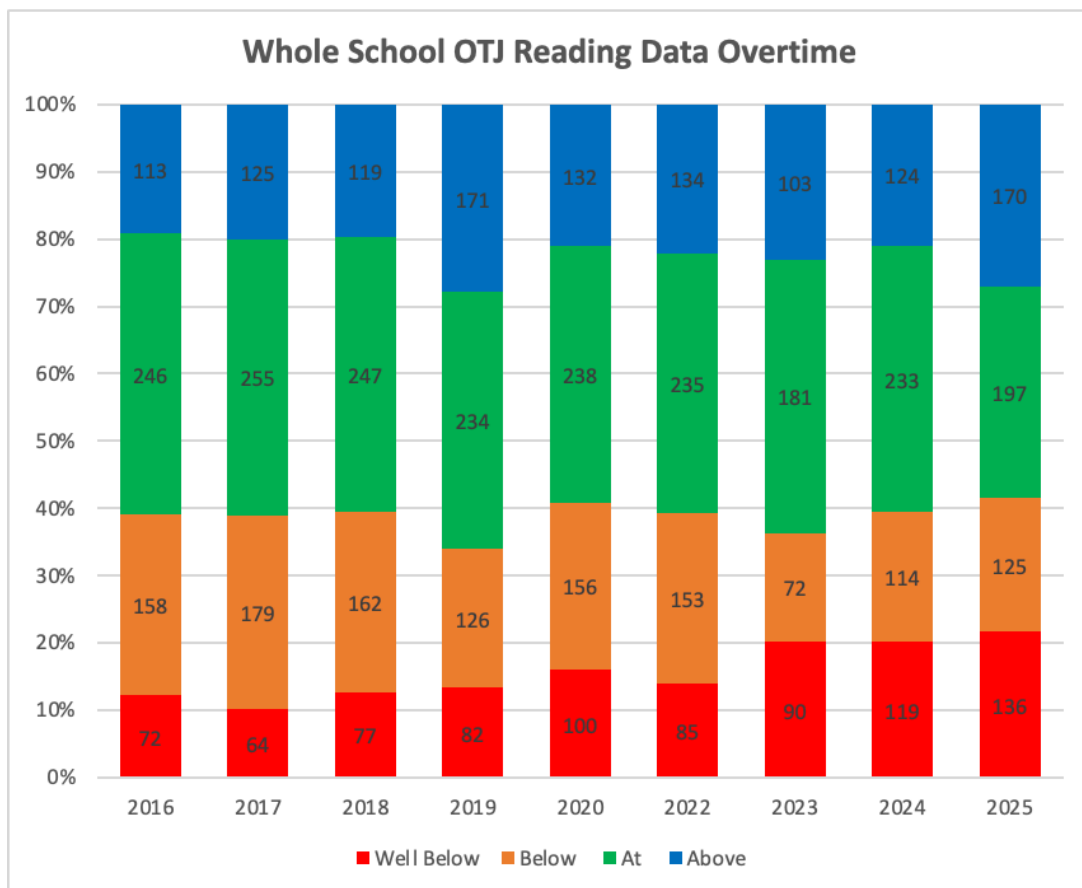


## Analysis of Variance - Reading 2025

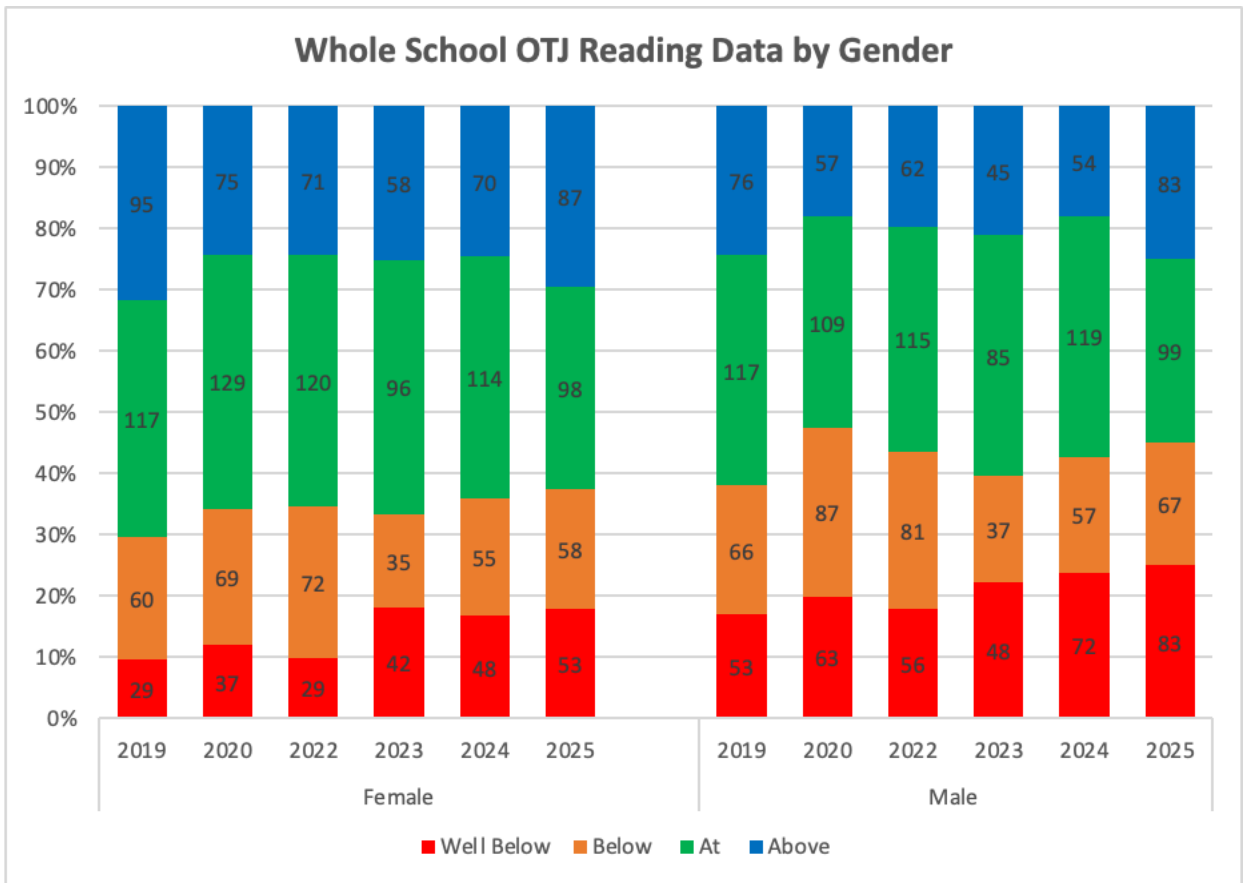
The 2025 Whole School target was to have 70% or more of all students working At or Above the expectation for Reading, an increase of 9.6%. The following is a in-depth analysis of the 2025 data for Reading in aiming for that target.



### Summary of achievement results:

All Students	2024	2025	Different
<b>Above/At</b>	60.5% (357/590)	58.5% (367/628)	2% decrease
<b>Below</b>	19.3% (233/590)	19.9% (125/628)	0.6% increase
<b>Well Below</b>	20.2% (119/590)	21.6% (136/628)	1.4% increase

In 2025, 58.5% of students achieved at or above expectations, a 2% decrease from 2024. Students performing well below increased by 1.4%, and those below increased slightly by 0.6%. Since 2022, Reading shows a trend of more students in the below and well below categories, alongside a modest rise in students achieving at or above expectations.



**Outcomes:**

Whole school data indicates a gradual decrease in the percentage of students achieving at or above the expected level from 2023 to 2025. Correspondingly, the proportion of both female and male students working below and well below expectation has gradually increased over the same period, reflecting this overall downward trend in achievement.

Female	2024	2025	Outcome
<b>Above/At</b>	64.1% (186/287)	62.5% (185/296)	1.6% decrease
<b>Below</b>	19.2% (55/287)	19.6% (58/296)	0.4% increase
<b>Well Below</b>	16.7% (48/287)	17.9% (53/296)	1.2% increase

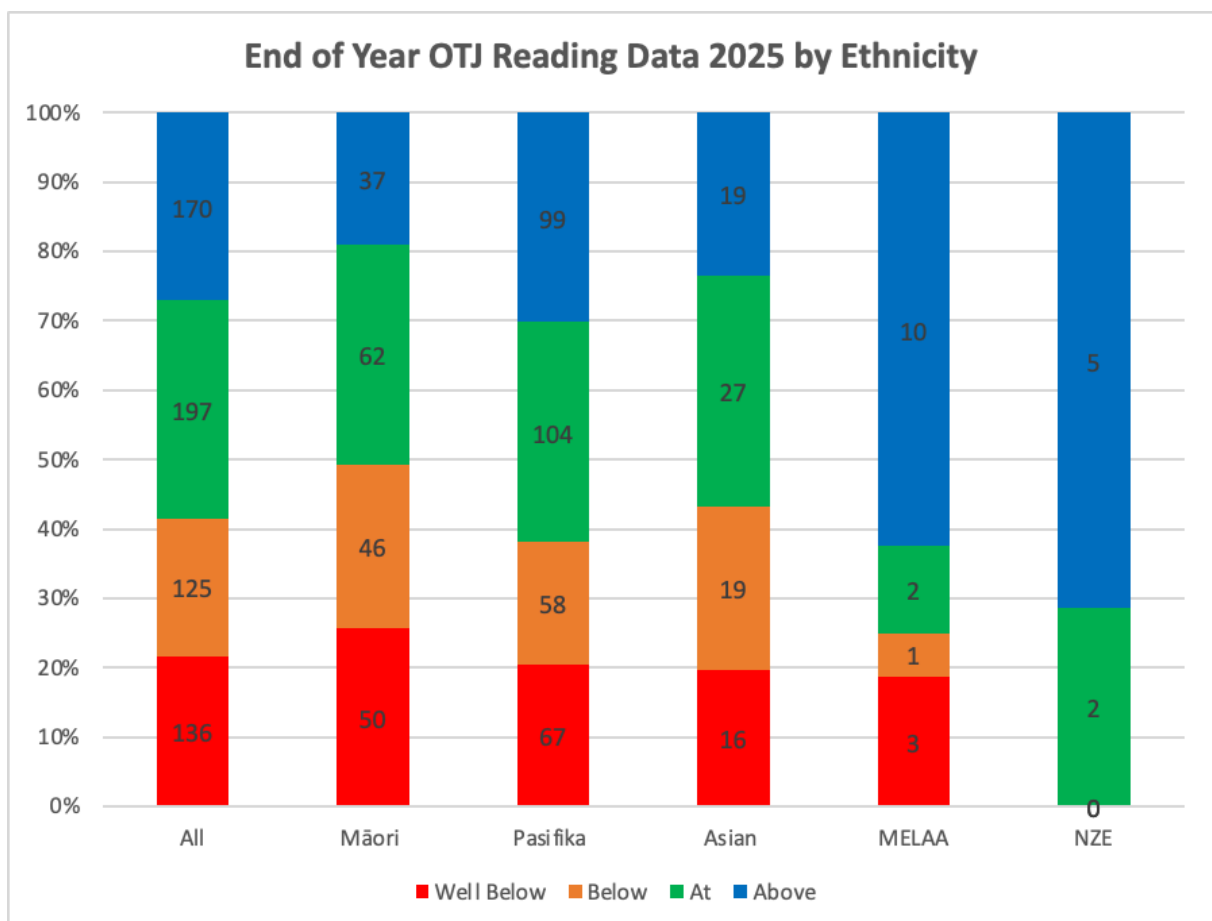
In 2025, 62.5% of female students achieved at or above expectation, a slight decrease of 1.6% from 2024. The proportion of students performing below expectation remained relatively stable, increasing marginally by 0.4% (from 19.2% to 19.6%), while those performing well below expectation increased by 1.2% (from 16.7% to 17.9%). Overall, these results indicate a small downward shift in achievement for female students.

Male	2024	2025	Outcome
<b>Above/At</b>	57.3% (173/302)	54.8% (182/332)	2.5% decrease
<b>Below</b>	18.9% (57/302)	20.2% (67/332)	1.3% increase
<b>Well Below</b>	23.8% (72/302)	25% (83/332)	1.2% increase

In 2025, 54.8% of male students achieved at or above expectation, a decrease of 2.5% from 2024. The proportion of students performing below expectation increased slightly by 1.3% (from 18.9% to 20.2%), while those performing well below expectation also increased by 1.2% (from 23.8% to 25%). Overall, these results indicate a small downward trend in achievement for male students, with a gradual rise in students in the below and well below categories.

READING	2025 Female	2025 Male	Different
<b>Above/At</b>	62.5% (185/296)	54.8% (182/332)	7.7%
<b>Below</b>	19.6% (58/296)	20.2% (67/332)	0.6%
<b>Well Below</b>	17.9% (53/296)	25% (83/332)	7.1%

In 2025, 62.5% of female students achieved at or above expectation in Reading, compared with 54.8% of male students, a difference of 7.7%. The proportion of students performing below expectation is similar for females and males (19.6% vs. 20.2%). However, there is a notable gap in the well below category, with 17.9% of females and 25% of males, a difference of 7.1%. This indicates that while female students are performing more strongly overall, a significant proportion of male students require targeted support to address well below achievement.



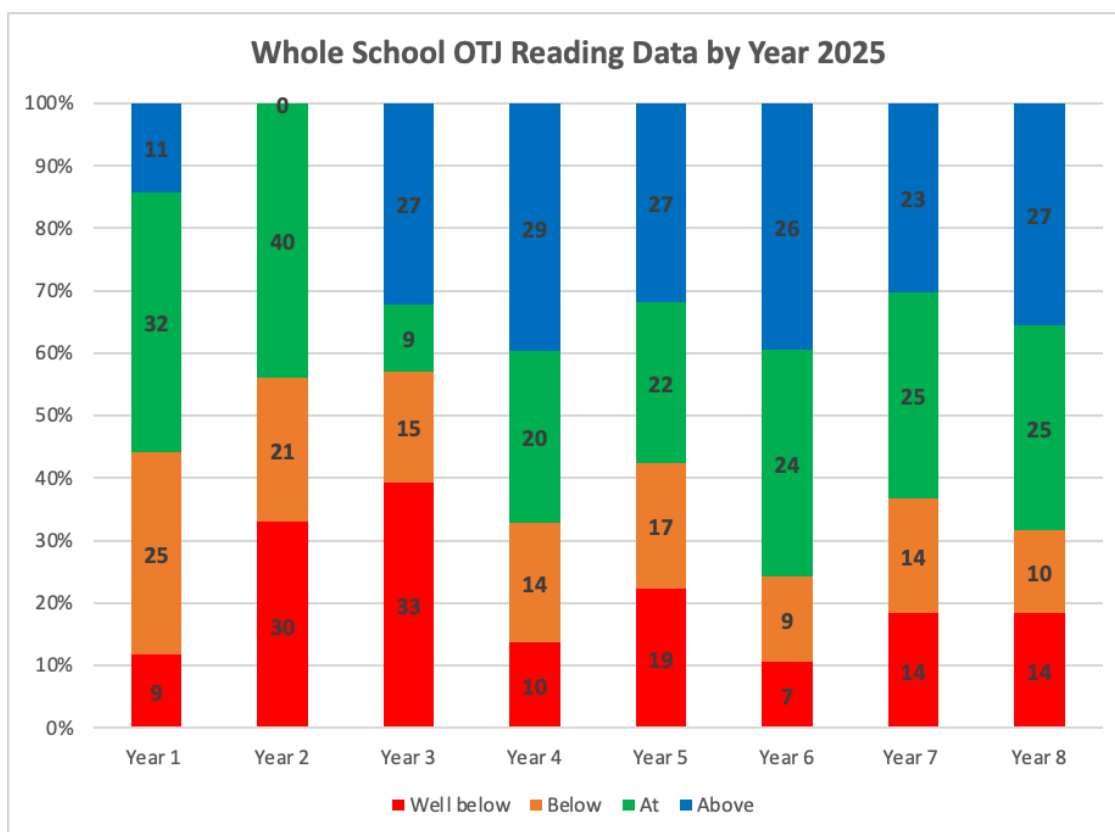
**Outcomes:**

READING	All	Māori	Pasifika	Asian
<b>Above/At</b>	58.5%	50.8%	61.9%	56.8%
<b>Below</b>	19.9%	23.6%	17.7%	23.5%
<b>Well Below</b>	21.6%	25.6%	20.4%	19.7%

In 2025, 58.5% of all students achieved at or above expectation in Reading. By group, 61.9% of Pasifika students, 56.8% of Asian students, and 50.8% of Māori students reached this level.

The proportion of students performing below expectation ranges from 17.7% for Pasifika students to 23.6% for Māori students. Students performing well below expectation are highest among Māori students (25.6%), followed by Pasifika (20.4%) and Asian students (19.7%).

Overall, the data indicates that while most students are performing at or above expectation, Māori students have the highest proportion in the below and well below categories.



READING	All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>At/Above</b>	58.5%	55.8%	44%	42.9%	67.1%	57.6%	75.8%	63.2%	68.4%
<b>Below</b>	19.9%	32.5%	23%	17.9%	19.2%	20%	13.6%	18.4%	13.2%
<b>Well Below</b>	21.6%	11.7%	33%	39.2%	13.7%	22.4%	10.6%	18.4%	18.4%

Overall, 58.5% of students achieved at or above expectation in Reading. Achievement varies across year levels, with the highest proportions in Year 6 (75.8%), Year 8 (68.4%), and Year 4 (67.1%), and the lowest in Year 2 (44%) and Year 3 (42.9%).

The percentage of students performing below expectation is highest in Year 1 (32.5%) and Year 2 (23%), and lowest in Year 6 (13.6%) and Year 8 (13.2%). Students performing well below expectation are concentrated in Years 2 and 3 (33% and 39.2%, respectively), while lower in upper years such as Year 6 (10.6%) and Year 7 (18.4%).

This pattern indicates strong achievement in some upper-year levels, but significant challenges in early and middle years, particularly in Years 2 and 3.

### 2025 Targets

READING	At and Above	Below	Well Below
<b>2025</b>	58.5% (367/628)	19.9% (125/628)	21.6% (136/628)
<b>Whole School Targets</b>	70%	15%	15%
<b>Difference</b>	-11.5%	-4.9%	-6.6%

In 2025, 58.5% of students achieved at or above expectation in Reading, below the whole-school target of 70% by 11.5%. The proportion of students performing below expectation was 19.9%, below the target of 15% by 4.9%. The percentage of students performing well below expectation was 21.6%, below the target of 15% by 6.6%.

Overall, while many students are achieving at or above expectation, there is a gap in the well below category, highlighting the need for targeted support to lift achievement and reduce the number of students performing well below expectation.

### Priority Learners: Māori Students

READING	At and Above	Below	Well Below
<b>2025</b>	50.8%	23.6%	25.6%
<b>Māori Student Targets</b>	60%	20%	20%
<b>Difference</b>	-9.2%	-3.6%	-5.6%

In 2025, 50.8% of Māori students achieved at or above expectation in Reading, below the target of 60% by 9.2%. The proportion of students performing below expectation was 23.6%, below the target of 20% by 3.6%. The percentage of students performing well below expectation was 25.6%, below the target of 20% by 5.6%.

Overall, while a number of Māori students are achieving at or above expectation, there is a gap in the well below category, highlighting the need for targeted support to lift achievement and reduce the number of students performing well below expectation.

## Priority Learners: Pasifika Students

READING	At and Above	Below	Well Below
2025	61.9%	17.7%	20.4%
Pasifika Targets	70%	15%	15%
Difference	-8.1%	-2.7%	5.4%

In 2025, 61.9% of Pasifika students achieved at or above expectation in Reading, below the target of 70% by 8.1%. The proportion of students performing below expectation was 17.7%, below the target of 15% by 2.7%. The percentage of students performing well below expectation was 20.4%, below the target of 15% by 5.4%.

Overall, while many Pasifika students are achieving at or above expectation, there is a noticeable gap in the well below category, highlighting the need for targeted support to lift achievement and reduce the number of students performing well below expectation.

### 2026 Targets

Based on the 2025 OTJ Data

READING	At and Above	Below	Well Below
2025	58.5% (367/628)	19.9% (125/628)	21.6% (136/628)
2026 Targets	70%	15%	15%
Shift required	11.5% increase	4.9% decrease	6.6% decrease

In 2026, the school aims to increase the percentage of students achieving at or above expectation in Reading from 58.5% to 70%, requiring a shift of 11.5%. The proportion of students performing below expectation will be reduced from 19.9% to 15%, a shift of 4.9%, while the percentage of students performing well below expectation will decrease from 21.6% to 15%, requiring a shift of 6.6%.

Targeted teaching and support will focus on moving students from the below and well below categories into the at/above range, ensuring all students make progress toward achieving the 2026 targets.

## Priority Learners: Māori Students

READING	At and Above	Below	Well Below
2025	50.8%	23.6%	25.6%
2026 Maori Targets	60%	15%	20%
Shift required	9.2% increase	8.6% decrease	5.6% decrease

In 2026, the school aims to increase the percentage of Māori students achieving at or above expectation in Reading from 50.8% to 60%, requiring a shift of 9.2%. The proportion of students performing below

expectation will be reduced from 23.6% to 15%, a shift of 8.6%, while the percentage of students performing well below expectation will decrease from 25.6% to 20%, requiring a shift of 5.6%.

Targeted teaching and support will focus on moving students from the below and well below categories into the at/above range, ensuring Māori students make progress toward achieving the 2026 targets.

### Priority Learners: Pasifika Students

READING	At and Above	Below	Well Below
2025	61.9%	17.7%	20.4%
2026 Pasifika Targets	70%	10%	15%
Shift required	8.1% increase	7.7% decrease	5.4% decrease

In 2026, the school aims to increase the percentage of Pasifika students achieving at or above expectation in Reading from 61.9% to 70%, requiring a shift of 8.1%. The proportion of students performing below expectation will be reduced from 17.7% to 10%, a shift of 7.7%, while the percentage of students performing well below expectation will decrease from 20.4% to 15%, requiring a shift of 5.4%.

Targeted teaching and support will focus on moving students from the below and well below categories into the at/above range, ensuring Pasifika students make progress toward achieving the 2026 targets.

### School Strategies to Lift Achievement

#### The basis for identifying areas for improvement:

- Formal testing alongside teacher OTJ and classroom observations.
- Mid and end of year OTJs, which are moderated at team and school level
- Regular running records on all Year 3-4 students not doing BSLA.
- Year 5-8 students stanine 4 or below in PAT testing in Terms 1 and 4. All students who are reading 14 years of age or below in Terms 2 and 3.
- In Years 5-8 all student reading below PM level 14 to take part in LLL (Little Learns Love Literacy)
- Ongoing analysis and tracking of all student progress using Analysis templates Years 3-8
- Structured Literacy assessments for all Year 0-3 students (baseline, 10 weeks, and end of the year)
- Year 3-6, STAR as part of the Summer Reading Programme
- Year 5-8, PAT Comprehension and Vocabulary in Terms 1 and 4
- The introduction of Phonics Checks at 20 and 40 weeks of school
- Twice yearly ELLs assessments
- AsTTle Reading testing for Years 5-8 for students reading over 14 years of age
- School based intervention programmes, e.g. Fitzroy Reading and Talk to Learn
- Specialist support such as RTLb referrals, RTLit and Speech Therapy.
- Feedback from teaching observations

#### Whole School Actions for Lifting Achievement:

- Continued review and refining of the process for teachers' knowledge in making OTJs.
- Further embedding of the school-wide alignment tool and refinement of the moderation process.
- Termly monitoring of students Well Below expectation by Team Leaders and the Senior Leadership Team to ensure student needs are supported.
- IEPs for learners causing concern, this includes regular reviewing of goals with teachers and whānau

- Twice-yearly assessment and review of ELL (English Language Learners). Continue review of how ELL tamariki are supported.
- Continued use of RTLBs to support individuals and groups
- Whānau/teacher hui with a focus on sharing student progress and the creation of goals three times a year (Terms 1 to 3).
- A written comment/progress report to whānau twice a year.
- Ongoing analysis and tracking of all student progress using analysis templates Years 1-8
- Ongoing professional development in Progressive Achievement Test data to increase teacher data Literacy
- Strengthening relevance of learning through the integration of Literacy with Discovery concepts
- Purchasing of Reading Eggs for all students in Years 1-4 and ELL learners and well below readers in Years 5-8
- Continue review of ELL programmes within the school to ensure best practice
- Targeted purchasing of resources both digital and hands-on materials to support learners
- Ongoing professional development for Learning Assistants in phonics, RTLB-supported programmes and ELL techniques
- In 2025 three teachers completed the BSLA course through the University of Canterbury, and four staff completed TESOL course through the University of Auckland
- In 2026 all new Year 0-3 teacher will be trained in BSLA

#### **Team or Group Actions:-**

- Ongoing Structured Literacy professional development for the implemented in Years 0-2.
- Years 3-5 students participation in the Summer Reading Programme (4th year)
- Data used to identify students who may require an Intervention programme.
- Monitoring intervention programmes to assess their impact on student achievement.

Interventions include:-

- Talk to Learn
- Snappy Sounds (Year 3/4)
- Learners Love Literacy (Year 5-8, Level 14 and below)
- Fitzroy Reading (Year 7/8)
- One on one Learning Assistant support

#### **A school-wide Literacy Leader:**

A school-wide Literacy Leader whose role is to assess the needs within the school and put steps in place to support students and teachers, including

- Supporting teachers to analyse whole school, team and class data to identify needs and set next steps/goals
- Buying and updating resources, including purchasing of high interest texts
- BSLA in Year 0-3 classes and the use of Phonics Plus books
- In-class support for teachers
- Overseeing both in-school and external Professional Development
- Continuing to use collaborative support networks for teachers, both internally and externally
- Moderation of testing processes and assessments
- Continuing to build data literacy with all staff

#### **School Literacy Professional Development:-**

- One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
- Data analysis sheets in Year 1-8 to be used to identify student needs and inform teacher planning.
- Progress and data are tracked once a term so show the movement of students, inform teachers "Teaching as Inquiry", determine PD within teams and to identify progress of each individual child
- A continued school-wide focus on meeting the needs of Pasifika and Māori students

- Year 0-4 participation in the BSLA programme
- 2023/2024 school wide PLD with a focus on learner dispositions, localised curriculum and AFL practice.
- 2023/2024 within school professional development for Years 3-8 teachers on data literacy for PAT, Probe and PAT and effective literacy practices.

**Other:**

- One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
- Time prioritised at staff and team meetings for analysis and review of data and learning
- Weekly team meeting (rather than fortnightly) with a focus on professional development targeted to students' needs and levels
- The improved use and access to digital technology to engage and support learners.
- A Reception Room that focuses on readiness for learning. Cohort Entry in its second year
- Two part time ELL Learning Assistants and a full time teacher
- A fulltime Liaison Officer/Student Support Working whose role includes truancy.
- The employment of Learning Assistants to support individuals, classroom programmes and intervention programmes
- Staffing for the Responsible Thinking Process, which aims to reduce in class disruptions to learning
- One full time Learning Support Co-ordinator