TE PUKE HIGH SCHOOL

Aim High

Whaia Te Matauranga Tiketike

2025-2027 Strategic Plan
2025 Annual Implementation Plan

Guiding Principles/Nga Mātāpono

Vision/Anga Whakamua

Rapua te huarahi ki te tiketike oranga mutunga kore.

Inspiring our students and staff to realise their potential through being future-focussed, lifelong learners who have a strong sense of identity.
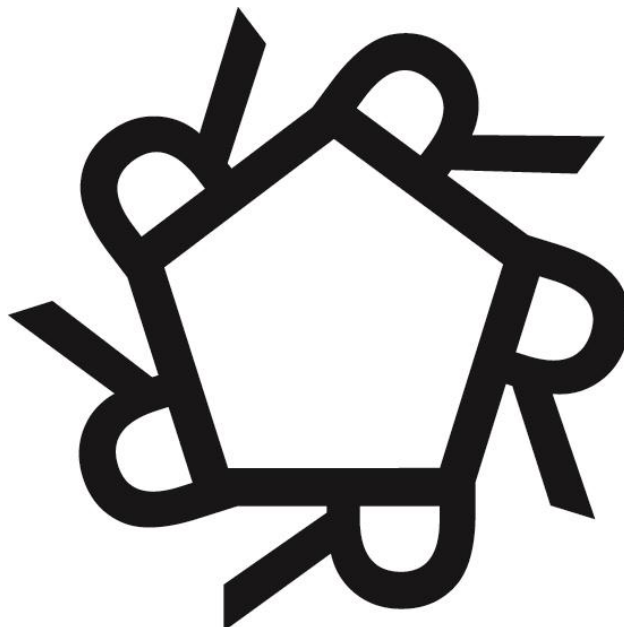
Mission/Te Manawanui

Kia tu rangatira i roto i tenei ao.

To engage and challenge each and every learner to fulfil the Core Values.

Core Values/Ngā Uaratanga

Ma te mohio ka marama whaia kia mau.

Respect	Responsibility	Relationships	Resilience	Realising Potential
• Value Learning • Value People • Value Culture • Value Property • Value Manners	• Be Willing & Ready to Learn • Taking Ownership • Managing Self • Be Accountable • Be Punctual	• Positive Interactions • Unconditional Inclusion • Mutual Trust • Collaboration • Effective Teamwork	• Be Determined • Persevere • Be Motivated • Kia Kaha • Push Yourself	• Aim High • Get Involved • Work Hard • Be Positive • Celebrate Success

TE PUKE HIGH SCHOOL
Strategic Plan 2025-2027

	Strategic Goal		
	To improve student, staff, whānau, iwi and community engagement.		
	2025	**2026**	**2027**
	Objectives		
1. Kāhui Ako (Community of Learning)	1.1 To support the Lead Principal and the kaupapa of Te Puke Kāhui Ako to achieve the objectives in the Te Ara Hapai (Learning Support) and Te Ara Kura (School Curriculum) portfolios.	1.1 To enhance the implementation of Te Ara Hapai (Learning Support) and Te Ara Kura (School Curriculum) by refining strategies in collaboration with our Kāhui Ako Lead Principal.	1.1 To evaluate and optimise the impact of Te Ara Hapai and Te Ara Kura, embedding best practices across the school in collaboration with our Kāhui Ako Lead Principal.
	1.2 To support the ongoing development of Te Ara Poutama through effective staffing, engaging learning programmes, and involvement of whānau and community.	1.2 To strengthen Te Ara Poutama through targeted professional development, innovative learning practices, and deeper engagement with whānau and the community.	1.2 2 To sustain and extend the success of Te Ara Poutama by embedding a culture of continuous improvement, student agency, and strong community partnerships.
	1.3 To facilitate the development of central pou and strategic goals for Te Puke High School.	1.3 To consolidate and begin implementing the central pou and strategic goals for Te Puke High School, ensuring alignment with long-term school development plans.	1.3 To review and refine the strategic goals and central pou of Te Puke High School, ensuring adaptability and responsiveness to future educational needs.
2. Wānanga (Learning)	2.1 To enhance student achievement in Literacy and Numeracy.	2.1 To embed sustainable practices that enhance student achievement in Literacy and Numeracy, ensuring consistent progress across all year levels.	2.1 To evaluate and optimise literacy and numeracy interventions, embedding best practices to ensure long-term student success.
	2.2 To develop culturally responsive teaching and leadership practices to improve educational outcomes for our ākonga Māori.	2.2 To deepen culturally responsive teaching and leadership practices through targeted professional learning and collaboration, fostering improved educational outcomes for ākonga Māori.	2.2 To sustain and extend culturally responsive practices by embedding them in school-wide policies, teaching frameworks, and leadership development.
	2.3 To strengthen the Learner Pathway across the Kāhui Ako by implementing the 2025 Vision at TPHS: To improve outcomes for all ākonga, leaders and kaiako will learn how to better support their tamariki with diverse learning needs and curriculum needs.	2.3 To refine and expand the Learner Pathway across the Kāhui Ako by evaluating the impact of the 2025 Vision at TPHS and making necessary adjustments to better support all ākonga, leaders, and kaiako.	2.3 To embed a responsive and adaptive Learner Pathway across the Kāhui Ako, ensuring a lasting impact on student success and well-being through continuous feedback and improvement cycles.
3. Whanaungatanga (Relationships)	3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.	3.1 To embed and strengthen the initiatives of the staff and student Hauora & Wellbeing Committees, ensuring sustainable practices that support the wellbeing of all.	3.1 To evaluate and optimise the impact of the staff and student Hauora & Wellbeing Committees, integrating feedback to enhance overall school wellbeing.
	3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.	3.1 To implement and refine the improved Attendance model, ensuring consistency, effectiveness, and alignment with Kāhui Ako initiatives.	3.2 To review and further refine the Attendance system based on data-driven insights, ensuring continued effectiveness and positive student engagement.
	3.3 To develop more ways to Celebrate Student Success and implement formal assemblies to encourage student achievement.	3.2 To enhance the celebration of student success by embedding formal assemblies and recognition that reflect the diverse achievements of students.	3.3 To embed a school-wide culture of celebrating student success, ensuring formal assemblies and recognition of our diverse students are well-established and impactful.
4. Manākitanga (Caring)	4.1 To further enhance the effectiveness of Student Support Services within the school. Developing a service that is able to more efficiently met the student needs through increased co-ordination and communication of key staff.	4.1 To refine and expand the effectiveness of Student Support Services by implementing streamlined coordination strategies and strengthening communication among key staff.	4.1 To evaluate and optimize Student Support Services, embedding best practices for seamless coordination and communication across all support networks.
	4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.	4.2 To deepen collaboration with external agencies, ensuring a more integrated approach to student support services that meets the diverse needs of TPHS students.	4.2 To establish long-term partnerships with external agencies, creating a sustainable framework for ongoing student support and well-being initiatives.
	4.3 Continue to strengthen the Pastoral Care and House System within Te Puke High School through upskilling staff.	4.3 To enhance the Pastoral Care and House System by embedding professional development programs that equip staff with advanced skills in student support and well-being.	4.3 To embed a culture of pastoral excellence by ensuring the House System and staff upskilling initiatives are fully integrated into school-wide well-being strategies.
	4.4 Continue to expand our Alternative Education Programme to provide a programme which enables the staff to meet the differentiated needs of students who are enrolled.	4.4 To further develop the Alternative Education Programme, incorporating innovative teaching approaches and tailored interventions to better meet the needs of enrolled students.	4.4 To assess and refine the Alternative Education Programme, ensuring its long-term effectiveness in addressing the varied learning needs of students.
5. Aromatawai (Assessment)	5.1 To carry out the duties of the Principal Nominee.	5.1 To strengthen the role of the Principal Nominee by refining processes and ensuring compliance with assessment and accreditation requirements.	5.1 To evaluate and optimise the effectiveness of the Principal Nominee role, ensuring continuous improvement in assessment administration and student credentialing.
	5.2 To manage the timely and comprehensive student progress reporting.	5.2 To enhance student progress reporting by incorporating digital tools and data-driven insights for more timely and comprehensive feedback.	5.2 To embed a sustainable and dynamic student progress reporting system that provides meaningful insights for students, parents, and teachers.
	5.3 To monitor and track student achievement to improve academic outcomes.	5.3 To implement targeted interventions based on student achievement tracking, ensuring data-informed strategies to improve academic outcomes.	5.3 To refine and personalise student achievement tracking, leveraging predictive analytics and support structures to maximise academic success.

TE PUKE HIGH SCHOOL

2025 School Annual Plan and Report - Kāhui Ako (Community of Learning) - LDL

Aim High
Whaia Te Matauranga Tiketike

Portfolio	Kāhui Ako (Community of Learning)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objectives	1.1 To support the Lead Principal and the kaupapa of Te Puke Kāhui Ako to achieve the objectives in the Te Ara Hapai (Learning Support) and Te Ara Kura (School Curriculum) portfolios. 1.2 To support the ongoing development of Te Ara Poutama through effective staffing, engaging learning programmes, and involvement of whānau and community. 1.3 To facilitate the development of central pou and strategic goals for Te Puke High School.

NELPs:	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☑ 6	☑ 7

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
1.1 To support the Lead Principal and the kaupapa of Te Puke Kāhui Ako to achieve the objectives in the Te Ara Hapai (Learning Support) and Te Ara Kura (School Curriculum) portfolios.	1.1a To support the Lead Principal and kaupapa of Te Puke Kāhui Ako. 1.1b To support the work of the Across School Leaders (ASL) and Within School Leaders (WSL).	LDL	Attend Kāhui Ako meetings. Attend meetings with our ASL and WSLs. Keep updated on actions taken as Te Puke High School that align with the objectives of the Kāhui Ako.	Attend meetings. Minutes of meetings. Reports to the Board of Trustees.	Throughout the year.

	1.1c To support the actions taken at Te Puke High School that align with the objectives of the Kāhui Ako.					
1.2 To support the ongoing development of Te Ara Poutama through effective staffing, engaging learning programmes, and involvement of whānau and community.	1.2a To demonstrate open support for the kaupapa of the Ara Rumaki class.	LDL		Staff meetings Meetings with the LOL Māori and Kaiako of the Ara Rumaki class.	Attend meetings. Minutes of meetings. Reports to the Board of Trustees.	Throughout the year.
	1.2b To support the work of the LOL Māori and Kaiako of the Ara Rumaki class.					

1.3	1.3a	LDL, SLT	Meet with the Māori Committee.	Data gathered.	Throughout the year.
To facilitate the development of central pou and the formation of strategic goals for Te Puke High School.	Using advice from the Board's Māori Committee, develop a process for gathering data from stakeholder groups on the central pou for Te Puke High School.		Organise and lead consultation meetings. Organise and lead the analysis of the data.	Reports to the Board of Trustees.	
	1.3b Facilitate the analysis of the data gathered and develop the central pou for Te Puke High School.	LDL, SLT	Organise and lead the development of the new Strategic Plan.		
	1.3c Facilitate the formation of strategic goals for Te Puke High School.	LDL, SLT, Board			
	1.3d Facilitate the development of the new Strategic Plan.	LDL, SLT, Board			

Outcomes - Progress towards Objectives
What progress was made towards the Objectives?

Analysis of Variance
What is the gap between the Target(s) and Objective set and the Outcomes achieved?
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Evaluation
So what? Where to next? "Evaluating progress will provide boards and school management teams with good **pointers to ways in which the strategy needs to be improved for the coming year in order to take the school closer to its overall (or strategic) goal.**" *Planning for Better Student Outcomes*, June 2003 Quarterly, Ministry of Education.

TE PUKE HIGH SCHOOL

2025 School Annual Plan and Report - Wānanga (Learning) - THP

Aim High
Whaia Te Matauranga Tiketike

Portfolio	Wānanga (Learning)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objectives	2.1 To enhance student achievement in Literacy and Numeracy. 2.2 To develop culturally responsive teaching and leadership practices to improve educational outcomes for our ākonga Māori. 2.3 To strengthen the Learner Pathway across the Kāhui Ako by Implementing the 2025 Vision at TPHS: *To improve outcomes for all ākonga, leaders and kaiako will learn how to better support their tamariki with diverse learning needs and curriculum needs.*

NELPs:	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☑ 6	☐ 7

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
2.1 To enhance student achievement in Literacy and Numeracy.	2.1a Develop and implement an action plan to build kaiako confidence and knowledge to teach literacy and numeracy across all subjects.	Literacy Focus Group: THP, DES, MFD, TRE and HKE	Te Manu Ka Rere – Evaluation Associates Literacy and Numeracy support to enhance CAA results	Improved 2025 CAA results for ākonga, in comparison to 2024	End 2025

2.1b Expand the Aim High Reading Programme's scope, to support ākonga's ability to read and comprehend text within numeracy tasks.	THP, MDO, HEL (and new Jane), TRE and HKE	Year 13 ākonga and community volunteers	Improved asTTLe Reading and Numeracy results for the targeted Aim High students.	End 2025
2.1c Provide additional support for students needing to complete their Literacy and Numeracy co-requisite through specialised workshops, Atamai Homework Club and The Choice-As Day.	Academic Advisors, STA, PNA	Budget for Atamai and Choice-As Day Teacher release where required	Improved 2025 CAA results for ākonga, in comparison to 2024.	End 2025

2.2	2.2a				
To develop culturally responsive teaching and leadership practices to improve educational outcomes for our ākonga Māori.	Begin the implementation of the Relationships First teaching framework, including capturing ākonga, kaiako and whānau voice, training the Impact Coaches and starting the classroom observation/conversation process.	THP, Ange Moko, 12 Impact Coaches	Funding for Relationships First Professional Learning Teacher Release for Impact Coach Training and observing colleagues	Ākonga, kaiako and whānau voice shows improved perceptions of classroom teaching and learning. Classroom observation evidence shows improved pedagogical practice to benefit our ākonga Māori and therefore all students. Strategic planning shows institutions and structures have changed to ensure responsive and proactive leadership practice.	End of 2026
	2.2b Begin the implementation of the Relationships First leadership framework, including capturing ākonga, kaiako and whānau voice and using the GPILSEO model to scale up reform.	SLT, Ange Moko			
	2.2c Expand the Kia Tū Rangatira Ai Mō Āpōpō (Māori leadership) initiative to ensure iwi	THP, Mereana Te Pere, MFD, RFD		Māori leadership is thriving at TPHS. We know this because we	End of 2025

	and whānau are playing a greater role in contributing to this kaupapa.			see strong Māori leaders and whānau who drive change within our kura.	
2.3 To strengthen the Learner Pathway across the Kāhui Ako by implementing the 2025 Vision at TPHS: *To improve outcomes for all ākonga, leaders and kaiako will learn how to better support their tamariki with diverse learning needs and curriculum needs.* 	2.3a Lead professional learning according to the Kāhui Ako priorities and our Kāhui Ako action plan: • Support WSTs to facilitate professional learning with kaiako, that focuses on enhancing culturally responsive pedagogy in literacy and numeracy. • Support WSTs to deliver professional learning that focuses on enhancing kaiako understanding and responsiveness to trauma, neurodiversity, emotional regulation and ESOL. • Support our LOL Māori to continue to develop kaiako understanding of	Kāhui Ako Team THP, PNA, RAD, RFD, SPK, BIH	Extra WST allocation given to RAD Additional staffing (Learning Assistant) to support our Punjabi ākonga in the classroom	Kāhui Ako Action Plan Survey and observation evidence shows improved kaiako confidence and competence in applying a culturally responsive approach to students with diverse learning and curriculum needs Curriculum planning explicitly includes our Marau-ā-Takiwa and Learner Profile Relationships	End of 2025

	Mātauranga Māori and our Marau-ā-Takiwā.			with Pacific and Indian whānau continue to strengthen through such initiatives as Malohi Pasifika.	
	• Support our TIC ESOL to continue to develop community connections with Pacific and Indian whānau.				
	• Support the piloting of the Kahui Ako Learner Profile.				

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

Analysis of Variance

What is the gap between the Target(s) and Objective set and the Outcomes achieved?

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Evaluation

So what? Where to next?
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TE PUKE HIGH SCHOOL

2025 School Annual Plan and Report
- Whanaungatanga (Relationships) - LKD

Aim High
Whaia Te Matauranga Tiketike

Portfolio	Whanaungatanga (Relationships)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objectives	3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.
	3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.
	3.3 To develop more ways to Celebrate Student Success and implement formal assemblies to encourage student achievement.
NELPs:	☑ 1 ☑ 2 ☑ 3 ☐ 4 ☑ 5 ☑ 6 ☑ 7

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.	3.1a Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	SLT	Time and promotional resources	Less incidents dealt with	Ongoing
	3.1b Organise regular meeting schedules.	LKD	Time	Regularly scheduled meetings, usually twice a term unless urgent.	End of Term 1
	3.1c Recruit staff and students from a cross section of areas.	LKD	Time	Diverse membership	End of Term 1
	3.1d Create an annual strategic plan to support staff & student hauora & wellbeing development that reflects staff and student needs.	H & W Committee	Time	Key tasks coordinated, planned and completed	Ongoing
	3.1e Review and support development of the group.	H & W Committee	Time	Feedback from our staff survey is enacted where appropriate	Ongoing

3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kāhui Ako initiatives.	3.2a. Meet with HOHs to complete improvements to the system.	LKD, SLT, AAs, HOHs & LOLs	Meeting times	A priority list of events	End of Term 1
	3.2b To develop an attendance support model that is effective for all.	LKD, SLT, AAs, HOHs & LOLs	Meeting times	Kaiārahi Ngā Puna are comfortable using the system.	Ongoing
	3.2c To liaise and support the Kahui Ako attendance initiatives. Reinstate the TAG Hui		Meeting times	Annual calendar of events created and shared with the community.	End of Term 1
3.3 To review and implement further opportunities to Celebrate Student Success and encourage and acknowledge student achievement.	3.3a To liaise with AAs, HOHs and LOLs to review opportunities	LKD, SLT, AAs, HOHs & LOLs	Meeting times	A priority list of events.	End of Term 1
	3.3b Develop celebratory occasions to acknowledge student achievements.	MGY, SLT, AAs, HOHs & LOLs	Meeting times	Opportunities to celebrate were created.	Ongoing throughout

	3.3c Create an annual calendar & promote with the community	MGY	Meeting times	Annual calendar of events created and shared with the community.	End of Term 1

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

Analysis of Variance

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TE PUKE HIGH SCHOOL
2025 School Annual Plan and Report - Manaakitanga (Caring) - AUS

Aim High
Whaia Te Matauranga Tiketike

Portfolio	Manākitanga (Caring)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objectives	4.1 To further enhance the effectiveness of Student Support Services within the school. Developing a service that is able to more efficiently met the student needs through increased co-ordination and communication of key staff. 4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS. 4.3 To continue to strengthen the Pastoral Care and House System within Te Puke High School through upskilling staff. 4.4 To continue to expand our Alternative Education Programme to provide a programme which enables the staff to meet the differentiated needs of students who are enrolled.
NELPs:	☑ 1 ☑ 2 ☑ 3 ☐ 4 ☑ 5 ☑ 6 ☑ 7

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
4.1 To further enhance the effectiveness of Student Support Services within the school. Developing a service that is able to more efficiently met the student needs through increased co-ordination and communication of key staff.	4.1a To schedule regular meetings with Morgyn, Kate and Bridget to discuss areas of concern and any inefficiencies that are identified as issues.	AUS, Morgyn, Kate and Bridget.	Time to meet.	Report back, Google Doc minutes from meeting.	Ongoing.
	4.1b To evaluate the needs of our students and assess whether our current services are meeting the needs of the students.	AUS, Morgyn, Kate, Bridget.	Time to meet, Annual report from guidance.	Annual Guidance report.	End of April 2025

4.2	4.2a				
To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.	To meet with Morgyn, Bridget, Kate at the beginning of the year to evaluate the previous year's needs and how these needs were met, making note of any shortcomings within our own resourcing and what other outside agencies are available and able to support our students.	AUS, Morgyn, Kate, Bridget.	Meeting.	Meeting minutes	April 2025
	4.2b To analyse what further agencies are available for supporting in areas that we are not able to cover within our own Student Support Structures.	Add to the list of agencies and approach them to see if they are able to assist with student support.	Database	Database	End of Term 1 2025
	4.2c To create further opportunities for our students to access outside agencies for support in relation to their needs.kaupapa.	AUS, Outside Agencies. Morgyn, Kate.		Database	End of Term 1 2024

4.3	4.3a				
To continue to strengthen the Pastoral Care and House System within Te Puke High School through upskilling staff.	HOH review meeting to discuss and evaluate the year.	AUS, HOHs	Resources. Review afternoon		End of Term 4 2024
	4.3b Implement structured training for Ngā Puna leaders on mentoring and academic tracking.	AUS, LDL, HOHs	PL Time	PL	Throughout 2025
	4.3 c Standardise Ngā Puna schedules and delivery for a consistent student experience.	AUS, HOH,	PL, HOH Meetings, HOH to check.		
	4.3d Gain Student/Staff feedback through feedback of Nga Puna Structure at TPHS after redevelopment of Nga Puna.	AUS, HOHs	Google Survey	Survey	End 2025
4.3 To continue to strengthen the Pastoral Care and House System within Te Puke High School through upskilling staff.	4.3a HOH review meeting to discuss and evaluate the year.	AUS, HOHs	Resources. Review afternoon		End of Term 4 2024

	4.3b Implement structured training for Ngā Puna leaders on mentoring and academic tracking.	AUS, LDL, HOHs	PL Time	PL	Throughout 2025
	4.3 c Standardise Ngā Puna schedules and delivery for a consistent student experience.	AUS, HOH,	PL, HOH Meetings, HOH to check.		
	4.3d Gain Student/Staff feedback through feedback of Nga Puna Structure at TPHS after redevelopment of Nga Puna.	AUS, HOHs	Google Survey	Survey	End 2025
4.4 To continue to expand our Alternative Education Programme to provide a programme which enables the staff to meet the differentiated needs of students who are enrolled.	4.4a Regular contact slot with AE staff-evaluating goals with staff.	AUS, Rob Veale	Visits to AE	Planning, minutes	Regularly throughout 2025
	4.4b Regular contact with AE students evaluating their pathways to transitioning back to school or	AUS, Rob Veale	Visits to AE	Pathway planning - goal sheets.	Regularly throughout 2025

	workforce.				
	4.4c Create a tracking application for students relating to their literacy and numeracy achievement progress.	AUS, Rob.	Visits to AE	Google Doc.	Ongoing throughout 2025.

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

Analysis of Variance

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TE PUKE HIGH SCHOOL
2025 School Annual Plan and Report - Aromatawai (Assessment) – JEP

Portfolio	Manākitanga (Caring)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objectives	5.1 To carry out the duties of the Principal Nominee. 5.2 To manage the timely and comprehensive student progress reporting. 5.3 To monitor and track student achievement
NELPs:	☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
5.1 To carry out the duties of the Principal Nominee.	5.1a Quality assurance, reporting, ensuring integrity.	JEP	Examination policies, national guidelines, student records.	Quality assurance documents.	End of 2025
	5.1b Communications with NZQA on behalf of the school and candidates.	JEP and SMS			
	5.1c External moderation, breaches and assessment policies and processes.	JEP and LOLs		External moderation reports. Assessment procedures manual.	
	5.1d Running of external examinations and assessments.	JEP and ECM	Exam timetables, venue booking system, staffing rosters.		

5.2 To manage the timely and comprehensive student progress reporting.	5.2a Set and communicate clear deadlines for report submissions.	JEP	Reporting software – School point, meeting schedules, teacher guidelines.	Published reports, Parent-teacher conference records	End of 2025
	5.2b Organise learning conferences for student progress discussions.	JEP			
	5.2c Upskill staff on effective reporting strategies.	JEP and THP			
5.3 To monitor and track student achievement to improve academic outcomes.	5.3a Establish an academic focus group with a specific focus on Achievement.	JEP, AAs and LOL Career Education	Fortnightly meetings.	Meeting minutes	End of 2025
	5.3b Track academic data with a focus on NCEA Level 1-3 and Literacy and Numeracy.	JEP, AAs and LOL Career Education	Spreadsheets		
	5.3 c Track leavers and retention data.	JEP and Careers Education.	PL, HOH Meetings, HOH to		

			check.		
	5.3d Track Māori achievement data.	JEP, AAs			

Outcomes - Progress towards Objectives

What progress was made towards the Objectives?

Analysis of Variance

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