



**Manawatū
College**

Statement of Variance 2025

Key	Completed	Partially Completed	Not Completed	Target met	Target not met
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Goal 1: All students are engaged and successful with learning

Year 9 and 10 students are actively engaged in learning at school		Students leave Manawatū College with a meaningful pathway (vocational, academic, employment)		Neurodiverse learners experience learning success through programmes tailored to individual needs		School wide teaching of literacy and numeracy is established across all learning areas		Student achievement targets continue to trend upwards over time	
Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets
1	1	1	1	1	1	1	1	1	1
2	2	2	2			2	2		
							3		

Goal 2: To have effective teaching across all year levels

Growth coaching is embedded across senior and middle leadership		Staff have a sound understanding of what it means to be culturally responsive through teaching programmes & student relationships		Practical effect is given to Te Tiriti o Waitangi		Middle leadership practice is strengthened and consistent in line with the purpose of each role		Practice improvement conversations occur on a regular basis	
Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets
1	1	1	1	1	1	1	1	1	1
		2	2				2	2	2
			3						

Key	Completed	Partially Completed	Not Completed	Target met	Target not met
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Goal 3: To create an environment where students are engaged, safe and well supported

School values are woven through learning programmes, relationships and decision making		PB4L Tier 2 systems are embedded into practice		A foundation of trauma informed practice is established across all staff		Relationships between staff, students and whānau are built on the values of restorative practice		Staff enjoy working at Manawatū College and feel well supported to do their job		Students are confident in their identity and have positive relationships with others		Genuine partnerships with iwi, the community and local primary schools through the Kāhui Ako thrive	
Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets	Actions	Targets
1	1	1	1	1	1	1	1	1	1	1	1	1	1
								2	2	2	2	2	
									3				

Strategic Focus : Student Learning

GOAL 1: That all students are engaged and successful with learning

Strategic Investment <i>Focus Area 2025</i>	Actions 2025 + (who) Completed Partially Completed Not Completed	Targets and Measures Yes / No	Reason for Variance Next steps
<p>Year 9 and 10 students are actively engaged in learning at school</p> <p><i>Junior Curriculum</i></p> <p><i>Attendance Systems</i></p>	<ul style="list-style-type: none"> Complete a review of the junior curriculum (SLT) Partially Completed Attendance systems are reviewed in Term 1 (HT) Completed 	<ul style="list-style-type: none"> Junior curriculum review completed and documented by the end of Term 4 Yes Attendance system review is completed by the end of Term 1, with changes implemented as soon as possible Yes 	<p>The junior curriculum has been reviewed informally and small adjustments made throughout 2025. Knowing that there will be further changes in 2026 with the pending implementation of a new junior Maths and English curriculum, it was decided to park the rest of the review until more detail of these changes is provided by the Ministry for Term 1, 2026. We trialled a specific literacy and numeracy programme (Education Perfect) with selected junior classes to explicitly teach and monitor achievement in these learning areas.</p> <p>Attendance processes were reviewed and restructured based on current practice and feedback, using these to inform improvements and next steps. One outcome is the development of the Attendance Management Plan.</p> <p><i>Implementation of the new junior Maths and English Curriculum in 2026, supported by a process of ongoing monitoring and review in Terms 1 and 2. Subscription to SMART Lab as an additional tool to support the teaching of literacy and numeracy in 2026. The Attendance Management Plan to be formally implemented in 2026, with updates following on from the internal review from 2025.</i></p>
<p>Students leave Manawatū College with a meaningful pathway (vocational, academic, employment)</p>	<ul style="list-style-type: none"> New Year 9 - 13 Kaihāpai Ako programme drafted, including progress milestones (all staff) Partially Completed 	<ul style="list-style-type: none"> Kaihāpai programme implemented by the end of Term 2 Yes System established for exit interviews 	<p>Our Academic Coaching programme has been restructured to align with the concept of “Kaihāpai Ako”. Adjustments to this role include a refined focus on educational advocacy and support for students. We used 2025 to test and trial this programme with the intention of using the learnings to inform improvements for 2026.</p> <p>Part of the restructure involved the implementation of a “Learning</p>

<p><i>Kaihāpai Ako</i></p> <p><i>Exit Interviews</i></p>	<ul style="list-style-type: none"> • Create an exit interview process for school leavers (Year 11, 12, 13 Deans) Yes 	<p>with school leavers, informed by student and staff voice Yes</p>	<p>Progress Reflection sheet”, which placed the learner in the driver’s seat of their learning pathway connecting learning conversations between home and school. We also implemented a new learning tool - Hāpara as the platform for the Kaihāpai programme. Adjustments to the frequency of the delivery of the LPRS were made throughout the year, to balance workload and ensure that the student experience was positive.</p> <p>Exit interview process was completed in consultation with SLT and middle leaders, which was successful.</p> <p><i>Implement the exit interviews tool and use this as a data source within our longer term tracking of students. This will be run by Year Level Deans, and fed through in 1:1 hui with senior leadership. Kaihāpai Ako and Learning Progress Reflection Sheets to continue, with the frequency of LPRS to be to one sheet per term in 2026.</i></p>
<p>Neurodiverse learners experience learning success through programmes tailored to individual needs</p> <p><i>Systems</i></p> <p><i>Staffing</i></p>	<ul style="list-style-type: none"> • Review the effectiveness of the systems and processes in Poipoia for funded and non-funded students (TIC Poipoia, MT) Completed 	<ul style="list-style-type: none"> • Poipoia review completed and documented by the end of Term 4 Yes 	<p>There has been a significant change in the Poipoia space, with the appointment of a SENCO and TIC Poipoia this year. Students have strong learning pathways and the changes to the programme have been well received by students and whānau. A review has taken place and the feedback from this will be used to continue to grow this space in 2026.</p> <p><i>Learning support will remain a continued focus in 2026, building on the gains made in 2025. Focus and more attention will be given to the leadership growth and support for staff in Poipoia.</i></p>
<p>School wide teaching of literacy and numeracy is established across all learning areas</p> <p><i>Unit Planning Template</i></p> <p><i>Literacy and</i></p>	<ul style="list-style-type: none"> • School wide universal unit planning template implemented by all teachers Completed 	<ul style="list-style-type: none"> • Unit planning is completed on time, using the universal planning template. All unit plans show evidence of explicit literacy and numeracy teaching Yes • Self-evaluations and changes to teacher 	<p>Significant progress with unit planning, with the template is now being used consistently throughout learning areas. We have developed this unit plan to look deeper at learning progressions as part of this. Areas where literacy and numeracy can be delivered are identified within these unit plans across all learning areas. Learning progressions has been an area of focus for improvement this year, a process that has been co-constructed with Leaders of Learning and SLT.</p> <p>Some reflections gathered through PGCs on changes to teacher practice with literacy and numeracy indicate that there is further</p>

<p><i>Numeracy Course</i></p>		<p>practice with teaching literacy and numeracy are captured as part “Professional Growth Cycle” reflections Yes</p>	<p>room for development in this area in 2026.</p> <p><i>The improvement of unit planning (and capability that sits within teacher understanding of practice as captured in planning) will remain a continued focus in 2026. There will be an explicit and significant focus on literacy and numeracy across all subject areas, particularly with the NCEA changes in 2026 alongside junior curriculum changes.</i></p>
<p>Student achievement targets continue to trend upwards over time</p> <p><i>School-wide Tracking Process</i></p>	<ul style="list-style-type: none"> • Student achievement tracking takes place on a four weekly basis, using a centralised tracking sheet accessible by all staff Completed 	<ul style="list-style-type: none"> • Achievement for priority learners and all students is monitored and discussed at least four times a year during staff meetings, using the tracking sheet Yes 	<p>We have strengthened our overarching tracking system which looks at the achievement, attendance, progress, effort and pastoral data of all students This is updated fortnightly and sent to staff, and referred to within year level areas hui. In addition, year levels have their own tracking documents with this data to improve systems and outcomes for their specific students which targets priority learners.</p> <p><i>This will remain a continued focus in 2026, in particular the strengthening of the connection between data and its meaningful use in practice. There will be an increased focus on attendance data as the Attendance Management Plan is fully implemented. A possible reshaping of our Friday morning briefing to focus on attendance tracking.</i></p>

Student Achievement Targets 2025

Year 9	Year 10	Year 11	Year 12	Year 13	Māori
<p>Four selected students from each Homeroom (total of 12 students) will make improvement by at least two asttle subphases in Reading, Writing, and Mathematics.</p> <p>Homeroom 1:</p> <p>Maths: 0/4 Reading: 2/4 Writing: 3/4</p> <p>Homeroom 2:</p> <p>Maths: 1/4 Reading: 2/4 Writing: 4/4</p> <p>Homeroom 3:</p> <p>Maths: 0/4 Reading: 2/4 Writing: 2/4</p> <p>Homeroom 4:</p> <p>Maths: 1/4 Reading: 2/4 Writing: 3/4</p>	<p>Four selected students from each core class (total of 16) will make improvement by at least two asttle subphases in Reading, Writing, and Mathematics.</p> <p>Class 1:</p> <p>Maths: 1/4 Reading: 0/4 Writing: 0/3</p> <p>Class 2:</p> <p>Maths: 1/4 Reading: 1/4 Writing: 0/4</p> <p>Class 3:</p> <p>Maths: 1/4 Reading: 2/4 Writing: 1/4</p> <p>Class 4:</p> <p>Maths: 1/4 Reading: 1/4 Writing: 1/4</p>	<ul style="list-style-type: none"> 90% of Year 11 students will gain Level 1 NCEA Literacy (58.8% in 2025) 90% of Year 11 students will gain Level 1 NCEA Numeracy (66.7 in 2025) 85% of Year 11 students will gain NCEA Level 1 (51% in 2025) 15% of Year 11 students will gain a Level 1 NCEA Merit Endorsement (4.8% in 2025) 15% of Year 11 students will gain a Level 1 NCEA Excellence Endorsement (0% in 2025) 	<ul style="list-style-type: none"> 85% of Year 12 students will gain NCEA Level 2 (74.5% in 2025) 10% of Year 12 students will gain a Level 2 NCEA Merit Endorsement (2.4% in 2025) 10% of Year 12 students will gain a Level 2 NCEA Excellence Endorsement (0% in 2025) 	<ul style="list-style-type: none"> 70% of Year 13 students will gain NCEA Level 3 (32.4% in 2025) 35% of Year 13 students will gain NCEA University Entrance (13.5% in 2025) 15% of Year 13 students will gain a Level 3 NCEA Merit Endorsement (16.7% in 2025) 15% of Year 13 students will gain a Level 3 NCEA Excellence Endorsement (8.3% in 2025) 	<ul style="list-style-type: none"> 90% of Year 11 Māori students will gain NCEA Level 1 (38.9% in 2025) 85% of Year 12 Māori students will gain NCEA Level 2 (71.4% in 2025) 70% of Year 13 Māori students will gain NCEA Level 3 (28.6% in 2025) 35% of Year 13 Māori students will gain NCEA University Entrance (0% in 2025)

Strategic Focus: Effective Teaching

GOAL 2: To have effective teaching across all year levels

Strategic Investment <i>Focus Area 2025</i>	Actions 2025 + (who) Completed Partially Completed Not Completed	Targets and Measures Yes / No	Reason for Variance <i>Next steps</i>
<p>Growth coaching is embedded across senior and middle leadership</p> <p><i>Continued professional development as regular growth coaching sessions, supported by their 'pipeline' leader</i></p>	<ul style="list-style-type: none"> 1:1 leadership hui senior leaders and middle leaders, that focus on strengthening leadership practice (SLT and all MU holders) Completed 	<ul style="list-style-type: none"> All senior and middle leaders engage in regular in 1:1 leadership hui throughout the year Yes 	<p>Leadership pipelines are well established through 1:1 growth coaching at all levels of leadership, through 1:1 regular meetings. The middle leadership layer is stable and strong, having a positive impact on the effectiveness of this role within the school structure as a whole.</p> <p><i>This structure will continue in 2026 without any further changes. Ongoing support for school leaders will continue as planned in 2026.</i></p>
<p>All staff have a sound understanding of what it means to be culturally responsive through teaching programmes and student relationships</p> <p><i>Engage in professional learning of culturally responsive practice for all staff</i></p>	<ul style="list-style-type: none"> All staff participate in professional learning dedicated to culturally responsive practice (all staff) Completed Staff to access continued 1:1 support from the Kaiārahi i te Reo, connecting local stories to teaching and learning programmes (all staff) Partially Completed 	<ul style="list-style-type: none"> Staff attend one professional learning session per term on culturally responsive practice Yes Staff engage in at least one 1:1 professional learning hui with the Kaiārahi i te Reo per semester No Students and staff are able to perform school haka and waiata with confidence Yes 	<p>We have had dedicated professional learning on culturally responsive practice throughout the year which has included whole staff sessions with Nathan Riki and learning waiata led by our Kaiārahi i Te Reo Māori. While a number of staff had individual PLD sessions with our Kaiārahi i te reo, the goal of one per term was unrealistic due to the fact that those learning needs ended up being met through whole staff PLD instead.</p> <p><i>The next stage of Kia Eke Panuku and strengthening of school observation and feedback practice will take place in 2026. With the resignation of our Kaiārahi i te reo (late December 2025), a replacement will need to be found or alternative plan made to ensure continuity of professional learning in this area.</i></p>

<p>Practical effect is given to Te Tiriti o Waitangi</p> <p><i>Develop Te Tiriti strategy, supported by an external facilitator</i></p>	<ul style="list-style-type: none"> • Targets from year one of Te Tiriti Strategy are actioned (all staff) Completed 	<ul style="list-style-type: none"> • Year one of Te Tiriti Strategy is implemented Yes 	<p>Our Te Tiriti strategy has been further unpacked with staff this year. A number of targets have been completed organically through various strategic workstreams (for example Kia Eke Panuku observations and feedback).</p> <p><i>Further development and alignment of this strategy alongside our new strategic and annual plan is taking place and will be developed for implementation in 2026.</i></p>
<p>Middle leadership practice is strengthened and consistent in line with the purpose of each role</p> <p><i>Create opportunities that strengthen the leadership capabilities</i></p>	<ul style="list-style-type: none"> • Individual leadership growth plans are created, with goals and targets set (all Middle Leadership) Completed 	<ul style="list-style-type: none"> • Leadership growth plans are documented and completed by the end of Term 1 Yes • Reflections on leadership growth are captured in Professional Growth Cycle conversations Yes 	<p>Professional Growth Cycles system improved this year, with adjustments made to create more opportunities to integrate these throughout the year as part of leadership development conversations.. The integration of Kia Eke Panuku helped to strengthen leadership pipelines (the process of leading practice improvement conversations with teachers) and this played a significant role in practice improvement this year.</p> <p><i>Ongoing leadership development to be provided through internal and external PLD opportunities, based on individual needs.</i></p>
<p>Practice improvement conversations occur on a regular basis</p> <p><i>Implementation of feedback and observation practices</i></p>	<ul style="list-style-type: none"> • Leaders of Learning are empowered to support their teams to implement the Kia Eke Panuku/Poutama Pounamu observation tools (SLT) Completed • Kia Eke Panuku/Poutama Pounamu professional learning is provided to all staff (SLT) Completed 	<ul style="list-style-type: none"> • All teaching staff receive two formal observations using the Kia Eke Panuku/Poutama Pounamu observation tools from Leaders of Learning Yes • All staff participate in at least one Kia Eke Panuku/Poutama Pounamu professional learning session per term Yes 	<p>We have spent this year training staff in Kia Eke Panuku ethos and principles and have had formal observations through the observation tool, as well as continued use of feedback cards. These systems have been successful and there has been a real improvement in the quality of feedback given and received to improve practice.</p> <p><i>A slight reduction in the number of feedback cards required each term will take effect in Term 1, as an action point from the internal review with Leaders of Learning clarifying the purpose of feedback cards in the context of how much progress has been made in this area over the last three years.</i></p>

Strategic Focus: School culture

GOAL 3: To create an environment where students are engaged, safe and well supported

Strategic Investment <i>Focus Area 2025</i>	Actions 2025 + (who) Completed Partially Completed Not Completed	Targets and Measures Yes / No	Reason for Variance <i>Next steps</i>
<p>School values are woven through learning programmes, relationships and decision making</p> <p><i>Year Level Profiles that lead to the Graduate Profile</i></p>	<ul style="list-style-type: none"> Create Year Level Profiles that lead to the Graduate Profile (Year Level Deans + Staff) Not Completed 	<ul style="list-style-type: none"> Year Level Profiles are created and implemented into practice by the end of Term 4 No 	<p>This was an ambitious goal. The intention was to include year level profiles as part of the junior curriculum review but did not eventuate due to the fact that more time (than what was originally anticipated when this goal was set) was required to implement the Kaihāpai programme.</p> <p><i>This goal and target will be carried over into our 2026 annual implementation plan.</i></p>
<p>PB4L Tier 2 systems are embedded into practice</p> <p><i>Implement PB4L systems and processes at Tier 2</i></p> <p><i>Feedback system for learning</i></p>	<ul style="list-style-type: none"> Implement PB4L Tier 2 processes and systems (TT + Year Level Deans) Completed 	<ul style="list-style-type: none"> PB4L Set for Tier two is completed by the end of Term 4 Yes 	<p>PB4L Set for Tier two was completed this year. A number of gains were made in this area including more consistency across teachers with the delivery of weekly PB4L lessons.</p> <p><i>This will remain a continued focus in 2026, building on the gains made in 2025 - we would like to continue to develop in Tier 2 and fully embed the programme before introducing Tier 3.</i></p>
<p>A foundation of trauma informed practice is established across all staff</p> <p><i>Continued engagement in professional learning of</i></p>	<ul style="list-style-type: none"> All staff participate in professional learning dedicated to trauma responsive practice (all staff) Completed 	<ul style="list-style-type: none"> Staff attend two professional learning sessions on trauma responsive practice Yes 	<p>Trauma responsive practice is a foundation concept that underpins all the things that we do. We revisited these towards the beginning of the year within our PLD structure , but did not explicitly include this during the second half of the year.</p> <p><i>This will remain a continued focus in 2026, building on the</i></p>

<p><i>trauma informed practice for all staff</i></p>			<p><i>gains made in 2025. The intention is to look at engaging with facilitators, as well as continue to weave smaller segments of PLD on a more regular basis as part of PLD plan in 2026.</i></p>
<p>Relationships between staff, students and whānau are built on the values of restorative practice</p> <p><i>Create easy access learning opportunities for students and whānau to understand what restorative practice is</i></p>	<ul style="list-style-type: none"> Establish systems that promote the ongoing learning maintenance of restorative practice for staff, students and whānau (SLT) Partially Completed 	<ul style="list-style-type: none"> A range of short video clip resources on the fundamentals of restorative practice are created and published on the school website by the end of Term 3 No 	<p>We developed our strengthening relationships booklet and also developed a new prospectus video. This gives a high level overview of key kaupapa within our school. We did not complete the videos, but worked to improve systems and structures related to these kaupapa.</p> <p><i>This is an area for ongoing improvement in 2026. The concept of having video resources created for whānau to increase community understanding of restorative practice in our context is something to be considered as part of the 2026 Annual Implementation Plan.</i></p>
<p>Staff enjoy working at Manawatū College and feel well supported to do their job</p> <p><i>Foster a culture of professionalism, high trust and collegial support amongst staff</i></p>	<ul style="list-style-type: none"> Staff social event at least once per term (SLT) Completed Wellbeing Committee meets on a regular basis, providing feedback to SLT (LM) Completed 	<ul style="list-style-type: none"> Staff attend three social events per year Yes Wellbeing Committee meets once per term Yes Recommendations for improvement provided to SLT as needed Yes 	<p>We have had a staff social event every term, which has been well attended. The wellbeing committee met informally but regularly throughout the year. We completed the NZCER well-being survey again this year using the data to make improvements to our wellbeing systems, in consultation with staff. Overall the wellbeing of staff has been higher this year than in previous years.</p> <p><i>Continued focus to remain on supporting staff with wellbeing, using the strategies that have been successful in previous years.</i></p>
<p>Students are confident in their identity and have positive relationships with others</p> <p><i>Create explicit learning opportunities that empower Year 9 and 10 students to have positive relationships with others</i></p>	<ul style="list-style-type: none"> The levers of PB4L are utilised to teach the skills of positive relationships to all students (all staff) Completed All students participate in externally facilitated workshop that supports 	<ul style="list-style-type: none"> Three PB4L lessons per term focus on teaching the skills of positive relationships to students Yes One externally facilitated workshop takes place for each Year Level. Reduction in recorded 	<p>We have had a number of other programmes for our students which included:</p> <ul style="list-style-type: none"> Puhoro STEM RYDA Sex Wise Attitudes <p>Summary of statistics - incidents recorded on Kamar</p> <p>- 2024 "Discipline" - 292 incidents</p>

	<p>positive relationships with others (Year Level Deans) Completed</p>	<p>instances of bullying in Kamar by 30% (2024 as baseline data compared to 2025 data) No</p>	<ul style="list-style-type: none"> - 2025 “Discipline” - 285 incidents <p>A slight reduction in the rate of incidents recorded overall, however there has been an increase of rates of bullying</p> <ul style="list-style-type: none"> - 2024 “Bullying” incidents - 19 incidents - 2025 “Bullying” incidents - 31 incidents <p>We believe the 61% increase in the recorded incidents of bullying is a result of students feeling more confident to speak up to a staff member, knowing that these incidents are dealt with effectively.</p> <p><i>Continued focus to remain in 2026 with supporting students to strategies that help to have positive relationships with others.</i></p>
<p>Genuine partnerships with iwi, the community and local primary schools through the Kāhui Ako thrive</p> <p><i>Increase the rate and frequency of collaboration with iwi, the community and local primary schools</i></p>	<ul style="list-style-type: none"> ● Student leaders from Manawatū College support local primary schools -Kapa Haka (SLT) Completed ● Manawatū College hosts primary school events - Netball and Talent Show - (SLT) Completed 	<ul style="list-style-type: none"> ● Collaboration on events with the community averages at least 15 per year Yes 	<p>Strong connections with our local schools and Kāhui Ako, including Manawatū College providing the lunch programme for Foxton Beach School and Coley Street School which has continued to be successful. We work closely with our local schools to support kaupapa like pōwhiri and kapa haka, for example sharing our Kaiārahi i Te Reo Māori to improve the practice of tikanga at other schools. There are stronger connections with the community by being involved with planting harakeke alongside other kura and community stakeholders. Our student leaders are involved in many community events.</p> <p><i>Connections with primary schools will continue to strengthen with deliberate events with primary school students hosted and supported by Manawatū College. In 2026 we will increase the rate of interactions and opportunities to work with our community.</i></p>

Year 9 & 10 - Student Achievement Data 2025

The following tables represent student achievement progress across the year, according to subphase progression with e-asTTle testing in each area. This is based on progress from data gathered in Term One, with the same testing repeated in Term Four, 2025. The students represented here were randomly selected for tracking, with the aim that they will make improvements by at least two e-asTTle subphases in Reading, Writing, and Mathematics. Teachers of these students also did not know that these particular students were being tracked, to ensure a robust data set

	YEAR 9							YEAR 10					
	READING		WRITING		MATHS			READING		WRITING		MATHS	
Subphase	#	%	#	%	#	%	#	%	#	%	#	%	
- 3 or more	2	13%			2	13%	1	6%	4	27%			
- 2			1	6%			1	6%	2	13%	3	19%	
- 1	1	6%	1	6%	1	6%			1	7%			
No change	1	6%			6	37%	6	38%	3	20%	4	25%	
+ 1	4	25%	2	13%	5	31%	4	25%	2	13%	6	38%	
+ 2	3	19%	4	25%			1	6%	1	7%	2	12%	
+ 3 or more	5	31%	8	50%	2	13%	3	19%	2	13%	1	6%	

NCEA Achievement Data 2026

Achievement in NCEA and UE: Manawatu College

Generated 13-Feb-2026

PR2 - Enrolment Based Cumulative Overall Results

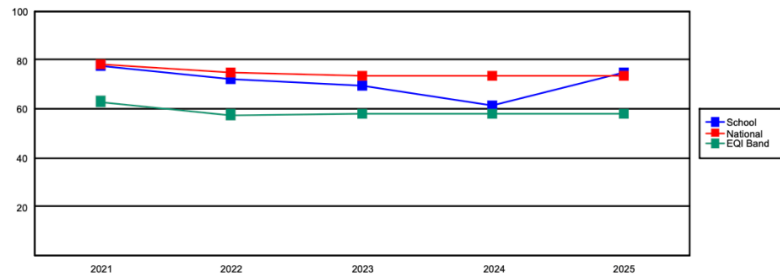
Academic Year	Manawatu College					
	Year 12 NCEA L2	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 NCEA L3	Year 13 UE	Year 13 UE
2021	34 / 44	77.3	23 / 42	54.8	9 / 42	21.4
2022	31 / 43	72.1	23 / 35	65.7	8 / 35	22.9
2023	38 / 55	69.1	16 / 35	45.7	5 / 35	14.3
2024	27 / 44	61.4	25 / 42	59.5	13 / 42	31.0
2025	41 / 55	74.5	13 / 37	35.1	5 / 37	13.5

Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
74.9	68.2	50.3
73.2	67.7	49.7
73.6	69.4	50.6
73.2	71.2	51.0

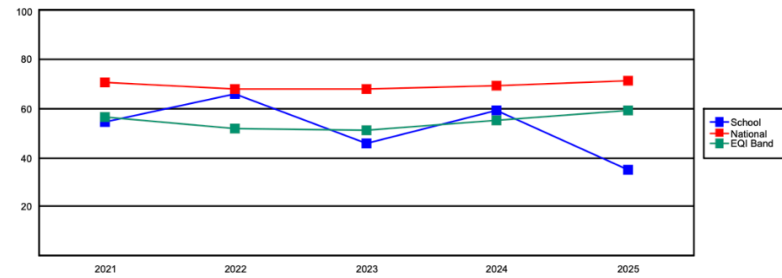
Most Socioeconomic Barriers (School Equity Index Band)

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
58.1	59.5	20.0

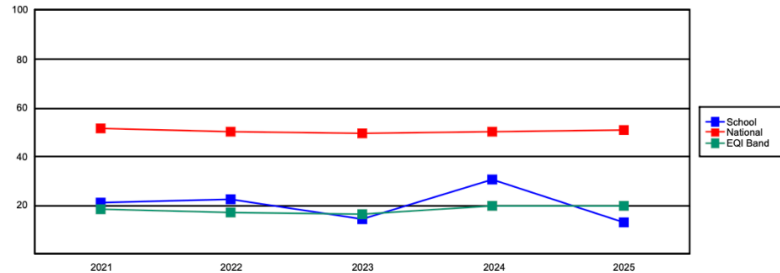
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance

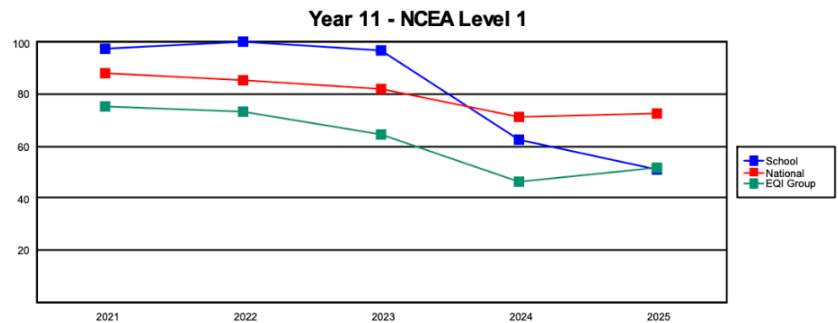


Achievement in NCEA and UE: Manawatu College

Generated 13-Feb-2026

PR1 - Participation Based Cumulative Overall Results

Academic Year	Manawatu College			National			Most Socioeconomic Barriers (School Equity Index Band)		
	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	97.4	37	38	87.9	43,071	49,003	75.5	1,848	2,448
2022	100.0	48	48	85.3	42,337	49,609	73.3	1,853	2,527
2023	97.1	33	34	81.9	42,371	51,733	64.8	1,788	2,761
2024	62.7	32	51	71.5	32,218	45,069	46.3	1,482	3,204
2025	51.2	21	41	72.6	33,247	45,818	51.9	1,802	3,475

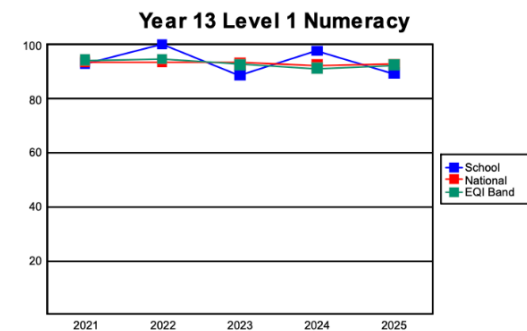
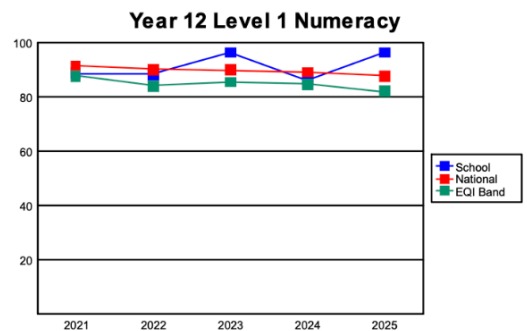
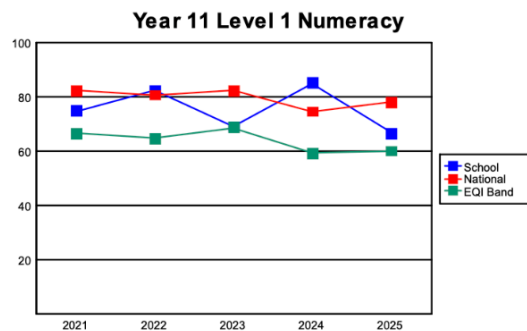
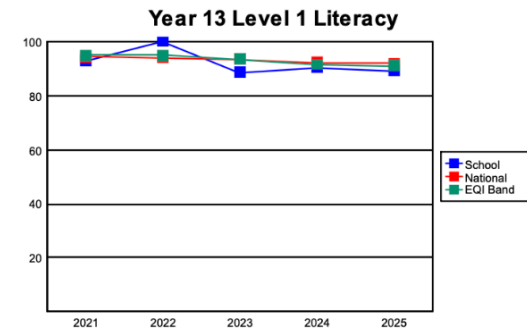
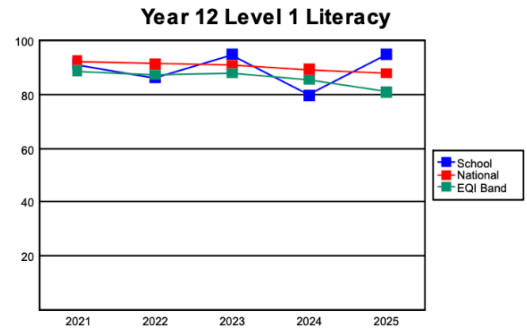
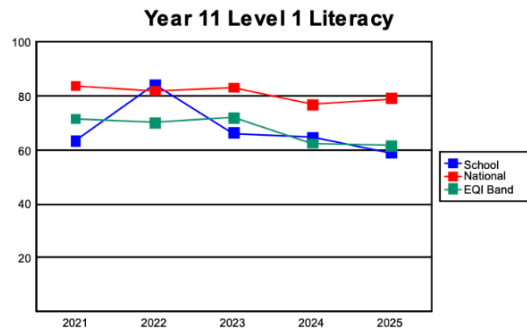


Level 1 Literacy and Numeracy: Manawatu College

Generated 13-Feb-2026

PR 3 - Cumulative Results by Percentage

		Manawatu College			National			Most Socioeconomic Barriers (School Equity Index Band)		
Academic	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2021	Literacy	63.3	90.9	92.9	83.6	92.2	94.2	71.3	88.6	94.8
2022	Literacy	84.1	86.0	100.0	81.6	91.2	93.9	70.0	87.1	94.9
2023	Literacy	66.1	94.5	88.6	82.8	90.8	93.5	71.8	87.8	93.4
2024	Literacy	64.7	79.5	90.5	76.6	89.1	92.2	62.2	85.3	91.5
2025	Literacy	58.8	94.5	89.2	78.8	87.7	92.1	61.4	80.8	91.1
2021	Numeracy	75.0	88.6	92.9	82.5	91.3	93.6	66.7	87.7	94.1
2022	Numeracy	82.5	88.4	100.0	80.8	90.2	93.3	64.9	84.0	94.5
2023	Numeracy	69.4	96.4	88.6	82.3	90.0	93.0	68.9	85.5	92.4
2024	Numeracy	85.3	86.4	97.6	74.8	89.1	92.2	59.4	84.7	91.1
2025	Numeracy	66.7	96.4	89.2	78.2	87.7	92.7	60.2	82.1	92.3



NCEA Certificate Endorsement: Manawatu College

PR4 - Cumulative Results by Percentage

Generated 13-Feb-2026

Academic Year	Manawatu College			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
Achieved with Excellence									
2021		5.9	8.7	21.1	17.9	17.9	5.5	3.9	3.2
2022	10.4		13.0	19.4	16.5	15.3	6.8	3.7	4.7
2023		7.9		16.7	15.0	13.6	6.6	5.4	6.5
2024		3.7	8.0	11.2	15.5	14.1	6.5	6.6	7.2
2025			7.7	10.1	15.1	14.6	7.2	7.0	8.3
Achieved with Merit									
2021	16.2	8.8	8.7	31.9	23.8	25.3	18.5	9.8	11.0
2022	4.2	6.5	4.3	31.4	24.0	25.5	17.3	11.9	9.5
2023	3.0	7.9	12.5	31.4	23.5	25.6	17.1	9.5	11.6
2024			20.0	28.2	24.5	25.7	15.1	8.2	12.8
2025	4.8	2.4	15.4	27.5	25.6	26.8	15.0	11.6	12.3

