2025 ACHIEVEMENT REPORT

Reading and Mathematics

Beginning-of-Year to End-of-Year Analysis

School	Middle School West Auckland
Reporting period	2025
Purpose	Board assurance, annual reporting, and 2026 improvement planning

Executive summary

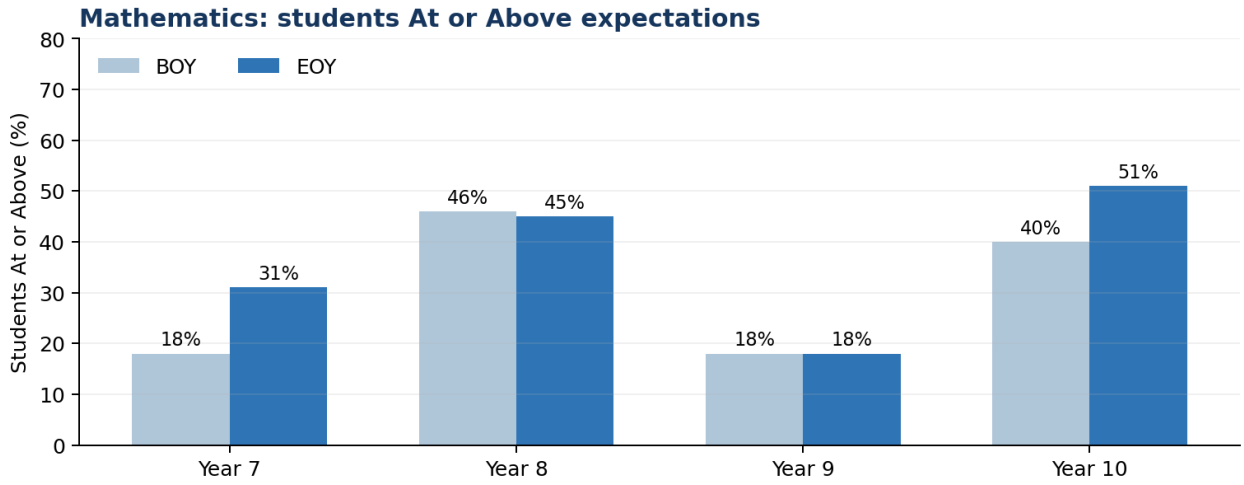
The data shows meaningful movement out of the Well Below band in every year level and both learning areas. The strongest acceleration occurred in Year 9 reading and Year 7 mathematics. However, the end-of-year picture remains uneven: mathematics has a large concentration of learners in Towards, while reading outcomes are strongest in Years 8-10 and remain most concerning in Year 7.

Learning area	Measure	Cohort	Result
Mathematics	Largest reduction in Well Below	Year 7	**-28 pp**
Reading	Largest reduction in Well Below	Year 9	**-33 pp**
Strongest EOY expected-level result	Reading, Year 10	At or Above	**70%**

What we know

- Progress is evident: every cohort reduced its Well Below proportion in both mathematics and reading.
- The clearest mathematics priority is converting the large Towards groups into At, especially Year 9 (64% Towards at EOY).
- The clearest reading priority is Year 7: 43% remained Well Below at EOY, despite an 18 percentage-point improvement.

Mathematics analysis



Year	Point	Well Below	Towards	At	Above	Beyond
7	BOY	60%	22%	13%	5%	0%
7	**EOY**	32%	37%	21%	10%	0%
8	BOY	49%	18%	28%	5%	13%
8	**EOY**	33%	22%	21%	11%	13%
9	BOY	38%	44%	10%	8%	0%
9	**EOY**	18%	64%	18%	0%	0%
10	BOY	31%	29%	28%	10%	2%
10	**EOY**	21%	28%	39%	7%	5%

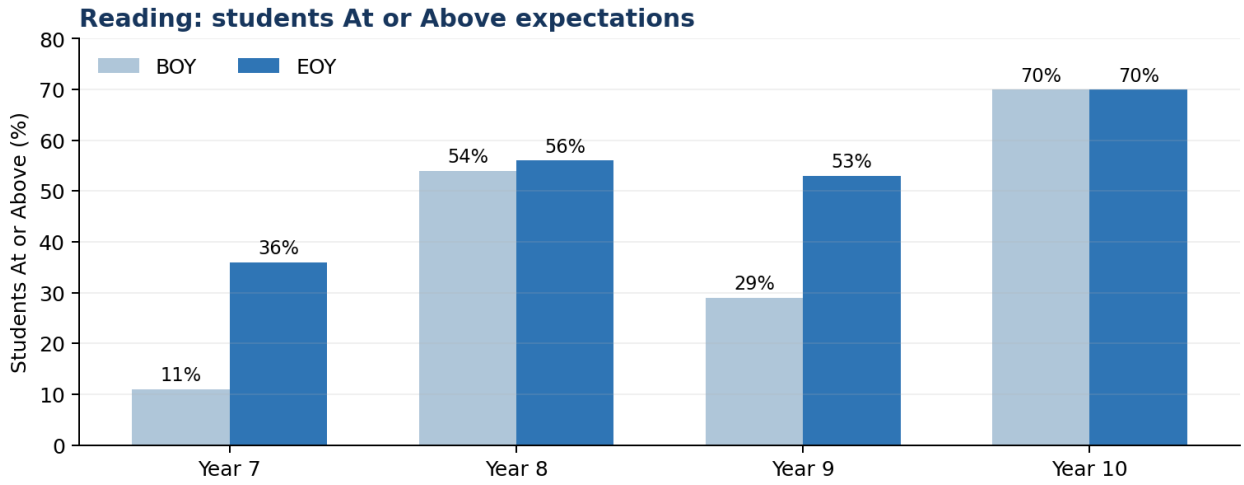
Cohort findings

- Year 7 recorded the largest mathematics shift out of Well Below (-28 percentage points). At or Above rose from 18% to 31% (+13 points).
- Year 8 reduced Well Below by 16 points, but At or Above moved from 46% to 45% (-1 point). The EOY profile includes 13% Beyond and suggests stronger extension outcomes alongside a slight decline in the combined expected-level measure.
- Year 9 halved Well Below from 38% to 18%, but At or Above remained 18%. Most learners moved into Towards (64%), creating a well-defined acceleration group for 2026.
- Year 10 improved At or Above from 40% to 51% (+11 points), while Well Below fell by 10 points.

Mathematics judgement

Overall mathematics progress is positive, particularly in reducing the number of learners at the lowest achievement level. The next challenge is not simply maintaining intervention; it is converting the substantial Towards population into secure curriculum-level achievement while continuing to extend students already Above or Beyond.

Reading analysis



Year	Point	Well Below	Towards	At	Above	Beyond
7	BOY	61%	29%	11%	0%	0%
7	**EOY**	43%	21%	11%	25%	0%
8	BOY	15%	31%	27%	19%	8%
8	**EOY**	12%	32%	44%	8%	4%
9	BOY	57%	14%	29%	0%	0%
9	**EOY**	24%	24%	41%	12%	0%
10	BOY	12%	18%	59%	8%	3%
10	**EOY**	9%	21%	56%	8%	6%

Cohort findings

- Year 7 reduced Well Below by 18 points and increased At or Above from 11% to 36% (+25 points). Even so, 64% remained below expectation at EOY, making this the highest-priority reading cohort.
- Year 8 maintained a strong profile: At or Above was 56% at EOY, compared with 54% at BOY (+2 points). Growth was concentrated in the At band, while Above and Beyond reduced.
- Year 9 recorded the strongest acceleration: Well Below fell from 57% to 24% (-33 points), and At or Above increased from 29% to 53% (+24 points).
- Year 10 remained the strongest reading cohort, with At or Above increasing slightly from 70% to 70% when calculated from the supplied rounded bands (no net change), while Beyond rose from 3% to 6%.

Reading judgement

Reading outcomes are substantially stronger than mathematics at EOY for Years 8-10. The Year 7 result requires close monitoring and targeted support. The source data also indicates that extension pathways should remain visible, particularly where learners have shifted into Above or Beyond.

Cross-curricular priorities for 2026

Priority	Action	Expected evidence
1	**Accelerate learners in Towards**	Use short teaching cycles, explicit instruction, and frequent checks to move learners from partial to secure curriculum knowledge. Prioritise Year 9 mathematics.
2	**Intensify support for the lowest readers**	Use diagnostic assessment and small-group instruction for Year 7 reading, with progress reviewed at least each term.
3	**Protect extension pathways**	Plan deliberate enrichment for Above and Beyond learners so movement at the top end is sustained.
4	**Strengthen measurement quality**	Report cohort numbers, matched-student numbers, assessment participation, and subgroup outcomes by ethnicity, gender, attendance, and programme where sample sizes permit.
5	**Triangulate assessment evidence**	Use the next assessment cycle alongside teacher judgements, classroom evidence, attendance, and engagement. If SMART replaces e-asTTle, preserve a clear baseline or bridging measure for comparability.

Overall conclusion

The 2025 results provide credible evidence of improvement, especially through reductions in Well Below achievement. Reading shows the strongest expected-level outcomes, while mathematics improvement is currently concentrated in movement into Towards. The school's 2026 improvement work should therefore combine targeted foundational support with a deliberate strategy for moving learners from Towards to At, supported by cleaner matched-cohort reporting.