



Kingslea School

End of year AoV data evaluation for 2025

Annual Target one: Reading, Writing and Mathematics

In 2025 we collected assessment data in Reading, Writing and Mathematics. We assess at the beginning of each school year or on entry for all new admissions during the year. We then complete assessments for all ākonga every term during week 7.

Only 4% of our students completed a full year of schooling in 2025. Focusing on improvement by one curriculum level in Writing and Mathematics in 2024 was unrealistic when this generally requires a full year of attendance in mainstream schools. In 2025 our focus was on improving Reading Ages and at least one curriculum sub-level in Mathematics and Writing.

When analysing the data for 2025 we separated our ākonga out into three cohorts. Those who had assessment data for Reading, Writing and Mathematics over:

- Two terms
- Three terms
- Four terms (only 4% of our ākonga).

Reading Outcomes:

Two Terms:

- 19% improved their Reading Age by one year.
- 7% improved their Reading Age by two years.
- 10% improved their Reading Age by three years.
- 1% improved their Reading Age by four years
- 41% showed no improvement in their Reading Age
- 22% had a Reading Age of 15+ years and are therefore independent readers and are no longer 'learning to read.'

Three Terms:

- 5% improved their Reading Age by one year.
- 5% improved their Reading Age by two years.
- 10% improved their Reading Age by three years.
- 5% improved their Reading Age by four years.
- 45% showed no improvement in their Reading Age.
- 30% had a Reading Age of 15+ and are therefore independent readers and are no longer 'learning to read.'

Four Terms:



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- 38% improved their Reading Age by one year.
- 38% improved their Reading Age by two years.
- 12% showed no improvement in their Reading Age.
- 12% had a Reading Age of 15+ and are therefore independent readers and are no longer 'learning to read.'

Writing Outcomes:

Two Terms:

- 15% improved their writing skills by one curriculum sub-level.
- 10% improved their writing skills by two curriculum sub-levels.
- 6% improved their writing skills by one curriculum level- which equates to two years of progress
- 2% improved their writing skills by two curriculum levels- which equates to four years of progress.
- 52% showed no improvement in their writing skills
- 15% were operating at Levels 4 and 5 with their writing skills and were therefore well prepared to succeed with NCEA.

Three Terms:

- 17% improved their writing skills by one curriculum sub-level.
- 3% improved their writing skills by two curriculum sub-levels.
- 14% improved their writing skills by one curriculum level-which equates to two years of progress
- 7% improved their writing skills by two curriculum levels- which equates to four years of progress.
- 30% showed no improvement in their writing skills
- 29% were operating at Levels 4 and 5 with their writing skills and were therefore well prepared to succeed with NCEA.

Four Terms:

- 22% improved their writing skills by one curriculum sub-level
- 11% improved their writing skills by two curriculum sub-levels.
- 22% improved their writing skills by two curriculum levels- which equates to four years of progress.
- 45% showed no improvement in their writing skills
- No ākonga were operating at Levels 4 and 5 in this cohort.

Mathematics Outcomes:

Two Terms:

- 5% improved their mathematical skills by one curriculum sub-level
- 14% improved their mathematical skills by two curriculum sub-levels



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- 17% improved their mathematical skills by one curriculum level- which equates to two years of progress.
- 5% improved their mathematical skills by two curriculum levels- which equates to four years of progress.
- 43% showed no improvement in their mathematical skills
- 16% were operating at Levels 4 and 5 with their mathematical skills and were therefore well prepared to succeed with NCEA.

Three Terms:

- 17% improved their mathematical skills by one curriculum sub-level
- 20% improved their mathematical skills by one curriculum level- which equates to two years of progress.
- 7% improved their mathematical skills by two curriculum levels- which equates to four years of progress.
- 46% showed no improvement in their mathematical skills
- 10% were operating at Levels 4 and 5 with their mathematical skills and were therefore well prepared to succeed with NCEA.

Four Terms:

- 27% improved their mathematical skills by one curriculum level- which equates to two years of progress.
- 19% improved their mathematical skills by two curriculum levels- which equates to four years of progress.
- 27% showed no improvement in their mathematical skills
- 27% were operating at Levels 4 and 5 with their mathematical skills and were therefore well prepared to succeed with NCEA.

2025 Evaluation :

In 2025 our focus was on improving Reading Ages and at least one curriculum sub-level in Mathematics and Writing.

When analysing the data for 2025 we separated our ākonga out into three cohorts. Those who had assessment data for Reading, Writing and Mathematics over:

- Two terms
- Three terms
- Four terms (only 4% of our ākonga).

Our 2025 data confirms that shifting our assessment data collection to Reading Ages and curriculum sub-levels provides a more accurate measure of progress in our context. When only 4% of our ākonga attend a full school at Kingslea School in 2025, the traditional expectation of one full curriculum level per year is unreasonable. Our data does however reveal significant areas of accelerated growth.



In Reading, while a portion of our cohort showed no improvement, a notable percentage of ākonga achieved gains of two to four years within just two terms.

It is important to contextualise that 'no progress' is not a failure of teaching but a reflection of the profound barriers to learning our ākonga face. These ākonga predominantly operating at NZC Level 2 face complex neurodiverse and trauma related challenges. Qualitative reports from our staff identify that our ākonga often navigate unmedicated ADHD; FASD; ASD; and Intellectual Disabilities; alongside sensory challenges such as bilateral hearing loss. Their high needs are frequently compounded by survival mode behaviours stemming from complex trauma; care and protection issues; frequent transitions between Oranga Tamariki residences across the motu, between units or secure care. For these ākonga, long term educational disengagement often manifests as assessment avoidance or impulsive 'random guessing' especially when using multi-choice assessments.

Many of our ākonga have been disengaged from education for a number of years due to truancy, suspensions and exclusions. For this group showing 'no progress' in their assessment data hides the work our teachers put into achieving emotional regulation and relational safety in the classroom, necessary for ākonga to learn. This group of ākonga requires significant additional support in the classroom: Higher student/ teacher ratios enabling more individual support.

Another significant group were our independent readers and those operating at Levels 4 and 5 of the NZ Curriculum. Outcomes for these ākonga are measured in [Target Two- NCEA](#).

In 2026 we will continue to assess ākonga Reading Ages each term, using Probe for Reading and e-AsTTle to record sub-levels of achievement in Writing and Mathematics. Our teachers and teacher aides will continue with their Structured Literacy Professional Development, after which they will move on to Structured Mathematics Professional Development.

[Annual Target two:](#)

[NCEA](#)

In 2025, we focused on increasing the number of ākonga attaining NZQA Unit Standard credits and NCEA Level 1, 2 and 3.

[Outcomes:](#)

	2023	2024	2025
NCEA Level One Certificate	14	12	9



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NCEA Level Two Certificate	6	6	
NCEA Level Three Certificate	0	0	
NCEA Level One Literacy	22	39	23
NCEA Level One Numeracy	38	42	27
Common Assessment Activity (CAA)	0	1	0
Total number of Unit Standards Achieved: includes Gateway/ Hospitality/Māori/Social Sciences/ History/ Health/PE/Art/	11,235	11,045	9907

Evaluation and next steps:

In Aotearoa, Level 5 of the New Zealand Curriculum is the target for ākonga in Years 9 and 10 in order to be well prepared to succeed in NCEA. Due to the transient nature of our ākonga we offer Unit Standards 26622 to 26627 as an alternative to the NCEA Literacy and Numeracy examinations (CAA).

In 2025 only 8% of our ākonga were operating at Level 4 of the NZC.

In 2025 only 7% of our ākonga were operating at Level 5 of the NZC.

With only 4% of our ākonga attending our kura for a whole school year over the past two years we have only had one ākonga who was at proficiency and attending school in a youth justice residence at the time of Common Assessment Activity (CAA).

Given the limitations of delivering NCEA in a youth justice environment we were very pleased with a 100% increase in ākonga achieving NCEA Level 2 in 2025. For the first year ever we had two ākonga achieve NCEA Level 3.

In 2026, we will maintain our focus on increasing the number of ākonga attaining NCEA Levels 1, 2 and 3.



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Statement of Variance Targets 2026:

Reading:

In 2026 we expect that 50% of our ākonga will improve their Reading Age by two years.

Writing:

In 2026 we expect that 50% of our ākonga will improve their writing skills by one curriculum level-which equates to two years of progress.

Mathematics:

In 2026 we expect that 50% of our ākonga will improve their mathematical skills by one curriculum level- which equates to two years of progress.

NCEA:

In 2026 we expect that the number of our ākonga who will achieve NCEA Level one will increase by 50%.

In 2026 we expect that the number of our ākonga who will achieve NCEA Level two will increase by 50%.

In 2026 we expect that the number of our ākonga who will achieve NCEA Level three will increase by 50%.

In 2026 we expect the number of our ākonga who will sit and achieve the Common Assessment Activity (CAA) in Numeracy and Literacy will increase by 50%.



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