

Reading Achievement 2025 Analysis of Variance

Curriculum Area	Reading		
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Reading. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target learners. 		
Baseline Data	<ul style="list-style-type: none"> 2024 84.1% Whole School students were At or Above. 2024 82.9% Māori were At or Above. 2024 72.7% Pasifika were At or Above. 2024 57.1% Year 7 students were At or Above. 2024 81.6% Year 3 students were At or Above. 		
Targets	<ul style="list-style-type: none"> Whole School students are an area of focus as 15.9% identified as being below/well below the expected Curriculum Level. 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level. 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level. 2024 Year 3 students to be a target focus group as 18.4% identified as being Below/Well below the expected Curriculum Level. 2024 Year 7 students to be a target focus group as 42.9% identified as being Below/Well below the expected Curriculum Level. 80% of these students to be achieving at or above the expected Curriculum Level. 		
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> Analyse Term 1 PAT/STAR data to inform planning and teaching focus areas. Use reading assessments based on student needs (Benchmarks or Probe). Teach learning qualities to develop a growth mindset. Deliver weekly P4C lessons to enhance reading comprehension. Implement the Professional Growth Cycle for teacher reflection and improvement. Apply learning from the NSS Backpack learning qualities. Link teaching practices to the Teaching Standards. Follow the NSS appraisal process and Annual Targets. 	<ul style="list-style-type: none"> Targets focus on the achievement of priority learners (students achieving below or well below their expected curriculum level). Reading comprehension will improve through higher order thinking in P4C lessons. Student achievement data is analysed, and action plans are developed. 	<ul style="list-style-type: none"> Maintain data reporting system for staff to track Target/Priority learners. Conduct conferences and prepare reports. Discuss progress and strategies in team meetings. Regularly update the SMS system. Integrate assessment data into class planning. Complete and analyse Running Records to inform next steps. 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2025 Whole school data 83% At or Above. Positive outcome – 83% At or Above, as this is 3% above / below expectation in 2025. 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level. Positive outcome – 82.4% At or Above, as this is 2.4% above expectation for Māori in 2025.

<ul style="list-style-type: none"> Include Target Students in daily planning documents for regular review and discussion. Provide extra TA support during Literacy time. Implement Structured Literacy (LLLL) for Years 1-4. Engage RTLB for targeted student and staff support. Use Decodable Texts school-wide. Implement <i>Mahi by Mahi</i>. Complete 6-Year Nets to guide next steps in consultation with RR teachers. Run reading workshops in collaboration classes to strengthen reading-writing connections. Explicitly teach 'The Code.' Set and track SMART goals with students. Utilise online reading resources: StepsWeb, Study Ladder, LLLL apps, Lexia, Bookmaker app. Implement AVAILL and CSI Reading Programmes. Use <i>The Writing Book</i> by Sheena Cameron & Louise Dempsey. Structured Literacy PLD 20/40 Week Phonics Check Explore Diebels as an assessment tool Phase 1 to focus on developing Oral Language skills eg, vocab knowledge 	<ul style="list-style-type: none"> Data is used to inform next steps, guide deliberate acts of teaching, and improve standards. Online programmes are set up to strengthen literacy at home and build connections between home and school. 	<ul style="list-style-type: none"> Document informal observation notes. Encourage student reflections. Provide ongoing PLD for staff in key areas: assessment, inquiry, and growth mindset. Utilise decodable texts in literacy instruction. Implement cross-school literacy training with Liz Kane. Share professional readings with staff. 	<ul style="list-style-type: none"> 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 71.9% At or Above as this is 8.1% below expectation for Pasifika in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Pasifika data went from 53.1% At or Above to 71.9% indicating an improvement of 18.8%.</p> <ul style="list-style-type: none"> 2024 Year 3 students to be a target focus group as 18.4% identified as being Below/Well below the expected Curriculum Level. <p>Positive outcome – 80% At or Above, as this is the expectation for Year 4 in 2025.</p> <ul style="list-style-type: none"> 2024 Year 7 students to be a target focus group as 42.9% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 76.7% At or Above, as this is 3.3% above / below expectation for Year 8 in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Year 8 data went from 43.3% At or Above to 76.7% indicating an improvement of 33.4%.</p> <ul style="list-style-type: none"> Māori students are a continued area of focus. Pasifika students are a continued area of focus. 80% of these students to be achieving at or above the expected Curriculum Level.
---	--	--	---

Writing Achievement 2025 Analysis of Variance

Curriculum Area	Writing		
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Writing. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target learners. 		
Baseline Data	<ul style="list-style-type: none"> 2024 76.3% Whole School students were At or Above. 2024 70.4% Māori were At or Above. 2024 66.7% Pasifika were At or Above. 2024 72.8% Year 7 students were At or Above. 2024 62% Year 6 students were At or Above. 2024 73.3% Year 5 students were At or Above. 2024 62.9% Year 4 students were At or Above. 		<ul style="list-style-type: none"> 2025 76.7% Whole School students were At or Above. 2025 73.7% Māori were At or Above. 2025 64.5% Pasifika were At or Above. 2025 65% Year 8 students were At or Above. 2025 78.5% Year 7 students were At or Above. 2025 66% Year 6 students were At or Above. 2025 72% Year 5 students were At or Above.
Targets	<ul style="list-style-type: none"> Whole School students are an area of focus as 23.7% identified as being below/well below the expected Curriculum Level. 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level. 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level. 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level. 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level. 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level. 80% of these students to be achieving at or above the expected Curriculum Level. 		
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> Plan deliberately and collaborate to improve students' spelling, punctuation, and writing organisation. Strengthen school-wide writing assessment moderation for greater consistency and reliability. Implement the Professional Growth Cycle to support teacher reflection and practice improvement. Align teaching with the Teaching Standards. Ensure target students are included in daily planning, with regular review and discussion. 	<ul style="list-style-type: none"> Deliver direct teaching to target writing groups to accelerate progress. Focus achievement targets on priority learners (Below or Well Below expected levels). Develop students' ability to give meaningful peer 	<ul style="list-style-type: none"> Purchase reading and phonics apps to enhance literacy support for priority learners. RTLit provided targeted interventions to support struggling students. 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. <p>2025 Whole school data 76.7% At or Above. Negative outcome, as this is 3.3% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Whole School data went from 57.2% At or Above to 76.7% indicating an improvement of 19.5%.</p>

<ul style="list-style-type: none"> • Apply NSS Backpack learning qualities to enhance student learning. • Increase the frequency of team-based writing moderation. • Use formative data to guide and track the progress of target students. • Continue integrating digital devices to support and engage learners. • Explore effective writing apps to boost student motivation. • Provide additional TA support during Literacy sessions. • Expand the use of Google Docs for collaborative writing and feedback. • Review NSS progressions against NZ Curriculum levels for alignment. • Teach students how to provide meaningful peer feedback. • Utilise RTLB support for identified student groups and staff. • Implement explicit instruction in spelling using "The Code." • Strengthen internal evaluation through PLD, encouraging teachers to take risks, adapt strategies, and engage Māori and male students in writing. • Provide PLD on student self-reflection, the writing process, and NSS Explorer Backpack learning qualities. • Develop PLD strategies to enhance student agency, engagement, and participation, making writing more meaningful for Māori learners. • Continue the Writer's Tool Box with Phase 3. • Introduce the Writer's Tool Box to Phase 2. • Introduce the Writer's Tool Box trains to Phase 1. 	<ul style="list-style-type: none"> • feedback, recorded on Google Docs. • Strengthen the spelling programme to improve accuracy and spelling ages. • Provide written feedback to teachers to guide next instructional steps. • Improve writing skills for target students through structured interventions. • Enhance teaching practices in writing by upskilling teachers through PLD. • Implement targeted writing strategies to meet student needs. • Regularly review and refine teaching approaches for effectiveness. • Ensure validity of Overall Teacher Judgments (OTJs) through moderation. • Implement curriculum support programmes for additional student assistance. • Utilise online literacy programmes to reinforce learning at home. • Set achievement targets, review progress, and adjust budgets for future PLD. 	<ul style="list-style-type: none"> • Conducted school-wide moderation to ensure consistency and accuracy in assessments. • Collected and analyzed writing data to strengthen overall teacher judgments and inform instruction. • Literacy leads and teams reviewed target students and teaching practices to improve outcomes. • Used P4C lessons to develop sentence structures and improve written expression. • PLD on Growth Mindset and mindfulness fostered positive dispositions toward writing and learning. • Introduced the Writer's Tool Box to Year 7/8. • Continued developing Writing CAAP Plan. 	<ul style="list-style-type: none"> • 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 73.7% At or Above, as this is 6.3% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Māori data went from 52.4% At or Above to 73.7% indicating an improvement of 21.3%.</p> <ul style="list-style-type: none"> • 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 64.5% At or Above, as this is 15.5% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Pasifika data went from 48.4% At or Above to 64.5% indicating an improvement of 16.1%.</p> <ul style="list-style-type: none"> • 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 72% Year 5 At or Above, as this is 8% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Year 5 data went from 48% At or Above to 72% indicating an improvement of 24%.</p> <ul style="list-style-type: none"> • 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 66 %Year 6 At or Above, as this is 14% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Year 6 data went from 53.3% At or Above to 66% indicating an improvement of 12.7%.</p> <ul style="list-style-type: none"> • 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 78.5% Year 7 At or Above, as this is 1.5% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Year 7 data went from 45.2% At or Above to 78.5% indicating an improvement of 33.3%.</p>
--	--	---	---

			<ul style="list-style-type: none"> • 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 65% Year 8 At or Above, as this is 15% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Year 8 data went from 33.3% At or Above to 65% indicating an improvement of 31.7%.</p> <ul style="list-style-type: none"> • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of these students to be achieving at or above the expected Curriculum Level.
--	--	--	--

Mathematics Achievement 2025 Analysis of Variance

Curriculum Area	Mathematics												
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Maths. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development – whole school focus 2024 Deliberate action and change to support our target learners. 												
Baseline Data	<table border="1"> <tr> <td>2024 81.8% Whole School students were At or Above.</td> <td>2025 85 % Whole School students were At or Above.</td> </tr> <tr> <td>2024 80.3% Māori were At or Above.</td> <td>2025 82.9% Māori were At or Above.</td> </tr> <tr> <td>2024 70.6% Pasifika were At or Above.</td> <td>2025 83.8% Pasifika were At or Above.</td> </tr> <tr> <td>2024 69.5% Year 7 students were At or Above.</td> <td>2025 66.1% Year 8 students were At or Above.</td> </tr> <tr> <td>2024 79.2% Year 4 students were At or Above.</td> <td>2025 89.8% Year 5 students were At or Above.</td> </tr> </table>			2024 81.8% Whole School students were At or Above.	2025 85 % Whole School students were At or Above.	2024 80.3% Māori were At or Above.	2025 82.9% Māori were At or Above.	2024 70.6% Pasifika were At or Above.	2025 83.8% Pasifika were At or Above.	2024 69.5% Year 7 students were At or Above.	2025 66.1% Year 8 students were At or Above.	2024 79.2% Year 4 students were At or Above.	2025 89.8% Year 5 students were At or Above.
2024 81.8% Whole School students were At or Above.	2025 85 % Whole School students were At or Above.												
2024 80.3% Māori were At or Above.	2025 82.9% Māori were At or Above.												
2024 70.6% Pasifika were At or Above.	2025 83.8% Pasifika were At or Above.												
2024 69.5% Year 7 students were At or Above.	2025 66.1% Year 8 students were At or Above.												
2024 79.2% Year 4 students were At or Above.	2025 89.8% Year 5 students were At or Above.												
Targets	<ul style="list-style-type: none"> Whole School students are an area of focus as 18.2% identified as being below/well below the expected Curriculum Level. 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level. 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level. 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level. 80% of these students to be achieving at or above the expected Curriculum Level. 												
Responsibility	SMT, Mathematics Leader, Team Leaders, Teachers, LSC, RTLB, Students												
Specific Actions	Expected Outcome	Analysis of Variance											
<ul style="list-style-type: none"> Target students identified in daily planning documents, reviewed and discussed regularly. Set clear expectations for Mathematics delivery and assessment. Maths PLD Leaders conduct observations to ensure effective programmes. Align teaching with the Teaching Standards. Staff meetings focus on one of the three curriculum areas as PLD for all staff. Integrate NSS backpack learning qualities into teaching. Deliver weekly P4C lessons to enhance thinking and problem-solving skills. Make Maths more meaningful for Māori and Pasifika students. Foster motivation and engagement through open- 	<ul style="list-style-type: none"> Develop and implement action plans to accelerate Maths progress. Provide ongoing PLD on school-wide Maths expectations. Deliver direct teaching to target groups throughout the year. Focus targets on priority learners (students Below or Well Below expected levels). Strengthen student- 	<ul style="list-style-type: none"> Continue implementing the CAAP plan for Maths to ensure consistency and progress in teaching and learning. Strengthen teacher practice in Maths pedagogy by improving dispositions and supporting change through PLD and Coaching. Monitor and track the progress of target students, ensuring 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2025 Whole school data 85% At or Above. Positive outcome, as this is 5% above expectation. 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level. Positive outcome – 82.9% At or Above, as this is 2.9% above expectation in 2025. 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. 										

<p>ended problems.</p> <ul style="list-style-type: none"> Maintain CAAP plan expectations for Mathematics delivery and assessment. Teach learning qualities to develop a growth mindset. Ensure a school-wide expectation of weekly rich Maths tasks. Facilitate Maths workshops for collaboration classes. Guide students in setting SMART Goals. Utilize online Maths resources (e-ako, Numicon, Prodigy, Study Ladder, Seesaw). Use PAT data to inform curriculum coverage and enhance teacher capability. Develop and measure positive learning dispositions consistently. Strengthen digital capability across the school. Implement the Professional Growth Cycle to support teacher reflection and improvement. Deploy new Chromebooks to enhance digital learning. 	<ul style="list-style-type: none"> teacher conversations to enhance learning. Foster positive learning dispositions. Tailor Maths strategies to meet identified needs. Support parents in understanding the Maths programme. Improve outcomes for target students. Enhance effective teaching practices each term. Ensure validity of OTJs through regular moderation. Expand eLearning opportunities in Mathematics. Support teachers in integrating digital tools into lessons. Implement inquiry-based Maths lessons. Raise achievement for priority students. Review and refine Maths teaching approaches. Utilise online programmes to strengthen home-school Maths connections. 	<ul style="list-style-type: none"> interventions are effective and responsive. Integrate eLearning opportunities into teaching to enhance engagement and support diverse learning needs. Parenting programmes were not implemented but remain an area for future development. Share professional readings with staff to encourage best practices and ongoing professional growth. 	<p>Positive outcome – 83.8% At or Above, as this is 3.8% above expectation in 2025.</p> <ul style="list-style-type: none"> 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level. <p>Positive outcome – 89.8% Year 5 At or Above, as this is 9.8% above expectation in 2025.</p> <ul style="list-style-type: none"> 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level. <p>Negative outcome – 66.1% Year 8 At or Above, as this is 13.9% below expectation in 2025.</p> <p>However, in the 2025 T1 vs T4 data, the Year 8 student data went from 40.7% At or Above to 66.1% indicating an improvement of 25.4%</p> <ul style="list-style-type: none"> Māori students are a continued area of focus. Pasifika students are a continued area of focus. 80% of these students to be achieving at or above the expected Curriculum Level.
---	--	---	---

New Zealand Curriculum Reading Targets 2026

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> Student Achievement: All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing. Self-Review: Ongoing self-review informs both individual and school-wide growth and development. Professional Development: The school ensures the provision of high-quality Professional Learning and Development. Targeted Support: Strategic actions and targeted interventions support priority and target learners. 	<ul style="list-style-type: none"> Professional Development: The school ensures the provision of high-quality Professional Learning and Development. Provide Literacy Support through Teacher Aides for Years 1-4. Implement a Multi-Sensory Learning Programme for Years 1-4. Deliver targeted support and intervention for special needs students. Promote inclusive practices across the school. Establish a schoolwide Phase structure to oversee and implement action plans. Raise student achievement in literacy, focusing on those below the expected Curriculum Level. Continue to develop teacher knowledge of Structured Literacy practices by attending PLD opportunities. 	<ul style="list-style-type: none"> Whole School students are an area of focus as 15.9% identified as being below/well below the expected Curriculum Level. 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level. 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level. 2024 Year 3 students to be a target focus group as 23.1% identified as being Below/Well below the expected Curriculum Level. 2024 Year 7 students to be a target focus group as 25.7% identified as being Below/Well below the expected Curriculum Level. 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data						Baseline Data - End 2025
Level in 2025	Above	At	Below	Well Below	Percentages of children At or Above	
Year 4	32.5%	47.5%	20%	6%	80%	Whole school 56.4% At 26.6% Above = 83% Male 55.2% At 26.4% Above = 81.6% Female 57.5% At 26.8% Above = 84.3% Māori 58.6% At 23.8% Above = 82.4% Māori Male 57.8% At 22.2% Above = 80% Māori Female 59.3% At 25.3% Above = 84.6% Pasifika 59.4% At 12.5% Above = 71.9%
Year 5	26%	48%	20%	6%	74%	
Year 6	6.4%	66%	19.1%	8.5%	72.4%	

Specific Actions		Led by	Budget	Time Frame
<ul style="list-style-type: none"> Term 1 PAT/Star data analysed, and next steps formulated for planning and teaching focus areas. Teaching of learning qualities, focusing on the NSS backpack to support a growth mindset. Teachers using Structured Literacy practices to improve reading skills. Target students identified in daily planning documents. 	<ul style="list-style-type: none"> Senior Management Team PLD Provider in Maths Literacy Leaders Schoolwide Curriculum Leaders Teachers Learning Support Coordinator (LSC) Resource Teacher of Learning/Behaviour (RTLB) Students 	\$5000.00 Literacy \$5000.00 Duffy		Terms 1 – 4

- **Using Decodable Texts schoolwide** to support reading development.
- **Reading workshops for collaboration classes**, continuing to build stronger links between reading and writing for students to experience literacy as a connected whole.
- **Explicit teaching of 'The Code.'**
- **SMART Goals used** in conjunction with students to set clear learning targets.
- **Use of online reading resources** – Steps Web, Studyladder, LLLL apps, Bookmaker app.
- **AVAILLL Reading Programme.**
- **CSI Reading Programme.**
- **The Writing Book**, Sheena Cameron & Louise Dempsey.
- **New Chromebooks purchased** to support digital learning.
- **New resources purchased** to enrich learning experiences.
- **Requested PLD provided** to support teacher development in Structured Literacy.
- **Phase Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.
- **Structured Literacy PLD provided.**
- **Structured Literacy Intervention** implemented.
- **20/40 Week Phonic Checks**

New Zealand Curriculum Writing Targets 2026

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> Student Achievement: All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing. Self-Review: Ongoing self-review informs both individual and school-wide growth and development. Professional Development: The school ensures the provision of high-quality Professional Learning and Development. Targeted Support: Strategic actions and targeted interventions support priority and target learners. 	<ul style="list-style-type: none"> Professional Development: The school ensures the provision of high-quality Professional Learning and Development. Provide Literacy Support through Teacher Aides for Years 1-4. Implement a Multi-Sensory Learning Programme for Years 1-4. Deliver targeted support and intervention for special needs students. Promote inclusive practices across the school. Establish a schoolwide Phase structure to oversee and implement action plans. Raise student achievement in literacy, focusing on those below the expected Curriculum Level. Develop Structured Literacy practices 	<ul style="list-style-type: none"> Whole School students are an area of focus as 23.7% identified as being below/well below the expected Curriculum Level. 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level. 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level. 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level. 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level. 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level. 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data						Baseline Data - End 2025
Level in 2025	Above	At	Below	Well Below	Percentages of children At or Above	Whole school 51.8% At 24.9% Above = 76.7% Male 50.9% At 22.8% Above = 73.7% Female 52.7% At 26.9% Above = 79.6% Māori 53.4% At 19.7% Above = 73.1% Māori Male 51% At 16.3% Above = 67.3% Māori Female 55.8% At 23.2% Above = 79% Pasifika 41.9% At 22.6% Above = 64.5%
Year 4	0%	69.2%	30.8%	0%	69.2%	
Year 5	12%	60%	28%	0%	72%	
Year 6	6.4%	59.6%	27.7%	6.4%	66%	

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> Deliberate planning and collaboration to improve student spelling using “The Code,” punctuation, and organisation in written language. 	<ul style="list-style-type: none"> Senior Management Team PLD Provider in Maths Literacy Leaders Schoolwide Curriculum Leaders 	\$13000.00 Writers Toolbox	Terms 1 – 4

<ul style="list-style-type: none"> • Moderation of school-wide writing assessments (developed in teams) to enhance consistency and reliability of assessment data. • Target students identified in daily planning documents, regularly reviewed and discussed. • Use of TKI Writing Matrices to assess student writing against NZ Curriculum Levels. • Weekly P4C sessions to enhance writing skills. • Explicit teaching of 'The Code' to strengthen spelling and literacy foundations. • Explicit teaching of 'Structured Literacy' to support systematic literacy development. • Strengthening internal evaluation through coaching, empowering teachers to take risks, refine writing instruction, and design engaging activities—particularly for Māori students and boys. • PLD on student writing reflection and process, focusing on self-assessment, the writing process, and key learner qualities. • PLD on strategies to enhance student agency, engagement, and participation in writing, ensuring writing is meaningful for Māori students. • New Chromebooks purchased to support digital learning • New writing resources acquired to enrich learning experiences. • Requested PLD provided to support teacher development in Structured Literacy. • Phase Leaders help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels. • Phase 3 Learners continue to use Writers' Toolbox • Phase 2 Learners begin to use Writers' Toolbox 	<ul style="list-style-type: none"> • Teachers • Learning Support Coordinator (LSC) • Resource Teacher of Learning/Behaviour (RTLB) • Students 		
--	---	--	--

New Zealand Curriculum Maths Targets 2026

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> Student Achievement: All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Mathematics. Self-Review: Ongoing self-review informs both individual and school-wide growth and development. Professional Development: The school ensures the provision of high-quality Professional Learning and Development. Targeted Support: Strategic actions and targeted interventions support priority and target learners. 	<ul style="list-style-type: none"> Provide support and targeted interventions for students with special needs. Foster inclusive practices within the school environment. Ensure all teams work collaboratively and remain dedicated to continuous improvement. Phase Leaders to implement action plans and identify further professional learning and development (PLD) opportunities in collaboration with the PLD coordinator. Enhance student achievement in Mathematics, particularly for those performing below the expected Curriculum Level. 	<ul style="list-style-type: none"> Whole School students are an area of focus as 18.2% identified as being below/well below the expected Curriculum Level. 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level. 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level. 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level. 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data						Baseline Data - End 2025
Level in 2025	Above	At	Below	Well Below	Percentages of children At or Above	
Year 4	2.5%	80%	17.5%	0%	82.5%	Whole school 64.9% At 20.1% Above = 85% Male 67.5% At 18.3% Above = 85.8% Female 64% At 21.9% Above = 85.9% Māori 61.3% At 21.6% Above = 82.9% Māori Male 60.4% At 20.8% Above = 81.2% Māori Female 62.4% At 22.6% Above = 85% Pasifika 67.7% At 16.1% Above = 83.8%
Year 6	0%	76.1%	10.9%	13.0%	76.1%	
Year 7	9.5%	71.4%	16.7%	2.4%	80.9%	

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> Current school-wide focus MoE funded days for Maths assessment PLD 2026. Dedicated curriculum units for two curriculum leads (Junior and Senior). Ākonga whai hua (target students) identified in daily planning documents, regularly reviewed and discussed. Continuation of CAAP plan expectations for pāngarau (mathematics) teaching, delivery, and assessment. 	<ul style="list-style-type: none"> Senior Management Team PLD Provider in Maths Mathematics Leaders Schoolwide Curriculum Leaders Teachers Learning Support Coordinator (LSC) Resource Teacher of Learning/Behaviour (RTLB) Students 	\$6000.00	Terms 1 – 4

- **Explicit teaching of learning qualities** to foster a whakatipu whakaaro tūwhera (growth mindset).
- **Application of learning** related to the NSS backpack.
- **Expectation of a weekly mahi whai take (rich task)** implemented schoolwide.
- **Exploring strategies** to make pāngarau more meaningful for Māori and Pasifika ākonga.
- **Enhancing whakahihiko me te whakauru (motivation and engagement)** through open-ended problem-solving.
- **Collaborative pāngarau awheawhe (maths workshops)** for partnership classes.
- **Students setting SMART goals** to guide their learning.
- **Integration of online pāngarau resources** such as e-ako, Numicon, Prodigy, Studyladder, and Oxford Maths.
- **Using PAT data** to inform curriculum coverage, tātari (analyse) kaiako capability, and improve teaching practice.
- **Consistent measurement of ngā āhuatanga ako pai (positive learning dispositions)** across the school.
- **Strengthening āheinga matihiko (digital capability)** among ākonga and kaiako.
- **Purchase of additional rorohiko ā-ringa (Chromebooks)** to support learning.
- **Requested PLD provided** to support teacher development in Maths and the new curriculum.
- **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.