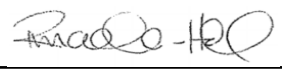




GARIN COLLEGE
Annual Report
Analysis of Variance 2025/26 Cycle

School Number	6975
Principal	John Maguire 
Garin College Board Presiding Member	Ros Allen-Hall 
Garin College 35 Champion Road Richmond Nelson 7072 Contact 03 543 9480	Date 31 March 2026

Strategic Objective Wairua ora - Wellbeing

Strategic Goal1 - Learners with their whānau are at the centre of education.

Annual Goal - Focus on the well-being of Ākonga through an increase in attendance and identify and reduce barriers to a sense of belonging.

Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
➤ Garin College Students Year 9 - 13 (Random Sample) engage in the Ministry of Social Development Youth Health + Wellbeing Survey 2025 ➤ Reviewed in consultation with GC teaching staff the Behaviour Management Plan 2026 - <i>Strategies for Teacher/Student (shared agency) - Behaviour Management in Class</i>	In term 1 - 72 students - random sampling across Year 9 - 13 engaged in the survey in term 1 2025 - the specific Garin College Survey results were made available to the College on 26 March 2026 - in the form of an info graphic - <i>This infographic reflects all the young people who participated in the survey at your school/kura. It can provide insights into the lives of students who participated in the survey, though it will not necessarily be representative of all your students as a whole. - As a summary of your students' responses, the school/kura infographic is not designed to be compared to national findings that MSD have published.</i> The Behaviour Management Plan (BMP) 2026 was collaboratively reviewed with teaching staff, resulting in a refined and aligned framework for classroom practice. The revised behaviour management matrix (Green, Yellow, Orange, Red) provides greater clarity and visibility of each stage, supporting consistent teacher responses, active engagement with learners, and clear communication with whānau at escalating points. Ongoing staff engagement through 2025 and	Variance - baseline comparative data set not established. The variance is due to the absence of an established baseline comparative dataset. While the MSD survey data reflects the responses of participating students, it cannot be reliably compared with national findings or previous surveys involving Garin students (including the 2002 “What About Me” survey and the Youth2000 survey). As a result, a meaningful comparison to determine variance was not able to be undertaken. No Variance	Moving forward, the infographic can be used to guide targeted review of student wellbeing, engagement, and support systems within the College. Consideration will be given to establishing a consistent, school-based baseline dataset over time to enable more meaningful longitudinal analysis. Strengthening internal data collection and aligning future survey participation will support more robust evaluation and informed planning for student outcomes. In 2026, focus will be on consistent implementation of the Behaviour Management Plan across all learning environments. Priority will be given to effective management at the Green and Yellow levels through early intervention, clear expectations, and strong relationships to prevent escalation. Where escalation is required, responses will be timely, coordinated, and clearly aligned to each

	reinforcement at the start of 2026 has strengthened shared understanding and implementation, ensuring a consistent, restorative, and values-based approach to behaviour management across the College, with a strong emphasis on relational practice to promote student wellbeing, engagement, and learning.		stage of the framework. Restorative practice will remain central, with intentional engagement of whānau to support shared understanding and positive outcomes. Ongoing professional learning and review will strengthen consistency, ensuring behaviour is managed in a way that upholds student dignity and promotes engagement in learning.
➤ Engage in review of literature - NZ Teaching Council initiative <i>“Unteach Racism”</i> & <i>Bullying Free NZ</i> <i>“together we can prevent bullying”</i> toward removing barriers so all learners can stand confidently in their identity and thrive. Procedures for managing bullying incidents, outlining reporting, investigation, and resolution processes are refined, expressed and applied.	Implementation of Reverse Racism programme through the student Counselling Team for serious incidents of Bullying and Racism. Regular information bites to promote positive behaviour and encourage respect among students via junior assemblies and schoolwide assemblies - focus on strengths based wellbeing and Garin Values Lived. Procedures for managing bullying incidents, reporting, escalation, investigation, and resolution processes are more consistent and applied.	No Variance	In 2026, our focus is on embedding consistent Anti-Bullying and Anti-Racism practices through clear communication, strengthened induction, and ongoing learning that promotes respect and belonging. Regular assemblies will reinforce positive behaviour and the lived expression of Garin Values. Targeted interventions, including the Reverse Racism programme, will support restorative responses to serious incidents. Greater consistency in reporting, investigation, and resolution processes will ensure timely, fair, and transparent outcomes, with a continued emphasis on restoration and partnership with whānau.
➤ Consultation, review and promotion of the Garin Graduate Profile - Te Pae Tahiti - ensuring cultural contexts are aligned and visible within the College.	Te Pae Tahiti graduate profile is professionally re-imaged and culturally aligned in image visibly and in text. Produced electronically and in printed media. Presented and communicated to the Board, Whānau and Students and displayed consistently in	No Variance	Make visible Te Pae Tahiti graduate profile at front of College, within all classrooms, promote understanding in staff meetings, whānau newsletter, assemblies, ensuring that Te Pae Tahiti graduate profile is a living document,

	all mediums.		and that it is relevant to the student body.
Annual Goal - Student Learning, achievement and Wellbeing is enhanced through regular school Attendance			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
➤ Monitor Student Attendance and implementation of the MOE revised Attendance Codes - ➤ Board established, consulted and college implemented in attendance policies and Attendance Codes (L) (Q) (J) (E). ➤ Implement P.A.R.O.T. (Progress, Attendance and Reporting Online Tools) automated email tools to monitor student attendance, helping to keep students and parents informed.	Attendance Targets 2025 ➤ Average Daily Attendance Rate - 90% T1 - 79%, T2 - 72%, T3 - 98%, T4 - 97% ➤ Regular Attendance: 75% T1 - 68 %, T2 - 47%, T3 - 52%, T4 - 47% ➤ Irregular Attendance: 15 % T1 - 20 %, T2 - 32%, T3 - 27%, T4 - 23% ➤ Moderate Attendance: 5% T1 - 6 %, T2 - 12%, T3 - 11%, T4 - 14% ➤ Chronic Absence: 5% T1 - 6%, T2 - 10%, T3 - 11%, T4 - 16% In Term 2, the implementation of the P.A.R.O.T. automated email system improved communication and awareness of attendance for students, whānau, and Whānau Teachers. This led to increased engagement in reviewing attendance records, with more parent and student-initiated corrections. As a result, attendance codes were more accurately aligned with updated Ministry of Education requirements, strengthening the overall accuracy and integrity of attendance data.	Variance Term 1 and 2 Average Daily Attendance sat well below the 90% Target set - attendance coding alignment supported and increase in Daily Attendance Rates that sat well above 90% Target in terms 3 & 4 Regular Attendance, Irregular Attendance, Moderate and Chronic attendance data remained extremely inconsistent with targets set with overall data well below targets. The Target of 75% was an extremely aspirational target to set based on our historic attendance data with term one showing the strongest alignment across the 4 target areas however 5 - 7% below target in regular and irregular attendance. No Variance - Implemented	In 2026, the focus is to sustain and strengthen attendance systems through consistent use of the P.A.R.O.T. automated emails, ensuring timely daily and weekly communication with students and whānau. The STAR Garin Stepped Attendance Response Plan will be fully implemented and clearly communicated, with active daily monitoring of KAMAR SMS alerts to ensure accurate, responsive updates. Attendance thresholds will be consistently actioned and communicated. Ongoing engagement with the Ministry of Education attendance service provider will be maintained, alongside regular reporting of schoolwide attendance data. Opportunities to resource additional attendance support staffing will be explored.

➤ Appointment of Attendance Liaison Officer Term 1 - 4. ➤ Developed Garin Stepped Attendance Response (STAR) Plan. and Procedure - Board Approved Feb 2026 ➤ Engage in the “Just Go” Collaborative attendance strategy with local colleges Engage students, parents and whānau in attendance strategy	In Term 1 2025 the residual 24/25 Regional Response Fund distribution through Waimea Kāhui Ako was applied and a support staff member appointed Part time, fixed term to process and interpret attendance data - this role was unable to continue beyond term 1. Garin College Board - Feb 2026 approved the Stepped Attendance Response (STAR) Plan and Procedure implemented in term 1 2026 - Whānau informed and address absences Whānau Newsletter / School assemblies throughout the year focus on raising student awareness of attendance requirement and benefits - including the Local school MOE supported initiative “Just Go” focussed on Peers encouraging Peers to attend School regularly.	Variance Noted Implemented Implemented	
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Strategic Objective Ako - Learning

Strategic Goal 2 - Great education opportunities and outcomes are within reach for every learner through quality teaching and leadership.

Annual Goal - Target: Trust Based Conversations (TBC) Enhance teacher professional development by aligning teaching practices with the Learner Capabilities Matrix, through effective implementation of Trust Based Conversations (TBC) to support the application of best practices.

Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
In 2025 the Garin College Trust Based Facilitators have approached	Target 2025 - 100% - all teaching staff will engage with learning and application of TBC.	Variance - 22% of Teachers had not engaged in the TBC professional growth in 2025.	In 2026, focus will be on engaging the late majority of staff, including some

implementation of TBC in a quiet and methodical way. The aim of which has been to encourage and coach increased understanding and engagement of Teaching staff in the TBC within practice and Professional Growth Cycle Actions have included opportunities for teachers within their PGC meeting time and other convenient times to engage in group learning moments and one to one learning and coaching sessions throughout terms 1,2,3,4 2025.	We achieved an increase of 52% of Teachers engaging in TBC in 2025 up from 51% of teachers to 78% of teachers. - this is a very positive increase in one year and reflects the effort of facilitators and the increase in coaching and mentoring base of experienced TBC staff able to facilitate TBC with colleagues with their PGC has continued to grow and flourish. At the start of Year 2025, 51% - (25/49) Teachers Engaged in TBC 49% - (24/49) Teachers had not engaged in TBC By End of Year 2025, 78% - (38/49) Teachers Engaged in TBC 22% - (11/49) Teachers had not engaged in TBC Teachers engaged with our facilitators report positive growth and experiences in their application of the TBC model within their PGC and progressions within the Assessment for Learning Capabilities Matrix	This variance is understood to be a realistic variance in that 100% engagement has shown to be beyond achievement in our college climate - this is due in part to natural annual attrition of teachers both permanent and fixed term teacher transition, particularly with smaller part time roles and transition. There remains a resistance in some teachers to engage in TBC and progress and learning continues. Targets for TBC in 2026 are revised. We have identified that TBC Model is not able to be effectively applied where teachers are not involved in classroom Teaching contexts - e.g SENCO, Counsellor settings - for these teachers PGC remains key within practice however TBC are not considered the model to be included.	HOFs, by pairing them with experienced TBC practitioners to foster collegial, trust-based relationships. This peer-to-peer support strengthens reflective practice, highlights positive teaching, and benefits both staff and students. TBC will be embedded in departmental and cross-curricular collaboration, with ongoing monitoring to achieve the target of 80% teacher uptake, accounting for staffing changes. Feedback and successes will be shared to consolidate a culture of trust and professional growth.
Annual Goal - Engage in a collaborative inquiry into curriculum design and delivery, focusing on aligning with the NZC framework (Te Mātaiaho) to develop and implement strategies that enhance student learning outcomes.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
Appoint two collaborative inquiry Lead Facilitators Invite wider staff to form Collaborative Inquiry Team alongside SLT	Two facilitators were appointed to lead the collaborative inquiry. In Term 1, the scope of the inquiry was developed in consultation with the facilitators, Heads of Faculty, and SLT. In Term 2, following refinement of the inquiry scope, Heads of Faculty and teachers were consulted, and faculty reports were reviewed alongside 2024 Year 11 NCEA achievement data.	Variance - The mid-year MOE announcements regarding revisions to the New Curriculum, Literacy and Numeracy implementation, reporting requirements, new secondary school subjects, proposed abolition of NCEA Level 1, and revised Year 12–13 assessments disrupted Garin College’s collaborative inquiry into	In 2026, our focus will be on the implementation of the revised Year 9 and 10 English and Mathematics curriculum, with an emphasis on structured literacy and numeracy approaches. Alongside this, we will undertake an inquiry into the use of the SMART assessment and reporting tool to

Review - credit count and assessment load in all L1 NCEA Course	Emerging trends and patterns were identified, with further targeted data now being gathered from staff. Priorities have been refined around credit count and assessment load across all Level 1 courses, aligned with the implementation of the new Year 11 curriculum and assessment changes. Y11 - 13 Curriculum Assessment Calendar developed and implemented Feb 2026 Following significant MOE announcements in relation to Curriculum change and direction Mid year - Inquiry facilitators redirected their focus to supporting curriculum leaders in curriculum implementation and planning for 2026.	curriculum design aligned with Te Mātaiaho. Consequently, the original collaborative inquiry emphasis was diminished due to the significant ongoing changes and uncertainty in curriculum and assessment priorities.	strengthen consistency and clarity in junior assessment practices in 2027. We will also begin aligning our wider curriculum areas with the full Years 0–10 national requirements, ensuring readiness for mandated assessment and reporting expectations.
Annual Goal - School Wide Literacy and Numeracy strategies developed and used across the college.			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
➤ Year 9 learners are selected for ACL based on Asttle start-of-year data, with progress tracked throughout the year. ➤ Year 9 learners are selected for ACN based on Asttle start-of-year data, with progress tracked throughout the year. ➤ Learners in year 10 have their Literacy and Numeracy learning assessed and	Achievement Targets 2025 ➤ Literacy Y9 ACL - 80% of Learners within the Year 9 Accelerated Literacy 2025 classes will make accelerated progress of 1 Astle Steps- Between Start of year Data and End of year Data. Reading - 75% of Y9 students Progressed 1 Asttle step, 5% Below Writing - 78% of Y9 students Progressed 1 Asttle step, 2% Below	Negative Variances ACN & ACL Lower-than-expected achievement reflects cohort complexity and engagement challenges. The programme served 30% of Year 9, with low attendance (68%) impacting continuity. Students entered with a wide range of literacy levels and significant additional needs, including SLD, neurodiversity, and developmental delay, limiting overall acceleration against targets. Y9 ACL Literacy Reading 5% below 80% Target	2026 Maintain Y9 Accelerated Literacy and Accelerated Numeracy programmes to support learners in the Asttle range 3. Monitor and review identification and selection to ensure timely course selection. Maintain the bespoke structured literacy programme in Y10 for a targeted number of students at risk of underachievement from Y9 ACL 2025 programme

tracked - learners identified as ready to be assessed in the NCEA CAA for Literacy and Numeracy will undertake this assessment at either or both the assessment periods. ➤ Faculties monitor student achievement trends to enable achievement in line with Equity Bands ➤ Each faculty will evaluate L1 and L2 2024 excellent Endorsement results, identify and implement necessary changes in teaching, learning and assessment to enable excellent endorsement rate increase in line with Equity Band 428	➤ Numeracy Y9ACN - 80% of Learners within the Year 9 Accelerated Numeracy 2025 classes will make accelerated progress 1 Asttle steps Between Start of year Data and End of year Data. Numeracy-54% of Y9 Students Progressed 1 Asttle Step, 26% Below ➤ NCEA Co-Requisite Literacy - 80% of Garin year 10 Learners assessed in 2025 CAA will Achieve L1 Co-Requisite Reading - 93.9% Students Passed Writing 90% Students Passed Literacy 86.1% of students Achieved, 6.8%above ➤ NCEA Co-Requisite Numeracy - 80% of Garin Year 10 Learners assessed in 2025 CAA will Achieve L1 Co-Requisite ----- Numeracy83.6% of Students Achieved, 3.6% above ➤ NCEA Level 1 Achieved - 82 % of Learners will Achieve 84.9% of students achieved L1 NCEA, 2.9% above 96% Y11 students achieved L1 NCEA - Literacy 94.4% Y11 students achieved L1 NCEA - Numeracy ➤ NCEA Level 1 Male Student Achievement - 80% of learners will Achieve 88.1 % Male students achieved L1 NCEA, 8.1% above	Y9 ACL Literacy Writing 2% below 80% Target Y9 ACN Numeracy 26% below 80% Target <i>Note - In 2025, the NCEA literacy and numeracy co-requisite assessment data shows Garin Students assessed in year 10 Common Assessment achieved pass rate of Literacy 86.1% and Numeracy 83.6% - compared to National Data - Co-requisite Pass Rates Reading: 72% of Year 10 students passed. Writing: 66% of Year 10 students passed. Numeracy: 68% of Year 10 students passed.</i>	Provide a structured Literacy and Numeracy Class in year 11 for Y11 students at risk of underachievement in NCEA Co-requisite achievement. Track and Monitor Year 11-13 students who are at risk of not achieving their Co-requisite and missing out on a NCEA qualification. Provide appropriate support and intervention in a timely manner. HOF/SLT engage in inquiry into student underachievement in excellent endorsement in NCEA L1 & L2 - Reference to National Data Excellence Endorsement Rate 10.2% & 15.3% respectively.
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	➤ NCEA Level 1 Māori Ākonga Achievement - 78% of Learners will Achieve 78.6 % Māori students achieved L1 NCEA, 6% above ➤ NCEA Level 1 Excellence Endorsement 17% of students will attain Excellence 5.9 % Students achieved excellence endorsement in L1 NCEA , 11.1% below ➤ NCEA Level 2 Excellence Endorsement - 19% of Students will attain Excellence 11% Students achieved excellence endorsement in L1 NCEA , 8% below	Garin College's Level 1 Excellence endorsement rate declined by 10% from 2023 to 2024, with a further 2.9% reduction in 2025. This exceeds the national decline of 6.5% over the same period. A key contributing factor is the NCEA Level 1 redesign, with fewer, larger achievement standards and reduced assessment flexibility. This has limited students' ability to accumulate credits and reduced opportunities to attain Excellence grades, resulting in fewer endorsements.	
Annual Goal - Māori Ākonga achievement is co-determined by whānau, hapū and iwi			
Actions (what did we do?)	Outcome (what happened)	Reason for the variance (why did it happen?)	Evaluation (where to next?)
➤ 2025 Budget \$8,400 - Consulted and Employ an experienced Kapa Haka Tutor ➤ In consultation with Whānau - Timetable Kapa Haka with least impact on learning and assessment	An experienced Kapa Haka tutor was successfully engaged within the allocated budget, strengthening the quality and consistency of the programme. Ākonga from across all year levels 9–13 engaged positively, with notable student leadership demonstrated by Ngā Amorangi throughout the year. Timetabling ensured minimal disruption to academic learning and assessment, while whānau support was strong and appreciative of the opportunities Kapa Haka provided, enhancing cultural engagement and student wellbeing.	The reduced engagement and participation in Kapa Haka was influenced by the timing of the Wednesday P6 session, which limited access for ākonga with co-curricular commitments or transport constraints, restricting sessions to 50 minutes weekly. Inconsistency in the tutor's attendance disrupted programme continuity, affecting motivation and attendance over time. Differences in expectations between the College and the tutor—balancing competition-level focus with broader participation and learning—also	For 2026, Kapa Haka will continue to be supported within budgeted levels, ensuring sustainable resourcing. Focus will be on engaging a motivated and inspirational tutor to provide consistent, high-quality delivery. Timetabling will be reviewed to improve access for ākonga by integrating Kapa Haka into the school day, maximising participation, continuity, and opportunities for leadership, cultural learning, and whānau engagement.

Te Reo Māori through further Implementation dual signage (English and Te Reo) across the campus. ➤ 2025 Budget \$5,000 for Te reo signage	Unfortunately this project was not advanced in 2025, \$5000 Budget remains unspent	contributed, highlighting that building sustainable Kapa Haka growth and engagement remains the more realistic goal. The planned dual-language Te Reo Māori and English signage across the campus was not completed in 2025, leaving the \$5,000 budget unspent. Due to competing priorities and workload, leadership of the initiative was delayed. While disappointing, commitment to this important kaupapa remains a priority for future implementation.	In 2026, consideration will be given to progressing the dual-language Te Reo Māori and English signage project, ensuring budget allocation and thoughtful planning. Leadership and timelines will be reviewed to support meaningful integration across the campus, enhancing cultural identity and the presence of Te Reo in ways that are sustainable and engaging for the school community.
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Whanautanga - Learning that is relevant to New Zealanders today and throughout their lives.

- Daily prayer, reflection, and liturgical celebrations continue to support personal encounters with Christ.
- Catholic prayer traditions are consistently taught and embedded across the College.
- Whānau participation in School Masses and Liturgy, school celebrations and events is regularly encouraged and valued.
- The Sacramental Programme operates in alignment with Richmond Parish, providing accessible opportunities for students and staff.
- Property development planning, including the Multi Learning Centre and building upgrades and resource allocation, proceeds with SLT and Board consultation with key stakeholders.

Audit trail

Details

FILE NAME	Analysis of Variance 2025/26 Garin Final MOE 31 March 2026 - 13/04/2026, 09:31
STATUS	Signed
STATUS TIMESTAMP	2026/04/12 21:49:29 UTC

Activity

SENT	johnmaguire@garincollege.nz sent a signature request to: John Maguire (johnmaguire@garincollege.nz)	2026/04/12 21:31:53 UTC
SIGNED	Signed by John Maguire (johnmaguire@garincollege.nz)	2026/04/12 21:49:29 UTC
COMPLETED	This document has been signed by all signers and is complete	2026/04/12 21:49:29 UTC

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