



Papakaio School



Annual Report

2025

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1. Statement of Variance

Variance Analysis- Annual Implementation Plan- 2025

Strategic Goal 1: All students are supported through effective pedagogy to become successful agentic learners as evidenced by their engagement, progress and achievement.

Annual Goal 1: By the end of 2025 the diagnostic testing will show a positive shift of a further 30% towards the traditional bell curve representation (shown as 34% or less represented in the lowest range according to the CSI score after one year) NELP - 2,3,4,5 and 6

Baseline Data: The CSI Score (Composition Skills Index Score) is a single number between 0 and 10 to represent the student's writing ability. The CSI Score is produced by a mathematical algorithm taking into account all the writing skills measured. Ideally, the data would show a traditional bell curve, with around ten per cent in the top end and ten per cent in the lower end of the score. This test showed **64% per cent of students were in the lowest range of the CSI score and zero per cent of students were in the upper reaches of the score (7 plus).**

Intended outcomes	Actions required	Who	When	Budget	Indicators of success	Impact and Review
2.1 Provide staff with clear structure, scope and sequence for the teaching of a quality writing program	<ul style="list-style-type: none"> - Delivery of quality, schoolwide PLD and coaching for all staff planned and implemented. - Senior Leadership provide clear leadership and direction and support all staff and students to be successful - Link Writing PLD to PGC to support staff with development. - Development of schoolwide progression documentation 	<ul style="list-style-type: none"> - SLT - SLT - SLT - Principal 	Ongoing	\$30,000	<ul style="list-style-type: none"> - Staff are more confident reflected through surveys - PLD engaged with positivity and purpose. - Consistency of delivery can be seen - SLT can articulate specific progress and goals school wide - Documentation complete 	<p>We have a clear and consistent scope and sequence for every year of WTBox at school. This has already been used to support staff and students with a visible learning pathway in writing from Year 0-Year 8. Staff have been engaged in PLD both in person and on line this year and have used this training to support our learners through the use of the digital tool and the scope and sequence.</p> <p>We have also aligned the scope and sequence to the NZ Curriculum in English (before it was changed again) to allow staff and students to see the links.</p> <p>This will need to be revisited given that the Know understand do format has been abandoned without consultation</p> <p>The WTBox student survey showed that writing engagement has improved dramatically since the inception of this program.</p>
2.2 Students are more engaged in the writing process and see themselves as writers.	<ul style="list-style-type: none"> - Implement the PLD and coaching provided - Revise visible learning sheets for all year levels - Repeat survey in Term 4 and analyse results 	<ul style="list-style-type: none"> - Class Teachers - SLT 	<ul style="list-style-type: none"> Term 1 Term 4 	n/a	<ul style="list-style-type: none"> - Visible learning docs completed for each year level - Student survey results show improvement in the following areas: <ul style="list-style-type: none"> - Positive attitude towards writing - Engagement with the writing process - Knowledge of what good writers do 	

				- What they need to do to improve		
2.3 Students in Year 4-8 become more agentic learners aware of their strengths and next steps in writing	<ul style="list-style-type: none"> - Provide students access and teacher training in the use of the Writer's Toolbox digital tool - Use of digital tool is normalised within the planning and implementation of Writing within the senior school classrooms 	- WTB Team	Term 1	n/a	<ul style="list-style-type: none"> - Survey results show improvement - Senior class staff are confident in using the tool to assess and assign tasks 	<p>The digital tool has been normalised in the senior rooms and is being used every day by students to improve the work that they are doing as well as to support new learning through the "Learning Journey" activities. All senior students are using the tool daily and this is reflected in the data that we can collect from the tool and from anecdotal data from the students themselves.</p>
		- Class Teachers (4-8)	Term 4		<ul style="list-style-type: none"> - Staff are implementing the Digital tool into weekly planning in meaningful ways - Digital tool is being used weekly by students - Students can articulate strengths and next steps 	
2.4 Writing data improves according to the results in the diagnostic testing.	<ul style="list-style-type: none"> - Staff following the program provided through PLD and coaching. - Addressing the needs arising school wide and individually - Target students and groups identified - Explicit teaching of sentence length at each year level - Explicit teaching of sentence styles - Explicit teaching of paragraphs - Explicit teaching of precision - Weekly discussions at staff meetings - Engaging in the PLD and coaching positively 	- All Staff	Ongoing	\$3,500	<ul style="list-style-type: none"> - 75% of all students in Yr 4-8 writing within expected average sentence length within 12 months. - Targeted learners are supported to make accelerated progress in Writing 	<p>The average sentence length has not quite met the expectation yet and is something that we continue to work on. Targeted learners are showing progress but acceleration is still not evident in all cases, however the progress is evident. It should be noted that target students are identified for a reason and as such progress is not linear for them and genuine acceleration is difficult to achieve. However, expected progress (1 year in 1 year) should be considered "acceleration" as it is in fact better than has previously been achieved with this group.</p>
		- All staff	Term 1 and Term 3		<ul style="list-style-type: none"> - Improvement in data is shown in the following areas: - Sentence style capacity is increased school wide - Paragraphing capacity is improved in year 3-6 - Precision capacity is increased in Yr 4-8 	
		- All Staff	Term 1		<ul style="list-style-type: none"> - Overall reduction of number of "struggling writers" school wide to an acceptable level (35% or less) 	
		- Class Teachers	Term 2 and Term 3			
		- All staff	Ongoing			

Result: End of year Data: This test showed 49 per cent of students were in the lowest range of the CSI score. Four per cent of students were in the upper reaches of the score (7 plus). Movement in this indicator will be a good sign of writing progress when students are retested. While this is not where we aimed for at the start of the year we did see a 15% positive shift which should be celebrated. Especially pleasing is that 4% of students were in the upper reaches of the distribution. At the same time last year we had 0% in this category.

Strategic Goal 2: All students are supported to experience success at Papakaio School through engagement with a rich and balanced local expression of the whole NZ Curriculum.

Annual Goal 2: By the end of 2025 80% of students at Papakaio School will be achieving "At" or "Above" curriculum expectations in Reading, according to best fit teacher data triangulated from PAT and ASTTLE standardised assessment along with summative assessment from teachers. (NELPs 1,2,3,5 and 7)

Baseline Data: In Reading 2024 according to our end of year data analysis, 74% of our students were achieving at or above expectation. This percentage is an 6% decline in the last 12 months

Intended outcomes	Actions required	Who	When	Budget	Indicators of success	Impact and Review
2.1 Provide staff with clear structure, scope and sequence for the teaching of a quality Reading program	<ul style="list-style-type: none"> - Delivery of quality, schoolwide PLD and coaching for all staff planned and implemented. - Senior Leadership provide clear leadership and direction and support all staff and students to be successful -Purchasing of resources to support programs - Observation and feedback of best practice of MSL. 	Kāhui Ako	Ongoing	\$4,000	<ul style="list-style-type: none"> -PLD engaged with positivity and purpose. - Consistency of delivery can be seen - SLT can articulate specific progress and goals school wide - Resources are being used effectively and consistently -Planning is consistent and reflects the structure implemented schoolwide - Observations inform improvement of practice when delivering MSL 	We have managed to stop the decline that was evident in 2024 with 82% of students now achieving at or above expectations in reading at the end of 2025. This is an 8% increase which has taken us to a level higher than in 2023 which stands as an exceptional result. This data shift can be attributed to the embedding of the MSL and structured literacy strategies that we have been employing at school for almost 4 years along with the dedication of staff and the delivery of a clear PLD program to support everyone.
		SLT	Ongoing			
		SLT	Term 1			
		SLT	Term 1			
		SLT	Term 4			
2.2 Students are more engaged in Reading inside and outside Papakaio School.	<ul style="list-style-type: none"> - Purchase resources to engage boys and struggling readers. - Purchase of resources to support our Māori students to succeed in reading - Incentivise reading across the curriculum - Promotion of reading through initiatives such as "Book Week" - Survey boys and Māori to gain insight into Books of interest for them. 	SLT	Term 1		<ul style="list-style-type: none"> - Reading Bingo cards in all classes - Book week planned and implemented - Resources aimed at "boys" purchased and promoted - Resources involving Māori pūrakau purchased and promoted - All students speak positively around reading - students see themselves as "readers" 	Book week was a successful event. The students survey indicated that it was one of the favourite events of the year, and encouraged/promoted reading schoolwide. Students particularly enjoyed being read to by teachers from other classes. The survey states that our students see themselves as readers, however we still have a way to go engaging our Māori learners with texts that tell Māori stories.
		Staff	Ongoing			
		Staff	Term 1			
		SLT	Term 4			
2.3 Students in Year 1-8 show improvement in decoding skills as evidenced by assessment data	<ul style="list-style-type: none"> - Data collected termly on Tier 2 and 3 students. - Data collected and analysed at mid year and end of year for Tier 1 students - - Deliberate, consistent and targeted response to assessment data 	Staff	Term 1		<ul style="list-style-type: none"> - Reading data improves for Tier 2 and 3 students upon termly collection and analysis 	The outcomes for students have been highly successful, especially for boys in Reading this year. Boys are "outperforming" girls in the end of year data which is a complete reversal of the last 5 years of results. 85% of boys are achieving at or above curriculum expectations in reading, compared to just 63% at the same time last year.
			Term 1			
			Term 3			
2.4 Targeted students are identified and supported to make accelerated	<ul style="list-style-type: none"> - Use of 2024 data to inform teachers of target students and groups - Meetings with parent of "priority learners" 	SLT/ Staff	Ongoing		<ul style="list-style-type: none"> - Target students are supported to make accelerated progress in Reading 	
		Staff	Term 1 and Term 3			
		Staff/				

progress in reading (defined as more than 1 years progress in a year)

to strengthen home and school connection
- Discussion of actions at staff meetings
- Update and improve Targeted learning Register to track and monitor struggling Learners in reading.

SENCo

Ongoing

SLT

Ongoing

- Overall reduction of number of "struggling readers" school wide to 20% or less

Result: We achieved our goal of 80% of students at or above curriculum expectations in Reading by the end of 2025. This is a hugely successful achievement especially for our boys who are achieving at 85% at or above expectations. Supporting data can be found below.

Data Analysis (Reading and Writing)

Reading:

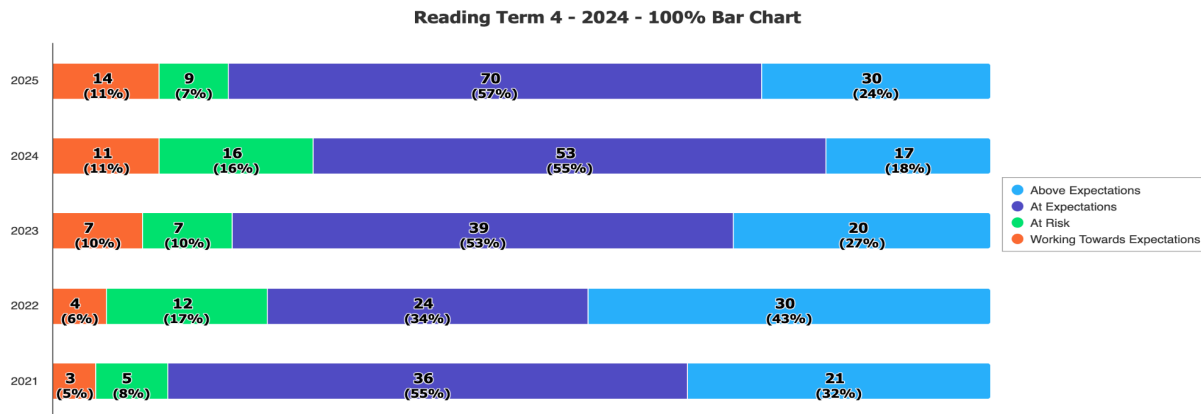
At the end of last year it was decided that Reading should be a focus for our annual goals for 2025. We have been on the Structured Literacy Journey for almost 6 years and we had yet to see the desired effect of the focus that we had poured into this crucial curriculum area. Our main focus for improvement in the first half of the year was to enrol all teachers in a further PLD program provided by the iDeaL platform that would give us access to more physical resources through structured literacy. We also upskilled 3 more staff members in the MSL program, putting them through the course at the start of the year, to improve the overall knowledge of our staff and to further support our struggling learners in the classroom.

The following next steps were recommended at the end of the 2024 data report:

- Investigate the specific needs of the Year 3 and Year 7 cohort next year.- Targeted interventions put in place
- Implement targeted interventions to support these students, especially those who have been with the school since the beginning.
- Enhance support for ESOL students, particularly those who are new and struggling with English proficiency. TA support in every classroom
- Provide additional language support and integrate language learning with reading activities.
- Continue to leverage the strength in tracking and monitoring progress, with specific focus and support for Years 3, 5, 6 and 7.
- Ensure that Learning Assistants are effectively supporting teachers and students, particularly in historically and currently struggling cohorts (Year 3 and 7).
- Investigate engaging reading resources tailored to boys' interests to boost their reading performance. iDeaL resources
- Investigate engaging reading resources tailored to engage Māori to boost their reading engagement and performance. iDeaL resources

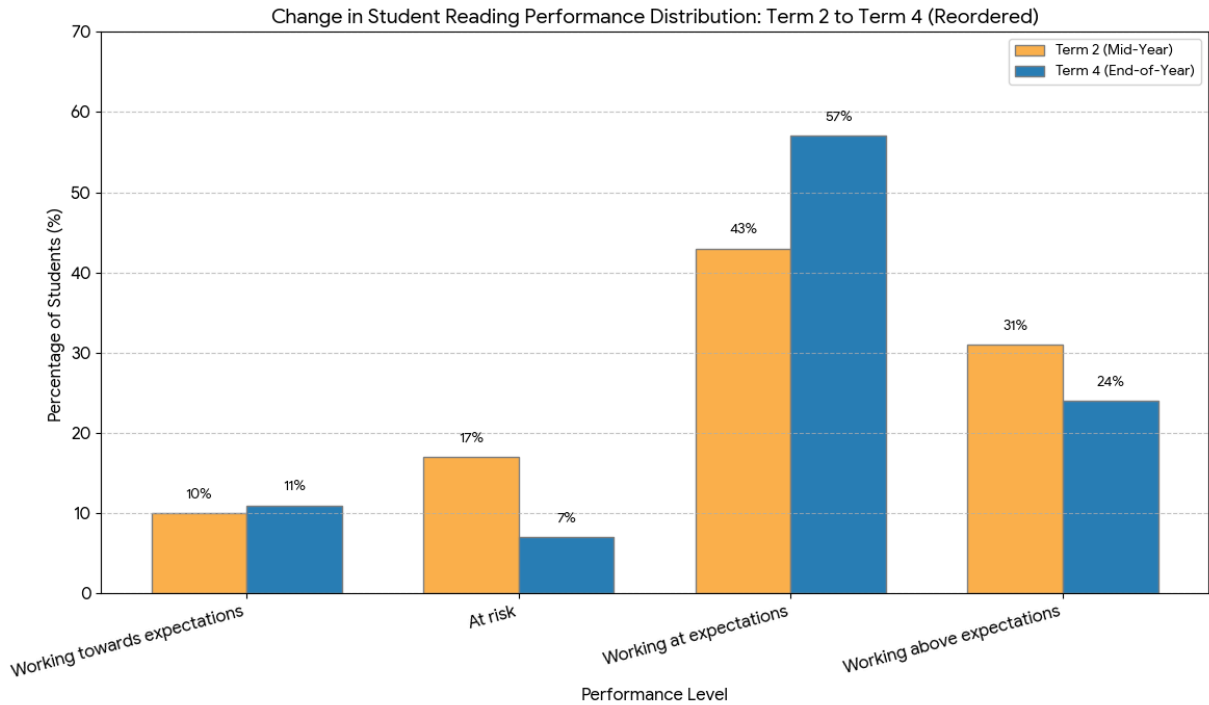
- Maintain and enhance the integration of reading and writing curricula. Done through WTBox
- Use successful strategies from senior rooms in junior rooms and vice versa.
- Continue dedicating time in staff meetings for professional discussions about struggling learners.
- Encourage collaborative problem-solving and sharing of best practices among staff.

A year on year comparison for the last 5 years shows the following:



As with the mid-year data, our year on year (Term 4) comparison shows that we appear to have continued to arrest the downward trend that had been evident between 2021-2024. Particularly pleasing is the percentage of students currently beyond expectations. When coupled with the fact that for the first time since 2021 our total percentage of students represented in the “at risk” and “working towards” categories in reading has dropped from the previous year, we can feel positive that the initiatives that we have put in place through structured literacy resources and MSL training for teachers are starting to gain traction for our learners. This was my hope when we looked at the mid-year data and it appears to be confirmed, at least for now, that finally we can see the green shoots of the MSL program, with our best reading data result in 4 years.

The comparison with mid year data also shows promising signs of growth:



The comparison between the Term 2 (mid-year) and Term 4 (end-of-year) data reveals a highly positive shift in the overall reading performance of the student cohort.

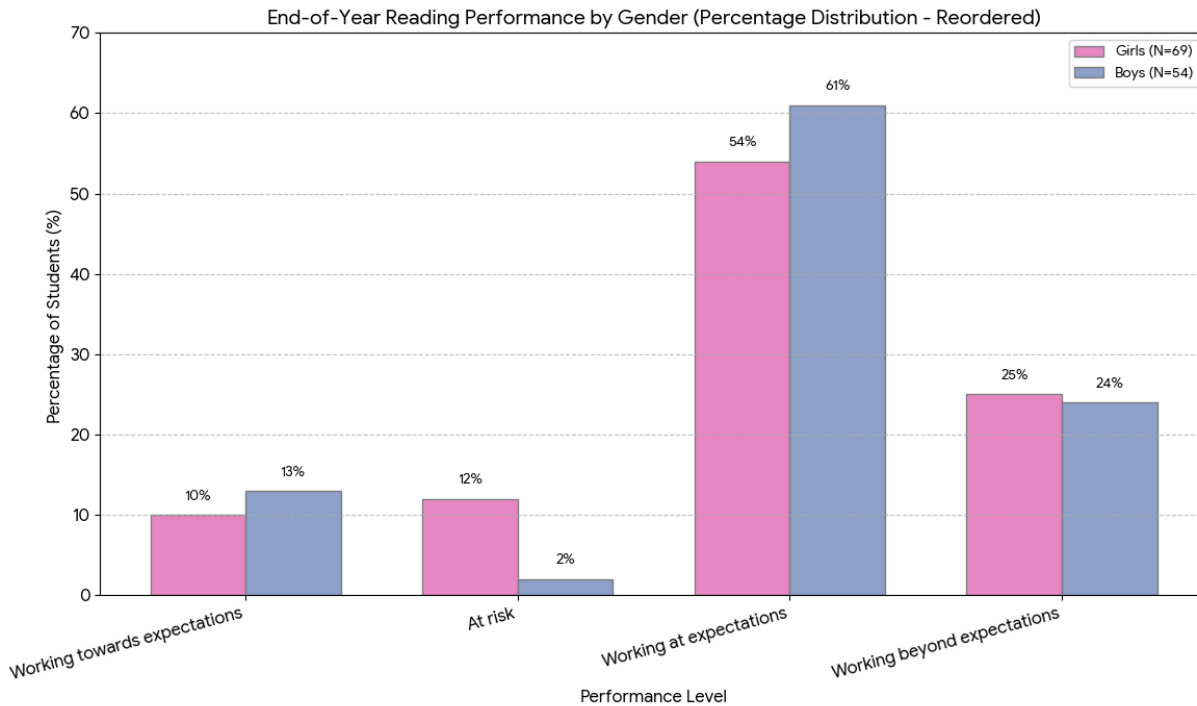
The most compelling positive finding is the dramatic reduction in students requiring urgent support:

- The percentage of students in the "At risk" category dropped sharply from 17% in Term 2 to 7% in Term 4 (a –10 percentage point reduction). This suggests that the interventions and targeted support implemented during the second half of the year were highly effective for the most struggling readers.
- The total percentage of students achieving below expectations ("At risk" and "Working towards") decreased by 9 percentage points (from 27% to 18%). This is a major achievement, indicating that the school is successfully accelerating student outcomes.
- The "Working at expectations" category saw a substantial increase, growing by 14 percentage points (from 43% to 57%). This indicates that the core reading programme is strongly effective and has successfully moved many students (including those who were previously "At risk," "Working towards,") to the required year-level standard.
- The percentage of students achieving "At or Above Expectations" rose by 7 percentage points, reaching 81% of the cohort in Term 4.
- The decrease in the "Working above expectations" category (from 31% to 24%, a –7 percentage point change) is likely not a cause for concern, but rather a natural redistribution of achievement:
- As students progress through the year, they are aiming to meet the curriculum standard for their specific year level. Many students who were just "Working above" in Term 2 have likely consolidated their learning and are now counted in the significantly larger and successful "Working at expectations" group.

- The key metric is growth. Since the overall "At or Above Expectations" group grew, the shift shows successful acceleration out of the below-expectations band and into the expected band, which is the primary goal.
- The slight increase in the "Working towards expectations" group (from 10% to 11%) is marginal. Given that 15 new students joined the cohort, this small change could be attributed to those new enrollments, or it represents a successful movement of former "At risk" students who have not yet reached the "Working at expectations" level.

The data shows a highly successful second half of the year for the school's reading programme. The school successfully decreased the gap for its most vulnerable students while significantly increasing the percentage of students meeting the curriculum standard. The end-of-year data demonstrates a strong outcome with over four-fifths (82%) of the students achieving at or above expectations.

When split by gender the data reads as follows:



Performance Level	Girls % (69 students)	Boys % (54 Students)
Working towards expectations	10%	13%
At risk	12%	2%
Working at expectations	54%	61%
Working beyond expectations	25%	24%

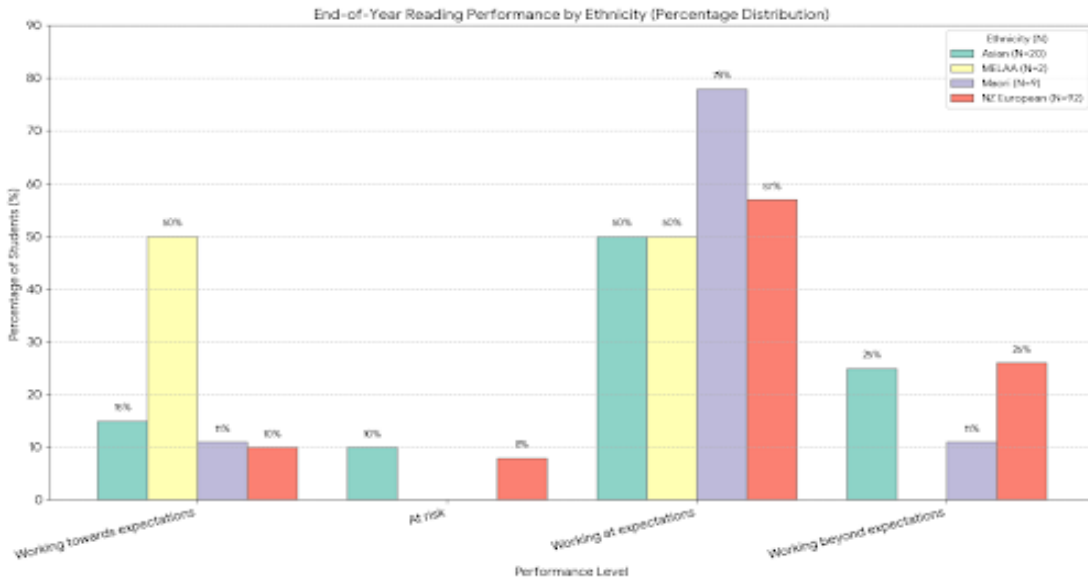
At risk	12%	2%
Working towards expectations	10%	13%
Working at expectations	54%	61%
Working beyond expectations	25%	24%
Total Below Expectations	22%	15%
Total At or Above Expectations	79%	85%

From this chart we can see the following:

- 85% of boys are meeting or exceeding expectations, which is a strong result, and bucks historical trends nationwide.
- 79% of girls are meeting or exceeding expectations.
- Boys have an 8 percentage point advantage in the total number of students achieving at or above expectations. This gap is primarily driven by the "Working at expectations" category.
- The most pronounced difference is in the "At risk" category. 12% of girls are identified as at risk, compared to just 2% of boys. This represents a substantial 10 percentage point gap and indicates a significant gender disparity in the students requiring investigation and intervention.
- Overall, 22% of girls are below expectations, compared to 15% of boys. The school's intervention efforts are disproportionately needed for the female students.
- Boys have a higher proportion in the core achievement group, with 61% working at expectations compared to 54% of girls. This is the main factor contributing to the boys' higher overall success rate.
- Performance in the high-achieving category is almost identical: 25% of girls and 24% of boys are working beyond expectations. This indicates that both genders are performing well at the top end of the achievement spectrum.
- Boys have a slightly higher percentage (13%) working towards expectations than girls (10%). When combined with the 'At risk' group, however, girls still show a greater need for support.

- While both genders demonstrate high levels of achievement at the top end, the data reveals a clear equity issue in the lower achievement bands. We must consider the underlying reasons for the high proportion of girls (12%) who are classified as 'At risk' and ensure targeted, effective intervention strategies are put in place to close this significant gender gap.

When split by ethnicity the data reads as follows:



Performance Level	Asian %	MELAA %	Maori %	NZ European %
Working towards expectations	15%	50%	11%	10%
At risk	10%	0%	0%	8%
Working at expectations	50%	50%	78%	57%
Working beyond expectations	25%	0%	11%	26%

Total Below Expectations	25%	50%	11%	18%
Total At or Above Expectations	75%	50%	89%	83%

- An excellent result is that the Māori cohort demonstrates the highest overall success rate, with 89% of students achieving at or above expectations.
- This success is primarily driven by an outstanding 78% in the “Working at expectations” category.
- Critically, the Māori group has 0% students classified as "At risk", and only one student is below expectations. This is the highest overall achievement profile among all groups, though based on a small cohort (9 students).
- Given that at mid-year the data for our Māori students presented a significant area of concern (Māori students showed the lowest percentage of students achieving 'At or Above Expectations' at 38% in June). We can be excited by these results.
- A concerning 50% of Māori students were 'At Risk' in reading at the mid-year point. This was significantly higher than any other ethnic group. The work to address this was clearly successful.
- The NZ European cohort (92 students) shows a strong profile, with 83% achieving at or above expectations, significantly higher than the Asian and MELAA groups.
- They also contribute the highest proportion of high-achievers to the school, with 26% working beyond expectations.
- Their proportion of students below expectations (18%) is close to the overall school average.
- Asian Students (20 students) have the highest percentage of students below expectations outside of MELAA, with 25% (5 students) needing support. They also have the highest percentage of students in the "At risk" (10%) and "Working towards expectations" (15%) categories combined among the larger cohorts, suggesting a definite need for targeted support to bring these students up to the expected standard. This will most likely have to come through ESoL support for second language learners

Student count split by year level:

Reading Term 4 - 2025 - Student Counts

Split By: Year Level

Search:

↑↓	Working Towards Expectations	At Risk	At Expectations	Above Expectations	Total Count
0	0	0	8	3	11
1	0	0	13	0	13
2	4	3	5	4	16
3	1	1	9	8	19
4	1	0	14	0	15
5	2	5	7	3	17
6	0	0	4	6	10
7	6	0	8	0	14
8	0	0	2	6	8

Year Level	Total	TWE %	AR %	WAE %	ABE %	Total Below Exp %	Total At/Above Exp %
0	11	0%	0%	73%	27%	0%	100%
1	13	0%	0%	100%	0%	0%	100%
2	16	25%	19%	31%	25%	44%	56%
3	19	5%	5%	47%	42%	10%	90%

4	15	7%	0%	93%	0%	7%	93%
5	17	12%	29%	41%	18%	41%	59%
6	10	0%	0%	40%	60%	0%	100%
7	14	43%	0%	57%	0%	43%	57%
8	8	0%	0%	25%	75%	0%	100%

Four-year levels have achieved 100% of students meeting or exceeding expectations. This is a significant strength for the school:

- Year 0, 1, 6, and 8 all have zero students working towards expectations or at risk.
- Year 8 shows exceptional high achievement, with 75% of students working Above Expectations (6 out of 8 students).
- Year 6 also demonstrates high achievement, with 60% of students working Above Expectations (6 out of 10 students).

Three year levels show significant proportions of students below the expected standard, requiring focus for next year's planning:

Year Level	Total Below Exp %	At Risk % (Urgent Support)	Key Concern
Year 2	44%	19% (3 students)	Highest percentage of students below expectations, with the lowest overall success rate (56% At/Above).

Year 5	41%	29% (5 students)	Highest percentage of students identified as At Risk across the entire school, indicating severe achievement gaps.
Year 7	43%	0%	High proportion of students (43%) in the Working Towards Expectations category (6 students). These students need intensive support to transition to the expected level.

- While Year 6 and 8 lead the school in high achievement, Year 3 also has a strong profile, with 42% of students working “Above expectations” (8 students), suggesting strong acceleration in the middle school years.
- Three year levels (Year 4, and 7) have 0% of students working Above Expectations. For Year 4, this is offset by their high success rate (93% At). For Year 7, this is coupled with a large number of students “working towards”, highlighting a need for further intervention and enrichment strategies.
- The data suggests that the school is highly effective at meeting the needs of students in some cohorts (Y0, Y1, Y6, Y8), but faces a significant achievement crisis in others (Y2, Y5, Y7).

The priorities for intervention and resource allocation that should be considered are:

1. Prioritizing interventions for the 5 students At Risk in Year 5 (29% of the cohort) and the 3 students At Risk in Year 2 (19% of the cohort).
2. Developing targeted programs to move the large number of Working Towards students in Year 7 (43%) and Year 2 (25%) into the At Expectations band.
3. Analyzing the differences between the successful cohorts (Y1, Y4, Y6, Y8) and the struggling cohorts (Y2, Y5, Y7) to identify specific pedagogical or curriculum factors contributing to the disparities.

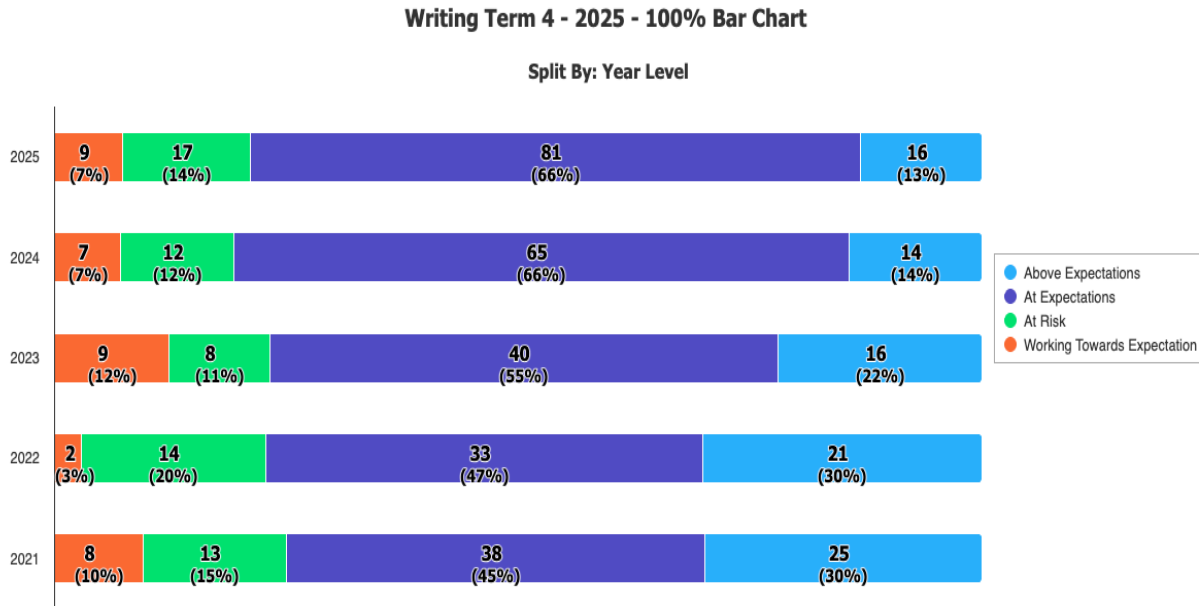
Writing:

Following the success of the first year of implementation of the Writer’s Toolbox program schoolwide, it was decided that Writing should remain a focus for our annual goals for 2025. This required us to continue to engage with the professional learning offered by the Writer’s Toolbox team and to further streamline our processes around the teaching and learning of writing.

The “Next Steps” provided from the last report were very much based on continuation of the work that was being done to further build on the success of the last 12 months

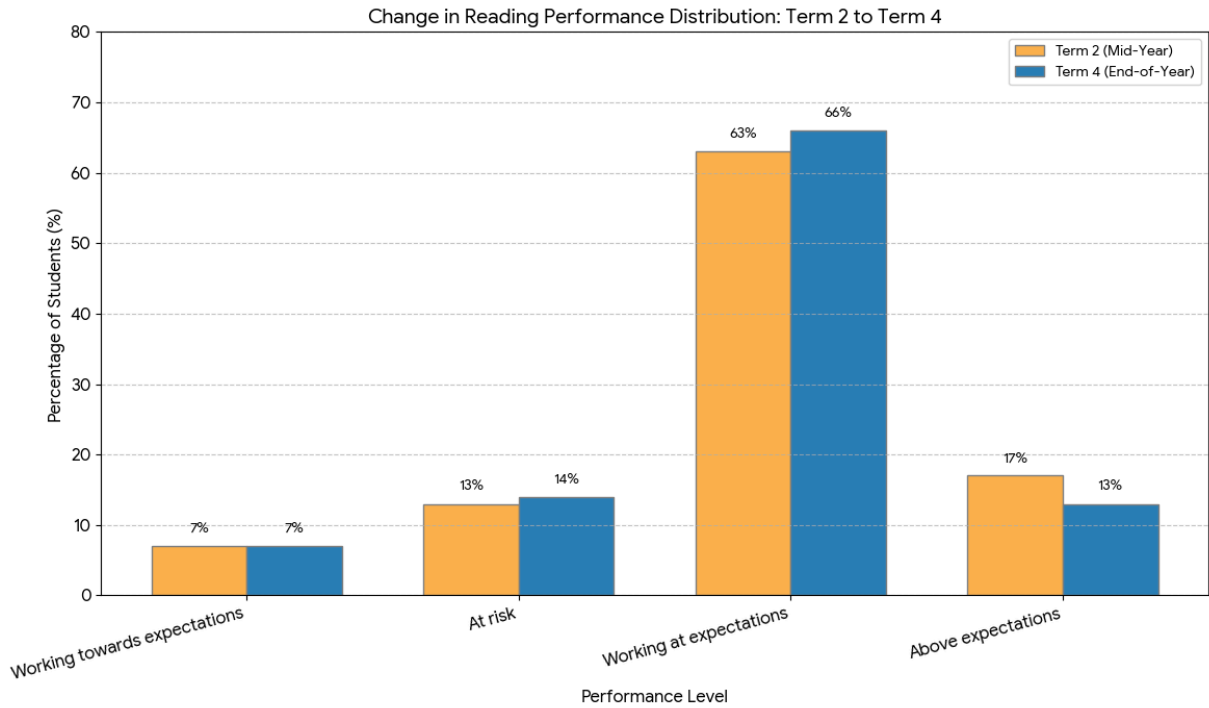
In the last 12 months the senior management team have been working hard in conjunction with the Writer's Toolbox team to create bespoke schoolwide tracking documents and a clear structured scope and sequence to create a visible learning pathway for staff and students alike. Added to this teachers have undergone further PD from the WTBox team:

The year on year data can be shown as follows:



As you can see from the graph, this result is showing consistency with what we achieved at the end of last year and again at mid year. While the enormous improvement in the first 18 months has slowed somewhat, this data is still extremely pleasing given the historical struggles nationwide with writing for over 20 years of my own experience. To have 79% of our students achieving at or above the curriculum expectations for their age and stage is an extremely pleasing statistic to be able to share.

Comparison with mid year data:



Performance Level	Term 2 %	Term 4 %	Change (T4 % - T2 %)
Working towards expectations	7%	7%	0%
At risk	13%	14%	+1%
Working at expectations	63%	66%	+3%
Above expectations	17%	13%	-4%
Total Below Expectations	20%	21%	+1%

Total At or Above Expectations	80%	79%	-1%
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From this data we can make the following statements:

- The overall percentage of students achieving At or Above Expectations slightly decreased from 80% to 79% (a -1% change). This suggests that over the second half of the year, the school was unable to improve its overall success rate.
- The proportion of students requiring intervention (Total Below Expectations) increased slightly from 20% to 21%. This includes 2 new students who arrived at school with no English language
- This increase is entirely driven by the At risk category, which grew from 13% to 14% (+1% change). This is a critical indicator, showing that the cohort's most vulnerable group actually expanded slightly during the period, despite the strong focus on end-of-year goals.
- The Working towards expectations category remained stable at 7%. This is obviously a double edged sword as looking at the names of the students within this group, they have not changed (aside from students new to school), so none have slipped back into this category. However it also shows that despite our efforts, these students are still struggling to accelerate their learning and catch up.
- The largest success lies in the Working at expectations group, which grew from 63% to 66% (+3% change). This indicates that the core reading program successfully moved a segment of students (likely from the 'At Risk' or 'Working Towards' groups, or perhaps former 'Above Expectations' students) into the expected achievement band.
- The Above expectations category saw a notable drop from 17% to 13% (a -4% change).
- While some decline in high achievement is common as standards reset for year-end benchmarks, in this case, the -4% drop was not compensated by a large enough gain in the overall At/Above category. The students who left the 'Above' band primarily moved to the 'At Expectations' band, but this redistribution was offset by the increase in the 'At Risk' group, resulting in the overall decline of 1%.

The data indicates a period of consolidation in overall reading success between Term 2 and Term 4. While the school effectively moved students into the core "Working at expectations" level, it failed to contain the most vulnerable group, the "At risk" students.

Recommendations for Next Steps:

1. Prioritize 'At Risk' Containment: Next year's planning must focus on strategies that immediately close gaps for the 14% of students At risk to ensure this number decreases significantly.

2. Analyze Intervention Effectiveness: Investigate why the current interventions did not prevent the 'At risk' group from growing and explore if resources were too heavily focused on the 'Working Towards' group instead.
3. Ensure Enrichment: Review the challenges and opportunities provided for the 17% who were 'Above Expectations' in Term 2 to prevent such a steep decline in high achievement.

It is when we split by gender that the data becomes more interesting:

Gender	TWE %	AR %	WAE %	ABE %	Total Below Exp %	Total At/Above Exp %
Female / Wahine	6%	10%	64%	20%	16%	84%
Male / Tane	9%	19%	69%	4%	28%	72%

- Girls demonstrate a significantly higher overall success rate in writing, with 84% achieving at or above expectations. This is a 12 percentage point advantage over male students.
- 28% of male students are working below expectations, compared to 16% of female students. This 12 percentage point gap identifies male students as the primary group needing targeted support.
- 19% of boys are classified as “At Risk” (10 students), meaning they require monitoring and targeted intervention to close their writing gaps.
- This is nearly double the rate of female students, where 10% are “At Risk” (7 students).
- The high percentage of “At risk” male students suggests that despite our best efforts current writing pedagogy or motivation strategies are still struggling to engage the most vulnerable male learners.
- Girls lead 'Above expectations' category and female students are significantly more likely to be high-achievers. 20% of girls are working “Above Expectations” (14 students), compared to just 4% of boys (2 students).
- This is a five-fold difference in high achievement and suggests that the current delivery is providing greater opportunities for acceleration and excellence for female writers. This is a reversal from mid-year, when boys were outshining girls in writing.
- The largest group for both genders is “At Expectations”, with 69% of boys and 64% of girls placed here. While boys have a slightly higher percentage here, the overall success

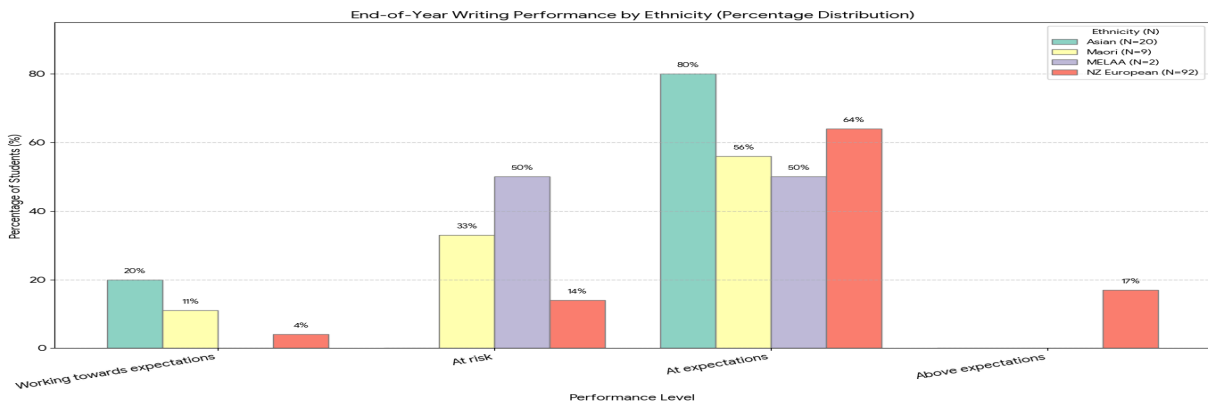
rate is masked by their high 'At Risk' numbers. This suggests that for boys who *do* engage successfully, they often consolidate at the expected level rather than accelerating further.

Recommendations

The school must investigate the apparent gender-based writing achievement issue, with male students being both more vulnerable and less likely to reach high achievement levels.

1. Implement highly targeted, low-ratio interventions for the 10 boys and 7 girls currently identified as “At Risk”.
2. Investigate current writing teaching practices to determine if the curriculum, topics, or assessment methods are disproportionately affecting boy’s engagement and performance.
3. Develop specific enrichment programs to challenge and accelerate capable male writers to move the 69% 'At Expectations' boys beyond the expected level.

When split by ethnicity, the data can be represented as follows:



Ethnicity	TWE %	AR %	WAE %	ABE %	Total Below Exp %	Total At/Above Exp %
Asian (20)	20%	0%	80%	0%	20%	80%
Maori (9)	11%	33%	56%	0%	44%	56%
MELAA (2)	0%	50%	50%	0%	50%	50%
NZ European (92)	4%	14%	64%	17%	18%	81%

The data shows a major achievement gap, with the Maori cohort significantly underperforming the larger groups:

- The Maori (56%) cohort does not show as much success in writing as they have in reading, showing the lowest percentage of students achieving at or above expectations, compared to over 80% for the other two larger cohort groups.
- The Maori cohort has an extremely high percentage of students classified as “At risk” (33%) (3 out of 9 students). This is the highest percentage in the 'At risk' category for a sizable cohort and indicates an urgent need for intensive intervention in foundational writing skills.
- The NZ European (81%) and Asian (80%) cohorts show strong overall success in writing, significantly above the school average.
- The Asian cohort is notably strong in consolidating learning, with 80% At expectations and 0% At risk. Their 20% below expectations are all in the 'Working towards' category, which is easier to address than the 'At risk' category.
- High achievement is exclusively found in the NZ European cohort, with 17% (16 students) working 'above expectations'.
- Every other ethnic group, including Asian students (80% At expectations), has 0% of students achieving above expectations. This highlights a clear lack of acceleration or enrichment opportunities for high-achieving students across the Asian, Maori, and MELAA cohorts.

Summary and recommendations for action

The school faces an equity issue in writing achievement, with Māori students facing the most significant challenge in the 'At risk' band.

1. Intervention efforts must continue to prioritise for the 33% of Māori students 'At risk'. A thorough review of culturally responsive pedagogy in writing is recommended.
2. Investigate why no students from the Asian, Māori, or MELAA cohorts are reaching the 'Above Expectations' level. Enrichment strategies must be developed to challenge and accelerate high-achieving students in these groups.
3. Continue to support the 18% of NZ European students below expectations, primarily those in the larger 'At risk' group.

When the data is split by year level we can see the following:

Writing Term 4 - 2025 - Student Counts

Split By: Year Level

Search:

↑↓	Working Towards Expectation	↑↓	At Risk	↑↓	At Expectations	↑↓	Above Expectations	↑↓	Total Count	↑↓
0	0		0		8		3		11	
1	0		0		13		0		13	
2	0		4		12		0		16	
3	1		3		13		2		19	
4	0		4		10		1		15	
5	2		2		11		2		17	
6	1		2		3		4		10	
7	5		2		7		0		14	
8	0		0		4		4		8	

Year Level	Total	TWE %	AR %	WAE %	ABE %	Total Below Exp %	Total At/Above Exp %
0	11	0%	0%	73%	27%	0%	100%
1	13	0%	0%	100%	0%	0%	100%
2	16	0%	25%	75%	0%	25%	75%
3	19	5%	16%	68%	11%	21%	89%
4	15	0%	27%	67%	7%	27%	73%
5	17	12%	12%	65%	12%	24%	76%

6	10	10%	20%	30%	40%	30%	70%
7	14	36%	14%	50%	0%	50%	50%
8	8	0%	0%	50%	50%	0%	100%

- The school shows strength in its foundation years (Y0, Y1) and Senior Year (Y8):
- Year 8 all have 0% of students below expectations, achieving 100% success at or above the expected level.
- Year 8 is the top-performing cohort with 50% of students working 'Above Expectations'
- The mid-to-upper school years show the most significant need for intervention:
- Year 7 has the highest proportion of students below expectations (50% At/Above), with 50% of the cohort needing support. This is driven by a massive 36% in the 'Working towards expectations' category (5 students), alongside 14% 'At risk' (2 students).
- Year 4 has the highest percentage of students classified as At Risk (27% or 4 students), followed closely by Year 2 (25% or 4 students). This indicates a significant achievement gap emerging in the middle school grades that requires targeted intervention.
- While Year 6 has a high percentage of students 'Above Expectations' (40%), it also has a concerning 20% of students 'At risk', creating a highly polarised achievement profile.
- Three-year levels have 0 students working Above Expectations (Year 1, Year 2, and Year 7).
- For Year 2 and Year 7, this lack of acceleration is a concern, especially when coupled with their high rates of students needing support.
- The data suggests a "trough" in achievement in the mid-school years (2, 4 and 7), where intervention needs spike and overall success rates drop significantly compared to the foundation and senior cohorts.

Priorities for Next Year's Writing Programme:

1. Focus resources on immediately closing the gaps for the 25% of Y2 students and 27% of Y4 students who are 'At risk' to prevent long-term underachievement.
2. Conduct a deep dive into the Year 7 curriculum and teaching practices to determine why half the cohort is working below expectations, particularly the large group in the 'Working towards' band.
3. Analyze the writing program methodologies used in Year 0, 1, and 8 to determine if these practices can be scaled or adapted to stabilize achievement in the struggling mid-school cohorts

2. Giving effect to Te Tiriti o Waitangi

Statement: At Papakaio School, we continue to make connections from our past, while preparing in our present and for our future selves. “Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora”. Look beyond the horizon, and draw near the bodies of knowledge that will take us into the future. (Te Mātaiaho 2023).

At Papakaio School we acknowledge and give effect to Te Tiriti o Waitangi. We actively seek to engage and promote the principles- partnership, protection and participation of Te Tiriti O Waitangi. We review our cultural responsiveness annually with staff, students and whānau.

In addition, we specifically consult with whānau Māori annually to ascertain goals and aspirations for ākonga Māori and use these consultations to guide the development of our annual plans and goals.

We work to ensure that our planning, policies and local curriculum incorporate a Māori world view by reflecting local tikanga, mātauranga Māori and te ao Māori. We recognise Kāti Hateatea, who are mana whenua o te rohe nei, we consult with local Rūnaka at Mōeraki on all decisions and we ensure that Māori are succeeding as Māori. Te Tiriti and its principles (as articulated by the Courts and the Waitangi Tribunal) set out obligations for the Crown and Māori, that guide how tangata Tiriti and tangata whenua can live together with mutual respect. The key principles include rangatiratanga, partnership, participation, active protection, equity, and opportunity. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

As part of our teacher’s professional growth cycle the expectation of documented continuous, upskilling of tikanga and te reo is a compulsory component of the process.

3.Compliance with Employment Policy

All School Policies can be found on the Schooldocs website:

<https://papakaio.schooldocs.co.nz/>

Employment Policy

The Papakaio School board recognises the importance of an effective staff team and will make every endeavour to employ quality staff. The board strongly promotes high levels of staff performance, using educational resources effectively, and recognising the needs of students.

The board of Papakaio School complies with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this Employment Policy and associated policies to comply with being a good employer and we report on our compliance in our annual report.

Papakaio School supports the fair and proper treatment of staff members in all aspects of their employment, and builds employment relationships that are based on **good faith**. We comply with employment legislation and regulations, and all relevant employment agreements.

The board takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for all staff. See **Primary Duty of Care**.

To support our responsibilities as a good employer, we:

- aim to provide equal employment opportunities for all staff members – see **Equal Employment Opportunities**
- employ appropriately qualified staff members through a fair appointment process – see **Appointment Policy**
- ensure that the school is appropriately staffed and that we give effect to the conditions of all relevant employment agreements – see **School Staffing**
- ensure that all staff members maintain proper standards of integrity, conduct, and concern for the public interest, and the wellbeing of students attending our school – see **Staff Conduct**
- have a fair and consistent performance management process – see **Performance Management**
- provide opportunities for professional development to meet identified needs – see **Professional Development**
- have set processes for ending employment that comply with employment agreements and the requirements of the Employment Relations Act 2000 – see **Ending Employment**.

The board makes our employment policies available to staff.

4. Statement of KiwiSport Funding.

Kiwisport Funding Statement- Papakaio School

This year to December 2025 Kiwisport funding has been used in the following ways:

- Sailing Instruction
- Swimming Instruction
- Bus transport to sporting events
- Purchase of PE equipment
- Purchase of bikes for the bike track