

Executive Summary

Highest Qualification Leaver Data

	Level 3	UE
Aorere	40.6%	16.6%
De La Selle	47.6%	25.9%
Mangere College	47.7%	23.2%
Manurewa	50.8%	19.0%
Ōtāhuhu College	59.4%	30.1%
Papatoetoe	58.5%	28.5%
PASS	33.3%	12.5%
Rosehill	39%	3.7%
Southern Cross	53.2%	16.1%
Tangaroa	40.8%	14.1%

Academic Achievement

The CAA results were used as a proxy for the improvement in our teaching programmes in Year 9 and 10.

Year 10 CAA Results			
	Reading	Writing	Numeracy
2025 Actual	99/260 38%	95/260 36%	74/260 28%
2025 Target	32%	29%	23%
2024	25% (57/225)	22% (50/225)	16% (36/225)

The Reading result for Year 10 shows a significant increase on previous year and our target for this year. The work done by teachers in Year 9 and 10 appears to have led to these improved results. In particular regular homework and increased academic expectations which has been evidenced

through the weekly book checks. This is an area which we need to continue to improve on for next year, however, can be pleased with the progress made in 2025.

In terms of Year 10 writing again there was a significant improvement. Splitting the reading and writing CAA appears to have worked.

The Numeracy results also show a good improvement, exceeding our targets for the year.

In terms of internal assessments our targets for 2025 were:

- Year 12 Internal pass rate 84%, Merit and Excellence 33%
- Year 13 Internal pass rate 90%, Merit and Excellence 34%



The internal results are pretty much as expected. Merit and Excellence results is still an area for work and we will be looking at how we do this for next year. Year 12 pass rate is above expectations currently, while Year 13 is 89% versus a target of 90%.

- Variation of pass rates for internal standards less than 15%.

The variation in pass rates for all internals we have done is 18%. There have been some ongoing areas of concern this year. Music has been hard hit will staff illness and in the Social Sciences our Year 11 students did not do as well as hoped. Staffing changes should address these concerns next year.

	2025 Target	2025 Actual
Year 11 Literacy	81.6%	61.9%
Year 11 Numeracy	90%	76%
Year 12 UE Writing 48.7%	48%	38%
Year 12 UE Reading 56.6%	56%	42%
Year 12 UE Literacy	39%	29%
Year 12 Level 2 Internal Pass Rate 84%	84%	84%
Year 13 Level 3 Internal Pass Rate 90%	90%	88%

Year 12 Internal Merit and Excellence Rate of 33%	33%	29%
Year 13 Internal Merit and Excellence Rate of 34%	34%	31%
Level 2 Externals pass Rates	59%	50.6%
Level 2 External Excellence Rate	10%	2.5%
Level 3 External Pass Rate	62%	51.8%
Year 12 students gain Level 2	67%	74%
Year 13 students gain University Entrance	46%	43%

The headline figures saw Ōtāhuhu College exceed the National Average for Level 2 for the first time and our best ever UE pass rate. Level 3 once again was significantly above the national average.

However, despite these good results it is apparent that there is still key areas which need improving. Year 11 Literacy and Numeracy were significantly down on previous years. Although this was expected as we did not run the same number of alternative assessment as we did in previous years. There are currently 81 Y12 students incomplete. When English Language Learners, KTK, and new 2026 enrolments are excluded, this reduces to 48 (which is fewer than last year, when students were **not** reliant on externals for their L1 lit). Achieving this required a significant mindset shift and a rigorous approach to ensuring that information was consistent and clearly communicated from the beginning of the year with students, teachers, and whānau teachers. The results are encouraging, and our Y11s are now starting Y12, with clear experience of high-stakes externals.

External exam results, especially with the upcoming changes to the curriculum, need to be a major focus.

	Assessment Type	Entries	Assessed Entries	% Not Achieved	Achieved	% Merit	Excellence
Level 1	Externally Assessed	358	259	37.1	42.9	15.8	4.2
Level 2	Externally Assessed	1,216	975	49.4	33.4	14.7	2.5
Level 3	Externally Assessed	884	610	48.2	31.8	16.6	3.4

Engagement and Retention

2025 Annual Targets are:

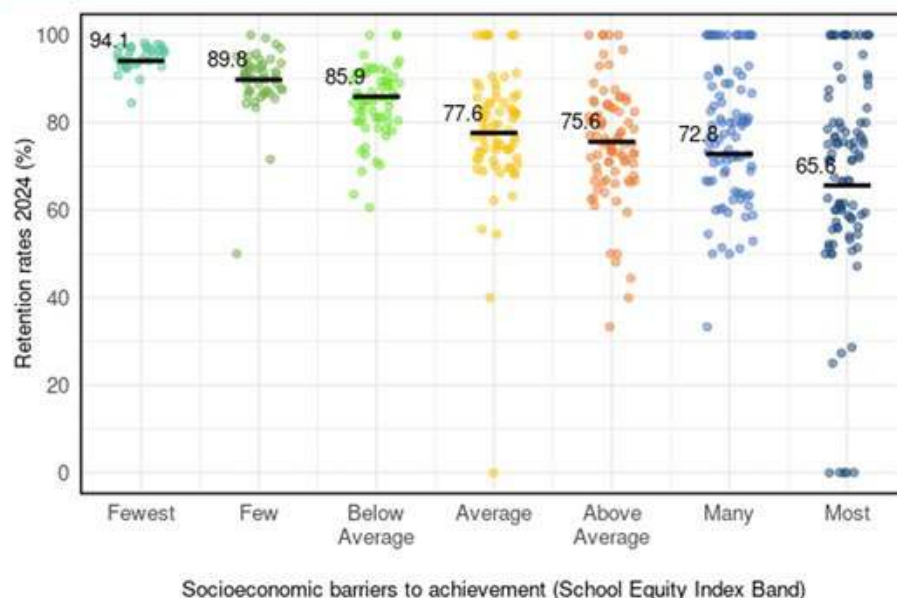
- 85% retention of students until at least their 17th birthday

This will be an area to work on. Unfortunately, a number of students have left Ōtāhuhu College during the year. These students often had low levels of attendance. We will be working to identify those students at risk of dropping out in Year 10 and Year 11 and putting in place support plans to help them achieve and stay at school wherever possible.

Comparison group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Otahuhu College	43	45	58	161	166	191	78.9	78.7	76.7
Auckland Region	2,998	3,001	2,773	17,079	17,138	18,488	85.1	85.1	87.0
Secondary (Year 9-15)	9,361	9,280	8,782	35,614	34,855	37,318	79.2	79.0	81.0
State: Not integrated	11,916	12,146	11,802	41,511	41,134	44,470	77.7	77.2	79.0
New Zealand	13,035	13,308	12,833	51,188	50,995	54,578	79.7	79.3	81.0

Retention rates have still not recovered to pre-covid times. You will see from the graph below that Ōtāhuhu College retention is only at the level of average socio-economic barriers, and our aim is to get retention up to 90%. Improving attendance is a key factor and also having students more involved in the College activities. This year it has been noticeable that the students who have left had low levels of attendance.

Figure 3: Variation in the percentage of 2024 school leavers staying in school to age 17 amongst schools within each School Equity Index Band



The retention rate of our Māori students was 66% which compares to 59% for Māori of similar socio-economic status.

- 70% of students involved in extracurricular activities

598 students have been involved in extra-curricular activities.

- 56% involved in sporting activities as measured by NZSSC

Summary			How is this calculated? ⓘ			
	Total Students	Student Reps		Total Staff	Sports Assist	Sports Coach
Females	527	154	Teaching	79	23	15
Males	653	252	Support	26	10	8
Total	1180	406	Total	105	33	23

Both extra curricular and sporting participation as a subset of this was below the targeted levels. This will be an area for development next year.

- Attendance rate of 87% weekly attendance for the whole school

Data	2019	2020	2021	2022	2023	2024	2025	2
Year 09	86.8	83.7	86.2	79	82.9	83.8	86.6	
Year 10	84.6	83.4	83.2	73.7	79.7	80.2	85	
Year 11	82.7	84.2	81.3	72.8	75.6	78	83.2	
Year 12	83.2	80.3	80.6	72	76.7	77.7	83.6	
Year 13	80.3	80.3	77.7	70.8	75.4	79.9	85.2	
Whole School	83.7	82.6	82.2	74.1	78.4	80.1	84.8	

Attendance has been higher than the pre-covid level of 2019.

- Increase in regular attendance by term of seven percentage points compared to 2024

	2024 Actual	2025 Target	2025 Actual
Term 1	42%	49%	53%
Term 2	35%	42%	41%
Term 3	35%	42%	38%
Term 4	22%	29%	29%

Attendance saw each term an increase on 2024. Changing policies and Attendance Management Plan which is addressed further in this meeting is designed to further lift our attendance. As a general

observation, the more we are black and white about attendance expectations, the higher the attendance.

Teaching and Curriculum Development

Students were surveyed as done annually during Term 3. A variety of questions were asked pertinent to Teaching and Curriculum:

	2025	2024	2023
Teachers think all students can do well	82%	83%	84%
Teachers often praise students for quality of work and effort	91%	93%	91%
Teachers make learning interesting	76%	73%	71%
Teachers have good subject knowledge	97%	94%	95%
Teachers are good at explaining what we are learning	85%	78%	79%
Teachers motivate us to learn	80%	76%	76%
Teachers give us clear explanations of what areas we need to improve	87%	87%	87%
Overall, how would you rate the quality of teaching at Ōtāhuhu College	75%	67%	68%

The first 7 questions were based on Agree or Strongly Agree, the overall teacher quality question was based on Good or Very Good.

. Overall how would you rate the quality of teaching at Otahuhu College? (0 point)



There were two key areas where there was significant improvement: Teachers are good at explaining what we are learning and then this was reflected in the overall improvement in

the quality of teaching from 67% in 2024 to 75% this year rating the teaching as good or very good.

Due to the upcoming changes in the curriculum, we also surveyed students on their attitudes towards external examinations:

98% Agreed or strongly agreed that it was important to do well in Examinations

66% Agreed or strongly agreed that they felt well prepared due to their study habits

74% start preparing for Examinations well in advance

83% agreed or strongly agreed that examinations causes them significant stress or anxiety

89% agreed or strongly agreed that they receive clear guidance from their teachers on how to prepare for examinations.

Teacher Intern Programme

The Teacher Intern programme was further developed in 2025. In Term One it catered for the teachers who are new to the College as well as those who are undergoing training to be teachers, or who have a limited authority to teach. There are 6 staff in the LAT category, including three ex students. After the first Term One the focus will switch to those who are new to teaching.

In Term Two ten teachers will be meeting weekly to sharpen their teaching practice. Structured around seven key areas of professional practice, the programme offers both academic insights and contextual examples that speak directly to classroom realities. These areas include:

1. **Explicit Instruction** – Unpacking the foundations of structured, direct teaching and its impact on learning outcomes.
2. **Peer and Self-Assessment** – Exploring how empowering students to evaluate their own and others' work cultivates ownership and deeper understanding.
3. **Data-Driven Assessment** – Investigating how assessment data can inform targeted instruction and boost student progress.
4. **Good to Great** – Reflecting on the traits and habits that distinguish highly effective educators, and how these can be developed intentionally.

5. **The Relationship Between Sports Coaching and Teaching** – Drawing parallels between effective coaching and teaching practices to enhance motivation, discipline, and performance.
6. **Assessment for Learning (AfL)** – Examining formative assessment techniques that support ongoing student development.
7. **The Science of Learning** – Translating cognitive science principles into actionable strategies that support memory, attention, and student self-regulation.

Each topic combines relevant academic literature with a case study approach, grounding theory in practical application. This dual perspective allows for richer reflection and a more meaningful connection to the teachers' own classroom context.

Six teachers are met weekly in term three to look at Problem of Practice protocol. The **Problem of Practice Protocol** offers a structured, collaborative framework that can significantly benefit classroom teachers by fostering reflective practice, professional growth, and evidence-informed decision-making. Rooted in the principles of adult learning and organizational development, this protocol enables educators to engage in deep, focused dialogue around persistent instructional challenges that are complex and resistant to quick fixes.

Ōtāhuhu College became part of the Auckland Schools Teacher Training Programme. This is similar to what we have been doing and still retain the flexibility we have with our programme. The Auckland Schools' Teacher Training Programme (ASTTP) is a collaborative initiative designed to address teacher shortages and attract career changers into the teaching profession. ASTTP is a joint venture between around 40 Auckland secondary schools and the University of Waikato, which provides the academic component through its remote teacher education programme .

A Culture of High Performance

Our robotics team made the finals of the Auckland Championships finishing second overall which is an outstanding effort. This year we are offering Business Studies for the first time. One of our students Sonny Stewart-Samuels has been selected to represent South Auckland at the national Entrepreneurs in Action programme in Wellington during the Term Two holidays. This is an all-expenses-paid opportunity, with only 66 students chosen from over 5,000 who are enrolled in the course across Aotearoa – a remarkable achievement.

Our Volleyball Senior Boys won their division of the Auckland Championships and also the Wairua Cup for best and fairest team.

Senior Boys came second in the Auckland Kilikiti championships.

One of our teacher's has established a Volleyball club. Since it's establishment in April, the Club has rapidly grown to 30 active members, including 19 current Otahuhu College students, and is now operating at full capacity.

The quality of athletes within the Club is already evident. One current member is a former New Zealand volleyball representative, bringing leadership and elite-level experience to the training environment. Another member, a student from Otahuhu College, recently represented New Zealand internationally for a volleyball tournament and secured first place, a result that highlights both the calibre of talent within the Club and its early promise as a genuine high-performance pathway.

Work has been done on having a process for awarding sports' Blazers to help encourage both high levels of sporting performance and regular attendance at school. This will ensure fairness across all sporting codes. We will work on developing something similar for extra-curricular activities. To be awarded a **school blazer for sports**, must not only be in a premier sports team, but also have 90% or better attendance.

Our Campus: Built Environment

The new wharenuui has been opened. The work on the upper courts with the extension of the cover is done, however, we are still waiting to confirm the matching and what the solution for that will be. The eastern fence line has been replaced. The walk way to reception has morphed into the widening of the front driveway and the changing of footpath access from the road. We are aiming to gain Ministry approval to capitalise this work so that it can be completed over the summer break.

The M Block work is out for tender. We are looking at how we can re-room the classes as the work is being done (2-3 years). We expect there to be a fair bit of disruption to the College during this time and looking at how to minimise and come up with long term solutions.