

Strategic Goal 1: Hiwa/Tutukitanga – Engagement/Achievement

As per the strategic plan

<p>Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i></p>	<p>Evidence <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i></p>																																
<p>Annual Target/Goal: <i>As per the annual implementation plan</i> 85% of Year 11 students gain literacy (reading/writing) and numeracy</p> <p>Action: Identify and provide learners with intensive support to improve opportunity for success</p>	<table border="1" data-bbox="472 395 1254 587"> <thead> <tr> <th>CAA Pass Rates</th> <th>Reading</th> <th>Writing</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>2024 NATIONAL</td> <td>69.6%</td> <td>66.1%</td> <td>55.0%</td> </tr> <tr> <td>2024 NSC</td> <td>88.9%</td> <td>80.6%</td> <td>83.3%</td> </tr> <tr> <td>2025 NATIONAL</td> <td>71.8%</td> <td>68.0%</td> <td>63.0%</td> </tr> <tr> <td>2025 NSC</td> <td>92.3%</td> <td>88.5%</td> <td>84.6%</td> </tr> </tbody> </table> <table border="1" data-bbox="560 660 1164 810"> <thead> <tr> <th colspan="3">NSC Literacy/Numeracy Pass Rates</th> </tr> <tr> <th>Year</th> <th>Literacy</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>79.5%</td> <td>83.3%</td> </tr> <tr> <td>2025</td> <td>88.5%</td> <td>84.6%</td> </tr> </tbody> </table>	CAA Pass Rates	Reading	Writing	Numeracy	2024 NATIONAL	69.6%	66.1%	55.0%	2024 NSC	88.9%	80.6%	83.3%	2025 NATIONAL	71.8%	68.0%	63.0%	2025 NSC	92.3%	88.5%	84.6%	NSC Literacy/Numeracy Pass Rates			Year	Literacy	Numeracy	2024	79.5%	83.3%	2025	88.5%	84.6%	<p>See graphs below this table</p>	<p>Target exceeded for Literacy and as good as achieved in Numeracy. We maintain a high proportion of ESOL students which does impact results. Midyear intervention and support continued improvement in NSC CAA Reading/Writing/Numeracy results, and shows 20%+ over National pass rate</p>	<p>Continue to identify ways to improve progress to reach 85%+ achievement with focus on ESOL and students who require learning support</p> <p>Continue midyear intervention for Year 11 students yet to pass CAA Reading/Writing/Numeracy assessment</p>
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<p>Annual Target/Goal: <i>As per the annual implementation plan</i> Raise engagement and achievement of males to achieve parity with females</p> <p>Action: ERO evaluation focus on improving males engagement and achievement with student voice and changing teaching programmes/styles/resources</p>	<p>Data indicates a slight increase in student engagement. Subject surveys indicate high levels (80%+) of agreement across all areas surveyed No significant differences between males and females</p> <p>Level 1 NCEA results indicate gap between males and females is decreasing but still needs improvement</p> <table border="1" data-bbox="472 1078 862 1337"> <thead> <tr> <th colspan="3">Level 1 Achievement Gap Males to Females</th> </tr> <tr> <th>Year</th> <th>NSC</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>35.7%</td> <td>3.2%</td> </tr> <tr> <td>2023</td> <td>20.5%</td> <td>3.2%</td> </tr> <tr> <td>2024</td> <td>18.9%</td> <td>3.8%</td> </tr> <tr> <td>2025</td> <td>-17.8%</td> <td>6.9%</td> </tr> </tbody> </table> <p>Year 12 gap 8.3% in favour of females (improvement on 2025 Year 11 data)</p>	Level 1 Achievement Gap Males to Females			Year	NSC	National	2022	35.7%	3.2%	2023	20.5%	3.2%	2024	18.9%	3.8%	2025	-17.8%	6.9%	<p>See graphs below this table</p>	<p>Since this has been an identified goal we have made improvements, but are still nowhere near the level of parity desired</p> <p>Engagement has improved and there is a negligible gap between males and females engagement</p> <p>2025 Year 11 only 6 females in cohort. Boys achievement (significantly) above for first time.</p>	<p>Identify key areas where improvements can be made to males engagement</p> <p>Improved monitoring and use of data (identification and collection) to identify where junior students are at</p> <p>Further work required to identify how best to use our effective engagement strategies to improve males willingness to strive for personal excellence</p>														
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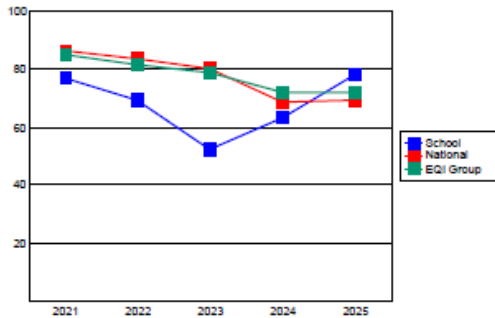
Achievement in NCEA and UE: Northern Southland College

Generated 13-Feb-2026

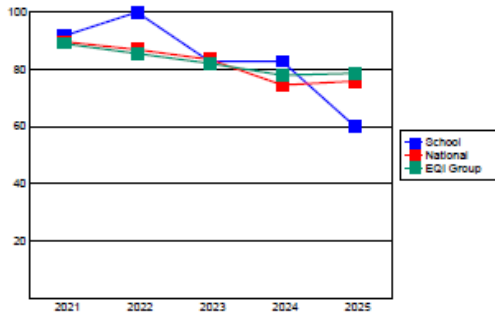
PR1 - Participation Based Cumulative Results by Gender

Academic Year	Northern Southland College			National			Average Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate
Male									
2021	76.5	13	17	86.0	21,231	24,676	84.6	3,965	4,685
2022	69.2	9	13	83.5	21,287	25,489	81.7	3,885	4,756
2023	52.2	12	23	80.0	21,174	26,459	78.7	3,950	5,018
2024	63.2	12	19	68.5	16,000	23,360	72.2	3,481	4,820
2025	77.8	14	18	69.3	16,429	23,715	72.2	3,533	4,896
Female									
2021	92.3	12	13	89.8	21,836	24,323	89.6	3,786	4,227
2022	100.0	12	12	87.3	21,046	24,115	85.8	3,717	4,333
2023	83.3	10	12	83.9	21,197	25,273	82.5	3,877	4,701
2024	83.3	15	18	74.7	16,166	21,630	78.0	3,502	4,491
2025	60.0	3	5	76.2	16,760	22,007	79.1	3,918	4,955

Year 11 NCEA Level 1 - Male



Year 11 NCEA Level 1 - Female



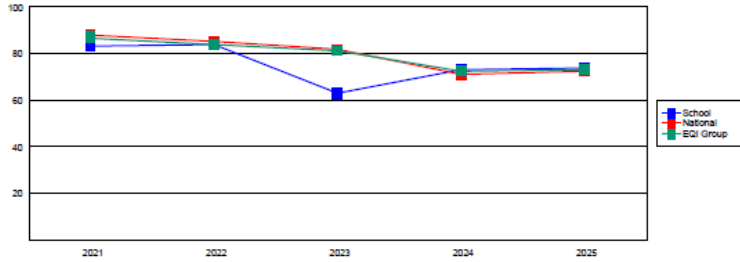
Achievement in NCEA and UE: Northern Southland College

Generated 12-Feb-2026

PR1 - Participation Based Cumulative Overall Results

Academic Year	Northern Southland College			National			Moderate Socioeconomic Barriers (School Equity Index Group)		
	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participate	Year 11 NCEA L1	Year 11 NCEA L1	Year 11 Participated
2021	83.3	25	30	87.9	43,071	49,003	87.1	23,013	26,422
2022	84.0	21	25	85.3	42,337	49,609	84.2	22,693	26,937
2023	62.9	22	35	81.9	42,371	51,733	81.3	22,937	28,221
2024	73.0	27	37	71.5	32,218	45,069	72.7	19,825	27,256
2025	73.9	17	23	72.6	33,247	45,818	73.3	20,272	27,673

Year 11 - NCEA Level 1



Achievement in NCEA and UE: Northern Southland College

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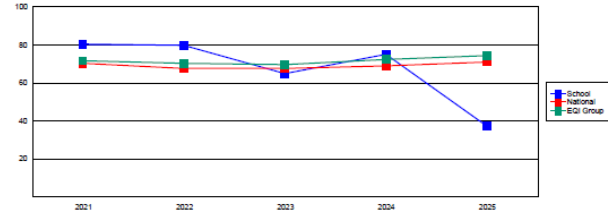
PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Northern Southland College						National			Moderate Socioeconomic Barriers (School Equity Index Group)		
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2021	17 / 18	94.4	17 / 21	81.0	13 / 21	61.9	77.9	70.5	51.9	81.9	72.2	50.9
2022	29 / 34	85.3	8 / 10	80.0	5 / 10	50.0	74.9	68.2	50.3	79.1	70.3	49.8
2023	17 / 22	77.3	13 / 20	65.0	10 / 20	50.0	73.2	67.7	49.7	77.6	70.1	49.3
2024	26 / 33	78.8	12 / 16	75.0	6 / 16	37.5	73.6	69.4	50.6	78.9	72.7	50.3
2025	27 / 36	75.0	6 / 16	37.5	3 / 16	18.8	73.2	71.2	51.0	78.4	74.8	51.1

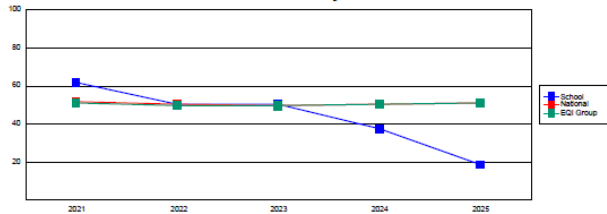
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Strategic Goal 2: Ora - Wellbeing

As per the strategic plan

<p>Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i></p>	<p>Evidence <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Annual Target/Goal: <i>As per the annual implementation plan</i> Complete student and staff wellbeing survey</p> <p>Action: Staff and students consulted about what to include in surveys and to oversee creation of surveys. To be administered early Term 4</p>	<p>Student and staff wellbeing surveys completed</p>	<p>See summary data below</p>		<p>Student and staff surveys to be administered annually in Term 2</p>
<p>Annual Target/Goal: <i>As per the annual implementation plan</i> Form student and staff wellbeing committee</p> <p>Action: Committees advertised and participants sought and selected. Committee members to meet and decide required actions.</p>	<p>Student wellbeing committee met to determine survey criteria and for wellbeing initiatives</p>	<p>See summary data below</p>	<p>Student Wellbeing Committee a good addition to NSC and met/exceeded expectations</p> <p>Staff Wellbeing committee deemed not required by staff who identified other existing avenues to support wellbeing (eg. Buddy programme, social club, and within departments and school house and tutor groups)</p>	<p>Continue student wellbeing committee by meeting termly and leading initiatives as per suggestions for improvement (eg. Playground upgrade continuing with suggestions for painting concrete areas for play)</p>

Strategic Goal 2: Ora – Wellbeing (continued)

As per the strategic plan

Annual Target/Goal:

As per the annual implementation plan

Progress NSC playground project

Action:

Stakeholder feedback regarding what required for improved wellbeing.

Funding sought.

Designs drawn, agreed and finalised.

Playground installed

Plans developed
External funding secured
BOT put aside a sum of money to support
Playground installed summer of 2024/2025

Plenty of minor works continued throughout 2025 such as borders and seating around playground area, signage for safe play, modifying playground items as required

Continues to take time to get desired outcome

Playground project still requires finishing (eg. multi-level climbing frame, painted lines for activities)

Will work on student voice for middle school students as identified in student survey

Summary of Findings by Category

The analysis below is based on the average percentage of students who responded with 'Agree' or 'Strongly Agree' (Favourable Response) for all questions within each category. The scores are moderately low, with no category exceeding two-thirds favourable agreement.

Category	Average Favourable %	Key Finding
Teaching and Learning	62.8%	The highest-scoring area, indicating that students are clearest on what to do to improve, but are generally mixed on the quality and engagement of lessons.
Relationships and Connection	58.9%	Students feel connected to their friends and believe staff are respectful, but the lowest scores are related to respect <i>between</i> students and <i>towards</i> staff.
Student Leadership and Voice	55.6%	Just over half of students feel they have opportunities to lead and can share their ideas.
Wellbeing	55.1%	The second-lowest category, driven down by severe disagreement on the effectiveness of bullying response and, critically, the use of racial slurs.
Honouring Te Tiriti o Waitangi	45.9%	The lowest-scoring category, indicating low presence of Te Reo Māori, tikanga, and Māori perspectives in daily school life and learning.

Key Differences (The Middle School Dip and Senior Uplift)

The survey clearly captures the typical "Middle School Dip" (Years 9 & 10) in student engagement and satisfaction, followed by a "Senior Uplift" (Years 11-13) as students gain maturity, independence, and specific roles.

Category	Finding	Implication/Focus
Middle School Dip (Y9&10)	Lowest in four of five categories, including the lowest score for Student Leadership and Voice (45.4%).	Focus on re-engaging Middle School students. Investigate the perceived lack of voice and create tailored leadership and co-curricular opportunities to bridge the transition years.
Senior Uplift (Y11-13)	Highest in Relationships and Connection (67.1%) and Student Leadership and Voice (62.7%).	Senior students' confidence in these areas is likely due to formal leadership roles, established peer networks, and clearer goals. Ensure these positive structures are maintained and leveraged to mentor younger students.

Strengths: What is Going Well

The most positive responses cluster around personal support and individual learning clarity:

1. Peer Support Network:

- **81.3% Favourable:** Students agree they have friends that they trust and can talk to.

2. Access to Help:

- **77.1% Favourable:** Students agree they know where to go for help if they need it.

3. Clear Learning Expectations:

- **74.1% Favourable:** Students agree they know what they need to do to improve in class, suggesting clear feedback mechanisms in place.

4. Staff Respect:

- Students show high agreement (71.7% Favourable) that NSC staff show respect to students, which is a core strength for adult-student interactions.

5. High Engagement in Feedback:

The open-text questions "What is NSC doing well?" (110 responses) and "Suggestions and improvements for 2026" (102 responses) received high response rates, showing students are actively engaged in shaping the school's future.

Strategic Goal 3:
As per the strategic plan

Tae - Attendance

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>Annual Target/Goal: <i>As per the annual implementation plan</i></p> <p>Attendance Rates 90+% for 60% of students 80-90% for 30% of students 70-80% for 5% of students <70% for 5% of students</p> <p>Action: Attendance monitoring, support, interventions by TG teacher, Dean, DP, SLT.</p> <p>Attendance as a key focus as highlighted in assemblies (and rewards given for high or improved attendance), daily notices, newsletters, social media and messages home</p>	<p>See data below</p>	<p>KAMAR attendance data used</p>	<p>Targets met</p>	<p>Develop and implement AMP</p> <p>Pastoral team (Deans/DP) oversee and monitor</p> <p>Continue current initiatives to promote attendance (eg. Student rewards)</p> <p>2026 Attendance Goal increase to 70% of students attending 90%+</p>

WHOLE SCHOOL 2025							
Attendance Rate	% of students						
	2024 T1/T2/T3/T4	2025 Target	2025 Term 1	2025 Term 2	2025 Term 3	2025 Term 4	2025 overall
Greater than 90%	65/63/35/49	60%	73.8	53.6	63.3	69.3	63.4
80% to 90%	24/21/39/31	30%	16.8	28.6	20.6	21.3	27.2
70% to 80%	4/9/16/9	5%	5.9	12.1	8.3	4.5	5.9
Less than 70%	7/5/8/10	5%	3.5	5.6	7.8	4.9	3.5

Strategic Goal 4:
As per the strategic plan

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Annual Target/Goal: <i>As per the annual implementation plan</i> School haka and waiata to be reinvigorated Staff to learn and lead school haka and waiata	Kapahaka uniform purchase investigated Korowai commissioned and made Used by NSC at Prizegiving and will be used at special occasions	Goals not achieved	Haka and waiata were not modified/updated/changed as per the plan with our leader who identified a two year plan for implementation	Current Haka and Waiata to be learnt by all in 2026 Term 1 New NSC haka to be developed in Term 1 Staff to learn and lead new Haka
Annual Target/Goal: <i>As per the annual implementation plan</i> House groups to make connections with their maunga	Maunga visits Term 1 2025 BOT funded transport and activities for every house	N/A	Achieved	Houses to hold 'House Activities Day' early 2026 for cultural connections, house spirit, haka/waiata development Whole school initiative supported and funded by BOT Maunga visits every two/three years
Annual Target/Goal: <i>As per the annual implementation plan</i> Cultural Committee to continue	Cultural committee met regularly National days of celebration with flag raising and national anthems sung Cultural activities day held Term 4	N/A	N/A	Continue cultural committee Cultural activities week planned for 2026