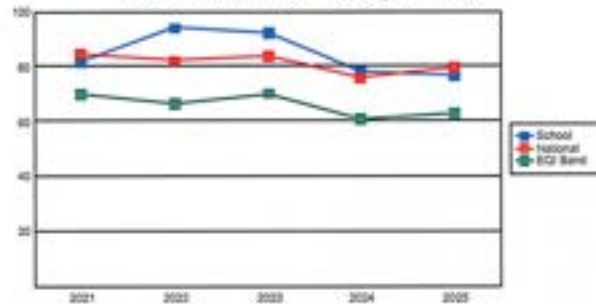
Year 12 Level 1 Numeracy - Male



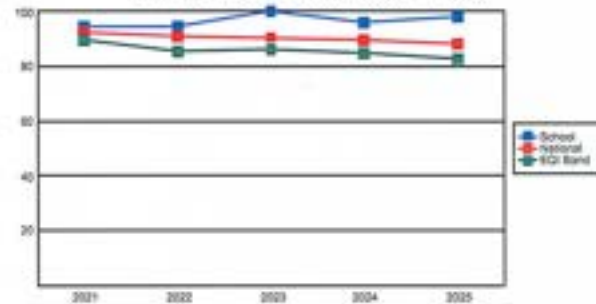
Year 13 Level 1 Numeracy - Male



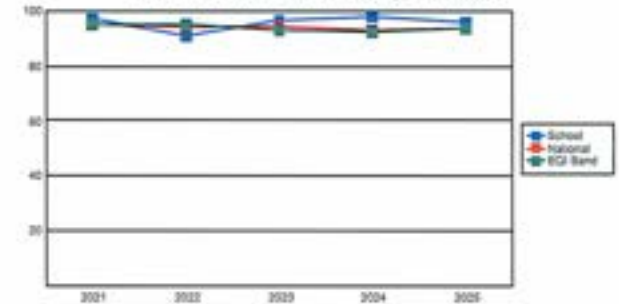
Year 11 Level 1 Numeracy - Female



Year 12 Level 1 Numeracy - Female



Year 13 Level 1 Numeracy - Female



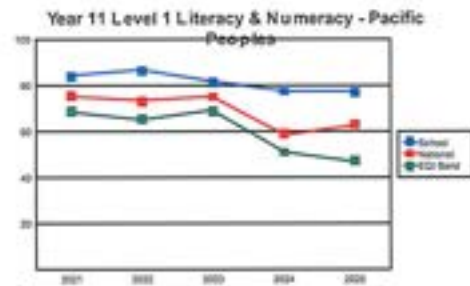
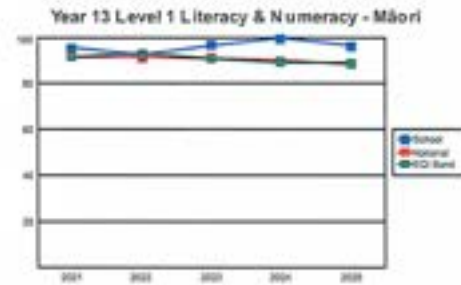
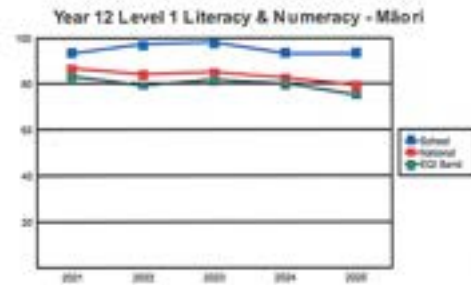
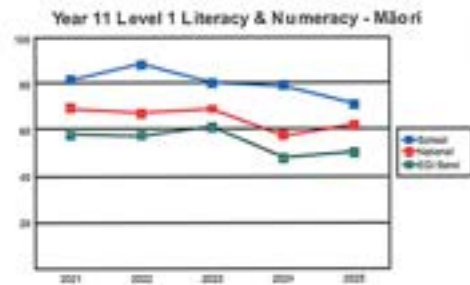
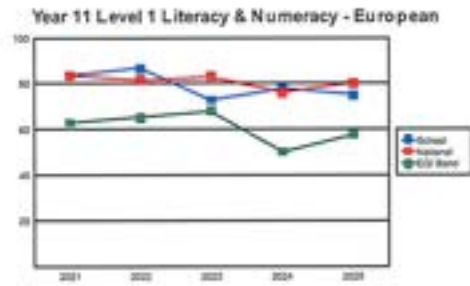
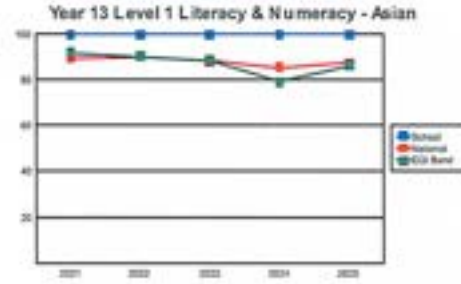
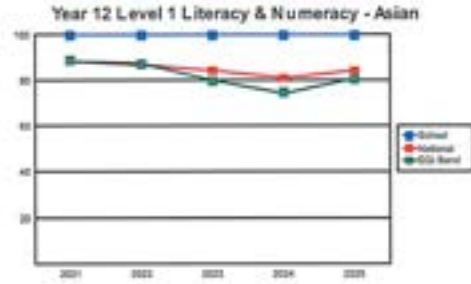
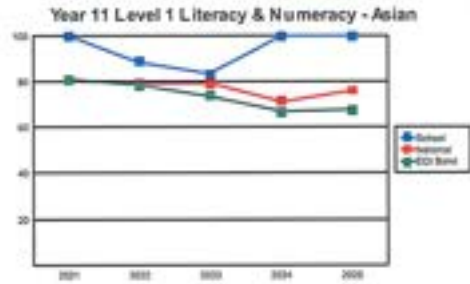
Achievement in NCEA and UE: Tokoroa High School

Generated 29-Mar-2026

PR 3 - Cumulative Results by Ethnicity by Percentage

Academic Year	Achievement	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Asian										
2021	Literacy & Numeracy	100.0	100.0	100.0	80.5	88.7	89.6	80.9	88.8	92.0
2022	Literacy & Numeracy	88.9	100.0	100.0	79.1	86.8	90.4	78.3	87.5	90.3
2023	Literacy & Numeracy	83.3	100.0	100.0	79.2	84.2	88.1	73.7	79.6	88.8
2024	Literacy & Numeracy	100.0	100.0	100.0	71.2	80.9	85.5	66.5	74.3	79.0
2025	Literacy & Numeracy	100.0	100.0	100.0	76.0	84.1	87.3	67.5	80.5	86.3
European										
2021	Literacy & Numeracy	83.3	94.6	100.0	83.4	92.0	94.1	62.6	85.3	90.4
2022	Literacy & Numeracy	86.5	93.8	88.9	81.3	91.3	93.7	64.9	81.9	90.6
2023	Literacy & Numeracy	72.6	97.7	91.7	83.1	91.2	93.8	67.8	85.3	88.6
2024	Literacy & Numeracy	78.0	87.8	94.6	75.7	90.2	93.1	50.1	83.9	89.0
2025	Literacy & Numeracy	75.0	97.6	95.3	79.8	88.3	92.7	57.9	75.9	89.5
Māori										
2021	Literacy & Numeracy	81.4	93.9	95.7	68.8	86.6	91.9	57.6	83.4	91.7
2022	Literacy & Numeracy	88.4	97.6	92.5	67.0	84.3	91.7	57.3	79.3	93.3
2023	Literacy & Numeracy	80.0	98.3	96.9	68.7	85.1	91.0	61.0	81.7	90.9
2024	Literacy & Numeracy	78.8	93.8	100.0	57.4	82.6	90.1	47.7	79.9	89.5
2025	Literacy & Numeracy	71.0	93.9	96.6	61.9	79.1	88.5	50.4	75.2	88.9
Middle Eastern/Latin American/African										
2021	Literacy & Numeracy			100.0	80.3	88.8	91.4	78.1	72.0	100.0
2022	Literacy & Numeracy				74.7	86.6	89.8	50.0	85.7	90.0
2023	Literacy & Numeracy				79.5	85.1	89.8	69.4	67.7	92.0
2024	Literacy & Numeracy	100.0		100.0	68.8	82.5	88.3	57.7	61.4	66.7
2025	Literacy & Numeracy	50.0	100.0		72.3	80.9	88.4	61.0	79.2	88.9
Other Ethnicity										
2021	Literacy & Numeracy		100.0		80.9	89.1	93.2	79.3	90.9	91.7
2022	Literacy & Numeracy	50.0		100.0	79.6	87.6	90.0	55.0	100.0	100.0
2023	Literacy & Numeracy		50.0		79.1	86.4	90.3	50.0	87.5	96.0
2024	Literacy & Numeracy	100.0		50.0	72.9	85.8	91.1	40.8	82.4	93.8
2025	Literacy & Numeracy	100.0	100.0		78.2	86.0	88.0	58.1	88.6	81.0
Pacific Peoples										
2021	Literacy & Numeracy	83.9	100.0	94.9	75.3	89.3	94.5	68.6	87.4	96.1
2022	Literacy & Numeracy	86.7	96.4	100.0	73.1	86.5	94.3	65.2	82.3	94.2
2023	Literacy & Numeracy	81.6	100.0	100.0	75.1	87.1	93.6	68.8	84.1	94.3
2024	Literacy & Numeracy	77.6	90.9	100.0	58.7	83.8	91.7	50.8	81.0	92.1
2025	Literacy & Numeracy	77.5	91.1	96.3	62.7	78.5	90.7	46.9	70.5	90.2

PR3 CHARTS - Enrolment Based Cumulative Results by Ethnicity:



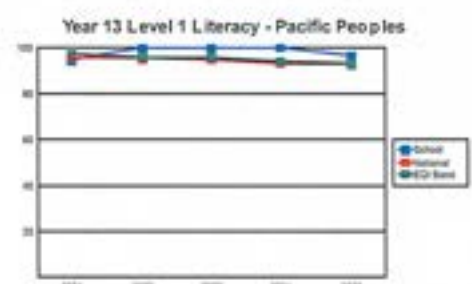
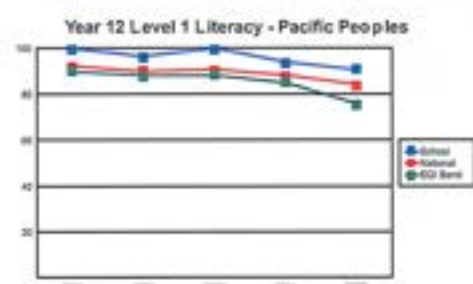
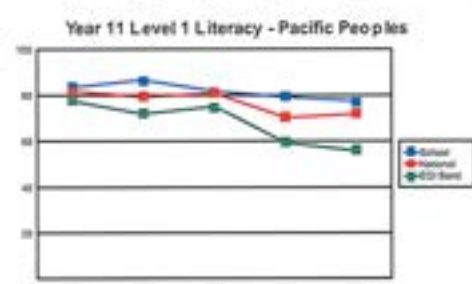
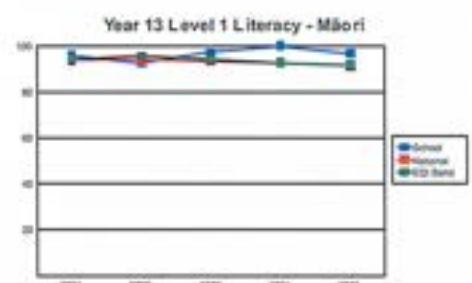
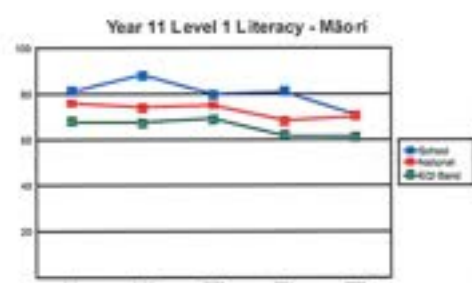
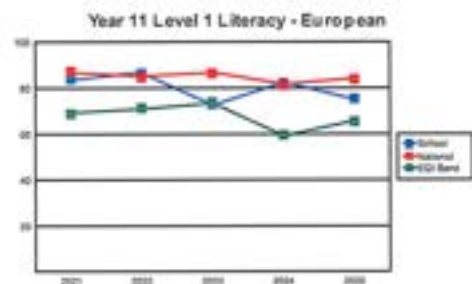
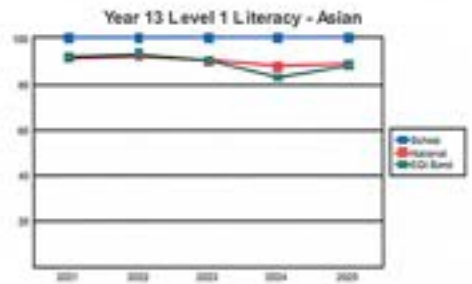
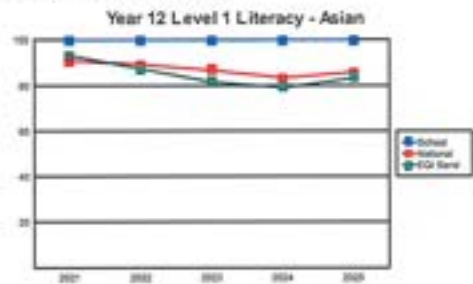
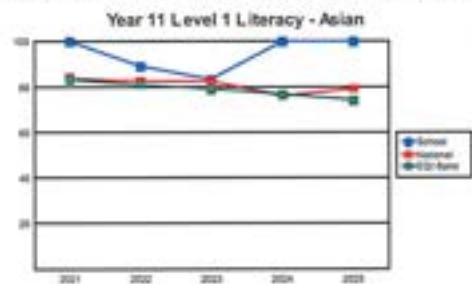
Achievement in NCEA and UE: Tokoroa High School

Generated 29-Mar-2026

PR 3 - Cumulative Results by Ethnicity by Percentage

Academic Year	Achievement	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Asian										
2021	Literacy	100.0	100.0	100.0	83.7	90.8	91.4	83.0	93.5	92.0
2022	Literacy	88.9	100.0	100.0	82.4	89.3	92.2	80.8	87.5	93.2
2023	Literacy	83.3	100.0	100.0	82.2	86.9	90.3	78.9	82.1	90.4
2024	Literacy	100.0	100.0	100.0	75.9	83.4	87.6	76.4	79.4	82.9
2025	Literacy	100.0	100.0	100.0	79.2	86.0	88.6	73.8	83.8	88.3
European										
2021	Literacy	83.3	94.6	100.0	86.8	93.6	95.2	68.8	88.1	92.4
2022	Literacy	86.5	93.8	88.9	84.8	93.1	94.8	70.9	86.1	91.8
2023	Literacy	72.6	97.7	91.7	86.2	92.9	94.8	73.6	87.6	90.4
2024	Literacy	82.0	87.8	94.6	81.4	92.1	94.0	59.2	86.9	91.0
2025	Literacy	75.0	97.6	95.3	83.8	90.6	93.9	65.5	81.8	91.2
Māori										
2021	Literacy	81.4	93.9	95.7	76.0	89.9	93.7	68.1	87.6	94.1
2022	Literacy	88.4	97.6	92.5	74.0	88.6	93.6	67.4	86.8	95.4
2023	Literacy	80.0	98.3	96.9	75.2	88.9	92.9	69.1	87.6	93.8
2024	Literacy	81.2	95.4	100.0	68.4	87.4	92.2	62.1	86.1	92.4
2025	Literacy	71.0	93.9	96.6	70.3	84.6	91.0	61.7	83.1	91.7
Middle Eastern/Latin American/African										
2021	Literacy			100.0	84.0	91.2	93.3	78.1	80.0	100.0
2022	Literacy				79.1	89.1	91.9	55.9	89.3	90.0
2023	Literacy				83.5	88.3	91.3	77.8	71.0	92.0
2024	Literacy	100.0		100.0	75.1	85.0	89.6	67.3	70.5	70.4
2025	Literacy	50.0	100.0		77.8	84.6	89.6	67.8	85.4	91.7
Other Ethnicity										
2021	Literacy		100.0		84.1	92.2	94.1	82.8	90.9	91.7
2022	Literacy	50.0		100.0	83.2	89.8	91.8	60.0	100.0	100.0
2023	Literacy		50.0		82.9	89.1	92.3	58.3	87.5	96.0
2024	Literacy	100.0		50.0	80.2	88.3	92.4	57.1	82.4	100.0
2025	Literacy	100.0	100.0		82.3	89.1	90.1	71.0	97.1	81.0
Pacific Peoples										
2021	Literacy	83.9	100.0	94.9	81.6	92.3	95.9	78.0	90.2	97.5
2022	Literacy	86.7	96.4	100.0	79.6	90.5	95.7	72.2	88.1	95.9
2023	Literacy	81.6	100.0	100.0	81.3	90.6	95.3	75.0	88.5	95.9
2024	Literacy	79.6	93.9	100.0	70.5	88.5	93.5	59.7	85.5	94.2
2025	Literacy	77.5	91.1	96.3	72.0	84.1	93.0	56.3	75.8	92.9

PR3 CHARTS - Enrolment Based Cumulative Results by Ethnicity:



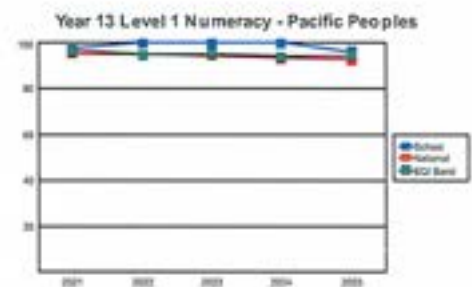
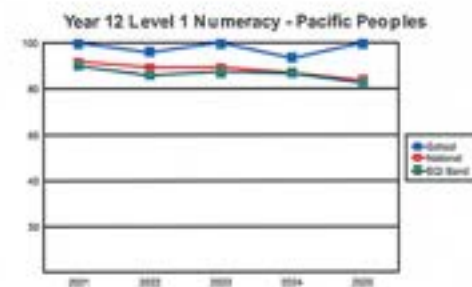
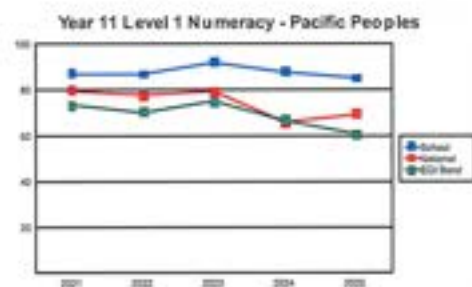
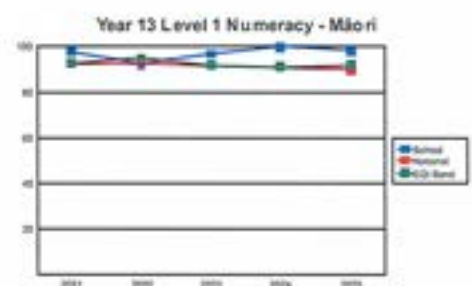
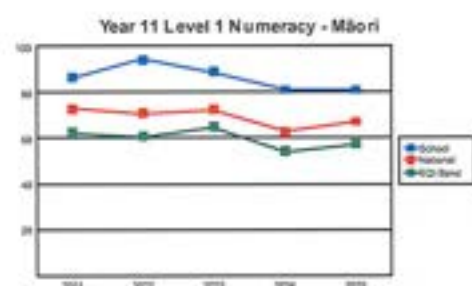
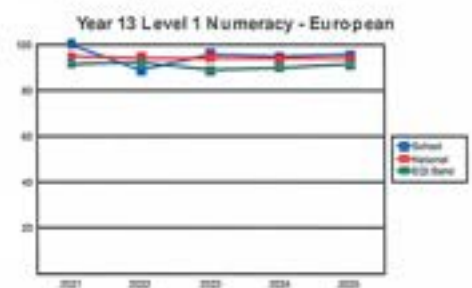
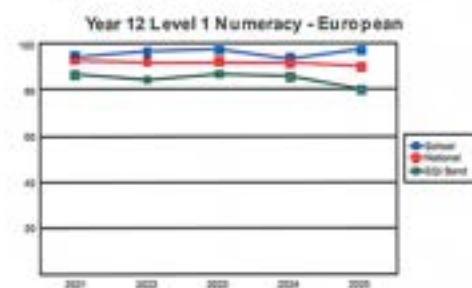
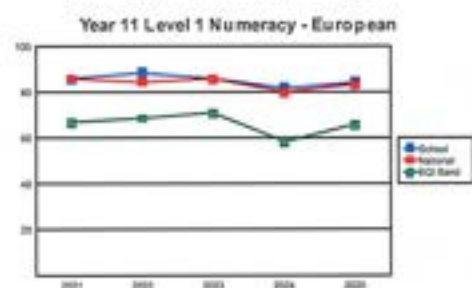
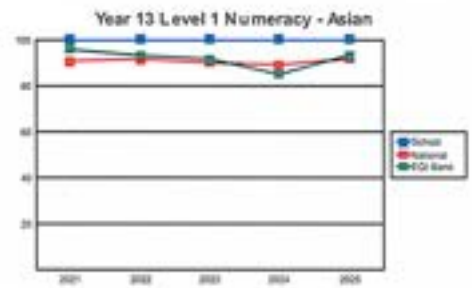
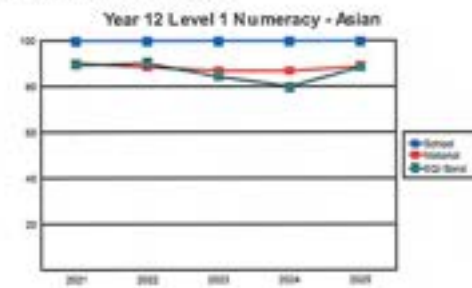
Achievement in NCEA and UE: Tokoroa High School

Generated 29-Mar-2026

PR 3 - Cumulative Results by Ethnicity by Percentage

Academic Year	Achievement	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
		Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Asian										
2021	Numeracy	100.0	100.0	100.0	85.8	90.0	90.5	84.0	89.7	96.0
2022	Numeracy	88.9	100.0	100.0	85.0	88.8	91.2	81.7	90.4	93.2
2023	Numeracy	83.3	100.0	100.0	85.7	86.9	90.0	76.1	84.6	91.2
2024	Numeracy	100.0	100.0	100.0	78.5	86.9	88.8	74.3	80.2	84.9
2025	Numeracy	100.0	100.0	100.0	82.4	88.8	91.5	77.0	88.6	92.8
European										
2021	Numeracy	85.7	94.6	100.0	85.8	92.9	94.6	66.5	86.6	91.9
2022	Numeracy	88.5	96.9	88.9	84.2	92.4	94.2	68.4	84.5	92.0
2023	Numeracy	85.5	97.7	95.8	85.7	92.3	94.4	70.6	87.0	89.0
2024	Numeracy	82.0	93.9	94.6	79.8	91.7	93.8	58.2	85.9	90.2
2025	Numeracy	84.4	97.6	95.3	83.2	90.0	93.7	65.4	80.3	91.2
Māori										
2021	Numeracy	86.4	95.5	97.8	72.5	88.4	92.9	62.3	86.1	93.0
2022	Numeracy	94.2	100.0	92.5	70.6	86.3	92.7	60.6	82.0	95.0
2023	Numeracy	88.8	100.0	96.9	72.2	87.1	92.1	64.9	84.1	92.2
2024	Numeracy	81.2	96.9	100.0	62.8	85.2	91.2	54.0	83.9	91.2
2025	Numeracy	81.2	97.0	98.3	67.0	82.6	90.0	57.2	80.2	92.1
Middle Eastern/Latin American/African										
2021	Numeracy			100.0	83.7	90.3	91.9	84.4	84.0	100.0
2022	Numeracy				79.5	88.1	91.3	58.8	92.9	100.0
2023	Numeracy				83.0	87.3	91.3	75.0	71.0	96.0
2024	Numeracy	100.0		100.0	74.0	86.2	90.3	67.3	68.2	74.1
2025	Numeracy	50.0	100.0		76.8	83.4	91.1	71.2	87.5	88.9
Other Ethnicity										
2021	Numeracy		100.0		83.1	90.0	93.9	86.2	100.0	91.7
2022	Numeracy	50.0		100.0	82.2	88.3	91.8	55.0	100.0	100.0
2023	Numeracy		50.0		82.0	87.7	91.2	62.5	87.5	96.0
2024	Numeracy	100.0		50.0	77.2	88.6	92.1	51.0	88.2	93.8
2025	Numeracy	100.0	100.0		81.1	88.8	90.4	64.5	88.6	85.7
Pacific Peoples										
2021	Numeracy	87.1	100.0	97.4	79.5	91.7	95.5	73.1	90.5	96.9
2022	Numeracy	86.7	96.4	100.0	77.2	89.1	95.3	70.2	86.4	95.3
2023	Numeracy	92.1	100.0	100.0	78.8	89.3	94.6	74.8	87.6	95.7
2024	Numeracy	87.8	93.9	100.0	65.5	86.9	93.4	66.9	87.2	94.3
2025	Numeracy	85.0	100.0	96.3	69.6	83.9	92.7	60.5	82.9	94.7

PR3 CHARTS - Enrolment Based Cumulative Results by Ethnicity:

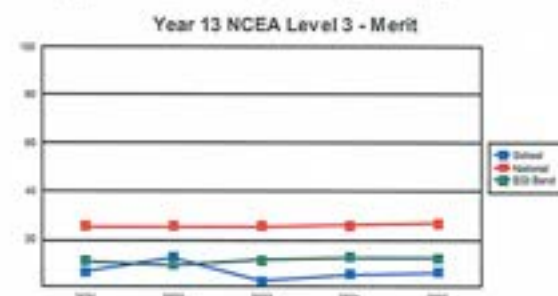
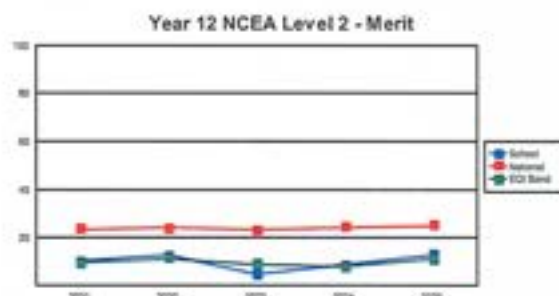
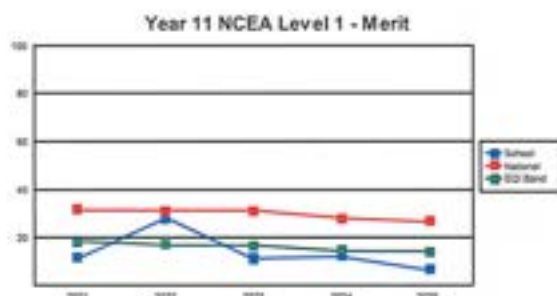
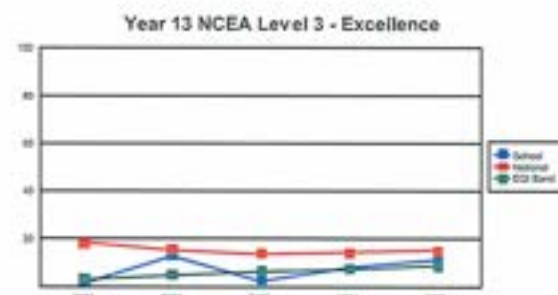
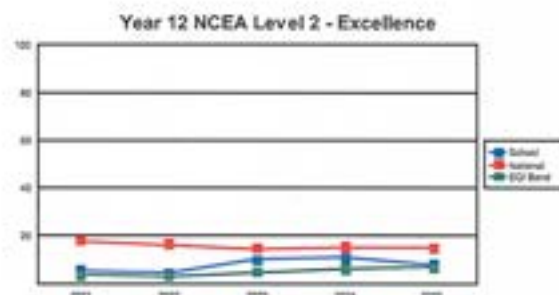
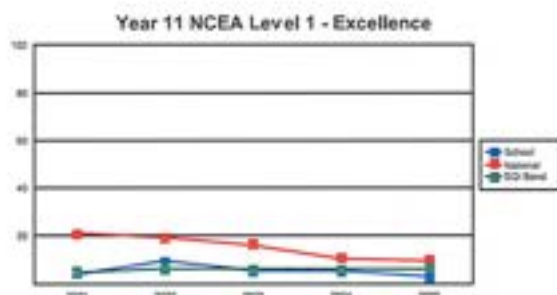


NCEA Certificate Endorsement: Tokoroa High School

Generated 12-Mar-2026

PR4 - Cumulative Results by Percentage

Academic Year	Tokoroa High School			National			Most Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>									
2021	4.5	6.0	1.7	21.1	17.9	17.9	5.5	3.9	3.2
2022	9.8	4.8	12.8	19.4	16.5	15.3	6.8	3.7	4.7
2023	5.8	10.4	2.6	16.7	15.0	13.6	6.6	5.4	6.5
2024	5.7	11.4	7.5	11.2	15.5	14.1	6.5	6.6	7.2
2025	3.5	8.6	11.1	10.2	15.3	14.6	7.1	7.1	8.6
<u>Achieved with Merit</u>									
2021	11.9	10.7	6.7	31.9	23.8	25.3	18.5	9.8	11.0
2022	28.0	12.9	12.8	31.4	24.0	25.5	17.3	11.9	9.5
2023	11.6	5.2	2.6	31.4	23.5	25.6	17.1	9.5	11.6
2024	12.6	8.9	5.7	28.2	24.5	25.7	15.1	8.2	12.8
2025	7.0	13.6	6.3	27.1	25.3	26.5	14.6	11.5	12.2



Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School
STEM: Science, Technology, Engineering, and Mathematics

Generated 10-Mar-2026

Year 13 Students		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved One or More STEM Subjects	2021	46	5	10.9%	39	5	12.8%	36	4	11.1%
	2022	40	7	17.5%	26	6	23.1%	32	9	28.1%
	2023	32	4	12.5%	20	2	10.0%	28	6	21.4%
	2024	43	16	37.2%	17	5	29.4%	46	24	52.2%
	2025	59	42	71.2%	27	22	81.5%	48	35	72.9%

Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

Students who achieve 14 or more credits in any of the following UE approved subjects:

Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

Composite subjects (Science/Pūtalao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.

		Māori Students			Pacific Students			Other Students		
		Total #	Successful #	Successful %	Total #	Successful #	Successful %	Total #	Successful #	Successful %
Achieved Two or More STEM Subjects	2021	46	4	8.7%	39	4	10.3%	36	2	5.6%
	2022	40	2	5.0%	26	1	3.8%	32	6	18.8%
	2023	32	1	3.1%	20	0	0.0%	28	2	7.1%
	2024	43	1	2.3%	17	0	0.0%	46	11	23.9%
	2025	59	6	10.2%	27	6	22.2%	48	11	22.9%
Achieved Three or More STEM Subjects	2021	46	0	0.0%	39	1	2.6%	36	0	0.0%
	2022	40	2	5.0%	26	0	0.0%	32	2	6.3%
	2023	32	0	0.0%	20	0	0.0%	28	0	0.0%
	2024	43	1	2.3%	17	0	0.0%	46	6	13.0%
	2025	59	3	5.1%	27	2	7.4%	48	5	10.4%

Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

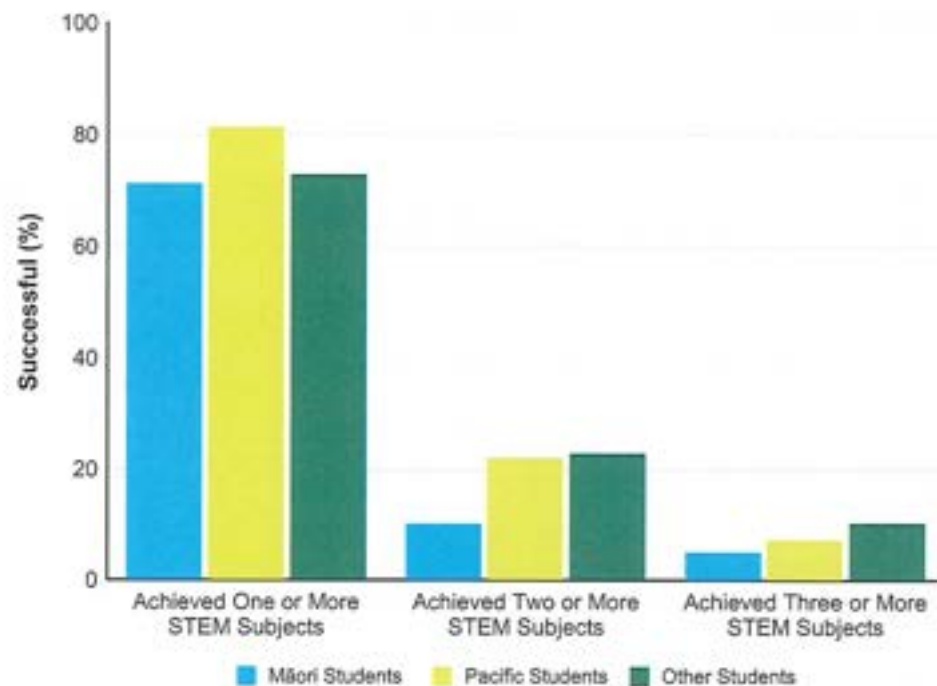
Students who achieve 14 or more credits in any of the following UE approved subjects:

Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

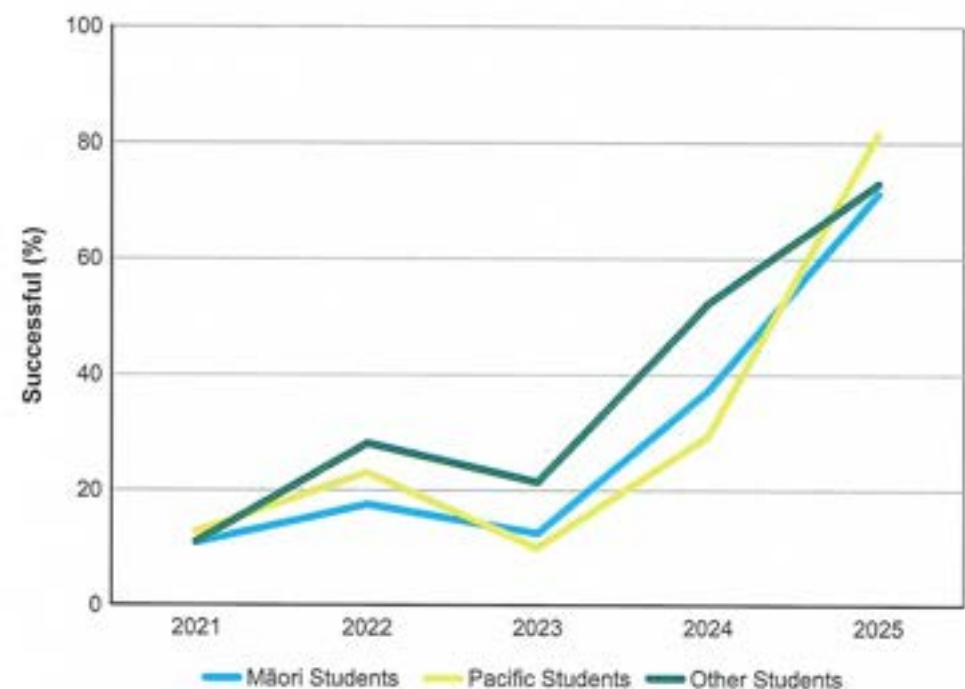
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.

Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School (2025)



Year 13 Equity in STEM Level 3 Subject Achievement for Tokoroa High School (Achieved One or More STEM Subjects)



Who is included?

Consistent with the enrolment-based NCEA statistics measure, all Year 13 students in the New Zealand Domestic Student population with an enrolment of more than 70 calendar days. A student who identifies as both Māori and Pacific will be included in both ethnic groups. "Other Students" only includes students who identify as neither Māori nor Pacific.

Who counts as successful?

Students who achieve 14 or more credits in any of the following UE approved subjects:

Biology, Chemistry, Physics, Earth and Space Science, Calculus, Statistics and Technology (Hangarau, and Digital Technologies).

Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

Credits achieved in, or prior to, the academic year specified are included.