



Annual Report of 2025

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Strategic Goal 1:

As per the strategic plan

The Beaconsfield Curriculum is innovative, adaptive, exciting and forward-thinking and reflects our children and the rural area

Annual Target/Goal:

As per the annual implementation plan

STAR achievement (Scaled Score) will increase by at least 10%

Those 'working towards' will improve by at least 1 sub-level

What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
49% improved their STAR Scaled Score by at least 10% 68% of those who improved were male 67% of those <i>working towards</i> increased at least 1 sub level (Writing) 83% of those <i>working towards</i> increased at least 1 sub level (Reading)	Observations Student Voice Reviews Board Reporting Parent Reporting Moderation Assessment Standardised Assessment Half year Data End of Year Data	Natural progressions differ between children Online testing (First time) Lack of MOE support (funds and in-class) for learners who need support Curriculums being new and different. Structured Literacy being seen moving through school.	Relevant and useful PLD for in class and new curriculum Seek support for the hard to move kids Continue to monitor and openly seek answers

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<ul style="list-style-type: none"> • Teacher-only days in January were spent reviewing and unpacking the New Curriculum for Yr 0-6. • All staff involved in the upcoming Structured Literacy PLD • Data collected and reviewed at the end of Term 2 • Parents reported to on progress end of Term 2 • All staff have now attended the first day of structured literacy PLD provided by Impacted. • 2nd day to be attended by all 26th August at Barton Rural. • All staff attended 2nd day of structured literacy PLD provided by IMPACTed. • Staff completed all days for the MOE Structured Literacy PLD • Junior teacher are completing new phonic checks assessments. • Currently completing EOY testing for parent reports and data, trends and plans going forward • Specific children have received MOE guided Speech support throughout year.
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Strategic Goal 2:
As per the strategic plan
 The Beaconsfield Curriculum is innovative, adaptive, exciting and forward-thinking and reflects our children and the rural area

Annual Target/Goal:
As per the annual implementation plan

Basic Facts assessment results will increase overall by 10%, those students who have been assessed at achieving over 80% will be achieving 100% by the end of the year
 All students working towards their level expectations will progress at least 1 sub-level

What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
84% of those working towards made at least one positive sub-level progression (15/18)	Observations Student Voice Reviews Board Reporting Parent Reporting	Natural progressions differ between children Online testing (First time)	MOE PLD Maths Rob Proffitt White Maths PLD Term 2 Monitor and follow data and trends between assessments Seek MOE and RTL assistance

85% increased their overall % in Basic Facts by 10%	Moderation Assessment Standardised Assessment Half year Data End of Year Data	Lack of MOE support (funds and in-class) for learners who need support Curriculum being new and different/changing Detailed focus on Basic Facts PLD with The Learner First PLD wth ALiM	Involve school in clusters where available
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<ul style="list-style-type: none"> • Data collected and reviewed at the end of Term 2 • Parents reported to on progress end Term 2 • Reviewed as a staff what planning documents we are using and how they are complementing our new learning around the new curriculum. • Staff planning a document to share with parents about how they can help at home with Basic facts learning, outlining how the expectations have risen and how they can help with simple games and activities. • Document to share home with parents being developed how they can help at home with Basic facts learning, outlining how the expectations have risen and how they can help with simple games and activities ready to be shared • Vickie, Emma and Hayden have completed their ALiM journey. Hayden and Emma presented their journey and data findings to wider school across South Canterbury. • Hayden to attend a Rob PW day in Christchurch to continue to work out assessment tools around mathematics in the school. • Currently completing EOY testing for parent reports and data trends and plans going forward 		

Evaluation and analysis of the school's students' progress and achievement (required)

Overall Summary and Conclusion

Across the full set of end-of-year 2025 assessment data, a consistent and encouraging picture emerges of a school that is largely achieving **at or above expected curriculum levels**, while also clearly identifying a smaller group of learners who require targeted acceleration. When viewed collectively, Reading, Writing, Mathematics, Basic Facts and STAR data show strong coherence, with patterns of achievement generally aligning across assessments and year levels .

Overall, the majority of students are **working within curriculum expectations**, with a substantial proportion achieving **above or well above expected levels**, particularly in Reading and Writing. Progression over time is evident for many learners, with shifts from “working towards” to “working within” or “above expected” appearing consistently across multiple data sources. This indicates that classroom programmes and intervention strategies are having a positive impact and that learning gains are being sustained rather than isolated to a single assessment tool.

Mathematics data shows a broader spread of achievement, particularly when basic facts and strand-level knowledge are considered alongside overall judgments. While many students demonstrate solid conceptual understanding, automaticity in number knowledge remains more variable. Basic Facts data highlights that a portion of students continue to experience difficulty achieving fluency, which in turn limits performance in more complex mathematical tasks. However, steady improvement across the year suggests that explicit instruction and regular practice are contributing to gradual gains for most learners.

STAR data reinforces these trends, with stanine distributions showing a healthy concentration in the middle to upper ranges, alongside a smaller but persistent group in the lower stanines. Importantly, these lower-performing students are not isolated to one curriculum area; rather, their results tend to align across Reading, Writing and Mathematics. This coherence strengthens confidence in the reliability of the overall judgments and highlights the need for coordinated, cross-curricular support rather than isolated interventions.

A key strength evident across the data is the **consistency of teacher judgments** with standardised assessment tools. End-of-year Overall Teacher Judgements align well with STAR and curriculum-based measures, indicating strong assessment capability and moderation practices across the school. This alignment provides confidence that reported achievement levels accurately reflect student performance and learning needs.

In conclusion, the combined data set indicates that the school is performing well overall, with **most students achieving expected curriculum outcomes and many exceeding them**. The data also clearly identifies priority learners who require continued, targeted support—particularly in foundational skills such as basic facts and literacy acceleration. The next phase of improvement should focus on strengthening early intervention, maintaining high-quality teaching practice, and ensuring that students who begin below expectations experience accelerated progress. With these strategic refinements, the school is well-positioned to further lift achievement and reduce variability across cohorts in future years.

READING:

Summary and Conclusion (End of 2025 Reading Data)

End-of-year 2025 reading data shows that **the majority of students are achieving at expected curriculum levels**, with clear strengths across most year levels and some persistent equity challenges.

Overall, **approximately 72% of students are working *Within* expected curriculum levels, 18% are working *Above Expected*, and 10% are *Working Towards* expectations**. This indicates a generally strong literacy foundation, with nearly **9 in every 10 learners** meeting or exceeding expectations.

Gender

- **Female students** demonstrate higher achievement overall, with **around 24% working *Above Expected*, 68% *Within*, and 8% *Working Towards***.
- **Male students** show a flatter profile, with **approximately 14% *Above Expected*, 74% *Within*, and 12% *Working Towards***.

This reflects a **gender gap at the upper end of achievement**, where boys are less likely to be accelerating into the “Above Expected” category, particularly from Years 5–8.

Ethnicity

- **New Zealand European/Pākehā learners** show strong outcomes overall, with **around 21% *Above Expected* and fewer than 8% *Working Towards***.
- **Māori learners** are predominantly ***Working Within* expectations (approximately 70%)**, with **around 18% *Above Expected* and 12% *Working Towards***. While overall achievement is positive, a **slightly larger tail of underachievement** remains.
- **Indian and Other Ethnic learners** perform strongly, with **over 25% achieving *Above Expected***.

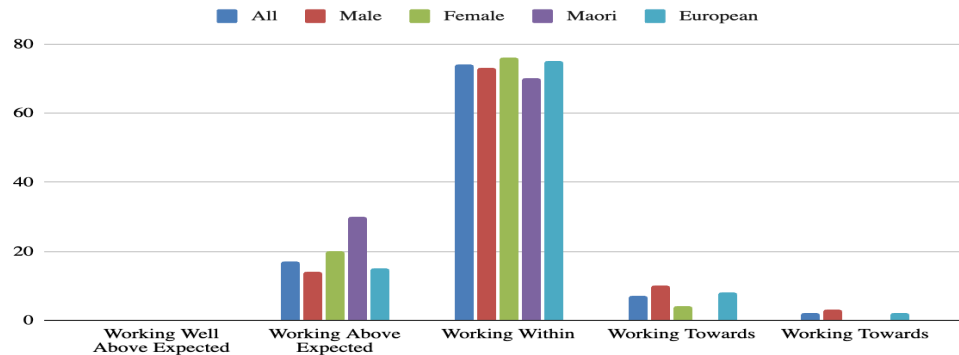
Conclusion

The data shows a **stable and effective reading programme**, with strong baseline achievement across the school. The key challenge moving forward is **lifting the proportion of learners—particularly boys and some Māori students—into the “Above Expected” category**, while reducing the small but consistent group of students Working Towards expectations.

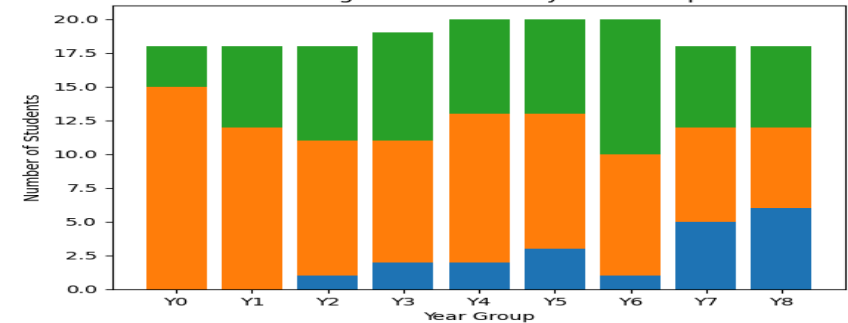
SWOT Analysis

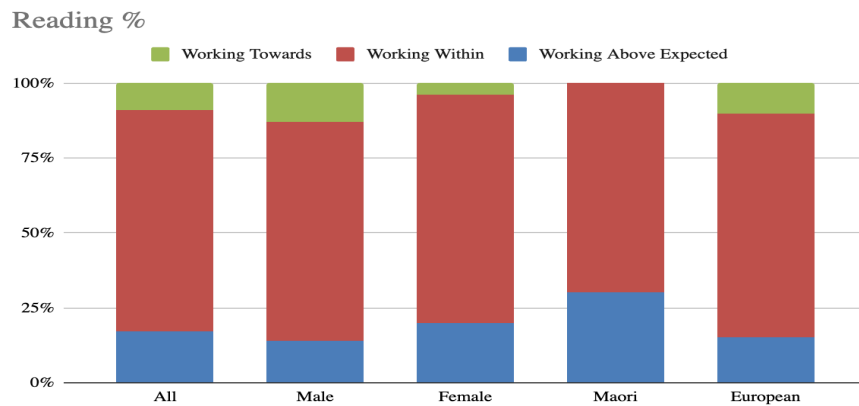
Strengths <ul style="list-style-type: none"> • High overall achievement (≈90% at or above expectation) • Strong performance from diverse ethnic groups • Consistent outcomes across year levels 	Weaknesses <ul style="list-style-type: none"> • Gender disparity at the top end (boys underrepresented Above Expected) • Small but persistent Working Towards cohort • Upper-primary plateau for some learners
Opportunities <ul style="list-style-type: none"> • Targeted acceleration for capable “Within” learners • Culturally responsive literacy strategies for Māori learners • Greater use of student voice and reading engagement strategies 	Threats <ul style="list-style-type: none"> • Engagement decline in Years 6–8, particularly for boys • Risk of complacency due to strong overall results • Increasing curriculum complexity in upper years
Next Steps <ol style="list-style-type: none"> 1. Target boys in Years 4–8 with high-interest, purpose-driven reading programmes. 2. Identify ‘next-step’ learners currently Working Within who are close to Above Expected and provide an opportunity for extension. 3. Strengthen culturally responsive pedagogy, particularly for Māori learners. 4. Increase student ownership through reading goal-setting and choice. 	

Reading %



Reading Achievement by Year Group





WRITING:

Summary and Conclusion (End of Year 2025 Writing)

The End of Year 2025 Writing data shows that **the majority of students are achieving at or above curriculum expectations**, with a strong clustering in the *Working Within* band across all year levels. Overall, approximately **78–82% of students are Working Within**, **10–12% are Working Above Expected**, and **6–10% are Working Towards** expectations. This reflects a generally stable and consistent writing programme across the school.

Female students continue to **outperform male students** in writing achievement. Around **15–18% of girls are Working Above Expected**, compared with approximately **5–7% of boys**. Conversely, boys are **over-represented in the Working Towards category**, particularly from Years 4–8, where close to **70% of all Working Towards learners are male**. This trend aligns with national writing patterns and highlights the need for targeted engagement strategies for boys.

Students identifying as **New Zealand European** make up the largest cohort and generally mirror overall school patterns. **Māori learners** are predominantly Working Within expectations (around **80%**), with a small but positive proportion achieving *Above Expected*, particularly in Years 3–7. However, Māori learners are slightly over-represented in the *Working Towards* category in Years 5–8. **Indian and Other European learners** show strong consistency, with very few students below expectation and several achieving *Above Expected*, particularly in middle and senior years.

Junior classes (Years 0–2) show **very high levels of achievement**, with over **90% Working Within or Above**, indicating strong early writing foundations. Years 3–5 remains largely stable but begins to show **emerging disengagement**, particularly among boys. Years 6–8 display the **widest spread of achievement**, with both the highest concentration of *Above Expected* writers (notably girls) and the largest group of *Working Towards* students, suggesting increasing demands on structure, stamina, and motivation.

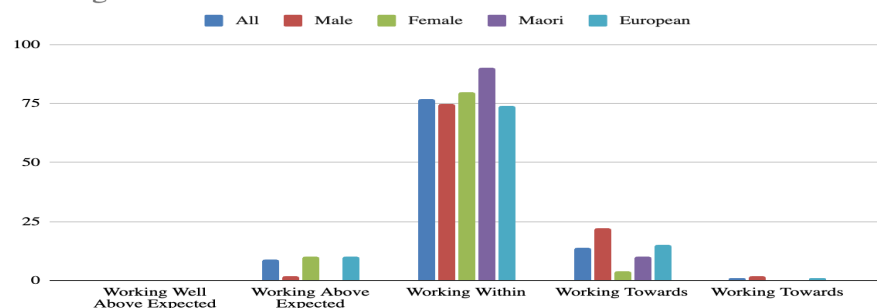
Conclusion

Overall, the data reflects a **healthy and effective writing programme**, with clear strengths in early intervention and consistency. The key challenge moving forward is **reducing disparity**, particularly for boys and some Māori learners in senior years, while continuing to extend high-achieving writers.

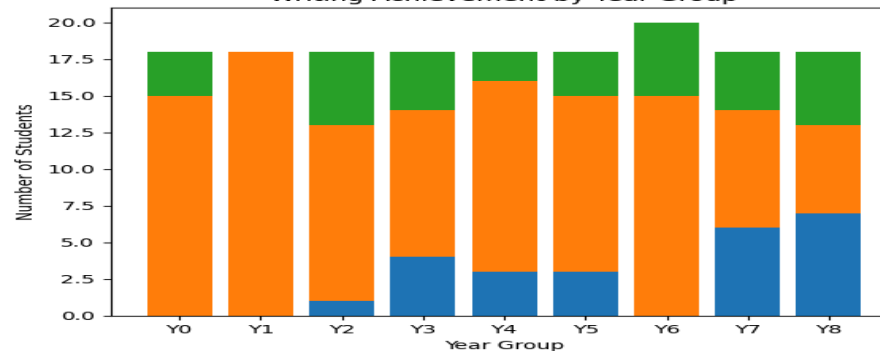
SWOT Analysis

Strengths <ul style="list-style-type: none"> ● Strong early-years writing foundations ● High proportion of students Working Within expectations ● Clear cohort of high-performing writers in Years 6–8 	Weaknesses <ul style="list-style-type: none"> ● Gender disparity, with boys over-represented below expectation ● Drop in engagement and achievement in senior years ● Limited acceleration for students plateauing at “Within”
Opportunities <ul style="list-style-type: none"> ● Targeted boys’ writing programmes and authentic contexts ● Greater use of culturally responsive writing approaches ● Extension pathways for Above Expected writers 	Threats <ul style="list-style-type: none"> ● Writing stamina demands increasing faster than support ● Risk of disengagement in Years 7–8 ● Curriculum crowding limiting writing time
Next Steps <ol style="list-style-type: none"> 1. Targeted acceleration of surface features such as spelling and punctuation for boys in Years 5–8 2. Explicit writing instruction focused on structure, vocabulary, and stamina in senior classes 3. Authentic writing contexts (sport, leadership, local issues) to boost engagement 4. Extension opportunities for consistently high-performing writers 5. Regular progress monitoring each term. 	

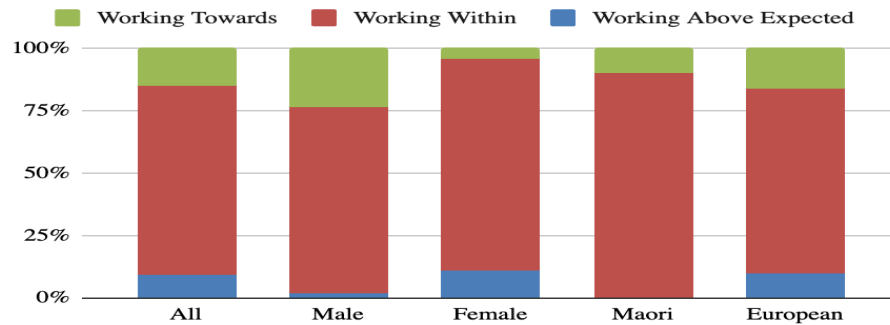
Writing %



Writing Achievement by Year Group



Writing %



MATHS

Summary & Conclusion (EOY 2025 Mathematics)

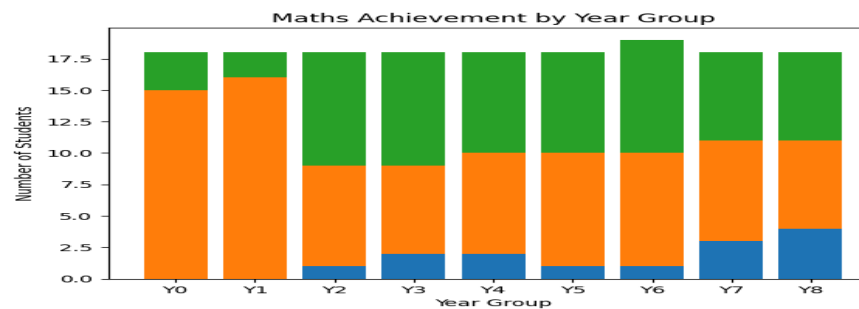
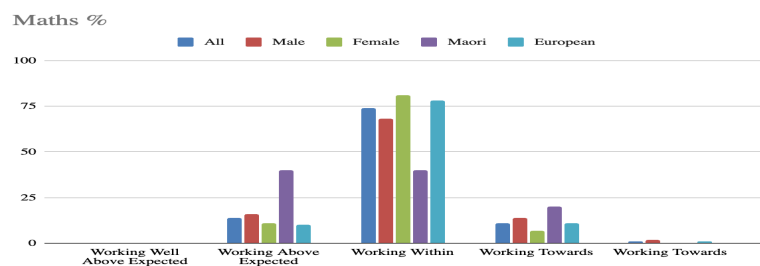
Overall, the large majority of students are achieving at or above expected curriculum levels in Mathematics. Across Years 0–8, approximately 82–85% of students are working “Within” or “Above Expected”, with a smaller group (15–18%) identified as “Working Towards”. This indicates a generally strong and stable mathematics programme, with clear opportunities for targeted acceleration.

- **Girls** show slightly stronger overall outcomes, with approximately **86% working at or above expectation**, and a higher proportion represented in the “**Above Expected**” category, particularly in **Years 3, 6, and 7**.
- **Boys** sit closer to **80–82% at or above expectation**, with a higher concentration in the “**Working Towards**” group, especially from **Years 5–8**. This suggests a growing gender divergence in the upper school that warrants close monitoring.
- **New Zealand European students** form the largest cohort and perform strongly overall, with approximately **85% at or above expected levels**.
- **Māori learners** demonstrate solid achievement in the junior and middle years, with several students achieving **Above Expected**, particularly in **Years 4, 5, and 7**. However, there is a **slightly higher proportion of Māori students working towards expectations in Years 3–6**, indicating a need for earlier acceleration and culturally responsive approaches.
- **Indian and Other European students** generally show **very strong outcomes**, with a higher-than-average proportion achieving **Above Expected**, especially in **Years 2, 3, and 6**.
- **Years 0–2** show very strong foundations, with **over 90% working within or above expectation**.
- **Years 3–4** remain stable, though early signs of divergence appear.
- **Years 5–8** show the greatest spread, with **Working Towards rates increasing to around 20–25%** in some cohorts, indicating a clear need for sustained intervention and challenge at both ends of the spectrum.

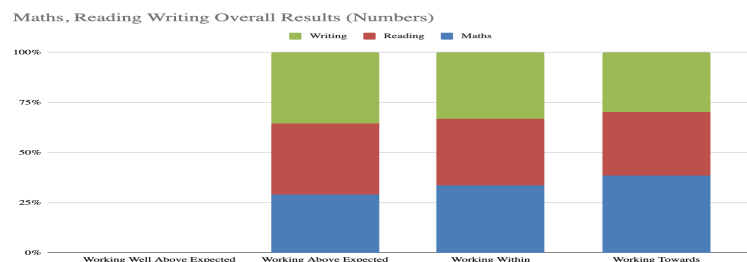
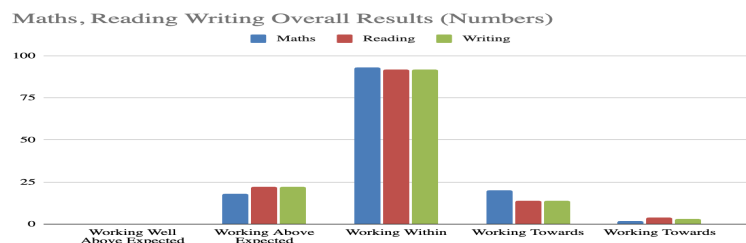
In conclusion, mathematics achievement is a strength of the school. The priority now shifts from broad achievement to **precision acceleration**, equity, and extension—particularly for boys, Māori learners, and students in Years 5–8.

SWOT Analysis

Strengths <ul style="list-style-type: none"> ● Strong overall achievement profile ● High proportion of students working within or above expectation ● Clear evidence of extension and excellence in multiple year levels 	Weaknesses <ul style="list-style-type: none"> ● Increasing “Working Towards” trend in upper school ● Gender gap emerging in Years 5–8 ● Inconsistent acceleration for some Māori learners
Opportunities <ul style="list-style-type: none"> ● Targeted small-group acceleration programmes ● Greater use of rich problem-solving and extension pathways ● Strengthening culturally responsive maths pedagogy 	Threats <ul style="list-style-type: none"> ● Plateauing achievement for capable students without extension ● Entrenchment of underachievement if early intervention is delayed
Next Steps (2026) <ol style="list-style-type: none"> 1. Implement targeted acceleration groups in Years 5–8 boys prioritised. 2. Strengthen extension opportunities for students consistently achieving above expectation. 3. Use termly progress monitoring to track movement. 4. Embed culturally responsive contexts in mathematics teaching. 5. Professional learning focus on upper-school maths pedagogy and differentiation. 	



Combined Data



Basic Facts:

Summary & Conclusion (End of Year 2025)

The End-of-Year 2025 Basic Facts data shows **clear overall progress across the school**, with the most consistent gains evident in **addition and subtraction**, particularly from Years 3–8. Many learners demonstrate strong upward trajectories between T1 and T4, with a significant number of students achieving **high overall percentages (70–90%+)** by the end of the year. This suggests that core number knowledge and basic operations are being effectively taught and reinforced.

Across the Years 5–8, results indicate **increasing confidence and consolidation**, especially in addition and subtraction, with several learners also showing strong mastery in multiplication. Division, however, remains the **least consistent strand**, particularly in Years 0–4 and among some learners in Years 5–6. This aligns with known developmental progressions and indicates where targeted teaching will have the greatest impact.

The data also highlights **wide variability within year levels**, especially in the Years 0–4. Some learners begin the year with very low percentages and make steady gains, while others remain below expected levels by year's end. Encouragingly, a number of learners with initially low entry data show **positive acceleration**, suggesting that interventions and classroom practices are beginning to take effect.

Ethnicity and gender patterns do not indicate systemic underachievement, though individual Māori and priority learners appear in both high-performing and at-risk groups. This reinforces the importance of **individualised tracking and culturally responsive teaching**, rather than broad assumptions.

Overall, the data reflects a school that is **moving in the right direction**, with strong foundations in place. The next phase of improvement should focus on **depth, consistency, and acceleration**, particularly in multiplication and division, while maintaining gains already achieved.

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Strong gains in addition and subtraction across most year levels • High achievement evident in Years 5–8 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Division remains a key area of inconsistency • Wide within-class variation, especially in junior years
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<ul style="list-style-type: none"> • Clear evidence of individual student acceleration • Robust assessment data enabling precise tracking 	<ul style="list-style-type: none"> • Some learners show plateauing progress across the year
Opportunities <ul style="list-style-type: none"> • Targeted small-group intervention for multiplication/division • Use of rich tasks and problem-solving to deepen understanding • Strengthening teacher moderation and shared practice • Closer alignment to the NZ Curriculum 2025 progressions 	Threats <ul style="list-style-type: none"> • Risk of learners becoming stuck at partial mastery • Curriculum overload reducing time for explicit teaching • Transition points between year levels causing progress dips
Next Steps (2026 Focus) <ol style="list-style-type: none"> 1. Prioritise multiplication and division in Years 2–6 through deliberate teaching sequences. 2. Implement targeted acceleration groups for learners below expected levels. 3. Strengthen progress monitoring each term. 4. Continue building teacher capability in maths progressions and differentiation. 5. Maintain strong practice in addition/subtraction while shifting focus to depth and transfer. 6. Adapt the class programme to meet the needs of the students. 	

Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020). Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional. Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment. The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions. The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Free Text Comment</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Following Policy</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Following Policy</i>
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	<i>Following Policy</i>
How have you enhanced the abilities of individual employees?	<i>PLD</i>
How are you recognising the employment requirements of women?	<i>Policy</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Policy</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	N O
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes, in policy	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	No	

Kiwisport funding

Kiwisport funding is used in various ways to enhance the physical participation, skill level and enjoyment of our children

Financial statements (See Separate Document)