Tuesday 2 December 2025

Evaluation of Student Progress and Achievement 2025 Community Report

This report is provided in accordance with section 127(1)(a) of the Education and Training Act 2020 and the Education (School Planning and Reporting) Regulations 2023. It summarises how our students have progressed and achieved across the learning areas of the New Zealand Curriculum in 2025, including the impact of the refreshed English and Mathematics and Statistics curriculum documents.

During 2025 our teachers used a range of assessments and professional judgements to evaluate how students are progressing across all learning areas of the New Zealand Curriculum. This was the first full year using the refreshed English and Mathematics and Statistics Curriculum documents. These changes, along with new learning progressions, mean that achievement patterns this year look different from previous years and direct comparisons across years are not reliable.

Across the curriculum, most students are achieving at the expected level in many learning areas. Students continue to show particular strength in The Arts, Social Sciences, Technology, and in te reo and tikanga Māori. These areas reflect strong classroom programmes and consistent teaching practices.

As is the case nationally, literacy and numeracy remain key areas for continued focus. Writing and mathematics have been the most affected by the shift to the new curriculum, especially for some older year groups as expectations have increased. These curriculum changes help us better understand where support is needed, and they guide our planning for next year.

To support progress in 2026, the school will be implementing several major teaching and learning initiatives. These include using the Better Start Literacy Approach across all junior classes, engaging in Writer's Toolbox professional learning to strengthen writing instruction, and updating the PR1ME mathematics programme so that it aligns with the refreshed curriculum. Teachers will also continue refining internal systems to ensure consistency of assessment across all learning areas.

Mark Fisher
Tumuaki