

TOKOROHA HIGH SCHOOL

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number:	158
Principal:	William Ford
School Address:	Billah Street
School Postal Address:	Private Bag, Tokoroa, 3444
School Phone:	07 886 6109
School Email:	pikik@tokoroahigh.school.nz

Accountant / Service Provider:



TOKOROA HIGH SCHOOL

Consolidated Annual Financial Statements - For the year ended 31 December 2025

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Tokoroa High School

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the group.

The Group's 2025 consolidated financial statements are authorised for issue by the Board.

Michael Joseph Thomas

Full Name of Presiding Member

William Ford

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date

Date

Tokoroa High School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025	School 2025	2024	2025	Group 2025	2024
		Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue							
Government Grants	2	9,940,476	9,458,006	9,533,633	9,940,476	9,458,006	9,533,633
Locally Raised Funds	3	168,462	184,300	320,750	186,684	184,300	327,214
Interest		7,916	8,000	23,825	29,995	8,000	54,326
Gain on Sale of Property, Plant and Equipment		15,087	-	-	15,087	-	-
Total Revenue		10,131,941	9,650,306	9,878,208	10,172,242	9,650,306	9,915,173
Expense							
Locally Raised Funds	3	189,453	180,900	157,170	194,453	180,900	157,170
Learning Resources	4	6,429,213	5,975,180	5,806,714	6,429,213	5,975,180	5,806,714
Administration	5	1,366,846	1,296,097	1,370,454	1,367,684	1,296,097	1,373,668
Interest		80	2,000	776	80	2,000	776
Property	6	2,098,379	2,086,789	2,111,626	2,098,379	2,086,789	2,111,626
Total Expense		10,083,971	9,540,966	9,446,740	10,089,809	9,540,966	9,449,954
Net Surplus / (Deficit) for the year		47,970	109,340	431,468	82,433	109,340	465,219
Other Comprehensive Revenue and Expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		47,970	109,340	431,468	82,433	109,340	465,219

The above Consolidated Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Tokoroa High School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025	School	2024	2025	Group	2024
	Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	2025 Budget (Unaudited) \$	Actual \$
Equity at 1 January	1,516,304	1,277,984	1,041,003	1,911,149	1,277,984	1,402,137
Total comprehensive revenue and expense for the year	47,970	109,340	431,468	82,433	109,340	465,179
Contribution - Furniture and Equipment Grant	-	-	43,833	-	-	43,833
Contributions from the Ministry of Education - Te Mana Tuhono	111,877	-	-	111,877	-	-
Equity at 31 December	1,676,151	1,387,324	1,516,304	2,105,459	1,387,324	1,911,149
Accumulated comprehensive revenue and expense	1,676,151	1,387,324	1,516,304	2,105,499	1,387,324	1,911,149
Equity at 31 December	1,676,151	1,387,324	1,516,304	2,105,499	1,387,324	1,911,149

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Tokoroa High School Statement of Financial Position

As at 31 December 2025

	Notes	2025	School 2025	2024	2025	Group 2025	2024
		Actual \$	Budget (Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets							
Cash and Cash Equivalents	7	478,338	542,430	409,050	708,590	542,430	613,931
Accounts Receivable	8	437,760	361,144	413,526	476,443	361,144	450,539
GST Receivable		50,512	9,392	46,829	50,512	9,392	46,829
Prepayments		12,692	13,624	37,743	14,404	13,624	39,540
Inventories	9	120,518	141,542	139,538	120,518	141,542	139,538
Investments		-	-	-	-	-	153,554
Funds Receivable for Capital Works Projects	17	103,140	-	84,826	103,140	-	84,826
		1,202,960	1,068,132	1,131,512	1,473,607	1,068,132	1,528,757
Current Liabilities							
Accounts Payable	11	655,116	535,758	623,250	657,612	535,758	625,650
Borrowings	12	25,346	25,346	25,346	25,346	25,346	25,346
Revenue Received in Advance	13	71,596	101,677	74,348	71,596	101,677	74,348
Provision for Cyclical Maintenance	14	14,726	-	14,003	14,726	-	14,003
Finance Lease Liability	15	351	8,587	509	351	8,587	509
Funds held in Trust	16	47,016	-	-	47,016	-	-
Funds held for Capital Works Projects	17	13,030	-	-	13,030	-	-
		827,181	671,368	737,456	829,677	671,368	739,856
Working Capital Surplus/(Deficit)		375,779	396,764	394,056	643,930	396,764	788,901
Non-current Assets							
Property, Plant and Equipment	10	1,390,710	1,127,559	1,219,748	1,390,710	1,127,559	1,219,748
Investments		-	-	-	161,157	-	-
		1,390,710	1,127,559	1,219,748	1,551,867	1,127,559	1,219,748
Non-current Liabilities							
Borrowings	12	-	50,691	25,346	-	50,691	25,346
Provision for Cyclical Maintenance	14	89,322	65,959	72,154	89,322	65,959	72,154
Finance Lease Liability	15	1,016	20,349	-	1,016	20,349	-
		90,338	136,999	97,500	90,338	136,999	97,500
Net Assets		1,676,151	1,387,324	1,516,304	2,105,459	1,387,324	1,911,149
Equity		1,676,151	1,387,324	1,516,304	2,105,459	1,387,324	1,911,149

Tokoroa High School
Statement of Cash Flows
For the year ended 31 December 2025

	Note	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cash flows from Operating Activities							
Government Grants		3,882,768	2,846,801	3,787,751	3,882,768	2,846,801	3,787,751
Locally Raised Funds		164,519	184,300	313,362	181,641	184,300	319,825
Goods and Services Tax (net)		(3,683)	-	(37,437)	(3,683)	-	(37,437)
Payments to Employees		(1,863,771)	(894,810)	(1,685,343)	(1,863,771)	(894,810)	(1,685,343)
Payments to Suppliers		(1,894,063)	(1,568,927)	(1,888,490)	(1,898,705)	(1,568,927)	(1,891,504)
Interest Paid		(80)	(2,000)	(776)	(80)	(2,000)	(776)
Interest Received		8,492	8,000	23,727	30,656	8,000	54,295
Net cash from/(to) Operating Activities		294,182	573,364	512,794	328,826	573,364	546,811
Cash flows from Investing Activities							
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		6,087	-	-	6,087	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(247,196)	(210,000)	(218,556)	(247,196)	(210,000)	(218,556)
Net cash from/(to) Investing Activities		(241,109)	(210,000)	(218,556)	(241,109)	(210,000)	(218,556)
Cash flows from Financing Activities							
Furniture and Equipment Grant		-	-	43,833	-	-	43,833
Finance Lease Payments		(170)	(1,051)	(7,918)	(170)	(1,051)	(7,918)
Repayment of Borrowings		(25,346)	(25,346)	(25,346)	(25,346)	(25,346)	(25,346)
Funds Administered on Behalf of Other Parties		41,731	-	(101,220)	41,731	-	(101,220)
Net cash from/(to) Financing Activities		16,215	(26,397)	(90,651)	16,215	(26,397)	(90,651)
Net increase/(decrease) in cash and cash equivalents		69,288	336,967	203,587	103,932	336,967	237,604
Cash and cash equivalents at the beginning of the year	7	409,050	205,463	205,463	604,272	205,463	422,261
Cash and cash equivalents at the end of the year	7	478,338	542,430	409,050	708,204	542,430	659,865

The Consolidated Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Consolidated Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Tokoroa High School

Notes to the Group Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Tokoroa High School is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Tokoroa High School Group (the 'Group') consists of Tokoroa High School and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The consolidated financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The consolidated financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Subsidiaries

Subsidiaries are entities controlled by the Group. The Group 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Group's interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Group loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to

PBE Accounting Standards Reduced Disclosure Regime

The Group qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 26.

c) Revenue Recognition

Government Grants

The Group receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the Group has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the Group has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Operating Lease Payments

Payments made under operating leases are recognised in the Consolidated Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

e) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

f) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) Inventories

Inventories are consumable items held for sale and are comprised of uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Consolidated Statement of Comprehensive Revenue and Expense in the period of the write down.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the Group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these consolidated financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Consolidated Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Textbooks	3 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

The Group does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the Group estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the Group engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The Group holds sufficient funds to enable the refund of unearned fees in relation to students, should the Group be unable to provide the services to which they relate.

n) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

The Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the Group's control, these amounts are not recorded in the Consolidated Statement of Comprehensive Revenue and Expense. The Group holds sufficient funds to enable the funds to be used for their intended purpose.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 8 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) Financial Instruments

The Group's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the Group may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The Group's financial liabilities comprise accounts payable, borrowings and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

r) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the Group has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

s) Goods and Services Tax (GST)

The consolidated financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

The budget figures are extracted from the Group budget that was approved by the Board.

u) Services received in-kind

From time to time the Group receives services in-kind, including the time of volunteers. The Group has elected not to recognise services received in kind in the Consolidated Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Government Grants - Ministry of Education	2,906,420	2,697,165	2,538,787	2,906,420	2,697,165	2,538,787
Teachers' Salaries Grants	4,442,668	4,160,180	4,194,071	4,442,668	4,160,180	4,194,071
Use of Land and Buildings Grants	1,436,599	1,474,490	1,521,070	1,436,599	1,474,490	1,521,070
Ka Ora, Ka Ako - Healthy School Lunches Programme	997,823	975,771	1,148,175	997,823	975,771	1,148,175
Gateway Grant	-	105,150	-	-	105,150	-
Other Government Grants	156,966	45,250	131,530	156,966	45,250	131,530
	9,940,476	9,458,006	9,533,633	9,940,476	9,458,006	9,533,633

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue						
Fees for Extra Curricular Activities	104,153	113,500	137,158	104,153	113,500	137,158
Trading	55,979	50,000	58,579	55,979	50,000	58,579
Fundraising and Community Grants	1,130	-	103,963	12,780	-	105,963
Other Revenue	7,200	20,800	21,050	13,772	20,800	25,514
	168,462	184,300	320,750	186,684	184,300	327,214
Expense						
Extra Curricular Activities Costs	108,876	118,100	114,492	108,876	118,100	114,492
Trading	52,502	50,000	39,570	52,502	50,000	39,570
Other Locally Raised Funds Expenditure	28,075	12,800	3,108	28,075	12,800	3,108
Fundraising and Community Grants Costs	-	-	-	5,000	-	-
	189,453	180,900	157,170	194,453	180,900	157,170
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	(20,991)	3,400	163,580	(7,769)	3,400	170,044

4. Learning Resources

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Curricular	393,429	476,219	339,866	393,429	476,219	339,866
Employee Benefits - Salaries	5,726,330	5,152,461	5,143,914	5,726,330	5,152,461	5,143,914
Staff Development	28,355	32,000	28,604	28,355	32,000	28,604
Depreciation	189,642	210,000	203,013	189,642	210,000	203,013
Other Learning Resources	2,219	7,500	4,330	2,219	7,500	4,330
Information & Communication Technology	89,238	97,000	86,987	89,238	97,000	86,987
	6,429,213	5,975,180	5,806,714	6,429,213	5,975,180	5,806,714

5. Administration

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Audit Fees	15,627	15,000	13,600	15,627	15,000	13,600
Board Fees and Expenses	28,242	35,000	25,936	28,242	35,000	25,936
Legal Fees	-	2,000	-	-	2,000	-
Other Administration Expenses	216,284	121,600	110,897	217,122	121,600	114,071
Employee Benefits - Salaries	290,907	278,427	314,486	290,907	278,427	314,486
Insurance	26,390	19,000	23,585	26,390	19,000	23,585
Service Providers, Contractors and Consultancy	27,120	27,000	26,400	27,120	27,000	26,400
Ka Ora, Ka Ako - Healthy School Lunch Programme	762,276	798,070	855,550	762,276	798,070	855,550
	1,366,846	1,296,097	1,370,454	1,367,684	1,296,097	1,373,628

6. Property

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Consultancy and Contract Services	221,177	210,000	215,344	221,177	210,000	215,344
Cyclical Maintenance	17,891	23,053	20,198	17,891	23,053	20,198
Heat, Light and Water	99,020	86,000	73,686	99,020	86,000	73,686
Rates	62,947	46,000	53,385	62,947	46,000	53,385
Repairs and Maintenance	156,976	157,000	139,453	156,976	157,000	139,453
Use of Land and Buildings	1,436,599	1,474,490	1,521,070	1,436,599	1,474,490	1,521,070
Employee Benefits - Salaries	92,546	73,246	73,957	92,546	73,246	73,957
Other Property Expenses	11,223	17,000	14,533	11,223	17,000	14,533
	2,098,379	2,086,789	2,111,626	2,098,379	2,086,789	2,111,626

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual \$	(Unaudited) \$	Actual \$	Actual \$	Budget (Unaudited) \$	Actual \$
Bank Accounts	478,338	542,430	409,050	708,590	542,430	613,931
Cash and cash equivalents for Statement of Cash Flows	478,338	542,430	409,050	708,590	542,430	613,931

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$478,338 Cash and Cash Equivalents \$131,642 is subject to restrictions for the following reasons:

- \$13,030 is held by the School on behalf of the Ministry of Education. The funds have been provided as part of the school's 5 Year Agreement Funding and is required to be spent on the school's buildings. See note 17.
- \$71,596 of Revenue Received in Advance is held by the school, as disclosed in note 13.
- \$47,016 is held in trust by the school on behalf of other parties, as disclosed in note 16.

8. Accounts Receivable

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Receivables	3,828	453	435	42,511	453	37,448
Receivables from the Ministry of Education	3,387	-	3,105	3,387	-	3,105
Interest Receivable	37	515	613	37	515	613
Teacher Salaries Grant Receivable	430,508	360,176	409,373	430,508	360,176	409,373
	<u>437,760</u>	<u>361,144</u>	<u>413,526</u>	<u>476,443</u>	<u>361,144</u>	<u>450,539</u>
Receivables from Exchange Transactions	3,865	968	1,048	42,548	968	38,061
Receivables from Non-Exchange Transactions	433,895	360,176	412,478	433,895	360,176	412,478
	<u>437,760</u>	<u>361,144</u>	<u>413,526</u>	<u>476,443</u>	<u>361,144</u>	<u>450,539</u>

9. Inventories

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Uniforms	120,518	141,542	139,538	120,518	141,542	139,538
	<u>120,518</u>	<u>141,542</u>	<u>139,538</u>	<u>120,518</u>	<u>141,542</u>	<u>139,538</u>

10. Property, Plant and Equipment

GROUP

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	548,260	-	-	-	(16,412)	531,848
Building Improvements	61,268	2,666	-	-	(3,396)	60,538
Furniture and Equipment	340,696	74,498	-	-	(63,335)	351,859
Information and Communication Technology	235,722	180,770	-	-	(79,488)	337,004
Motor Vehicles	-	92,857	-	-	(16,224)	76,633
Leased Assets	1,798	1,532	-	-	(2,049)	1,281
Library Resources	32,004	8,281	-	-	(8,738)	31,547
	<u>1,219,748</u>	<u>360,604</u>	<u>-</u>	<u>-</u>	<u>(189,642)</u>	<u>1,390,710</u>

GROUP

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	656,487	(124,639)	531,848	656,487	(108,227)	548,260
Building Improvements	68,581	(8,043)	60,538	65,915	(4,647)	61,268
Furniture and Equipment	1,041,480	(689,621)	351,859	990,223	(649,527)	340,696
Information and Communication Technology	947,326	(610,322)	337,004	766,557	(530,835)	235,722
Motor Vehicles	141,307	(64,674)	76,633	96,772	(96,772)	-
Textbooks	32,367	(32,367)	-	32,367	(32,367)	-
Leased Assets	114,568	(113,287)	1,281	113,036	(111,238)	1,798
Library Resources	136,711	(105,164)	31,547	128,429	(96,425)	32,004
	<u>3,138,827</u>	<u>(1,748,117)</u>	<u>1,390,710</u>	<u>2,849,786</u>	<u>(1,630,038)</u>	<u>1,219,748</u>

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Board-owned Buildings	548,260	-	-	-	(16,412)	531,848
Building Improvements	61,268	2,666	-	-	(3,396)	60,538
Furniture and Equipment	340,696	74,498	-	-	(63,335)	351,859
Information and Communication Technology	235,722	180,770	-	-	(79,488)	337,004
Motor Vehicles	-	92,857	-	-	(16,224)	76,633
Textbooks	-	-	-	-	-	-
Leased Assets	1,798	1,532	-	-	(2,049)	1,281
Library Resources	32,004	8,281	-	-	(8,738)	31,547
	<u>1,219,748</u>	<u>360,604</u>	<u>-</u>	<u>-</u>	<u>(189,642)</u>	<u>1,390,710</u>

SCHOOL

	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	656,487	(124,639)	531,848	656,487	(108,227)	548,260
Building Improvements	68,581	(8,043)	60,538	65,915	(4,647)	61,268
Furniture and Equipment	1,041,480	(689,621)	351,859	990,223	(649,527)	340,696
Information and Communication Technology	947,326	(610,322)	337,004	766,557	(530,835)	235,722
Motor Vehicles	141,307	(64,674)	76,633	96,772	(96,772)	-
Textbooks	32,367	(32,367)	-	32,367	(32,367)	-
Leased Assets	114,568	(113,287)	1,281	113,036	(111,238)	1,798
Library Resources	136,711	(105,164)	31,547	128,429	(96,425)	32,004
	<u>3,138,827</u>	<u>(1,748,117)</u>	<u>1,390,710</u>	<u>2,849,786</u>	<u>(1,630,038)</u>	<u>1,219,748</u>

The net carrying value of equipment held under a finance lease is \$1,798 (2024: \$114,568)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

11. Accounts Payable

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Creditors	69,644	44,241	65,625	72,140	44,241	68,025
Accruals	14,144	10,239	12,298	14,144	10,239	12,298
Employee Entitlements - Salaries	430,508	360,176	409,373	430,508	360,176	409,373
Employee Entitlements - Leave Accrual	140,820	121,102	135,954	140,820	121,102	135,954
	<u>655,116</u>	<u>535,758</u>	<u>623,250</u>	<u>657,612</u>	<u>535,758</u>	<u>625,650</u>
Payables for Exchange Transactions	655,116	535,758	623,250	657,612	535,758	625,650
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-	-	-	-
	<u>655,116</u>	<u>535,758</u>	<u>623,250</u>	<u>657,612</u>	<u>535,758</u>	<u>625,650</u>

The carrying value of payables approximates their fair value.

12. Borrowings

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Loans due in one year	25,346	25,346	25,346	25,346	25,346	25,346
	<u>25,346</u>	<u>25,346</u>	<u>25,346</u>	<u>25,346</u>	<u>25,346</u>	<u>25,346</u>
Loans due after one year	-	50,691	25,346	-	50,691	25,346
	<u>-</u>	<u>50,691</u>	<u>25,346</u>	<u>-</u>	<u>50,691</u>	<u>25,346</u>

13. Revenue Received in Advance

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Revenue In Adv - Student Credits	71,596	81,755	73,558	71,596	81,755	73,558
Other Revenue In Advance	-	-	790	-	-	790
Grants in Advance - Ministry of Education	-	19,922	-	-	19,922	-
	<u>71,596</u>	<u>101,677</u>	<u>74,348</u>	<u>71,596</u>	<u>101,677</u>	<u>74,348</u>

14. Provision for Cyclical Maintenance

	2025	School and Group 2025 Budget	2024
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	86,157	42,906	65,959
Increase/(decrease) to the Provision During the Year	17,891	23,053	20,198
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>104,048</u>	<u>65,959</u>	<u>86,157</u>
Cyclical Maintenance - Current	14,726	-	14,003
Cyclical Maintenance - Non current	89,322	65,959	72,154
	<u>104,048</u>	<u>65,959</u>	<u>86,157</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the painting quotes.

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
No Later than One Year	456	8,587	525	456	8,587	525
Later than One Year	1,139	20,349	-	1,139	20,349	-
Future Finance Charges	(228)	-	(16)	(228)	-	(16)
	1,367	28,936	509	1,367	28,936	509
Represented by						
Finance lease liability - Current	351	8,587	509	351	8,587	509
Finance lease liability - Non current	1,016	20,349	-	1,016	20,349	-
	1,367	28,936	509	1,367	28,936	509

16. Funds held in Trust

	2025	School 2025 Budget	2024	2025	Group 2025	2024
	Actual	(Unaudited)	Actual	Actual	Budget (Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	47,016	-	-	47,016	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-	-	-	-
	47,016	-	-	47,016	-	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

School and Group

	2025	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
5YA Electrical Upgrades & Fencing		235466	-	15,000	(1,970)	-	13,030
Roofing Project		235465	(84,826)	663,582	(681,896)	-	(103,140)
Totals			(84,826)	678,582	(683,866)	-	(90,110)

Represented by:

Funds Held on Behalf of the Ministry of Education	13,030
Funds Receivable from the Ministry of Education	(103,140)

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions / Transfers	Closing Balances \$
New Gym & Classrooms			9,882	-	(9,882)	-	-
Library Refurbishment		212685	505	-	(505)	-	-
Roofing Project		235465	6,007	-	(90,833)	-	(84,826)
School Rekey		243755	-	27,021	(27,021)	-	-
Totals			16,394	27,021	(128,241)	-	(84,826)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(84,826)

18. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the group would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The School House is currently rented out below market value at the approval of the Board of Trustees

19. Remuneration

Key management personnel compensation (School)

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	5,890	5,559
<i>Leadership Team</i>		
Remuneration	896,515	865,411
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	902,405	870,970

There are 7 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	190 - 200
Benefits and Other Emoluments	-	2 - 3
Termination Benefits	-	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2025 FTE Number	2024 FTE Number
100 - 110	10.00	16.00
110 - 120	8.00	6.00
120 - 130	6.00	3.00
130 - 140	1.00	4.00
140 - 150	4.00	0.00
	29.00	29.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

School and Group	2025 Actual	2024 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

22. Commitments

(a) Capital Commitments

As at 31 December 2025, the Board had capital commitments of \$234,030 (2024: \$671,200) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
5YA Electrical Upgrades & Fencing Replacements	234,030
Total	<u>234,030</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

There are no operating commitments as at 31 December 2025 (Operating commitments at 31 December 2024: nil).

23. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost	2025	School	2024	2025	Group	2024
	Actual	2025	Actual	Actual	2025	Actual
	\$	(Unaudited)	\$	\$	Budget (Unaudited)	\$
Cash and Cash Equivalents	478,338	542,430	409,050	708,590	542,430	613,931
Receivables	437,760	361,144	413,526	476,443	361,144	450,539
Total financial assets measured at amortised cost	916,098	903,574	822,576	1,185,033	903,574	1,218,024
Financial liabilities measured at amortised cost						
Payables	655,116	535,758	623,250	657,612	535,758	625,650
Borrowings - Loans	25,346	76,037	50,692	25,346	76,037	50,692
Finance Leases	1,367	28,936	509	1,367	28,936	509
Total financial liabilities measured at amortised cost	681,829	640,731	674,451	684,325	640,731	676,851

24. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

26. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows:

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2025	2024	2025	2024
			Tokoroa High School Trust	Raising Funds	Tokoroa, New Zealand	100%

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TOKOROA HIGH SCHOOL AND GROUP'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Tokoroa High School (the School) and its subsidiaries and controlled entities (the Group). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School and the Group on pages 2 to 21, that comprise the statement of financial position as at 31 December 2025, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and [the notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements:

- present fairly, in all material respects:
 - the School's and the Group's financial position as at 31 December 2025; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 28 May 2026. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the *Responsibilities of the auditor* section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School and the Group for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible for assessing the School's and the Group's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the Board intends to close or merge the School and the Group, or has no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's and the Group's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's and the Group's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School and the Group to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We plan and perform the group audit to obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the Group as a basis for forming an opinion on the financial statements of the Group. We are responsible for the direction, supervision and review of the audit work performed for the purposes of the group audit. We remain solely responsible for our audit opinion.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information included in the Board's annual report

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Responsibility, Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance and Statement of Responsibility, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School and the Group in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School or any of its subsidiaries.

A handwritten signature in blue ink that reads 'Cameron Town'.

Cameron Town
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Tokoroa High School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Michael Thomas	Presiding Member	Elected	Sep 2028
William Ford	Principal	ex Officio	
Rimini Jones	Parent Representative	Elected	Sep 2028
Greg Pearce	Parent Representative	Elected	Sep 2027
Lynnda Misa-Tillivea	Parent Representative	Elected	Sep 2027
Kitty Opeteia	Parent Representative	Elected	Sep 2027
Praveen Chandra	Staff Representative	Elected	Sep 2028
Thian Cody-Pio	Student Representative	Elected	Sep 2026

Tokoroa High School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025, the school received total Kiwisport funding of \$13,252 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Tokoroa High School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



TOKOROA HIGH SCHOOL

STATEMENT OF VARIANCE 2025

MARCH 31, 2026
MINISTRY OF EDUCATION
HAMILTON



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School Name:	Tokoroa High School	School Number:	0158
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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"> <thead> <tr> <th>Year</th> <th>UE Literacy %</th> </tr> </thead> <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"> <thead> <tr> <th>Year</th> <th>UE Literacy %</th> </tr> </thead> <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	Year	UE Literacy %	2025	40.2	2024	52.5	2023	33.3	2022	43.4	2021	31.3	2020	26.2	Year	UE Literacy %	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
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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>Junior Diploma Goals 2025</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>	
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	<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

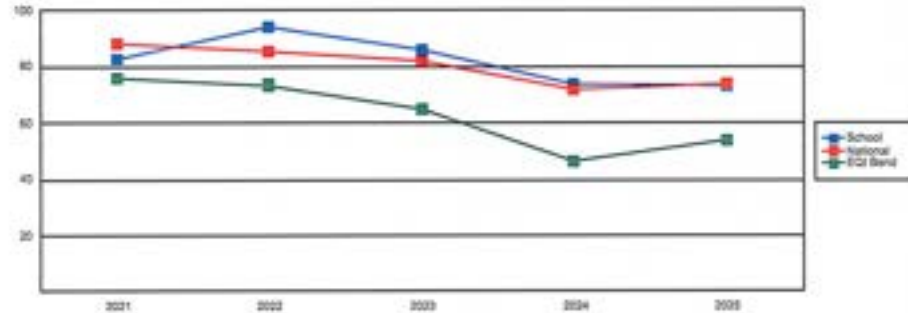
Achievement in NCEA and UE: Tokoroa High School

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

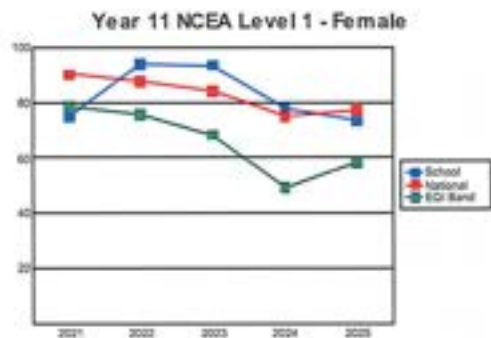
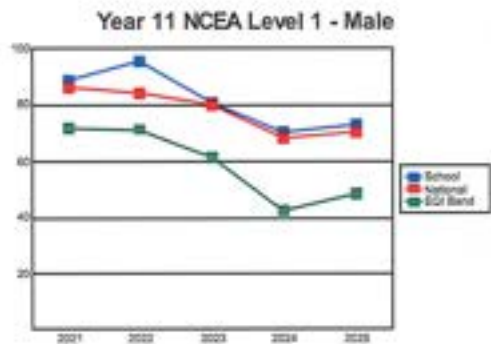


Achievement in NCEA and UE: Tokoroa High School

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



Achievement in NCEA and UE: Tokoroa High School

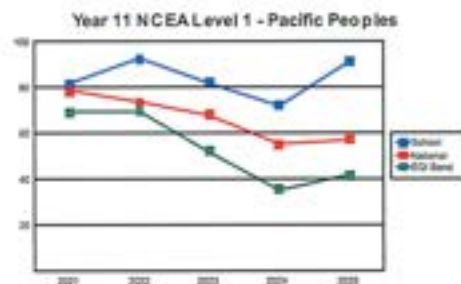
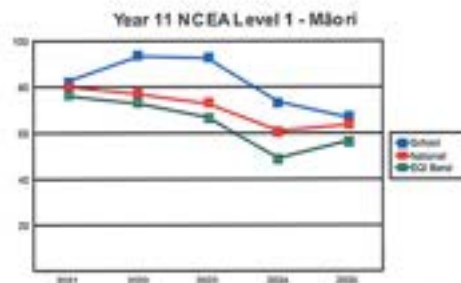
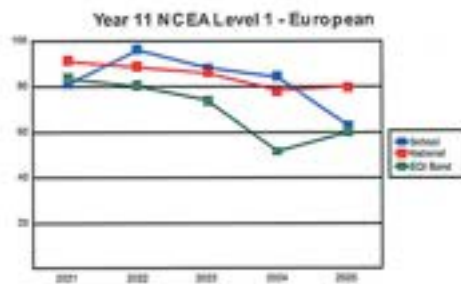
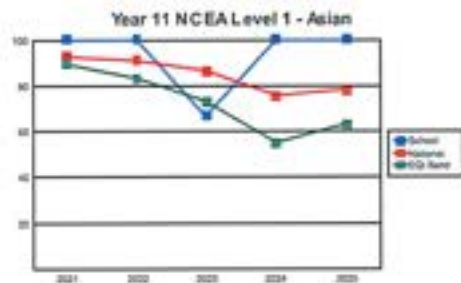
Generated 29-Mar-2026

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

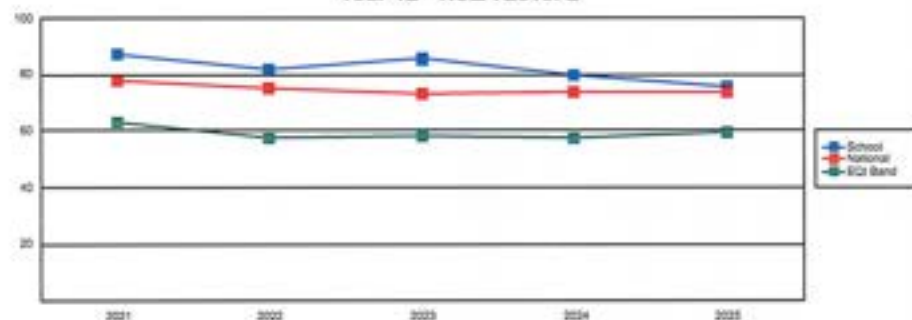
National

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

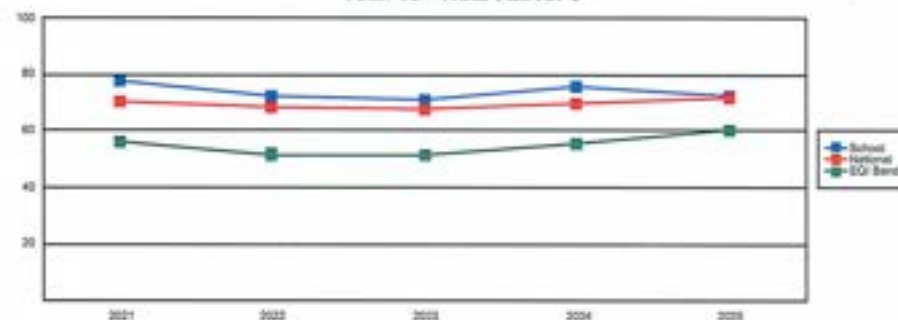
Most Socioeconomic Barriers (School Equity Index Band)

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

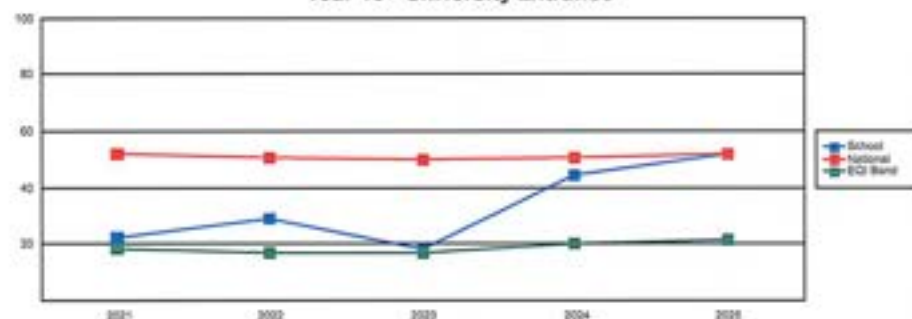
Year 12 - NCEA Level 2



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

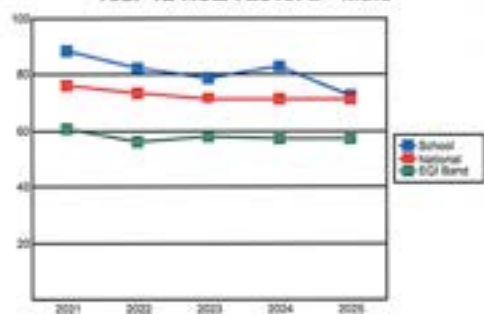
Tokoroa High School

National

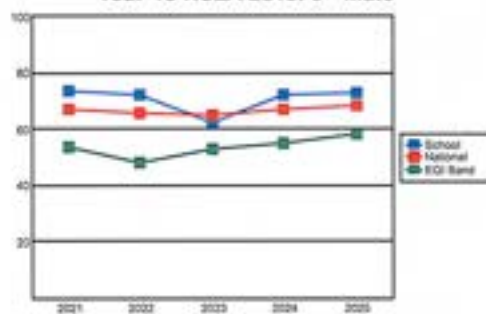
Most Socioeconomic Barriers (School Equity Index Band)

Academic Year	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
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

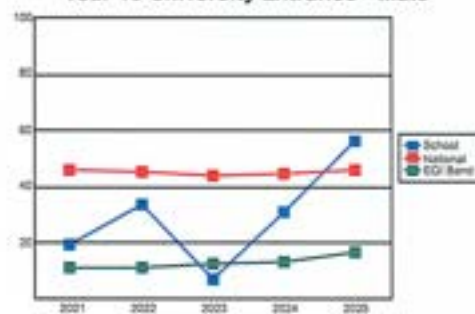
Year 12 NCEA Level 2 - Male



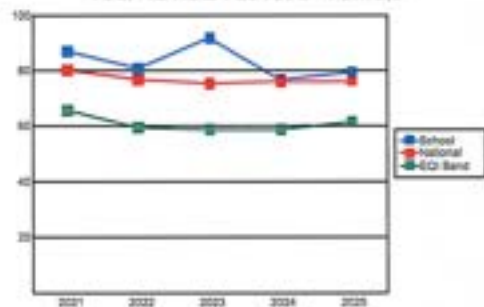
Year 13 NCEA Level 3 - Male



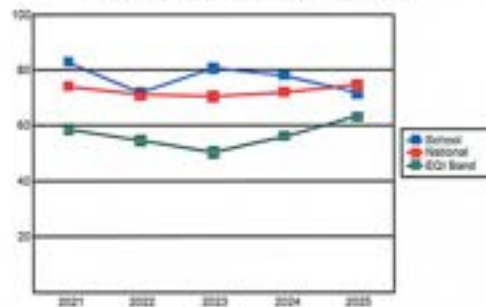
Year 13 University Entrance - Male



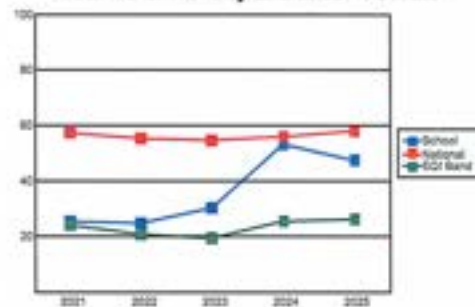
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



Achievement in NCEA and UE: Tokoroa High School

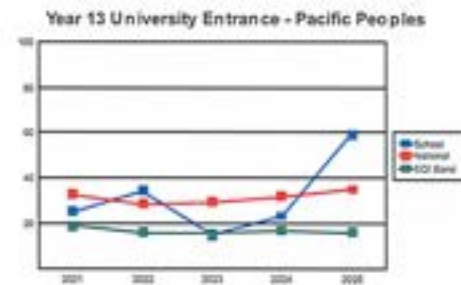
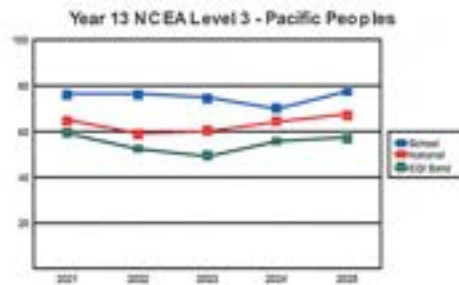
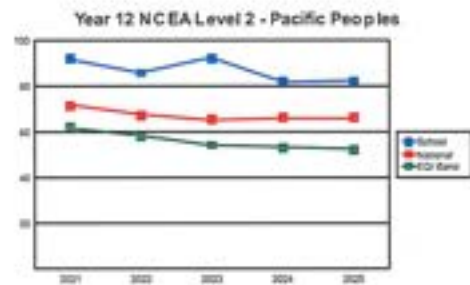
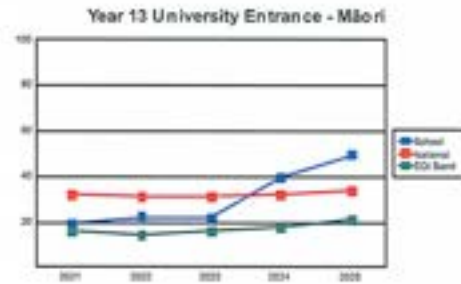
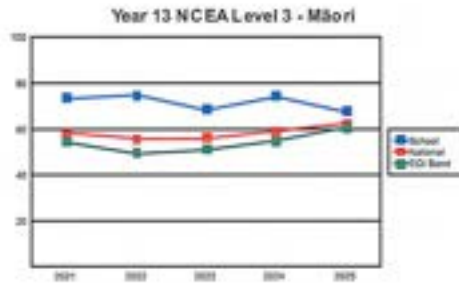
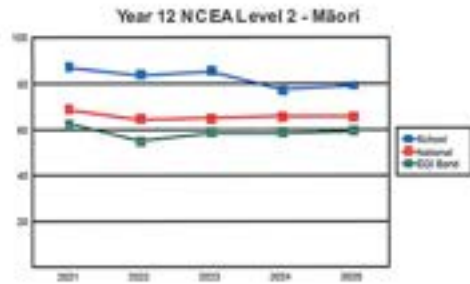
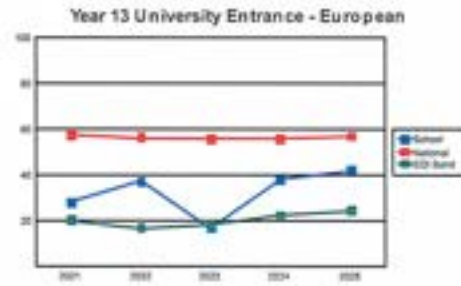
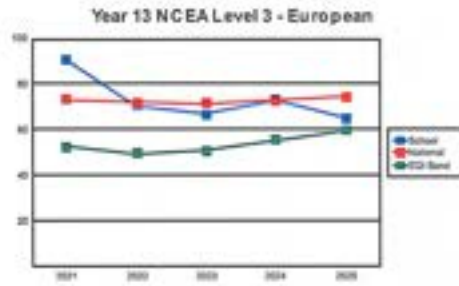
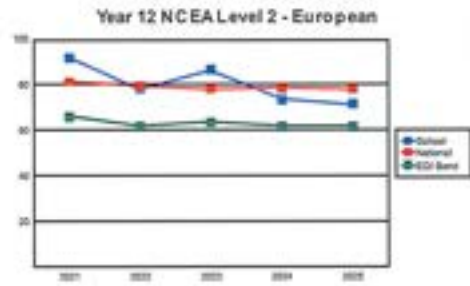
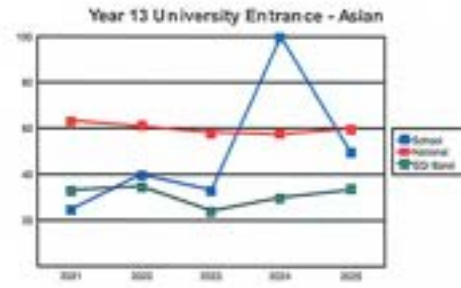
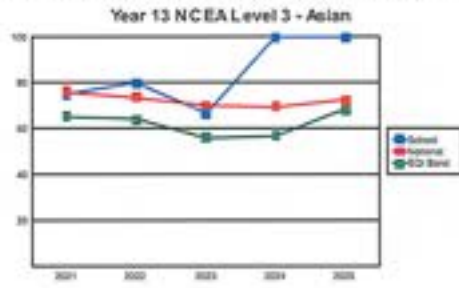
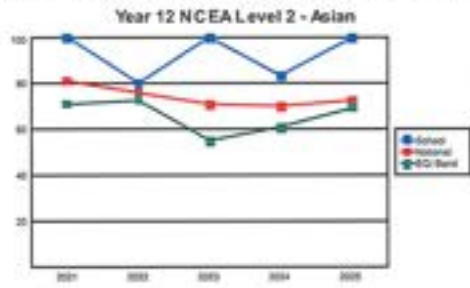
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PR2 - Enrolment Based Cumulative Results by Ethnicity

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

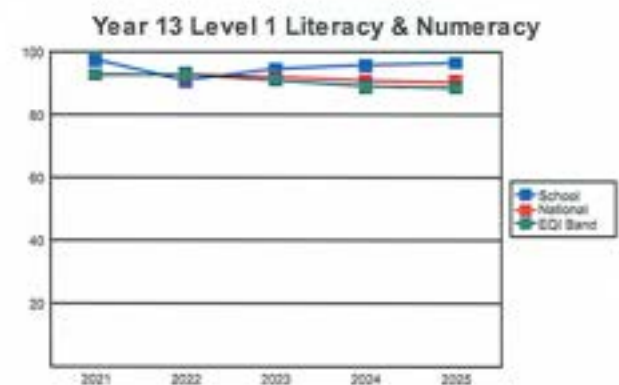
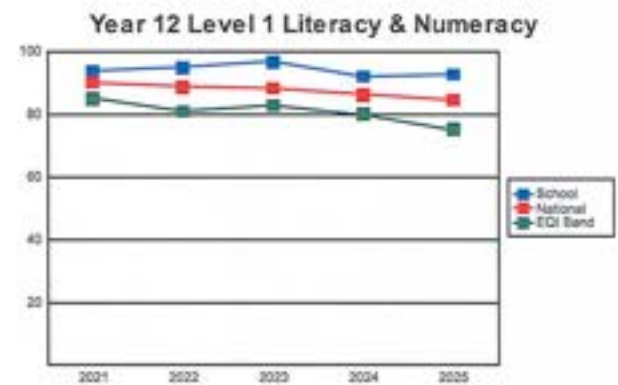
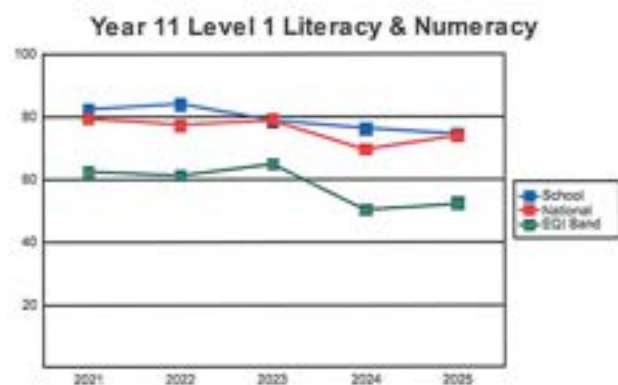
MOE Year	Ethnicity	School	Gender	Qualificati	2021 Qtv	2021 Rate	2022 Qtv	2022 Rate	2023 Qtv	2023 Rate	2024 Qtv	2024 Rate	2025 Qtv	2025 Rate
Year 11	All	All	All	Level 1 Literacy	79	82.3	88	83.8	94	78.3	105	78.9	69	74.2
Year 11	All	All	All	Level 1 Numeracy	82	85.4	92	87.6	105	87.5	109	82.0	78	83.9
Year 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.



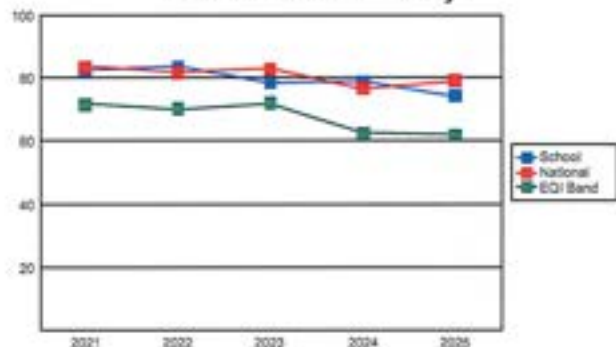
Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

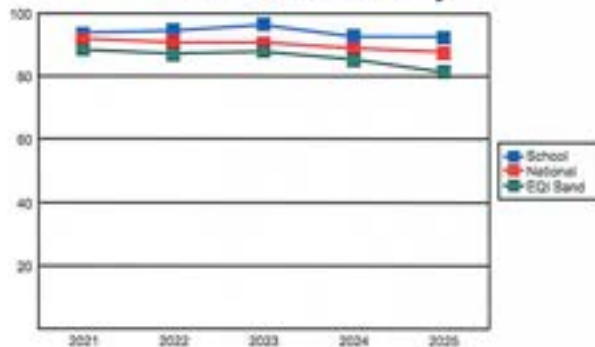
PR 3 - Cumulative Results by Percentage

		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

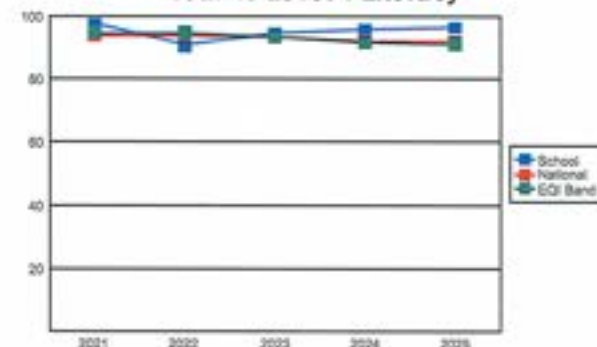
Year 11 Level 1 Literacy



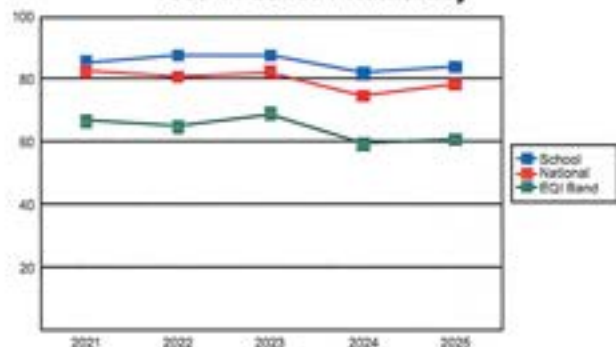
Year 12 Level 1 Literacy



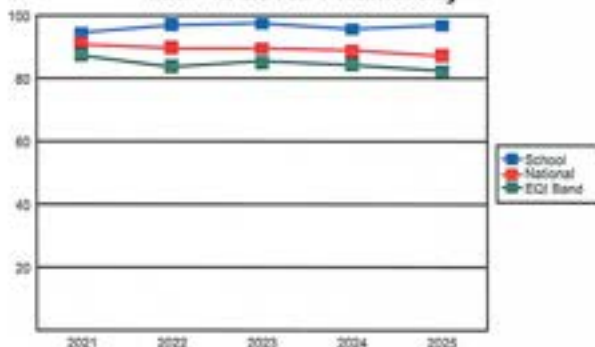
Year 13 Level 1 Literacy



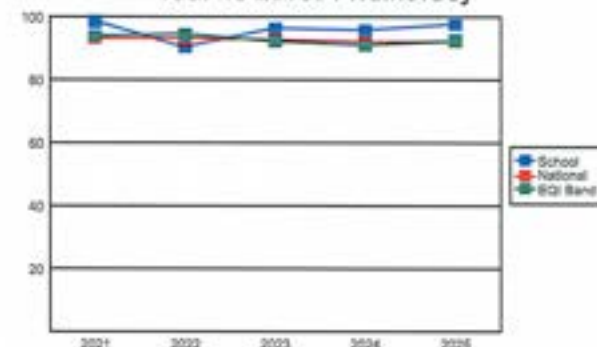
Year 11 Level 1 Numeracy



Year 12 Level 1 Numeracy



Year 13 Level 1 Numeracy



Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

PR 3 - Cumulative Results by Gender by Percentage

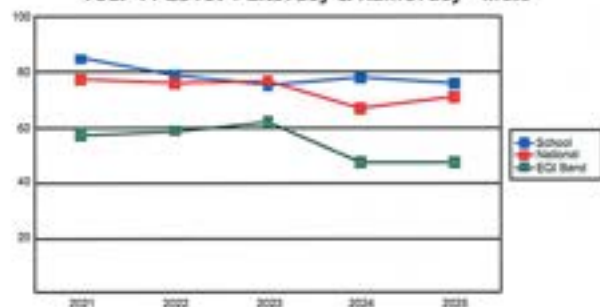
Tokoroa High School

National

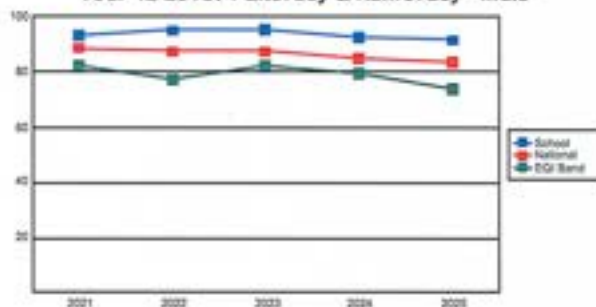
Most Socioeconomic Barriers
(School Equity Index Band)

Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
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

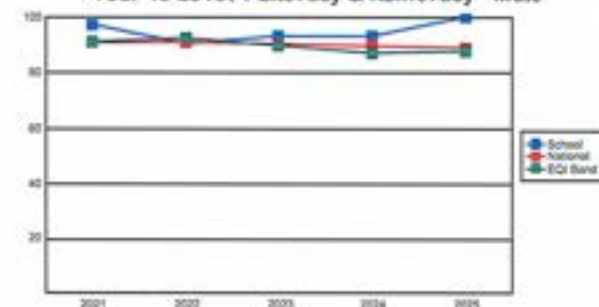
Year 11 Level 1 Literacy & Numeracy - Male



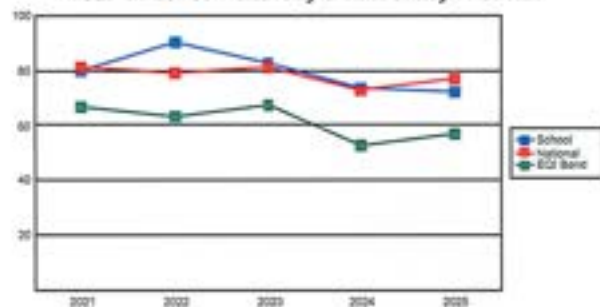
Year 12 Level 1 Literacy & Numeracy - Male



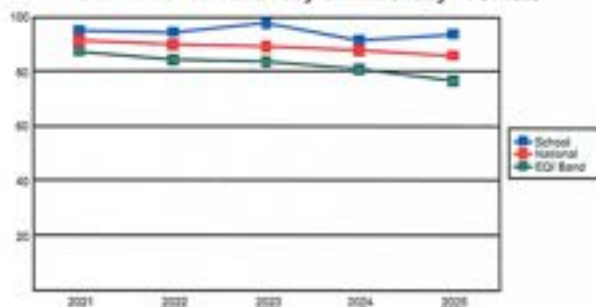
Year 13 Level 1 Literacy & Numeracy - Male



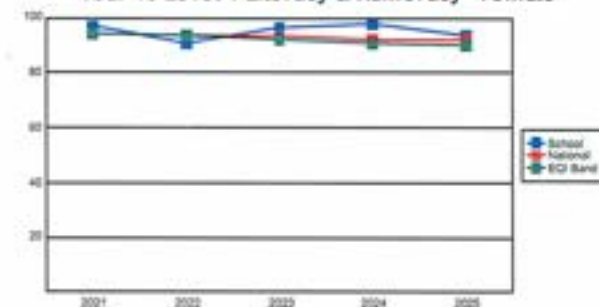
Year 11 Level 1 Literacy & Numeracy - Female



Year 12 Level 1 Literacy & Numeracy - Female



Year 13 Level 1 Literacy & Numeracy - Female



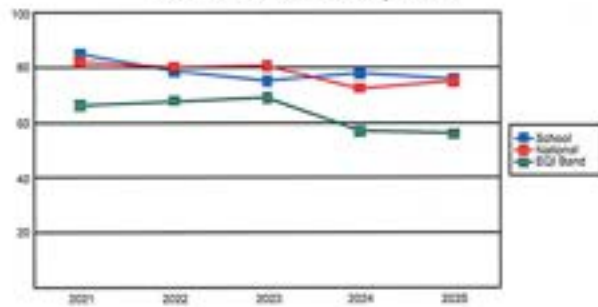
Level 1 Literacy and Numeracy: Tokoroa High School

Generated 29-Mar-2026

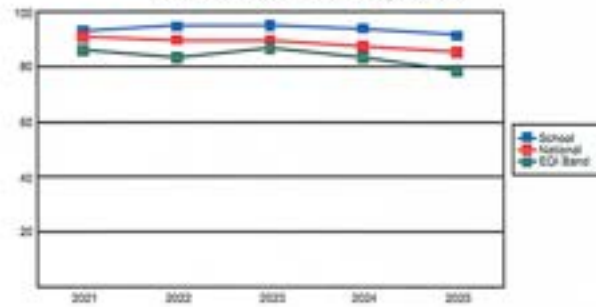
PR 3 - Cumulative Results by Gender by Percentage

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

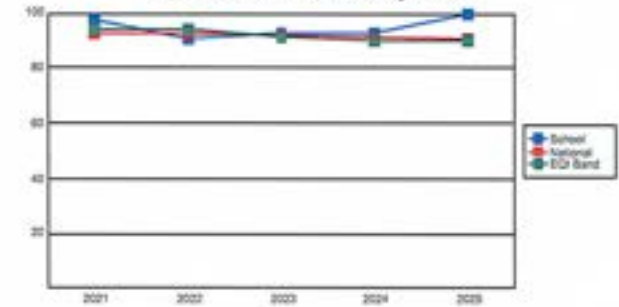
Year 11 Level 1 Literacy - Male



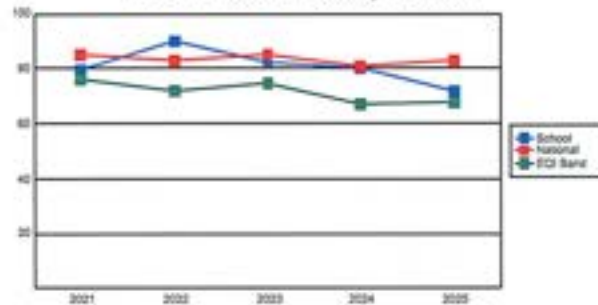
Year 12 Level 1 Literacy - Male



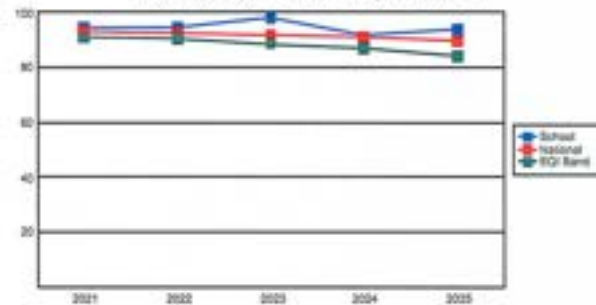
Year 13 Level 1 Literacy - Male



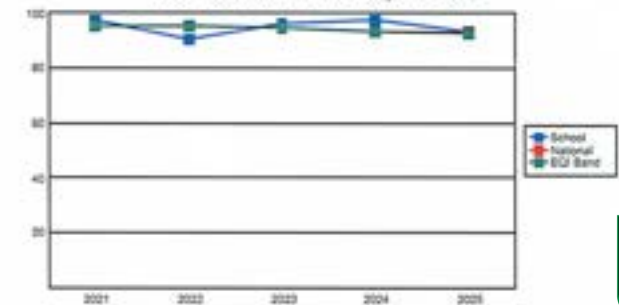
Year 11 Level 1 Literacy - Female



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

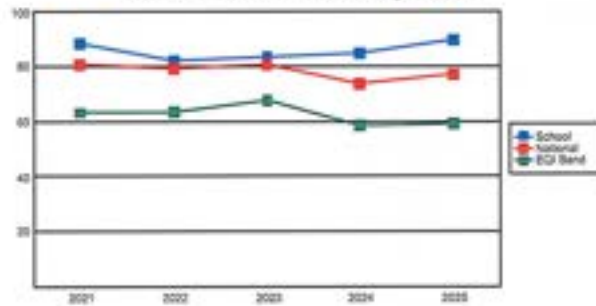
Tokoroa High School

National

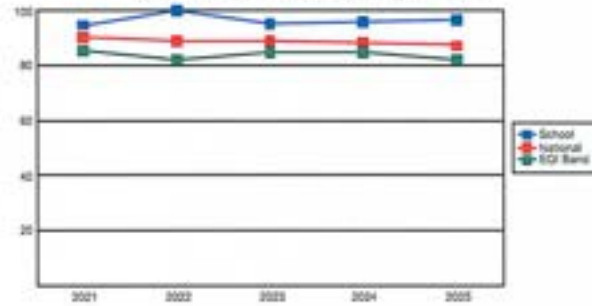
Most Socioeconomic Barriers
(School Equity Index Band)

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

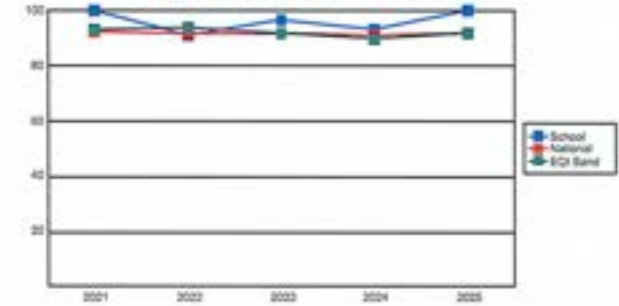
Year 11 Level 1 Numeracy - Male



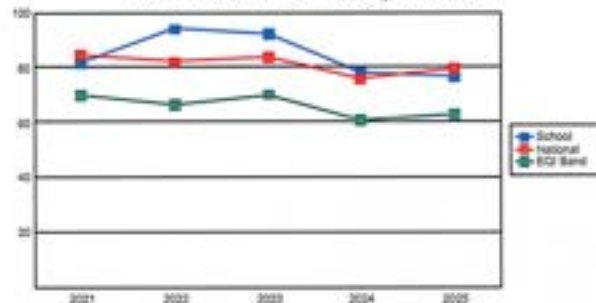
Year 12 Level 1 Numeracy - Male



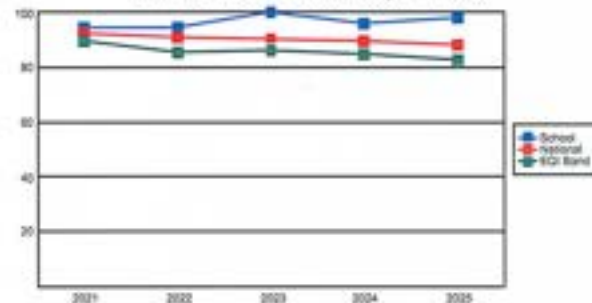
Year 13 Level 1 Numeracy - Male



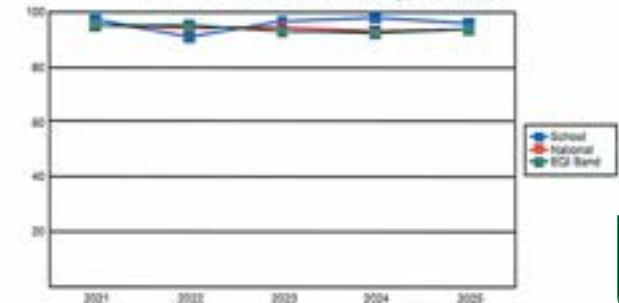
Year 11 Level 1 Numeracy - Female



Year 12 Level 1 Numeracy - Female



Year 13 Level 1 Numeracy - Female



Achievement in NCEA and UE: Tokoroa High School

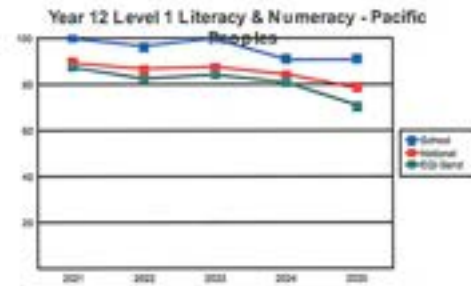
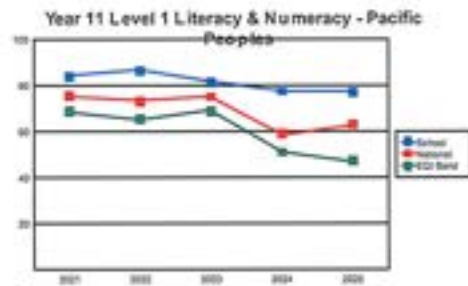
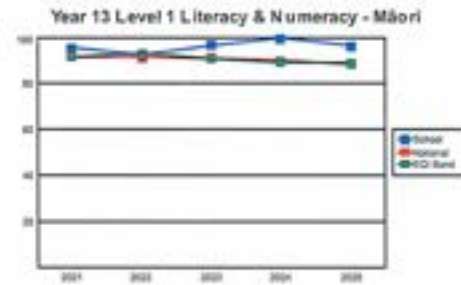
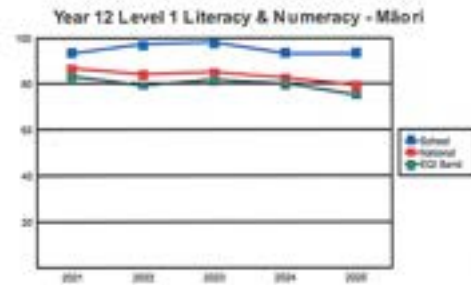
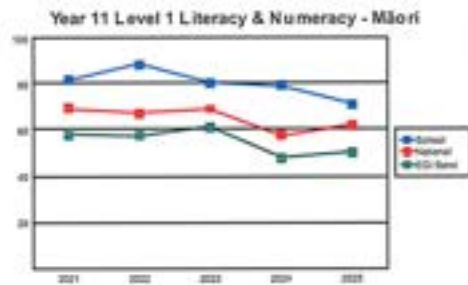
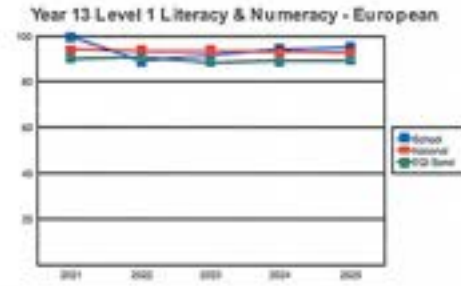
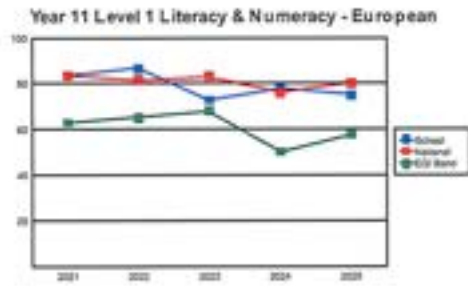
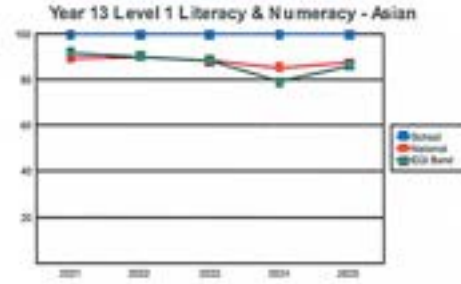
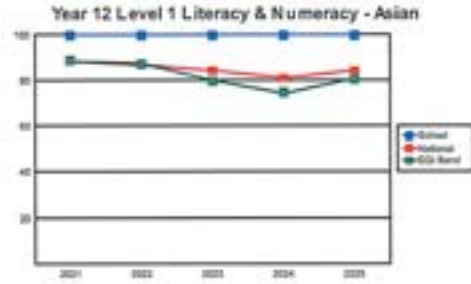
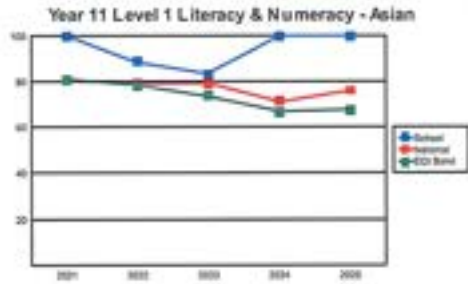
Generated 29-Mar-2026

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

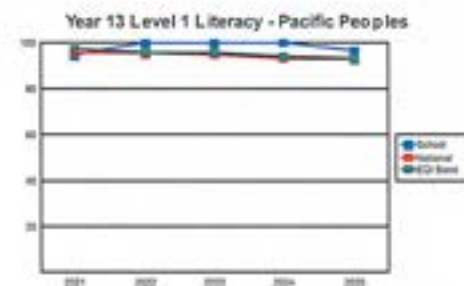
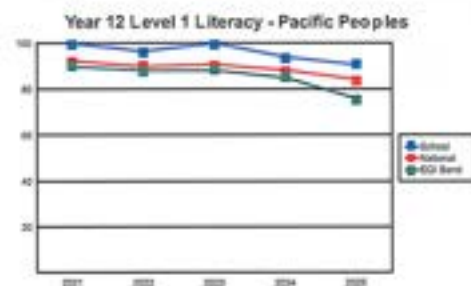
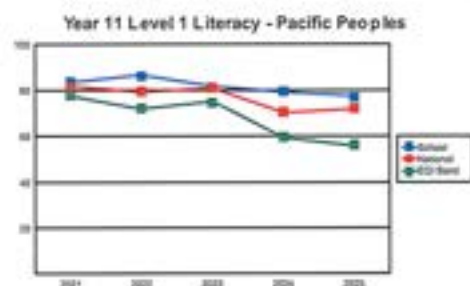
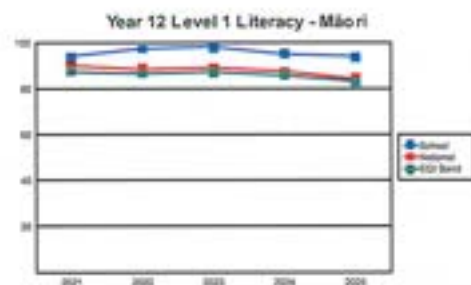
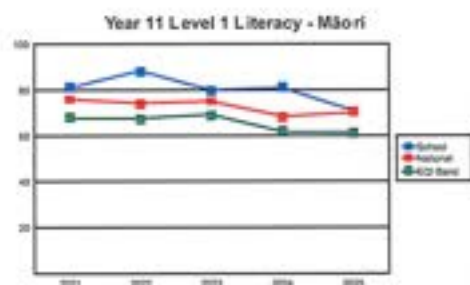
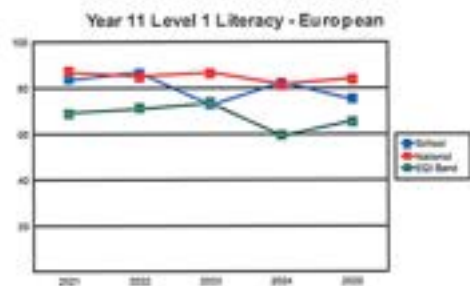
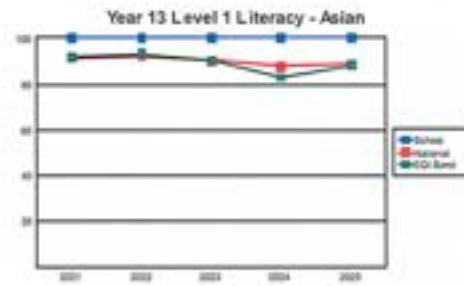
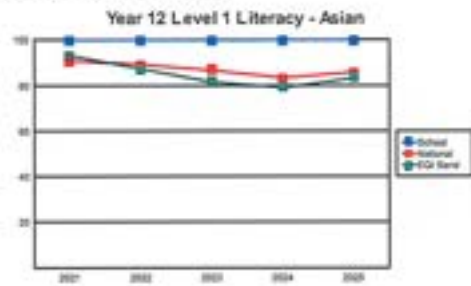
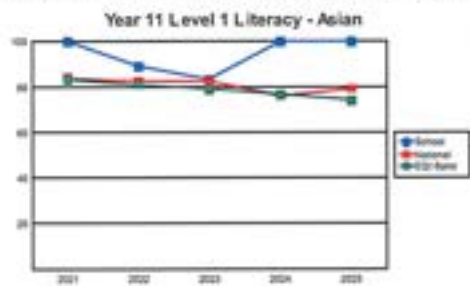
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PR 3 - Cumulative Results by Ethnicity by Percentage

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

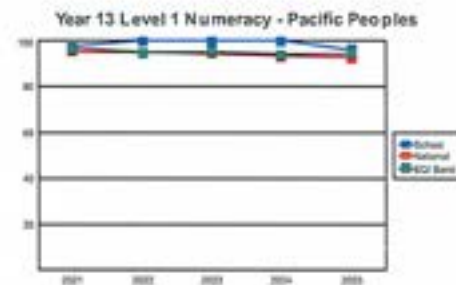
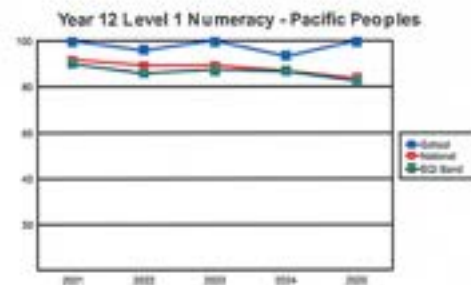
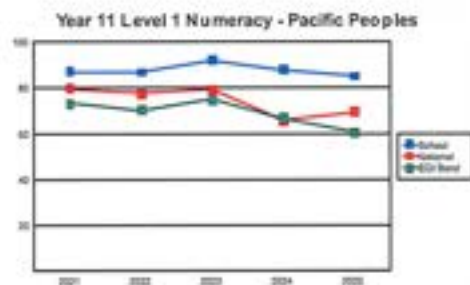
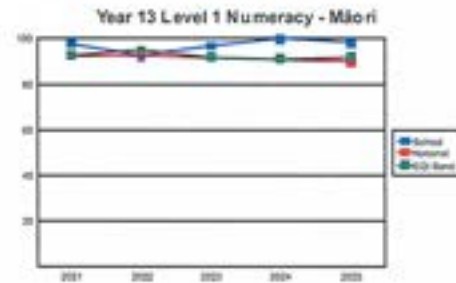
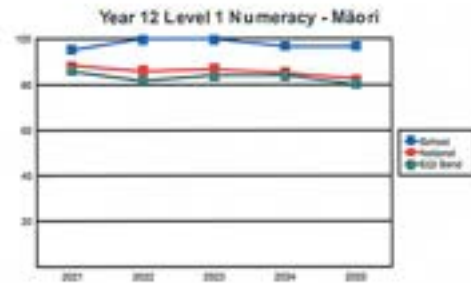
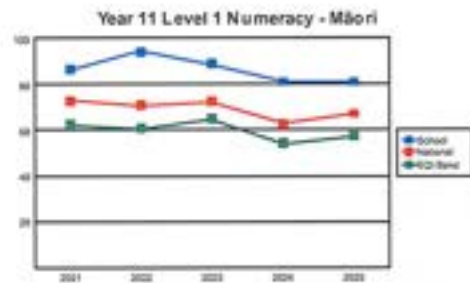
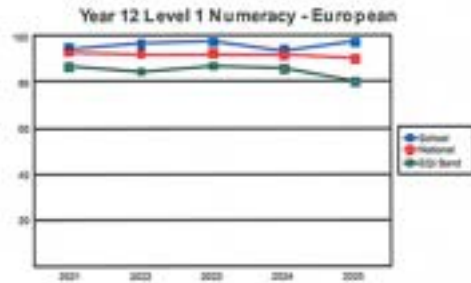
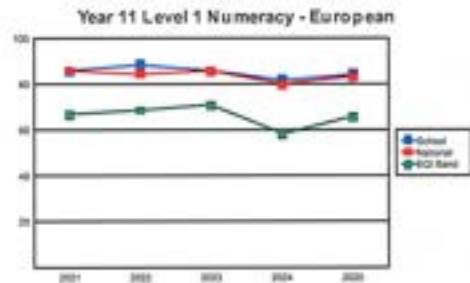
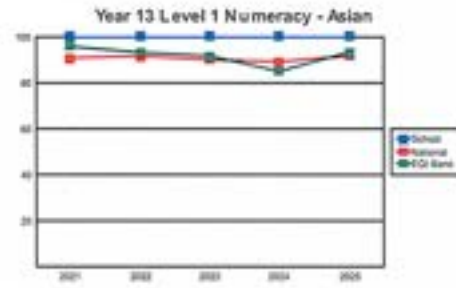
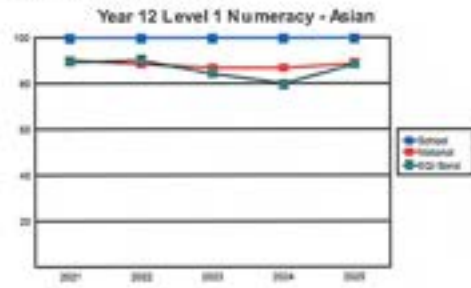
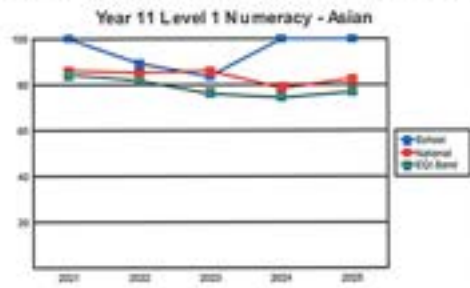
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PR 3 - Cumulative Results by Ethnicity by Percentage

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:

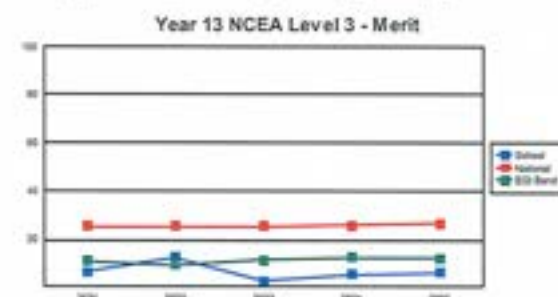
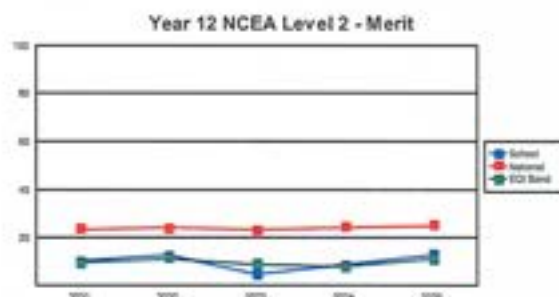
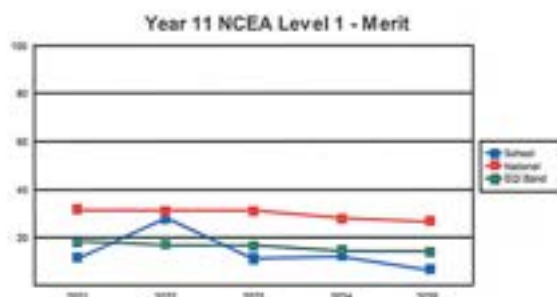
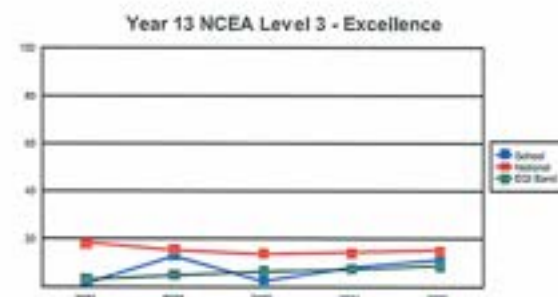
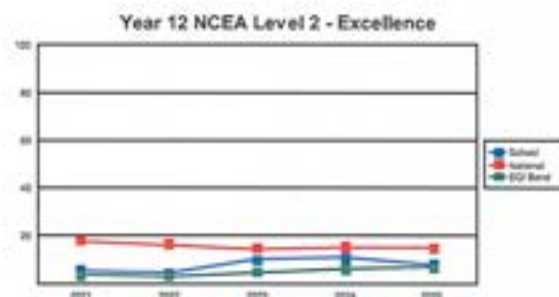
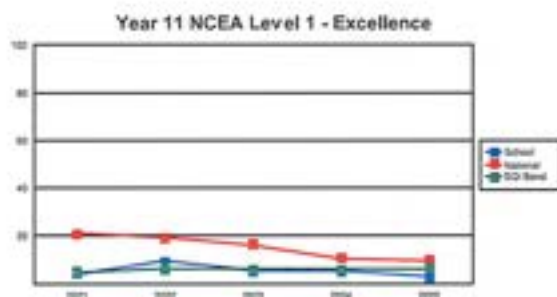


NCEA Certificate Endorsement: Tokoroa High School

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/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.

		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?

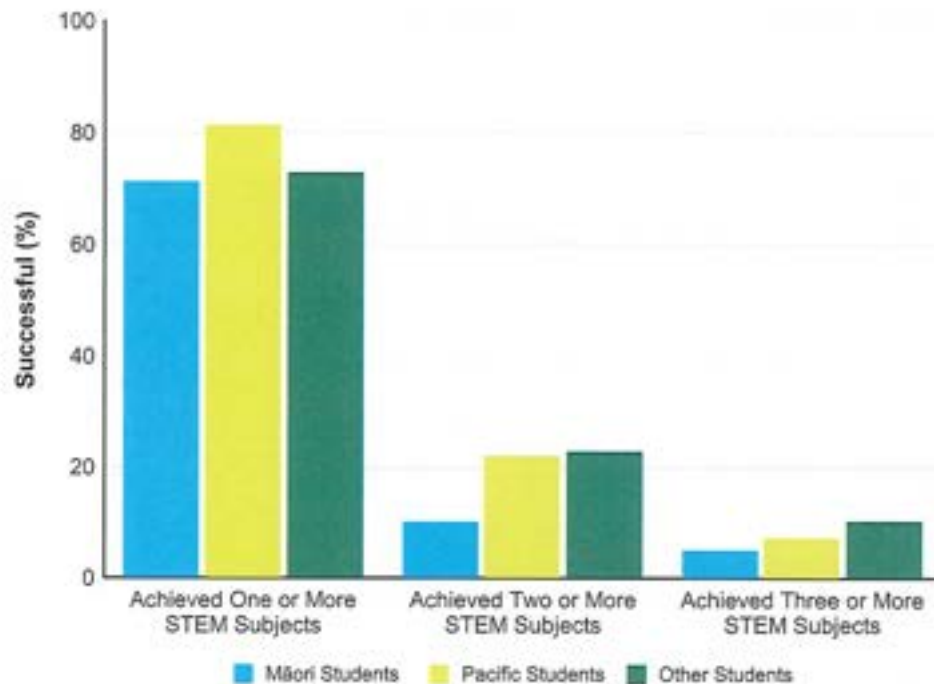
Students who achieve 14 or more credits in any of the following UE approved subjects:

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

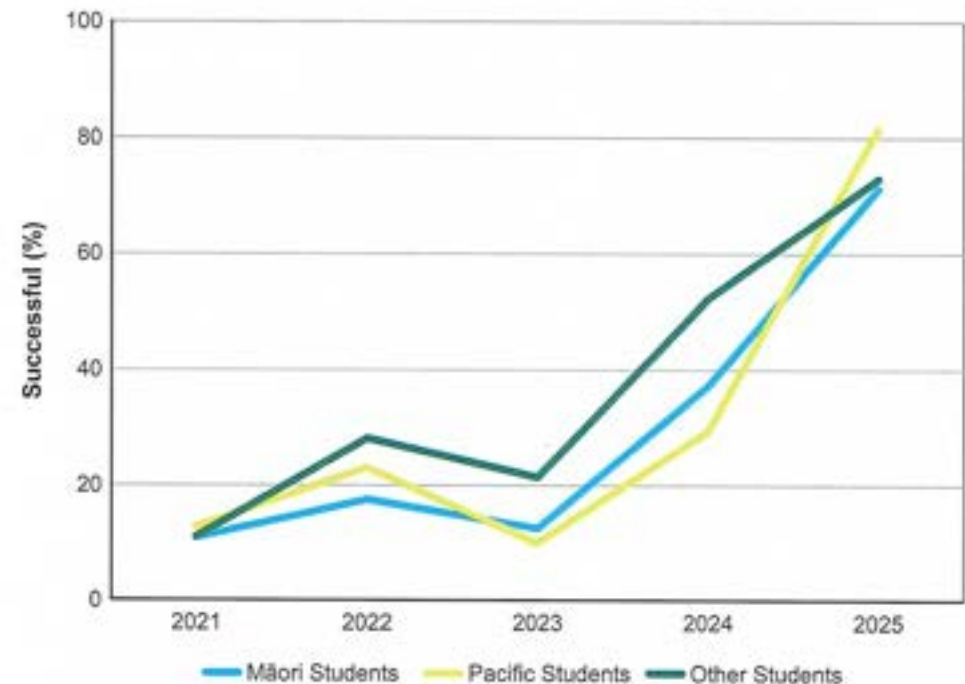
Composite subjects (Science/Pūtaiao, Mathematics/Pāngarau, and Technology) built from the UE Approved list of subjects, are also included.

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.