



2025 Annual Report and Analysis of Variance

Tū mai Te Ahūmairangi, tū mai hoki tātou
As Te Ahūmairangi stands, we also reach for great heights

School Organisation

Northland School is at the lower end of the equity index and is in a suburb close to the city in Wellington. Northland is a full primary school with an end of year roll between 220-280 students. At the end of 2025 there were 257 students. There were 134 females and 123 males. 77% of our students identified as Pakeha/European, 8% as Māori, 2% Pasifika and 13% Asian.

While the school remains vibrant, the roll has seen a slight decline over the past year. This is attributed to several external factors, including rising local property prices and families relocating for employment opportunities, both overseas and to more affordable regions. The majority of our families reside within our Ministry of Education designated Home Zone, with a small number of out-of-zone enrolments managed via our official Enrolment Scheme. The school is organised into three Teaching Teams. Team Ruru Year 0-3, Team Kōtare/Tieke Year 4-6 and Team Kākā Year 7-8. We have purpose-built innovative learning spaces where teachers are working collaboratively. There are breakout spaces, a library and a hall that provide opportunities for students to work in small groups and across year levels. The grounds are contained within a small area and we make daily use of the Northland Park for play and sports.

During 2025 we continued to build partnerships with the community and strengthened opportunities for greater involvement between parents, students and staff. The Home and School committee supported fundraising, working bees and planning events that aim to bring people together. Parents volunteer to support educational trips, help in classrooms, attend end of term celebrations to name just a few and with greater lead time of events we have been able to continue trips with the required parent/ child ratio.

Board of Trustees Governance

The Board of Trustees provides steady governance for the school community. The Board works closely with the Senior Leadership Team and meets twice each term. Board portfolios include Community, Health and Safety, Policy, Finance, and Property and Playspace. The Triennial Self-Review includes a comprehensive review of policies and ongoing strategic plan consultation. To maintain transparency, the Board provides a community update after each meeting, while the Staff Representative ensures reciprocal communication to our staff. A significant focus for the Property and Playspace portfolio this year was the development of improved shade and seating within the school grounds. While the planning and procurement phases took time to finalise, the project was officially confirmed at the end of 2025, with construction successfully beginning in January 2026. This is a significant enhancement to our physical environment.

Treaty of Waitangi

As outlined in our Strategic Plan, we continue to give effect to the Treaty by valuing te reo and tikanga Māori and strengthening the sense of belonging for all ākonga, whānau, and the wider community. The Board utilises the *Haūtu Tool* review during meetings to guide our actions. Māori student progress and achievement are reported on regularly, with specific targets in place to ensure our students are supported to achieve success *as Māori*. We work closely with our whānau to improve these outcomes, ensuring that every child's cultural background is acknowledged and celebrated.

Whānau Engagement - Our Māori whānau meet every term with staff to kōrero, share kai and sing waiata. These hui have become a vital space for parents to provide input into school planning and to review the progress of our Māori ākonga as a collective. We are working toward even more opportunities to celebrate the rich cultural diversity of all our ākonga through both our academic programmes and community events.

At Northland School, Te Ao Māori is integrated into the daily life of our classrooms. This includes:

- **Professional Growth:** Staff receive weekly te reo lessons to increase confidence and capabilities.
- **Daily Routines:** The use of karakia and tikanga is embedded in our school day.
- **Tuakana/Teina:** Our *Rōpu Whanaungatanga* utilises this traditional buddy system to foster strong learning relationships between older and younger students and staff.
- **Celebration:** Events such as Te Wiki o te Reo Māori and our Matariki celebration—a particular highlight of 2025—provided opportunities for the community to come together.

Partnership with Mana Whenua - Our relationship with Te Ātiawa continues to grow, and our kapa haka has gone from strength to strength during 2025. Through our partnership with *Kura Ahurea*, staff participate in termly professional development, which is then woven into our core curriculum and inquiry framework through local pūrākau (stories). While we have made significant progress in students' understanding of Te Ātiawa as mana whenua, we remain committed to deepening the recall and understanding of local tikanga and history.

Our Staff

In 2025, Professional Development was directly aligned with the Pou (pillars) of our Annual Plan, with a strategic focus on responding to national curriculum changes and the Science of Learning. Core Curriculum Focus;

- **English:** The Year 4–8 teaching team undertook the Ministry of Education-funded PLD for English, supported by *Ideal*, focusing on explicit instruction.
- **Mathematics:** We engaged in school-wide upskilling in the refreshed Mathematics Curriculum. This included partnering with Kelburn Normal and Wadestown schools and engaging Evaluation Associates to facilitate specialised development.
- **Science of Learning:** Teachers deepened their understanding of cognitive science and its practical application in the classroom to improve student retention and engagement.
- **Teacher Only Days:** Staff utilised two Ministry-mandated days to focus exclusively on the implementation and delivery of the new Mathematics Curriculum.
- **Curriculum Working Groups:** All classroom teachers contributed to specialised groups for PB4L, English, and Maths, led by our Leaders of Learning.
- **Professional Growth Cycles:** Teachers engaged in individual reflection and inquiry as part of their mandated Professional Growth Cycles, utilising Curriculum Release Time (CRT) for targeted learning and sharing effective practice.
- To ensure consistency in student support across the school, our Support Staff participated in:

- **Kāhui Ako Primary Day:** Collaborative learning with our local cluster of schools.
- **Numicon:** Training in multi-sensory mathematics tools to support diverse learners.
- **Specialised Support:** Staff working with ORS-funded students attended integrated meetings with the Learning Support team to align intervention strategies and outcomes.

Performance Management

All staff actively engaged in a robust Professional Growth Cycle throughout 2025, which included intentional goal setting, evidence-based reflections, and peer observations.

Commitment to Teaching Excellence

- **Observations:** To ensure high-quality delivery of the refreshed curriculum, every teacher was observed by Senior Leadership in either Mathematics or Literacy. Further observations were conducted during the Education Review Office (ERO) visit in August, affirming our commitment to transparent and reflective practice.
- **Professional Standards:** The *Standards for the Teaching Profession* and the *Code of Professional Conduct* are embedded in our daily work. All teaching staff maintain current registration with the Teaching Council, and all non-teaching staff are police vetted.
- **Philosophy Review:** During 2025, we reviewed our Teaching and Learning Philosophy. This review served as a touchstone for our school climate and culture, ensuring our pedagogical approach remains student-centered and evidence-based.

Leadership Accountability - The Principal's professional growth was supported through the Professional Learning Group and specialised coaching with an external provider. A summary of this performance appraisal was provided to the Presiding Member and the School Board, ensuring rigorous governance and leadership oversight.

ERO

In November the Education Review Office (ERO) visit concluded with a highly positive outcome, affirming the school's direction with a **four-year review cycle** confirmed. After four years of dedicated implementation, ERO observed high-quality, explicit, and well-paced teaching. Practice is now consistent across the entire school. This was pleasing to see and affirms the hard work everyone has been doing to adapt to a new way of teaching and learning. The development of our Learner Pathway has successfully integrated school values into daily life, allowing students to track their progress against these dispositions across the curriculum. The report praised our efficient internal review processes and school improvement framework, and confirmed that the Board meets all regulatory and legislative requirements.

The key priorities for further improvement are to increase regular attendance to meet the Government target and to accelerate the progress and achievement of groups of learners not yet achieving at expected levels.

Te Kāhui Ako o Te Whanganui a Tara, Community of Learning

Throughout 2025, Northland School continued to strengthen connections with local schools through our deep involvement in the Te Whanganui-a-Tara Kāhui Ako. This collaboration has been highly beneficial for our staff and students alike; several of our team members held key leadership roles within the network, contributing to a shared pool of expertise and professional growth across the cluster. While we are disappointed that the Kāhui Ako model was disestablished nationally at the end of 2025, the value of the relationships built during this time remains. We recognise the immense benefits reaped from this high-level collaboration and are committed to ensuring these local connections do not dissipate.

Despite the change in formal structure, the local Principals' group remains steadfast in their commitment to networking and mutual support. Our commitment to regional partnership stays strong through several key initiatives:

- Cultural Partnerships: Principals will continue to meet with Te Ātiawa twice per term, and Northland School has committed to our Toa attending termly professional development with Kura Ahurea.
- Student Engagement: High-impact events will continue in 2026, including the Kapa Haka Festival at Wellington College and the Kī-o-rahi competition for our Year 8 students.
- Curriculum Navigation: The network will remain a vital space for Principals to support one another through the significant curriculum changes ahead, ensuring a unified and informed approach across the sector.

Community Consultation 2025

In 2025, the Northland School Board utilized a range of formal and informal channels to ensure our strategic direction reflects the aspirations of our community. This consultation process provided a clear understanding of our strengths and identified priority areas for future development. Meaningful insights were gathered through 'drop-off and pick-up' kōrero, while student voice was captured through regular student representative meetings. We held dedicated sessions with Māori and Pasifika families to ensure their voices directly influence our school's cultural journey. We gathered parent and staff input to gauge the uptake and functionality of the HERO platform, ensuring our communication tools meet user needs. Following the analysis of feedback in December, the Board shared a summary of key findings with the community via our newsletters. This feedback directly informed our staff planning sessions in January 2026, culminating in a **Whānau Hui on February 15th** where we shared our refined two-year roadmap.

Our strategic direction grows out of the voices of our community. This was clear in the incredible 75% response rate to our 2025 survey and the meaningful kōrero during our Health and Sexuality curriculum consultations. By weaving these insights into our 2024–2025 Strategic Plan and aligning them with our wider local school network, we have built a vision that is led by our community and supported by our region. This collective effort was officially celebrated in our November ERO report, which confirmed that Northland School continues to be a place of high expectations, exceptional teaching, and vibrant student success.

School Board of Trustees acts as a good employer, including:

- Taking all reasonable steps to build working relationships based on trust, confidence, and good faith
- Complying with the conditions contained in employment contracts for teaching and non-teaching staff
- Complying with the legislation on employment and personnel matters
- The School Board complies with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.
- The School Board complies with the Employment Policies and Equal Employment Opportunities Policy.

Equal Employment Opportunities

Northland School is committed to being a fair and inclusive employer. In 2025, our recruitment focused on appointing the individuals most suited to each role by carefully weighing skills, experience, qualifications, and aptitude. To attract a wide pool of applicants with a broad range of talents, our advertisements and job descriptions are designed to be

inclusive and transparent. Every application pack includes our latest Annual Plan and Teaching and Learning Philosophy, ensuring new staff are aligned with our school's core values from the outset.

During 2025, we welcomed a new Office Administrator and several Teacher Aides to the team. We also began preparing for a significant transition as our Caretaker of 12 years announced his retirement for early 2026. This advance notice has allowed the Board to begin a thoughtful recruitment process to ensure a smooth transition for this key school role. Our employment practices are designed to recognize and value diversity. We endeavour to employ a diverse range of people—considering ethnicity, age, gender, and experience—ensuring our personnel practices are fair and free of bias in accordance with our EEO policy.

We take a distributive leadership approach, encouraging all staff to take on responsibilities that serve as stepping stones for career promotion. All employees are given equal opportunity to lead school-wide initiatives and are supported in seeking professional development both within and beyond the school setting. The wellbeing of our team is a priority. All staff have access to the Employee Assistance Programme (EAP) for confidential counselling services. Additionally, staff benefit from the support of our school counsellor, who provides guidance and strategies for managing student-related needs throughout the year.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2025 the school received total Kiwisport funding of \$3,514 (excluding GST). This funding was spent on Primary Sport Wellington subscription, Teacher release to attend sports events, and a range of equipment.

2025 Analysis of Variance

Ako - Teaching and Learning - English and Maths

Strategic Goal 1: Maximise and empower learners Regulation 9(1)a

End of 2025 :

Structured approaches to teaching literacy have been prioritised during 2025 and are now consistent across the school. Planning and programmes align with the English and Maths Curriculum (2024). Professional learning and development was in place to support and grow teacher capability in key teaching and learning areas. Classroom teaching, planning and timetabling was observed and reviewed internally and by ERO, feedback affirmed high quality teaching practices and that the school is meeting the Government mandate and targets for Reading, Writing and Maths. The school used new resources to strengthen programmes including Numicon across Year 1-6 and Oxford Maths in Year 7 -8. Teachers were supported to systematically and explicitly teach basic facts as part of their mathematics programme. Comprehensive Basic Facts were developed that aligned with the curriculum and became a school wide tool to assess basic facts from year 1-8. Systems were in place to support staff to review teaching practices, which in turn had a positive impact on learner outcomes.

In reading 90% of our Year 1-6 were meeting the expected phase and 88% of our Year 7-8 were meeting the expected phase. In writing 85% of our Year 1-6 and 80% of our Year 7 -8 were meeting the expected phase. In maths, 88% of all students were meeting the expected phase and data showed an increase in the Basic Facts knowledge across the school.

Our tamariki were engaged in an English and Maths Curriculum that was explicitly and systemically taught, to support and enrich achievement and learning outcomes for all learners. Accelerated progress and achievement for groups of learners not yet achieving at expected levels will be prioritised. Mahi Rangahau engaged students in inquiry learning across the curriculum through an overarching concept of Te Pae Mahutanga that included Health, Science, Social Studies, Technology, and The Arts.

Whanaungatanga: Relationships

Strategic Goal 2: Foster connections to strengthen community Regulation 9(1)a

End of 2025:

A range of initiatives are in place to promote positive relationships with parents, whānau, mana whenua and early childhood centres to enable them to work together in partnership with the school. Whanau hui have occurred each term with engagement from some families. They have contributed to our curriculum statement, while upholding Te Tiriti o Waitangi at Northland School. Parents have expressed strong satisfaction with opportunities to participate in school and community activities with 89% agreeing that these opportunities are regular and accessible. Te reo Māori and te ao Māori has been strengthened through stronger connections with Te Ātiawa (Te Kura Ahūrea). Regular professional development for staff from our Toa has increased staff confidence and the development of a te reo scope and sequence is ready for implementation in 2026. The Board and the MOE have approved a project for developing our playspaces and this work is currently underway and will provide seating, shade, planting and spaces for children to explore.

Oranga: Wellbeing

Strategic Goal 3: Building a resilient school culture Regulation 9(1)a

End of 2025:

Northland School successfully promotes learners' engagement, wellbeing and inclusion. Students' achievement is supported by a shared understanding of the values and dispositions of learners. The learner pathway ensures the CHAMP values are visibility integrated into every aspect of school life. A school wide behavior plan has been developed and there is a clearer understanding of responses to 'unexpected behaviours'. Behaviour is more consistently tracked and the data tells us there has been a decrease in incidences across the school and informs next steps in behavior management. The school continues to work with the PB4L team and completed the 2025 Evaluation Tool and has engaged with Tier 2 of PB4L, strengthening teacher practice and understanding patterns of behaviour. Pro-social skills are being explicitly taught and we continue to focus on changing environments, systems and practices to support children to make positive behavior choices. A Health and PE scope and sequence has been developed and will be implemented during 2026, however this curriculum area is in a draft consultation period. Regular attendance is improving and the majority of students attend regularly. The school has developed a plan to improve attendance with a focus on partnership with parents and tracking those who are a concern at threshold levels. The Attendance Management Plan has been shared with the Board and community at the start of 2026.

Northland School-Wide English Targets 2025

Strategic Goal

1. Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum. 90% of all students are meeting the expected Phase level in Reading, Writing and Maths at the end of 2025.

Target Group Year 4

- By the end of 2025, the 4 year 4 students (who were working towards curriculum level 2 at the end of 2024) will make at least one year's progress in Writing during 2025 and be working in Phase 2.
- All Year 4 students will have made progress in The Code and data will show progress.

Target Group Year 6

- By the end of 2025 the 9 year 6 students (who were working towards curriculum level 3 at the end of 2024) will make at least one year's progress in Writing during 2025 and be working in Phase 2.
- By the end of 2025 the 5 year 6 students (who were working towards curriculum level 3 at the end of 2024) will make at least one year's progress in Reading during 2025 and be working in Phase 2.
- All Year 6 students will have made progress in The Code and data will show progress.

Target Group Year 8

- By the end of 2025, the 14 Year 8 students (who were working towards curriculum level 4 at the end of 2024) will make at least one year's progress in Writing and Reading during 2025 and be working in Phase 3

Māori Target

- By the end of 2025 our Māori students will have made progress within a phase or progressed to the expected level. All Māori students will have made progress in the code.

Baseline Data

- In Writing 80% of children were meeting or exceeding the expected curriculum level at the end of 2024. 65% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2024. In Reading 65% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2024.
- In Reading 83% of children were meeting or exceeding the expected curriculum level at the end of 2024. In Reading 80% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2024.

Throughout 2024 Structured Literacy was maintained throughout the school. During 2024 the main focus for professional development and implementation has been a Structured Literacy approach that includes The Code, sentence construction and writing composition. This has had an impact on our students as we have concentrated on deliberate instruction, repetition and short assessments. The science of learning and reading research shows that for learning to be transferred and automated in the long term memory, our teaching strategies need to be in small bites, regular and with quicker pace. During 2024 Tier 1 and Tier 2 support was provided.

The shift in handwriting seen in students' books and samples also enabled a number of students to be able to read back what they had written. Through embedding our practice of The Code, teaching through a scope and sequence, and explicit sentence composition we will continue to see progress in writing. Teachers will be looking for the transfer of these skills into independent writing. The revised curriculum is clearly laid out with progress outcomes at each year level. There will be some adjustments as the purposes for writing are now; to entertain, to inform and to persuade in each year phase.

Actions to achieve targets

- *Think, write, read, check* - a model where the children are making sure their writing is more accurate at a sentence level. Include skills for Tier 3 support is for a few individuals who need more intensive 1-1 daily interventions.
- Teachers are using the Syntax Project and the Writing Revolution.
- 'The Code' is taught in all classes daily.
- Teaching expectations are embedded and demonstrate explicit, systematic and sequential teaching of literacy.
- Home work across the school will focus on Heart words, sentence construction and handwriting.
- Use phoneme fingers to segment and blend in decoding and encoding

- Daily writing with explicit teaching of content organisation, spelling and punctuation.

How will we know it has been successful?

- Teacher planning will demonstrate aspects of Te Mātaiaho including the Understand, Know, Do framework.
- Structured Literacy practices across the school will be observed twice a year
- Consistent and cumulative sequence of instruction will be observed in all classes.
- Teacher planning demonstrates best literacy practice, and alignment with Northland Structured literacy expectations.
- Regular review of progress during each term.
- Student progress and achievement will be shared termly.

Outcomes:

At the end of 2025 our data included 228 children from Year 1-Year 8. The gender split is 121 female and 107 male, 22 children who identify as Māori and 5 children who identify as Pasifika.

Reading

- Year 1-6, 90% of children were meeting or exceeding the expected curriculum level at the end of 2025.
- **81%** of children who identify as **Māori** were meeting or exceeding the expected curriculum level at the end of 2025.
- **50%** of children who identify as **Pasifika** were meeting or exceeding the expected curriculum level at the end of 2025.
- Year 7-8, 88% of children were meeting or exceeding the expected curriculum level at the end of 2025.
- **83%** of children who identify as **Māori** were meeting or exceeding the expected curriculum level at the end of 2025. **50%** of children who identify as **Pasifika** were meeting or exceeding the expected curriculum level at the end of 2025.

Writing

- Year 1-6, 85% of children were meeting or exceeding the expected curriculum level at the end of 2025.
- **56%** of children who identify as **Māori** were meeting or exceeding the expected curriculum level at the end of 2025.
- **50%** of children who identify as **Pasifika** were meeting or exceeding the expected curriculum level at the end of 2025.
- Year 7-8, 80% of children were meeting or exceeding the expected curriculum level at the end of 2025.
- **83%** of children who identify as **Māori** were meeting or exceeding the expected curriculum level at the end of 2025.
- **50%** of children who identify as **Pasifika** were meeting or exceeding the expected curriculum level at the end of 2025.

<p>Year 4 Writing At the end of the year;</p> <ul style="list-style-type: none"> 2 students were working within Phase 2 as expected. 2 students continued working towards Phase 2 	<p>Year 6 Writing</p> <ul style="list-style-type: none"> 3 students were working within the end of Year 6 expectations 2 students continued working towards the beginning of Year 6 expectations. 3 students continued to have targeted support, yet were unable to meet expectations . <p>Reading</p> <ul style="list-style-type: none"> 1 student left the school 2 students were working within Phase 2 2 students continued to have targeted support, yet were unable to meet expectations. 	<p>Year 8 Writing</p> <ul style="list-style-type: none"> 1 student left the school. 10 were working within the expected level 4 and have made one year's progress. 2 progressed to the end of level 3 1 continued to make progress with targeted support at level 2 <p>Reading</p> <ul style="list-style-type: none"> 1 student left the school 2 students remained at early level 4 8 students shifted from early level 4 to within level 4 and have made 6 months progress 1 student remained within level 3. 1 student shifted from early level 3 to within level 3 	<p>Māori Of the 6 Māori students at Year 7-8</p> <ul style="list-style-type: none"> Writing - 3 are working within level 4 as expected, 2 are working within early level 4 as expected for Year 7 and 1 student at Year 8 continued to work towards early level 4. Writing - Of the 16 Māori students at Year 1-6, 9 are working at the expected phase, 5 are working towards the phase and 2 are working with targeted support at the phase below what is expected. Reading - Of the 16 Māori students at Year 1-6, 1 is working beyond, 12 are working at the expected phase, 1 is working towards the expected phase and 2 are working with targeted support at the phase below what is expected.
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Comparative Data Mid 2025 to End 2025

Time Frame	Reading - Achieving at or above		Writing- Achieving at or above	
Mid 2025	Y1-6 84%	Y7-8 92%	Y1-6 79%	Y7-8 84%
End 2025	Y1-6 90%	Y7-8 92%	Y1-6 85%	Y7-8 80%

Overall in English the data is showing an increase of words correctly written in ten minute writing and there is growth in children learning The Code at their year level. Structured Literacy is embedded through the school although monitoring and changes still need to be made to continue consistent practices across the school. All teachers have successfully implemented 1 hour of reading and writing daily and this well established routine provides both consistency in our practice and daily review in writing and reading. In **2025**, results show that **most learners** (80-90%) were meeting or exceeding the expected curriculum phase in Reading and Writing. We need to continue to improve outcomes for some learners across these curriculum areas. Major changes in curriculum content and expectations (over the last two years) could be a factor in these results but we are also aware we have some students who are not achieving at expected levels. These are our priority learners. These students have been identified by teachers and placed on our Student Support Register. Priority learners have tiered plans, that are reviewed at regular intervals, and additional support or specialised programmes may be accessed if required.

Reasons for Variance:

- Internal data indicated more accurate identification of student learning needs, enabling targeted teaching and support.
- Whole class teaching where appropriate for reading and writing under a Structured Literacy

Next Steps:

- Whole class reading: continue to explore ways to implement opportunities for whole class reading: supporting vocabulary development, explicit teaching of comprehension strategies and exposing lower readers to

<p>approach.</p> <ul style="list-style-type: none"> ● Analysis of Code data at year level each term provided closer tracking and intervention ● Analysis on ten minute write data at year level each term showed more success in accuracy, however the transfer of spelling patterns in regular writing is not as strong as we would like to see. ● Students demonstrated greater phonological awareness, improved decoding skills, and increased confidence in spelling and writing. <p>Termly review of student progress was completed and used to inform groupings and explicit teaching of next steps.</p> <ul style="list-style-type: none"> ● Classroom observations of teacher practice were carried out by SLT or Leaders of Learning in English and Maths in Term 3. Constructive feedback was provided and support put in place to model explicit teaching of The Code. ● Priority learners were identified and a new format for tiered plans were trialed, reviewed and progress tracked at the end of term 2 and early term 4. ● Professional development continued to provide teachers with support to unpack the English curriculum with a focus on the teaching of sentence structure and developing reading programmes. 	<p>curriculum level texts</p> <ul style="list-style-type: none"> ● Further work on writing: combined sentences, writing frameworks and structures for writing to entertain, inform and persuade ● Continue Handwriting as a focus ● Look at expectations for oral language ● Explore the New English Curriculum ● Implement Phonics Checks at 20 and 40 weeks ● Continue DIBELS at this stage for priority learners ● Learn about the new assessment tools including SMART and PAT Writing. ● Track student data from Structured Literacy Support including IDL and assess the effectiveness of this support. ● Continue to Track Priority Learners and impact of interventions offered.
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Northland School Wide Maths Target 2025	
<p>Strategic Goal Our students are engaged in a curriculum that is responsive, personalised and promotes success in the core curriculum. 1. 90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.</p>	
<p>2025 Target Group Year 8</p> <ul style="list-style-type: none"> ● By the end of 2025, the 13 year 8 students who are working towards will make at least one year's progress in Maths in 2025. Of the students who make at least one year's progress, at least a quarter will have made more than a year's progress (accelerated progress). <p>2025 Target Group Year 6</p> <ul style="list-style-type: none"> ● By the end of 2025 the 6 year 6 students who were working towards will make progress in Maths and be working at Phase 2. 	
<p>Baseline Data In maths 85 % of children were meeting or exceeding the expected curriculum level at the end of 2024. In maths 70% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2024.</p> <p>Maths achievement data shows our children are reaching a high level of achievement across the school with 86% either meeting or exceeding the curriculum level. The data also shows that a number of our Māori and Pasifika are not meeting the expected level for their cohort. While interventions and Teacher Aide support has assisted, for some of our students it is the attitude they have towards maths that we are trying to improve and encourage dispositions through the Learner Pathway, particularly confidence and active learners.</p> <p>The Year 8 student cohort shows the highest number of students who are working towards the expected curriculum level and we want to accelerate them so they have sufficient mathematical knowledge and increased confidence for college in 2025. The Year 6 cohort shows the highest number of students, 7 who are working above the expected level and we want to maintain their accelerated progress by the end of 2024.</p>	
<p>Actions to achieve targets</p> <ul style="list-style-type: none"> ● Specific classroom / home support to be added from class/team actions - reviewed regularly 	

- Small group additional teaching on explicit teaching points - dynamic grouping
- Basic Facts teaching weekly and tracking progress
- Agreed goals and support from learning conversations and practice at home
- Basic facts aligned with individual stages sent home
- 10 minutes of basic facts recall every day.
- Daily learning with materials and increased use of numicon
- Review progress every 5 weeks and adapt strategies to reinforce learning.

How will we know it has been successful?

- Student achievement information mid-year and end of year achievement will outline the overall achievement of children in maths.
- Students can identify their progress and track.
- Maths practices across the school will be observed.
- Consistent and cumulative sequence of instruction will be observed in all classes.
- Teacher planning demonstrates best maths practice, and alignment with NZC refresh of maths.
- Regular review of progress at 5 week intervals.
- Implementation of Numicon and Oxford programmes to support the curriculum delivery.

Outcomes:

At the end of 2025 our data included 228 children from Year 1-Year 8. The gender split is 121 female and 107 male, 22 children who identify as Māori and 5 children who identify as Pasifika.

Maths

- Year 1-8 **88%** of children were meeting or exceeding the expected curriculum level at the end of 2025.
- **73%** of children who identify as **Māori** were meeting or exceeding the expected curriculum level at the end of 2025.
- 20% of children who identify as **Pasifika** were meeting or exceeding the expected curriculum level at the end of 2025.

Comparative Data Mid 2025 to End 2025

Time Frame	Maths Achieving at or above
Mid Year	Year 1-8 - 86%
End of Year	Year 1-8 - 88%

Our end-year data indicates that students at Northland School are largely maintaining a steady level of achievement at the expected phase in the revised curriculums (2024). We are fortunate that we have not seen a huge decline in our achievement and we are very aware of our priority learners who have worked hard and been supported to show progress, even though they are not able to meet the expected level/ phase for their cohort. We are very pleased that our aggregated data shows we are on track, however we are realistic that all students have varying rates of progress. This is in line with the Ministry of Education goal to have 80% of Year 8 students at or above the expected level for their age in reading, writing and maths.

Targets

<p>Target Group Year 8 At the end of the year; Of the 13, Year 8 students who were working towards;</p>	<p>Target Group Year 7 At the end of the year Of the five, Year 6 students, now Year 7 who were working towards;</p>	<p>Māori Target At the end of the year;</p>
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- 8 have made accelerated progress from early level 4 to within level 4.
- 3 have remained working within early Level 4
- 2 have made progress from early level 3 to within level 3, and are working towards Phase 3.

- 3 students have accelerated progress and are working within expectation at Early level 4, Phase 3
- 2 students are working towards expectation for end of Year 6, Phase 2
- 1 student continues to work with targeted support at beginning Year 5.

- 87 % (15) of our Māori students were achieving at or above the expected phase in Maths at the end of the year.
- 18% (4) of our Māori students were working towards the expected phase
- 9% (2) of our Māori students were working with targeted support towards the expected phase.

Reasons for Variance:

- Basic fact analysis was completed termly and used to inform next steps.
- Snapshots - a tool introduced to the school to help with the tracking of the number strand.
- Observation of basic facts/maths teaching was completed during term 3 and term 4.
- Numicon upskilling for teachers was provided in terms 3 and 4.
- The staff focused on the delivery of the maths curriculum and used varied resources to support explicit teaching.
- A document was prepared with staff on *Structured Maths* document, to support and guide teaching with the focus on review as part of the daily lesson
- Explicit teaching and regular assessments were used to track progress.
- Students were challenged through rich tasks, Otago maths problem solving and Maths extension opportunities.
- Maths was taught for one hour daily and woven into the inquiry focus when relevant.
- Numicon supported students to improve quick recall and number knowledge.

Next Steps:

- Explicitly teach the links between the single-digit addition and subtraction skills and how these relate to double digit skills.
- Rote learning of times tables - explicit teaching of links between multiplication and division and lots of repetitive practice.
- Ensure basic facts is being taught and practised throughout the school - staff meeting, observations of what is happening in classes
- Data collection and analysis of basic facts to see that the children not achieving at their level are moving.
- Priority Learners are closely tracked and a focus on maths vocabulary is explicit within lessons.
- Support Programmes for Maths: initially Year 7 and Year 3 where there is a larger group of priority learners.
- Continue with the Maths PLD from Evaluation Associates Term 2 and Term 3.
- Staff professional development on the detail of the phases to ensure the shifts in expectations are implemented into Long term plans.
- Review assessments and check that we maintain the balance of formative and summative tools.
- The school will continue to develop the '*Core Documents*' which outlines systems and practices within the school.

Considerations for 2026

Looking ahead to 2026, all students will be assessed using the new phases of the revised Maths and English Curriculum (Oct 2025). However the final edition of the Maths and English Curriculum (Oct 2025) contains differences in expectations and coverage from the draft we were focused on throughout 2025. The mandate issued in October 2025 means that 2026 will be a foundational year for data. Because the expectations for each phase have shifted, longitudinal tracking (comparing 2025 directly to 2026) will be challenging.

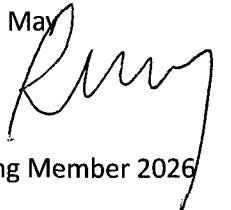
- Reporting on a new curriculum without validated assessment tools is not ideal practice. It places pressure on teachers to make professional judgments without the support of standardised, aligned metrics. We will need to focus on the tools we use for both formative and summative assessments, that will in turn assist teachers to track progress and communicate to parents progress and achievement in a timely manner.
- Direct comparisons between 2025 and 2026 data will be inconsistent. 2026 will be a new baseline year. The Board should expect fluctuations in data as we align assessment with the new phases, rather than viewing changes as a decline in teaching quality or student ability.
- To ensure we continue to track progress over time, we will continue to use PAT tests twice a year in Reading, Listening and Maths.
- Despite the high achievement of the overall cohort, we remain focused on the individual growth of our priority Learners. These students are showing individual progress and have been well-supported, but the rising bar of the revised Curriculum (Oct 2025) makes it increasingly difficult for them to meet the expected level of their age cohort. This also makes it very difficult to track progress over time for these students, whom we know take longer to consolidate learning.
- Our 2025 results are a direct reflection of the high quality teaching within our classrooms. Despite a year of shifting targets, teachers have kept student progress and achievement steady.
- The school will continue to develop the 'Core Documents' which outlines systems and practices within the school as these promote consistency of practice and are current with MOE guidelines.

Andrea Peetz



Principal 2026

Richard May



Presiding Member 2026