End of year data 2025

Whāia te iti kahurangi, ki te tūohu koe, me he maunga teitei
Pursue excellence, should you stumble let it be to a lofty mountain!

Acronyms:

- Teacher Professional Judgement (TPJ) is a triangulation of standardised assessment, book work, in class observations and tacit knowledge of the child.
- Progress and Consistency Tools (PaCT)
- Practice Analysis Conversations (PAC)
- Professional Learning and Development (PLD)
- English for speakers of other languages (ESOL)
- Ongoing Resource Scheme (ORS)
- Better Start Literacy Approach (BSLA)
- University of Florida Literacy Institute (UFLI)
- The Writing Revolution (TWR)

2025 Curriculum Updates:

The 2025 curriculum has been broken into **phases** instead of the old levels. Phase 1 covers years 0-3 and phase 2 covers years 4-6.

At the time we set the reporting guidelines for teachers there were 4 **progress descriptors**. These were;
- Beginning
- Proficient
- Achieving
- Exceeding

These have since been replaced with the **5 descriptors** on the right.

PROGRESS DESCRIPTORS

Emerging	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.
Developing	Students are making some progress towards curriculum expectations for their year level.
Consolidating	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.
Proficient	Students are meeting curriculum expectations for their year level.
Exceeding	Students are exceeding curriculum expectations for their year level.

Our Data Journey:

In 2016 the leadership team began an inquiry into our achievement data. At the time they believed that our children were not being accurately represented by our data and that our Teacher Professional Judgements (TPJ) had insufficient evidence behind them. Based on this hunch the following interventions/supports have been implemented school wide.

Maths
- Plus Maths (Student Achievement Function) (2018-2019)
- Progress and Consistency Tool (PaCT) Impact analysis cycle (IAC) in our school practice (2018-2019)
- Just in Time approach (2022) part of our Kahukura and has continued in 2024/2025. The course is now called Developing Mathematical Capabilities.

Writing
- Progress and Consistency Tool (PaCT), Impact analysis cycle (IAC) in our school practice (2020 - 2022)
- Whole school are taking part in the Writing Revolution' programme was introduced by our RTLB (2024/2025)

Reading
- Better Start Literacy Approach (BSLA) Puna Hao (Junior School) have been implementing this since 2021 until now
- Progress and Consistency Tool (PaCT) in our school practice (ongoing)
- University of Florida Literacy Institute (UFLI) phonics programme introduced by RTLB and implemented in the junior (Yr 1-3) and senior school (Yr 4 - 6)

Student achievement data is reported to whānau on a regular timely basis via Seesaw.

Things to note:

Research shows that Year 1 data does not show true progress and achievement. This is due to the developmental stage of each child and the huge transition to school expectations. This is further complicated by multiple enrolment points across the year.

We have used a more robust assessment tool and taken all aspects of core curriculum subjects into account. This means the standard of bookwork, how the students respond to tasks and explain their thinking is taken into consideration. We are beginning to use new assessment tools related to the latest new curriculum. We expect to have more students below as the benchmark has been raised for all year levels. This will be particularly evident in the 2026 data.

The following group of children have been excluded from the TPJ data:
- Ongoing Resource Scheme (ORS) funded children - x1 children has been excluded from the end of year data in 2025.

How do we make a TPJ?

The following assessment tools are what we take into consideration when making a TPJ
- Better Start Literacy data
- Running records
- Mathematics Snapshot
- UFLI (phonics testing)
- PROBE
- PaCT (writing)
- PAT (maths and reading)

Ongoing teacher observation
- Learning conversations
- Student work samples

A TPJ is made by the child's classroom kaiako/teacher mid year and end of year. The kaiako triangulates data using all of the sources listed in the diagram to make a judgement on where the child is in reading, writing and maths. We further triangulate our TPJ by asking our teachers to use the PaCT for maths, writing and reading. SLT then take the PaCT data and match it with the TPJ data and together we have professional data conversations with team leaders and individual teachers about the data to ensure it is accurate.

The PaCT has a series of descriptors for each concept in the reading, maths and writing curriculum. These are on a continuum and teachers must place each child at the point that best describes their achievement level. The software then determines the curriculum level that best describes the child's working level. This eliminates pre-judgements from kaiako.

Whole School Reading TPJ 2025

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	24 (9%)	42 (15%)	175 (63%)	36 (13%)	277
Ethnicity					
Asian	1 (4%)	3 (13%)	16 (67%)	4 (17%)	24
MELAA	2 (11%)	5 (28%)	10 (56%)	1 (6%)	18
Maori	8 (17%)	10 (21%)	28 (60%)	1 (2%)	47
NZ European/Pakeha/Other European	13 (7%)	21 (12%)	113 (64%)	30 (17%)	177
Other	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Pacific Peoples	0 (0%)	3 (33%)	6 (67%)	0 (0%)	9
Gender					
Female / Wahine	15 (11%)	23 (16%)	85 (60%)	18 (13%)	141
Male / Tane	9 (7%)	19 (14%)	90 (66%)	18 (13%)	136
Year Level					
0	0 (0%)	0 (0%)	9 (100%)	0 (0%)	9
1	0 (0%)	0 (0%)	36 (100%)	0 (0%)	36
2	6 (10%)	9 (15%)	42 (71%)	2 (3%)	59
3	5 (10%)	1 (2%)	37 (77%)	5 (10%)	48
4	6 (14%)	18 (41%)	16 (36%)	4 (9%)	44
5	4 (10%)	7 (17%)	21 (50%)	10 (24%)	42
6	3 (8%)	7 (18%)	14 (36%)	15 (38%)	39

Whole School Writing TPJ 2025

2025 T4 Writing - 2025 - Multisplit Table

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	30 (11%)	68 (25%)	171 (62%)	8 (3%)	277
Ethnicity					
Asian	1 (4%)	7 (29%)	16 (67%)	0 (0%)	24
MELAA	3 (17%)	8 (44%)	7 (39%)	0 (0%)	18
Maori	9 (19%)	13 (28%)	25 (53%)	0 (0%)	47
NZ European/Pakeha/Other European	15 (8%)	37 (21%)	117 (66%)	8 (5%)	177
Other	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Pacific Peoples	2 (22%)	3 (33%)	4 (44%)	0 (0%)	9
Gender					
Female / Wahine	17 (12%)	30 (21%)	90 (64%)	4 (3%)	141
Male / Tane	13 (10%)	38 (28%)	81 (60%)	4 (3%)	136
Year Level					
0	0 (0%)	0 (0%)	9 (100%)	0 (0%)	9
1	0 (0%)	0 (0%)	36 (100%)	0 (0%)	36
2	6 (10%)	9 (15%)	44 (75%)	0 (0%)	59
3	2 (4%)	20 (42%)	24 (50%)	2 (4%)	48
4	9 (20%)	15 (34%)	20 (45%)	0 (0%)	44
5	7 (17%)	16 (38%)	17 (40%)	2 (5%)	42
6	6 (15%)	8 (21%)	21 (54%)	4 (10%)	39

Whole School Maths TPJ 2025

2025 T4 Maths - 2025 - Multisplit Table

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	24 (9%)	67 (24%)	161 (58%)	25 (9%)	277
Ethnicity					
Asian	1 (4%)	6 (25%)	16 (67%)	1 (4%)	24
MELAA	1 (6%)	8 (44%)	7 (39%)	2 (11%)	18
Maori	7 (15%)	11 (23%)	29 (62%)	0 (0%)	47
NZ European/Pakeha/Other European	13 (7%)	35 (20%)	107 (60%)	22 (12%)	177
Other	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2
Pacific Peoples	2 (22%)	5 (56%)	2 (22%)	0 (0%)	9
Gender					
Female / Wahine	15 (11%)	36 (26%)	81 (57%)	9 (6%)	141
Male / Tane	9 (7%)	31 (23%)	80 (59%)	16 (12%)	136
Year Level					
0	0 (0%)	0 (0%)	9 (100%)	0 (0%)	9
1	0 (0%)	0 (0%)	36 (100%)	0 (0%)	36
2	3 (5%)	19 (32%)	36 (61%)	1 (2%)	59
3	2 (4%)	20 (42%)	26 (54%)	0 (0%)	48
4	8 (18%)	15 (34%)	21 (48%)	0 (0%)	44
5	6 (14%)	6 (14%)	18 (43%)	12 (29%)	42
6	5 (13%)	7 (18%)	15 (38%)	12 (31%)	39

Reading areas of strength (80% or higher)

Achieving **at or above (progressing towards, proficient and exceeding)** the New Zealand curriculum level in **reading**

91% (253/277) of **all** children
97% (23/24) of all **Asian** children
90% (16/18) of all **MELAA** children
83% (39/47) of all **Māori** children
93% (164/177) of all **NZ European/Pākehā** children
100% (2) of all **other** children
100% (9) of all **Pacific Peoples**
89% (126/141) of all **Female** children
93% (127/136) of all **Male** children

Writing areas of strength (80% or higher)

Achieving **at or above (progressing towards, proficient and exceeding)** the New Zealand curriculum level in **writing**

90% of **all** children
96% (23/24) of all **Asian** children
83% (15/18) of **MELAA** children
81% (38/47) of **Māori children**
92% (162/177) of **NZ European/Pākehā** children
100% (2/2) of **Other** children
88% (124/141) of all **female** children
91% (123/136) of all **male** children

Mathematics areas of strength (80% or higher)

Achieving **at or above (progressing towards, proficient and exceeding)** the New Zealand curriculum level in **mathematics**

91% (253/277) of **all** children
96% (23/24) of **all Asian** children
94% (17/18) of **all MELAA** children
91.3% (136/149) of **all female** children
85% (40/47) of all **Māori** children
92% (164/177) of **all NZ European/Pākehā** children
100% (2/2) of **Other** children
89% (126/141) of **all female** children
93% (127/136) **all male** children

Areas for improvement (30% or higher)

Writing:
22% (7/9) of **Pacific Peoples** are working **below** the New Zealand curriculum level in **writing.**
20% (9/44) of **Year 4** children are working **below** the New Zealand curriculum level in **writing.**

Mathematics:
22% (7/9) of all **Pacific Peoples** are working **below** the New Zealand curriculum level in **mathematics.**

2025 Reading TPJ Whole School

2025 T4 Reading - 2025 - 100% Bar Chart

| 24 (9%) | 42 (15%) | 175 (63%) | 36 (13%) |

Legend:
- Exceeding
- Proficient
- Progressing Towards
- Needs Support
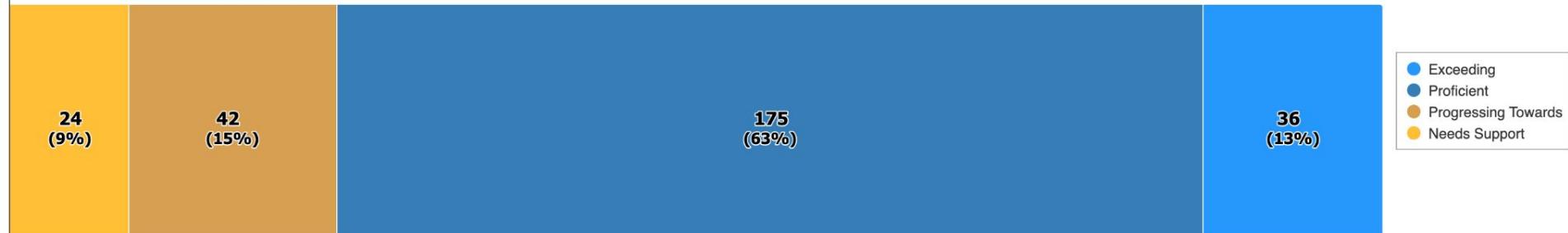
2025 Writing TPJ Whole School

2025 T4 Writing - 2025 - 100% Bar Chart

30 (11%)	Needs Support
68 (25%)	Progressing Towards
171 (62%)	Proficient
8 (3%)	Exceeding

Legend:
- Exceeding
- Proficient
- Progressing Towards
- Needs Support

2025 Maths TPJ Whole School

2025 T4 Maths - 2025 - 100% Bar Chart

| 24 (9%) | 67 (24%) | 161 (58%) | 25 (9%) |

Legend:
- Exceeding
- Proficient
- Progressing Towards
- Needs Support
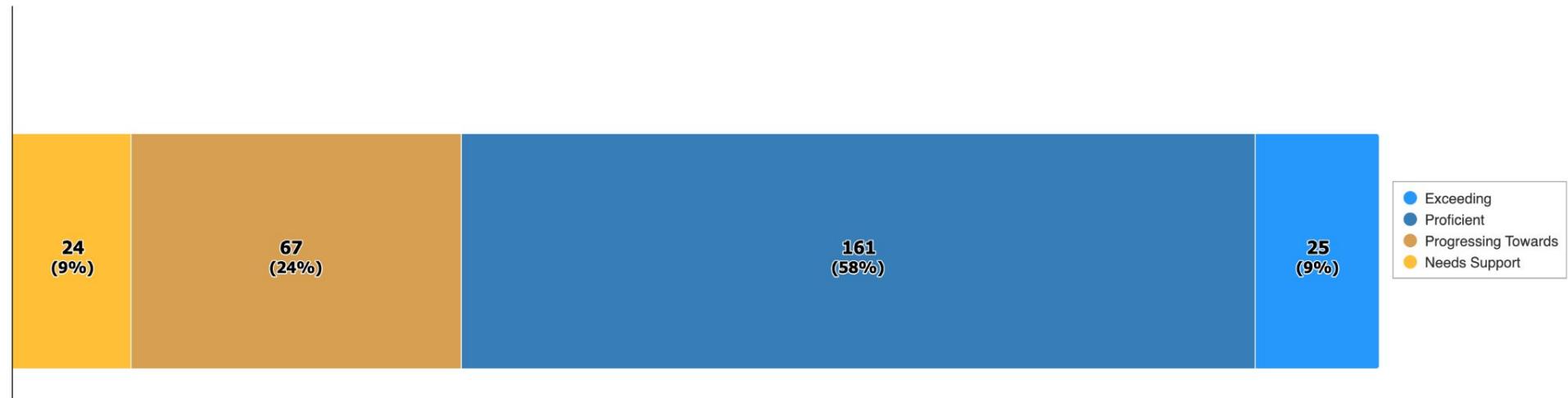
Reading TPJ Year 2

2025 T4 Reading - 2025 - Multisplit Table

Filtered By: Year 2

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	6 (10%)	9 (15%)	42 (71%)	2 (3%)	59
Ethnicity					
Asian	0 (0%)	2 (33%)	3 (50%)	1 (17%)	6
MELAA	0 (0%)	2 (50%)	2 (50%)	0 (0%)	4
Maori	2 (17%)	2 (17%)	8 (67%)	0 (0%)	12
NZ European/Pakeha/Other European	4 (12%)	3 (9%)	26 (76%)	1 (3%)	34
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Gender					
Female / Wahine	3 (9%)	6 (18%)	24 (71%)	1 (3%)	34
Male / Tane	3 (12%)	3 (12%)	18 (72%)	1 (4%)	25

Reading TPJ Year 3

2025 T4 Reading - 2025 - Multisplit Table

Filtered By: Year 3

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	5 (10%)	1 (2%)	37 (77%)	5 (10%)	48
Ethnicity					
Asian	0 (0%)	0 (0%)	5 (83%)	1 (17%)	6
MELAA	1 (25%)	0 (0%)	3 (75%)	0 (0%)	4
Maori	3 (50%)	0 (0%)	3 (50%)	0 (0%)	6
NZ European/Pakeha/Other European	1 (3%)	1 (3%)	25 (81%)	4 (13%)	31
Pacific Peoples	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Gender					
Female / Wahine	2 (10%)	1 (5%)	15 (75%)	2 (10%)	20
Male / Tane	3 (11%)	0 (0%)	22 (79%)	3 (11%)	28

Reading TPJ Year 4

2025 T4 Reading - 2025 - Multisplit Table

Filtered By: Year 4

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	6 (14%)	18 (41%)	16 (36%)	4 (9%)	44
Ethnicity					
Asian	0 (0%)	1 (33%)	2 (67%)	0 (0%)	3
MELAA	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2
Maori	2 (33%)	3 (50%)	1 (17%)	0 (0%)	6
NZ European/Pakeha/Other European	4 (13%)	10 (33%)	12 (40%)	4 (13%)	30
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2
Gender					
Female / Wahine	4 (16%)	9 (36%)	8 (32%)	4 (16%)	25
Male / Tane	2 (11%)	9 (47%)	8 (42%)	0 (0%)	19

Reading TPJ Year 5

2025 T4 Reading - 2025 - Multisplit Table

Filtered By: Year 5

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	4 (10%)	7 (17%)	21 (50%)	10 (24%)	42
Ethnicity					
Asian	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1
MELAA	0 (0%)	1 (50%)	0 (0%)	1 (50%)	2
Maori	1 (11%)	2 (22%)	5 (56%)	1 (11%)	9
NZ European/Pakeha/Other European	2 (8%)	3 (12%)	13 (50%)	8 (31%)	26
Pacific Peoples	0 (0%)	1 (25%)	3 (75%)	0 (0%)	4
Gender					
Female / Wahine	3 (12%)	6 (23%)	11 (42%)	6 (23%)	26
Male / Tane	1 (6%)	1 (6%)	10 (63%)	4 (25%)	16

Reading TPJ Year 6

2025 T4 Reading - 2025 - Multisplit Table

Filtered By: Year 6

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	3 (8%)	7 (18%)	14 (36%)	15 (38%)	39
Ethnicity					
Asian	0 (0%)	0 (0%)	4 (67%)	2 (33%)	6
MELAA	1 (33%)	0 (0%)	2 (67%)	0 (0%)	3
Maori	0 (0%)	3 (75%)	1 (25%)	0 (0%)	4
NZ European/Pakeha/Other European	2 (8%)	4 (15%)	7 (27%)	13 (50%)	26
Gender					
Female / Wahine	3 (20%)	1 (7%)	6 (40%)	5 (33%)	15
Male / Tane	0 (0%)	6 (25%)	8 (33%)	10 (42%)	24

Writing TPJ Year 2

2025 T4 Writing - 2025 - Multisplit Table

Filtered By: Year 2

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	6 (10%)	9 (15%)	44 (75%)	0 (0%)	59
Ethnicity					
Asian	0 (0%)	1 (17%)	5 (83%)	0 (0%)	6
MELAA	0 (0%)	3 (75%)	1 (25%)	0 (0%)	4
Maori	3 (25%)	0 (0%)	9 (75%)	0 (0%)	12
NZ European/Pakeha/Other European	3 (9%)	5 (15%)	26 (76%)	0 (0%)	34
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2
Gender					
Female / Wahine	3 (9%)	6 (18%)	25 (74%)	0 (0%)	34
Male / Tane	3 (12%)	3 (12%)	19 (76%)	0 (0%)	25

Writing TPJ Year 3

2025 T4 Writing - 2025 - Multisplit Table

Filtered By: Year 3

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	2 (4%)	20 (42%)	24 (50%)	2 (4%)	48
Ethnicity					
Asian	0 (0%)	1 (17%)	5 (83%)	0 (0%)	6
MELAA	0 (0%)	3 (75%)	1 (25%)	0 (0%)	4
Maori	2 (33%)	2 (33%)	2 (33%)	0 (0%)	6
NZ European/Pakeha/Other European	0 (0%)	14 (45%)	15 (48%)	2 (6%)	31
Pacific Peoples	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Gender					
Female / Wahine	0 (0%)	10 (50%)	9 (45%)	1 (5%)	20
Male / Tane	2 (7%)	10 (36%)	15 (54%)	1 (4%)	28

Writing TPJ Year 4

2025 T4 Writing - 2025 - Multisplit Table

Filtered By: Year 4

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	9 (20%)	15 (34%)	20 (45%)	0 (0%)	44
Ethnicity					
Asian	1 (33%)	1 (33%)	1 (33%)	0 (0%)	3
MELAA	1 (50%)	1 (50%)	0 (0%)	0 (0%)	2
Maori	1 (17%)	5 (83%)	0 (0%)	0 (0%)	6
NZ European/Pakeha/Other European	5 (17%)	8 (27%)	17 (57%)	0 (0%)	30
Other	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Pacific Peoples	1 (50%)	0 (0%)	1 (50%)	0 (0%)	2
Gender					
Female / Wahine	6 (24%)	5 (20%)	14 (56%)	0 (0%)	25
Male / Tane	3 (16%)	10 (53%)	6 (32%)	0 (0%)	19

Writing TPJ Year 5

2025 T4 Writing - 2025 - Multisplit Table

Filtered By: Year 5

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	7 (17%)	16 (38%)	17 (40%)	2 (5%)	42
Ethnicity					
Asian	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
MELAA	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2
Maori	2 (22%)	4 (44%)	3 (33%)	0 (0%)	9
NZ European/Pakeha/Other European	4 (15%)	7 (27%)	13 (50%)	2 (8%)	26
Pacific Peoples	1 (25%)	3 (75%)	0 (0%)	0 (0%)	4
Gender					
Female / Wahine	5 (19%)	9 (35%)	10 (38%)	2 (8%)	26
Male / Tane	2 (13%)	7 (44%)	7 (44%)	0 (0%)	16

Writing TPJ Year 6

2025 T4 Writing - 2025 - Multisplit Table

Filtered By: Year 6

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	6 (15%)	8 (21%)	21 (54%)	4 (10%)	39
Ethnicity					
Asian	0 (0%)	3 (50%)	3 (50%)	0 (0%)	6
MELAA	2 (67%)	0 (0%)	1 (33%)	0 (0%)	3
Maori	1 (25%)	2 (50%)	1 (25%)	0 (0%)	4
NZ European/Pakeha/Other European	3 (12%)	3 (12%)	16 (62%)	4 (15%)	26
Gender					
Female / Wahine	3 (20%)	0 (0%)	11 (73%)	1 (7%)	15
Male / Tane	3 (13%)	8 (33%)	10 (42%)	3 (13%)	24

Maths TPJ Year 2

2025 T4 Maths - 2025 - Multisplit Table

Filtered By: Year 2

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	3 (5%)	19 (32%)	36 (61%)	1 (2%)	59
Ethnicity					
Asian	0 (0%)	2 (33%)	4 (67%)	0 (0%)	6
MELAA	0 (0%)	2 (50%)	1 (25%)	1 (25%)	4
Maori	1 (8%)	4 (33%)	7 (58%)	0 (0%)	12
NZ European/Pakeha/Other European	2 (6%)	9 (26%)	23 (68%)	0 (0%)	34
Other	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	0 (0%)	1 (50%)	1 (50%)	0 (0%)	2
Gender					
Female / Wahine	2 (6%)	13 (38%)	19 (56%)	0 (0%)	34
Male / Tane	1 (4%)	6 (24%)	17 (68%)	1 (4%)	25

Maths TPJ Year 3

2025 T4 Maths - 2025 - Multisplit Table

Filtered By: Year 3

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	2 (4%)	20 (42%)	26 (54%)	0 (0%)	48
Ethnicity					
Asian	0 (0%)	2 (33%)	4 (67%)	0 (0%)	6
MELAA	0 (0%)	4 (100%)	0 (0%)	0 (0%)	4
Maori	2 (33%)	1 (17%)	3 (50%)	0 (0%)	6
NZ European/Pakeha/Other European	0 (0%)	13 (42%)	18 (58%)	0 (0%)	31
Pacific Peoples	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
Gender					
Female / Wahine	0 (0%)	10 (50%)	10 (50%)	0 (0%)	20
Male / Tane	2 (7%)	10 (36%)	16 (57%)	0 (0%)	28

Maths TPJ Year 4

2025 T4 Maths - 2025 - Multisplit Table

Filtered By: Year 4

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	8 (18%)	15 (34%)	21 (48%)	0 (0%)	44
Ethnicity					
Asian	1 (33%)	0 (0%)	2 (67%)	0 (0%)	3
MELAA	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2
Maori	1 (17%)	4 (67%)	1 (17%)	0 (0%)	6
NZ European/Pakeha/Other European	5 (17%)	7 (23%)	18 (60%)	0 (0%)	30
Other	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
Pacific Peoples	1 (50%)	1 (50%)	0 (0%)	0 (0%)	2
Gender					
Female / Wahine	7 (28%)	5 (20%)	13 (52%)	0 (0%)	25
Male / Tane	1 (5%)	10 (53%)	8 (42%)	0 (0%)	19

Maths TPJ Year 5

2025 T4 Maths - 2025 - Multisplit Table

Filtered By: Year 5

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	6 (14%)	6 (14%)	18 (43%)	12 (29%)	42
Ethnicity					
Asian	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1
MELAA	0 (0%)	0 (0%)	1 (50%)	1 (50%)	2
Maori	1 (11%)	1 (11%)	7 (78%)	0 (0%)	9
NZ European/Pakeha/Other European	4 (15%)	1 (4%)	10 (38%)	11 (42%)	26
Pacific Peoples	1 (25%)	3 (75%)	0 (0%)	0 (0%)	4
Gender					
Female / Wahine	4 (15%)	5 (19%)	11 (42%)	6 (23%)	26
Male / Tane	2 (13%)	1 (6%)	7 (44%)	6 (38%)	16

Maths TPJ Year 6

2025 T4 Maths - 2025 - Multisplit Table

Filtered By: Year 6

Category	Needs Support	Progressing Towards	Proficient	Exceeding	Total Count
Totals	5 (13%)	7 (18%)	15 (38%)	12 (31%)	39
Ethnicity					
Asian	0 (0%)	1 (17%)	4 (67%)	1 (17%)	6
MELAA	1 (33%)	0 (0%)	2 (67%)	0 (0%)	3
Maori	2 (50%)	1 (25%)	1 (25%)	0 (0%)	4
NZ European/Pakeha/Other European	2 (8%)	5 (19%)	8 (31%)	11 (42%)	26
Gender					
Female / Wahine	2 (13%)	3 (20%)	7 (47%)	3 (20%)	15
Male / Tane	3 (13%)	4 (17%)	8 (33%)	9 (38%)	24

Other Funded Interventions / Support

Interim Response funding (IRF)
- Year 2 (1)
- Year 4 (1)

Ongoing Resourcing Scheme (ORS)
- Year 3 (1)

Oranga Tamariki (OT)
- Year 4 (1)

Behaviour funding (BEH)
- Year 2 (1)

Speech and Language (SLT)
- Year 0 (1)
- Year 1 (1)

High Health Needs (HHN)
- Year 0 (1)
- Year 2 (1)

Resource Teacher Learning and Behaviour (RTLB)
- Year 1 (2)
- Year 2 (3)
- Year 3 (1)
- Year 4 (1)
- Senior school teacher support with Literacy

TPJ data - Shifts over time

This data shows Needs Support, Progressing Towards, Proficient and Exceeding achievement over two years for Reading, Writing and Maths.
The next three slides show all children including leavers.

Reading TPJ Graph 2024 & 2025

2024 T4 Reading - 2025 - 100% Bar Chart

| 9 (4%) | 176 (77%) | 44 (19%) |

Legend:
- Exceeding
- Proficient
- Progressing Towards
- Needs Support

2025 T4 Reading - 2025 - 100% Bar Chart

| 24 (9%) | 42 (15%) | 175 (63%) | 36 (13%) |

Legend:
- Exceeding
- Proficient
- Progressing Towards
- Needs Support
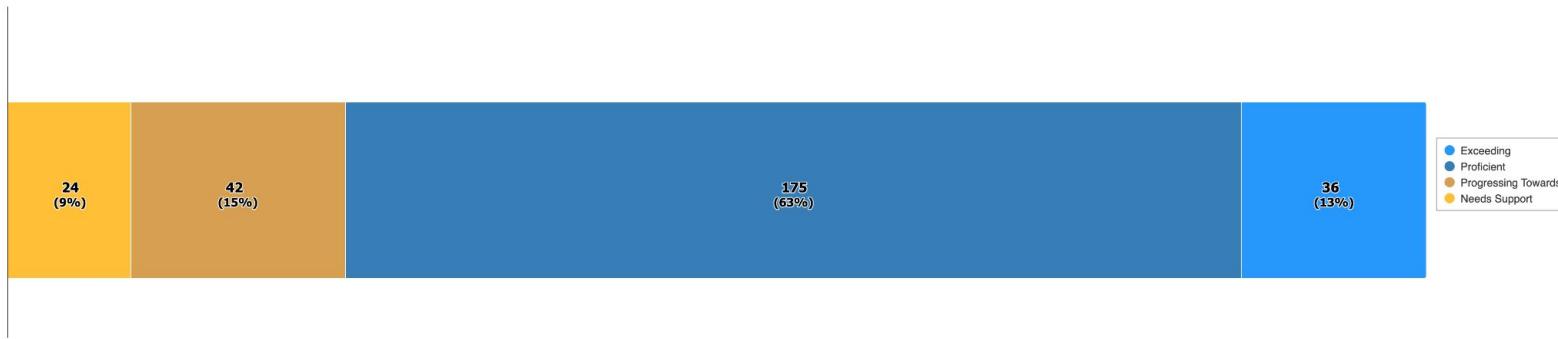
Writing TPJ Graph 2024 & 2025

2024 T4 Writing - 2025 - 100% Bar Chart

5 (2%)	
202 (88%)	
1 (0%)	
21 (9%)	

Legend:
- Exceeding
- Proficient
- Progressing Towards
- Needs Support

2025 T4 Writing - 2025 - 100% Bar Chart

30 (11%)	
68 (25%)	
171 (62%)	
8 (3%)	
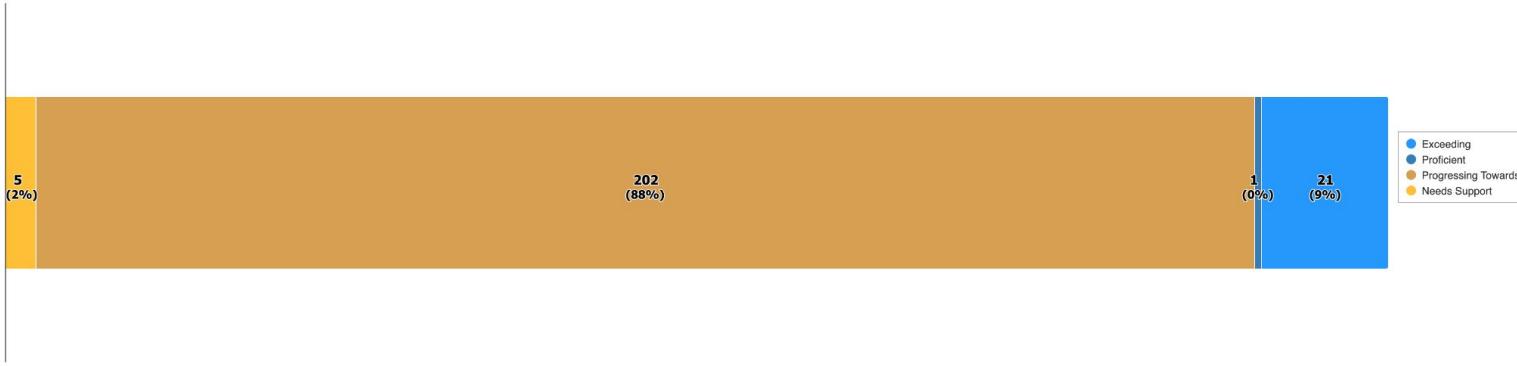
Legend:
- Exceeding
- Proficient
- Progressing Towards
- Needs Support
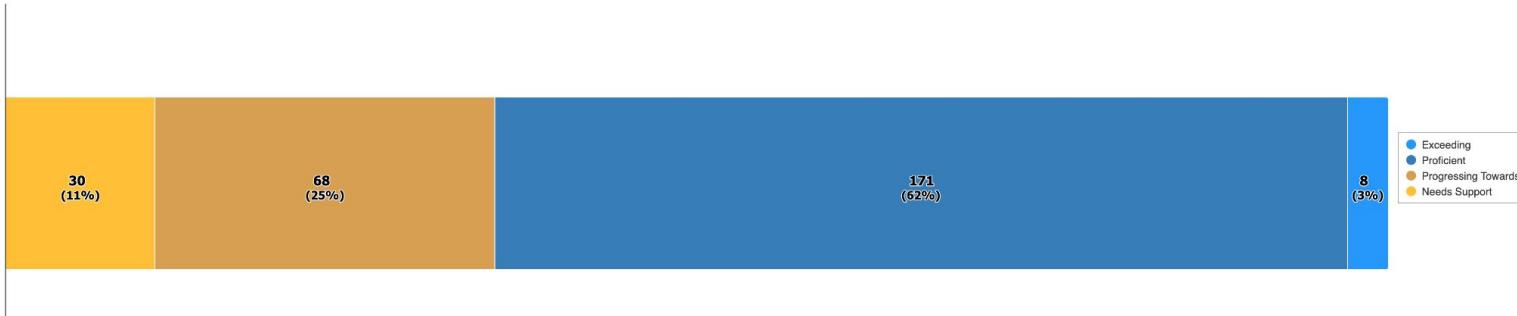
Mathematics TPJ Graph 2024 & 2025

2024 T4 Maths - 2025 - 100% Bar Chart

3
(1%)

175
(76%)

51
(22%)

- Exceeding
- Proficient
- Progressing Towards
- Needs Support

2025 T4 Maths - 2025 - 100% Bar Chart

24
(9%)

67
(24%)

160
(58%)

26
(9%)

- Exceeding
- Proficient
- Progressing Towards
- Needs Support
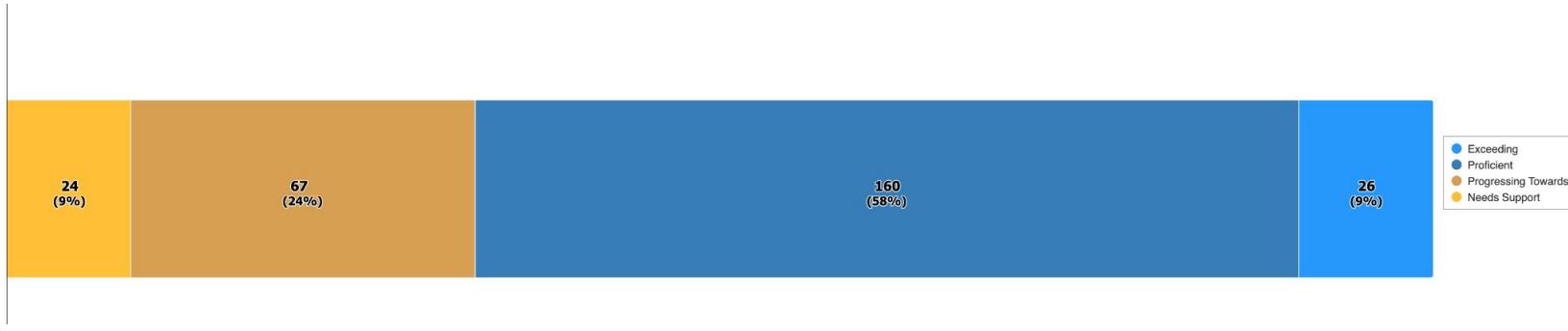
Target Cohort Tracking

Comparing Year 5 2024 to Year 6 2025

We have identified the Year 1 cohort in 2020 to track through their schooling to the end of Year 6. Data has been collated from 2022, 2023, 2024 and 2025. Any children that have left or arrived during the year are not included in the data. This ensures we are tracking the same children all the way through. In 2025 this is now a group of 28 children.

In the next three slides you will find the count TPJ graphs for this cohort.

Reading Cohort Data

Year 6 2025 T4 Reading Data	
Below	7 (25%)
At	6 (21%)
Above	15 (54%)

Year 5 2024 T4 Reading Data	
Below	1 (3%)
At	22 (67%)
Above	10 (30%)

Writing Cohort Data

Year 6 2025 T4 Writing Data	
Below	0 (0%)
At	24 (86%)
Above	4 (14%)

Year 5 2024 T4 Writing Data	
Below	6 (18%)
At	17 (52%)
Above	10 (30%)

Maths Cohort Data

Year 6 2025 T4 Maths Data	
Below	0 (0%)
At	13 (46%)
Above	15 (54%)

Year 5 2024 T4 Maths Data	
Below	2 (6%)
At	14 (42%)
Above	17 (52%)

Maths and Literacy Data 2025

Written by Janice Krammer and SLT

This year's results continue to show the alignment between PaCT and TPJ data, again showing that the majority of children are working at and above in each year level. We continue our professional data moderation conversations in small groups, teams and the whole staff, to ensure the data is accurate. This year, our professional development continued with the Developing Mathematical Capabilities group, which is supporting and guiding us in the changes of the new curriculum. Teacher knowledge is at the forefront, and PD sessions have been held in teams and staff meetings. Developing Mathematical Capabilities aligns with PaCT and together confirm the accuracy of our judgements.

In writing, our focus for the whole school has been on developing self-managed writers. The children are focused on the learning intentions, and a variety of supporting materials enable the children to work out their next step in learning. We are having greater success throughout the school, and children are becoming independent writers. We have also implemented The Writing Revolution programme, and we have been supported by an RTLB.

In reading, our focus has been on impact analysis cycles. We have continued to develop this tool and included a cultural capability focus. Teachers are working on developing independence with their learners and having face-to-face conversations with whānau about progress and celebrating the successes. This year, we have also had success with UFLI and a smooth transition from BSLA to UFLI.

Maths and Literacy Assessment

Written by Janice Krammer and SLT

This year's assessment has changed as we try to align with the new documents. The assessment side of the document was not released, and we were left in limbo waiting for direction from the government. Fortunately for us, we were still working with The Learner First on Developing Maths Capabilities. Rob Profit-White and his team provided lots of information and guidance throughout the year. The new snapshot they produced aligned with the new curriculum, giving us a small test that covers most areas of the maths curriculum. Using our TPJs, snapshots and observations, we managed to triangulate what we deem as a fairly accurate measure of where our children sit in maths. Unfortunately, now that they have released the 2026 document, our resources for assessment will have to be realigned. We have been looking into the English document and again realigning what and how we are teaching all areas. We have been fortunate to have already introduced BSL in the junior school and continue to grow in this area. We also introduced UFLi and The Writing Revolution last year. These programmes align with the document, and we feel confident in using all these resources to again make a fairly accurate measure of where our children sit in English. Our future Professional Development Days will again be focused on sustainability and effectively working through the new documents, developing efficient methods to assess our children's progress and aligning our teaching with the new documents.

2025 Target Summary

2025 Targets

Deep Learning Data

The following data shows data points that our kaiako have assessed our tamariki on regarding SOLO before and during the context of Communicate (Science/STEM) - 'What in the World are we Eating?'

|					
explore, understand and communicate the source of origin of food that we eat in New Zealand	I need help to explore, understand and communicate the source of origin of food that we eat in New Zealand	I can explore, understand and communicate the source of origin of food that we eat in New Zealand if I am prompted or directed.	I use several strategies to explore, understand and communicate the source of origin of food that we eat in New Zealand but I am not sure when and or why to use them. *(trial and error – aware of strategies but not sure why or when to use them so makes mistakes.)*	I use several strategies to explore, understand and communicate the source of origin of food that we eat in New Zealand and I know when and why to use them. I can monitor and adjust what I do to fix any errors. *(strategic or purposeful use of strategies – knows why and when).*	AND ... I can teach others to explore, understand and communicate the source of origin of food that we eat in New Zealand. I act as a role model for others to help them explore, understand and communicate the source of origin of food that we eat in New Zealand. I seek and act on feedback to improve my performance of explore, understand and

Puna Hao Pre Assessment and Post Assessment

■ Pre Assessment ■ Post Assessment
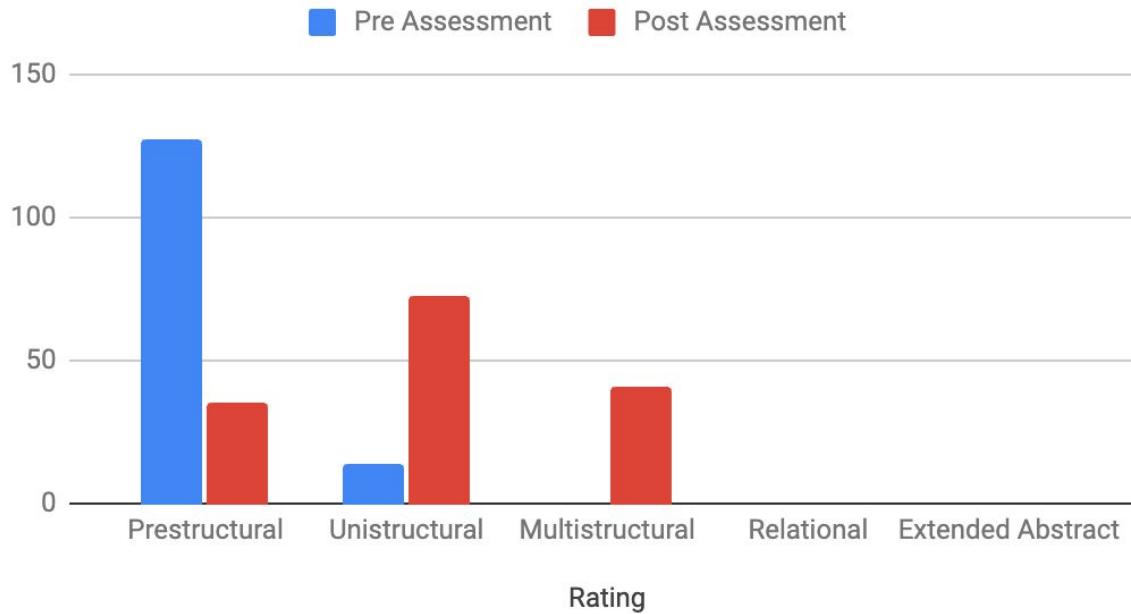
Rating	Pre Assessment	Post Assessment
Prestructural	127	35
Unistructural	14	73
Multistructural	0	41
Relational	0	0
Extended Abstract	0	0
Total	142	149

Puna Paranui Pre Assessment and Post Assessment
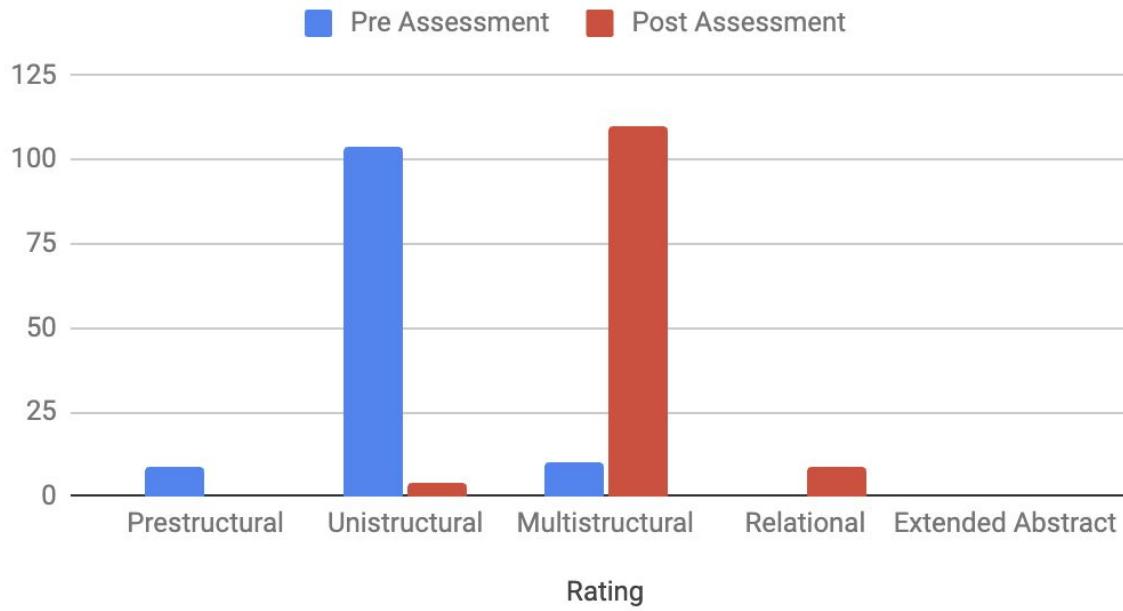
Puna Paranui		
Rating	**Pre Assessment**	**Post Assessment**
Prestructural	9	0
Unistructural	104	4
Multistructural	10	110
Relational	0	9
Extended Abstract	0	0
Total	123	123