



EpsomNormal
primary school

Kia ngātahi ai te tu
E pakari ai te tuarā

Together we are strong

New Zealand Curriculum
Achievement Data
Report to the Board of Trustees

December 2025

(Data for Foreign Fee-Paying Students has been redacted from this document)

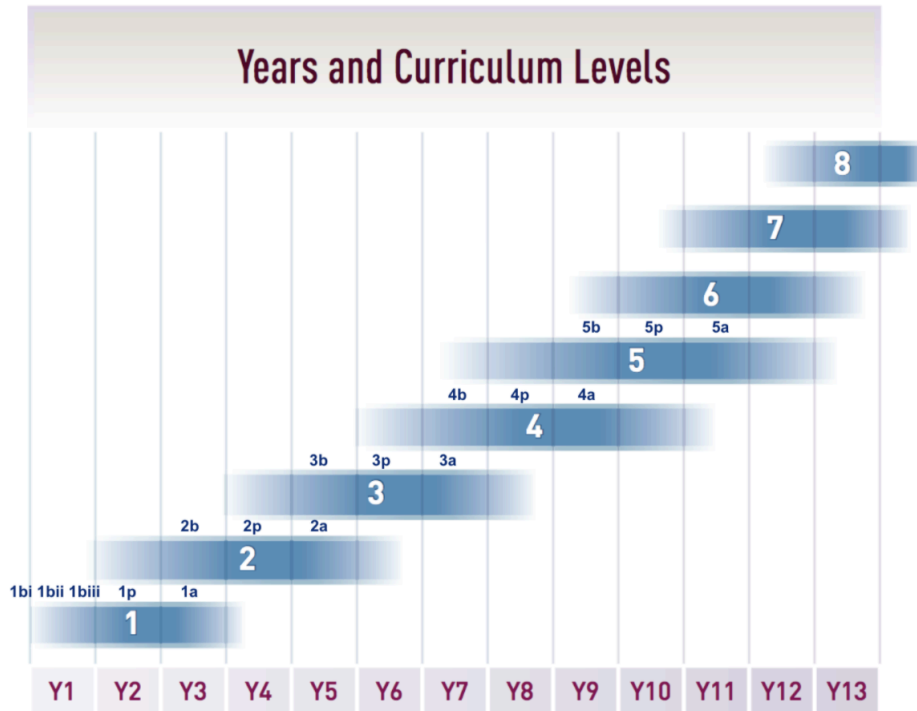
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SUPPORTING EVIDENCE

- [Reading, Writing & Mathematics Y1-6 End of Year NZC Level Graphs](#)
- [Writing Y2-6 End of Year Asttle Graphs](#)

NZ Curriculum Levels



b = beginning

p = proficient

a = advanced

Adapted from the New Zealand Curriculum Document

Better Start Literacy Approach (BSLA) Phases



The four phases



Kākano

Phase 1

Whakatō Kākano
Planting the seed



Tupu

Phase 2

Kua Tupu
The seedling appears



Māhuri

Phase 3

Te Piko o te Māhuri
The sapling forms



Rākau

Phase 4

Te Puāwaitanga o te Rākau
The blossoming tree

Whole School
Achievement Data Summary
December 2025

Reading

At/Above - 86%
Māori - 78%
Pasifika - 82%

Writing

At/Above - 84%
Māori - 72%
Pasifika - 78%

Maths

At/Above - 89%
Māori - 75%
Pasifika - 79%

Year 1 - 6 Reading

OTJ Reading Results Year 1

Cohort Size 90: Female 42, Male 48

Māori 2, Pasifika 6

New Zealand Curriculum Level Target:

100% (90) of students in Year 1 will be working at or above Level 1Bi
30% (27) of students in Year 1 will be at 1Bi (Early Kākano)
34% (31) of students in Year 1 will be at 1Bii (Middle Kākano)
36% (32) of students in Year 1 will be at or above 1Biii (Late Kākano/ Tupu)

100% (90) of students in Year 1 are at or above Level 1Bi (Early Kākano)
8% (6) of students are at 1Bi (Early Kākano)
16% (15) of students are at 1Bii (Middle Kākano)
51% (46) of students in Year 1 are at 1Biii (Late Kākano/Tupu)
26% (23) of students in Year 1 are working at or above Level 1P/1A(Rākau Orange Level 15 - Turquoise/ Rākau Level 18)

Exceeding Target:

18% (14) of students in Year 1 will be working at or above Level 1P (Māhuri)

26% (23) of students in Year 1 are working at or above Level 1P/1A(Rākau Orange Level 15 - Turquoise/ Rākau Level 18)

Māori:

100% (2) of Māori students in Year 1 are at or above Level 1Bi
50% (1) of Māori student in Year 1 is at Level 1Bi
50% (1) of Māori student in Year 1 is at Level 1Biii

Pasifika:

100% (6) of Pasifika students in Year 1 are at or above Level 1Bi
33% (2) of Pasifika students in Year 1 are at Level 1Bi
50% (3) of Pasifika students in Year 1 are at Level 1 Biii
17% (1) of Pasifika students in Year 1 are at Level 1A

Gender:

100% (42) of female students in Year 1 are at or above Level 1B
9% (4) of female students in Year 1 are at Level 1Bi
17% (7) of female students in Year 1 are at Level 1Bii
48% (20) of female students in Year 1 are at Level 1Biii
21% (9) of female students in Year 1 are at Level 1P
5% (2) of female students in Year 1 are at Level 1A

100% (48) of male students in Year 1 are at or above Level 1B
6% (2) of male students in Year 1 are at Level 1Bi
16% (8) of male students in Year 1 are at Level 1Bii
54% (26) of male students in Year 1 are at Level 1Biii
16% (8) of male students in Year 1 are at Level 1P
8% (4) of male students in Year 1 are at Level 1A

51 ELLs funded students and 3 Neurodiverse diagnosed student are in Year 1 as noted in the data analysis

OTJ Reading Results Year 2

Cohort Size 83: Female 45, Male 38

Māori 2, Pasifika 10

New Zealand Curriculum Level Target:

80% (66) of students in Year 2 will be working at or above Level 1P/1A

70% (58) of students in Year 2 are at or above Level 1P/1A

30% (25) of students in Year 2 are working towards Level 1P/1A

Exceeding target:

30% (25) of students in Year 2 will be working at or above Level 2B/2P

11% (9) of students in Year 2 are at or above Level 2B/2P

Maori:

50% (1) of Maori student in Year 2 is at or above Level 1P/1A

50% (1) of Māori student in Year 2 is working towards Level 1P/1A

Pasifika:

50% (5) of Pasifika students in Year 2 are at or above Level 1P/1A

50% (5) of Pasifika students in Year 2 are working towards Level 1P/1A

Gender:

69% (31) of female students in Year 2 are at or above Level 1P/1A

31% (14) of female students in Year 2 are working towards Level 1P/1A

71% (27) of male students in Year 2 are at or above Level 1P/1A

29% (11) of male students in Year 2 are working towards Level 1P/1A

Specific Target Analysis:

12% (10) students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/11

Of the 10 students, all 10 are at or above Level 1P/1A. 8 students have moved 2 sublevels and 1 student has moved 1 sublevel. 1 student is working at Level 2B.

Please note that since the midyear BOT report, Y2 has had 6 brand new speakers of English join the cohort. In addition, 3 other students who are new to our school have needed extra literacy support.

61 ELLs students In Y2 are funded as noted in the data analysis and no Neurodiverse diagnosed students are in Year 2 as noted in the data analysis

OTJ Reading Results Year 3

Cohort Size 101: Female 53, Male 48

Māori 2, Pasifika 3

New Zealand Curriculum Level Target:

82% (83) of students in Year 3 will be working at or above Level 1A/2B

87% (88) of students in Year 3 are at or above Level 1A/2B

13% (13) of students in Year 3 are working towards Level 1A/2B

Exceeding Target:

30% (30) of students in Year 3 will be working at or above Level 2P/2A

38% (38) of students in Year 3 are at or above Level 2P

Māori:

50% (1) of Māori student in Year 3 is at or above Level 1A/2B

50% (1) of Māori student in Year 3 is working towards Level 1A/2B

Pasifika:

67% (2) of Pasifika students in Year 3 are at or above Level 1A/2B

33% (1) of Pasifika student in Year 3 is working towards Level 1A/2B

Gender:

92% (49) of female students in Year 3 are at or above Level 1A/2B

8% (4) of female students in Year 3 are working towards Level 1A/2B

81% (39) of male students in Year 3 are at or above Level 1A/2B

19% (9) of male students in Year 3 are working towards Level 1A/2B

Specific Target:

10% (10) students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B

Of the 10 students, all 10 are at or above Level 1A/2B. 9 of these students have moved 2 or more sublevels since the beginning of the year to be at 2B, while 1 has moved 3 sublevels to be at 2P.

47 ELLs students and 3 Neurodiverse students in Year 3 are funded as noted in the data analysis

OTJ Reading Results Year 4
Cohort Size 115: Female 58, Male 57
Māori 1, Pasifika 6

New Zealand Curriculum Level Target:

85% (98) of students in Year 4 will be working at or above Level 2P/2A

93% (107) of students in Year 4 are at or above Level 2P/2A

7% (8) of students in Year 4 are working towards Level 2P/2A

Exceeding Target:

30% (35) of students in Year 4 will be working at or above Level 3B/3P

37% (42) of students in Year 4 are at or above Level 3B/3P

Māori:

100% (1) of Māori student in Year 4 is at or above Level 2P/2A

Pasifika:

100% (6) of Pasifika students in Year 4 are at or above Level 2P/2A

Gender:

93% (54) of female students in Year 4 are at or above Level 2P/2A

7% (4) of female students in Year 4 are working towards Level 2P/2A

93% (53) of male students in Year 4 are at or above Level 2P/2A

7% (4) of male students in Year 4 are working towards Level 2P/2A

Specific Target:

9% (10) of students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A

Of the 12 students in the target group all 12 of the students in the target group are now at or above Level 2P/2A. All 12 of these students are now working at Level 3B.

49 ELLs students and 2 Neurodiverse students in Year 4 are funded as noted in the data analysis

OTJ Reading Results Year 5
Cohort Size 103: Female 54, Male 49
Māori 4, Pasifika 10

New Zealand Curriculum Level Target:

90% (93) of students in Year 5 will be working at or above Level 2A/3B

87% (90) of students in Year 5 are at or above Level 2A/3B

13 % (13) of students in Year 5 are working towards Level 2A/3B

Exceeding Target:

35% (36) of students in Year 5 will be working at or above Level 3P/3A

46% (47) of students in Year 5 are at or above Level 3P/3A

Māori:

100% (4) of Māori students in Year 5 are at or above Level 2A/3B

Pasifika:

90% (9) of Pasifika students in Year 5 are at or above Level 2A/3B

10% (1) of Pasifika student in Year 5 is working towards Level 2A/3B

Gender:

87% (47) of female students in Year 5 are at or above Level 2A/3B

13% (7) of female students in Year 5 are working towards Level 2A/3B

82% (40) of male students in Year 5 are at or above Level 2A/3B

18% (9) of male student in Year 5 is working towards Level 2A/3B

Specific Target:

10% (10) students in Year 5 will make accelerated progress towards achieving at or above the NZC level 2A/3B

Of the 10 students in this specific target group, all 10 are now at or above Level 2A/3B.
6 students have shifted 2 or more sublevels.

26 ELLs students and 2 Neurodiverse students in Year 5 are funded as noted in the data analysis

OTJ Reading Results Year 6
Cohort Size 129: Female 70, Male 59
Māori 6, Pasifika 11

New Zealand Curriculum Level Target:

87% (112) of students in Year 6 will be working at or above Level 3P/3A

83% (107) of students in Year 6 are at or above Level 3P/3A

17% (22) of students in Year 6 are working towards Level 3P/3A

Exceeding Target:

30% (39) of students in Year 6 will be working at or above Level 4B/4P

44% (57) of students in Year 6 are at or above Level 4B/4P

Māori:

67% (4) of Māori students in Year 6 at or above Level 3P/3A

33% (2) of Māori students in Year 6 are working towards Level 3P/3A

Pasifika:

82% (9) of Pasifika students in Year 6 are at or above Level 3P/3A

18% (2) of Pasifika students in Year 6 are working towards Level 3P/3A

Gender:

77% (54) of female students in Year 6 are at or above Level 3P/3A

23% (16) of female students in Year 6 are working towards Level 3P/3A

78% (46) of male students in Year 6 are at or above Level 3P/3A

22% (13) of male students in Year 6 are working towards Level 3P/3A

Specific Target:

8% (10) students in Year 6 will make accelerated progress towards achieving at or above the NZC level 3P/3A

All ten students in Year 6 specific target have accelerated progress towards achieving at or above the NZC level 3P/3A

14 ELLs students and 2 Neurodiverse students in Year 6 are funded as noted in the data analysis

READING Y1-6 DISCUSSION

From the data...

Analysis of Variance

Most ākongā (students) in Years 1-6 have reached the school's New Zealand Curriculum (NZC) targets with at least 70-80% of ākongā reading at or above the NZC level for their year level. Our Pasifika ākongā have performed particularly well with the majority having achieved at or above the NZC level for their year level. Our Māori ākongā continue to perform well also with at least 50% of our Māori cohort having achieved at or above the NZC level for their year level.

This year, specific target groups were set for Years 2, 3, 4, 5 and 6 and all these groups have achieved a success rate of 95-100% with all ākongā having achieved at or above the NZC level for their year level. Some ākongā in these target groups are now working above their year level: 10x Y3 ākongā who are at Level 2B, 10x Y4 ākongā who are working at Level 3B, and 5x Y5 ākongā who are working at Level 2A, with the other 5 ākongā are working at 3B-3A range. It is important to note that 21 new Year 6 students recently joined ENPS; all their data have been included in the End of Year BOT report achievement data. 17 of these students have arrived from overseas schools and being ELLs (English Language Learners).

There are high numbers of ESOL ākongā in Y1-4 (**ELLs**), and a cohort of **247** (English Language Learners) funded ākongā across the school.

2024 Recommendations from Student Achievement Analysis implemented in 2025

We have continued to implement the BSLA programme in the Y1 and 2 cohorts this year. This explicit reading instruction approach focuses on teaching ākongā to read words by following a progression from simple to more complex phonics, the practice of matching sounds with individual letters or group of letters, as opposed to ākongā using a wide range of information to read, including illustrations and the context of the story e.g., tamariki might look at the first letter of a word and think about what might fit in the sentence. Decodable books are used which are designed to help tamariki practise a particular letter to sound pattern.

During our recent Reading evaluation, observations of reading programmes across the school revealed many instances of learner voice and student agency. Planning and teaching showed evidence of tamariki having input into some of the texts that were being chosen for them in group reading sessions, as well as texts that linked to personal interests or texts that linked to the term's 'I Am' focus. Akonga agency has also been evident in most Y3-6 classrooms, with tamariki being empowered to think of, and complete their own critical and creative responses to reading alongside their Guided Silent Reading focus on vocabulary development, inference and evaluation skills etc. We have relevant reading resources to cater for the needs of our ESOL learners, as well as literacy interventions within our classrooms and as cohorts to assist our target learners. These resources also play a critical role in assisting our learners with the learning of sight words, blends, and sentence structure, along with matching games, puzzles and puppets for role-plays.

Our kaiako have had the opportunity to discuss their own reading programmes especially for years 4-6 at length while also observing others. PCT workshops focusing on growing the pedagogical knowledge of kaiako in reading have been prioritised in 2024 and 2025 and will remain a critical focus for our new kaiako in 2026.

Impact Research Projects have given us more insight into kaiako reflections on classroom practice, and an insight into the deeper and meaningful use of Guided Silent Reading templates, resources and the teaching process.. An Impact Research Project presented by Justine Singh and Henna Ooi, focused on mentoring, inspiring and guiding student teachers and new teachers to plan GSR lessons and follow the teaching process maintaining a positive reading culture in our classrooms. Parental

partnership and community involvement continues and this has been a focus, especially when assisting our ESOL learners.

RECOMMENDATIONS FOR 2026

Reading programmes will be enhanced by:

Specific Targets for 2026:

- 10 students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A
- 10 students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B
- 10 students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A
- 10 students in Year 5 will make accelerated progress towards achieving at or above the NZC level 2A/3B
- 10 students in Year 6 will make accelerated progress towards achieving at or above the NZC level 3P/3A

Other Recommendations:

- To ensure and continue to source additional resources in Y1-2 to support the BSLA programme and Structured Literacy approach to suit the needs of the learner
- To upskill all kaiako in the Y4-6 cohorts on guided and guided silent reading as well as in the BSLA programme -continue implementation in the Y1, 2 and 3 cohorts.
- To prioritise and facilitate reading workshops to upskill PCTs and new kaiako in teaching and assessing reading, and understanding the ESOL ākongā assessment progressions (ELLP-English Language Learning Progressions)
- To continue to use PROBE comprehension questions as a guideline as well as ***PAT reading assessment for Years 4-6 from 2025*** for developing vocabulary, sentence structure, and comprehension skills
- To continue to incorporate the online reading programmes 'Reading Eggs' into our home learning/distance learning programmes for *all* year groups, along with other online platforms such as virtual classroom libraries
- To ensure teachers of Years 4-6, send readers home with learners who are reading below *PM level 15/colour wheel orange* and a range of PM levels given e.g., the child at PM level 8 to be given level 6,7, 8,9,10,11,12 book ranges, children on level 14 to be given levels 12,13,14,15,16 books etc.
- To continue adding to and diversifying the novel sets for Y4-6 readers
- To continue to have a Reading Overview document that outlines what needs to be covered at each year level and ties in with our existing reading programmes at ENPS, ensuring we have consistent teaching coverage

Year 1 - 6 Writing

OTJ Writing Results Year 1
Cohort Size 90: Female 42, Male 48
Māori 2, Pasifika 6

New Zealand Curriculum Level Target:

100% (90) of students in Year 1 will be working at or above Level 1Bi
25% (23) of students in Year 1 will be at 1Bi
56% (50) of students in Year 1 will be at 1Bii
19% (17) of students in Year 1 will be at or above 1Biii

100% (90) of students in Year 1 are working at or above Level 1Bi
38% (34) of students in Year 1 are at 1Bi
33% (30) of students in Year 1 are at 1Bii
23% (21) of students in Year 1 are at 1Biii
5% (5) of students in Year 1 are at or above Level 1P/1A

Exceeding Target:

6% (5) of students in Year 1 will be working at or above Level 1P/1A

5% (5) of students in Year 1 are at or above Level 1P/1A

Māori:

100% (2) of Māori students in Year 1 are at or above Level 1Bi
50% (1) of Māori students in Year 1 is at Level 1Bi
50% (1) of Māori students in Year 1 is at Level 1Biii

Pasifika:

100% (6) of Pasifika students in Year 1 are at or above Level 1Bi
66% (4) of Pasifika students in Year 1 are at Level 1Bi
17% (1) of Pasifika students in Year 1 are at Level 1Biii
17% (1) of Pasifika students in Year 1 are at Level 1P

Gender:

100% (42) of female students in Year 1 are at or above Level 1Bi
38% (16) of female students in Year 1 are at Level 1Bi
43% (18) of female students in Year 1 are at Level 1Bii
12% (5) of female students in Year 1 are at Level 1Biii
5% (2) of female students in Year 1 are at Level 1P
2% (1) of female students in Year 1 are at Level 1A

100%(48) of male students in Year 1 are at or above Level 1Bi
38% (18) of male students in Year 1 are at Level 1Bi
25% (12) of male students in Year 1 are at Level 1Bii
33% (16) of male students in Year 1 are at Level 1Biii
4% (2) of male students in Year 1 are at Level 1P

51 ELLs funded students and 3 Neurodiverse diagnosed student are in Year 1 as noted in the data analysis

OTJ Writing Results Year 2
Cohort Size 83: Female 45, Male 38
Māori 2, Pasifika 10

New Zealand Curriculum Level Target:

80% (66) of students in Year 2 will be working at or above Level 1P/1A

75% (62) of students in Year 2 are at or above Level 1P/1A

25% (21) of students in Year 2 are working towards Level 1P/1A

Exceeding target:

16% (13) of students in Year 2 will be working at or above Level 2B/2P

4% (3) of students in Year 2 are at or above Level 2B/2P

Maori:

50% (1) of Māori student in Year 2 is at or above Level 1P/1A

50% (1) of Māori student in Year 2 is working towards Level 1P/1A

Pasifika:

50% (5) of Pasifika students in Year 2 are at or above Level 1P/1A

50% (5) of Pasifika students in Year 2 are working towards Level 1P/1A

Gender:

78% (35) of female students in Year 2 are at or above Level 1P/1A

22% (10) of female students in Year 2 are working towards Level 1P/1A

71% (27) of male students in Year 2 are at or above Level 1P/1A

29% (11) of male students in Year 2 are working towards Level 1P/1A

Specific Target Analysis:

12% (10) students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A

Of the 10 students in the target group, all 10 students are now at or above Level 1P/1A. All 10 students have moved 2 or more sublevels with 3 students working at 1A, 6 students working at 1P, and 1 student working at Level 2B.

61 ELLs students In Y2 are funded as noted in the data analysis and we have 0 Neurodiverse students

OTJ Writing Results Year 3
Cohort Size 101: Female 53, Male 48
Māori 2 , Pasifika 3

New Zealand Curriculum Level Target:

80% (81) of students in Year 3 will be working at or above Level 1A/2B

84% (85) of students in Year 3 are at or above Level 1A/2B

16% (16) of students in Year 3 are working towards Level 1A/2B

Exceeding Target:

20% (20) of students in Year 3 will be working at or above Level 2P/2A

36% (36) of students in Year 3 are working at or above Level 2P/2A

Māori:

50% (1) of Māori student in Year 3 is working at or above Level 1A/2B

50% (1) of Māori student in Year 3 is working towards Level 1A/2B

Pasifika:

67% (2) of Pasifika students in Year 3 are at or above Level 1A/2B

33% (1) of Pasifika student in Year 3 is working towards Level 1A/2B

Gender:

92% (49) of female students in Year 3 are at or above Level 1A/2B

8% (4) of female students in Year 3 are working towards Level 1A/2B

75% (36) of male students in Year 3 are at or above Level 1A/2B

25% (12) of male students in Year 3 are working towards Level 1A/2B

Specific Target:

10% (10) students in Year 3 will make accelerated progress towards achieving at or above the NZC level 1A/2B

Of the 10 students in the target group, all students are now at or above Level 1A/2B. All students have moved 2 sublevels and are working at Level 2B.

47 ELLs students and 3 Neurodiverse students in Year 3 are funded as noted in the data analysis

OTJ Writing Results Year 4
Cohort Size 115: Female 58, Male 57
Māori 1, Pasifika 6

New Zealand Curriculum Level Target:

80% (92) of students in Year 4 will be working at or above Level 2P/2A

90% (104) of students in Year 4 are at or above Level 2P/2A

10% (11) of students in Year 4 are working towards Level 2P/2A

Exceeding Target:

30% (35) of students in Year 4 will be working at or above Level 3B/3P

40% (46) of students in Year 4 are at or above Level 3B/3P

Māori:

100% (1) of Māori student in Year 4 is at or above Level 2P/2A

Pasifika:

100% (6) of Pasifika students in Year 4 are at or above Level 2P/2A

Gender:

93% (54) of female students in Year 4 are at or above Level 2P/2A

7% (4) of female students in Year 4 are working towards Level 2P/2A

88% (50) of male students in Year 4 are at or above Level 2P/2A

12% (7) of male students in Year 4 are working towards Level 2P/2A

Specific Target:

9% (10) of students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A

Of the 10 students in the target group all 10 of the students in the target group are now at or above Level 2P/2A. 6 students have shifted 1 or more sublevels and are now working at Level 2A. 4 students have shifted 2 sublevels or more and are working at Level 3B.

49 ELLs students and 2 Neurodiverse students in Year 4 are funded as noted in the data analysis.

OTJ Writing Results Year 5
Cohort Size 103: Female 54, Male 49
Māori 4, Pasifika 10

New Zealand Curriculum Level Target:

80% (82) of students in Year 5 will be working at or above Level 2A/3B

81% (83) of students in Year 5 are at or above Level 2A/3B

19% (20) of students in Year 5 are working towards Level 2A/3B

Exceeding Target:

40% (41) of students in Year 5 will be working at or above Level 3P/3A

38% (39) of students in Year 5 are at or above Level 3P/3A

Māori:

100% (4) of Māori students in Year 5 are at or above Level 2A/3B

Pasifika:

80% (8) of Pasifika students in Year 5 are at or above Level 2A/3B

20% (2) of Pasifika students in Year 5 are working towards Level 2A/3B

Gender:

87% (47) of female students in Year 5 are at or above Level 2A/3B

13% (7) of female students in Year 5 are working towards Level 2A/3B

73% (36) of male students in Year 5 are at or above Level 2A/3B

27% (13) of male students in Year 5 are working towards Level 2A/3B

Specific Target:

10% (10) students in Year 5 will make accelerated progress towards achieving at or above the NZC level 2A/3B

Of the 10 students in the target group, 9 students are now at or above Level 2A/3B. The other 1 student has moved one sub-level to 2P.

26 ELLs students and 2 Neurodiverse students in Year 5 are funded as noted in the data analysis

OTJ Writing Results Year 6
Cohort Size 129: Female 70, Male 59
Māori 6, Pasifika 11

New Zealand Curriculum Level Target:

80% (103) of students in Year 6 will be working at or above Level 3P/3A

81% (104) of students in Year 6 are at or above Level 3P/3A

19% (25) of students in Year 6 are working towards Level 3P/3A

Exceeding Target:

35% (45) of students in Year 6 will be working at or above Level 4B/4P

33% (42) of students in Year 6 are at or above Level 4B/4P

Māori:

33% (2) of Māori students in Year 6 are at or above Level 3P/3A

67% (4) of Māori students in Year 6 are working towards Level 3P/3A

Pasifika:

55% (6) of Pasifika students in Year 6 are at or above Level 3P/3A

45% (5) of Pasifika students in Year 6 are working towards Level 3P/3A

Gender:

73% (51) of female students in Year 6 are at or above Level 3P/3A

27% (19) of female students in Year 6 are working towards Level 3P/3A

68% (40) of male students in Year 6 are at or above Level 3P/3A

32% (19) of male students in Year 6 are working towards Level 3P/3A

Specific Target

8% (10) of students in Year 6 will make accelerated progress towards achieving at or above Level 3P/3A

Of the 10 students in the target group, all 10 students are now at or above Level 3P/3A. 3 students have moved 1 sublevel and are at 3P. 2 students have moved to 2 sublevels and are at Level 3A. 2 students have moved 3 sublevels and are at Level 4B.

14 ELLs students and 2 Neurodiverse students in Year 6 are funded as noted in the data analysis

WRITING Y1-6

DISCUSSION

From the data...

Analysis of Variance

Most ākonga (students) in Years 1- 6 have performed well in writing and have reached the school's New Zealand Curriculum (NZC) targets, with 84

% of ākonga writing at or above the NZC level for their year level. 72% of our Māori ākonga have achieved at or above the NZC level for their year level and 77% of our Pasifika ākonga have achieved at or above the NZC level for their year level.

This year, specific target groups were set for Y2, 3, 4, 5 and 6. Most cohorts achieved a success rate of 100% with all ākonga having achieved at or above the NZC level for their year level, with the Y5 cohort achieving 90%. Some ākonga in these target groups are now working above their year level: 1 Year 2 tamaiti (child) who is working at Level 2B, and 4 Y4 ākonga who are working at Level 3B.

2024 Recommendations from Student Achievement Analysis implemented in 2025

The year began with a writing workshop during our Teacher Only days. Gail Colby, the Literacy Leader, facilitated a writing workshop for all staff to set the scene for the year by inspiring kaiako (teachers) to immerse themselves in the writing process and write themselves.

Gail Colby also took a workshop in Term 1 for PCTs and new staff to induct these kaiako into the ENPS writing model, while supporting them to develop their writing practice and grow as writers. She also observed their writing programmes and provided explicit feedback to grow their writing practice.

This year, we have continued to have 3 writing samples in Terms 1, 2 and 4 as we have found this gives us a comprehensive picture of ākonga (student) progress over the course of the year. The focus in Term 1 was on recount writing which gives good baseline data. The Term 2 and 4 samples focused on descriptive writing, a genre we have not assessed using the e-asTTle writing tool in the past. Descriptive writing is writing where the author's intent is to create a vivid image of what he/she is describing in the mind of the reader and relies on the author using detailed descriptions that convey the sensory details of what he/she is describing. Our ākonga are familiar with this writing genre which we call 'cameo' writing and they are able to draw on their knowledge of parts of speech and language features which are specifically taught from Y1 to create imagery for the reader.

A moderation workshop was held for Y2-6 kaiako in February which was helpful for our new staff members as well as supporting kaiako to strive for consistency in the marking process. Similarly, moderation sessions were run in Terms 2 and 4 in sectors, with 'blind' marking samples and resources provided by Gail Colby. These moderation workshops play a vital role in supporting kaiako to make consistent and accurate judgements about ākonga e-asTTle writing samples. Kaiako tauira (student teachers) also attended these interactive workshops, working alongside their kaiako tuarua (Associate Teachers).

Kaiako have continued to promote the use of digital tools in publishing children's writing. Canva has continued to be a popular publishing tool in classrooms, and ākonga and kaiako are skilled at using this. Book Creator is another tool which has been used very successfully.

Our annual trip to the Auckland Writers' Festival in May proved to be a highlight once again. This was attended by a group of interested Y5 & 6 writers who thoroughly enjoyed the presentations by various authors: Anders Sparring and Per Gustansson, Steph Matuku, Jessica Townsend and Antony Elworthy. The humorous presentation by Anders Sparring and Per Gustansson from Sweden was particularly popular with our ākonga.

The list of Writing Progressions for each year level tied in with the Education Curriculum Refresh Document compiled in 2024 with the support of Kirsten Hensman, was utilised in our 2025 report writing. Kaiako were able to select ākonga strengths and next steps from the drop boxes for each year group.

RECOMMENDATIONS FOR 2026

Writing programmes will be enhanced by:

Specific Targets for 2026:

- 10 students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A
- 10 students in Year 3 will make accelerated progress towards achieving at or above the NZC level 1A/2B
- 10 students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2B/2P
- 10 students in Year 5 will make accelerated progress towards achieving at or above the NZC level 2A/3B
- 10 students in Year 6 will make accelerated progress towards achieving at or above the NZC level 3P/3A

Other Recommendations:

- To run a staff workshop during Term 1 with a focus on setting the scene for writing in the classroom - establishing a positive writing culture, promoting peer assessment and responsive marking of ākonga writing pieces.
- Gail Colby to provide professional development in writing for PCTs and new staff through a series of workshops.
- DPs and kaiako to workshop with small groups of targeted/priority students with a particular focus on targeted teaching to address the specific needs of these ākonga. There will continue to be a focus on Māori and Pasifika learners.
- Kaiako will refer to the content for their year group in the Writing Progressions document, and ensure coverage of this in the form of deliberate acts of teaching through whole-class Recrafting to Need lessons, small group workshops based on ākonga needs etc.

- To provide further opportunities for ākonga to share their writing with the wider ENPS community - through a digital platform (the school website, Facebook page, and virtual books to email home).
- To provide opportunities for ākonga to grow their writing outside of school by going on excursions to events such as The Writer's Festival and to further encourage ākonga to enter nationwide competitions and publications, such as Toi Toi, IWA, and the Barfoot and Thompson writing competition.
- To integrate writing into all curriculum areas so that it is threaded throughout all our programmes e.g., Report writing during 'I am a Botanist', biographies during the T4 Cultural Festival.

Year 1 - 6 Maths

OTJ Maths Results Year 1

Cohort Size 90: Female 42, Male 48

Māori 2, Pasifika 6

New Zealand Curriculum Level Target:

100% (90) of students in Year 1 will be working at or above Level 1Bi

15% (13) of students in Year 1 will be at 1Bi (Stage 0)

55% (50) of students in Year 1 will be at 1Bii (Stage 1)

30% (27) of students in Year 1 will be at or above 1Biii (Stage 2)

100% (90) of students in Year 1 are working at or above Level 1Bi

6% (5) of students in Year 1 are at 1Bi (Stage 0)

14% (13) of students in Year 1 are at 1Bii (Stage 1)

37% (33) of students in Year 1 are at or above 1Biii (Stage 2)

40% (36) of students in Year 1 are working at or above Level 1P/1A (Stage 3-4)

3% (3) of students in Year 1 are working at or above Level 2B (stage E5)

Exceeding target:

48% (43) of students in Year 1 will be working at or above Level 1P/1A (Stage 3-4)

40% (36) of students in Year 1 are working at or above Level 1P/1A (Stage 3-4)

5% (4) of students in Year 1 are working at or above Level 2B (stage E5)

3% (3) of students in Year 1 are working at or above Level 2B (stage E5)

Māori:

100% (2) of Māori students in Year 1 are at or above Level 1Bii

50% (1) of Māori students in Year 1 are at Level 1Bi

50% (1) of Māori students in Year 1 are at or above Level 1Biii

Pasifika:

100% (6) of Pasifika students in Year 1 are at or above Level 1Bi (Stage 0)

34% (2) of Pasifika students in Year 1 are at or above Level 1Bi (Stage 0)

16% (1) of students in Year 1 will be working at or above Level 1Bii (Stage 1)

34% (2) of students in Year 1 will be working at or above Level 1Biii (Stage 2)

16% (1) of students in Year 1 will be working at or above Level 1P

Gender:

100% (42) of female students in Year 1 are at or above Level 1Bi (Stage 0)

7% (3) of female students in Year 1 are at 1Bi (Stage 0)

17% (7) of female students in Year 1 are at 1Bii (Stage 1)

33% (14) of female students in Year 1 are at 1Biii (Stage 2)

43% (18) of female students in Year 1 are at 1P (Stage 3)

0% (0) of female students in Year 1 are at 1A (Stage 4)

0% (0) of female students in Year 1 are at 2B (Early Stage 5)

100% (48) of male students in Year 1 are at or above Level 1Bi (Stage 0)

4% (2) of male students in Year 1 are at 1Bi (Stage 0)

12% (6) of male students in Year 1 are at 1Bii (Stage 1)

40% (19) of male students in Year 1 are at 1Biii (Stage 2)

27% (13) of male students in Year 1 are at 1P (Stage 3)

11% (5) of male students in Year 1 are at 1A (Stage 4)

6% (3) of male students in Year 1 are at 2B (Stage Early 5)

51 ELLs funded students and 3 Neurodiverse diagnosed student are in Year 1 as noted in the data analysis

OTJ Maths Results Year 2
Cohort Size 83: Female 45, Male 38
Māori 2, Pasifika 10

New Zealand Curriculum Level Target:

80% (66) of students in Year 2 will be working at or above Level 1P/1A

92% (76) of students in Year 2 are at or above Level 1P/1A

8% (7) of students in Year 2 are working towards Level 1P/1A

Exceeding Target:

40% (33) of students in Year 2 will be working at or above Level 2B/2P

28% (23) of students in Year 2 are at or above Level 2B/2P

Māori:

50% (1) of Māori student in Year 2 is at or above Level 1P/1A

50% (1) of Māori student in Year 2 is working towards Level 1P/1A

Pasifika:

90% (9) of Pasifika students in Year 2 are at or above Level 1P/1A

10% (1) of Pasifika student in Year 2 is working towards Level 1P/1A

Gender:

93% (42) of female students in Year 2 are at or above Level 1P/1A

7% (3) of female students in Year 2 are working towards Level 1P/1A

89% (34) of male students in Year 2 are at or above Level 1P/1A

11% (4) of male students in Year 2 are working towards Level 1P/1A

Specific Target Analysis:

12% (10) of students in Year 2 will make accelerated progress towards achieving at or above Level 1P/1A

Of the 10 students, all 10 are at or above Level 1P/1A and have all moved at least 2 or more sublevels. 3 students are working at 2B.

61 ELLs students In Y2 are funded as noted in the data analysis and we have 0 Neurodiverse students

OTJ Maths Results Year 3
Cohort Size 101: Female 53 , Male 48
Māori 2 , Pasifika 3

New Zealand Curriculum Level Target:

85% (86) of students in Year 3 will be working at or above Level 1A/2B

92% (93) of students in Year 3 are at or above Level 1A/2B

8% (8) of students in Year 3 are working towards Level 1A/2B

Exceeding Target:

40% (40) of students in Year 3 will be working at or above Level 2P/2A

68% (69) of students in Year 3 are at or above Level 2P/2A

Māori:

100% (2) of Māori students in Year 3 are at or above Level 1A/2B

Pasifika:

67% (2) of Pasifika students in Year 3 are at or above Level 1A/2B

33% (1) of Pasifika student in Year 3 is working towards Level 1A/2B

Gender:

98% (52) of female students in Year 3 are at or above Level 1A/2B

2% (1) of female student in Year 3 is working towards Level 1A/2B

85% (41) of male students in Year 3 are at or above Level 1A/2B

15% (7) of male students in Year 3 is working towards Level 1A/2B

Specific Target:

10% (10) students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B.

Of the 10 students in the target group, 7 students are now at or above Level 1A/2B. 3 students have moved 1 or more sublevels and are working at Level 1A.

47 ELLs students and 3 Neurodiverse students in Year 3 are funded as noted in the data analysis

OTJ Maths Results Year 4
Cohort Size 115: Female 58, Male 57
Māori 1, Pasifika 6

New Zealand Curriculum Level Target:

85% (98) of students in Year 4 will be working at or above Level 2P/2A

93% (107) of students in Year 4 are at or above Level 2P/2A

7% (8) of students in Year 4 are working towards Level 2P/2A

Exceeding Target:

40% (36) of students in Year 4 will be working at or above Level 3B/3P

60% (69) of students in Year 4 are at or above Level 3B/3P

Māori:

100% (1) of Māori student in Year 4 is at or above Level 2P/2A

Pasifika:

83% (5) of Pasifika students in Year 4 are at or above Level 2P/2A

17% (1) of Pasifika student in Year 4 is working towards Level 2P/2A

Gender:

93% (54) of female students in Year 4 are at or above Level 2P/2A

7% (4) of female students in Year 4 are working towards Level 2P/2A

93% (53) of male students in Year 4 are at or above Level 2P/2A

7% (4) of male students in Year 4 are working towards Level 2P/2A

Specific Target:

9% (10) students in Year 4 will make accelerated progress towards achieving at or above the NZC level 2P/2A

Of the 10 students in the target group, all students are now at or above Level 2P/2A. 6 students moved 2 or more sublevels and are working at Level 3B. 4 have moved 1 or more sublevels and are working at Level 2A and higher.

49 ELLs students and 2 Neurodiverse students in Year 4 are funded as noted in the data analysis.

OTJ Maths Results Year 5
Cohort Size 103: Female 54, Male 49
Māori 4, Pasifika 10

New Zealand Curriculum Level Target:

85% (88) of students in Year 5 will be working at or above Level 2A/3B

83% (85) of students in Year 5 are at or above Level 2A/3B

17% (18) of students in Year 5 are working towards Level 2A/3B

Exceeding Target:

40% (41) of students in Year 5 will be working at or above Level 3P/3A

62% (64) of students in Year 5 are at or above Level 3P

Māori:

50% (2) of Māori students in Year 5 are at or above Level 2A/3B

50% (2) of Māori students in Year 5 are working towards at or above Level 2A/3B

Pasifika:

80% (8) of Pasifika students in Year 5 are at or above Level 2A/3B

20% (2) of Pasifika student in Year 5 is working towards Level 2A/3B

Gender:

83% (45) of female students in Year 5 are at or above Level 2A/3B

17% (9) of female students in Year 5 are working towards Level 2A/3B

82% (40) of male students in Year 5 are at or above Level 2A/3B

18% (9) of male students in Year 5 are working towards Level 2A/3B

Specific Target:

10% (10) students in Year 5 will make accelerated progress towards achieving at or above the NZC 2A/3B

Of the 10 students in the target group, 10 students are now at or above Level 2A/3B.

26 ELLs students and 2 Neurodiverse students in Year 5 are funded as noted in the data analysis

OTJ Maths Results Year 6
Cohort Size 129: Female 70, Male 59
Māori 6, Pasifika 11

New Zealand Curriculum Level Target:

90% (116) of students in Year 6 will be working at or above Level 3P/3A

85% (110) of students in Year 6 are at or above Level 3P/3A

15% (19) of students in Year 6 are working towards Level 3P/3A

Exceeding Target:

35% (45) of students in Year 6 will be working at or above Level 4B/4P

49% (63) of students in Year 6 are at or above Level 4B/4P

Māori:

50% (3) of Māori students in Year 6 are at or above Level 3P/3A

50% (3) of Māori students in Year 6 are working towards Level 3P/3A

Pasifika:

55% (6) of Pasifika students in Year 6 are at or above Level 3P/3A

45% (5) of Pasifika students in Year 6 are working towards Level 3P/3A

Gender:

74% (52) of female students in Year 6 are at or above Level 3P/3A

26% (18) of female students in Year 6 are working towards Level 3P/3A

83% (49) of male students in Year 6 are at or above Level 3P/3A

17% (10) of male students in Year 6 are working towards Level 3P/3A

Specific Target

8% (10) of students in Year 6 will make accelerated progress towards achieving at or above Level 3P/3A

Of the 10 students in the specific target group, all students are now at or above Level 3P/3A. 4 students have made progress and are now at Level 3P/3A. 6 students have moved 1 or 2 sublevels and are at 4B/4P.

14 ELLs students and 2 Neurodiverse students in Year 6 are funded as noted in the data analysis

MATHEMATICS Y1-Y6

Discussion from the school-wide data, observation and feedback ...

Analysis of Variance

Mathematics has been successfully implemented as a core curriculum subject throughout the school. We would like to express our gratitude to the ENPS whānau (parents and guardians) and kaiako (teachers) for their continuous support of our ākonga (students) throughout the year. Ka mau te wehi! Fantastic!

Our ākonga have demonstrated strengths in understanding and applying a variety of numeracy strategies. They are adept at using different materials to solve mathematical problems. As their confidence grows, so does their ability to tackle problems using a combination of mental strategies.

Our ENPS Mathematics leader, Mohan Wali, spearheaded school-wide mathematics events and programmes with support from Dillon Rungan. The ENPS Maths team also participated in various professional development workshops organised by Cognition to enhance our school's mathematics curriculum. This included becoming familiar with the new Ministry of Education Curriculum Refresh document. All staff at school engaged in Ministry of Education professional development, which consisted of four days of understanding the format of the new Maths curriculum in Te Mataiaho. Mohan Wali created various planning templates to reflect whole school coverage of each of the progress outcomes according to the year levels. This included creating a 'structured approach' to teaching Mathematics at ENPS, rich tasks, explicit teaching, practice using Ministry-funded Maths No Problem resources, and summative rich task. Ongoing modelling and professional development from the Maths Team ensured that all staff at school were well-equipped to plan, teach and formatively assess the progress of students according to the new Maths curriculum. We have continued to emphasise to our students that mathematics is present in everyday life and, most importantly, how they can apply mathematical thinking to real-life situations.

Throughout the school, ākonga are excelling in mathematics, with the majority of those in Years 1-6 meeting the New Zealand Curriculum (NZC) targets. A total of 89% of ākonga across the school have achieved at or above the NZC level for their respective year levels in mathematics.

Our Māori ākonga at the school have made encouraging progress, with 75% achieving at or above the New Zealand Curriculum (NZC) level for their respective year levels. Similarly, our Pasifika ākonga have also made significant progress, with 79% reaching at or above the NZC level for their year levels.

All the cohorts across the school have exceeded the school's New Zealand Curriculum (NZC) targets, with 53% of ākonga achieving above the NZC level in mathematics for their year level. Our Year 2, 3, and 4 ākonga have performed particularly well, with 92%, 94%, and 93%, respectively, exceeding the NZC target for their year levels. In Year 6, 50% (64 ākonga) are achieving at or above Level 4 of the NZC, and 14 ākonga are reaching Level 5. This is a noteworthy achievement that we are all proud of.

Our specific target ākonga have excelled, with 100% (50 students) from Years 2, 3, 4, 5, and 6 in the target groups performing at or above the New Zealand Curriculum (NZC) level for their year. Additionally, 63% of these target ākonga have made accelerated progress, achieving above the NZC level in mathematics for their year level. We would like to thank all our staff for planning and delivering differentiated, authentic learning experiences that have accelerated the learning of all our students.

Ehara taku toa, he takitahi, he toa takitini

My success should not be bestowed onto me alone, as it was not individual success but
success of a collective

2024 Recommendations from Student Achievement Analysis implemented in 2025

In 2025, the entire ENPS staff participated in the Maths Curriculum PLD provided by the ministry facilitators. Therefore our collective math goals have been to embrace the new curriculum and the whole class approach to teaching mathematics. Our focus has been to ensure that our students deepen their knowledge of a topic before we accelerate learning. We have still enrolled students in the Otago Problem Solving and entered year 3 and 4 students in the new maths wizard competition.

We all started implementing the Maths No Problem books. Initially we looked to use them as worksheets and reinforcement after an explicit teaching session but we are now finding that they can be used as revision during the morning routine and also to support our home learning programme.

Due to the structure of the refreshed curriculum, we also found that strand was being better integrated with number operations as teachers were being provided with more detailed weekly teaching objectives by the team leaders in their maths overviews.

Overall, this has been a transitional year for mathematics as we look to maintain our knowledge of game based learning, digital tools while incorporating the concept of rich tasks into our pedagogy.

RECOMMENDATIONS FOR 2026

Mathematics programmes will be enhanced by:

Specific Targets for 2026:

- 10 students in Year 2 will make accelerated progress towards achieving at or above NZC level 1P/1A.
- 10 students in Year 3 will make accelerated progress towards achieving at or above NZC level 1A/2B.
- 10 students in Year 4 will make accelerated progress towards achieving at or above NZC Level 2P/2A.
- 10 students in Year 5 will make accelerated progress towards achieving at or above NZC Level 2A/3B.
- 10 students in Year 6 will make accelerated progress towards achieving at or above NZC Level 3P/3A.

Other Recommendations:

- Teachers to embed the ENPS talk moves into everyday classroom practice for mathematics. This includes both for teachers leading discussion and when students are doing group work.
- Continue strengthening our roll out of rich-task pedagogy. This requires teachers to find and provide engaging and relevant low floor, high ceiling activities that anchor the teaching of each week.
- Teachers to more effectively use our Maths No Problem resources from the Ministry of Education. This can be integrated into our morning routine, the homework schedule and also for repeated practice after an explicit teaching session.
- Carry out meaningful and clear PLD to support all staff utilise the new assessment tools that will be rolled out in 2026.
- Build sustained curriculum coherence, by refining the school-wide planning framework, ensuring every team embeds manipulatives, hands-on exploration, and inclusive practices that reflect ENPS's cultural contexts.
- Continue using digital learning tools to assist and extend learning at home and school

PROGRESS TRACKING COHORTS

Reading (Years 1-6) NZC Level OTJs

Progress	2021	2022	2023	2024	2025
Year 6	97%	98%	92%	91%	78%
Year 5	94%	92%	91%	91%	84%
Year 4	95%	94%	87%	84%	93%
Year 3	90%	92%	93%	81%	88%
Year 2	80%	93%	73%	81%	70%
Year 1	100%	100%	100%	100%	100%

Writing (Years 1-6) NZC Level OTJs

Progress	2021	2022	2023	2024	2025
Year 6	87%	93%	88%	88%	73%
Year 5	94%	89%	88%	81%	85%
Year 4	90%	93%	82%	84%	90%
Year 3	85%	89%	92%	86%	84%
Year 2	80%	97%	73%	81%	75%
Year 1	100%	100%	100%	100%	100%

Mathematics (Years 1-6) NZC Level OTJs

Progress	2021	2022	2023	2024	2025
Year 6	90%	95%	94%	90%	79%
Year 5	92%	93%	92%	92%	82%
Year 4	95%	94%	86%	86%	93%
Year 3	94%	96%	96%	95%	94%
Year 2	87%	97%	94%	96%	92%
Year 1	100%	100%	100%	100%	100%