



MASSEY HIGH SCHOOL

ANALYSIS OF VARIANCE REPORTING 2025

School Name:	Massey High School	School Number:	043
Strategic/Annual Aim:	Academic Excellence - Enhance the quality of qualifications of students leaving MHS - Enhance the quality of qualifications for Māori and Pasifika students - Embedded Literacy and Numeracy approaches across the curriculum Enhancing Connections - Increase in connections with Whānau - Increase in co-curricular involvement - Increase in student participation in events - Continued development of industry partnerships Engaging Curriculum - Curriculum will reflect the Massey Way and will include the changes made to NCEA Level 1 - Continue to integrate Mātauranga Māori in the curriculum		
Target:	Targets for 2026: - NCEA Level 1: 80% - NCEA Level 2: 80% - NCEA Level 3: 89% - University Entrance: 60% - Scholarship: 25		
Baseline Data:	2025 NCEA Results - NCEA Level 1: 60.9% - NCEA Level 2: 69.6% - NCEA Level 3: 82.8% - University Entrance: 66.0% (based on those enrolled in 3+ UE Approved subjects) - Scholarships: 22		

ACADEMIC EXCELLENCE

Strategic/Annual Aim:

1. Enhance the quality of qualifications of students leaving MHS
2. Enhance the quality of qualifications for Māori and Pasifika students
3. Embedded Literacy and Numeracy approaches across the curriculum

Actions

What did we do?

1. Raise student achievement through targeted actions focusing on students: Scholarship programme, UE Mentoring, Careers, Students meeting deadlines, Academic Counselling & Mentoring
2. Raise student achievement through targeted actions focused on courses, in particular: Further development of Faculty Tracking of Achievement, increased engagement with external examinations, Endorsements, Academies – students gaining micro-credentials.
3. Raise student achievement through targeted actions focusing on Junior students, in particular: Continued consistency in Junior assessment results which are reported to whānau, Junior Assessment Recognition.
4. Enhance the quality of qualifications for Māori students
5. Enhance the quality of qualifications for Pasifika students
6. Embedded Literacy and Numeracy approaches across the curriculum

Outcomes

What happened?

Below is an analysis of our NCEA achievement

	Group	Target	2024 Result	2025 Result	2025 National
Scholarship	All	25	17 3 x Outstanding	22 5 x Outstanding	
	Māori		1	3	
	Pasifika				
	NZE		8	9	
	Male		4	6	
	Female		13	16	
University Entrance	All	60%	42.7% / 57.9%	53.7% / 66.0%	52.0%
	Māori		29.8% / 45.2%	36.2% / 48.8%	33.7%
	Pasifika		23.5% / 33.3%	33.0% / 44.6%	35.3%
	NZE		57.1% / 71.2%	63.8% / 74.3%	56.6%
	Male		34.4% / 48.0%	50.0% / 62.2%	45.6%
	Female		52.2% / 61.2%	58.5% / 70.8%	58.1%
Level 3	All	89%	77.2%	82.8%	71.5%
	Māori		72.3%	75.9%	62.4%
	Pasifika		64.2%	67.0%	67.7%
	NZE		85.7%	93.3%	74.2%
	Male		73.3%	82.2%	68.7%
	Female		81.7%	83.7%	74.3%
Level 2	All	80%	67.5%	69.6%	73.6%
	Māori		51.3%	67.1%	65.4%
	Pasifika		50.9%	61.9%	66.0%

	NZE		83.7%	74.8%	78.2%	
	Male		68.6%	69.0%	71.5%	
	Female		66.3%	70.2%	76.0%	
Level 1	All	80%	46.3%	60.9%	73.5%	
	Māori		33.7%	47.3%	43.3%	
	Pasifika		33.9%	48.0%	56.8%	
	NZE		56.6%	78.4%	79.9%	
	Male		44.7%	58.2%	70.3%	
	Female		48.0%	63.3%	77.0%	
Literacy and Numeracy	2024		2025			
Actual n	Year 10:	Year 11:	Year 10:	Year 11:	National	EQI
L1 Literacy	140 (33.6%) Reading: 169 (40.5%) Writing: 213 (51.1%)	69.2% CAA = 185 st Other = 103 st	197 (45.0%) Reading: 242 (55.3) Writing: 220 (50.2%)	78.1% CAA = 267 st Other = 87 st	78.8%	80.4%
L1 Numeracy	213 (51.5%)	64.6% CAA = 200 st Other = 68st	212 (48.6%)	79.5% CAA = 250 st Other = 112st	73.4%	73.2%

The targets that we set at Massey High School are aspirational targets. As such it is not always going to be possible for us to reach these. Particularly with the introduction of the new standards in Level 1, the impact was expected.

- Scholarship: In 2025 MHS students gained 22 Scholarships, 5 of which were at Outstanding Level. One of our students also gained an Outstanding Scholar award.
- University Entrance: There were 309 students in the Year 13 cohort in 2025 according to the NZQA download. Our overall target for University Entrance was 60%. 53.7% of our students gained University Entrance. Because of our Academy programmes and other alternate pathways that we provide for our students, it is not always possible for them to gain UE. This is a point of difference in our schools compared to others. Of the 309 students, 255 were enrolled in a UE pathway and of these 66.0% of students gained UE, which is a figure we are proud of as it exceeds our target. One of the significant differences since 2024 was the introduction of our “Next Steps” programme for our Year 13 students that was introduced alongside the change to 6 subjects at Levels 1 and 2. Students could opt into this programme as a 6th subject which involved ongoing academic mentoring with a teacher alongside modules designed to help the students be prepared for life wider than high school.
- Level 3: There were 309 students in the Year 13 cohort in 2025. Our overall target for Level 3 was 89%. 82.8% of our students gained Level 3, which is a big increase compared to the previous year. An area of focus for us was endorsements. 2025 showed an increase of 11.6% to 13.4% Excellence endorsements, but a decrease in Merit endorsements – 16.3% to 15.0%. Whilst these figures are short of National standards, they are more comparable to schools of a similar EQI to us,

however they are still not where we need them to be. There is still disparity between our Māori and Pasifika results compared to NZE, and this is something we are actively working on to improve.

- Level 2: There were 365 students in the Year 12 cohort in 2025. Our overall target for Level 2 was 80%. 69.6% gained Level 2. This was a disappointing drop on previous years. One of the determining factors is still Literacy and Numeracy. For 23 students, the difference was the attainment of Literacy and/or Numeracy and is a continuing priority area for us in 2026. Endorsements at Level 2 is also an area of focus. Our Excellence endorsements again increased slightly from 8.8% to 11.2%, with Merit endorsements staying relatively stable at 17.5% from 17.6%.
 - Level 1: The changes to Level 1, in particular the reliance on Literacy skills at Level 1 is still a challenge we are facing. In 2025 there were 422 students in Year 11. Our overall target for Level 1 was 87% but was an aspirational target based on the previous Level 1 programmes. 60.9% of students gained Level 1. In 2024, the biggest difference was Literacy and/or Numeracy, and therefore this was a priority in 2025 where we adjusted several programmes to allow students to gain credits towards Literacy and Numeracy from alternate standards. 14 students gained enough credits to gain NCEA Level 1 (60+ credits), but did not gain Literacy and/or Numeracy and therefore missed out on the qualification. An additional 16 students gained Literacy through alternate pathways but then did not have enough credits to gain Level 1.
 - Junior: Our focus for Year 10 was on the students gaining the Literacy and Numeracy co-requisite. Our overall Literacy results increased but our Numeracy results decreased. Our biggest focus for 2026 is Literacy as it underpins all assessments, including Numeracy.
1. There were a number of targeted actions in 2025 focusing on student achievement. Our Scholarship programme resulted in 22 Scholarships with the priority for 2026 being on developing this further. As stated earlier, one of the biggest differences was the introduction of 6 subjects to allow students a wider range of subjects at Year 11 and 12, leading to the Next Steps programme in Year 13. Student achievement was actively tracked and students were divided into at risk categories and support offered through Ākina leaders and Tutors. Academic Counselling was responsive to student needs and included Co-Constructions with core teachers to address common strategies to manage behaviour, support learning needs and extend achievement. In addition an Academic Mentoring programme was introduced to support the achievement of students who were identified as at risk of not achieving.
 2. Student achievement was also addressed through targeted actions focused on courses. Faculty Reviews took place early in Term 1 followed by regular looks at Faculty and Course Achievement by Faculty Leaders and their Uplines, this included Junior Achievement data where appropriate.
 3. Junior students were again a focus for 2025 in order to set them up for success in their senior years. Assessments continue to be aligned with the biggest focus for 2025 being the focus on students missing assessments as this one of the biggest issues in the senior school.
 4. At the end of 2024 our Director of Māori achievement was appointed. Her focus was in particularly developing relationships and connections with community, but also additional support and mentoring for Māori students to gain their qualifications, in particular via a new programme Ngā Whetū Mārama.
 5. In 2025 priority was put on Pasifika achievement with a Director of Pasifika achievement. A Pasifika Komiti was established, with a priority on with our community.

	6. Literacy and Numeracy PLD were a priority through the EPiC programme. A Literacy taskforce led by SLT was established with members from each Faculty. 7. Knowledge books were developed to reflect development of Literacy and Numeracy. This is an ongoing focus for 2026. 8. e-asTTle and PATs were used in 2025 to identify Year 10 students to sit the CAAs. Identified students sat the assessments in Round 1 with all Year 10 students sitting the assessments in Round 2.
Reasons for the variance <i>Why did it happen?</i>	• In 2025 there was a continued focus on data which included Faculty Reviews in Term 1, ongoing Faculty tracking every fortnight which reflected assessments that were completed, cohort tracking and intervention by Ākina leaders and Tutors. • Literacy became a focus because it underpins every assessment including Numeracy. In the Numeracy CAA, the ability to answer the question in full was a focus. • The challenges posed by the changes to Level 1 were more than expected. Assessment learning in big chunks was a challenge for the students. The impact that Literacy and Numeracy had on overall achievement was also better than in 2024.
Evaluation <i>Where to next?</i> Planning for next year	• Enhance the quality of qualifications of students leaving MHS: ○ Continue to raise student achievement through targeted actions focusing on students: Scholarship programme, University Entrance mentoring, Development of Careers, Students meeting deadlines, Academic leader role, Academic Mentoring, Year 9 and 10 Programmes ○ Continue to raise student achievement through targeted actions focused on courses, in particular: Further development of Faculty Tracking of Achievement, increased engagement with external examinations, Endorsements, Academies – students gaining micro-credentials, transitioning to apprenticeships and/or work experience. ○ Raise student achievement through targeted actions focusing on Junior students, in particular: Continued consistency in Junior assessment results in line with MoE guidelines which are reported to whānau, Junior Assessment Recognition, MHS Junior Certificate/diploma for 2026 • Embed Literacy and Numeracy approaches across the curriculum. • Enhance the quality of qualifications for Māori students through targeted Actions. • Enhance the quality of qualifications for Pasifika students through targeted Actions. • Students attending regularly through use of the Stepped Attendance Response (STAR)

ENHANCING CONNECTIONS	
Strategic/Annual Aim:	1. Increase in connections with Whānau 2. Increase in co-curricular involvement 3. Increase in student participation in events 4. Continued development of industry partnerships 5. Purposeful partnerships with the community
Actions <i>What did we do?</i>	1. Reporting was reviewed for 2025. Clarify language on Fortnightly Reports and increased reporting on portfolio based subjects; Increase engagement at PTMs – particular focus on Māori and Pasifika; Improved Attendance – refer Attendance plan 2. Co-curricular Promotion; Expansion of Rugby Academy into Football and Netball, Basketball; Continued overall growth in school sport participation; Goal is to grow by more than 2%; 5 year plan is to have at least 50% of the student body participating in some form of school sport; Continued emphasis on school values strengthened through sport. 3. Planner completed pre 2025 with all student led events approved; Review all events for EOTC; Creation of a year overview for events 4. Academies – continued development of industry partnerships 5. Continued partnerships with Massey Matters, YMCA, YouthTown and Walk without Fear; Expansion into partnerships with other community organisations; Kahui Ako events; Lincoln Heights Athletics Day; Massey Primary/Lincoln Heights/West Harbour coming in to use tech.
Outcomes <i>What happened?</i>	1. Increased connections with made with Whānau and our local community. Through our Kahui Ako, connections were increased with Kahui Hangi Days, Primary Principal's Breakfast, Alumni Dinner and Guest Speakers, Literacy and Numeracy connection through our ASLs. Connection was made with the Massey Youth Hub. Pasifika Komiti was established. The beginning of the year started with the New student to MHS Evening, followed by Subject Parent Teacher Meetings in Terms 2 and 3. Increased communication went home to caregivers regarding attendance through the use of PAROT. 2. Co-curricular was promoted with the continued development of the Rugby Academy with expansion into other sports setup for 2025. Rugby Academy included a successful Girls programme. Building on the success of Polyfest, Puawai Bati camp was held in Term 3 which allowed the continued growth of Pasifika student leadership. 3. Successful Tabloids day held with other student led house events taking place throughout the year. Other events included Y13 Camp, Y13 Leavers lunch, Y13 Graduation, Y12 RYDA, Y11 Graduation, Y10/9 Learning to Learn, Y10/9 JAW, Y9 Activity Day, Prizegivings. 2026 draft plan was prepared and shared in advance. 4. A successful Academy programme takes place at MHS. Meetings were held with partner schools to increase the inter-school partnerships. The Hospitality Academy students went to work experience and completed standards through Service IQ. Closer connections were developed with ITOs such as BCITO, NZMA, ITC and Kainga Ora. New course in Healthcare is up and running for our Yr 13 students in 2026. Opens up pathways in Health and Nursing. Discussing possible delivery of L4 Construction standards in 2027 at MHS. 5. The connections we have with our community were increased.
Reasons for the variance <i>Why did it happen?</i>	• Increased connections and communication with Whānau in particular is a priority. Increasing the quantity of communication but also clarity of language.

Evaluation	The focus for 2026 will be shifted to connecting. In particular:
Where to next?	1. Develop motivated, curious, and socially responsible graduates who are prepared to embrace all aspects of life beyond school;
Planning for next year	2. Increase in connections with Whānau 3. Increase in co-curricular involvement 4. Increase in student participation in events

ENGAGING CURRICULUM	
Strategic/Annual Aim:	1. Curriculum will reflect the Massey Way and will include the changes made to NCEA Level 1 2. Continue to integrate Mātauranga Māori in the curriculum
Actions What did we do?	1. Continue to embed the Massey Way – increased focus on digital strategies, Literacy and AfL, MHS Lesson PPT, maintain classroom management, all meetings to include an explicit reference to the teaching standards. 2. NCEA changes are embedded 3. Junior Curriculum is further back-mapped to ensure students are prepared for NCEA 4. Knowledge Rich Curriculum is further developed 5. Turnitin is introduced 6. Education Perfect to continue to be used 7. At least one EPiC session in terms 2, 3 and 4 devoted to Mātauranga Māori
Outcomes What happened?	1. In order to embed the Massey Way, there was an increased focus on digital strategies, literacy and AfL. There was a continued focus on classroom management, and all meetings were encouraged to include an explicit reference to the teaching standards. 2. Level 1 schemes were updated (as much as they could be) to include the changes that are being made by NZQA. 3. Junior Curriculum adjustments are ongoing as the NZC is refreshed and the NCEA changes are becoming clearer. This is still a work in development as information is released by the MoE. 4. Knowledge Rich Curriculum was addressed by HoFs sharing good practice to ensure consistency. In progress is the review of Knowledge Books and 100% sheets. 5. Mātauranga Māori is continuing to be embedded in the Curriculum with at least one EPiC session a term dedicated to this. 6. Turnitin was introduced and used as a teaching and assessing tool as well as an Authenticity Check tool. Integrated into Teams. 7. Education Perfect continued to be used with an emphasis on the Junior Curriculum.
Reasons for the variance Why did it happen?	• NCEA changes were rolled out and changes were made where possible as information was provided by the MoE and NZQA. Some standards were adjusted mid-year and for some, further changes were made for 2026. • Junior Curriculum documents will be reviewed as the Curriculum is refreshed based on the changed timeframes. • A review of 100% sheets and Knowledge books is ongoing as the Curriculum changes. • Education Perfect usage was analysed for 2025 and agreement was made to extend this for 2026 with a particular focus on Junior students.

Evaluation <i>Where to next?</i> Planning for next year	• Device coverage across students is a continuing priority for 2026. For 2026 the strategic goal is shifting to engaging. Within that are our priorities are: • Curriculum will reflect the Massey Way: Continue to embed the Massey Way – increased focus on digital strategies, Literacy and AFL, MHS Lesson PPT, maintain classroom management, all meetings to include an explicit reference to the teaching standards; Junior Curriculum is further back-mapped to ensure students are prepared for NCEA; Knowledge Rich Curriculum is further developed; Turnitin is embedded; Education Perfect to continue to be used; Academy programmes continue to be developed to meet student needs. • Property: Planning and delivery of 8 Roll Growth Classrooms, focus on specialist teaching spaces and their location in the school relative to needs; Development of next 10YPP in line with expected roll growth, potential new school in zone, strategic priorities, and student/staff need. Prioritisation of first new 5YA to follow; Completion of current 5YA with amendments as necessary to best meet immediate needs; Development and delivery of Board funded projects – budget amendments as necessary.
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