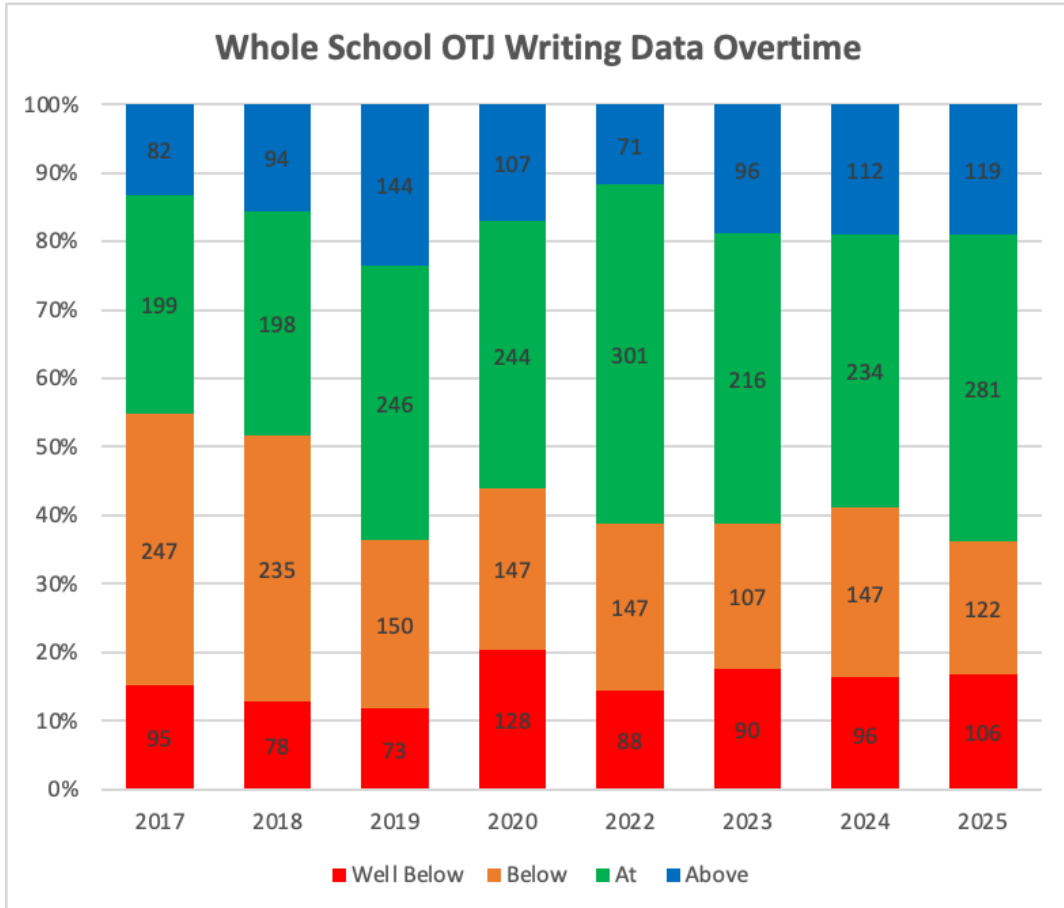


## Analysis of Variance - Writing 2025

The 2025 Whole School Target was to have 70% or more of all students working At or Above expectations for Writing, an increase of 11.3%. The following is a in-depth analysis of the 2025 data for Writing in aiming for that target.

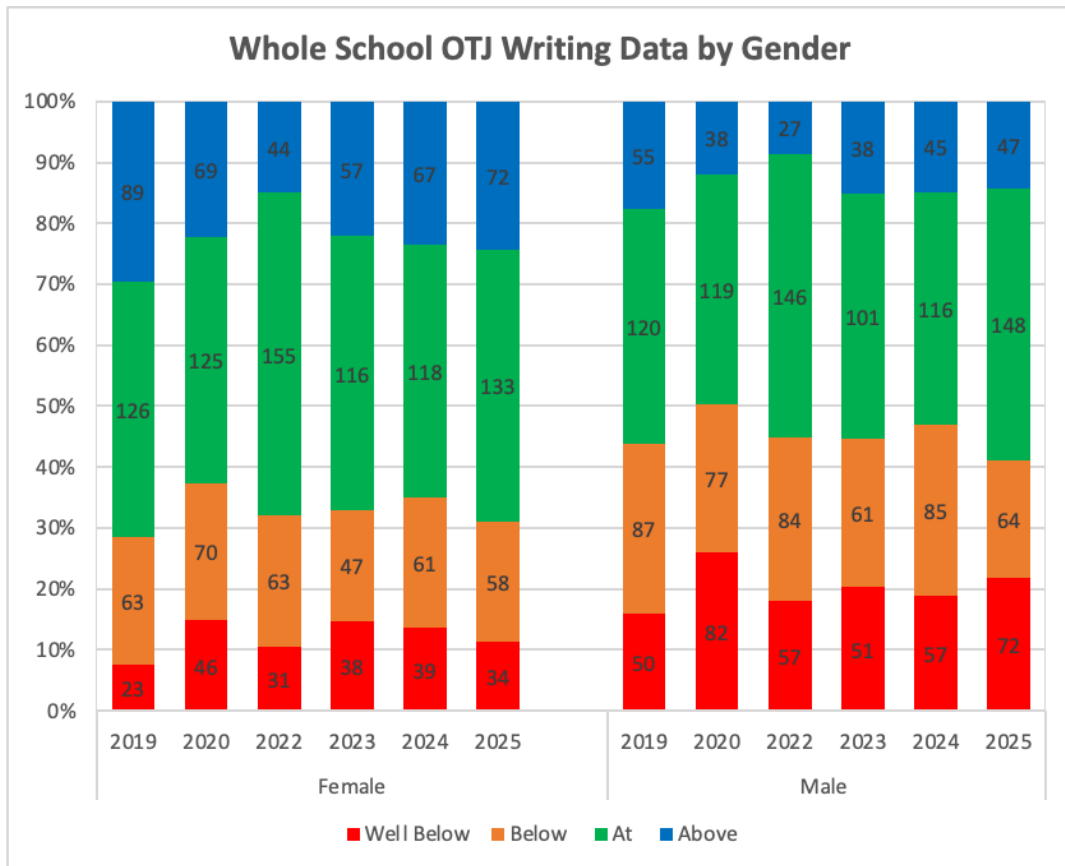


### Summary of achievement results:

All Students Writing	2024	2025	Difference
<b>Above/At</b>	58.7% (346/590)	63.7% (400/628)	5% increase
<b>Below</b>	25% (147/590)	19.4% (122/628)	5.6% decrease
<b>Well Below</b>	16.3% (96/590)	16.9% (106/628)	0.6% increase

In 2025, 63.7% of students achieved At or Above expectation, reflecting a 5% increase from 2024. The percentage of students Below decreased by 5.6%, while those Well Below saw a slight decrease of 0.6%.

The data shows a positive trend in Writing achievement from 2024 to 2025. This improvement is particularly significant when considering the increasing number of ESOL students at the school, as writing can present additional language challenges.



**Outcomes:**

Whole school data indicates an increase in the percentage of students achieving at or above the expected level compared to 2024. Among female students, the proportion working well below expectation has decreased, while those working below expectation has remained relatively consistent. In contrast, the percentage of male students working well below expectation has increased, while those working below expectation has decreased significantly.

Female	2024	2025	Difference
<b>Above/At</b>	64.9% (185/285)	69% (205/297)	4.1% increase
<b>Below</b>	21.4% (61/285)	19.5% (58/297)	1.9% decrease
<b>Well Below</b>	13.7% (39/285)	11.5% (34/297)	2.2% decrease

In 2025, 69% of female students achieved at or above expectation in Writing, a 4.1% increase from 2024. The proportion of students performing below expectation decreased slightly by 1.9% (from 21.4% to 19.5%), while those performing well below expectation also decreased by 2.2% (from 13.7% to 11.5%). Overall, these results indicate a positive trend in female student achievement, with fewer students in the below and well below categories.

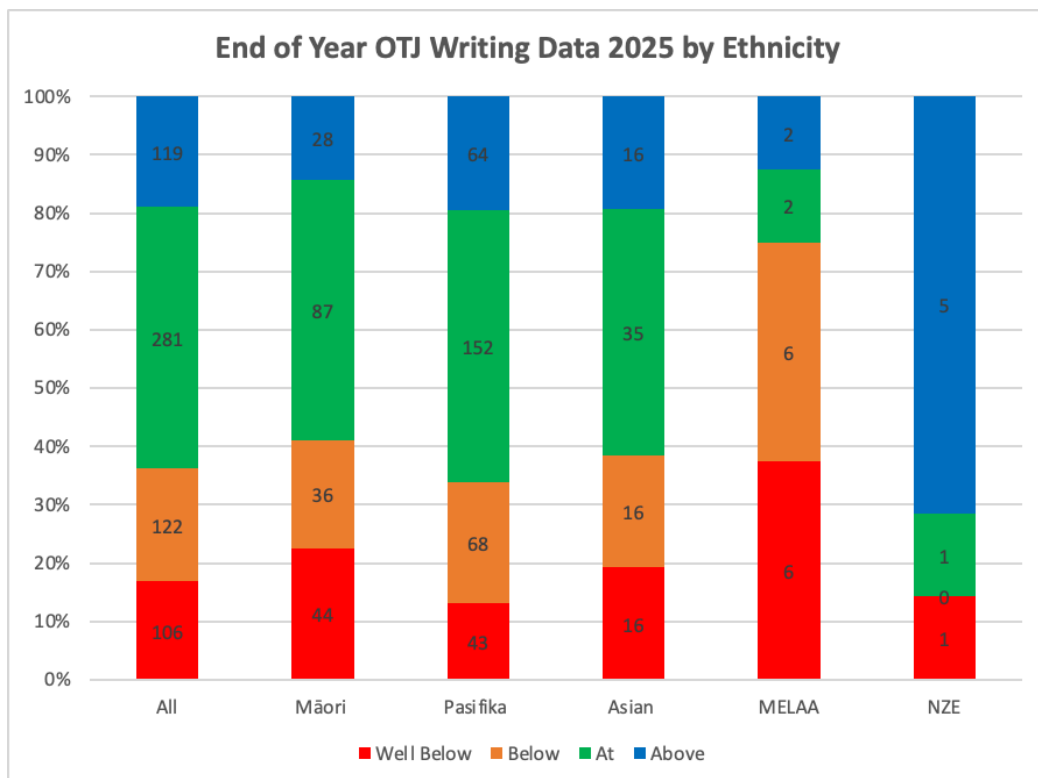
Male	2024	2025	Difference
<b>Above/At</b>	57.1% (142/303)	58.9% (195/331)	1.8% increase
<b>Below</b>	28.1% (85/303)	19.3% (64/331)	8.8% decrease

<b>Well Below</b>	14.9% (45/303)	21.8% (72/331)	6.9% increase
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In 2025, 58.9% of male students achieved at or above expectation in Writing, a 1.8% increase from 2024. The proportion of students performing below expectation decreased significantly by 8.8% (from 28.1% to 19.3%). However, the percentage of students performing well below expectation increased by 6.9% (from 14.9% to 21.8%). These results suggest that while many students have moved out of the below category, a number of students are now in the well below category.

<b>WRITING</b>	<b>2025 Female</b>	<b>2025 Male</b>	<b>Difference</b>
<b>Above/At</b>	69% (205/297)	58.9% (195/331)	10.1%
<b>Below</b>	19.5% (58/297)	19.3% (64/331)	0.2%
<b>Well Below</b>	11.5% (34/297)	21.8% (72/331)	10.3%

In 2025, 69% of female students achieved at or above expectation in Writing, compared with 58.9% of male students, a difference of 10.1%. The percentage of students performing below expectation is similar for females and males (19.5% vs. 19.3%). However, there is a notable gap in the well below category, with 11.5% of females and 21.8% of males, a difference of 10.3%. This highlights that female students are performing more strongly overall.



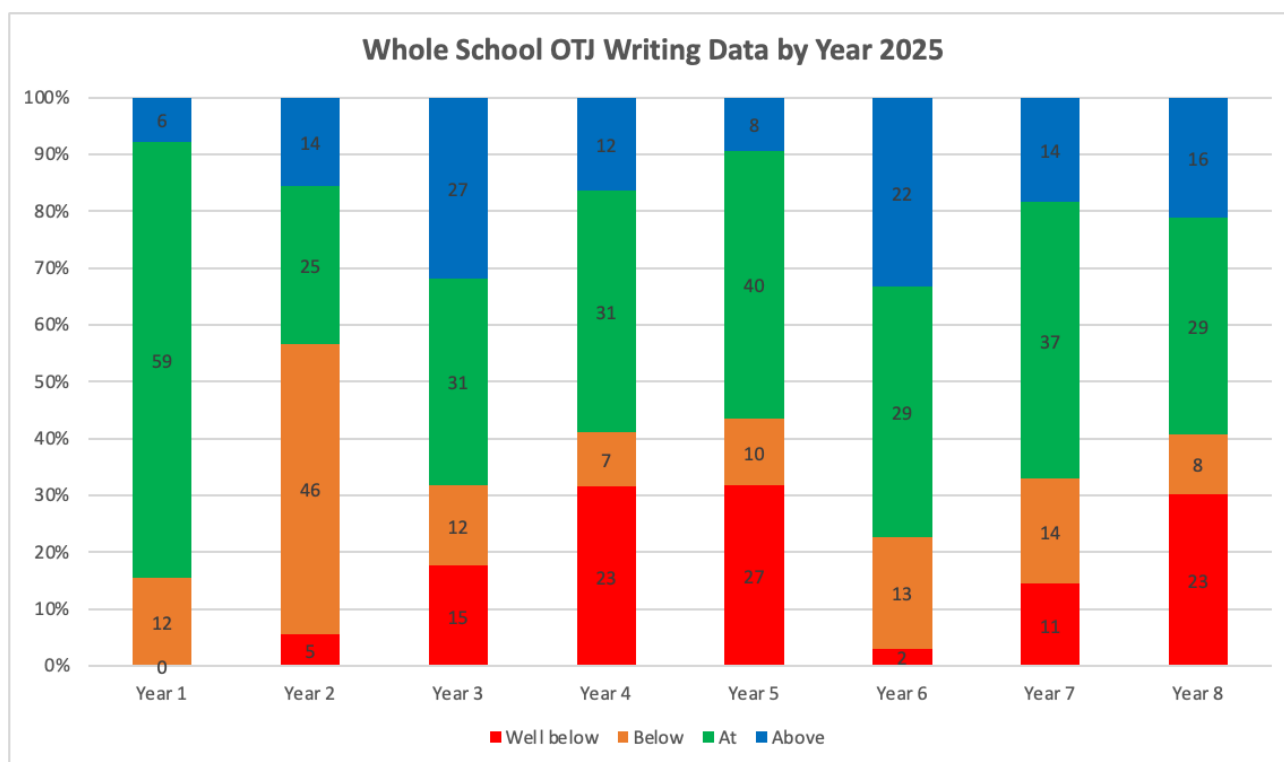
**Outcomes:**

WRITING	All	Māori	Pasifika	Asian
<b>Above/At</b>	63.7%	59%	66.1%	61.4%
<b>Below</b>	19.4%	18.5%	20.8%	19.3%
<b>Well Below</b>	16.9%	22.5%	13.1%	19.3%

In 2025, 63.7% of all students achieved at or above expectation in Writing. By group, 66.1% of Pasifika students, 61.4% of Asian students, and 59% of Māori students reached this level.

The proportion of students performing below expectation is relatively consistent across groups, ranging from 18.5% for Māori students to 20.8% for Pasifika students. However, there are notable differences in the well below category: 22.5% of Māori students, 19.3% of Asian students, and 13.1% of Pasifika students are working well below expectation.

Overall, the data highlights strong achievement for most students, with Māori students having the highest proportion in the well below category.



**Outcomes:**

WRITING	All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>At/Above</b>	63.7%	84.4%	43.3%	68.2%	58.9%	56.5%	77.3%	67.1%	59.2%
<b>Below</b>	19.4%	15.6%	51.1%	14.1%	9.6%	11.8%	19.7%	18.4%	10.5%
<b>Well Below</b>	16.9%	0%	5.6%	17.6%	31.5%	31.7%	3%	14.5%	30.3%

Overall, 63.7% of students achieved at or above expectation in Writing. Achievement varies across year levels, with the highest proportions at Year 1 (84.4%) and Year 6 (77.3%), and the lowest at Year 2 (43.3%) and Year 8 (59.2%).

The percentage of students performing below expectation is highest in Year 2 (51.1%) and Year 6 (19.7%), while lowest in Year 4 (9.6%) and Year 8 (10.5%). Students performing well below expectation are concentrated in Years 4, 5, and 8, with 31.5%, 31.7%, and 30.3% respectively. Lower years such as Year 1 have minimal or no students in this category as they can not be well below.

This pattern suggests strong early-year achievement, dips in some middle years, and a notable increase in well below students in upper years, highlighting the need for targeted support to maintain progress and lift students in Years 4, 5, and 8.

#### 2025 Targets

<b>WRITING</b>	<b>At and Above</b>	<b>Below</b>	<b>Well Below</b>
<b>2025</b>	63.7% (400/628)	19.4% (122/628)	16.9% (106/628)
<b>Whole School Targets</b>	70%	20%	10%
<b>Difference</b>	-6.3%	0.6%	-6.9%

In 2025, 63.7% of students achieved at or above expectation in Writing, below the whole-school target of 70% by 6.3%. The proportion of students performing below expectation was 19.4%, slightly below the target of 20% by 0.6%. The percentage of students performing well below expectation was 16.9%, below the target of 10% by 6.9%.

Overall, while most students are achieving at or above expectation, there is a significant 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

<b>Writing</b>	<b>At and Above</b>	<b>Below</b>	<b>Well Below</b>
<b>2025</b>	59%	18.5%	22.5%
<b>Māori Student Targets</b>	60%	20%	20%
<b>Difference</b>	-1%	-1.5%	-2.5%

In 2025, 59% of Māori students achieved at or above expectation in Writing, slightly below the target of 60% by 1%. The proportion of students performing below expectation was 18.5%, just under the target of 20% by 1.5%. The percentage of students performing well below expectation was 22.5%, below the target of 20% by 2.5%.

Overall, while most Māori students are achieving at or above expectation, there is a small gap in the well below category, indicating a need for continued targeted support to reduce the number of students performing well below expectation.

**2026 Targets**  
Based on the 2025 OTJ Data

<b>WRITING</b>	<b>At and Above</b>	<b>Below</b>	<b>Well Below</b>
<b>2025</b>	63.7% (400/628)	19.4% (122/628)	16.9% (106/628)
<b>2026 Targets</b>	70%	10%	10%
<b>Shift required</b>	6.3% increase	9.4% decrease	6.9% decrease

In 2026, the school aims to increase the percentage of students achieving at or above expectation in Writing from 63.7% to 70%, requiring a shift of 6.3%. The proportion of students performing below expectation will be reduced from 19.4% to 10%, a shift of 9.4%, while the percentage of students performing well below expectation will decrease from 16.9% to 10%, requiring a shift of 6.9%.

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**

<b>WRITING</b>	<b>At and Above</b>	<b>Below</b>	<b>Well Below</b>
<b>2025</b>	59%	18.5%	22.5%
<b>2026 Maori Targets</b>	65%	10%	15%
<b>Shift required</b>	7% increase	8.5% decrease	7.5% decrease

In 2026, the school aims to increase the percentage of Māori students achieving at or above expectation in Writing from 59% to 65%, requiring a shift of 7%. The proportion of students performing below expectation will be reduced from 18.5% to 10%, a shift of 8.5%, while the percentage of students performing well below expectation will decrease from 22.5% to 15%, requiring a shift of 7.5%.

Targeted teaching and support will focus on moving students from the below and well below categories into the at/above range to ensure progress toward the 2026 targets.

**Priority Learners: Pasifika Students**

<b>WRITING</b>	<b>At and Above</b>	<b>Below</b>	<b>Well Below</b>
<b>2025</b>	66.1%	20.8%	13.1%
<b>2026 Pasifika Targets</b>	75%	15%	5%
<b>Shift required</b>	8.9% increase	5.8% decrease	8.1% decrease

In 2026, the school aims to increase the percentage of Pasifika students achieving at or above expectation in Writing from 66.1% to 75%, requiring a shift of 8.9%. The proportion of students performing below expectation will be reduced from 20.8% to 15%, a shift of 5.8%, while the percentage of students performing well below expectation will decrease from 13.1% to 5%, requiring a shift of 8.1%.

Targeted teaching and support will focus on moving students from the below and well below categories into the at/above range to ensure progress toward the 2026 targets.

### **School Strategies to Lift Achievement**

#### **Basis for identifying areas for improvement:**

Formal testing alongside teacher OTJ and classroom observations. Planned testing includes

- Mid and end of year OTJs, which are moderated at team and school level
- Ongoing analysis and tracking of all student progress using Analysis templates Years 1-8
- Structured Literacy assessments for all Year 0-3 students (baseline, 10 weeks and end of the year)
- The introduction of Phonics Checks at 20 and 40 weeks of school
- Year 5-8, PAT Vocabulary in Terms 1 and 4
- Twice yearly ELLs assessments
- Possible AsTTle Writing testing for Years 0-8 twice yearly

#### **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.
- 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.
- MOE funded support with assessment
- Continuing to build kaiako data literacy skills including the investigation of the SMART Tool to support teaching and learning
- Trialing of PAT writing assess and create procedures for the use of data to inform teaching practice
- School based intervention programme on a as need basis, such as Talk to Learn
- Specialist support such as RTLiT and Speech Therapy.
- 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 effective Writing practice
- Strengthening relevance of learning through the integration of Literacy with Discovery concepts
- 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:**

- Embedding Structured Literacy professional development was implemented in Years 0-2.
- Data used to identify students who may require an Intervention programme. Monitoring of these programmes to assess their impact on student achievement.
- Interventions include Talk to Learn and one on one Learning Assistant support

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

**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