EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Evaluation Report

School Name: Tokomairiro High School

Profile Number: 392

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawe, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

Every New Zealand state and state integrated school has an ERO review at least once every four years to evaluate what is working well for learners and what needs to be improved.

About the school

Tokomairiro High School is a co-educational Years 7 to 15 school in Milton. The school oversees Toko Training, an off-site centre for primary industry training for students. The school's vision is *working together to inspire excellence in education, in character and in life.*

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones. educationcounts.govt.nz/home

An explanation of the terms and judgements used in this report can be found here: Reporting | Education Review Office

Improvement and progress

This section is about the progress the school has made since the October 2022 ERO report. It includes an explanation of the expected improvements and findings.

Expected improvements

The school evaluated the effectiveness of their Years 7 to 10 curriculum in promoting positive outcomes for students. The school expected to see improved student engagement and achievement leading to improved NCEA qualifications and retention in Years 11 to 13,with students experiencing an adaptive curriculum which responds to their cultures and identities.

Findings

The school has made progress in the development of a balanced curriculum. Students are exposed to key learning in foundational skills in literacy and numeracy and have increased opportunities in Years 7 to 10 for to explore their interests and follow a range of pathways as they move into the senior school. More students are choosing to remain at school in Years 11 to 13, with senior programmes being developed to increase achievement.

What we know about learner success

This section provides a summary of learner success, wellbeing and foundation school conditions, including any education in Rumaki/Reo Rua settings. The judgments are based on the ERO School Improvement Framework and evidence provided to ERO during the evaluation.

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Learner success and wellbeing

This section provides a summary of learner success and wellbeing.

Outcomes for learners are becoming increasingly equitable.

- A small majority of students in Years 7 to 10 achieve at or above curriculum expectations in reading and mathematics. Fewer than half achieve at or above curriculum expectations in writing.
- A large majority of students achieve National Certificate of Educational Achievement (NCEA) at Level 1,2 and 3. At Year 11, a large majority achieve Level 1 literacy and numeracy. Fewer than a third of students gain University Entrance.
- Māori student achievement is generally equitable across Years 7 to 13.
- A small majority of students attend school regularly. Regular attendance is improving towards the Government target of 80% regular attendance.

Conditions to support learner success

This section provides a summary of leadership, teaching, curriculum and foundation school conditions for improvement.

Leaders are developing the conditions needed for the school to keep improving.

- Leaders establish relational trust and collaboration across the school community to improve learner outcomes.
- Leaders are taking steps to foster a culture committed to quality teaching and equity and excellence in learner outcomes.
- Leaders are strengthening communication with parents and whānau to develop shared understandings about students' progress and achievement.
- Leaders increasingly use evidence to plan and monitor aspects of the school's strategic improvement plan and evaluate the effectiveness of strategies designed to improve student outcomes.

Learning programmes and teaching practices are increasingly responsive to students' needs.

- Students benefit from learning in settled classroom environments.
- Teachers increasingly develop positive and respectful teacher-learner relationships and use their knowledge of students' strengths, needs and interests to enhance engagement.
- Teachers and teaching programmes support learners to gain sound foundation skills in literacy and numeracy.
- Flexible curriculum structures provide increased choice and greater responsiveness to student interests.

An inclusive school climate contributes to establishing school conditions necessary for student success.

- Programmes, practices and systems promote students' wellbeing and inclusion. Students feel known and cared about at school.
- Regular feedback from students and staff guides school improvement.
- Community partnerships enhance learning, engagement, wellbeing and pathways to employment and further training.
- The school Board actively supports school priorities for improving students' wellbeing and learning progress.

Next steps for improvement

This section provides more detail for the school to include in its strategic and annual planning for ongoing improvement across the school. It identifies key priorities and actions for improvement.

Key priorities

- Develop transition processes to ensure that students thrive and succeed as they move through and beyond the school.
- Integrate te reo, tikanga and mātauranga Māori across the school curriculum to increase engagement.
- Increase and maintain regular attendance.

Actions to bring about improvement

Within three months:

- leaders and teachers review pastoral systems supporting student transitions through school to determine the consistency and effectiveness of current practices
- leaders and teachers review current practices for integrating te reo, tikanga and mātauranga Māori across the school curriculum to identify strengths and areas for development
- leaders and teachers align attendance procedures to ensure consistent and effective implementation.

Within six months:

- leaders and teachers further develop pastoral systems to improve student transitions and increase students' wellbeing and sense of connection to the school
- leaders and teachers engage in professional learning to improve the integration of te reo, tikanga and mātauranga Māori across learning areas.

Every six months:

- leaders evaluate pastoral initiatives to determine consistency of implementation and how effectively they are improving wellbeing and engagement outcomes
- leaders and teachers strengthen the authentic presence of te reo, tikanga, and mātauranga Māori in programmes across the curriculum
- leaders review attendance trends, evaluate the impact of current initiatives and adjust approaches as needed.

Annually:

- leaders and teachers review the impact of pastoral systems on improving transitions informed by learner and staff voice, and use findings to prioritise next steps
- leaders review the use of te reo, tikanga and mātauranga Māori across learning areas and identify ways to continue to improve programmes
- leaders review annual attendance outcomes and use this information to plan improvements to increase regular attendance rates.

Expected outcomes

- Improved transitions for all students as they move through and beyond school, resulting in improved wellbeing and learning outcomes.
- The effective integration of te reo, tikanga and mātauranga Māori across the school curriculum.
- Improved and sustained levels of regular attendance.

The next public report on ERO's website will be a School Report and is due within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

2 December 2025