



2025 Statement of Variance: Progress against Targets

School Name:	St Joseph's Catholic School, Pukekohe	School Number:	1497
---------------------	--	-----------------------	-------------

Strategic Goal:	We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions
Annual Goal:	<p>Capability</p> <ul style="list-style-type: none"> - Increasing teacher capability in delivering the new Mathematics and English curricula <p>Agency</p> <ul style="list-style-type: none"> - We aim through clear and purposeful co-constructed pathways to empower agentic and accountable akonga in their learning.

Whole School Comparison Summary

This 2025 end-of-year data analysis provides an overview of student achievement across Reading, Writing, and Mathematics, with specific attention to progress over time, cohort patterns, and outcomes for our priority learners, including Māori and Pasifika students. The report highlights areas of strong performance and significant improvement in 2025, as well as emerging trends that require targeted action. It also identifies key focus areas that will guide our annual planning for 2026 to ensure all learners continue to make accelerated and equitable progress. The analysis aligns with our school vision and supports the Board in making informed decisions about resourcing, curriculum implementation, and future priorities.

60 new students started on Day 1, 2025, with a further 30 students starting throughout the year. This does not include the 26 Year 0 students who have begun school this year. The 2025 data has been affected by the new students, both positively and negatively. This proves the importance of tracking the students' progress individually and will remain a priority.

School Wide Curriculum Achievement	Reading	Writing	Maths
Within/Beyond	85%	77%	77%
Working Towards	11%	16%	18%
2+ Below	4%	7%	5%

*** These figures have been rounded to the nearest percent*

2025 ACHIEVEMENT TARGETS

Goal 1: Year 2 Reading - EOY2024 58% Y1 achieving within or beyond; 2025 80% Y2 achieving within or beyond

Goal 2: Year 4 Writing - EOY2024 64% Y3 achieving within or beyond; 2025 80% Y4 achieving within or beyond

Goal 3: Year 3 Maths - EOY2024 69% Y2 achieving within or beyond; 2025 80% Y3 achieving within or beyond

What did we achieve?

Goal 1: Year 2 Reading – 80% of Y2 achieving within/beyond

Result: 92% of Year 2 students are reading within or beyond expectations.

Goal Met — exceeded by 12%.

This is one of the strongest improvements across the whole school.

Data confirms a large shift UP from 2024 Y1 achievement (58%) to 92% in 2025 Y2

Points to note:

- Significant resourcing into our Year 2 cohort. An additional teacher was employed from term 2 (board funded)
- Small class size
- Early words programme
- Quick60 continued for our Year 2 cohort
- Adjustments to how reading was assessed - in line with the new English Curriculum
- Well on our way to embedding Structured Literacy across our school
- Consistent PLD in English curriculum
- High levels of teacher confidence with phonics-based reading instruction

Possible Focus Areas for 2026:

1. Strengthen Year 6 Literacy Pathways

- Conduct targeted diagnostic assessments to identify decoding, fluency, vocabulary, and comprehension gaps.
- Ensure alignment between Years 3–6 reading programmes and structured literacy foundations.
- Increase targeted intervention in Term 1 for students in “Working Towards” and “2+ Years Below”.

2. Moderate Junior School Judgements

- Confirm the reliability of the very high Year 1 and 2 results.
- Continue to use structured literacy pedagogies and expected outcomes.
- Continue reinforcing high-quality early literacy instruction while ensuring consistent assessment practices.

3. Strengthen Year 4 Cohort Support (Year 5 2026)

- Year 4 has higher percentages in “Working Towards” and “2+ Years Below” than Year 3 and 5.
- Review instructional programmes, resourcing, and teacher pedagogy.

4. Maintain Momentum in Tier 1 Instruction

- The large shift in students achieving expectations suggests strong classroom instruction—preserve and strengthen this across year levels.

Goal 2: Year 4 Writing – 80% of Y4 achieving within/beyond

Result: 82% of Year 4 students meet the expected curriculum level.

Goal Met — exceeded by 2%.

Points to note:

- Year 4 Writing improved from 64% (2024) to 82% (2025).
- Fewer students in the “Working Towards” band (12%).
- Only 7% are 2+ years below, lower than most other year levels.
- Structured Literacy PLD
- English Curriculum PLD - including Writers Toolbox
- Creation of a school wide Spelling scope and sequence
- Collaborative teaching between the Year 4 teaching buddies

Possible Focus Areas for 2026:

1. Prioritise Year 5 Writing Support - Moving into Year 6 2026

- Diagnostic assessment for the 24% Year 5 students not achieving in Writing.
- Targeted small-group intervention focusing on:
 - Sentence structure
 - Vocabulary and oral language
 - Writing stamina
 - Genre-specific scaffolds
- Review the Year 5 & 6 programme to ensure coherence with Structured Approach to Literacy.

2. Continue strengthening early literacy foundations

- Validate the high Year 1 and 2 achievement through moderation.
- Maintain strong phonics-to-writing connections using The Code, Phonics Plus, and structured writing routines.

3. Reinforce consistency in writing assessment

- Implement cross-team moderation twice yearly - using new Writing rubrics

- Use annotated exemplars to calibrate expectations.
- Ensure that “Within” truly reflects the level of independent writing described in Te Mātaiaho and the NZ English curriculum.

4. Improve Tier 1 writing instruction in Years 3–6

- Focus areas:
 - Explicit teaching of sentence and paragraph structure
 - Strategies for planning and revising writing
 - Vocabulary building and oral rehearsal
 - Genre-specific modelling (shared writing, guided writing)
 - Provide professional learning on the writing progressions within the new curriculum.

5. Target the “Working Towards” band to prevent slippage

- Because 16.2% school-wide of students sit in this band, early intervention can prevent movement into the 2+ Years Below category.
- Use data to identify cohort-specific needs (e.g., transcription, idea generation, cohesion, surface features).

Goal 3: Year 3 Maths – 80% of Y3 achieving within/beyond

Result: 83% of Year 3 students meet expectations.

Goal Met — exceeded by 3%.

Points to Note:

- Year 3 Maths improved from 69% (2024) to 83% (2025)
- We were able to structure the Year 3 class to be straight year group by additional resource of Year 2 classes
- PLD in the new Mathematics curriculum.
- Introduction of Maths No Problem
- More explicit teaching of number knowledge and strategies

Possible Focus Areas for 2026

1. Strengthen Year 5-6 Mathematics Pathways

- Diagnostic assessment for students below expectation.
- Target gaps in:
 - Multiplicative thinking
 - Fractions, decimals, and percentages
 - Problem-solving and interpreting mathematical language
 - Review alignment between Years 4–6 maths programmes.
 - Consider structured small-group withdrawal for Term 1.

2. Deepen consistency in Year 1 number instruction

- Review early number teaching sequences (counting, grouping, early place value).
- Moderate Year 1 OTJ/Progressions more frequently to ensure consistency.
- Provide PLD or coaching for new staff in early numeracy methods.

3. Continue strengthening Year 2–3 numeracy foundations

- Build on gains in Year 2 and 3 by:
- Strengthening additive strategies
- Embedding Maths language and modelling
- Use consistent diagnostic tools - this has been unavailable this year due to curriculum changes

4. Maintain strong practice in Years 3–5

- Share successful teaching approaches across syndicates.
- Use high-quality modelling and problem-solving pedagogy as a shared practice.

5. Monitor and support “Working Towards” students early

- With 17.9% in the “Working Towards” band, targeted support is essential to prevent movement into the “2+ Years Below” category.

This includes:

- Quick sprints (short-term intensive teaching cycles)
- Dedicated time during team meetings to discuss effective strategies
- Regular teacher buddy observations of good practice

MĀORI GOAL

20% Y1 Māori students (1/5) were achieving at their expected Reading level 2024. We aim to increase our Māori achievement in Y2 by 3. (80%)

50% Y4-6 Māori students (4/8) were achieving at their expected Writing level 2024. We aim to increase our Māori achievement in Y5-6 by 2. (75%)

What did we achieve?

2025 Māori Goal Progress

- **Y2 Reading** – increase in achievement from 20% to 80%
Result: 85% (11/13) of Y2 Māori students are within/above.
Goal Exceeded — increased by 5%.
- **Y4-6 Māori Writing** – increase achievement from 50% to 75%

Result: 57% (11/19) of Y4-6 Māori students are within/above.

Not Met - significant learning support has been put into place for two of these students. One student began receiving ORS funding in term 3, another student is on an IEP. 65% (11/17) if two learning support students were removed from the data.

PASIFIKA GOAL

21% Y1 Pasifika students (3/14) were achieving at their expected Reading level 2024. We aim to increase our Pasifika achievement in Y2 by 8 to 79%.

50% Y1 Pasifika students (7/14) were achieving at their expected Writing level 2024. We aim to increase our Pasifika achievement in Y2 by 4 to 79%.

We aim to lift Y4 to Y6 Pasifika overall progress in Reading, Writing and Mathematics by more than one year.

Overall all Pasifika students to make at least one years progress in all curriculum areas

2025 Pasifika Goal Progress

- **Y2 Reading** – increase from 21% to 79%
Result: 100% (8/8) of Y2 Pasifika Reading are within/above.
Achieved — significant improvement in Reading progress

- **Y2 Writing** – increase from 50% to 79%
Result: 77% (6/8) within/beyond.
Partially Met — two students are still not achieving. This is still a goal to celebrate as most of the students who were not achieving have made significant improvement.

- **Y4–Y6 Pasifika:** more than one year’s progress in Reading/Writing/Maths
Data shows variable and inconsistent progress, with Writing and Maths showing particular concern
Partially Met — not consistent school-wide. There are 32 Pasifika students in Years 4-6. 19% (6/32) have not made a year's progress or more. Although it is positive that 81% of Pasifika students have made progress, it has not been enough to raise overall Pasifika achievement across the curriculum. This shows that Pasifika achievement remains a priority at our school.
 - Fewer students in the “Working Towards” band (12%).
 - Only 7% are 2+ years below, lower than most other year levels.
 - Structured Literacy PLD
 - English Curriculum PLD - including Writers Toolbox

2025 Priority Learners

NZ Curriculum 2020 -2025 Comparative Maori Data (% Students achieving Within and Beyond)

Maori Reading							Maori Writing						Maori Maths					
Yr	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
All	78% (50)	61.3% (44)	44% (28)	55% (33)	62% (19)	79% (42)	68% (50)	43.2% (44)	48% (28)	53% (33)	53% (19)	72% (42)	58% (50)	45.5% (44)	37% (28)	58% (33)	74% (19)	66% (42)
1	0% (3)	0% (0)	33.3% (3)	0% (0/1)	20% (1/5)	100% (6/6)	25% (4)	0% (0)	66.7% (3)	100% (1/1)	40% (2/5)	100% (6/6)	25% (4)	0% (0)	100% (3)	100% (1/1)	100% (5/5)	67% (4/6)
2	80% (5)	20% (5)	0	40% 2/5	100% (1/1)	85% (11/13)	100% (5)	20% (5)	0	67% 4/6	100% (1/1)	77% (10/13)	60% (5)	20% (5)	0	50% 3/6	100% (1/1)	54% (7/13)
3	69.2% (13)	100% (4)	33.3% (3)	100% 1/1	100% (5/5)	67% (2/3)	61.5% 13	75% (4)	33.3% (3)	0% 0/1	60% (3/5)	67% (2/3)	84.6% (13)	50% (4)	66% (3)	0% 0/1	60% (3/5)	100% (3/3)
4	100% (2)	76.9% (13)	100% (3)	50% 2/4	50% (1/2)	90% (9/10)	50% (2)	53.9% (13)	33.3% (3)	50% 2/4	50% (1/2)	70% (7/10)	50% (2)	76.9% (13)	33.3% (3)	75% 3/4	50% (1/2)	80% (8/10)
5	75% (8)	66.7% (3)	66.7% (6)	80% 4/5	33% (1/3)	75% (3/4)	50% (8)	0% (3)	66.7% (6)	40% 2/5	33% (1/3)	75% (3/4)	50% (8)	33.3% (3)	33% (6)	60% 3/5	67% (2/3)	75% (3/4)
6	100% (6)	75% (8)	0% (2)	82% 9/11	67% (2/3)	20% (1/5)	100% (6)	50% (8)	0% (2)	82% 9/11	33% (1/3)	20% (1/5)	50% (6)	37.5% (8)	0% (2)	73% 8/11	67% (2/3)	40% (2/5)

Māori Students Summary: (42 students)

Strengths

1. Strong improvement in overall achievement (Reading & Writing)

Reading: Māori achievement rose sharply to 79%, one of the highest results in the six-year dataset.

Writing: Māori achievement increased to 72%, the strongest result since 2020.

These gains reverse earlier declines (especially the low points in 2021–2022).

2. Significant upward movement in Junior School

Year 1: Reading: 100%, Writing: 100%, Maths: 67%

Very strong foundational results, suggesting early literacy programmes are positively impacting Māori learners.

Year 2: Reading: 85%, Writing: 100%, Maths: 54%

Strong literacy foundations, though mathematics is an area needing further attention.

3. Consistency and resilience across Years 3–5 (most domains)

Year 3: Reading 67%, Writing 67%, Maths 100% — maths particularly strong.

Year 4: Reading 90%, Writing 70%, Maths 80% — a generally high performing cohort.

Year 5: Steady at 75%.in all areas

4. Several year levels showing multi-year improvement

Year 4 and Year 5 Māori cohorts show sustained strength or recovery after mid-cycle dips (2021–2022).

NZ Curriculum 2020-2025 Comparative Pasifika Data (% Students achieving Within and Beyond)

Yr	Pasifika Reading						Pasifika Writing						Pasifika Maths					
	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
All	57.6% (78)	49.4% (77)	54% (71)	51.8% (78)	45.8% (65)	61% (61)	51.9% (79)	31.2% (77)	34% (71)	38% (78)	44% (65)	48% (60)	52% (79)	31% (77)	38% (71)	48% (78)	48.9% (65)	49% (60)
1	14.3% (7)	11.1% (9)	33.3% (6)	25% (8)	21% (3/14)	66% (6/9)	28.6% (7)	22.2% (9)	33.3% (6)	25% (8)	50% (7/14)	56% (5/9)	57.1% (7)	55.6% (9)	66.7% (6)	38% (8)	86% (12/14)	44% (4/9)
2	66.7% (15)	37.5% (8)	66.7% (9)	50% 3/6	44% (4/9)	100% (8/8)	60% (15)	25% (8)	44.4% (9)	33% 2/6	67% (6/9)	75% (5/8)	60% (15)	12.5% (8)	44.4% (9)	50% 3/6	33% (3/9)	38% (3/8)
3	44.4% (9)	61.5% (13)	16.7% (6)	83% 10/12	50% (4/8)	88% (7/8)	55.6% (9)	7.7% (13)	16.7% (6)	42% 5/12	38% (3/8)	38% (3/8)	33.3% (9)	0% (13)	33.3 (6)	67% 8/12	50% (4/8)	65% (5/8)
4	71.5% (7)	40% (10)	53.3% (15)	44% 4/9	73% (8/11)	50% (4/8)	28.6% (7)	30% (10)	26.7% (15)	33% 3/9	45% (5/11)	75% (6/8)	42.9% (7)	40% (10)	40% (15)	33% 3/9	55% (6/11)	63% (5/8)
5	68.8% (16)	57.1% (7)	54.5% (11)	38% 4/14	36% (4/11)	50% (5/10)	53% (16)	57.1% (7)	36.4 (11)	36% 5/14	27% (3/11)	40% (4/10)	58.9% (16)	28.6% (7)	18.2% (11)	29% 4/14	36% (4/11)	40% (4/10)
6	62.5% (8)	57.2% (14)	60% (10)	62.5% 5/8	50% (6/12)	43% (6/14)	62.5% (8)	42.9% (14)	30% (10)	56% 5/9	33% (4/12)	28% (4/14)	32.5% (8)	50% (14)	30% (10)	56% 5/9	33% (4/12)	43% (6/14)

Pasifika Students Summary: (60 students)

Strengths

1. Strong relational culture and engagement

- Positive relationships with teachers
- Strong sense of belonging in the Catholic, values-driven environment
- High engagement in structured routines
- Strong oral language strengths, especially in collaborative and group settings
- These strengths often contribute to better achievement when learning is relational, explicit, and structured.

2. Strong progress in early literacy and numeracy

- General trend data, Years 1–3 show stronger performance than senior levels, suggesting:
- Pasifika students benefit from early structured literacy
- Decodable texts and systematic phonics are helping decoding accuracy
- Early numeracy (e.g., number knowledge, place value) is a relative strength when instruction is explicit and scaffolded
- This foundation provides a strong base for acceleration in later years.

3. Positive response to explicit teaching approaches

- Structured literacy
- Clear modelling
- Sentence structure scaffolds
- Worked examples in mathematics

Asian Population Data

Our Asian student population is the fastest growing ethnicity within the school with over 34% of the school population identifying as Asian.

Below is a summary of the results this year in Reading, Writing and Maths. *Asian population includes; Vietnamese, Japanese, Indian, Other Asian, South East Asian, Korean and Filipino students.*

Listed are the percentage of Asian students achieving Within and Beyond expected curriculum levels. *This ethnic group is one of the highest achieving groups within the school and presents no concerns to date.*

	2025 Asian Achievement Data - Within and Beyond		
	Reading	Writing	Maths
All	91%	83%	86%
Yr 1	95%	91%	86%
Yr 2	100%	87%	100%
Yr 3	89%	74%	79%
Yr 4	84%	84%	87%
Yr 5	94%	75%	75%
Yr 6	83%	77%	78%

Attendance Summary

Attendance Summary

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Full Attendance	8% (2)			2% (1)			2% (1)	1% (4)
Less than 4 days absence	35% (9)	7% (4)	13% (7)	9% (4)	12% (7)	16% (9)	9% (6)	13% (46)
4-8 Days absence	15% (4)	20% (11)	16% (9)	16% (7)	27% (16)	19% (11)	13% (8)	18% (66)
9-19 days absence	27% (7)	42% (23)	40% (22)	44% (20)	32% (19)	39% (22)	44% (28)	39% (141)
20 days or more absence	15% (4)	31% (17)	31% (17)	29% (13)	29% (17)	26% (15)	33% (21)	29% (104)
Totals	26	55	55	45	59	57	64	Totals 361

Attendance Summary Ethnicity Breakdown

Year to date	Tue 4th Feb 2025 TO Mon 8th Dec 2025			
	Regularly attending	Irregular absence	Moderately absent	Chronically absent
	%	%	%	%
All	65	29	4	2
Female	71	25	3	2
Male	60	32	5	3
Māori	48	43	7	2
Other	65	30	2	3
Pacific	44	36	18	2
Pākehā	80	19	0	1

Summary Notes:

- The school's overall attendance shows that 65% of students are regularly attending, while 35% fall into the irregular, moderate, or chronic absence categories. Although the majority of students attend regularly, there are significant concerns for specific groups where regular attendance rates are notably lower.
- Attendance inequities are clear, with Māori (48%) and Pacific (44%) students attending regularly at much lower rates than Pākehā students (80%).
- Male students are less likely to attend regularly compared with female students (60% vs 71%).
- Although chronic absence is low (2%), the 29% irregular absence category is a major early-warning indicator — these students risk slipping into moderate or chronic patterns without intervention.
- Overall attendance (65%) is below the national expectation.
- Over winter there was significant illness