



M A N U K U R A

Analysis of Variance Report For the year 2025

Principal's endorsement:	Nicholas Fonotoe (Acting Principal)
Board of Trustees' endorsement:	Meihana Durie
Submission date to Ministry of Education:	24 February 2026

Analysis of Variance

This is a discussion of the outcomes achieved, compared to the outcomes planned, in areas of priority for the year. The Board will present its appraisal of the school's performance of its aims, objectives, directions, priorities or targets as set out in the annual section of the school charter. It will provide pointers to the Board's on-going strategy. Some schools will choose to present information that was previously included in the Chairperson's report and the Principal's report in the analysis of variance, and no longer present those other reports.

Annual Goals for Strategic Goal #1 Cultivate a culture of excellence

Long term Goals	Specific Actions for 2025	Expected progress and/or outcomes	Budget/ Resources
<p>1.1. To celebrate achievement and success.</p>	<ul style="list-style-type: none"> ● Celebrate achievement and success through social media, website, weekly assemblies and whānau newsletters. ● Maintain an up to date website. ● Students to be entered into the Manawatū Secondary Schools Sports and Iwi Awards. ● Add to the wall of Honour, recognising those that have attained National Honours this year. ● Identify and recognise boys that are achieving academic success. ● Graduate profiles established for all students. ● Graduate Breakfast. 	<ul style="list-style-type: none"> ● More media coverage of MANUKURA successes this year. ● Achievement and success will be celebrated through media files, our website, weekly assemblies and whānau newsletters. ● Students will be recognised at the Manawatū Secondary Schools Sports and Iwi Awards. ● The wall of National Honours will be updated for 2025 year results. ● Boys will be identified and celebrated at MANUKURA functions. ● Students will have digital profiles to take with them when they leave MANUKURA. ● Students will celebrate with their whānau their success. 	<p>Matariki \$1,500</p> <p>End of Year Award Ceremony \$10,000</p>

Outcomes achieved and variance

The MANUKURA Official Public Facebook page continues to be a valuable platform for our community. All pānui and achievements are shared through our official MANUKURA Facebook page for our wider whānau, and through the MANUKURA Nation Facebook page for our students.

Among the many celebrations shared, we once again acknowledged those distinguished students who truly embody the values of MANUKURA.

End of Year Achievement Ceremony List - 30 October, 2025



Another wonderful event of celebration and acknowledgements to staff, students and whānau was held for the second time in Te Oha a Matawaha. Thanks again to our BOT members who were able to attend. The event culminated in a farewell to our graduate class who comprised a range of young people that reflect the aspirations of MANUKURA. Acknowledgement again to Tāhuriwakanui who continue to avail themselves as hosts of this hapū initiative.

Y9 High Achievers :

Akaesha Wanoa: English, Integrated Studies, Te Reo Māori, Science

Ana Manuel: Art

Haemata Ferris: Music

Jaeda Nolan-Canterbury: Science

Keira Matene-Williams: Food Technology

Kahuraki Aumua: L1 Te Reo Māori, Mathematics

Mana-Ariki Tairea-Tua: Mathematics

Mikaere Atutahi: Science

Te Reimana Ratama-Peina: English

Shay O'Brien: English, Integrated Studies, Mathematics, Te Reo Māori

Y10 High Achievers:

Aria Niwa: English, Science

Atareti Adams: L2 Te Reo Māori

Grace Christensen: Food Technology

Kayley Ponga: Art, Te Reo Māori

Kedron Brown: Music

Korah Castles: Integrated Studies

Maia Tahi: Integrated Studies

Noah Wright: Integrated Studies

Rerekauia Hunia: Mathematics

Ruia-te-koa Simon: English

Tiana Walsh-Addenbrooke: Mathematics

Saydee Ngametua-Smith: Te Reo Māori, Science

Te Mauri Lemisio: English

Y11 High Achievers:

Alexcia Pomare: English, Science



Alicia-May Te Rangi-Sofa: Mathematics Internal
Caylahni McLean-Woon: Te Ao Haka
Gabriella Wright: Sports Science
Kalas Matenga-Philips: English, Music
Kaylee Masoe: Art
Keighley-Rein Araia: Mathematics Internal
Leigha Hazners: Social Studies
Maia Phillips: Food Technology, Mathematics External, Science, Te Reo Māori
Micah Tapsell: Te Reo Rangatira, L2 Te Ao Haka

Y12 High Achievers:

Bella Sue: Chemistry
Caitlin-Rose Rameka: Music
Henare Herbert: Food Technology
Maia Moss: Art, English, Te Reo Rangatira, L3 Mathematics External
Malina Leatherby-Millar: Biology, English, Te Reo Māori
Merena Houltham: Mathematics Internal
Quinn Rongo-Kea: Sports Science
Rewihaukore Himiona-Te Peeti: Physics
Taihua Mathieson-Julian: Mathematics External
Taimania Tepania: Social Studies

Y13 High Achievers:

Ariria Blackburn-Kingi: Biology
Hekenui Tatana-Tapp: Te Reo Māori
Hera Maihi: Food Technology
Hinepurotu Hauiti: Social Studies
India O'Connell: Sports Science
Kingston-Ryze Akuhata-Brown Taiapa: Te Ao Haka
Kohae Cherrington: English
Mairangi Iwikau: Music, Te Reo Rangatira
Rory Pepperell: Te Ao Māori
Shirlyne Beckham: Chemistry, Mathematics External



Te Mahia Pohatu-Ngahere: English, Mathematics Internal
Te Maia Sweetman: Art
Te Waikaukau Mathieson-Julian: Physics

2025 University Scholarship Recipients

In 2024, we received up to \$283,000 in scholarships. This year we were awarded up to \$307,825 in scholarships.

The PALMERSTON NORTH RSA TRUST AWARD is in recognition of an individual who demonstrates humility and compassion towards others.

The 2025 Recipient: Hera Maihi (\$500)

Massey University Academy of Sport Scholarship - the Sports Scholarship programme is designed to offer support services to the 'student-athlete' that will facilitate their development and enhance their academic & sporting performance. The recipient of the 'Silver Tier' scholarship for 2025 is Te Maia Sweetman (\$3,000)

Massey University Undergraduate First Years School Leavers Scholarship - this scholarship is designed to support school leavers to undertake university study for the first time. These scholarships are designed to acknowledge excellence and enable equitable access to study for all students new to Massey undergraduate study. The recipients of this scholarship for 2025 are Mairangi Iwikau (\$3,000) and Te Mahia Pohatu-Ngahere (\$4,325 & \$3,000)

University of Auckland Welcome to Auckland Scholarship - this scholarship is awarded to high achieving secondary school students living in provincial/rural areas (out of Auckland) intending to enrol in bachelor's degree study at AUT in Semester One. The recipients of this scholarship for 2025 are Ariria Blackburn, India O'Connell & Te Waikaukau Mathieson-Julian. (\$17,000)

University of Otago Māori Entrance Scholarship - this scholarship is awarded to celebrate academic excellence and cultural diversity. This scholarship is intended to encourage the progression of Māori into tertiary study. The recipients of this scholarship for 2025 are India O'Connell, Te Waikaukau Mathieson-Julian (\$20,500), Troy Hewson & Tukarepa Nikora-Nimarota. (\$18,500)

University of Victoria Kahotea Scholarship - this scholarship recognises the top applicants from across our suite of school leaver scholarships. Recipients will have achieved exceptional academic results and demonstrated extensive contributions within the areas of culture, sports, community involvement, leadership, or equity. The recipients of the scholarship for 2025 is Hineteohore Tapuke (\$35,000)

University of Victoria Kahurangi Māori Student Scholarship - this scholarship recognises Māori students who have achieved Merit or above in NCEA Level 2 and demonstrate strength of engagement in te ao Māori, involvement in their community, leadership responsibilities, and performance in the arts,



sports, or other cultural contexts. The recipients of the scholarship for 2025 are Anika Bingham-Teppett, Aria Komene, Neve Matthews (\$30,000). Brooklyn Tukapua-Ngarimu, Shirlayne Beckham & Te Mahia Pohatu-Ngahere (\$10,000)

University of Victoria Raukaraka Scholarship - this scholarship recognises the University's commitment to supporting school leavers who demonstrate leadership qualities and recognises them as New Zealand's leaders of the future. The recipient of the scholarship for 2025 is Ariria Blackburn (\$5,000)

University of Victoria Tangiwai Excellence Scholarship - this scholarship awarded competitively based on academic excellence. The recipient of the scholarship for 2025 is Keita Mairerangi Takitimu-Cook (\$10,000)

University of Waikato Ko Te Tangata Scholarship - this scholarship named 'for the people', recognises and supports top-achieving students commencing an undergraduate degree at the University of Waikato. The recipient of this scholarship for 2025 is Kingston-Ryze Akuhata-Brown Taiapa (\$5,000)

University of Waikato Te Ara Whanui Scholarship - this scholarship recognises the importance the University of Waikato assigns to fostering, developing, and protecting excellence of Māori, and kapa haka, kaupapa Māori, tikanga, reo and/or mātauranga Māori. The recipient of this scholarship for 2025 is Brooklyn Tukapua-Ngarimu (\$20,000 over 3 years)

University of Waikato Sir Edmund Hillary Scholarship - this scholarship recognises a well-rounded individual who excels in three key pillars: Academic achievement, Sporting or creative and performing art abilities, and Leadership potential. The recipient of this scholarship for 2025 is Keita Takitimu-Cook (\$30,000)

Service Awards

Iroām - Purpose

Our Iroām (Purpose) pou recognises students with a strong sense of purpose, driving high performance and growth. They apply varied strategies, embrace decolonisation and re-indigenisation, to become self-determining. "Mā te iro ka taka te rākau." - Keita Takitimu-Cook and Shirlayne Beckham.

Raka - Unique

"Our Raka (Unique) pou celebrates individuals confidently contributing to both Māori and Te Ao Hurihuri (ever-changing) worlds. These contributions make them unique in being culturally diverse. 'Me raka te mauī, me raka hoki te matau.'" - Jordie-Lee Kotuhi, Kohae Cherrington, Manueli Boteiviwa, Riley Cribb and Taitusi Boteiviwa.

Auaha - Ascend



Our Auaha (Ascend) pou highlights students that are innovative and solution-focused in overcoming challenges for the benefit of future generations. “Whakakīia ngā whāwhārua kia Aorangi ake te kaupapa.” - Aria Komene.

Koha - Legacy

Our Koha (Legacy) pou acknowledges advocates and kaitiaki (stewards) consistently seeking ways to contribute back to our kaupapa as well as their whānau, hapū, iwi and community. “Ahakoa he iti, he māpihi pounamu.” - Hera Maihi, Hineteohore Tapuke, Maia Phillips and Te Maia Sweetman.

MANUKURA JUNIOR ETHOS Awards – Students who consistently display the ethics & principles which symbolise MANUKURA values influencing others and the environment in a positive way.

The 2025 MANUKURA Junior Ethos Award was presented to: **Riley Cribb**.

MANUKURA SENIOR ETHOS AWARD - This significant award is given to a student, or students who consistently display the ethics & principles which symbolise MANUKURA values. The recipient reflects the aspirations of Aorangi - to pierce the sky and achieve in multiple areas at a high level. They have in their time at MANUKURA influenced others and the environment in a positive way adding value to the kaupapa through their outcomes and delivery.

The 2025 MANUKURA Senior Ethos Award was presented to: **Shirlyne Beckham & Keita Takitimu-Cook**.

<p>1.2. To increase the opportunities for athletes to compete at the highest level regionally and nationally.</p>	<ul style="list-style-type: none"> • Financially support those who gain National Honours. • Qualify for regional and national competitions in all sporting codes. • Support individual athlete pursuits. • Develop exposure and opportunities for the extension of athletes. • Ensure access to up to date technology ensuring students and coaches remain innovative and creative demonstrating improvement through analysis and reflection. • Create a focused sporting performance programme to advance an athlete's ability to prepare and perform at their highest level. 	<ul style="list-style-type: none"> • Students who have gained National honours will be supported financially. • Competing at the national competitions in all sporting codes. • Individual athlete pursuits will gain regional, national, and international success. • Up to date technology in sports analysis will be bought to ensure students and coaches remain innovative and creative through analysis and reflection. 	<p>Wall of Honour \$2000</p> <p>Sports Waka Ama \$12,130, Basketball \$28,224, Netball \$19,950, Touch \$12,340, Kapa Haka \$16,800 Girls Rugby \$39,501 Boys Rugby \$29,255 Individuals \$1,000</p>
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Outcomes achieved and variance



Staff

Kristina Sue - Commentator SKY TV Rugby, Community Coach of the Year' at the 2025 Manawatū Rugby Awards, Coach of NZ Cavaliers Schools 7's team

Tiatoa - Assistant Coach of New Zealand Under 17 Boys Basketball team

Wade Sharp - Coach and member of the Manawatū Men's Masters touch team who played at the Nationals.

Toni Manuel - Netball New Zealand NZC Umpire, Netball Manawatu Premier 1 umpire and A grade umpire at LNISS

Jamie Worthington - Netball New Zealand NZB Umpire, Netball Manawatu Premier 1 umpire appointed to Premier 1 final, A grade umpire at LNISS appointed to A grade final, Central Zone umpire squad, Winner of Netball Manawatu Premier Reserve grade with Kia Toa.

Jason Temara - Member of the Manawatū Men's touch team.

Potene - Coach of Central Stingrays Men (Premier Touch League), Manawatū Open Mens Touch, Ngati Porou Open Women, New Zealand Maori Women's Touch Team

Kara Adrole - Member of the Samoan Netball team who placed first in the Pan Pacific tournament.

Daniel Tawhai - Manawatū Māori Rugby team

Students

SPORTING EXCELLENCE

Junior Boys' Basketball

Manawatū Secondary School Junior Premier Boys Competition winners - first time in the history of the programme they have achieved this feat.



Rugby Girls 7's
1st Place U15 Hurricanes Tournament



Rugby Girls' First XV

Rex Kerr Cup Winners 1st Place Hurricanes Region, The Pounamu Trophy 1st Place National Top 4, Manawatū Secondary School Sports Team of the Year Finalist. This is the 4th consecutive year that this team has won the top honours in New Zealand Secondary Schools Girls Rugby.



Rugby Boys 1st XV
Manawatū Premier Division 1 Secondary School Competition Winners



SUPREME ATHLETE AWARD: This special award reflects the aspiration of excellence in the sporting performance realm. The award recognises outstanding sporting achievement in 2025. The 2025 Supreme Athlete Award recipient was: **Te Maia Sweetman**.

Te Maia has been integral in the success of the Girls' Rugby programme. She has won 6 National Titles in 3.5 Years (4x Top 4, 2x 7s, 1x World Sanix 7s) and captained both XV's and 7s. She most recently won the Māori Junior Sportswoman of the year award for 2025.

2025 MANUKURA Student - Representative Results

Sporting High Achievers:

Year 9 National Representative Achievement

Milla Perez - Boxing (Australian Golden Gloves - 1st Place)

Te Ahu-Potiki Grace - 3P Tag Team

Year 10 National Representative Achievements

Ngakahu Mathieson-Julian - Rugby League (Aotearoa U14 Team)

Pewhairangi Ashby - Rugby League (Aotearoa U15 Rugby League Team Pasifika Youth)



Cup)
 Riley Cribb - Softball (New Zealand DSox Team)
 Ryder Morris - Baseball (New Zealand U14 Region Team, New Zealand Performance Squad 2025)
 Saydee Ngametua-Smith - Rugby League (Cook Island U14 Rugby League Team Pasifika Youth Cup)

Year 11 National Representative Achievements

Kaylee Masoe - Rugby League (Fetu Samoa U15 Team)
 Keighley-Rein Araia - Rugby League (Aotearoa U15 Team)

Year 12 National Representative Achievements

Kaylani Anaha - Rugby (New Zealand U18 South Team)
 Kōtuku Hennessy - Rugby (Ngā Māreikura U18 Team), Rugby League (Tonga U17 Rugby League Team Pasifika Youth Cup)
 Maddi Zimmerman - Netball (Aotearoa Secondary School Netball Team)
 Nathaniel Raeina - Rugby Sevens (Cook Island U18 Globals Team)
 Quinn Rongo-Kea - Rugby Sevens (Cook Island U16 & U18 Globals Team)

Year 13 National Representative Achievements

Eva-Rose Dean - Rugby (New Zealand U18 South Team, Ngā Māreikura U18 Team)
 Kingston-Ryze Akuhata-Taiapa - Rugby (New Zealand U18 South Team, Ngā Māreikura U18 Team)
 Te Maia Sweetman - Rugby (New Zealand U18 7s Team, New Zealand U18 South Team, Ngā Māreikura U18 Team), Rugby League (Aotearoa U17 Team)
 Te Waikaukau Mathieson-Julian - Rugby (New Zealand U18 South Team, Ngā Māreikura U18 Team)

<p>1.3. To ensure opportunities are given to allow all students to access Te Ao Māori.</p>	<ul style="list-style-type: none"> ● Celebration of excellence at Matariki. ● Gain a top three placing in the Manu Kōrero English and Māori sections at Nationals. ● Gain a top three placing in the Wahine Māori Toko i te Ora at Nationals. ● Facilitate wānanga on various aspects of Te Ao Māori. 	<ul style="list-style-type: none"> ● Year 9, 10,11 Te Reo Māori is compulsory as a subject. Te Ao Māori is offered at year 12 and 13. ● Offer both Te Reo Māori and Te Reo Rangatira as NCEA subjects. ● Establish a baseline menu of outcomes for each individual in Te Ao Māori. 	<p>Ngā Manu Kōrero - \$5000 Cultural Wānanga - \$10,000</p>
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	<ul style="list-style-type: none">• Māori Language and or Te Ao Māori compulsory for all students.	<ul style="list-style-type: none">• MANUKURA will have speakers at the Nationals in English and Māori.• Successful kapa haka wānanga will have been delivered to gain first place at Regionals to enable the group to compete at the Nationals.	
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Outcomes achieved and variance

NGĀ MANU KŌRERO ACKNOWLEDGEMENTS

REGIONALS

Congratulations to all of our students who again performed with distinction at the regional Ngā Manu Kōrero competitions.

Ruia-te-koa Simon - placed 1st in the Junior English section.

Riley Cribb - placed 2nd in the Junior Māori section.

Alexcia Pomare - Participant in the Senior English section.

Maia Moss - placed 1st in the Senior English section.

Kohae Cherrington placed 2nd in the Senior Māori section.

Rewihaukore Himona-Te Peeti - placed 2nd in the Senior Māori section.

Micah Tapsell - Participant in the Senior Māori section.

NATIONALS

Ruia-te-koa Simon competed in the Junior English section, held in Whanganui.

MĀORI WOMEN'S WELFARE SPEECH COMPETITION - NGĀ PŪ KORERO

REGIONALS

Ihaka Whanarere-Tauri - placed 1st in the Intermediate Boys section.

Riley Cribb - placed 1st in the Intermediate Girls section.

Kohae Cherrington - placed 1st in the Senior Boys section.

Micah Tapsell - placed 3rd in the Intermediate Boys' section.

Aria Komene - placed 1st in the Senior Girls' section.

NATIONALS

Ihaka Whanarere-Tauri - placed 1st in the Intermediate Boys section,

RACE UNITY SPEECH AWARDS

REGIONALS

Maia Moss - placed 1st at Regionals.

NATIONALS

[Maia Moss - Achieved the Tohu Manukura i te reo](#) (Taura Whiri Award for Te Reo Māori) and the Tohu Eke Panuku (Human Rights Commission Award for Impact).

KAPA HAKA

2nd place at the Regional competition and will represent our region again at the National competition next year.



<p>1.4. To ensure all practices reflect the</p>		<ul style="list-style-type: none"> At all occasions all MANUKURA students will wear their uniform correctly and with pride. 	<p>Uniform - \$1000</p>
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<p>expectation of excellence in delivery.</p>	<ul style="list-style-type: none"> • Ensure all MANUKURA uniforms reflect excellence in their appearance for all occasions we attend. • Professional development for teachers in utilising present excellence exemplars but creating our own levels of excellence reflecting the Te Tamaiti Hei MANUKURA matrix. 	<ul style="list-style-type: none"> • Increased levels of Excellence grades in internal and externals in all NCEA levels. • Te Tamaiti Hei MANUKURA matrix drives our delivery practice. 	
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Outcomes achieved and variance

We have complete number one uniforms for all students, coats for staff to use and all sports teams have the correct uniform.

Touch uniform examples



Professional Development for 2025

Internal PD workshops continue to explore pedagogical approaches to engage students.

Staff also partake in internal Professional Development Meeting every 3 weeks and contribute to a folder of professional readings.

TA - Massey Grad Dip - 12 Feb, 13-14 March First Aid Course, PD - During holidays ANZAAE CONFERENCE 2025 14-16 Apr, 5-6 May - TDA Summit. 16 May - Whakairo Grad., NCEA L3 Art Marking 24-28 Nov.



WS - Touch Masters - 12/13/14 March
 JT - Massey Teach 10-14 Feb, Touch Masters - 12/13/14 March, 6 May - Massey Graduation
 Toni - 7 March PD Mathematics Community of Practice on-line session
 KS - Accelerate Women in Rugby Conference - 22-23 May, Ignite 7s 29 Oct - 3 Nov.
 RC - 20-21 Feb TWOR, 13 Mar Ngarimu Scholarship
 TR -24-25 March Wānanga Kōhanga Reo PD
 DT - Tiriti Workshops - 3rd March, March 27, 28, May 8, 9, June 5, 6, WIPCE 17-20 Nov.
 NF - Te Reo Kairangi 28-31 January (Tues-Fri) 21-23 May (Wed-Fri), 10-12 Sep (Wed-Fri), 7 Nov (Fri), Te Matatini - 24-28 February (Mon-Fri), 16-22 May (China - Kapa Haka), WIPCE 17-20 Nov.
 RM - 29 May, 9-12 Sep Netball Open Nationals
 RP - 7-11 Apr China
 ID - 28 Apr - 2 May (Mexico Conference), 6 May (Massey Grad), WIPCE 17-20 Nov.
 KA - 13-23 Feb Samoa National Netball Team, 9-12 Sep Netball Open Nationals
 TBO - Te Matatini - 24-28 February (Mon-Fri)
 HF - 5-7 March Wed-Fri, Pipe Band Nationals
 TBO, NF, TR, RP - Japan Tour Kapa Haka Oct 5-15
 TTF - Feb 3 - 7: Waitangi (LWP), Feb 17 - 4 Mar: Matatini Prep + Matatini (LWP), Mar 31 - Apr 4: Matariki content shoot (LWP), June 18 - 20: Matariki (LWP), Jul 14 - 16: High Performance NZ coaching PD, Sep 15 - 17: High Performance NZ coaching PD (TBC), Oct 20 - 22: High Performance NZ coaching PD, Dec 3 - 18: NZ A Bball Development Tour, Nov 3-7, Nov 12-14, Nov 17-25

<p>1.5. To cultivate Te Tamaiti Hei MANUKURA</p>	<ul style="list-style-type: none"> • Provide staff and student workshops to promote the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix. • Create opportunities for positive tuakana/teina/tuahine/tungane engagement. 	<ul style="list-style-type: none"> • Staff and students will better understand the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix. • Positive relationships between tuakana/teina/tuahine/tungane will continue to develop. 	<p>School Camps Junior - \$15,000 (Tokomaru Bay/Whanganui)</p> <p>Field Trips / Excursions - \$3,000</p> <p>Students Events - \$500</p> <p>Leadership Camp - \$2,000</p>
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Outcomes achieved and variance



The evolution of our Pou which comes out of our [He Tamaiti Hei MANUKURA](#) Matrix continues. We continued to use pedagogical approaches to engage students. SOLO's are used by staff in learning, assessment and evaluation.

[\(Te Waiora\)](#).

The IPP process continued to evolve with a focus on career pathways for our students.

All students had exit plans as aligned to our Strategic plan. (Education, Health Science, Technology, Sustainability, Te Reo and Ao whānui). Students were given opportunities to further explore career pathways in relation to their IPPs.

Students were given the opportunity to attend University open days at Victoria, Otago, Waikato (Māori open day) and Massey. We also attended Te Wānanga o Raukawa open day.

Once again our students gained scholarships to attend university at Otago, Waikato, Massey, Victoria.

House competitions were again successful, great opportunities for tuakana/teina strengthening and student leadership.

The junior boys paddled on the Whanganui river and the girls went to Tokomaru Bay. These camps are always a success.



Annual Goals for Strategic Goal #2 Enhance learning and achievement

Long term Goals	Specific Actions for 2025	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance																					
2.1. To achieve National Certificates of Educational Achievement (NCEA) at Excellence level at all levels.	<ul style="list-style-type: none"> For 60% of students at Level 1 to achieve Endorsements with either Excellence or Merit. For 50% of students at Level 2 to achieve Endorsements Excellence or Merit. For 30% of students at Level 3 to achieve Endorsements with Excellence or Merit. 	<ul style="list-style-type: none"> A sound student management system which is regularly reviewed and reported against to ensure accuracy of student progress is evident. NCEA achievement credits are logged in the student management system within set timeframes. 95-100% students will attain NCEA at all levels. 	\$16,750 / \$250-\$5,000 per Curriculum Subject	<p>86.4% gained University Entrance. NCEA 2025 Achievement Summary compared with 2024.</p> <table border="1"> <thead> <tr> <th>NCEA Overall Achievement</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>97.4%</td> <td>100%</td> </tr> <tr> <td>Level 2</td> <td>100%</td> <td>97.2%</td> </tr> <tr> <td>Level 3</td> <td>92.9%</td> <td>93.2%</td> </tr> <tr> <td>University Entrance</td> <td>89.3%</td> <td>86.4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>NCEA Endorsement with Excellence</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>45.9%</td> <td>31.3%</td> </tr> </tbody> </table>	NCEA Overall Achievement	2024	2025	Level 1	97.4%	100%	Level 2	100%	97.2%	Level 3	92.9%	93.2%	University Entrance	89.3%	86.4%	NCEA Endorsement with Excellence	2024	2025	Level 1	45.9%	31.3%
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Variance Report 2025

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Level 2	25%	34.3%																				
Level 3	23.1%	36.6%																				
<p>2.2. To achieve sustainable improvement in our literacy/numeracy practices.</p>	<ul style="list-style-type: none"> Teachers are actively involved in initiatives, strategies and/or professional development which are specifically intended to improve literacy and numeracy practices. Students literacy / numeracy achievement is actively monitored by Junior / Senior Leads, teachers and strategies put in place where necessary. Students will do well in the National literacy and numeracy assessments. 	<ul style="list-style-type: none"> Literacy in the Junior school is now taught curriculum wide. Teachers readily identify any student who is not working to a satisfactory level weekly.. Students will be reading at their chronological age. From Year 10 up students will achieve literacy and numeracy. Any student that does not pass the literacy and numeracy assessment at year 10 will then be monitored the following years to achieve success. 	<p>Literacy \$1,000</p> <p>Numeracy \$1,000</p>	<p>We had a 100% achievement rate of Level 1 students in both Numeracy and Literacy after Year 11.</p> <p>Year 10 Exam Literacy & Numeracy CAA results 2025 31/36 achieved Reading 26/36 achieved Writing 21/36 achieved Numeracy.</p>																		
<p>2.3. Improve outcomes for all</p>	<ul style="list-style-type: none"> Students know how they are tracking – ILT Leads and 	<ul style="list-style-type: none"> Teachers readily identify any student who is not working to a satisfactory level weekly.. 	<p>STAR \$42,137</p>	<p>We use a tracking system between subject teachers and the ILT space which has</p>																		



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<p>students.</p>	<p>teachers regularly have students up-to-date their IPPs.</p> <ul style="list-style-type: none"> • Teachers closely monitor work completion of internals.. • Deadlines are set and kept by ILT Leads / teachers and students. • To support students in using the MANUKURA Matrix to ensure student engagement and outcomes are aligned. • Boys taking leadership roles within MANUKURA. • Enhancing career opportunities in areas of high demand. • Boys engagement and higher achievement. 	<ul style="list-style-type: none"> • At risk students will be discussed at weekly leadership hui, taking on feedback from ILT Leads. • Boys will lead at MANUKURA events. • Boys will represent MANUKURA at cultural and leadership opportunities. • Boys will be encouraged to attend university open days. • Boys engagement and achievement levels will increase across all NCEA levels. • Year 9/10 Technology challenge. • Follow the Further Opportunities for Student programme. • Continue with PUHORO. • Relevance - students determine their passion area and that passion platform drives their learning menu. 	<p>Innovative Learning (made up of human resource, IT travel, conferences and resources.</p>	<p>created greater accountability between Year Leads, staff and students. SOLOS help the students evaluate their work. We believe this will develop their editing skills and the ability for them to know what their grade is before they hand in their work for assessment. This helps their self management too. This is a school wide initiative. Teachers monitor work through using the KAMAR summary sheets. Teachers are expected to constantly update the collective document that describes current work and any overdue work in subject areas.</p> <p>Food technology has continued to grow and students can take this through to NCEA level 3. We continue to teach Hospitality.</p> <p>Year 10 Art students no longer submit boards for Level 1 as we are now doing a two year programme to ensure depth in thought analysis using SOLO Taxonomy.</p> <p>The Regionals for Ngā Waāhine Māori Toko i te Ora were a success last year. We won the Intermediate boys and girls sections so went to Kaitaia for the Nationals. Ihaka Whanarere-Tairi won the Nationals.</p> <p>Maia Moss won the regional and was awarded a taonga at the national Race Unity Speech Competition.</p>
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				We had the highest number of participants last year for the Ngā Manu Kōrero regionals and we represented at the Nationals in Whanganui.
<p>2.4. To continue to develop sustainable career education and guidance.</p>	<ul style="list-style-type: none"> To ensure the IPP Process identifies and supports all students in their vocational aspirations reflecting the Te Tamaiti Hei MANUKURA matrix. To ensure all Year 13 have relevant exit plans. Students will be given the opportunity to explore relevant pathways. 	<ul style="list-style-type: none"> Students are gaining clarity on their vocational aspirations. Year 13 students will have relevant exit plans aligned to their passion. Students will be aligned to our Te Tamaiti Hei MANUKURA Matrix. 	Tertiary providers etc	<p>Students participated in career expos and visited universities throughout the country, broadening their understanding of future pathways. Many were successful in securing university scholarships to support their studies in 2025.</p> <p>Linkage of Te Tamaiti Hei MANUKURA Matrix.</p>
<p>2.5. To provide real experiences in order to develop the key competencies in our students.</p> <p><i>Collaboration</i> <i>Communication</i> <i>Critical Thinking</i> <i>Culture</i> <i>Our capacity to engage students through real experiences to engage and expand their worldview.</i></p>	<ul style="list-style-type: none"> Key competencies support young people in becoming confident, connected, actively involved, lifelong learners as described in the <i>New Zealand Curriculum</i> vision. Key competencies should be embedded in learning in each of the learning areas. Key competencies are supported by effective pedagogy. <p><u>Thinking</u></p> <ul style="list-style-type: none"> Creative, critical and metacognitive processes will be used to make sense of new information and experiences. 	<ul style="list-style-type: none"> Ensure the context matches the student's passion area. Engage them in increasingly wide-ranging and complex contexts. Key competencies strengthen students' capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future. Key competencies are complex and changing – they will look different in different contexts, and will be developed through opportunities to use them in increasingly wide-ranging and complex contexts. Students will be given opportunities to create strong connections to communities. This is one of the strongest challenges facing schools. 	<p>(Already part of 1.3)</p> <p>Junior Camp \$15,000</p> <p>Overseas trips (Spain, Japan, etc) \$15,000</p> <p>Further Opportunities for Students (Innovative learning) STAR STAR \$42,137</p>	<p>Staff meetings have been utilised to further discuss the kaupapa of MANUKURA and education staff on decolonising and re-indigenising.</p> <p>Morning briefing times and House Sports / Fun events are used to foster the whanaungatanga amongst staff and students, tuakana/teina connections on Friday afternoons - He Rau MANUKURA.</p> <p>Junior camp went well for the girls in Tokomaru Bay and the boys on the Whanganui river.</p> <p>There were a number of field excursions last year such as river studies, marae visits,</p>



	<ul style="list-style-type: none"> • Students will be exposed to new knowledge allowing them to construct new knowledge. • Students will be developed in their intellectual curiosity • Students will need to problem solve. • Students will challenge the basis of their assumptions and perceptions about other cultures within our world. Intellectual curiosity is at the heart of this competency. • Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions. • Critical thinking and developing a sense of our place in the world - global citizenship. <p><u>Relating to Others</u></p> <ul style="list-style-type: none"> • Students will learn to make individual compromises to benefit the group. • Participation, self-management and respect for others - students, staff, parents. 	<ul style="list-style-type: none"> • Students will be given authentic experiences to build their participating and contributing competencies. • Students using the key competencies will use our innovative Te Tamaiti Hei MANUKURA approach as part of their learning. 		<p>art gallery, speech competitions, productions, school exchanges etc.</p> <p>In October our Kapa Haka travelled to Japan for 10 days to meet and exchange cultures at two schools in Tokyo while also performing at the NZ Embassy. They also travelled to Kyoto for the second half of their trip.</p> <p>A variety of experiences to help with Collaboration, Communication, and creating a Critical Thinking Culture. Through sports and cultural exchanges we were able to engage students through real experiences to engage and expand their worldview.</p> <p>Students have had the opportunity to continue to use our technology, drones and cameras to explore the world of film.</p> <p>Junior camps continue to be a success. RAMs and the experiences gained by both the students and staff were memorable. Good to see the safety around water was the focus at all times.</p>
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	<ul style="list-style-type: none"> • An openness to engage with different peoples and cultures. <p><u>Using language, symbols and text</u></p> <ul style="list-style-type: none"> • Students who are competent users of language, symbols, and texts can interpret and use words, numbers, images, movement, metaphor, and technologies in a range of contexts. • Students will use ICT technologies to access information and provide and communicate information to and with others. They also have the opportunity to create an international classroom for discussion on relevant topics: <ul style="list-style-type: none"> <input type="checkbox"/> Environment <input type="checkbox"/> Language <input type="checkbox"/> Sport <p><u>Managing self</u></p> <ul style="list-style-type: none"> • Students will adapt their leadership skills according to different situations. • Students will talk about the challenges of environments, not just about what has been experienced. • This is an opportunity to support and encourage students when the going gets tough. The ability to show 			
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	<p>positivity and confidence in them to make good decisions.</p> <p><u>Participating and contributing.</u></p> <ul style="list-style-type: none"> • Students can interact confidently with others in team situations, and make individual compromises based on identifying ways to improve outcomes for the team. • Students participate in creating healthy teams by taking responsibility and critical action. • Students will use the innovative MANUKURA approach within their learning. <p>Work in collaboration with whānau and students to organise a 2025 Sporting and Cultural experience overseas.</p>			
<p>2.6. Ensuring we have quality staff suitable for the MANUKURA model of delivery.</p>	<ul style="list-style-type: none"> • All staff appointments made by November 20th, for next year. • Employ staff who have the capacity to advance and extend the programme in all areas. 	<ul style="list-style-type: none"> • New staff appointments for 2025, two in the Science areas. 	<p>Professional Development 30 Staff @\$500 = \$15,000 and Principals Well-being fun = \$12,000. = \$27,000</p>	<p>Various PD opportunities were undertaken last year. 2 staff members are national NCEA moderators. 2 staff are National NCEA panel markers. Many coaching staff attend workshops in their codes. We continue to employ our specialist Literacy teacher who provides extra support with those students who need remedial one on one tutoring.</p>



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				<p>One staff member continues her role as a sports commentator which highlights another career opportunity for our students to pursue.</p> <p>We are fortunate to have a staff member who only worked part-time this year that has made gains in videography and social media promotions outside of MANUKURA. We support this development as he is able to share these skills with our students and provide another pathway beyond school.</p>
<p>2.7. To provide a robust growth system for staff to continue to develop and evolve their delivery.</p>	<ul style="list-style-type: none"> Maintain a digital Professional Appraisal Growth Cycle. 	<ul style="list-style-type: none"> Maintain the digital Professional Growth Cycle system. 	<p>Principal's appraisal \$0</p>	<p>We have continued to evolve our PGC template.</p>

Annual Goals for Strategic Goal #3 Enhance kaupapa organisation

Long term Goals	Specific Actions for 2025	Expected progress and/or outcomes	Budget/ Resources	Outcomes achieved and variance
3.1. To develop a 21st century pedagogical approach that incorporates learning with digital technologies to improve student outcomes.	<ul style="list-style-type: none"> Develop and provide a Professional development programme, to upskill staff in the effective use of digital technology. Maintain the MANUKURA Student Site as a means of communication. 	<ul style="list-style-type: none"> Increased capacity amongst staff allowing the implementation of more digital tools in teaching & learning. 	Digital Technologies \$5,580	Teachers are confident in using their technology for their planning and delivery. We use a number of google apps to upskill our teaching staff and students.
3.2. To establish policy structure.	<ul style="list-style-type: none"> Review and digitally update the policy and procedure manual and review process to ensure these are regularly reviewed and managed. 	<ul style="list-style-type: none"> Policies, procedures, and manuals are accessible online. 	No costs	<p>We have reviewed and digitally updated policies and procedures and review processes to ensure these are regularly reviewed and managed through the board and leadership team.</p> <p>At the end of 2025 we have started to implement School Docs as our policy and procedures - cost is \$2438 incl per year.</p>
3.3. Acknowledge mana whenua and engage with iwi.	<ul style="list-style-type: none"> Establish and engage appropriately with iwi outside our rohe. 	<ul style="list-style-type: none"> Strengthen relationships with iwi that have supported our kaupapa. 	BOT \$500 Hospitality \$0 (included under the Nutrition budget)	<p>We have established and engaged appropriately with iwi in and around our rohe.</p> <p>Rangatira of Rangitāne, Ngāti Whakatere, Ngāti Raukawa, Ngāti Kauwhata, Ngāti</p>



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				<p>Pikiahua-Waewae, Ngāti Rangatahi/Matakore continue to be supportive advocates of our kaupapa.</p> <p>We continue to engage with Tāhūriwakanui and Rangitāne sharing history, teaching us waiata (Kāore te aroha) and connection to important landmarks.</p>
<p>3.4. Provision of ongoing appropriate professional development.</p>	<ul style="list-style-type: none"> Maintain a professional development report for Board reference. 	<ul style="list-style-type: none"> A professional development report will be included in the BoT report. 	<p>30 Staff @\$500 = \$15,000</p>	<p>(Refer to 1.4)</p> <p>A professional development report was maintained for Board reference. All staff are expected to participate in school-wide professional learning and to further develop their expertise in an area of personal passion.</p>
<p>3.5. All school documentation for consent to assess is regularly reviewed.</p>	<ul style="list-style-type: none"> Critique the assessment procedures as outlined in the Quality Management System and the MNA report. 	<ul style="list-style-type: none"> Assessment procedures as outlined in the Quality Management System and the MNA report are annually critiqued. Expecting an MNA visit this year. 		<p>We continue to abide by the assessment procedures as outlined in the Quality Management System and the MNA report. We are due for a MNA visit. NZQA are happy with our processes. We have a new School Relationship Manager this year - Tia Rata.</p>



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<p>3.6. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing.</p>	<ul style="list-style-type: none"> Budgets are set and monitored to ensure we have a balanced control of expenditure. Budget decisions relate to strategic goals and in particular the annual plan. Provide financial reports to all budget BOT meetings. 	<ul style="list-style-type: none"> Budgets are set and adhered to maintain a robust system of monitoring and control of expenditure. Budget decisions relate to strategic goals and in particular student centred goals. Provide financial reports to all budget holders and reporting to BOT at every BOT meeting. 	<p>Accountancy consultancy Xero - \$7,000</p> <p>Auditor - \$14,647</p>	<p>Budgets were established and carefully monitored to maintain balanced expenditure. Regular meetings between the Leadership Team, Finance Manager, Board of Trustees, and our accountant ensured strong financial oversight and alignment with our strategic priorities, particularly our student-centred goals.</p> <p>Strategic investment has enabled us to commence the development of an additional sports shed next year. Comprehensive financial reports were presented at each Board meeting, and the Auditor confirmed that robust financial controls are in place.</p>
<p>3.8. Establish MOU's with external providers.</p>	<ul style="list-style-type: none"> Ensure that MOU with external providers are mutually beneficial. 	<ul style="list-style-type: none"> Re-engage an MOU with UCOL. Re-engage an MOU with Manawatū Rugby. Maintain gym membership options for elite athletes. MOU with Gateway. Revise and update the Massey partnership. 	<p>\$94,478.35 Conditioning wages</p> <p>\$1,500 Conditioning equipment</p>	<p>We ensured that the MOU with external providers are mutually beneficial.</p> <p>Partnership agreement continues with Massey University.</p> <p>We have an MOU with TIPENE to umbrella them under our authorisation of consent to assess with NZQA.</p>
	<ul style="list-style-type: none"> Attend kaupapa Māori initiatives that 		<p>Matariki \$1,500</p>	<p>Principal & TTF is constantly</p>



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<p>3.9. To promote to the wider community an education model that enhances outcomes.</p>	<p>promote Māori advancement, i.e. Matariki Ngā Manu Kōrero, Wāhine Māori Toko i te Ora.</p> <ul style="list-style-type: none"> • Presenting at public forums. • Intermediate School engagement to promote our brand. • Using our MANUKURA media platforms to promote the MANUKURA model. 	<ul style="list-style-type: none"> • Attend Regional and National Ngā Manu Kōrero this year. • Presenting at public forums. • Partnership with Aorangi marae. • Regularly updating our website promoting our MANUKURA model. 	<p>Ngā Manu Kōrero Nationals \$5000</p>	<p>updating and monitoring the Public Website and MANUKURA Whānau Facebook page.</p> <p>We continued to update our website in 2025 and appointed TTF to create social media material.</p> <p>Student enrolment 2026 was confirmed and whānau informed by early October.</p>
<p>3.10. Maintain systems and procedures to implement an annual maintenance and property plan to alert MOE.</p>	<ul style="list-style-type: none"> • To include cyclical maintenance and replacement to all areas of property. • Capital inventory will be established. 	<ul style="list-style-type: none"> • We will have cyclical maintenance and replacement to all areas of property. • We will be regularly updating the established capital inventory. 	<p>\$29,050</p>	
<p>3.11. Effective use of available physical resources in order to enhance student learning.</p>	<ul style="list-style-type: none"> • To establish an MOU with any new facilities we use. • To buy new resources as needed 	<ul style="list-style-type: none"> • An MOU is in place for any new programmes that need further facilities. • New resources will be bought 	<p>\$15,000</p>	<p>All learning spaces were fully utilised in our facilities.</p>
<p>3.12. To manage and implement effective fiscal and purchasing controls.</p>	<ul style="list-style-type: none"> • To engage with Open Book Accountancy to manage our fiscal and purchasing controls. • To provide a draft budget in October, for the following year. • To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme. 	<ul style="list-style-type: none"> • Open Book Accountancy manages our fiscal and purchasing controls. • To review and apply for grants available from outside agencies and how we can best use these to support the wider goals of our programme. 	<p>\$14,647 Audit BDO</p> <p>Accountancy \$7,000 Open Book</p>	<p>Budgets are prepared and completed in accordance with required timelines. We operate under an open-book accounting approach, and the Auditor's report raised no concerns.</p>



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<p>3.13. Ensure there are sufficient fields and courts to maintain our sports delivery.</p>	<ul style="list-style-type: none">• To investigate the possibility of extra fields and courts.	<ul style="list-style-type: none">• Sufficient fields and courts will be available for MANUKURA use.		<p>We continue to use Massey facilities otherwise all other conditioning and sports training are onsite.</p>
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