



ANALYSIS of VARIANCE 2025

The expectation of the Ministry of Education is that schools measure pupil attainment against Expected Standards (National Curriculum Levels). That information is provided here in both a written and a tabular form.

Foreword

The data presented in this analysis of variance is based on teacher overall judgments (OTJ's) against the New Zealand Curriculum expectations for the 2024 school year. It should be noted that while improving, this year continued to experience higher than acceptable absenteeism.

Our school staff has however continued to invest considerable time into PLD as we migrate toward the new NZC, and in moderating our teacher judgements. This has been within our own staff (particularly Structured Literacy) to ensure they are as accurate as possible. In developing our OTJ's at Ōtāika, we currently rely on multiple sources of data to ensure the greatest accuracy possible. We are confident that with school wide consistency of teacher understanding and self review our professional judgements will continue to provide accurate assessments of student learning.

What is the analysis of variance?

In the plans and targets set out in our charter, the Board describes the school's priority learning areas and our expectations for improved student outcomes. The core business of the school is to raise student achievement, but the Board can also potentially set related objectives about such things as attendance or harassment etc. The Board could also potentially identify other priorities, objectives and targets relating to staff and Board capacity, finances, and property as detailed in our operational plan. At Ōtāika we have focused particularly on Mathematics, Reading and Writing for our analysis.

In the annual report the Board presents, amongst other documents, an 'analysis of variance' which describes for the community how the school has addressed the annual learning priorities and details how successful the approaches have been. The variance report describes the outcomes of initiatives that prioritise the way the school resources are used. In order to be able to analyse progress towards school achievement targets, the school has collected data and evidence on student progress and outcomes.

A close look at this data is part of our teaching inquiry cycle to identify changes to our programmes in order to improve these outcomes .

Our analysis of variance is the starting point for self-review of student learning.
The information in the 2024 Ōtāika Valley School Analysis of Variance is presented below.

- 1. Writing
- 2. Reading
- 3. Mathematics

Cultural Competency

During 2025 Ōtāika Valley school continued its Kahui Ako 2 partnership within the cultural competency space. This included the review and implementation of daily timatanga and across-school te reo integration.
Ōtāika Valley has been audited and assessed at Level 4B Maori language funding.

Progress Comment

Gender:

In 2025, Ōtāika had 70 boys and 66 girls. **Special needs:**

Ōtāika Valley School, as at ‘end of year’ 2025, had the following students with identified barriers to learning. This should be considered in the context of student population, achievement and progress. All of these students' results have been included in the below narrative and school wide data.

GSE and special education needs students

The allocation of the LSC resource and targeted staffing has seen a significant increase in our capacity to identify and provide additional support programmes for students with identified needs.

In 2025 Ōtāika Valley School had 47 students who received special needs learning support. This represents 40 % of our 2025 roll.

The below table outlines the students at Ōtāika Valley who have been identified or diagnosed, and who are receiving additional learning support. This table outlines by gender and ethnicity

Table 1: Year breakdown of interventions and support type:

Interventions	NZ Pakeha	Maori	Other
Orrs /GSE funded			
Female	1		
Male	1		
High Health Needs			
Female			
Male	1		1
Wellbeing - Seasons for growth			
Female		3	
Male	3	2	1
Social Skills - Anxiety			
Female	3		
Male	5	1	1
LLI			
Female			
Male	1		
Auditory/Visual Processing Group			
Female	3	2	
Male	11	1	1
RTLit			
Female			
Male	5		
Literacy Support			
Male	4		
Female	3		
	41	9	4

54 Students received interventions or targeted support in 2025. This represents **38.03** % of our students receiving interventions.

70.6% Pakeha, 16.67 % Maori, 8.8% other.

Male 33 students - 58% Female 21 students - 42%. This represents a **16%** gender disparity in our below students.

9 students were Maori - This represents **16.67%** of our below students.

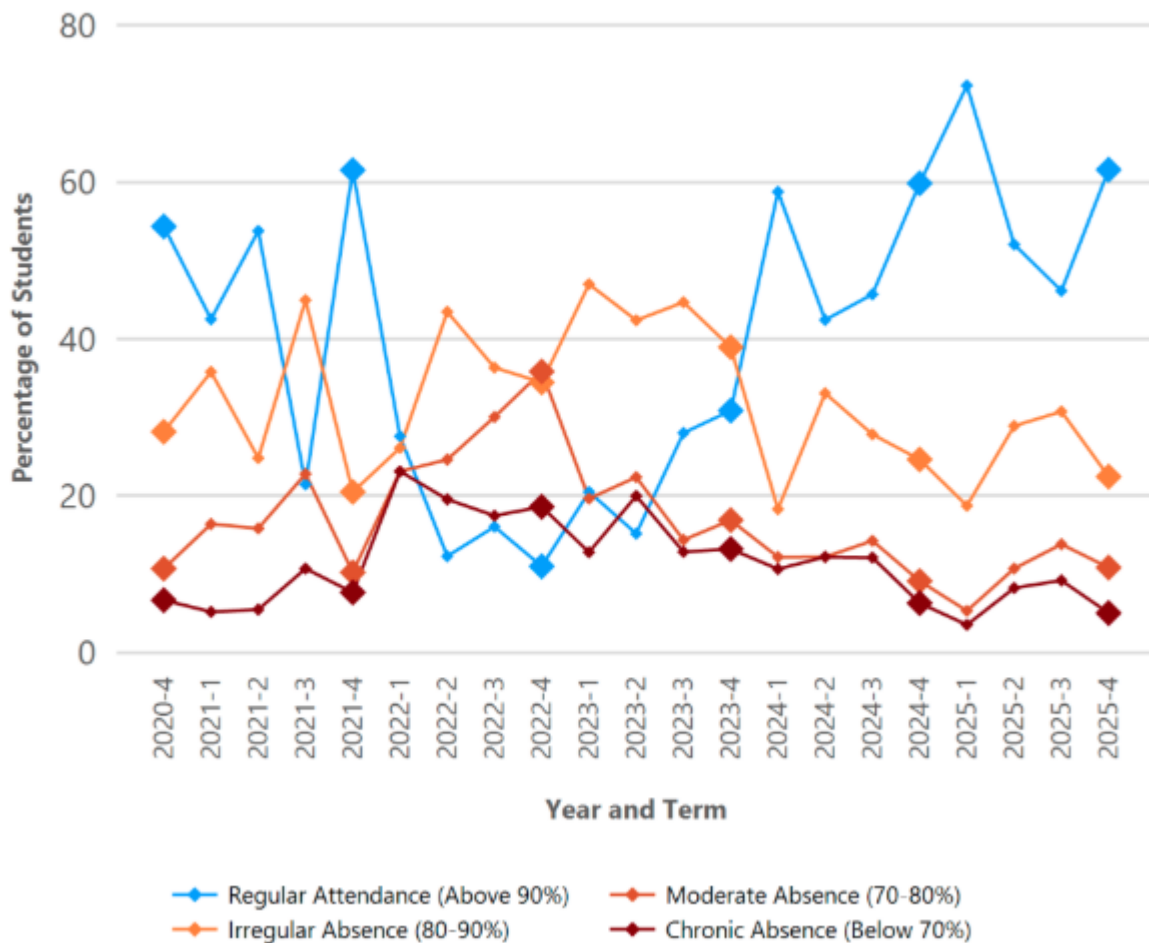
Reading Recovery

In 2025 our Reading Recovery intervention programme did not run as we were unable to staff this. The school ran an informal 'junior literacy' support programme for target students. This was later supported by a SLA programme.

Attendance 2025

Attendance has played and continues to play a significant role in student achievement variance throughout 2022, 2023 and 2025 at Ōtāika Valley. However we have seen positive gains through our whole school approach across 2025. While this is pleasing it is still not at the levels we require.

How have your student attendance categories changed over time?



The Board recognises that attendance at Ōtāika Valley School remains an area of significant concern, and an area for continued focus in 2026 .

The below data indicates the low historic attendance over the last 4 years.

Year	Regular	Irreg	Moderate	Chronic
2022-Term 4	11%	34%	36%	19%
2023-Term 4	31%	39%	17%	13%
2024-Term 4	61%	25%	9%	4%
2025-Term 4	62%	22%	11%	5%

Ōtāika Valley School Improvement Targets

Focus: Literacy - Writing

Analysis of Variance

Strategic Aim:

To raise student achievement in Writing and accelerate progress for students Below to meet curriculum expectation.

Annual Aim for 2025:

Curriculum Development - Writing - To have 75% of students operating at or above the 'Expected Curriculum Level' in writing.

Baseline

At the end of **2024** writing achievement data showed that **53.91%** of all students were achieving *at or above* the expected curriculum standards.

2024	%
Year 1	60.00.
Year 2	63.64
Year 3	52.63
Year 4	58.33
Year 5	50.00
Year 6	31.58

Actions:

- Whole school facilitated PLD -. Writer's Toolbox.
- PLD changes in class, team and school-wide practices
- Increased expectations from the leadership team requiring clear, explicit differentiation in planning for writing.
- Introduction of Structured Literacy (Spelling) across all year groups.
- Whole school PLD
- Writing expectations for year groups created by WIST and shared with staff
- Literacy google site created
- Jnr teachers used modelling books to share the process of learning and clarify student understanding.
- Teachers explore formative feedback within SL to students and discussions around success criteria to maintain progress.
- Student discourse and voice encouraged in all aspects of the writing

process.

- Team moderated assessment and analysis of writing through e-asttle writing matrices.
- Real time reporting for writing - sample of writing shared with parents with an overview of expectations for each year group. .
- Initiated assessment e-asttle with WTE impact
- Student's learning to identify and use evidence to assess writing.
- Use of quick writes to help children self assess their own writing
- Maintaining on-going, critical conversations between teachers and between teachers and leaders
- Student engagement in writing surveyed - beginning and end of year (e-asttle)

Outcomes: End of year data from 2025 shows our annual target was not met with **49.58%** of all students achieving at or above the Expected Levels in Writing. This represents a **25.42 %** deficit on our target of 75%

Writing					
	At or Above				Cohort % Change
Year		2023	2024	2025	+/-
Year 1		54.5%	60.00.	50.00	n/a
Year 2		79.2%	63.64	57.69	- 2.31
Year 3		53.9%	52.63	71.43	- 7.79
Year 4		57.1%	58.33	22.73	-29.90
Year 5		24.0%	50.00	42.86	-15.47
Year 6		46.7%	31.58	76.92	+26.92

Reasons for the Variance:

- Aspirational target.
- New curriculum expectations and children not having had prior grounding to meet raised expectations
- New teacher learning SL
- Note - This is a 'boy' heavy cohort.
- Decrease in performance.
- Continued high absenteeism.
- Academic cognitive shift from level 2 to level 3.
- Year 3 low academic enrolments.
- Increased anxiety, decreased emotional stability.

- Students are less able to transfer writing capabilities across the curriculum. Progress in writing but not evident 'across the curriculum'.
- School cohorts
 - o Low academic year 6 cohort
 - o While Year 1 -3 have generally improving academic cohorts - the further up the school the wider the academic gap becomes
 - o low oracy and academic ability still evident in new entrant enrolments. Huge concern re readiness for school.
- Consistency in moderating expected standards
- Consolidated understanding of writing assessment tools
- Continued engagement with Writers Tool Box
- Disrupted leadership due to sabbatical and key leadership personnel leaving.
- Change in staffing across the school -
- Impact of Reading Recovery not running in 2025 .
- Structured Literacy new PLD

Evaluation,

Areas of strength

- Year 1 - Maori 66.7 % At/Above - higher than total other
- Year 3 - Female - 77.78 % at/above.
- Year 3 - Maori - 60.00% at/above
- Year 4 - Female 88.9% at or above
 - 77% at
 - 100% Maori at - 2 students.
- Year 5 - Female 75% at/above
- Year 6 - Maori out performing other at 42%

Areas for improvement

We note a 3.4 % decrease across the board from 2023

- All students who are below expectation - 46.09%
- Year 1 - 31.58%. below
- Year 1 Maori - 33%. below
- Year 1 Boys - 66.67% (4 students). below
- Year 2 - 33% below 75% Maori below
- Year 3 Male - 70.00% below
- Year 3 - 46% Below (5 students) 80% Maori 55% male
- Year 4 - 42.8% Below 66% Maori 55% male
- Year 5 - 76% below 87.5% Maori 85% male 63% female
- Year 6 - 68.42 Below . Female 71.43% below
- Students Below/well below 53 students across all years

Maori

- All Maori students Below: 55.31%% -26 students

- Gender discrepancy Girls 68.82 at / above % v Boys 42.25% at/above

**Actions and
Plans for
2026:**

Whole school Targets/Actions for Writing 2026

- Continue with 2025 implementation and embedding of whole school writing PLD
- Purposeful integration of writing across the curriculum.
- Continue Structured Literacy Spelling - Ideal - whole school
- Increased in-school SLA remedial programmes implemented.
- Continue building leadership capability through leadership and staff pedagogy PLD in order to strengthen internal capacity for sustained professional learning – leaders planning and co-leading
- Maintain writing sub focus at staff meetings. Planned and systematic inclusion.
- Review strengthen moderation of e-asttle writing tool to enable better tracking and monitor student achievement and progress. Continue with this as a writing assessment.
- Review 'Writer's Toolbox' assessment format, look to use this as well as e-asttle in 2026
- Initial Implementation of school structured literacy initiative - Ideal model Term 2-4
- Target students identified for intervention at year 1-3 - LSC support
- Induct new staff into WTB
- Early remedial meetings with parents of students of concern
- Build teacher knowledge of new 'Writers Scorecard' writing rubrics, process and progressions.
- Review; tool, marking, moderation of writing (term 4)
- T/aide focus support for target students yrs 1-6
- Leadership to further Ideal Literacy - introduce Reading to staff term 4

Strategic Aim:

To raise student achievement in Reading and accelerate progress for students Below to meet curriculum expectation

Annual Aim for 2025:

To have **75%** of all Students operating at or above the Expected Curriculum Level in Reading.

Baseline**Data 2024:**

At the end of 2024 Reading achievement data showed **68.7%** of all students were achieving *at or above* expected curriculum levels.

2024	%
Year 1	64%
Year 2	79%
Year 3	73%
Year 4	67%
Year 5	52%
Year 6	74%

Actions:

- All remedial reading students identified
- In class and withdrawal reading support for all 'well below' students
- Teachers to start SLA reading training term 3-4
- Staffing of reading recovery for 6 year olds achieving 'well below'
- Formative practice: Teachers feedback to students and discussions around success criteria to maintain progress
- Moderated assessment and analysis of reading through Probe, PAT, Running Records and sight word / alphabet testing
- Use and review of Ideal spelling assessment
- In-class target groups established
- An adaption to the Yolanda Soryl approach to Phonics for ICS and some extra

target students

- o Include daily explicit teaching of these phonic skills in the junior classroom, with individual or small group lessons for older children who are still at the earlier levels of literacy acquisition.
- o Started working towards handwriting, brain gym and memory activities
- o Literacy group run by Teacher Aide.
- Linking, making connections of WTB (writing) to Reading
- Real time reporting for reading communicated to parents twice a year - Photo of child with current reading level and information about what they are working on at current level and where to next
- Extra support put in place for target students by Learning Support Coordinator
 - o Tier 1: Able to cater for the children's needs within the classroom setting. These children may require a Notice & Adapt
 - o Tier 2: These children need a more targeted approach through intervention programmes, teacher aide support, referrals for SLT, RTLB including outside agencies. These children require Notice & Adapts
 - o Tier 3: These children require a more intensive approach involving IEPs, multiple outside agencies, IWS, ORS
- Explore Reading Logs for homework to track home learning
- Regular communication with whānau regarding child's learning

Outcomes: End of year data from 2025 shows the school did not meet our target, with **63.93%** of all students achieving At or Above the Expected Levels. This represents a 11.07% deficit on the set 75% target. The below table illustrates cohort achievement by school year across 3 years.

Reading				
	At or Above			Cohort % Change
Year	2023	2024	2025	+/-
1	64%	59.26	62.00	n/a
2	79%	63.64	61.54	+2.33
3	73%	78.95	53.85	- 9.79
4	67%	79.17	63.64	-15.31
5	52%	86.67	68.18	-10.99

6	74%	47.37	76.92	-11..65
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Reasons for the Variance:

- New curriculum expectations and children not having had prior grounding to meet raised expectations
- Aspirational target.
- Consistency of reading teaching
- Impact of high absenteeism.
- Yolanda Sorrell work not done due to SLA spelling
- Academic shift from level 2 to level 3.
- Increased anxiety / decreased emotional stability.
- Parental engagement
- No whole school 'Reading' focus.
 - consistency and effectiveness of reading teaching across the school has generally ensured stability and some improvement
- Continuing pattern of 'low ability' entry cohorts and early literacy issues.
- Our reading interventions do not operate in year for reading recovery.
- Social paradigm: Pre-school entry increased concerns and reduced oracy in new entrants.
- Change of teachers in Year 0-1.
- Increasing lack of 'reading at home' for some children.
- Continued allocation of correct year levels

Evaluation, Actions and Plans for 2025:

Areas of Strength

- Reading levels up 1.7% on 2024
- All students - 40% above (46 students)
- Maori - 70.37% at/above - 33% above
- Above male - 37.29%
- Above female - 42.86
 - Yr 1 - Maori 80% At /Above
 - Yr 2 - 79% At /Above. 45.83% Above.
 - Male 38% Above, Female 55% Above
 - Yr 3 - 50% Above
 - Maori 40% Above. Male 35% Female 78% Above
 - Yr 4 - 79% At/Above.
 - male 67% above, Female 40% Above
 - Yr 6 - Maori 60%- At /Above
 - male 67% Above, Female 33% Above
 - Yr 5 - 30% Above
 - Male 36% Above, Female 37% Above
- Effective, consistent and engaging teaching strategies.
- Challenging reading materials (both in book form and online).

- Supportive learning environments and school ethos
- Strong rapport between akonga, whānau and kura.
- Increasing involvement from parents and community.
- Outstanding support from Teacher Aides, LSC, and Librarian.
- Diverse and welcoming school library atmosphere.
- Library open at both break times.
- Open door policy - whānau welcome in at any time.
- Regular communication via Seesaw / Hero.
- Collaborative and reflective teachers.
- Students supporting and encouraging other students.

Maori achievement

- Positive and safe learning environment.
- Students increasingly identify with their language & culture
- Opportunity to learn more, develop, and celebrate language and culture.
- Teachers are prepared and knowledgeable about curriculum.
- Whānau are involved in supporting their child's learning.

Areas for improvement

- All students Below expectation - 35% 35 students (42 students 2022)
- Achievement pattern for students shows 12% disparity for gender
 - Below or Well Below, Male 35 % (25 Students) v Female 23% (10 Students)
- Year 1 - 36% Below (70.83% below 2022)
 - Male 33% Below, Female 50% below (1 student)
- Year 2 - Maori 75% below (3 students) Male 31% Below
- Year 3 - Maori 40% below (3 students) Male 35% Below
- Year 4 - Maori 33 % below (1 Student)
- Year 5 - 48% Below , Maori 61% Below (5 students)
 - Male 50% Below, Female 45% below
- Year 6 - Maori 40% below (2 students) Male 33% Below (3 students)

Maori achievement

- Maori students – 47 % Below (14 students)

Whole school Targets/Actions for Reading in 2026

- Increase teacher capacity through additional TA staffing to support and extend below and gifted learners as able
- Change staffing structure for SLA capacity within MOE funding.
- Accelerating Year 1 and 2 'below' and 'well below' as outlined
- Increasing support across the school for literacy-reading oral lang focus (teacher aide resourcing)

- Change of pedagogy to increase oracy
- Focus on shifting achievement for all students 'Below' to 'At'
- Prioritise funding for interventions at year 1-4
- Continue to develop whole staff "in class" capacity to accelerate student progress with a focus on identified target students (use of teacher inquiry and practice analysis as directed)
- LSC/Senco assist class teachers to build capacity and deliver support programmes
- Teachers continue to 'change practice' to allow for greater student engagement in learning - knowing where their learning is and where it needs to go
- Change in teaching practice linked to improved teacher effectiveness – building learning-focused relationships; clarity of learning; assessment literacy; promoting further learning; active reflection; clarity about next learning steps, deliberate acts of teaching (Absolum, 2006)
- Differentiated reading/classroom programmes a part of general classroom literacy practice - Struc Lit
- Teachers continue to base key instructional reading through using the 'guided reading' approach and Ideal Structured Lit.
- Continue to use Literacy Online and MoE resources to inform content and pedagogical knowledge related to literacy
- Monitor school-wide reading teaching practices across the curriculum (teacher observations) with a continued focus on knowledge teaching
- Early preventative meetings with parents of students of concern
- Employ literacy support teacher as applicable 2025
- Additional support for year 1-3 years cohorts 2025 - t/aide employment
- Whole school PLD in Structured Literacy 2025

Strategic Aim:

To raise student achievement in Mathematics and accelerate progress for students Below to meet curriculum expectation

Annual Aim for 2024:

Curriculum improvement - To have 75% of students operating At or Above the 'Expected Curriculum Level' in Mathematics

Baseline Data 2024:

At the end of 2024 Maths achievement data showed **53 %** of all students were achieving *at or above* expectations.

2024	%
Year 1	82%
Year 2	63%
Year 3	54%
Year 4	64%
Year 5	44%
Year 6	20%

2025 Actions:

- Lead teachers for maths identified (WIST)
- All teachers will complete data analysis to have a clear understanding of the needs of their class
- All 'at risk' math students identified
- Assessment and analysis of math data Gloss, Numpa, JAM, PAT, basic facts.
- Target students identified and supported in 'In-class' focus groups
- In class and withdrawal math support for all Well Below students
- In class target groups – Well Below / Below for all classes
- Teachers review numeracy lesson and TLF pedagogy
- Real time reporting for maths - assessment data formulated chart followed by stages and steps for expected year level
- Lead teachers of maths attended PLD supplied by TLF
- Lead teachers of maths shared ideas and feedback from PLD to staff - staff expected to try new ideas and games to increase student achievement and staff understanding of best practice.
- Staff meetings had a time for best practice to be shared.
- Additional 'PLD purchas'e with TLF x 6 schools
- New staff TLF induction

Outcomes

End of year data from 2025 shows our target was not met at **59.35** of students 'At or Above' the expected curriculum levels. This represents a **15.65%** deficit on our school target of 75%. But a 6.35% gain on 2024 . The below table illustrates cohort achievement by school year.

Maths				
Year	At or Above			Cohort % Change
	2023	2024	2025	+/-
1	82%	96.3%	76.92%	n/a
2	63%	72.73%	61.54%	-34.76
3	54%	68.42%	57.14%	-15.59
4	64%	75.0%	63.64%	- 4.78
5	44%	73.33%	36.36%	-38.64
6	20%	52.63%	53.85%	-19.48

Reasons for the Variance:

- New curriculum expectations and children not having had prior grounding to meet raised expectations
- Disrupted junior cohorts moving into years 3 & 4.
- High absenteeism.
- No ability to staff withdrawal groups
- Academic shift from level 2 to level 3
- Increased anxiety, decreased emotional stability.
- Decreased parental engagement
- Literacy focus last 2 years
- Good teacher buy in for TLF maths pedagogies.
- Low academic new enrolments 2023/4
- High numbers of 'special needs' in some cohorts
- Alim type interventions not able to be run due to reduced staffing and resulting funding constraints.
- Senior school staffing changes
- New staff inductions

- Maths historically a minor focus -
- Implementation of new TLF PLD for whole staff
- Unclear direction due to changing curriculum - leadership not prepared to make significant change when curriculum could all change again

**Evaluation,
Actions and Plans
for 2026:**

Areas of Strength

- 81% Males achieving At/Above expectation for whole school
- Males 36% above
- Female 69.54 at/above
- Year 1 - Maori - 100% At
-
- Year 2 – 73% females At or Above
- Year 3– Males 80% At/Above
- Year 4 - 75% At/Above Male 40% Above
- Year 5– 73% At/Above . 29 % Males Above Females 40% Above

Areas for improvement

- All below /well below students 25.22% (29 students)
 - Female 30.36% Below
- 14% (7 students) students 'Well Below' level expectation
- Year 1 - 50 % Maori Below, (1 Student) 50% Female (1 student)
- Year 2 - 27.27 % Below, (3 students)
- Year 3 - 31.58 % Below, (6 students)
 - 66.67% maori below
 - 44.4 % Female below
- Year 4 - 35% Below, (12 students)
 - 50% maori below (1 student)
 - 33% male below
 - 44.4 % Female below
- Year 5 - 56% Below, (14 students)
 - 100% maori below (3students)
 - 30% Male below
- Year 6 - 80% Below, (12 students)
 - 80% maori below (7 students)
 - 66% Male below
 - 100% Female Below (3 students)
- Maori 42.86% Below (76.06 % 2023)

Gender disparity - There is an evident 11% gender disparity - Girls 69.64 % At/Above. Boys 81% At/Above

Plans

- Current Year 2 - 6 year groups of target students – lift progress and achievement to achieve expected levels by end of 2026
- Target students will be identified for intervention at year 2,3, 4, Remedial programmes run to shift belows.
- Review inclusive practice for Maori students - PLD
- Start a focus for staff to decrease disparity between boys and girls- address issues student engagement
- Establish 'Well Below/Below' student focus groups – all teachers
- Focus staff PLD on new Maths pedagogy TLF
- Embed school PLD for Math 2026. External facilitation of new math pedagogy and programme. TLF

Whole school Targets/Actions for Maths in 2025

- Continue to develop leadership capability to lead change (focus on use of practice analysis with leaders and teachers in Term 2-4 in order to raise student achievement)
- 'Below' student target focus to narrow the achievement gap.
- Increase teacher capacity through TLF ongoing PLD to support and extend below and gifted learners
- Focus on changes in school-wide practice for accelerating remedial learners - (formative practice)
- Focus on shifting achievement for students Below expected – to move to 'At' category
- Re-focus home learning programme to reflect basic facts 'knowledge focus
- Promote 'Maths in school' communications throughout year.
- Early preventative meetings with parents of students of concern
- WIST teacher - Math focus
- Whole school PLD continued for Math 2026. External facilitation of new math pedagogy and programme. TLF
- Maths remains a key focus area
- Math lead team established
- Fund and resource this initiative
- Based on obs term 4 2025, instigate 'teacher inquiry' for target groups to promote accelerated shift in student learning.
- Increased attendance focus
- Staff meetings/syndicate meetings held regularly to promote

recent PLD - discuss best practice and maintain focus.

Successes

At Ōtāika Valley School we are able to celebrate many successes in our children's learning. Many of our children achieve well academically, socially and emotionally. The culture and tone continue to build an educational climate that will increasingly support academic progress. We continue to receive favourable feedback from the wider community and schools attended after leaving Ōtāika Valley,

Summary Statement

The Board of Trustees notes its on-going concern for 'school ready' new entrant cohorts in the areas of literacy (particularly oracy) and numeracy. The nature of these enrolments and increasing numbers of students requiring Board funded teacher aides, has seen an inability to support general classrooms with additional learning support. We are however buoyed by strong results in academic areas in 2024. We are also aware of the impact of our covid cohorts as they move through our kura. Coupled with poor student absences we signal these as on-going areas of focus for 2025 and beyond. We note our inclusion in the Whangarei kahui Ako - group 2, that will see continued 'across COL' collaborative strategic foci of cultural competencies and Structured Literacy (Reading) in 2024.

In closing, the OVS Board is aware of the slight downward trend in the 2024 data in Writing but is buoyed by the increase in Math. We are also cognisant of the on-going impact of post covid attendance and the resulting academic, social and emotional instability. These along with school readiness concerns remain unknown quotients for us and difficult to measure. These considerations will be at the forefront of deliberations and planning as we head into lifting attendance and academic performance in 2025 and beyond.