MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Statement of Variance Reporting

School Name:	Darfield Primary School - 2025	School Number:	3326

MOE Priorities::	• **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the • science of learning. • **Better approach to literacy and numeracy:** Implementing evidence-based • instruction in early literacy and mathematics. • **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement. • **Improved teacher training:** Developing the workforce of the future, including • leadership development pathways. • **Stronger learning support:** Targeting effective learning support interventions for students with additional needs. • **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.
DPS Goals:	• **Curriculum** - To provide ākonga (learners) with a robust, exciting, and refreshed local school curriculum which we have based on Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and in consultation with our community. • **Child Centred** - Develop the unique potential of each child by fostering a supportive learning environment that encourages the ongoing development of the Darfield High Fives (Power Thinker, Self Manager, Self Believer, Caring Citizen, Team Player). • **Raising Student Achievement** - Use data, structures, and teaching strategies effectively to raise the achievement of all students.

Target 1:	Increasing the percentage of students that attend Darfield Primary School regularly from 70% to 75%. Regular attendance is to attend school more than 90% of the time. **What do we expect to see by the end of the year:** • By the end of the year processes will be designed, documented and implemented which align with the MOE Stepped Attendance Response (STAR) • Improve the 2024 school baseline data to ensure we meet the MOE 2026 target in 2025
Data:	**Baseline data:** **Attendance Data for 2024:**

Student attendance targets for regular attendance, moderate absence and chronic absence.			
Measure Ministry targets	**2024 Target**	**2026 Target**	**Today**
Percentage of ākonga **attending** school regularly (attending more than 90%, an average of 9 days a fortnight)	70 % 0Δ	75 % 5∇	70%
Percentage of ākonga who are moderately **absent** (attending more than 70% up to 80%, missing two to three days a fortnight)	6 % 4∇	4 % 2∇	2%
Percentage of ākonga who are chronically **absent** (attending 70% or less, missing three or more days a fortnight)	5 % 3∇	3 % 1∇	2%
∇ is the % BELOW the target Δ is the % ABOVE the target (*For this year so far*)			
SWITCH TO MY TARGETS			

Data from 1 December 2024

Summary - 2025 Target

Data/Evidence:

	Regularly attending (90-100% attendance)	Irregular attendance (80-89% attendance)	Moderately absent (70-79% attendance)	Chronically absent (0-69% attendance)

2024	71.35%	25.52%	1.56%	1.56%
Term 1 2025	81.94%	13.89	1.85%	2.31%
Term 2 2025	67.69%	20.52%	7.86%	3.93%
Term 3 2025	63.9%	25.31%	9.53%	1.66%
Term 4 2025	77.08%	14.23%	5.53%	3.16%
2025	73.91%	20.55%	3.56%	1.98%

DPS Attendant Management Plan

Target 2:

Set up systems and processes for the schoolwide implementation of Structured Mathematics. This includes the establishing of baseline data for 2026.

What do we expect to see by the end of the year:

- Schoolwide use of Numicon resources - including staff professional development
- Develop a Darfield Primary School scope and sequence that aligns with Mathematics progressions/curriculum
- Development of robust assessment practices that establish baseline achievement data
- Improved use of formative and summative assessment to inform classroom practice, enable the earlier identification of ākonga (learners) needing extra support, and enabling targeted resourcing

Data:

Baseline Data:

In 2025 Baseline data is to be established.

Summary 2025 Target:

Data/Evidence:

Whole School Mid / End Year Achievement Data for 2025 (Teacher Judgements using MOE Four Descriptors):

Mathematics					
Teacher Judgements using MOE Four Descriptors	**Needs Support**	**Progressing Toward**	**Proficient**	**Exceeding**	**Total**
Year 0		7 (64%) 4 (21%)	4 (36%) 13 (68%)	 2 (11%)	11 19
Year 1	4 (9%) 1 (2%)	13 (29%) 9 (2%)	28 (62%) 30 (67%)	 5 (11%)	45 45
Year 2	6 (13%) 8 (17%)	6 (13%) 7 (15%)	34 (72%) 25 (53%)	1 (2%) 7 (15%)	47 47
Year 3	4 (9%) 2 (5%)	31 (72%) 21 (52%)	7 (16%) 17 (43%)	1 (2%)	43 40
Year 4	3 (7%) 2 (5%)	9 (22%) 11 (28%)	25 (61%) 25 (62%)	4 (10%) 2 (5%)	41 40
Year 5	6 (12%) 3 (6%)	16 (31%) 15 (30%)	24 (45%) 25 (50%)	6 (12%) 7 (14%)	52 50
Year 6	1 (2%) 1 (2%)	10 (21%) 8 (17%)	26 (56%) 26 (55%)	10 (21%) 12 (26%)	47 47
2025 Whole School Mathematics	**24 (8%)** **17 (6%)**	**92 (32%)** **75 (26%)**	**148 (52%)** **161 (56%)**	**22 (8%)** **35 (12%)**	**286** **288**

Mathematics - Year 3-6 End Year Achievement Data for 2025 (AsTTle):

Establishing of baseline data for 2026

	Well Below their peers	Below their peers	At expected level for this age group	Above their peers	Total
Year 3		7 (26%)	20 (74%)		27
Year 4		20(53%)	14 (37%)	4 (11%)	38
Year 5	11 (22%)	11 (22%)	22 (45%)	5 (11%)	49
Year 6	8 (16%)	14 (29%)	19 (40%)	7 (15%)	48

Please note that Year three data will be affected as some students did not have the computer skills to access the AsTTle tool - which is an online test.

Target 3 :

To investigate the effects of Structured Literacy practice upon school-wide results in Reading and Writing between the 2024 and 2025 school years.

What do we expect to see by the end of the year:

- Improved DIBELS data between 2024 and 2025 (collected at the beginning, middle and end of the school year
- Baseline data gathered for Reading - using DIBELS school wide and trialing online Progressive Achievement Tests (PAT) with the Year 6 cohort
- Baseline data gathered for Writing - using ASTTLE schoolwide
- Baseline data gathered for Spelling - using The Code and the DPS scope and sequence spelling test schoolwide
- Early identification of ākonga (learners) needing extra support in Literacy
- Ākonga (learners) selected to receive tier 2 and tier 3 support using the Term 1 analysed DIBELS data. Each of these identified ākonga (learners) will receive direct instruction 4 times a week

- Improved achievement in ASTTLE data throughout 2025. Data will be collected in Term 1 2025 and Term 4. Moderation between teachers and teaching teams will be scheduled to take place throughout the year
- All kaiako (teachers) using the Structured Literacy approach in their classrooms
- Analysis at the end of the school year to determine the effectiveness of this programme and our schoolwide success at implementing this programme

Data:

Baseline data:

End of Year (EOY) Achievement Data for 2024 (Teacher Judgements / OTJs):

OTJs against Curriculum Expectations	Working towards Curriculum expectations	At Curriculum Expectations	Above Curriculum Expectations	Total
2024 Yr 1 Reading	8 (17%)	37 (83%)		46
2024 Yr 2 Reading	10 (26%)	29 (74%)		39
2024 Yr 3 Reading	9 (23%)	24 (60%)	7 (17%)	40
2024 Yr 4 Reading	4 (8%)	28 (55%)	19 (37%)	51
2024 Yr 5 Reading	4 (10%)	27 (68%)	9 (22%)	40
2024 Yr 6 Reading	6 (14%)	26 (63%)	10 (23%)	42
2024 Whole School Reading	**43 (15%)**	**201 (70%)**	**45 (15%)**	**289**
2024 Yr 1 Writing	9 (20%)	37 (80)		46
2024 Yr 2 Writing	8 (21%)	31 (79%)		39

2024 Yr 3 Writing	8 (20%)	31 (78%)	1 (2%)	40
2024 Yr 4 Writing	6 (12%)	37 (73%)	8 (15%)	51
2024 Yr 5 Writing	16 (40%)	22 (55%)	2 (5%)	40
2024 Yr 6 Writing	17 (40%)	24 (58%)	1 (2%)	42
2024 Whole School Writing	64 (23%)	207 (73%)	12 (4%)	285

Teacher Judgements - comparison

At this point comparisons cannot be made between the 2024 and 2025 Teacher Judgements as they use different expectations when forming their overall teacher judgements (OTJs). Teachers have followed Ministry of Education guidelines and have made judgements and observations based on the ***Four Descriptors****.*

DIBELS - Beginning (BOY), Middle (MOY), and End of Year (EOY) Data for 2024:

	High Risk / Intensive Support (Tier 3)			Targeted Support (Tier 2)			Minimal risk (Whole Class teaching)		
	BOY	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**	**BOY**	**MOY**	**EOY**
2024 Whole School	48%	35%	25%	29%	20%	18%	23%	45%	51%
2024 Year 1	51%	25%	12.5%	28%	10%	4%	21%	65%	83.5%
2024 Year 2	39%	33%	15%	31%	27%	26%	30%	40%	59%
2024 Year 3	57%	39%	40.5%	10%	24%	19%	33%	37%	40.5%
2024 Year 4	42%	40%	34%	22%	18%	16%	36%	42%	50%
2024 Year 5	30%	31%	17.5%	20%	13%	32.5%	50%	56%	50%
2024 Year 6	44%	40%	32%	15%	29%	15%	41%	31%	53%

Please note that DIBELs is primarily a screener of risk not necessarily an assessment of taught content/skills (particularly true for NZ Years 4/5/6)

Summary 2025 Target:

Data/Evidence:

Whole School Mid / End Year (EOY) Achievement Data for 2025 (Teacher Judgements / OTJs):

Reading					
Teacher Judgements using MOE Four Descriptors	**Needs Support**	**Progressing Toward**	**Proficient**	**Exceeding**	**Total**
2025 Yr 0 Reading	2(11%)	8 (73%) 1 (5%)	3 (27%) 14 (73%)	2 (11%)	11 19
2025 Yr 1 Reading	6 (13%) 2 (4%)	15 (33%) 9 (20%)	24 (54%) 34 (76%)		45 45
2025 Yr 2 Reading	5 (11%) 4 (9%)	14 (30%) 7 (15%)	21 (44%) 33 (72%)	7 (15%) 2 (4%)	47 46
2025 Yr 3 Reading	8 (17%) 6 (15%)	14 (33%) 13 (32%)	21 (50%) 19 (48%)	2 (5%)	43 40
2025 Yr 4 Reading	7 (17%) 7 (17%)	3 (7%) 4 (10%)	23 (56%) 21 (53%)	8 (20%) 8 (20%)	41 40
2025 Yr 5 Reading	7 (13%) 3 (6%)	11 (21%) 14 (28%)	29 (56%) 26 (52%)	5 (10%) 7 (14%)	52 50
2025 Yr 6 Reading	1 (2%)	8 (17%) 9 (19%)	28 (60%) 22 (47%)	10 (21%) 16 (34%)	47 47
2025 Whole School Reading	**34 (12%)** **24 (8%)**	**73 (26%)** **57 (20%)**	**149 (52%)** **169 (59%)**	**30 (10%)** **37 (13%)**	**286** **287**

Writing

2025 Yr 0 Writing	2 (11%)	7 (64%) 7 (37%)	4 (36%) 9 (47%)	1 (5%)	11 19
2025 Yr 1 Writing	8 (18%) 2 (4%)	21 (46%) 11 (24%)	16 (36%) 32 (72%)		45 45
2025 Yr 2 Writing	6 (13%) 8 (17%)	16 (34%) 8 (17%)	23 (49%) 28 (60%)	2 (4%) 3 (6%)	47 47
2025 Yr 3 Writing	9 (21%) 7 (17%)	32 (75%) 22 (55%)	1 (2%) 11 (28%)	1 (2%)	43 40
2025 Yr 4 Writing	6 (15%) 3 (7%)	10 (24%) 16 (40%)	23 (56%) 20 (50%)	2 (5%) 1 (3%)	41 40
2025 Yr 5 Writing	8 (15%) 4 (8%)	25 (48%) 23 (26%)	18 (35%) 21 (42%)	1 (2%) 1 (2%)	52 49
2025 Yr 6 Writing	1 (2%)	16 (34%) 12 (26%)	28 (60%) 33 (70%)	2 (4%) 2 (4%)	47 49
2025 Whole School Writing	**38 (13%)** **26 (9%)**	**127 (44%)** **99 (34%)**	**113 (40%)** **154 (54%)**	**8 (3%)** **8 (3%)**	**286** **287**

Teacher Judgements - comparison

At this point comparisons cannot be made between the 2024 and 2025 Teacher Judgements as they use different expectations when forming their overall teacher judgements (OTJs). Teachers have followed Ministry of Education guidelines and have made judgements and observations based on the ***Four Descriptors****.*

Reading - Year 3-6 Beginning/End of Year Achievement Data for 2025 (AsTTle):

	Well Below their peers	Below their peers	At expected level for this age group	Above their peers	Total
Year 3		12 (43%) 22 (73%)	16 (57%) 8 (27%)		28 30
Year 4	11 (27%) 5 (16%)	18 (44%) 12 (36%)	10 (24%) 12 (36%)	2 (5%) 4 (12%)	41 33
Year 5	14 (28%) 6 (12%)	17 (35%) 11 (22%)	13 (27%) 13 (27%)	5 (10%) 19 (39%)	49 49
Year 6	10 (23%) 7 (15%)	13 (31%) 9 (21%)	10 (23%) 8 (17%)	10 (23%) 22 (47%)	43 46

Please note that Year three data will be affected as some students did not have the computer skills to access the AsTTle tool - which is an online test.

Writing - Year 1-6 Beginning / End Year Achievement Data for 2025 (AsTTle):

	Well Below their peers	Below their peers	At expected level for this age group	Above their peers	Total
Year 1			44 (100%) 41 (100%)		44 41
Year 2		33 (73%) 15 (31%)	5 (11%) 19 (43%)	7 (16%) 11 (24%)	45 45
Year 3	32 (75%) 12 (32%)	7 (16%) 6 (16%)	4 (9%) 8 (20%)	 12 (32%)	43 38
Year 4	37 (88%) 16 (40%)	1 (2%) 3 (7%)	4 (10%) 15 (38%)	 6 (15%)	42 40
Year 5	20 (42%) 15 (30%)	14 (29%) 9 (18%)	12 (25%) 14 (28%)	2 (4%) 12 (24%)	48 50
Year 6	23 (49%) 16 (34%)	8 (17%) 7 (15%)	16 (34%) 16 (34%)	 8 (17%)	47 47

DIBELS - Beginning (BOY), Middle (MOY), and End of Year (EOY) Data for 2025:

	High Risk / Intensive Support (Tier 3)			Targeted Support (Tier 2)			Minimal risk (Whole Class teaching)		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
2025 Whole School	30%	25%	24%	20%	20%	18%	50%	55%	58%
2025 Year 1	46%	20%	20%	22%	11%	9%	32%	69%	71%
2025 Year 2	19%	20%	17%	21%	18%	19%	60%	62%	64%
2025 Year 3	31%	23%	24%	21%	26%	21%	48%	51%	55%
2025 Year 4	33%	34%	30%	21%	27%	10%	46%	39%	60%
2025 Year 5	30%	25%	16%	24%	25%	12%	46%	50%	23%
2025 Year 6	29%	35%	38%	15%	11%	6%	56%	54%	55%

Please note that DIBELs is primarily a screener of risk not necessarily an assessment of taught content/skills (particularly true for NZ Years 4/5/6)

DIBELS Data - Year group comparison

	2024 End of Year	2025 End of Year	Progress between years
	Intensive Support / Targeted Support	Intensive Support / Targeted Support	
Whole School	43%	40%	3% improvement
Year 1	16.5%	29%	12.5% decrease
Year 2	41%	36%	5% improvement
Year 3	59.5%	45%	14.5% improvement
Year 4	50%	40%	10% improvement
Year 5	50%	55%	5% decrease
Year 6	47%	44%	3% improvement

DIBELS Data - Cohort comparison

	2024 End of Year	2025 End of Year	Cohort Progress between 2024 and 2025
	Intensive Support / Targeted Support	Intensive Support / Targeted Support	
2025 Year 1	16.5%	29%	
2025 Year 2	41%	36%	19.5% decrease
2025 Year 3	59.5%	45%	4% improvement
2025 Year 4	50%	40%	19.5% improvement
2025 Year 5	50%	55%	5% decrease
2025 Year 6	47%	44%	6% improvement

Actions
What did we do?

Curriculum - To provide ākonga (learners) with a robust, exciting, and refreshed local school curriculum which we have based on Te Mātaiaho (the refreshed New Zealand Curriculum for full implementation by 2027) and in consultation with our community.

Determine school wide assessment tools and align with Ministry of Education expectations

Review eTap to insure it collects our assessment data accurately

Identify target students for 2025 using 2024 data and teacher input

Review the DPS Structured Literacy Scope and Sequence and ensure it aligns with the new Curriculum phases

Create the DPS Structured Mathematics Scope and Sequence and ensure it aligns with the new Curriculum phases

Update the Gifted and Talented Register as required - including reviewing the criteria used to identify students for register

Child Centred - Develop the unique potential of each child by fostering a supportive learning environment that encourages the ongoing development of the Darfield High Fives (Power Thinker, Self Manager, Self Believer, Caring Citizen, Team Player).

Outcomes
What happened - Schoolwide?

Reading

	1	2	3	4	Total Students
Whole	9%	21%	57%	13%	276
Male	12%	19%	58%	11%	134
Female	8%	19%	60%	13%	142
NZE	10%	23%	55%	12%	203
NZE-M	14%	19%	55%	12%	99
NZE-F	6%	28%	54%	12%	104
Maori	4%	20%	49%	27%	51
M-M	11%	17%	61%	11%	18
M-F		21%	43%	36%	33

Reading Analysis

Reading shows the strongest overall achievement profile, particularly for Maori students.

Trends & Strengths

- **Highest Level 4 Attainment:** Reading has the highest percentage of students at Descriptor 4 (13%) compared to Writing (3%).

Reasons for the variance from Targets
Why did it happen?

Strategic Target One: Attendance

Goal: Increase the percentage of students attending regularly from 70% to 75%.

Result: 73.91% (Target missed by 1.09%).

Analysis: While we did not reach our specific numerical goal, our attendance rate remains significantly higher than the national average. In Term 4, 2025, regular attendance across the motu (country) was recorded at 57.3%.

Factors Influencing Outcomes:

Health: Significant illness impacted our school community during Terms 2 and 3. Engagement with the Ministry of Education (MoE) confirmed this was a region-wide trend across Canterbury schools.

Demographic Shifts: We have noted an increase in students with wider whānau located overseas. Consequently, a growing number of students are taking extended periods of leave to maintain these cultural and family connections.

Action Taken: To mitigate chronic absence, we implemented robust monitoring and proactive family outreach.

Planning & Compliance: We successfully designed and implemented the **MoE Stepped Attendance Plan (STAR)** and the **Attendance Management Plan** for the 2026

Continue to create Universal by Design (UDL) programmes of work to meet the needs of all students and those identified as G & T

Continue to teach other prosocial strategies through the DH5, CPS Model(Dr Ross Greene) and We Thinkers Programme (supported by the PB4L framework and the RTLB service)

Raising Student Achievement - Use data, structures, and teaching strategies effectively to raise the achievement of all students.
Teacher Only Day - Focus - Structured Literacy, Structured Mathematics and the CPS Behaviour model (aligned to our PB4L programme)

Host approx 30 teachers to begin their MSL Training - led by Trainers

Complete MSL Training for 1 staff member

Begin MSL Training for 2 staff members

Continue to employ a specialist teacher to help us implement Structured Literacy Practices schoolwide

Assessing students to determine if they are Tier 1, 2 or 3 - design programmes of work to best meet the needs of students at each tier

Continue to implement PMP practices

Design procedures to track and improve school wide attendance - using guidance from the Ministry of Education

- **Maori Excellence:** Maori students are significantly over-performing in Reading. 27% of Maori students reached Descriptor 4, which is double the "Whole" group average (13%).
- **Maori Female (M-F) Success:** This sub-group is exceptionally strong, with 36% at Descriptor 4 and 0% at Descriptor 1.

Weaknesses & Next Steps

- **NZE Male (NZE-M) Gap:** 14% of NZE males are at Descriptor 1, which is higher than the average and significantly higher than their Maori male peers (11%).
- **Next Step:** Implement peer-mentoring programs where high-achieving Maori students share literacy strategies, and specifically target NZE-M students for Descriptor 1 interventions.

Writing

	1	2	3	4	Total Students
Whole	9%	34%	54%	3%	287
Male	13%	38%	47%	2%	134
Female	8%	33%	56%	3%	153
NZE	10%	37%	51%	2%	202
NZE-M	14%	43%	42%	1%	98
NZE-F	6%	31%	60%	3%	104
Maori	4%	38%	52%	6%	50
M-M	11%	39%	44%	6%	18
M-F		38%	56%	6%	32

school year. Both documents are accessible via the school website.

Strategic Target Two: Mathematics & Statistics

Focus: Resource implementation, curriculum alignment, and assessment development.

Resource Implementation (Numicon)

Distribution: Numicon resources were fully integrated at the start of 2025. Every teacher received a dedicated classroom set with mobile storage, supplemented by team-wide resources to ensure high student-to-resource ratios.

Professional Development (PD): A Maths Curriculum Team was established to lead implementation. Four members attended specialized Numicon PD at Wigram School, which focused on aligning the resource with the New Zealand Curriculum (NZC).

Ongoing Growth: Staff participated in two Kāhui Ako Teacher Only Days facilitated by CORE Education, focusing on the new Mathematics and Statistics curriculum.

Curriculum & Assessment Alignment

Scope & Sequence: After familiarizing ourselves with the new curriculum, we determined that a school-specific scope and sequence was unnecessary. The new national document is inherently structured, utilizing "sequence statements" that provide a clear, manageable progression for each year level.

Assessment Transition: We utilized a

Writing Analysis

Writing is the most challenging area for this cohort, characterized by a lack of "Excellence" (Descriptor 4) and a significant gender gap.

Trends & Strengths

- **Consistency at Descriptor 3:** 54% of the whole group sits at Descriptor 3, showing a solid "mid-range" foundation.
- **Female Performance:** Females (56%) are significantly more likely to reach Descriptor 3 than males (47%).

Weaknesses & Next Steps

- **The "Ceiling" Problem:** Only 3% of all students reached Descriptor 4. Even for the highest-achieving groups, the path to excellence in Writing appears blocked.
- **Male Underachievement:** 51% of all males are at Descriptor 1 or 2. NZE-M students specifically have the lowest Descriptor 4 rate at just 1%.
- **Next Step:** Review the Descriptor 4 criteria to ensure students understand the requirements for "Excellence." Launch a "Boys and Writing" initiative focused on high-interest, non-fiction, or digital formats to engage the 51% of males at lower levels.

Mathematics

	1	2	3	4	Total Students
Whole	6%	26%	56%	12%	287
Male	7%	24%	53%	16%	136
Female	8%	30%	53%	9%	151
NZE	6%	27%	54%	13%	202
NZE-M	8%	26%	51%	15%	100

combination of **e-asTTle** and the **MoE Four Descriptors** (based on Overall Teacher Judgements) to establish baseline data.

Challenges: Staff feedback indicates that existing tools (JAM, e-asTTle) are no longer fully fit for purpose as they lack alignment with the new curriculum. We are awaiting the new mandated MoE assessment tool, scheduled for implementation in Term 1, 2026.

Strategic Target Three: Literacy

Focus: Improved student outcomes through Structured Literacy and targeted intervention.

DIBELS and AsTTle Data Analysis

Reading & Writing Trends: Across nearly all year levels (with the exception of Year 3 Reading), e-asTTle data showed measurable improvement between Assessment 1 and Assessment 2.

DIBELS Outcomes: By the end of 2025, the majority of year levels showed an increase in students identified as "Minimal Risk."

Tier 3 Support: An increase in students requiring Tier 3 support was noted in Years 1, 2, 5, and 6. This is likely attributed to enhanced teacher capability in using diagnostic data to identify specific learning needs.

Early Identification and Intervention

Proactive Support: We successfully cross-referenced DIBELS "Level 1" students with our internal support registers. Of the 46 Pikopiko and Kōwhai students identified as

NZE-F	5%	27%	57%	11%	102
Maori	6%	26%	60%	8%	50
M-M	6%	17%	56%	21%	18
M-F	6%	31%	63%		32

Mathematics Analysis

Mathematics shows a "gender flip" compared to Writing, with males outperforming females at the top end.

Trends & Strengths

- **Male Excellence:** 16% of males reached Descriptor 4, nearly double the 9% of females.
- **Maori Male (M-M) Standout:** This is the highest-performing group in Math, with 21% reaching Descriptor 4.

Weaknesses & Next Steps

- **Maori Female (M-F) Anomaly:** This is a critical area of concern. While 21% of M-M students reach Descriptor 4, 0% of M-F students reached that level. Furthermore, 31% of M-F students are at Descriptor 2.
- **Female Participation:** Across the board, females are more likely to be at Descriptor 2 (30%) than males (24%).
- **Next Step:** Conduct a specific investigation into the Maori Female (M-F) cohort. Since they excel in Reading but struggle in Math, there may be a "confidence gap" or a need for culturally responsive Math instruction that mirrors the successful strategies used in Reading.

Summary Comparison for Reading, Writing, and Mathematics

Subject	Strongest Group	Area for Concern

high-risk, 36 (78%) are currently receiving targeted interventions, including:

Specialist Support: ESOL, RTLit, RTLB, and MoE-level intervention.

In-School Programs: Direct Instruction (4x weekly), In-Class Support (ICS), and "Chatty Crew" (oral language intervention).

Monitoring: Student progress was reviewed mid-year, allowing us to rotate students out of programs once targets were met or source new candidates based on fresh data.

Future Strategic Shift

Balanced Literacy: While all teachers implemented the Structured Literacy approach in 2025, a year-end review determined a need for a more balanced approach in 2026. This will involve increasing opportunities for "authentic writing" (creating full pieces of text) for students in Years 2–6 to complement their foundational skills.

Reading	Maori Females (36% at Desc. 4)	NZE Males (14% at Desc. 1)	
Writing	Maori/Females (56-60% at Desc. 3)	Whole Group (Only 3% at Desc. 4)	
Mathematics	Maori Males (21% at Desc. 4)	Maori Females (0% at Desc. 4)	

2026 Targets:

Based on the stark contrast between the **Reading** and **Mathematics** data for the Maori Female (M-F) cohort, here is a targeted action plan.

The Challenge: The Confidence & Content Gap

- **Reading Strength:** Maori Females are the highest-achieving group in Reading, with 36% at Descriptor 4 and 0% at Descriptor 1.
- **Mathematics Weakness:** This same group has 0% at Descriptor 4 in Mathematics and a high concentration (31%) at Descriptor 2.
- **The Goal:** Transfer the high-level analytical skills and confidence seen in Reading into the Mathematics curriculum.

Phase 1: Investigative Diagnostic

- **Literacy-Linked Math Assessments:** Use word-problem-heavy assessments to determine if their Math struggle is numerical or if the "language of Math" is the barrier.
- **Student Voice Interviews:** Facilitate a focus group with the M-F cohort to discuss why they feel successful in Reading but not in Math.

Phase 2: Pedagogical Shifts

- **Reciprocal Teaching in Math:** Apply the "Reading" strategy of reciprocal teaching (predicting, questioning, clarifying, summarizing) to complex Math problems.
- **Contextualized Learning:** Use the high Reading engagement levels to introduce "Story-based Mathematics" or ethno-mathematics that aligns with the narratives they are successfully navigating in literacy.

Phase 3: Mentorship & Growth

- **Peer-Cross Mentoring:** Pair Maori Females (Reading experts) with Maori Males (Math experts, with 21% at Descriptor 4) for a "skill-swap" program.
- **Targeted Descriptor 4 Workshops:** Since 0% of M-F students are at Descriptor 4 in Math, provide explicit "What does a 4 look like?" sessions to demystify the excellence criteria.

The data indicates a significant "ceiling effect" in Writing, particularly for New Zealand European Males (NZE-M), where only 1% reach the highest level of achievement.

The Challenge: The Writing "Ceiling"

- **Low Excellence Rates:** Only 3% of the whole student group reached Descriptor 4 in Writing, the lowest across all three core subjects.
- **Gender and Ethnic Gap:** 14% of NZE-M students are at Descriptor 1, and 43% are at Descriptor 2, meaning over half of this cohort is performing below the expected proficiency level.
- **The Goal:** Shift the 43% of NZE-M students from "Developing" (Descriptor 2) to "Proficient" (Descriptor 3), while creating a pathway for the top tier to break into "Excellence" (Descriptor 4).

Action Plan for NZE-M Writing Improvement

Phase 1: Engagement & Purpose

- **Genre Diversification:** Move beyond creative narrative writing toward technical, persuasive, and information-based writing (e.g., gaming reviews, sports journalism, or scientific reporting) to engage the 57% of NZE-M students currently at Descriptors 1 and 2.
- **Digital Integration:** Utilize collaborative digital platforms (like shared docs or blogs) to decrease the mechanical "friction" of writing, which often hinders male engagement in the lower descriptors.

Phase 2: Explicit "Descriptor 4" Modeling

- **Deconstructing Excellence:** Provide NZE-M students with specific "exemplar" texts that achieved a Descriptor 4 to demystify the jump from level 3.
- **Targeted Feedback Cycles:** Focus feedback on high-level structural choices and vocabulary rather than just spelling and grammar to push the 42% of NZE-M students at Descriptor 3 toward Descriptor 4.

Phase 3: Leveraging Strengths

- **Math-to-Writing Logic:** Since 15% of NZE-M students achieve Descriptor 4 in Mathematics, use "Logical Writing" frameworks that treat essay structure like a mathematical formula or a coding sequence.
- **Reading Connection:** Use the 67% of NZE-M students who are at Descriptors 3 and 4 in Reading as a springboard, teaching them to "write like an author" using the texts they already understand well.

Appendix:
Target 1
2025 Term 1 and 2 Attendance
2025 Term 3 Attendance
2024 Term 4 Attendance
DPS Attendant Management Plan
PDF - Stepped Attendance Plan

Target 2

- MOE Four Descriptors:

Target 3

- MOE Four Descriptors: