

Buckland School
2025 End of Year Data and Cohort Data

Both summative testing and formative assessments were used by teachers to determine where students were achieving in relation to the Expected levels in the Revised NZ Curriculum for Mathematics and Statistics and English. Data was then collated to produce the following tables for reporting.

Due to changes with both the curriculum documents, (that have higher expectation levels for all Year levels) and the use of the 2025 Descriptors for year levels of: needs support, progressing towards, proficient (at the year level) and exceeding (at the year level), comparisons with the previous year results would not be valid or reliable so have not been included.

All students, including Additional Needs students, ORS, those on RTLB, RTLit rolls, ESOL, LLI, target students are included in the data.

Year Zero students have not been included.

The data has been given to the staff for analysis and comment. This has been discussed in light of next steps for 2026, further use of the finalized Curriculum documents. (Received November 2025.) Changes have also been made to the Year Level descriptors which must be used from 2026 on, these include five descriptors rather than the four identified in 2025.

Data will also be used for the setting of targets and the identification of groups of students and individuals who need to be targeted for 2026.

General Analysis Comment

The initial 2025 Revised curriculum documents were used along with the four descriptors to identify where students were achieving. In many cases the new curriculums have higher expectations for Year levels therefore comparisons of levels with the old curriculum are no longer valid.

It was not until the end of the 2025 year that the final English and Mathematics and Statistic curriculums came out with a number of changes to those that were being used. These are now finalized and gazetted and will be the documents that programmes will be based on for 2026.

Transient students continue to be an issue with a number of these students, on enrolment achieving significantly below curriculum levels and those of their of the same year level.

Absenteeism and gaps in attendance are also factors that impact on student progress and achievement.

It should be noted that due to our small numbers, the addition or loss of even one student can have a marked effect on % rates.

Mathematics: Total for School - Proficient or Exceeding - 2025 - 65%

At or Above - 2024 - 82%

Maths	Needs Support		Progressing		Proficient		Exceeding		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	13	5%	73	30%	143	58%	17	7%	246
Māori	8	15%	20	38%	23	43%	2	4%	53
Pasifika	0		4	50%	4	50%	0		8
NZ European	3	2%	40	26%	98	64%	12	8%	153
Other - Asian /MELAA	2	6%	9	28%	18	56%	3	9%	32
Male	8	6%	35	27%	70	55%	15	12%	128
Female	5	4%	43	36%	68	58%	2	2%	118

Maths	Needs Support		Progressing		Proficient		Exceeding		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 1	2	6%	5	15%	26	72%	0		33
End of Year 2	1	3%	8	22%	25	69%	2	6%	36
End of Year 3	0		6	18%	24	71%	4	12%	34
End of Year 4	1	4%	5	19%	17	65%	3	12%	26
End of Year 5	1	3%	20	50%	15	38%	4	10%	40
End of Year 6	2	7%	10	33%	18	60%	0		30
End of Year 7	4	13%	14	44%	12	57%	2	6%	32
End of Year 8	2	13%	5	33%	6	40%	2	13%	15

Mathematics: Analysis

Percentage results overall were lower than previous ratings for Mathematics in all groups and year levels. 2025 was a year of change and a substantial amount of new learning for both teachers and students. The expectation now is that all students, irrespective of their ability, are exposed to the curriculum at their Year level. Assessment changes and tools are still not finalized and it was noticeable that teachers erred on the side of caution and hence were conservative in their OTJs. This was particularly noticeable in placing students in the exceeding standard and moving students from progressing to proficient.

We have students achieving at all four descriptors with our Year 5 - 8 groups of most concern. It should also be noted that Phase 1 is Year Phase 2 is Yr 4 - 6 and Year 7 & 8 are Phase 3. 2025 was the first year of using the Ministry resource Maths No Problem to support Maths programmes and there was a lot of learning for teachers and students in using this resource and other supporting materials including new

assessment tools.

Percentage results for our males in Mathematics were slightly higher than for our girls while data for our Maori students showed lower per for proficient or exceeding standards than their NZ European cohorts.

Writing: Total for School - Proficient or Exceeding - 2025 - 78%

At or Above - 2024 - 78%

Writing	Needs Support		Progressing		Proficient		Exceeding		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	11	8%	63	14%	163	62%	9	16%	246
Māori	6	11%	23	43%	22	42%	2	4%	53
Pasifika			4	50%	4	50%	0		8
NZ European	3	2%	26	17%	118	77%	6	4%	153
Other - Asian/MELAA	2	3%	10	6%	19	71%	1	19%	32
Male	8	6%	38	30%	80	63%	2	2%	128
Female	3	3%	25	21%	83	70%	7	6%	118

Writing	Needs Support		Progressing		Proficient		Exceeding		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 1	3	9%	6	18%	23	70%	1	3%	33
End of Year 2			8	22%	24	67%	4	11%	36
End of Year 3	0		10	29%	23	68%	1	3%	34
End of Year 4	1	4%	8	31%	17	65%	0		26
End of Year 5	2	5%	11	28%	27	68%	0		40
End of Year 6	0		7	23%	23	77%	0		30
End of Year 7	3	9%	8	25%	18	56%	3	9%	32
End of Year 8	2	13%	5	33%	8	53%	0		15

Writing: Overall percentage rates for achievement in writing have remained similar to previous years. This can be attributed to the ongoing work of t around provision of programmes. Writing has been an area that we have continually worked on, to build Best Practice within the school. Structured literacy and phonics learning continues to be increased throughout the school, particularly in our junior school where teachers have been on BSLA training and have changed the focus to this in junior classrooms. This will be extended throughout the school over 2026. We were v supported during the training and implementation by our RTLB and Structured Literacy lead.

Moderation of writing samples has also continued to get consistency over the school and in particular in year levels.

We also continued to resource and use an online writing tool for older students throughout 2025.

Programmes such as the AWS programme with trained teacher aides supporting small groups of students supported writing and reading programmes for older students.

Our female cohort is operating slightly higher than our male cohort.

Our Maaori and Pasifika groups need to be continually targetted during 2026 to reduce the discrepancy with their NZ European counterpart

The Year 4 and Year 7 groups (Year 5 & Year 8 for 2026) also need to be targetted to lift levels of those meeting expectations.

Reading: Total for School - Proficient or Exceeding - 2025 - 70%

At or Above - 2024 - 82%

Reading	Needs Support		Progressing		Proficient		Exceeding		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	16	7%	56	23%	156	63%	18	7%	246
Māori	9	17%	16	30%	25	47%	3	6%	53
Pasifika	0		4	50%	4	50%	0		8
NZ European	5	3%	30	20%	106	69%	12	8%	153
Other - Asian/MELAA	2	6%	6	19%	21	66%	3	9%	32
Male	13	10%	27	21%	82	64%	6	5%	128
Female	3	3%	29	25%	74	63%	12	10%	118

Reading	Needs Support		Progressing		Proficient		Exceeding		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 1	5	15%	5	15%	22	67%	1	3%	33
End of Year 2	2	6%	10	28%	18	50%	6	17%	36
End of Year 3	0		6	18%	26	76%	2	6%	34
End of Year 4	1	4%	2	8%	19	73%	4	15%	26
End of Year 5	2	5%	8	20%	28	70%	2	5%	40
End of Year 6	0		14	47%	16	53%	0		30
End of Year 7	4	13%	6	19%	20	63%	2	6%	32
End of Year 8	2	13%	5	33%	7	47%	1	7%	15

Reading: With the changes that have taken place in curriculum and with the introduction of new programmes it is not surprising that there has been a decline in percentage ratings overall. With the introduction of BSLA , a structured phonics approach to reading, different assessments and ratings from previous Guided reading OTJs were used. Hopefully with the continuation and extension of structured literacy we will see a lift compared to percentages in the 2026 results.

The percentage of our Maaori and Pasifika students proficient or exceeding is still below that of their NZ European cohort as with other areas. This continues to be an area that needs addressing where students receive additional support to lift their achievement levels.

Our female cohort is operating slightly higher than our male cohort.

Our Year 6 cohort have had a number of students not meeting proficient standards. There will be a much lower number of Year 7s in 2026.

As with writing, plans to continually lift achievement in reading are ongoing where target students are identified and tier 2 and 3 initiatives put into place to address needs.

