

Statement of Variance Reporting



School Name:	Maunu School	School Number:	1050
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Strategic Aim:	Effective programmes that promote high achievement and maximise opportunities provided.
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Annual Aim:	To raise student achievement in Writing and accelerate progress for students Below to meet curriculum expectation To raise the level of student achievement in writing from at to above
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Target:	<p>Writing</p> <ul style="list-style-type: none"> • Year 6: 13% below (currently 24%) 76% At (currently 65%) • Year 2: 20% Above (currently 4%) 66% At (currently 82%)
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<p>In 2025, our literacy strategy focused on instructional consistency, curriculum alignment, and targeted interventions.</p> <p>Our aim was to bridge the gap between foundational skills (Structured Literacy) and advanced composition (Writer's Tool Box), we created a cohesive pathway for student progress.</p> <p>Collaborative Leadership & Professional Learning The AST (Across School Teacher) and WiST (Within School Teacher) continued to embed the Writer's Tool Box into daily classroom practice. This wasn't just about using a tool; it was about ensuring that whether a student was in Year 4 or Year 6, the "language of writing" remained the same.</p> <p>Staff Meetings & NZ Refresh: The Literacy Team facilitated regular sessions to unpack the Understand, Know, Do model. By aligning the Writer's Tool Box</p>	<p>Statement of Variance 2025 aims:</p> <p>Data Analysis: 2025 Writing Outcomes The 2025 end-of-year data presents a positive growth trend in writing proficiency across both target cohorts, though the results are mixed regarding the specific goals set at the beginning of the year.</p> <p>Performance Summary Year 6 Excellence: This cohort significantly outperformed expectations. Starting from a baseline of 56%, they reached 78.4% proficiency, comfortably exceeding the 70% target by 8.4 percentage points. Notably, 11.8% of these students are now performing Above the expected level.</p> <p>Year 3 Progress: While this group did not meet the ambitious 80% target, they showed solid upward momentum. Achievement rose from 69% to 74%. Although they fell 6% short of the goal, the high density of students in the "Above"</p>	<p>Analysis of Missed Targets:</p> <p>Year 3 - Strategic Resource Allocation (Senior Focus)</p> <p>The decision to focus Professional Learning and Development (PLD) on IDEaL groups within the senior syndicate created a clear disparity in intervention.</p> <p>While this successfully drove the Year 6 achievement above their 70% target, it meant the younger students (Year 3) did not receive the same level of intensive, data-driven writing support.</p> <p>Staffing Transitions & Training</p> <p>The New Entrant and Year 1 team included two new teachers who were concurrently training in BSLA (Better Start Literacy Approach).</p> <p>The "Dip" of Implementation: When teachers are learning a new, intensive system like BSLA, there is a natural period of adjustment where pedagogical focus is inward-looking as they master the new routines.</p>	<p>Maunu School is moving from the "learning the ropes" phase of Structured Literacy into a "integration and alignment" phase.</p> <p>With the heavy lifting of initial PLD behind most of the staff, 2026 is about horizontal integration, making those skills work across the curriculum, specifically through STEM.</p> <p>Strengthening the "Bridge" Between Reading and Writing Cognitive load for teachers has increased. We are encouraging ways for teachers to integrate reading and writing through authentic texts.</p> <p>In 2026, resourcing will focus on reducing cognitive load via high-quality scaffolds.</p> <p>Integrated Units (STEM focus): Instead of teachers creating their own resources from scratch, teams will co-creating, Integrated Literacy plans.</p> <p>These would pair a specific STEM topic (e.g., Renewable Energy) with a Scope and</p>

scope and sequence with the NZ Curriculum Refresh.

Science of Learning:

Professional development shifted toward high-leverage practices, including the speech sounds of NZ English and explicit handwriting instruction.

Support for Writing Targets: This supports targets by reducing cognitive load for students. When the instructional language is consistent across the school, students spend less energy "learning how we learn" and more energy on the writing itself.

Senior Syndicate (Phase 2) Engagement

The Senior Syndicate leveraged digital tools and competitive motivation to drive engagement. With Writer's Tool Box Online Licenses, students received real-time feedback on their composition.

Word Power & Kahui Ako: The "Word Power" competition boosted vocabulary acquisition. Sending representatives to WBHS (Whangarei Boys' High School) to collaborate with the wider Kahui Ako provided a high-stakes, authentic audience for our learners.

category (29.8%) suggests a strong top end of learners.

Areas for Improvement & Next Steps

To build on these results heading into the next cycle, the following strategic focus areas are recommended:

Year 3 Intervention: Identify the specific barrier that prevented the Year 3 cohort from closing the final 6% gap. Targeted support for the "Working Towards" group may be needed to convert steady progress into target achievement.

Sustainability in Year 6: Analyse the instructional shifts that led to the 22.4% jump in Year 6 performance to replicate this success with the incoming cohort.

Standardising "Above"

Achievement: With nearly 30% of Year 3 students achieving Above expectations, there is an opportunity to extend these high achievers further while using their progress to mentor peers.

Literacy vs. Composition: The heavy focus on Structured Literacy and spelling is vital, but it can sometimes displace the time previously dedicated to the "craft" of writing (sentence structure, genre features, and ideation)

Demographic Shifts (ESOL)

An increasing ESOL population naturally impacts the school-wide achievement percentage. Students entering with lower English baselines require more time to reach "At" or "Above" status.

If the Year 3 cohort had a higher concentration of these students, a 74% achievement rate actually represents a significant effort in closing language gaps.

Loss of Specialised Support. The extended leave of key staff reduced the time of the invention groups.

Sequence-aligned "Rich Text" and specific Writer's Toolbox sentence patterns.

Assessment and Data: Making the "Dip" Actionable

As per the MoE's Statement warning that results may dip before they climb. The key for 2026 is ensuring teachers don't lose heart during this transition.

Moderation:

We will be working with Cognition on assessment and reporting in T1 & T2. It is important for the staff to regularly look at "mini-moderation" sessions. Instead of long meetings, use 15-minute "stand-ups" where teachers compare one piece of writing against the new expectations to build "collective teacher efficacy."

PAT Writing & SMART Tool:

Since the SMART tool isn't fit for purpose yet, use the lead teacher appointed to align NZRefresh and assessment to create a simplified internal tracking sheet that bridges the gap between BSLA data in the Juniors and PAT data in the Seniors.

Sustaining Expert Capacity CRT teachers are trained with Structured Literacy will support consistency.

The "Expert Swap": We will releasing our BSLA facilitator and

Authentic Opportunities: The use of Quick Writes fostered writing stamina and fluency, moving writing from a "chore" to a daily habit.

Support for Writing Targets: Competition and digital feedback loops specifically target reluctant writers (often boys in the senior years). By increasing engagement and "Word Power," we directly see an uptick in the complexity of sentence structures and vocabulary in summative assessments.

Targeted Interventions & Acceleration

We recognised that a "one size fits all" approach doesn't work for every learner. Our 2025 actions prioritised the "heavy lifting" for students below expectations.

Structured Literacy &

Intervention Groups: While often associated with reading, our interventions (led by CT, DH, CdB, and AP) focused heavily on the application of spelling and sentence structure. This included BSLA (Better Start Literacy Approach) in the Junior Syndicate and ESOL support.

ALL (Accelerated Learning in Literacy): Two teachers focused on small-group acceleration,

expert to work on overviews each term.

To maximize this, we will also look at the "Shadowing" resource model where the Beginning Teacher gets extra release time specifically to observe these experts in action.

Maintenance PLD: For those already trained, PLD shouldn't be "more of the same." Resource "Refresher Workshops" that focus specifically on troubleshooting "What do we do when a Year 5 student still has gaps in Stage 3 morphology?"

STEM as the Vehicle for Literacy

With STEM being the 2026 focus, there is a risk that Literacy and Science compete for time. The goal is to make them symbiotic.

Technical Vocabulary Tiering: Resource the development of "Tier 2 and Tier 3" vocabulary lists for each STEM unit.

Structured Literacy isn't just about decoding; it's about morphology. Teaching the Greek/Latin roots of scientific terms (e.g., hydro-, therm-, geo-) is where the senior syndicate can excel.

Scientific Journaling: Align the Writer's Toolbox tools specifically with scientific reporting.

specifically targeting "on the cusp" students to move them into the "at or above" bracket.

Support for Writing Targets:

These interventions are the primary engine for closing the achievement gap. By focusing on the "Science of Writing" (encoding and syntax), we ensure that foundational gaps don't prevent students from accessing higher-level curriculum demands.

Induction and Sustainability:

New teachers were not left to figure out the school's literacy culture on their own. They were mentored closely by the AST, WiST, and Kahui Ako leads to build their capability quickly.

IDEAL Writing PLD: The entire Literacy Team attended the IDEAL Writing course to ensure our Structured Literacy approach was harmonised with creative writing.

Support for Writing Targets:

Sustainability is key. By mentoring new staff, we ensure that instructional quality remains high regardless of staff turnover, protecting the progress of our target students.

Looking Ahead: Curriculum Refinement

The teacher-only day on June 4th served as a pivotal moment for "Valley Schools" collaboration. Despite the shifting landscape of government initiatives, our focus remained on the NZ Refresh and ensuring our scope and sequence is robust.

Support for Writing Targets: By staying ahead of curriculum changes, we ensure our teaching remains evidence-based and compliant. This foresight allows us to adjust our targets proactively rather than reactively.

Key Takeaway: Our 2025 actions moved literacy from a set of isolated tasks to an integrated, school-wide ecosystem where foundational mechanics (IDeaL/Structured Literacy) support sophisticated output (Writer's Tool Box).

Statement of Variance Reporting

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Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>						
<p>2025 Literacy Strategy:</p> <p>In 2025, our literacy strategy prioritised instructional consistency, curriculum alignment, and targeted reading interventions.</p> <p>Our primary goal was to bridge the gap between foundational decoding skills (Structured Literacy) and deep comprehension, creating a seamless pathway for student progress from phonics to fluid reading.</p> <p>Collaborative Leadership & Professional Learning The AST (Across School Teacher) and WiST (Within School Teacher) worked to embed evidence-based reading practices into daily classroom routines. This ensured that the "language of reading" from phonemic awareness to syntax remained consistent from Year 4 through Year 6.</p> <p>Staff Meetings & NZ Refresh: The Literacy Team facilitated sessions to unpack the Understand, Know, Do model. By aligning our reading scope and sequence with the NZ Curriculum Refresh, we ensured that teachers moved beyond "surface-level activities" to meet specific national expectations for literacy.</p>	<p>Statement of Variance 2026 aims:</p> <p>2025 Reading Achievement:</p> <p>Our 2025 reading results reflect a year of significant growth and varying levels of target attainment across our key cohorts.</p> <p>By comparing our End of Year (EOY) data against the strategic goals set in our Statement of Variance, we can identify both celebrated successes and areas for continued focus.</p> <p>Statement of Variance Goal 2025</p> <ul style="list-style-type: none"> By the end of 2025, Year 3, 80 % of cohort to be at or above expected level (currently 70%) By the end of 2025, Year 6, 85 % of cohort to be at or above expected level (currently 75%) <table border="1" data-bbox="645 1098 1117 1433"> <thead> <tr> <th data-bbox="645 1098 734 1299">Yr Lev el</th> <th data-bbox="734 1098 913 1299">2025 Target (At or Above)</th> <th data-bbox="913 1098 1117 1299">EOY 2025 Actual (At or Above)</th> </tr> </thead> <tbody> <tr> <td data-bbox="645 1299 734 1433">Yr 3</td> <td data-bbox="734 1299 913 1433">80%</td> <td data-bbox="913 1299 1117 1433">74.4% (39.5% At +</td> </tr> </tbody> </table>	Yr Lev el	2025 Target (At or Above)	EOY 2025 Actual (At or Above)	Yr 3	80%	74.4% (39.5% At +	<p>Why the Year 3 Target was missed</p> <p>While there was positive growth in Year 3 (moving from 70% to 74.4%), the cohort fell short of the 80% goal. The following factors likely hindered the progress of these younger learners:</p> <p>Cognitive Overload (Teachers and Students) Cognitive Load Theory suggests that the human brain has a limited capacity for processing new information in working memory. In 2025, the staff experienced "element interactivity" overload.</p> <p>Teachers were simultaneously learning a new pedagogy (Structured Literacy), new assessment tools, and navigating a fluctuating National Curriculum.</p> <p>When teachers are in a "learning phase," their instructional delivery isn't yet automated, which can reduce the effectiveness of the teaching.</p> <p>For Students: If the Structured Literacy programme was not yet delivered with high consistency or "fluency" by the teacher, the instructional "noise" increases, making it harder for Year 3 students, who are in a critical</p>	<p>Primary Resource Target:</p> <p>The "Year 4 Pivot" The 2025 Year 3 cohort (now Year 4) missed their target (74.4% vs 80%). This group is entering Phase 2 (Years 4–6), where the shift moves from learning to read to reading to learn.</p> <p>The Risk: If the "instructional noise" from 2025 isn't silenced, these students will struggle with the increased cognitive load of authentic texts.</p> <p>Resourcing Action: Direct the DP-led iDeal Reading groups specifically to this Year 4 cohort.</p> <p>Since the DP is back from leave, their capacity should be prioritised here to provide the "accelerated support" that was missing in Term 1 of last year.</p> <p>Tactical Focus: Use the BSLA Lead Teachers to audit the "Foundational Code" for these Year 4s. Ensure no one is moving into Phase 2 "Authentic Texts" with lingering gaps in their decoding ability.2.</p> <p>Pedagogical Focus: Reducing Cognitive Load You identified "Element Interactivity Overload" as a failure point.</p>
Yr Lev el	2025 Target (At or Above)	EOY 2025 Actual (At or Above)							
Yr 3	80%	74.4% (39.5% At +							

Science of Reading: Professional development shifted toward high-leverage practices, including the speech sounds of NZ English and the cognitive processes behind decoding.

Support for Reading Targets: Consistent instructional language reduces the cognitive load for students. When learners don't have to guess the "strategy of the day," they can focus their mental energy entirely on deconstructing and understanding the text.

Senior Syndicate (Phase 2) Engagement
The Senior Syndicate utilised digital platforms and high-interest literature to drive engagement in reading for both pleasure and information.

Vocabulary & Kahui Ako: Through "Word Power" initiatives, we boosted vocabulary acquisition, a key pillar of comprehension. Collaborating with the wider Kahui Ako at WBHS provided students with an authentic, academic context for their literacy skills.

Authentic Fluency: The use of daily "Quick Reads" and fluency drills moved reading from a passive task to an active, daily habit, building the stamina required for complex texts.

		34.9% Above)
Yr 6	85%	92.2% (54.9% At + 37.3% Above)

Year 3: The EOY actual achievement of 74.4% (17 students At + 15 students Above) is **below** the 80% target.

Year 6: The EOY actual achievement of 92.2% (28 students At + 19 students Above) is **above** the 85% target.

Year 3: Steady Growth: While the Year 3 cohort did not reach the ambitious 80% target, there was a positive upward trend. Achievement rose from a baseline of 70% to 74.4% (comprising 39.5% "At" and 34.9% "Above"). With 32 students currently meeting or exceeding expectations, the focus for 2026 will be on closing the 5.6% gap to bridge that final distance to our goal.

Year 6: Exceptional Achievement The Year 6 cohort delivered outstanding results, comfortably surpassing the 85%

decoding-to-fluency transition, to internalise the learning.

Instructional Inconsistency
As noted, the programme was not taught with 100% consistency across the school.

Year 3 is a "make or break" year for literacy where gaps in foundational code knowledge become highly visible.

Variations in teacher experience, compounded by new staff learning both the school culture and the new programme, likely led to uneven progress across the cohort.

The "Curriculum Refresh" Pivot The Ministry of Education's shift in Term 3 created significant "lost momentum."

Sunk Cost of Time: The hours spent mastering the "Understand, Know, Do" framework were rendered obsolete. This represents a significant opportunity cost where time could have been spent refining the Structured Literacy implementation.

Strategic Whiplash: A massive shift in curriculum thinking mid-year creates professional fatigue.

This often leads to a "waiting game" mentality where staff become hesitant to fully commit to

2026 must be about automation for the teachers so they can focus on intervention for the students.

Resourcing Action: Instead of new PLD, focus resourcing on "Quality Assurance Check-ins." Use the Lead Teachers to provide "In-Class Coaching" rather than after-school meetings.

The "Resource Library": collecting resources/sharing best practice.

Assign a budget or release time for a staff member to curate a "NZC Refresh Playbook" that maps iDeal/BSLA directly to the new report formats. This prevents every teacher from having to "reinvent the wheel" (reducing individual cognitive load).

Integrating STEM: The Engagement Lever To support the Year 4–6 Phase 2 transition, STEM should be used as the vehicle for comprehension. Resourcing Action: Purchase high-interest, non-fiction STEM sets that align with iDeal's "Authentic Texts" focus. Strategy: By using STEM for reading and writing integration, you provide a high-context environment. This helps students who struggled with "instructional noise" in Year 3 to see the practical application of their literacy skills, boosting engagement and retention.

Intervention & Alignment (LSC/Junior Syndicate) While the Year 6s are succeeding (92.2%),

Support for Reading Targets: Digital feedback loops and competitive elements specifically engaged reluctant readers. By increasing "Word Power" and fluency, we saw a measurable uptick in students' ability to access and interpret sophisticated curriculum content.

Targeted Interventions & Acceleration

We recognised that a "one size fits all" approach is insufficient for closing the literacy gap. Our 2025 actions prioritised "heavy lifting" for students reading below their chronological age.

Structured Literacy & BSLA: Led by our specialist team (CT, DH, CdB, and AP), interventions focused on the application of phoneme-grapheme correspondences and morphology. This included the Better Start Literacy Approach (BSLA) in the Junior Syndicate and targeted ESOL support.

ALL (Accelerated Learning in Literacy): Two teachers led small-group acceleration, specifically targeting "on the cusp" students. The goal was to rapidly improve decoding speed and comprehension to move these learners into the "at or above" bracket.

Support for Reading Targets: These interventions are the engine of equity. By focusing on the

target. An impressive **92.2%** of the cohort is performing at or above the expected level. Particularly noteworthy is the depth of achievement, with **37.3% (19 students)** performing "Above" expectations, demonstrating the efficacy of our senior school literacy interventions.

Moving Forward

The 2025 data confirms that our instructional strategies are yielding gains. For the Year 3 group, we will refine our targeted support to maintain their momentum, while the Year 6 results provide a high-achieving blueprint we can look to replicate in other year levels.

a direction, fearing further changes.

Delayed MOE Resources

The slow rollout of resources meant that teachers were "building the plane while flying it."

Structured Literacy is resource-heavy (decodable texts, scope and sequences).

This was our first year completing BSLA across our junior school with fidelity. The mixed Year 2 & 3 classes make it difficult for teachers to aim their whole class taumata and was a learning curve for our team.

Without these tools ready at the start of the year, the Year 3 cohort missed out on a full year of optimised, resource-backed instruction.

Summary of Success

It is worth noting the Year 6 success (92.2%). This may suggest that older students, who likely have more established self-regulation and foundational skills, were more resilient to the curriculum shifts, or perhaps the Year 6 teaching team achieved consistency earlier in the year.

the Junior Syndicate remains the "pipeline."Resourcing Action: The Learning Support Coordinator (LSC) must maintain a "tight" loop with the Junior Syndicate.

Use the 2025 Year 3 data to identify the specific 5.6% of students who kept that cohort from hitting the target and ensure they have Tier 2/3 interventions immediately in Term 1.

Moderation: Schedule

"Cross-Syndicate Moderation" early. Have Year 4 and Year 2 teachers look at work together to ensure the "Consistency" mentioned in your aims is visible across the transition from BSLA to iDeaL

"Science of Reading" (decoding and orthographic mapping), we ensured that foundational gaps didn't prevent students from accessing higher-level inquiry and research.

Induction and Sustainability

New staff were mentored by the AST and WiST to ensure our school's reading culture remained robust.

IDEaL Literacy PLD: The entire Literacy Team attended the IDEaL training to ensure our Structured Literacy approach was harmonised with broader comprehension strategies.

Support for Reading Targets:

By mentoring new staff in our specific scope and sequence, we protect the progress of our target students, ensuring that high-quality reading instruction continues regardless of staff turnover.

Looking Ahead: Curriculum Refinement

Despite shifting government initiatives, our focus remained on the NZ Refresh and ensuring our reading scope and sequence is robust and evidence-based.

Support for Reading Targets:

By staying proactive with curriculum changes, we ensure our teaching remains compliant and grounded in the latest research,

allowing us to adjust targets effectively for 2026.

Key Takeaway: Our 2025 actions moved reading from an isolated skill to an integrated, school-wide ecosystem. By mastering the foundational mechanics (iDeal/Structured Literacy), our students are now better equipped for the sophisticated comprehension required for lifelong learning.

Strategic Aim:

To raise student achievement in Mathematics and accelerate progress for students Below to meet curriculum expectation

Annual Aim:

Curriculum improvement - To have 90% of students operating At or Above the 'Expected Curriculum Level' in Mathematics

Target:

- **Year 4:** Below 21% below move to at (6% below)
- **Year 5:** move from 70 at to 55% = 37% above

Baseline Data:

**Maths (3)End 2025
Admin Whole School**

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<i>Totals</i>	11.5% 31	62.1% 167	26.4% 71	269

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>				
<p>Mathematics: A Structured & Enriched Approach</p> <p>In 2025, the Maths team moved away from multi-level streaming in PR1ME, opting instead for a single-tier scope and sequence per year group.</p> <p>This shift allows for a more cohesive classroom experience while using additional resources to "bridge and extend" rather than just "differentiate down."</p> <p>"Assessment & Triangulation: With the JAM assessment becoming obsolete under the NZ Refresh, the team adopted new tools to ensure data accurately reflects student progress within the Understand, Know, Do (UKD) model.</p> <p>High-Leverage Pedagogy: Collaboration with Learner's First and Rob Proffitt-White focused on:</p> <p>Rich Tasks: Moving beyond rote learning to deep problem-solving. Maths Talk: Encouraging students to justify, defend, and explain their thinking.</p> <p>Community Engagement: The introduction of the Parent Portal and "House Problem Solving" competitions successfully promoted</p>	<p>Statement of Variance 2026 aims:</p> <p>Mathematics 2025</p> <p>The Goal Our 2025 strategic targets focused on accelerating achievement in Mathematics for two key cohorts. The primary objective was to increase the percentage of students performing at or above the expected level through targeted interventions and high-impact teaching strategies.</p> <p>Year 6: Increase achievement from 76% to 85% at or above expected levels. Year 3: Increase achievement from 80% to 90% at or above expected levels.</p> <p>Outcomes Summary The end-of-year results show a narrative of high achievement in our senior school, contrasted by a plateau in our junior cohort that requires further investigation.</p> <table border="1" data-bbox="658 1155 1117 1374"> <thead> <tr> <th data-bbox="658 1155 889 1374"> 2025 Target (At or Above) </th> <th data-bbox="889 1155 1117 1374"> EOY 2025 Actual (At or Above) </th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	2025 Target (At or Above)	EOY 2025 Actual (At or Above)			<p>Outcomes Summary</p> <p>Year 6: A standout performance. With 88.2% of students meeting expectations, the cohort is well-prepared for Year 7. The high percentage of students working Above (31.4%) reflects a successful extension program.</p> <p>Year 3: Achievement stayed essentially static (starting at 80%, ending at 79.1%). While nearly 42% of the class is excelling in the Above bracket, the overall percentage was pulled down by a persistent "tail" of underachievement caused by external variables.</p> <p>Reasons for Variance: Why did it happen?</p> <p>Year 6: Success Drivers</p> <p>Targeted Extension: The push to move students from "At" to "Above" was highly successful, creating a high-achieving culture within the classroom.</p> <p>Consistency: This cohort benefited from stable teaching and a consolidated approach to the numeracy curriculum over the last two years.</p>	<p>Implementation of MAP Initiative: Identify target cohorts for the successful MAP application, with DH delivering intensive instruction to these groups four times weekly.</p> <p>Targeted Interventions: Establish three daily intervention groups focused on building student confidence and mathematical academic language.</p> <p>Professional Learning & Development (PLD): Conduct ongoing workshops and complete initial PLD requirements.</p> <p>Distribute specialised resources to staff upon completion of training.</p> <p>Focus PLD on assessment tools, moderation practices, and new parent reporting expectations.</p> <p>Curriculum Alignment: Continue aligning the NZC Refreshed Curriculum with current school assessment tools.</p> <p>Redesign the Basic Facts test to reflect significant shifts in curriculum expectations.</p> <p>Progress Tracking & Reporting: Redesign Mid and End-of-Year</p>
2025 Target (At or Above)	EOY 2025 Actual (At or Above)						

"Maths Whiz" culture and basic facts practice at home and school

85%	88.2% (56.9% At + 31.4% Above)
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The Year 6 cohort significantly outperformed their target, reaching 88.2% (comprising 29 students 'At' and 16 students 'Above').

This represents a 12.2% increase from their starting point. This success can be attributed to the successful embedding of mathematical fluency and the transition of students from "At" to "Above," with nearly a third of the cohort now working beyond expectations.

Year 3:

A Static Trend
The Year 3 cohort ended the year at 79.1% (16 students 'At' and 18 students 'Above').
While the percentage of students achieving "Above" is quite high (41.9%), the overall cohort percentage remained static compared to the start-of-year data.

The target of 90% was not met, indicating that while high-achievers are being extended, a group of students remains in the "Below" category despite

Intervention Note: The variance in Year 3 suggests that while the

Year 3: Identifying the Barriers

The Year 3 cohort faced a unique set of challenges that made the 90% target unattainable this year:

Low Entry Baselines: We had a group of new Year 3 enrollments throughout the year. These students entered the school with very low baseline data, requiring immediate intensive intervention that took time to show in the final EOY stats.

Extended Overseas Travel: Some of the group of Year 3 students spent time overseas during the academic year. These extended absences resulted in missed core instructional blocks, creating gaps in their sequential mathematical learning.

Chronic Absenteeism: General absenteeism within this specific cohort remained a hurdle. Inconsistent attendance meant that even when high-quality Tier 2 interventions were provided, the students were not always present to receive them, directly stalling their progress.

Bimodal Achievement: The data shows a "split" in the cohort—we have a very high-performing group (41.9% Above), but the "Below" group was unable to close the gap due to the disruption of their learning routines.

reports to align with the Refreshed Curriculum.

Explore and integrate progress markers, descriptors, and the upcoming curriculum matrix into school systems.

	<p>"Above" group is thriving, we need to re-evaluate our "catch-up" strategies for those currently working below the expected level to ensure they aren't being left behind.</p>		
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