

2025 Statement of Variance

School Name

Adventure

School Number

1195

Strategic Goals and Annual Initiatives

GOAL 1: Create fit for purpose learning environments

- 1i. Improve our spaces to enhance outdoor learning opportunities
- 1ii. Create spaces that evoke a sense of pride and belonging
- 1iii. Develop an inspiring and well-resourced Library as a hub in the school

GOAL 2: Align our Literacy and Mathematics practices and expectations with the refreshed curriculum

- 2i. Continue embedding Literacy Professional Development in all classrooms
- 2ii. Begin to implement the refreshed Mathematics & Statistics curriculum
- 2iii. Adopt assessment practices that align with the refreshed curriculum and inform teaching and learning

GOAL 3: Deepen our connection with te ao Māori

- 3i. Strengthen engagement with whānau Māori.
- 3ii. Increase understanding, knowledge and use of te reo me ona tikanga.

GOAL 1: Create fit for purpose learning environments

Over the course of the year, the following initiatives were completed:

- Sourced funding and design for basketball court upgrade
- Improved learning spaces with upgraded and purposeful furniture
- Collaboration with a local artist on the design of our first mural to create a vibrant welcome.
- Installed signage, student designed and painted, with greetings reflecting our diverse cultures.
- Established a Green Team to develop and maintain our school environment
- Work on grounds to improve environment for our school community
- Improved Library space and opportunities for special events and celebrations

GOAL 2: Align our Literacy and Mathematics practices and expectations with the refreshed curriculum

Over the course of the year, the following initiatives were completed:

- Aligned our Professional Growth Cycle with Literacy Professional Development
- Provided opportunities to build knowledge and skills with PLD facilitators, Team and Curriculum Leads
- Continue to strengthen our coaching model to grow effective practice
- Supported teachers to explore and use the refreshed Maths Curriculum
- Explored resources that supported the delivery of an effective maths programme
- Reviewed assessment tools/ practices in line with the refreshed curriculum and ministry guidelines.
- Supported teachers to implement assessment processes to enable valid judgements and inform learning programmes.

GOAL 3: Deepen our connection with te ao Māori

Over the course of the year, the following initiatives were completed:

- Attend Ūpane Breakfasts as they were offered
- Engaged Whānau Māori at hui and cultural events
- Increased opportunities for ākonga to practice Mihi Whakataū
- Strengthen Kapa Haka in years 4-8 with new tutors
- Kaiako began to integrate te reo Māori and tikanga as a natural and organic part of everyday interactions.
- Tamariki and Kaiako created personal pepeha
- Celebrated Māori language week

Introduction to Evaluation of Targets

As a forward-moving school committed to strengthening student achievement, we have actively worked on establishing strong processes and systems that drive progress across Reading, Writing, and Mathematics.

These practices span all three curriculum areas:

- **Data-Driven Growth:** Empowering teachers through targeted goals within a robust Professional Growth Cycle model.
- **Leadership Capability:** Upskilling team leaders with ongoing PD to facilitate meaningful growth conversations.
- **Targeted Intervention:** Holding regular data meetings to analyze student trends and systematically remove barriers to learning.
- **Curriculum Leadership:** Utilising highly skilled English and Mathematics leads to provide ongoing PLD and targeted support, while actively engaging in professional networks to strengthen curriculum knowledge and gain new insights
- **Curriculum Alignment:** Collaboratively unpacking refreshed curriculum documents at the team and whole-school level.
- **Responsive Learning Support:** Providing school-wide learning support to equip teams with the resources needed to target specific, identified areas of need.

Further strengthening these systems and processes will remain an ongoing focus in 2026, with each of these areas continuing to be actively developed across the school.

Target 1a In **Reading**, sustain achievement levels in Years 1-4 (90% proficient or exceeding) when expectations are based on the refreshed curriculum

2024 Baseline Data

- 90% of students in Years 2-4 met expectations (163/181)

2025 Overall Outcomes

- 91.5% of students met or exceeded expectations (184/201)

Actions

What did we do?

Outcomes

What happened?

Reasons for the variance

Why did it happen?

Evaluation

Where to next?

- Appointed a Structured Literacy Resource Teacher to provide specialized intervention programs in Years 0-2.
- Provided additional, targeted student interventions through the Year 0-1 team working collaboratively to release their team leader
- Provided targeted PLD, including Massey University Structured Literacy training, internal workshops on reading assessment and high-engagement pedagogy, and Speech-Language Therapist guidance for complex-needs students.

Achieved
91.5% of students overall met or exceeded expectations

Students meeting or exceeding expectations by year level:

- **Year 2:** 98% (47/48)
100% girls (23/23), 96 % boys (24/25)
- **Year 3:** 79% (46/58)
80% girls (24/30), 79 % boys (22/28)
- **Year 4:** 89% (47/53)
92 % girls (23/25), 86 % boys (24/28)

Year 1 Achievement

- 96% of Year 1 students achieved the "12 months at school" benchmark indicating positive foundations going forward.
- Data was collected at year-end due to tracking system constraints; consequently, time at school actually ranged from 3 to 7 terms.

Year 4 Reading Comprehension

- Year-end PAT results confirm positive upward shifts in reading achievement. However, a significant gender achievement gap exists between boys and girls.

Positive Influences

- Six years of Structured Literacy implementation (Years 0-4), combined with high staff stability, has established strong teaching capability and confidence across Years 0-4
- All action points directly and effectively contributed to these positive outcomes.

Limiting Factors

- Inconsistency remains in teachers' ability to identify and address individual learning barriers for students with complex needs.

Across Years 0-4

- Strengthen teacher capability in analysing and responding to assessment data.
- Source practical PLD for Teacher Aides providing support in literacy

Years 0-2

- Review current Structured Literacy practices against evidence-based best practices.
- Further support teachers in diagnosing specific learning gaps and establishing precise next steps for underachieving students.
- Extend high-achieving readers to ensure equitable learning and growth opportunities.

Years 3-4

- Implement targeted initiatives to increase boys' reading engagement and motivation.

Target 1b In **Reading**, lift the number of students proficient or exceeding in Years 5-8 based on the expectations of the refreshed curriculum.

2024 Baseline Data

- **82%** of students in Years 5-8 met or exceeded EOY expectations (194/237)

2025 Overall Outcomes

- **80%** of students in Years 5-8 met or exceeded EOY expectations (176/219)

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>
<ul style="list-style-type: none"> ● Consolidating Structured Literacy: 2025 marked our third year implementing a structured approach to literacy. The school benefits from a highly stable staff, with the vast majority of teachers now confident, knowledgeable, and skilled in applying this approach. ● New staff continued to receive targeted structured literacy training (building upon previous work with Helen Walls), including in-class modeling and coaching sessions. Our Literacy Lead Teacher and Team Leaders provided ongoing mentoring and collaborative coaching to ensure these practices were deeply embedded into daily classroom routines. 	<p>While the overall percentage slightly dipped from 82% to 80%, a detailed breakdown reveals key areas of strength and variance across year levels and genders:</p> <p>Students meeting or exceeding expectations by year level:</p> <ul style="list-style-type: none"> ● Year 5: 81% (58/72) 85% girls (33/39), 76% boys (25/33) ● Year 6: 82% (31/38) 76% girls (13/17), 86% boys (18/21) ● Year 7: 80% (44/55) 92% girls (22/24), 71% boys (22/31)) ● Year 8: 80% (43/54) 80% girls (20/25), 79 % boys (23/29) <p>Early Years Pipeline: The high level of achievement previously noted in Year 1 (where 96% of students met expectations) continues to bode well for the future as these cohorts transition into the senior school with strong foundational skills.</p>	<ul style="list-style-type: none"> ● Positive Leadership Influences: Team leaders gained strong insights from their ongoing collaboration with PLD facilitators. These insights were successfully explored within teams and transferred directly into classroom programs. ● Targeted Teacher Support: Individual teachers were actively supported to grow and refine their Tier 2 intervention practices, ensuring fewer students fell behind. ● Professional Growth Cycle (PGC): The PGC model successfully empowered teachers to own their professional growth, setting and executing specific actions to meet their targeted goals. Coaching skills were further enhanced through sustained work with their mentor. 	<ul style="list-style-type: none"> ● Continue ensuring all teachers are thoroughly familiar with the refreshed English curriculum, explicitly focusing on milestone expectations for each level and implementing effective, aligned assessment practices. This will be supported collaboratively via Team Leaders, Literacy Leader, and the PGC model. ● Strengthen teacher capability in analysing and responding to assessment data. ● Review current Structured Literacy practices across all year levels against up-to-date, evidence-based best practices to optimize classroom delivery. ● Strengthen teacher capability in robustly analyzing and responding to assessment data to prevent achievement dips. ● Implement targeted initiatives to increase boys' reading engagement and motivation, particularly in Year 5 and Year 7.

2025 End-of-Year, School-wide **Reading** Achievement Against Curriculum Levels - **OVERALL**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Achieving well beyond expectations					-	-	-	11% (6)	1% (6)
Achieving beyond expectations	9.5% (4)	8% (4)	10% (6)	7.5% (4)	10% (7)	3% (1)	16% (9)	13% (7)	10% (42)
Achieving within expectations	86% (36)	90% (43)	69% (40)	81% (43)	71% (51)	79% (30)	64% (35)	56% (30)	73% (308)
Working towards expectations	5% (2)	2% (1)	19% (11)	7.5% (4)	14% (10)	13% (5)	18% (10)	20% (11)	13% (54)
Working towards expectations (with support)			2% (1)	4% (2)	6% (4)	5% (2)	2% (1)	-	2% (10)
<i>420 students</i>	<i>42</i>	<i>48</i>	<i>58</i>	<i>53</i>	<i>72</i>	<i>38</i>	<i>55</i>	<i>54</i>	<i>420</i>

2025 End-of-Year, School-wide **READING** Achievement Against Curriculum Levels - **GENDER**

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Totals	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Achieving well beyond expectations									-	-	-	-	-	-	12% (3)	10% (3)	1% (3)	1% (3)
Achieving beyond expectations		18% (4)	9% (2)	8% (2)	13% (4)	7% (2)	12% (3)	4% (1)	13% (5)	6% (2)	6% (1)	-	21% (5)	13% (4)	8% (2)	17% (5)	11% (22)	9% (20)
Achieving within expectations	90% (18)	82% (18)	91% (21)	88% (22)	67% (20)	71% (20)	80% (20)	92% (23)	72% (28)	70% (23)	71% (12)	86% (18)	71% (17)	58% (18)	60% (15)	52% (15)	74% (151)	72% (157)
Working towards expectations	10% (2)		0% (0)	4% (1)	17% (5)	21% (6)	8% (2)	7% (2)	10% (4)	18% (6)	12% (2)	14% (3)	8% (2)	26% (8)	20% (5)	21% (6)	11% (22)	15% (32)
Working towards expectations (with support)					3% (1)	0% (0)	0% (0)	7% (2)	5% (2)	6% (2)	12% (2)	-	-	3% (1)	-	-	2% (5)	2% (5)
<i>Total Girls/Boys</i>	<i>20</i>	<i>22</i>	<i>23</i>	<i>25</i>	<i>30</i>	<i>28</i>	<i>25</i>	<i>28</i>	<i>39</i>	<i>33</i>	<i>17</i>	<i>21</i>	<i>24</i>	<i>31</i>	<i>25</i>	<i>29</i>	<i>203</i>	<i>217</i>
<i>420 students</i>	<i>42</i>		<i>48</i>		<i>58</i>		<i>53</i>		<i>72</i>		<i>38</i>		<i>55</i>		<i>54</i>		<i>420</i>	

Target
2a

In Writing:

- further increase the percentage of students meeting expectations after 12 months at school.
- sustain levels of achievement in Years 2-4 when expectations are based on the refreshed curriculum.

2024 Baseline Data

- **74%** of 6 year olds met expectations in Writing
- **88%** of students in years 2-4 met or exceeded expectations in Writing (159/181)

2025 Outcomes

- **83%** of 6 year olds met expectations
- **84%** of students in years 2-4 met or exceeded expectations in Writing (133/159)

After 12 Months at School

Actions

What did we do?

Outcomes

What happened?

Reasons for the variance

Why did it happen?

Evaluation

Where to next?

- Prioritised writing alongside reading from day one, emphasising transcription skills and sentence structure.
- Assessed fine motor skills at school entry to implement early interventions, and monitored handwriting closely using Teacher Aide support and home-school partnerships
- Introduced a tailored approach for high-needs students with underdeveloped phonemic awareness, supported by targeted interventions from the Team Leader and Structured Literacy Resource Teacher.

Achieved

12 mths at School

- There was a continued increase in the percentage of students meeting expectations:
 - EOY 2023: 58%
 - EOY 2024: 74%
 - EOY 2025: 83%

Ethnicity:

Please note, ethnicity data has not been included as it contains information that could identify individual students.

Positive Influences

- Strong teacher knowledge of foundational literacy skills.
- A well-established 'notice, recognise, and respond' cycle across the team.
- Strong team collaboration that created extra practice opportunities for foundational skills.
- Effective intervention programs delivered via the Structured Literacy teacher, Team Leader, Teacher Aides, and home-school partnerships.

Limiting Factors

- Students identified at school entry with significant motor skill phonemic awareness delays are not meeting expectations.

- Continue to follow best practice
 - Prioritising transcription skills from the start of school
 - Explicitly teaching sentence structure from school entry
 - Using dictation to establish concepts about print (layout, punctuation etc.) and to support transfer of transcription skills to writing sentences
 - Continue to provide an ESoL programme that aligns with a structured approach to literacy
 - Explicitly teach vocabulary
 - Provide engaging contexts.
- Ensure all students have individual goals and receive frequent progress feedback, utilising ongoing assessment to drive precision teaching.
- Partner with an Occupational Therapist to enhance teacher knowledge regarding motor skill delays and other barriers to learning.

Years 2-4

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>
<ul style="list-style-type: none"> Supported staff as needed to ensure the effective, high-fidelity implementation of Dr. Helen Walls' writing PLD. Maintained a strong focus on transcription skills (handwriting and spelling) and sentence structure 	<p>Not Achieved but growth in student capability evident.</p> <p>While the data indicates a minor drop in overall achievement compared to 2024, these datasets are not directly comparable; the refreshed curriculum introduced higher benchmarks. Achieving at a near-equivalent level against these increased expectations represents growth in student capability.</p> <p style="text-align: center;">EOY 2024: 88% (159/181) EOY 2025: 84% (133/159)</p> <p>2025 EOY by Year Level:</p> <ul style="list-style-type: none"> Year 2: 94% (45/48) 96% girls (23/23), 92% boys (23/25) Year 3: 71% (41/58) 70% girls (21/30), 71% boys (20/28) Year 4: 89% (47/53) 96% girls (24/25), 82% boys (23/28) <p>Ethnicity: Please note, ethnicity data has not been included as it contains information that could identify individual students.</p>	<p>Positive Influences</p> <ul style="list-style-type: none"> Strong teacher knowledge and practices through ongoing PLD. High-quality, skilled guidance from the Years 0-4 Literacy Leader. <p>Limiting Factors</p> <ul style="list-style-type: none"> Years 2-4 students are still developing the self-monitoring skills needed to independently apply taught strategies at the refreshed curriculum level. 	<ul style="list-style-type: none"> Develop within-school writing exemplars for each year level Conduct whole-school writing moderation to ensure deep familiarity with updated curriculum expectations. Provide additional guidance for staff who are new to the school or still integrating new literacy practices. Have Writing as a PGC gal for Year 3 and 4 teachers with a focus on proficiency in spelling, grammar and sentence structures and independent application Investigate: <ul style="list-style-type: none"> Barriers to Proficiency: Identify why students struggle to apply taught knowledge and skills independently. Self-Regulation: Develop strategies to improve students' self-monitoring during the writing process.

Target 2b	In Writing: <ul style="list-style-type: none"> ● lift the number of students proficient or exceeding in Years 5-8 based on the expectations of the refreshed curriculum. Boys in Year 6, will be a target group
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2024 Baseline Data	2025 Outcomes
<ul style="list-style-type: none"> ▪ 71% of Year 5-8 students met or exceeded EOY expectations (166/234) <ul style="list-style-type: none"> - 64% of boys in Years 5-8 met or exceeded expectations (85/132) - 80% of girls in Years 5-8 met or exceeded expectations (84/105) 	<ul style="list-style-type: none"> ▪ 75% of Year 5-8 students met or exceeded EOY expectations (164/219) <ul style="list-style-type: none"> - 66% of boys in Years 5-8 met or exceeded expectations (75/114) - 85% of girls in Years 5-8 met or exceeded expectations (89/105) <p style="margin-top: 5px;">NB: Girls out-perform boys in all year levels</p>

Years 5-8			
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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>
<ul style="list-style-type: none"> ● Our Literacy Leaders actively participated in Cluster Literacy Network meetings throughout the year. This provided valuable opportunities to stay aligned with broader literacy initiatives, share best practices, and collaborate with other schools in the cluster to improve literacy outcomes. ● Teachers took part in ongoing professional learning opportunities to deepen their understanding of evidence-based literacy practices, including Structured Literacy and other effective literacy teaching strategies. ● All teaching staff have now completed the Ministry of Education Structured Literacy Professional Learning and Development (PLD) delivered through Massey University, strengthening teacher knowledge of evidence-based literacy practices and effective writing instruction. ● Years 5 and 6 teachers implemented a more structured writing approach informed by the work of Helen Walls, with a deliberate focus on explicit teaching, 	<ul style="list-style-type: none"> ● Overall Progress: <ul style="list-style-type: none"> - Overall achievement increased from 71% (166/234) meeting or exceeding expectations in 2024 to 75% (164/219) in 2025. - Teachers demonstrated increased confidence in implementing structured writing practices and using explicit teaching approaches. - Student engagement in writing improved, particularly during units that were intentionally designed around topics and concepts that resonated with boys. ● Gender Trends: <ul style="list-style-type: none"> - Achievement for boys increased from 64% to 66%, demonstrating some positive impact from the targeted focus on engagement and structured writing approaches. - Achievement for girls increased from 80% to 85%, maintaining 	<p>The school-wide commitment to Structured Literacy PLD has strengthened teacher capability and increased consistency in classroom practice. Staff have developed a deeper understanding of the progression of writing skills and the importance of explicit instruction. The implementation of approaches informed by Helen Walls has provided teachers with clearer structures for teaching writing and supporting students to craft increasingly complex texts.</p> <p>The deliberate focus on engaging contexts and concepts for boys has contributed to increased participation and motivation in writing. The development of two locally designed units enabled teachers to apply successful engagement strategies.</p> <p>While overall achievement increased, a significant disparity remains between boys' and girls'</p>	<ul style="list-style-type: none"> ● Engage in ongoing PLD with literacy lead teacher to build internal expertise. ● Support teachers with mentoring and coaching to refine writing instruction strategies. ● Develop school wide writing exemplars to assist with teacher judgements and consistency of these. ● Continue to embed the principles of Structured Literacy within writing instruction across Years 5–8. ● Strengthen teacher understanding of the refreshed English curriculum, particularly the progression of writing knowledge and skills across year levels. ● Further develop consistent assessment and moderation practices to ensure reliable judgements against curriculum expectations. ● Extend the use of highly engaging contexts and authentic writing purposes that particularly motivate boys while maintaining challenge for all learners. ● Continue professional learning and

<p>sentence construction, vocabulary development, and text organisation.</p> <ul style="list-style-type: none">• Teachers identified and prioritised writing contexts and concepts that typically generate high levels of engagement for boys. These approaches were then used to design and implement two locally developed writing units that connected strongly to student interests.	<p>strong outcomes and contributing significantly to overall school improvement.</p>	<p>achievement levels. The refreshed English curriculum continues to require teachers to refine assessment practices and strengthen their understanding of year-level expectations. Greater consistency in assessment and moderation processes will be required to ensure dependable judgements of student achievement across Years 5–8.</p>	<p>coaching around effective approaches and other evidence-based writing practices.</p> <ul style="list-style-type: none">• Use achievement and engagement data to identify successful strategies for boys and use these approaches across all Year 5–8 classrooms.• Monitor the achievement of Year 7 boys as a target group and evaluate the impact of interventions and classroom programmes throughout the year.
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School-wide **Writing** Achievement Against Curriculum Levels - **OVERALL**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Achieving well beyond expectations					-	-	-	4% (2)	1% (2)
Achieving beyond expectations	2% (1)		5% (3)		1% (1)	3% (1)	5% (3)	7% (4)	3% (13)
Achieving within expectations	93% (39)	94% (45)	65.5% (38)	89% (47)	74% (53)	63% (24)	69% (38)	70% (38)	77% (322)
Working towards expectations	5% (2)	6% (3)	28% (16)	7.5% (4)	19% (14)	26% (10)	24% (13)	17% (9)	17% (71)
Working towards expectations (with support)			2% (1)	4% (2)	6% (4)	8% (3)	2% (1)	2% (1)	3% (12)
<i>420 students</i>	<i>42</i>	<i>48</i>	<i>58</i>	<i>53</i>	<i>72</i>	<i>38</i>	<i>55</i>	<i>54</i>	<i>420</i>

School-wide **Writing** Achievement Against Curriculum Levels - **GENDER**

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Totals	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Achieving well beyond expectations									-	-	-	-	-	-	8% (2)	-	1% (2)	0% (0)
Achieving beyond expectations	0% (0)	4.5% (1)			10% (3)	0% (0)			3% (1)	-	6% (1)	-	8% (2)	3% (1)	8% (2)	7% (2)	4% (9)	2% (4)
Achieving within expectations	90% (18)	95% (21)	96% (22)	92% (23)	60% (18)	71% (20)	96% (24)	79% (23)	85% (33)	61% (20)	65% (11)	62% (13)	79% (19)	61% (19)	72% (18)	69% (20)	80% (163)	73% (159)
Working towards expectations	10% (2)	0% (0)	4% (1)	8% (2)	27% (8)	29% (8)	0% (0)	14% (4)	10% (4)	30% (10)	18% (3)	33% (7)	13% (3)	32% (10)	12% (3)	21% (6)	12% (24)	22% (47)
Working towards expectations (with support)					3% (1)	0% (0)	4% (1)	3% (1)	3% (1)	9% (3)	12% (2)	5% (1)	-	3% (1)	-	3% (1)	2% (5)	3% (7)
<i>Total Girls/Boys</i>	<i>20</i>	<i>22</i>	<i>23</i>	<i>25</i>	<i>30</i>	<i>28</i>	<i>25</i>	<i>28</i>	<i>39</i>	<i>33</i>	<i>17</i>	<i>21</i>	<i>24</i>	<i>31</i>	<i>25</i>	<i>29</i>	<i>203</i>	<i>217</i>
<i>420 students</i>	<i>42</i>		<i>48</i>		<i>58</i>		<i>53</i>		<i>72</i>		<i>38</i>		<i>55</i>		<i>54</i>		<i>420</i>	

**Target
3**

In Mathematics

- identify and implement targeted strategies to lift achievement in Years 3, 6 and 8.
- maintain or improve the overall school-wide achievement rate of 85% of students working at or above expected levels.

2024 Baseline Data

- School-wide, **85%** met or exceeded expectations in Mathematics and Statistics
- Percentage meeting expectations in target cohorts for 2025:
 - Year 2 (Y3 in 2025): **80%**
 - Year 5 (Y6 in 2025): **77%**
 - Year 7 (Y8 in 2025): **78%**

2025 Outcomes

- School-wide, **89%** met or exceeded expectations in Mathematics and Statistics
- Percentage meeting expectations in target cohorts for 2025:
 - Year 3: **81%**
 - Year 6: **84%**
 - Year 7: **93%**

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>
<ul style="list-style-type: none"> ● Implementation of the Oxford Mathematics programme across the school, providing teachers with resources to support planning, teaching, assessment, and curriculum alignment. ● Mathematics Lead Teacher maintained connections with the local Mathematics Cluster, attending regular PLD and networking opportunities to strengthen curriculum knowledge and bring current best practice back to the school. ● Targeted learning support and extension groups were facilitated by the Maths Lead Teacher to accelerate progress for students requiring additional support (Y2-8) and to extend learners achieving above expectation (Year 5/6). 	<p>School-wide achievement increased from 85% to 89% of students meeting or exceeding expectations in Mathematics and Statistics.</p> <p>Target cohorts showed positive achievement outcomes, particularly in Years 6 and 8 where achievement exceeded baseline expectations.</p> <p>Students meeting or exceeding expectations in target cohorts</p> <ul style="list-style-type: none"> ● Year 3: 81% (47/58) 77% girls (23/30) 86% boys (24/28) ● Year 6: 84% (32/38) 76% girls (13/17) 90% boys (19/21) ● Year 8: 93% (50/54) 88% girls (22/25) 96% boys (28/29) <p>NB: The introduction of the refreshed mathematics curriculum in 2025 established significantly higher benchmarks, meaning 2024</p>	<p>The continued implementation of the Oxford Mathematics programme has strengthened teacher capability and increased consistency of mathematics teaching across the school. Teachers are developing a deeper understanding of curriculum progressions and are increasingly using evidence-based practices to support student learning.</p> <p>The Mathematics Lead Teacher's participation in local cluster PLD ensured current curriculum knowledge and effective teaching approaches were shared across the school. Targeted learning support and extension groups provided additional opportunities for students to receive instruction matched to their learning needs, contributing to improved outcomes for both priority learners and high achievers.</p> <p>It is important to note that the introduction of the refreshed Mathematics and Statistics curriculum in 2025 established significantly higher</p>	<ul style="list-style-type: none"> ● Year 2 teachers to collaborate with Year 3 teachers to identify overall strengths and needs of students transitioning out of the junior syndicate ● Continue strengthening teacher understanding and implementation of the refreshed Mathematics and Statistics curriculum. ● Maintain engagement with the Oxford Mathematics programme and associated professional learning opportunities to ensure consistent and effective teaching practices. ● Continue participation in the local Mathematics Cluster to access current research, curriculum updates, and opportunities for professional collaboration. ● Investigate the successful strategies contributing to strong achievement in Years 6 and 8 and identify opportunities to replicate these approaches across other

and 2025 datasets are not a direct comparison. Performance across the year levels indicates strong positive growth against these higher expectations

- Year 3: Maintaining achievement levels represents growth in student capability.
- Years 6 and 8: lifts of 7% and 15% respectively, represent significant progress against the elevated benchmarks

benchmarks, meaning 2024 and 2025 datasets are not a direct comparison. Despite these elevated expectations, performance across the target year levels indicates strong positive growth in student capability and achievement.

These results indicate that teaching practices, targeted interventions, and professional learning have collectively supported students to successfully meet more rigorous curriculum expectations.

- year levels.
- Monitor cohort achievement trends over time to evaluate the long-term impact of curriculum implementation and targeted interventions.

School-wide **MATHEMATICS** Achievement Against Curriculum Levels - **OVERALL**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	TOTAL
Achieving well beyond expectations			2% (1)		-	3% (1)	2% (1)	9% (5)	2% (8)
Achieving beyond expectations	7% (3)	8% (4)	7% (4)	2% (1)	6% (4)	5% (2)	22% (12)	26% (14)	10% (44)
Achieving within expectations	90% (38)	92% (44)	72% (42)	89% (47)	74% (53)	76% (29)	65% (36)	57% (31)	76% (320)
Working towards expectations	2% (1)		17% (10)	9% (5)	19% (14)	11% (4)	9% (5)	6% (3)	10% (42)
Working towards expectations (with support)			2% (1)		1% (1)	5% (2)	2% (1)	2% (1)	1% (6)
<i>420 students</i>	<i>42</i>	<i>48</i>	<i>58</i>	<i>53</i>	<i>72</i>	<i>38</i>	<i>55</i>	<i>54</i>	<i>420</i>

School-wide **MATHEMATICS** Achievement Against Curriculum Levels - **GENDER**

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Totals	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Achieving well beyond expectations	-	-	-	-	3% (1)	-	-	-	-	-	6% (1)	-	-	3% (1)	8% (2)	10% (3)	2% (4)	2% (4)
Achieving beyond expectations	-	14% (3)	9% (2)	8% (2)	7% (2)	7% (2)	-	4% (1)	5% (2)	6% (2)	6% (1)	5% (1)	17% (4)	26% (8)	16% (4)	34% (10)	7% (15)	13% (29)
Achieving within expectations	95% (19)	91% (19)	91% (21)	92% (23)	67% (20)	79% (22)	92% (23)	86% (24)	77% (30)	70% (23)	65% (11)	86% (18)	75% (18)	58% (18)	64% (16)	52% (15)	77% (157)	75% (162)
Working towards expectations	5% (1)	-	-	-	20% (6)	14% (4)	8% (2)	11% (3)	15% (6)	24% (8)	18% (3)	5% (1)	8% (2)	10% (3)	8% (2)	3% (1)	11% (22)	9% (20)
Working towards expectations (with support)	-	-	-	-	3% (1)	-	-	-	3% (2)	-	6% (1)	5% (1)	-	3% (1)	4% (1)	-	2% (5)	1% (2)
<i>Total Girls/Boys</i>	<i>20</i>	<i>22</i>	<i>23</i>	<i>25</i>	<i>30</i>	<i>28</i>	<i>25</i>	<i>28</i>	<i>39</i>	<i>33</i>	<i>17</i>	<i>21</i>	<i>24</i>	<i>31</i>	<i>25</i>	<i>29</i>	<i>203</i>	<i>217</i>
<i>420 students</i>	<i>42</i>		<i>48</i>		<i>58</i>		<i>53</i>		<i>72</i>		<i>38</i>		<i>55</i>		<i>54</i>		<i>420</i>	

2026 Targets

Maths

- Lift achievement in Mathematics and Statistics to have 90% or more achieving at proficient or exceeding.

Reading

- In Years 1 and 2, 90% or more of students achieving at proficient or exceeding
- In Years 7 and 8, 85% or more of students achieving at proficient or exceeding

Writing

- In Year 4, 90% of students achieving at proficient or exceeding in transcription skills
- In Years 6, 75% or more of boys achieving at proficient or exceeding in writing
- In Years 7/ 8, 75% or more of boys achieving at proficient or exceeding in writing