

Evaluation of the school's students progress and achievement 2025

Executive Summary

The Context (The Headwinds)

Unprecedented curriculum shifts, moving targets, and complex social challenges have impacted year-over-year baseline data.

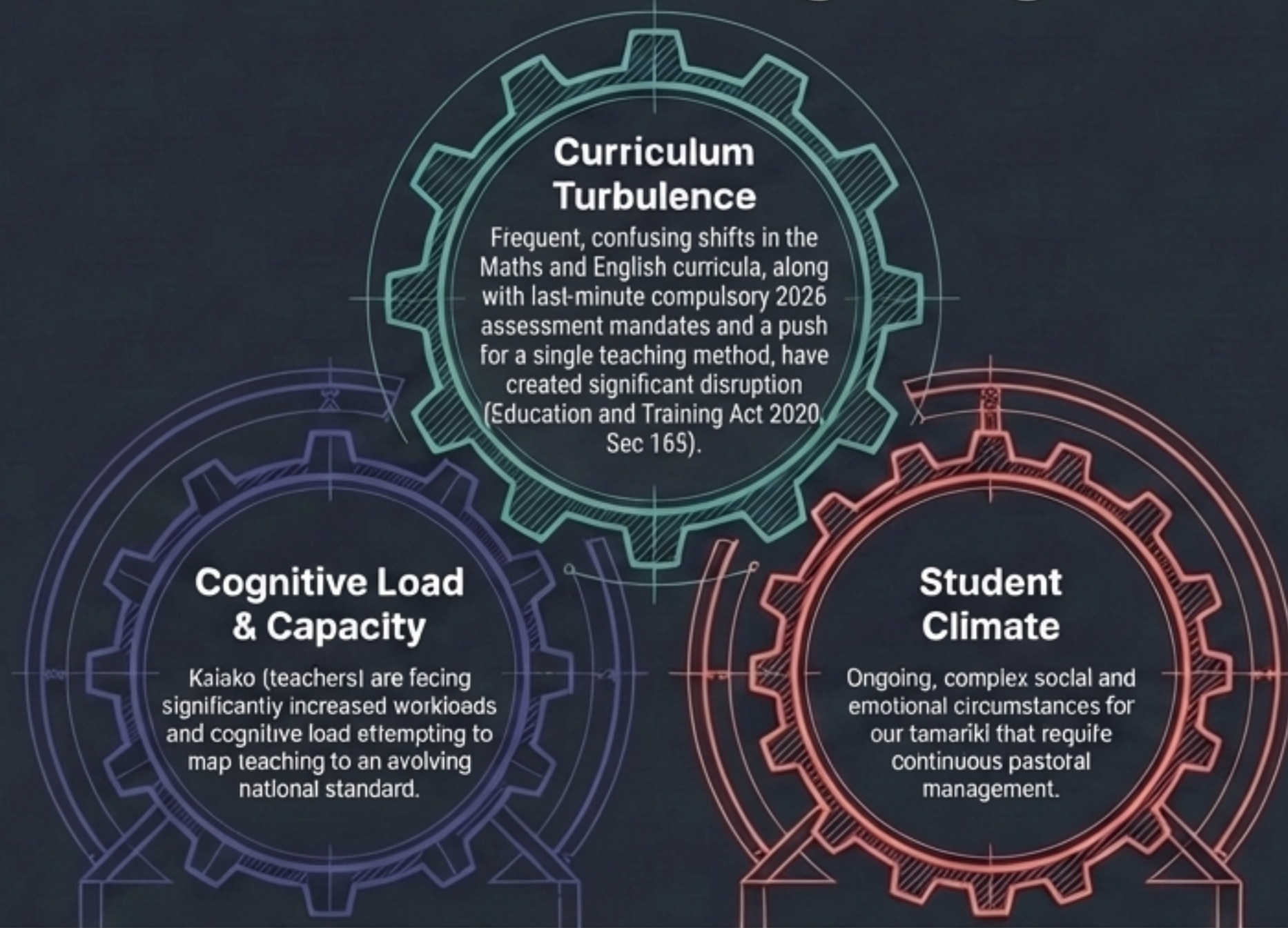
The Reality (The Engine)

While T3 2024 vs T3 2025 comparisons appear numerically lower, internal within-year progress (T1 to T3) and external STAR assessments prove continuous, robust learning is happening.

The Response (The Blueprint)

Proactive, heavy investment in experts in their fields (Helen Walls, Catherine Huxford), Structured Literacy, and Numicon to master the 2026 requirements.

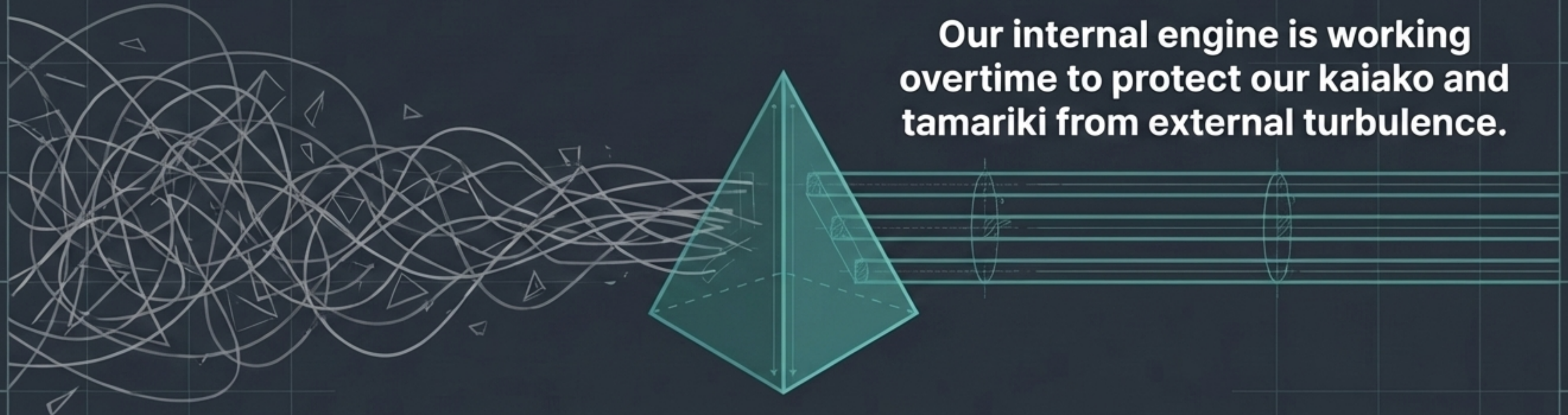
Contextualized Factors: Navigating the Headwinds



We are measuring students against a chaotic, shifting, and highly rigorous new national curriculum. The goalposts have moved.

The Proactive Response: Deciphering the Shift

Our internal engine is working overtime to protect our kaiako and tamariki from external turbulence.



Turbulent MOE rollout

Immense, proactive effort by the Literacy and Numeracy team to process and translate the new national curriculum.

Processor:

Transforming a "challenging" MOE rollout into actionable, safe, and effective teaching plans for our classrooms.

Ordered

Ensuring teachers can focus on teaching rather than policy deciphering.

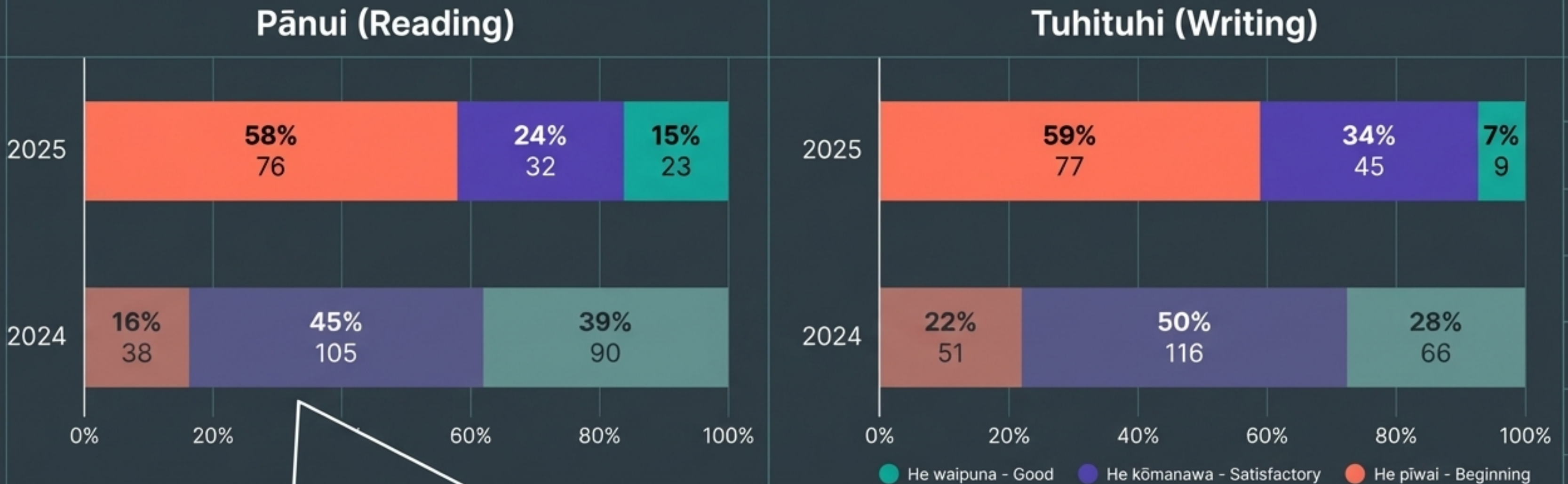
The Assessment Framework (Interim Measures)

How to read our Term 3 Data. We are using teacher judgements (informed by all assessments) on a 3-point scale for Year 3+ until compulsory curriculum assessments are finalized.



There is a medium-to-high (0.7) correlation between our teacher reading judgements and external STAR testing scores. Our data is reliable.

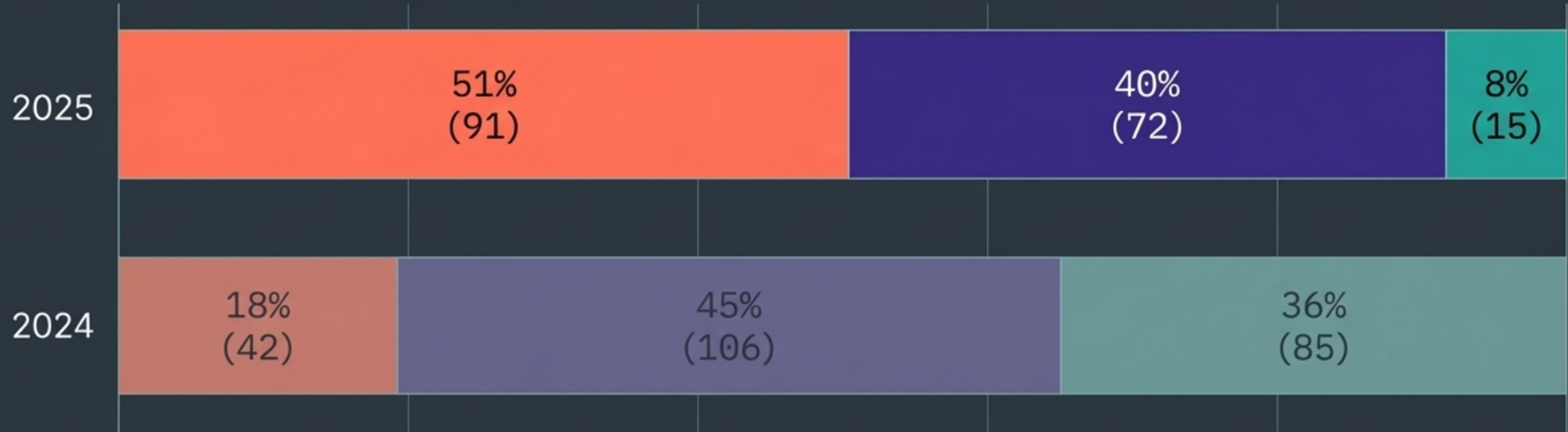
The Shifting Baseline: Reading & Writing (T3 2024 vs. T3 2025)



The numbers appear lower. This is the mathematical reality of measuring our tamariki against a newly implemented, highly rigorous curriculum expectation. The measurement tool changed, not our students' capability.

The Shifting Baseline: Mathematics (T3 2024 vs. T3 2025)

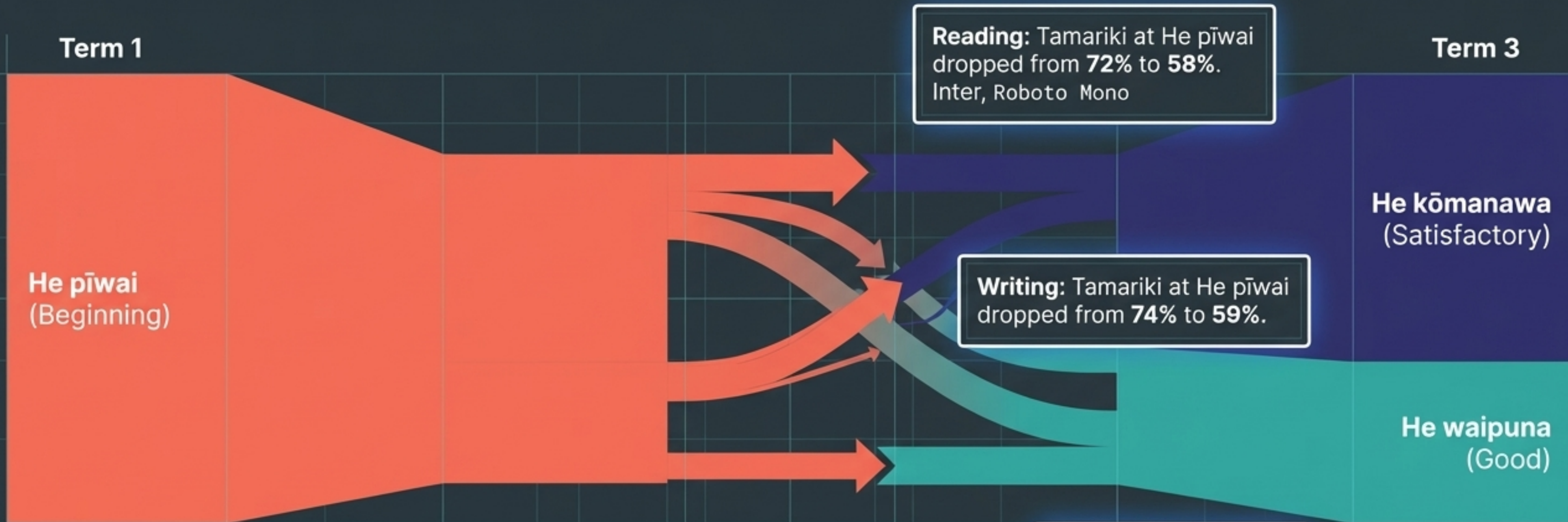
Pāngarau (Maths)



Key Takeaway: The structural shift in assessment bands is consistent across all three subjects (Pānui, Tuhtuhi, Pāngarau), confirming this is a curriculum-wide baseline reset, not an isolated subject failure.

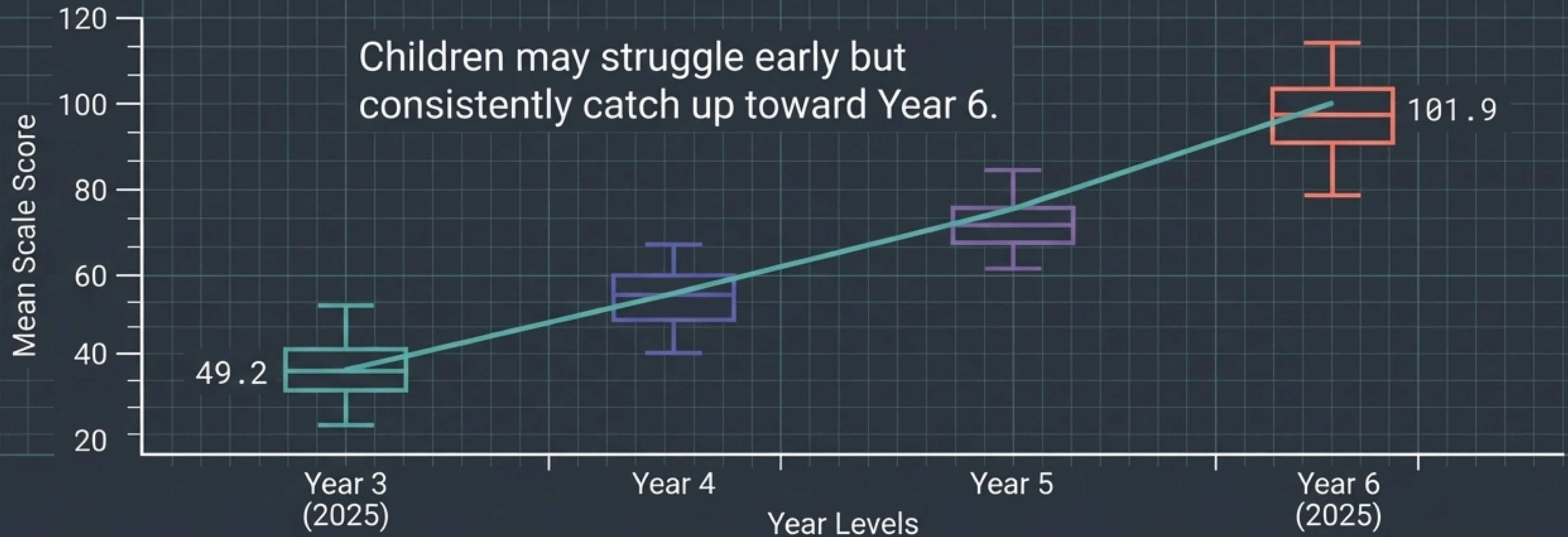
The Hidden Success: Within-Year Progress (2025)

What story does this tell us? The learning engine is working.



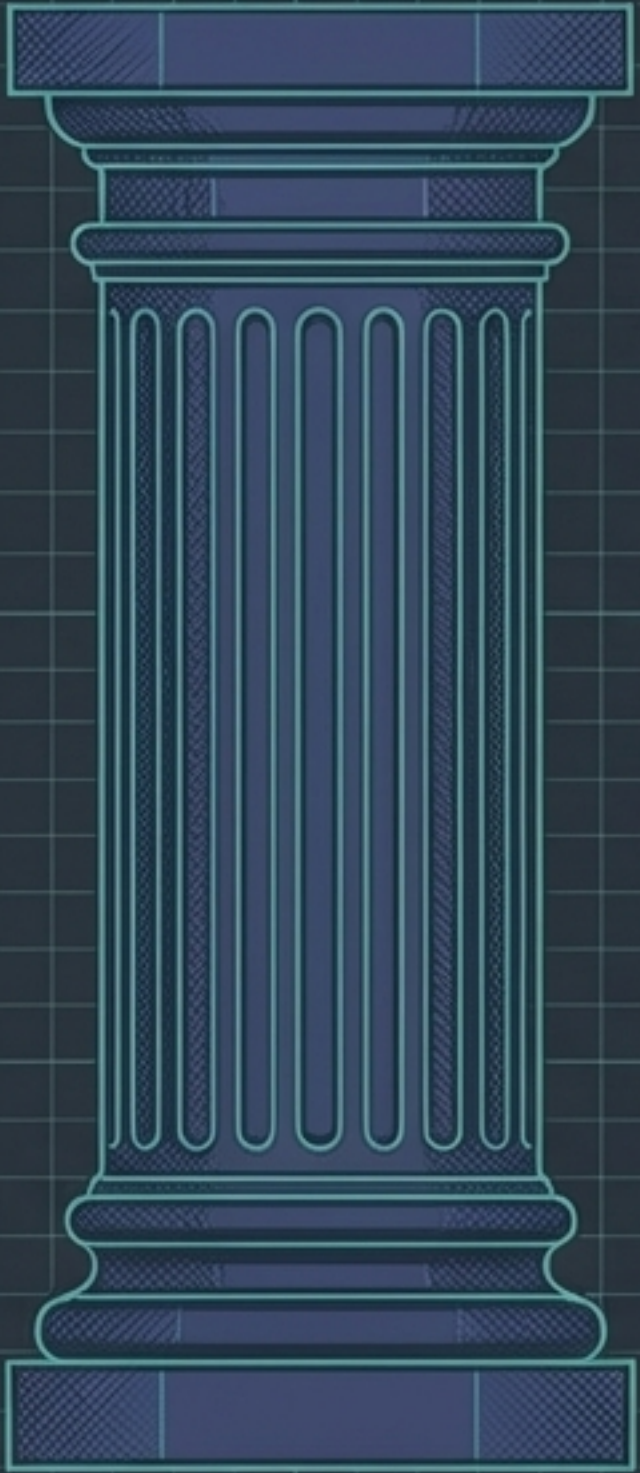
Insight: While the year-over-year bar is higher, within the bounds of this new curriculum, our students are learning, advancing, and migrating upward through the bands at an impressive rate.

External Validation: STAR Reading Progress (2024-2025)



This objective, external NZCER data strongly validates our internal teacher judgements and proves our long-term teaching strategies yield cumulative results.

Core Insights: Diagnosing the Data



What is Working

- Structured Literacy is showing clear early signs of success in early-stage decoding and reading.
- Within-year progress proves teaching methods are adapting.

The Root Challenges

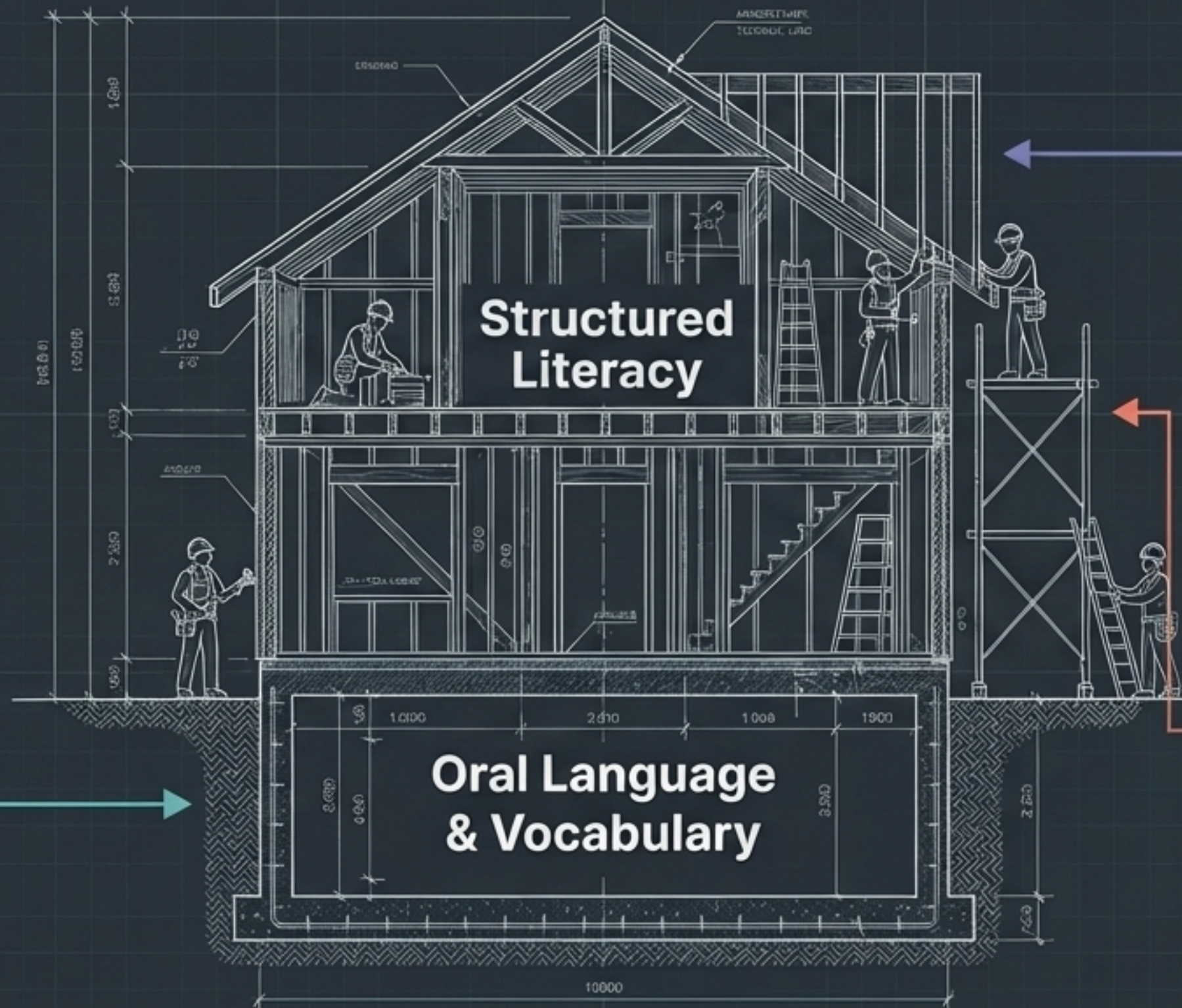
- Despite Structured Literacy gains, deeper, foundational issues remain the primary hurdle.
- Vocabulary and Oral Language deficits are the root source of ongoing reading and writing friction, especially as texts become more complex in older years.



Forward Strategy: Literacy & Oral Language

Pouring the Foundation:

A renewed, school-wide strategic focus on oral language and vocabulary. We cannot build advanced reading comprehension without a strong base of spoken language.



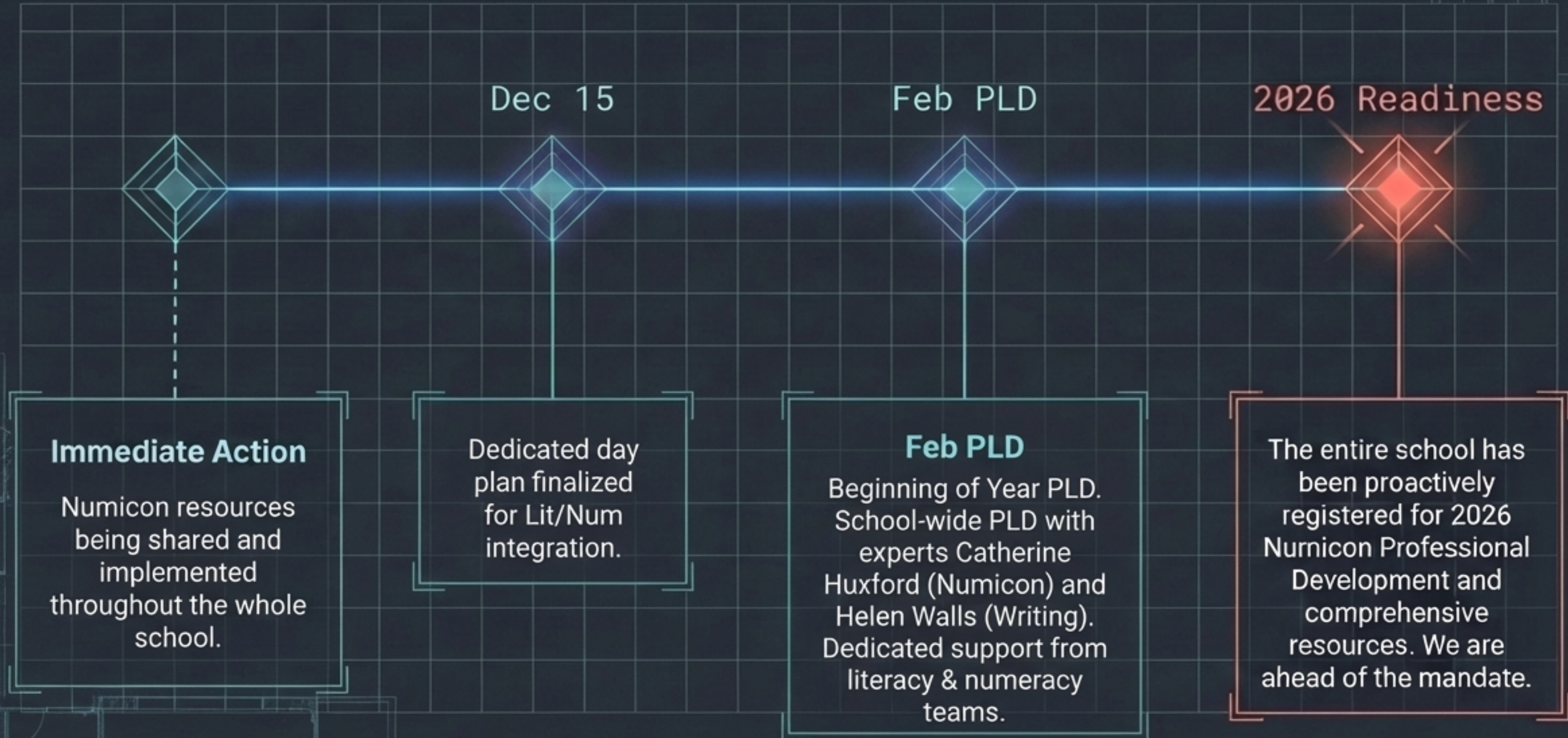
Solidifying the House:

Adaptive & Balanced Approach: Continued commitment to Structured Literacy (SL) as a core methodology, but recognizing it is not the only way. We must find a balance and tailor our approach to meet the individual needs of our tamariki, as one size does not fit all.

Empowering the Builders:

Ongoing, dedicated staff involvement with SL Professional Learning & Development.

Forward Strategy: Mathematics & Numicon Rollout





Navigating 2026 Assessments (Taking Control)

Mandated assessment requirements in Reading, Writing, and Maths for 2026 require careful, **critical evaluation** due to ongoing MOE shifting.

Policy / Assessment	Strategic Decision
Reading Policy:	We intentionally continued to use STAR testing for the remainder of 2025 end-of-year assessments to maintain reliable, unbroken longitudinal data.
General Assessment:	Our kura has consciously chosen to use MOE-approved PATs for 2026. We are making this decision despite inconsistencies at the Ministry level (e.g., PAT currently lacks assessments for Year 3).

Takeaway: We are adopting tools that serve our students' data needs, not just ticking compliance boxes.

While the ground has shifted, our foundations remain strong.

- The baseline dip is a curriculum reality, not a teaching failure.
- Within-year progress proves our internal engine is highly effective.
- Targeted investments (Numicon, Structured Literacy, Huxford, Walls) ensure we are fully prepared for 2026.