

2025 Mid Year Progress and Achievement Summary

This year, we're on track with our school-wide goal for student learning. While every child progresses at their own pace, our overall data shows we're meeting our targets.

This data is based on the updated national curriculum for English (reading and writing) for students in Years 1-6, and for Maths for Years 1-8. Our Year 7 and 8 reading and writing assessments are still based on the previous curriculum, as the new one is still being finalized by the Ministry of Education.

Our teachers recently met to review and discuss student work in reading, writing, and math. These discussions helped us confirm our assessments and gain a deeper understanding of the new learning expectations for students under the revised curriculum. By 2026, all student assessments will align with these new curriculum standards.

Time Frame	Reading - Achieving at or above	Writing- Achieving at or above	Maths - Achieving at or above
Mid 2025	Y1-6 84% Y7-8 92%	Y1-6 79% Y7-8 84%	Year 1-8 86%
End of 2024	Year 1-8 83%	Year 1-8 80%	Year 1-8 86%
Mid of 2024	Year 1-8 90%	Year 1-8 87%	Year 1-8 89%

Reading

- In July 76% of our Māori students were achieving at or above the expected phase in Reading
- In July 75% of our Pasifika students were achieving at or above the expected phase in Reading.
- In July 87% of our Asian students were achieving at or above the expected phase in Reading.
- In July 88% of our European/Pakeha students were achieving at or above the expected phase in Reading.

Writing

- In July 71% of our Māori students were achieving at or above the expected phase in Writing
- In July 50% of our Pasifika students were achieving at or above the expected phase in Writing.
- In July 83% of our Asian students were achieving at or above the expected phase in Writing.
- In July 84% of our European/Pakeha students were achieving at or above the phase curriculum in Writing.

Maths

- In July 72% of our Māori students were achieving at or above the expected phase in Mathematics and Statistics
- In July 40% of our Pasifika students were achieving at or above the expected phase in Maths.
- In July 93% of our Asian students were achieving at or above the expected phase in Maths.
- In July 88% of our European/Pakeha students were achieving at or above the expected phase in Maths.

This year is a transition year for our school as we adapt to the new national curriculum for English and Maths. While we're still collecting our first set of data, we're pleased that our students are maintaining a steady level of achievement. This is a positive sign, especially for our 21 Māori students who are showing strong progress in reading, writing, and maths.

We are working hard to make sure our teachers have the right training and tools to assess student progress accurately within this new curriculum. It's a challenging process, but we're committed to making sure we can effectively report on how your child is doing.

At the end of Term 2, our teachers reviewed student data to identify specific learning needs. We've used this information to adjust our teaching plans for the second half of the year.

Here are some of our key focus areas for the rest of the year:

For Years 1-3:

- English: We will be focusing on improving oral language skills, providing more hands-on writing practice, and reinforcing handwriting and key vocabulary words.
- Maths: We're introducing more hands-on learning activities, mixing students with different skill levels to work together, and strengthening problem-solving skills.

For Years 4-8:

- English: Our focus will be on improving reading fluency and comprehension. We'll also work on critical analysis of texts, expanding sentence structure, and improving the accuracy of student writing.
- Maths: We will continue practicing basic facts to build automatic recall, strengthen foundational knowledge, and focus on fractions, decimals, and percentages. We will also help students connect math concepts to other subjects.

We're pleased to see that students who needed extra support at the start of the year are already showing positive progress. We will continue to monitor them closely and adjust our programmes to help them succeed.

English - Structured Literacy

This year, we've introduced a new tool called the '**Ten-Minute Write**' to help us measure how well our students are doing with their writing. It's a quick, regular assessment where students write for ten minutes.

This test helps us see the direct impact of two of our key teaching programs:

- '**The Code**': The spelling program we've been using for four years.
- '**Helen Walls' Writing Approach**': The new writing strategies we've implemented, which focus on teaching students to '**say, think, write, check**' every sentence. We're also encouraging students to write with more accuracy, rather than simply writing more words.

When we look at the results from these assessments, we're looking for progress in a few key areas:

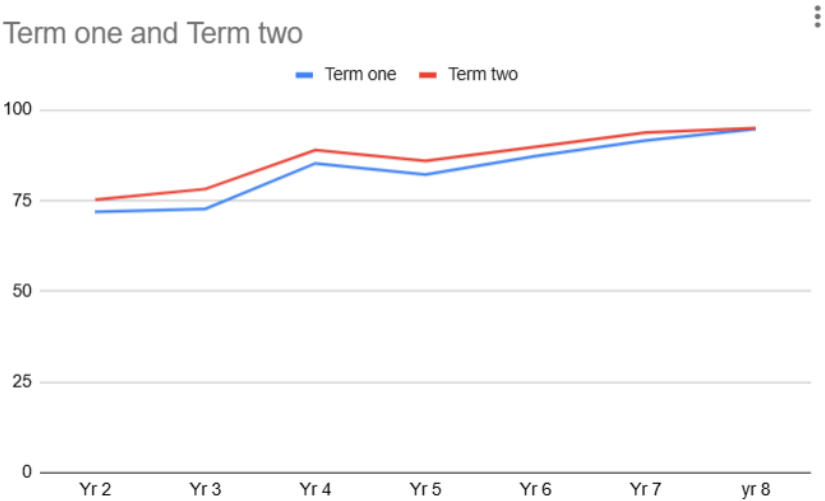
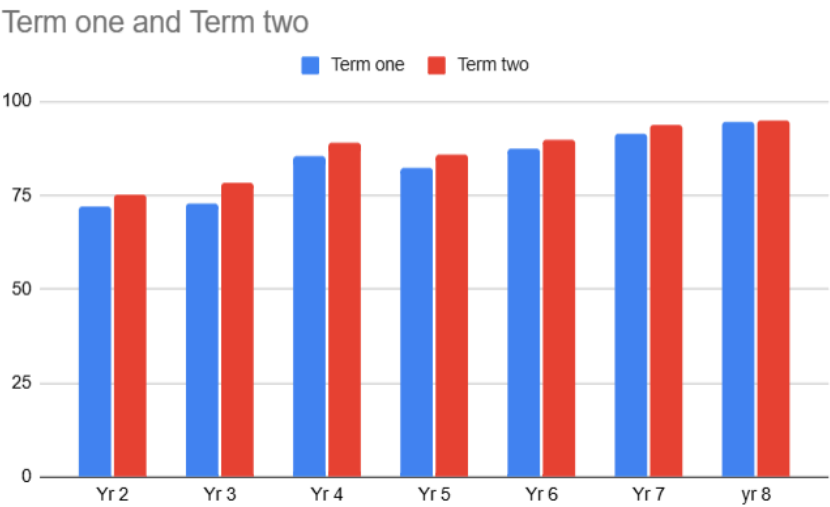
- **More Correct Spelling**: We expect to see an increase in the number of correctly spelled words, including proper use of capital letters.
- **Improved Accuracy**: We want to see the gap between the total number of words written and the number of correctly spelled words get smaller.

This 'Ten-Minute Write' assessment is in addition to the other writing samples we collect, which are used to assess students against the new English curriculum. It gives us a quick, consistent way to track progress throughout the year.

Data was analysed for each year group. For each group, the percentage of correct words divided by the total words written was calculated for each child's term 1 and term 2 data.

Term 1 data and term 2 data percentages of each year group from Year 2 and up were added up, averaged, and the two data sets compared. This provided the percentage shift in words correct from term one to term 2. The rise from term one to term two was calculated by taking the difference in the average score for each of the two terms and dividing that by the term one percentage.

Both graphs display the term one and two data for the separate year groups from Year 2 to 8.



There is an upward trend in correct spelling matching an increase in year level, and the gap is closing between term one and two as scores near or meet 100% correct.

We are now in our fourth year of teaching The Code (a systematic and explicit spelling programme) across the school. Some children have stayed at a similar level from the end of 2024. This is because the spelling patterns have not been retained. Teachers in the Year 5-6 cohort, where this is particularly the case, have been supplementing The Code with spelling rules and examples from Ideal (another spelling programme). This is to support retention of the rules over time. We are still noticing when looking at our writing data that some of this spelling work is still not being embedded when the children are writing (composition). The focus for 2025 is to continue ‘say, think, write, read, check’ - a model where the children are making sure their writing is more accurate at a sentence level.

How We're Improving Student Writing

Our students are showing good progress in their writing, especially our target learners. We believe this is due to our school-wide focus on two key areas:

- **'The Code':** Our systematic spelling program is helping students improve their spelling accuracy.
- **Helen Walls' Writing Strategies:** We've been using new techniques like combining sentences to make them more complex and providing "fast feedback" to students. This means giving immediate, simple, and clear feedback while they are writing, which helps them learn and improve more quickly.

We are also using short writing assessments to gather valuable information about student progress. This allows us to provide timely feedback that makes a real difference in your child's learning.

Mathematics - Basic Facts Term 1 and Term 2 2025

This year, we've expanded our "Basic Facts" testing to include all students at Northland School. This test was designed to align with the new math curriculum and measures your child's ability to quickly recall foundational math skills, not just work them out.

Here's how it works:

- The tests are timed and focus on quick recall of addition, subtraction, multiplication, and division.
- The tests are given twice a term (Set A in Terms 1 & 3; Set B in Terms 2 & 4).
- For Years 2-8, a score of **36 out of 40** is considered passing. Year 1 students are tested orally.

We believe that mastering these basic facts is crucial for your child's success in understanding more complex math topics later on.

Our Findings from Basic Facts Testing

We are seeing school-wide improvement in our students' basic facts skills, with fewer children working on the lower levels. However, we've identified a need for more support, especially for students in Year 5 and above, who are not yet meeting the expected level for their age.

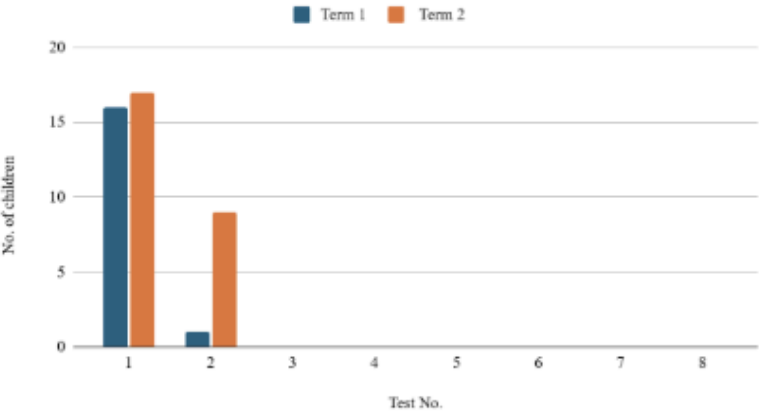
We've noted that progress on these tests becomes more challenging at higher levels, particularly when students start working on multiplication and division. To help with this, we'll now be tracking progress more closely by looking at smaller sections of the tests.

To support our students, we will:

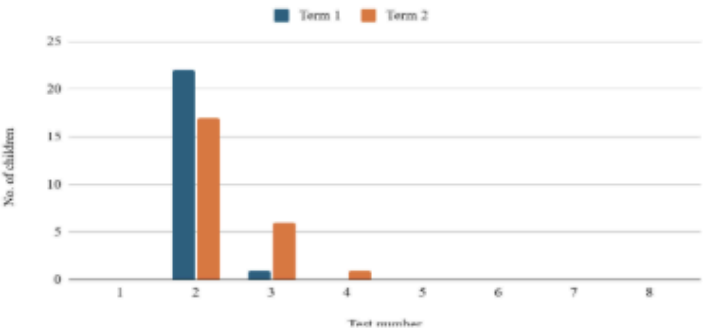
- **Focus on times tables and division facts** in the classroom.
- **Work closely with teachers** to ensure they are confident in teaching and assessing these skills.
- **Observe lessons** to ensure we are teaching basic facts consistently across all year levels.

Data & Analysis

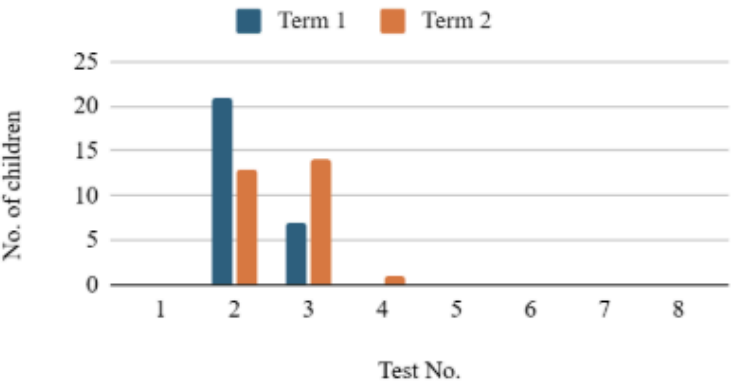
Year 1 Basic facts 2025



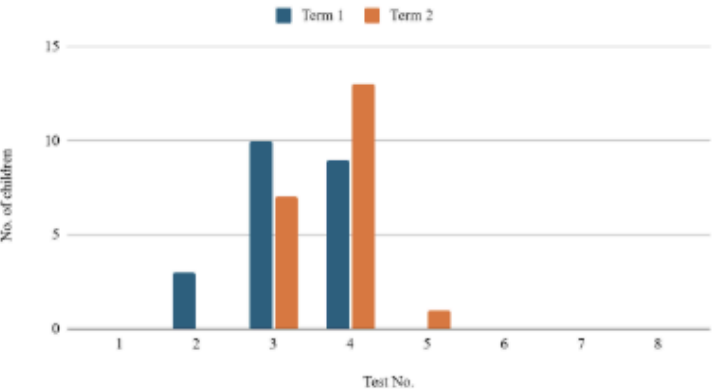
Year 2 Basics facts 2025



Year 3 Basic facts



Year 4 Basic Facts 2025



Year 1	Term 1	Term 2
At	94%	65%
Above	6%	35%
Scribed for	17	19

As this is the introductory level, all students are working at or above the expectation.

	Term 1	Term 2
At	96%	71%
Above	4%	29%
Scribed for	6	0

There has been a significant shift in only one term, with 25% of year 2 students progressing up a level. All students completed the test independently in term 2.

Year 3	Term 1	Term 2
At	25%	50%
Above		4%

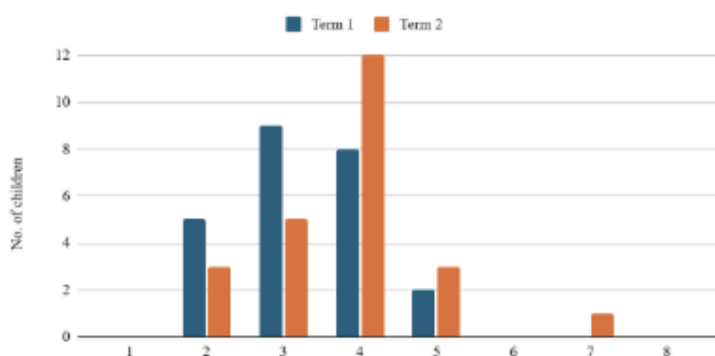
Students in year 3 should have achieved or passed test 3 by the end of the year. 25% of year 3 students progressed up a level in one term.

There are 12 students who have achieved level 2 and are working on level 3. The goal will be to have as many of these students as possible achieving test 3 by the end of the year.

Year 4	Term 1	Term 2
At	41%	62%
Above		5%

This cohort is showing good progress, with all students having achieved a minimum of test 3 and an increase in the number of students achieving tests 4 and 5.

Year 5 Basic Facts 2025

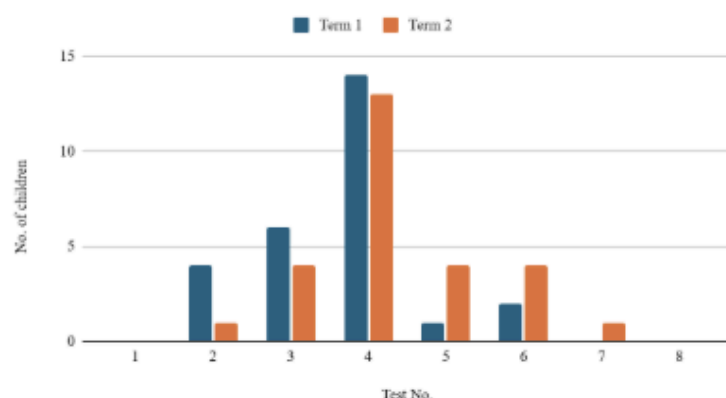


Year 5	Term1	Term 2
At	8%	13%
Above		4%

There is a reduction in numbers of students at the lower levels and an increase in higher levels.

The goal for this cohort is achieving the challenging test 5.

Year 6 Basic Facts 2025

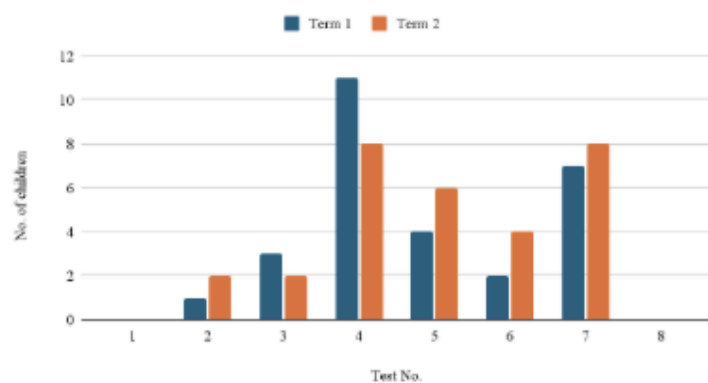


Year 6	Term 1	Term 2
At	7%	19%
Above		4%

As with the year 5 cohort, there is positive movement from the number of students achieving lower levels to higher levels.

There is a large proportion of students who have not achieved test 5, but have achieved

Year 7, Basic Facts 2025

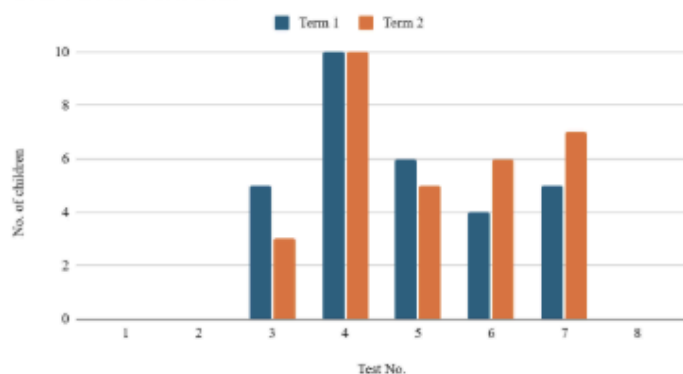


Year 7	Term 1	Term 2
At	25%	27%

Progressive movement of students achieving tests, but slower than lower down the school, which is to be expected. Better progress is identified and can be measured at the sub-test level.

Goal to move as many students as possible past test 4.

Year 8 Basic Facts 2025



Year 8	Term 1	Term 2
At	0	0

Gradual progress of students, as shown in year 7, with better progress is identified and can be measured at the sub-test level..

Reduction from 5 to 3 students working on test 3. There is an increase in students working on the higher tests 6 and 7.

Goal to move as many students as possible past test 4.

Learning Dispositions

Our school uses the **Learner Pathway** to help students develop important skills and attitudes for learning, which are linked to our school values.

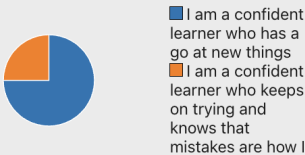
You will see these show up on our HERO platform in posts from your child's teacher. These posts are designed to show how your child is progressing in areas like being curious, persistent, and collaborative.

The Learner Pathway has four stages: beginning, developing, consolidating, and excelling. These stages are not based on your child's age, but rather on their growth over time. Your child will also be encouraged to reflect on their own learning journey. We aim to post at least two of these updates per term.

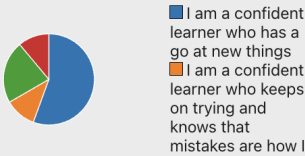
Learner Pathway - Confident (Beginning)

Tag	2025 count	2024 count
I am a confident learner who has a go at new things	3	5
I am a confident learner who keeps on trying and knows that mistakes are how I learn	1	1
I am a confident learner who understands that learning can be hard		2
I am a confident learner who shows courage		1

Learner Pathway - Confident (Beginning) 2025



Learner Pathway - Confident (Beginning) 2024



Learner Pathway - Confident (Beginning)

Tag	2025 count	2024 count
I am a confident learner who engages in learning opportunities	3	1
I am a confident learner who has a go at new things	4	3
I am a confident learner who keeps on trying and knows that mistakes are how I learn	4	
I am a confident learner who watches and learns from my peers	1	
I am a confident learner who is brave and willing to try new things	4	1
I am a confident learner who shows courage	1	
I am a confident learner who understands that learning can be hard	3	
I am a confident learner who manages myself by following routines and expected behaviours	2	1

Learner Pathway - Confident (Beginning) 2025



Learner Pathway - Confident (Beginning) 2024



Andrea Peetz

Principal

August 2025