

St Mary's Catholic School: Analysis of Variance of Literacy Targets

November 2025

Focus:

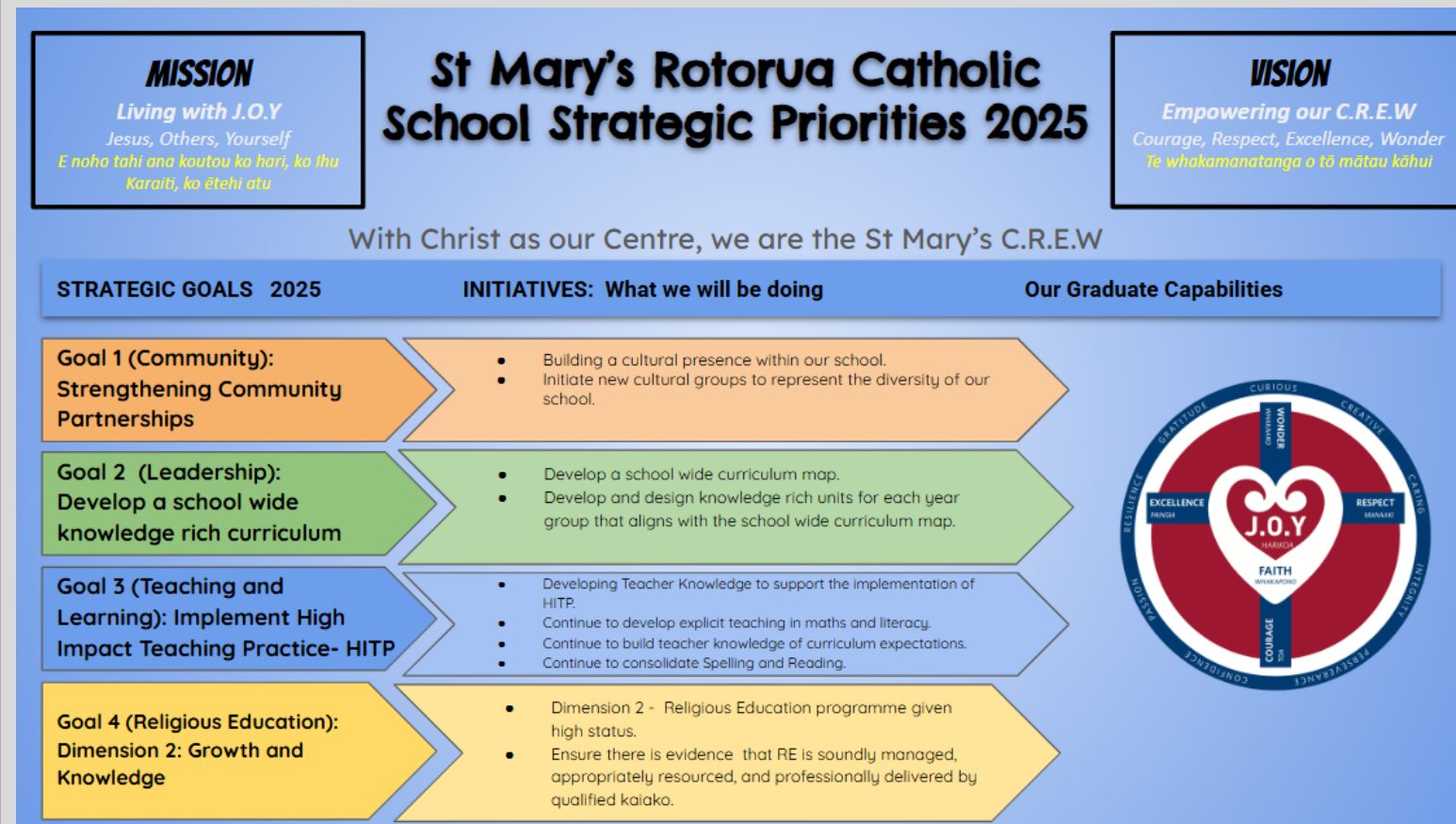
Literacy: Reading and Writing

Aim:

All students will have access to and be involved in learning programmes based on the New Zealand Curriculum and will experience success at school based on engaged learning.

Students with special learning needs are supported in their learning so that they can make accelerated progress and participate in the classroom and wider life of the school and community.

Strategic Objectives:



Annual Literacy Targets for 2025	Annual Literacy Targets (2025): READING - →To have 94% of all students achieving ‘At’ or ‘Above’ the Expected Curriculum Level for Reading. WRITING - →To have 92% of all students achieving ‘At’ or ‘Above’ the Expected Curriculum Level for Writing.								
Progress against goals: <table border="1"> <tr><td></td><td>Term 1</td></tr> <tr><td></td><td>Term 2</td></tr> <tr><td></td><td>Term 3</td></tr> <tr><td></td><td>Term 4</td></tr> </table>		Term 1		Term 2		Term 3		Term 4	Baseline Data Gathered December 2024: Reading - Nov 2024 At the end of 2024, 84% of our students are performing ‘At’ or ‘Above’ the Expected Curriculum Level. Approximately 16% of our students are at risk of underachievement. 85% of our Maori students and 77% of our Pacific Island students are performing ‘At’ or ‘Above’ the Expected Curriculum Level. Of our 59 Maori students, 5 are performing below the Expected Curriculum Level. Of the 21 Pacific Island students 4 are performing below the Expected Curriculum Level. 81% of males and 87% of females are performing at or above the Expected Curriculum Level. 93% of our Filipino students and 71% of our Indian students are reading ‘At’ or ‘Above’ the Expected Curriculum Level. Writing - Nov 2024 At the end of 2024, 77% of our students are performing ‘At’ of ‘Above’ the Expected Curriculum Level. Approximately 23% of our students are at risk of underachievement. 85% of our Maori students and 77% of our Pacific Island students are performing ‘At’ or ‘Above’ the Expected Curriculum level. Of the 59 Maori students, 12 are performing below the Expected Curriculum Level. Of the 21 Pacific Island students, 9 are performing below the Expected Curriculum Level. 73% males and 45% females are performing at or above the Expected Curriculum Level. 83% of our Filipino students and 70% of our Indian students are writing ‘At’ or ‘Above’ the Expected Curriculum Level.
	Term 1								
	Term 2								
	Term 3								
	Term 4								
Outcomes for 2025 based on end of year data. What happened?	Reading - Nov 2025 At the end of 2025, 86% of our students are performing ‘At’ or ‘Above’ the Expected Curriculum Level. Approximately 14% of our students are at risk of underachievement. 89% of our Maori students and 62% of our Pacific Island students are performing ‘At’ or ‘Above’ the Expected Curriculum								

	Level. Of our 54 Maori students, 6 are performing below the Expected Curriculum Level. Of the 21 Pacific Island students 4 are performing below the Expected Curriculum Level. 84% of males and 90% of females are performing at or above the Expected Curriculum Level. 98% of our Filipino students and 76% of our Indian students are reading ‘At’ or ‘Above’ the Expected Curriculum Level. Writing - Nov 2025 At the end of 2025, 80% of our students are performing ‘At’ or ‘Above’ the Expected Curriculum Level. Approximately 20% of our students are at risk of underachievement. 89% of our Maori students and 62% of our Pacific Island students are performing ‘At’ or ‘Above’ the Expected Curriculum level. Of the 54 Maori students, 12 are performing below the Expected Curriculum Level. Of the 21 Pacific Island students, 11 are performing below the Expected Curriculum Level. 72% males and 89% females are performing at or above the Expected Curriculum Level. 90% of our Filipino students and 70% of our Indian students are writing ‘At’ or ‘Above’ the Expected Curriculum Level.
Literacy Targets for 2026 (based on end-of-2025 data)	Annual Literacy Targets (2026): READING - →To have 94% of all students achieving ‘At’ or ‘Above’ the Expected Curriculum Level for Reading. Increase the number of students achieving at or above expected curriculum level with a particular focus on Year 2,5 and 6 students. WRITING - →To have 92% of all students achieving ‘At’ or ‘Above’ the Expected Curriculum Level for Writing. Increase the number of students achieving at or above expected curriculum level with a particular focus on Yr 4, 5 and 6 students.

Actions (What did we do in 2025?)	Outcomes (What happened in 2025?)	Reason for the Variance (What happened in 2025?)	Evaluation: Where to next? For 2026 action plan
High-Impact Teaching Practices			
Key Goal: To implement High-Impact Teaching Practice • Kahui Ako Structured Literacy Action plan • Teachers are paired and will observe one another using HITP (during CRT). • Teacher only day introduction. • PLD plan has been written to introduce practices over the coming year. • Staff Meetings will be delivered to improve teacher knowledge around HITP • Resourcing to ensure quality PLD (workbook - which will form the basis of PLD for 2025) • Pair fluency pedagogy, Whole Class Reading	Term 1 • Teacher Only Day run by Sara and Sylvia to introduce HITP. This is a follow on from last year's final staff meeting. • Paired Fluency Introduced at a Staff Meeting • Paired Fluency - Second meeting run by Sany'Joy • Introduction to a Knowledge Rich Curriculum for all staff - including the why • Zoom sessions planned for Kahui Ako Senior Leadership Teams and Within-School Lead Teachers. Term 2 • Pair fluency is going extremely well. Teachers consistently comment on the ease of implementation and the success students are experiencing. • Observations have occurred in teacher pairs. Teachers have uploaded these to their digital Professional Growth Cycle folders (PGC) • Numerous staff meetings have been conducted with a focus on HITP content. • Principles of Explicit Instruction are being used in every staff meeting as a model of good practice and so teachers can see these in action. • Walkthroughs by the senior leadership team and specific feedback given to staff. Term 3 • We have hosted a large number of schools from the Waikato and Whakatane regions. The focus has been our journey over the past	No variance.	HITP practices are becoming well embedded across the school. Teachers have embraced this new pedagogy, and we are further on than expected in one year. For 2026 we will focus on: • The continuation of the implementation of HITP. • Ensuring the sustainability of practice by upskilling team leaders further. • Ensuring sustainability by further developing our coaching team. • Continue to work through our intentional practices handbook with a focus on specific routines each term.

	4 years in High Impact Teaching Practices and the research that sits behind this. There have also been visits to classrooms to see practice in action. ● Review of paired fluency success and how this might be implemented in maths. ● Zooms and Staff Meeting on HITP continue with Kahui Ako work. Term 4 Zooms completed. The coaching team have attended these over the year. Staff meeting on various topics around HITP and differentiation of learning for Tiers of learning within the classroom.		
Sustainability of Structured Literacy			
Key Goal: To ensure consistency of our Structured Literacy programmes. ● Staff Meetings to review what we do for Reading, Writing and Spelling - cover the WHY and the HOW. ● Coaching Team to support teachers with the delivery of SL. ● Teachers to use CRT to make observations of others' teaching practices. ● Regular walk-throughs are needed to maintain high-quality teaching practice. ● Regular review by the leadership team to ensure we are using the most up-to-date	Term 1 ● Staff Meeting - new Decodable reading plans for both senior and junior levels, how to plan using the Authentic Text planners, Vocabulary Routine ● Literacy Leadership walkthroughs - general feedback given to Staff ● Planning coaching team meeting to review Engagement Norms at the Staff Meeting. Term 2 ● In school Literacy expert has been used to help upskill new staff. ● All staff have commenced or are about to commence a SL refresher course. ● Review of new writing resources by our provider.	Some variation.	The coaching team weren't utilised as fully as they could have been this year; however, the SLT took a large role in ensuring low variance of teaching practice this year by doing walk-throughs, and giving both individual and staff-wide feedback. Focus for 2026. ● We will move away from this as a major focus, as we have well-established teaching routines and induction processes in place. ● All teachers have completed a SL refresher course.

resources and evidence for the delivery of our literacy.	- Teachers have used a focussed observation template to observe each other's practice. Term 3 - Walkthroughs have continued this term with a more fine grained focus, and feedback given individually. - Staff Meetings have focussed on areas of school-wide improvement required, where areas have been identified across the school. These have been minor things which help to ensure absolute consistency. Term 4 - Most of the work this term has been in the area of professional learning see summary at the bottom of this document.		
Engagement with Whanau			
Key Goal: To improve the home-school partnership of all families, particularly our target students. How? - Information Evening for parents about Structured Literacy (x 2 Term 2 one for Junior 0-3 one for Senior 4-6). - Korero Mai whanau meetings with Whare Tapa Wha being our focus.	Term 1 - Korero Mai was held at the beginning of the year, along with an expo in that hall - The holiday reading programme is underway Term 2 - Teacher/Parent interviews conducted - Holiday reading programme continues Term 3 - The Literacy and Numeracy Expo was held. Attendance was not as high as last year. Stalls by teachers were of very high quality. Term 4	No variance	Most engagements with whanau were successful this year; however, our expo wasn't particularly well attended. Last year, the attendance was excellent. Engaging with whnau will remain a priority for 2026.

Getting to know the child holistically. • Three way conferences- each term so parents can discuss children's goals in literacy. • Teachers will meet with parents of priority learners once a term. A record of these conversations will be kept. • Holiday Reading Programme.	• Celebrations of Learning were held. • Preparation for 2026 Korero mai. • Teachers will meet with parents of priority learners once a term. • A record of these conversations will be kept. • Holiday Reading Programme		
EACH YEAR			
Accelerated Programmes and Resourcing (Learning Support Coordinators)			
Key Goal: To accelerate the learning of students achieving below the expected curriculum level. • ELL - Small withdrawal groups. Michelle Rennie to continue running this programme. Identify children in this programme and keep records of progress over the year. • Learning Support Coordinators guiding Teacher Aides - Priority students withdrawn. Programmes in use iCept, Teodorescu, Agility With Sound, key to inference and IDEAL platform for SL.	Term 1 • LSC working with teachers to identify and begin working with Tier 2 and 3 students • ELL groups - teachers have completed assessments, and Michelle has commenced small group work. • LSC has established groups and is working with groups of children. Term 2 • A review of our ELL is taking place to ensure the programme is robust. A further part timer employed to help with this teaching. • Teachers have reviewed each students ELL profile. • Our LSC is completing specialised training in SL.	Some Variation.	ELL classes continued this year. As the number of students is ever growing. It has been necessary to employ another part-time teacher. We have also used some LSC resourcing to help design a more comprehensive English Language Programme that follows a more cohesive scope and sequence. A huge amount of work has gone into working with Tier 2 and 3 students by our LSC's. Moving towards 2026: • Work with teachers to further hone skills in identifying and teaching of Tier 2 students. • Work with teachers to identify Tier 3 students and work with LSC

	- Part-time LSC completing SL Professional learning - A specialised platform from Learning Matters has been purchased. Term 3 - Work continues on improving ELL lessons and developing a scope and sequence of teaching for these learners. - Investigation into an online programme for ELL students who take extended leave from school. Term 4 - ELL online programme up and running for students who go overseas. There will be an expectation that this is completed while they are absent.		for best outcomes. - Review the evidence around the iCept programme and review its success for students. - Ensure online programme is up and running for students who are overseas for extended periods of time.
Literacy Resourcing (Set each year)			
<u>LEADERSHIP AND STUDENT FOCUS</u> Literacy Resourcing (Key goal - Ensure up to date and appropriate resources are available, Ensure purchases are made where there is a need). - Stocktake decodable readers - purchase new as required - Twinkl teacher resource Subscription - Junior Readers - review if any further resources are required - Teacher Resource Handbooks	Term 1 Term 2 - Need to stocktake older catch-up readers this term Term 3 - Various purchases of HITP teacher resource books	No variance	Resources will continue to be purchased as required. Moving to 2026: We may need to stocktake junior decodable readers.

- Structured Writing Resources
- “Writers Toolbox”
- Look at purchasing further
“Older catch-up” decodable
readers.

SUMMARY OF 2025

Instructional Practices & Low Variability: A handbook of instructional practices for specific literacy areas (e.g., Paired Fluency Passages) has been developed and is being refined to ensure low variability in teaching methods across the school. Our instructional practices handbook and curriculum handbook will continue to be developed next year, and form a large part of our professional learning. Knowledge-rich units have been developed and used school wide ensuring we have a consistent approach to teaching and a progression through specific curriculum areas. We are developing a school-wide, year-by-year Structured Writing Long Term overview. This overview will incorporate writing skills, sentence types, and longer text writing. This work has started and will continue next year. Due to recent government curriculum changes, some of this work, along with curriculum mapping, will need to be revisited.

High Impact Teaching Practices (HITP): This has been and will continue to be a major focus of professional learning, aimed at ensuring high-quality teaching standards. Staff have received training on topics such as Executive Function, Cognitive Load Theory, and supporting struggling learners (with Pamela Snow). A large group of teachers attended the Literacy Symposium and their knowledge was shared at a staff meeting. The symposium included numerous international speakers.

Coaching and Mentoring: A continued focus has been on developing school-wide expertise and a strong Coaching and Mentoring model. The Senior Leadership Team and Team leaders have primarily driven this work this year, with a planned review of the coaching team early next year. Senior leaders have worked with staff setting expectations around what teaching routines look like, have conducted walk-throughs and given individual and staff-wide feedback. Improvements in teaching have been significant.

Data Analysis and Assessment: Our goal was to continue working to analyse classroom data trends so that all teachers are fully conversant with the needs of the children in their class. Significant progress has been made in this area. This will continue to be a focus next year due to the Ministry of Education changes in assessment reporting and the introduction of their new ‘Smart Tool’.

2026 our focus will be:

- The continuation of the implementation of HITP.
- Ensuring the sustainability of practice by upskilling team leaders further.
- Ensuring sustainability by further developing our coaching team.
- Developing a good understanding of new assessment requirements and the new Smart tool.
- Developing our school-wide curriculum map and knowledge rich units to support this.
- Introduce novel studies from Year 4 upwards.
- Continue to develop teaching routines from our Intentional Instructional Practices Handbook.