

Analysis of Variance Reporting



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| School Name: | Lynmore School - 2025 | School Number: | 1791 |
|---------------------|-----------------------|-----------------------|------|

READING

| | |
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| Strategic Aim: | <ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum |
| Annual Aim: | <ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning |
| Reading Targets: | <p>Reading Achievement: 90% of all students at or above NZC expectations</p> <p>Reading Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p> |
| Baseline Data: | <p>Using NZC levels in PaCT (Dec. 2024) as the measure:</p> <p>2025 Targets <u>Achievement in Reading:</u></p> <p>90% at or above NZC expectations for Year 2, 4 & 6. Outcome: 70% at/above in Year 2 - Not Met, 86% at/above in Year 4 - Not Met, 71% at/above in Year 6 – Not met</p> |

Tātaritanga raraunga

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
| <ul style="list-style-type: none"> Continue to build stronger understanding around the newly refreshed NZC expectations Collaborative inquiry as a basis of TAI for teachers. Clear tracking of progress by SLT and team leaders with teachers. Sharp reading Sharing of expertise across the school for Years 3-6. PEP reporting with parents continued. Structured Literacy Approach PLD across the school. Links to authorship in writing and achievement and progress in reading made explicit. Continued work to narrow the remaining gap in equity for Māori students in literacy by utilising local curriculum, Kāhui Ako and hapū links to develop more engaging contexts for reading and writing. Rotorua East Kahui Ako - Across School Teacher appointed for Literacy - role ended Dec 2025. | <p>Reading achievement data in 2025 was lower and this was expected with the transition to a newly refreshed curriculum in phased levels.</p> <p>Yr 1 = 79% at or above expected levels in reading Yr 2 = 70% Yr 3 = 77% Yr 4 = 86% Yr 5 = 56% Yr 6 = 71%</p> <p>2025 school wide achievement target was 90% at or above NZC expectations for Year 2, 4 & 6</p> <p>End of Year 2025 achievement:</p> <ul style="list-style-type: none"> 73% schoolwide average : at or above expected curriculum level. 70% at/above expected curriculum level Year 2 - Not met 86% at/above expected curriculum level Year 4 - Not Met 71% at/above expected curriculum level Year 6 - Not met <p>Cumulative Reading Achievement Data 2017 – 2025 - All years</p> <table border="1" data-bbox="645 1031 1382 1134"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>End</td> <td>End</td> <td>End</td> <td>End</td> <td>End</td> <td>End</td> <td>End</td> <td>End</td> <td>End</td> </tr> <tr> <td>OTJ</td> <td>OTJ</td> <td>OTJ</td> <td>OTJ</td> <td>OTJ</td> <td>OTJ</td> <td>OTJ</td> <td>OTJ</td> <td>OTJ</td> </tr> <tr> <td>70%</td> <td>97%</td> <td>97%</td> <td>95%</td> <td>92%</td> <td>90%</td> <td>83%</td> <td>96%</td> <td>73%</td> </tr> </tbody> </table> | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | End | End | End | End | End | End | End | End | End | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | 70% | 97% | 97% | 95% | 92% | 90% | 83% | 96% | 73% | <p>Continued to develop understanding of Structured Literacy to focus on the foundational stages of reading from Years 2-6 across the school and the refreshed Literacy Curriculum phases.</p> <p>Personalising the response to potential risks in reading is a key focus going forward with intervention group teaching where identified.</p> <p>A balanced approach to literacy development with an in-depth knowledge of the literacy progressions will ensure students needs are being met</p> | <p>Continue with Sharp Reading.</p> <p>Continue to link authorship in writing with reading development.</p> <p>Continue Better Start Literacy with Years 0-6 teachers.</p> <p>Continue to use the Structured Literacy Phonological Awareness resources from stage 1 to 7 and include home/school partnerships in reading.</p> <p>Support teachers to develop a deeper understanding of the newly reformed English Curriculum.</p> <p>Develop Reading Together programmes to form partnerships with parents.</p> <p>Continue Authorship PLD</p> |
| 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End | End | End | End | End | End | End | End | End | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70% | 97% | 97% | 95% | 92% | 90% | 83% | 96% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading planning for next year:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Targets will be specific to cohorts of students. We will provide a balanced literacy learning programme including authorship, better start literacy for Year's 0-4, Structured Literacy & Sharp Reading for Years 2-6. Reading material will include high interest readers and authentic contexts.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Tātaritanga raraunga

WRITING

| | |
|-------------------------|--|
| Strategic Aim: | <ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Māori success as Māori 3. Educationally powerful partnerships 4. <i>Wellbeing for Success</i> 5. Localised Curriculum |
| Annual Aim: | <ol style="list-style-type: none"> 1. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 2. Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage. 3. To develop strong partnerships, based on a parent and community communication strategy, centred around parent and community needs 4. <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i> - To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school. 5. To grow a collaborative, future-focused and responsive model of teaching and learning |
| Writing Targets: | <p>Writing Achievement: 80% of all students at or above NZC expectations Writing Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p> |
| Baseline Data: | <p>Using NZC levels in PaCT (Dec. 2024) as the measure: 2025 Targets <u>Achievement in Writing:</u> 80% of all students at or above NZC expectations in Years 2, 4 & 6. Outcome: 54% at/above in Year 2 - Not met, 67% at/above in Year 4 - Not met, 66% at/above in Year 6 - Not met.</p> |

Analysis of Variance Reporting



| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|-------|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|-----|-----|-----|-----|---|--|
| <ul style="list-style-type: none"> Authorship PLD across the school with Verity Short Continued to make links across the curriculum in writing and link with science and reading in particular Collaborative inquiry as a basis of TAI for teachers. Clear tracking of progress by SLT and team leaders with teachers PEP reporting with parents continued. Structured Literacy (SL) Approach PLD across the school in 2025. Better Start Literacy (BSL) Development for Years 0-2. | <p>Writing achievement in 2025 was less than expected. The impact of a refreshed curriculum implemented at pace meant our teachers were cautious in their overall teacher judgements.</p> <p>Yr 1 = 57% at or above expected levels in reading Yr 2 = 54% Yr 3 = 55% Yr 4 = 67% Yr 5 = 48% Yr 6 = 66%</p> <p>2025 school wide achievement target was 80% at or above for children in Years 2, 4 & 6.</p> <p>End of Year 2024 achievement:</p> <ul style="list-style-type: none"> 57% schoolwide average at or above expected curriculum level. 54% at/above expected curriculum level Year 2 - Not Met 67% at/above expected curriculum level Year 4 - Not Met 66% at/above expected curriculum level Year 6 - Not met <p>The equity analysis reveals no major disparities in progress across most demographic groups.</p> <p>Cumulative Writing Achievement Data 2015 – 2024</p> <table border="1" data-bbox="609 1059 1440 1189"> <thead> <tr> <th>2015</th><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th> </tr> <tr> <th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th><th>End</th> </tr> <tr> <th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th><th>OTJ</th> </tr> </thead> <tbody> <tr> <td>72%</td><td>53%</td><td>52%</td><td>89%</td><td>93.5%</td><td>91%</td><td>88%</td><td>84%</td><td>77%</td><td>94%</td> </tr> </tbody> </table> | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | End | End | End | End | End | End | End | End | End | End | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | 72% | 53% | 52% | 89% | 93.5% | 91% | 88% | 84% | 77% | 94% | <p>BSL and SL development continues across the school.</p> <p>Providing opportunities for authentic writing, for a purpose to engage students to write – through Authorship PLD.</p> <p>Teachers understand the developmental progression in all aspects of writing.</p> <p>Groups of children in both Years 3 & 5 are still working towards level 2 & 3.</p> | <p>Continue with Authorship PLD in 2025.</p> <p>We now have a new Literacy Curriculum to be implemented in 2026.</p> <p>Develop our understanding of the reformed year level curriculum expectations.</p> <p>Focus on Middle school & Senior school support for students in Writing.</p> |
| 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End | End | End | End | End | End | End | End | End | End | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 72% | 53% | 52% | 89% | 93.5% | 91% | 88% | 84% | 77% | 94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Writing planning for next year:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Targets will be specific to cohorts of students. We will provide a balanced literacy learning programme including authorship, better start literacy for Year's 0-4 and Structured Literacy for Years 2-6 on a personalised basis. Focus on engagement for all teachers and students. Students will be engaged in authentic contexts through our localised curriculum development.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Tātaritanga raraunga

Mathematics & Statistics

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|--------------------------|--|
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| Numeracy Targets: | Mathematics Achievement: 90% of all students at or above NZC expectations for Years 2, 4 & 6. |
| Baseline Data: | <p>Using NZC levels in PaCT (Dec. 2024) as the measure:</p> <p>2025 data vs Target <u>Achievement in Mathematics:</u></p> <p>75% of all students at or above NZC expectations for students in Year 2, 4 & 6. Outcome: 72% at/above Y2 – Not met, 82% at/above Y4 - Not met, 75% at/above Y6 - Not met</p> |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <ul style="list-style-type: none"> • Opportunities for all teachers to effectively utilise refreshed curriculum content and expected pedagogy with the MOE supplied resources. • Supporting with an additional resource teacher | <p>Yr 1 = 86% at or above expected levels in Mathematics Yr 2 = 72% Yr 3 = 66% Yr 4 = 82% Yr 5 = 69% Yr 6 = 75%</p> <p>2025 School-wide Target in Numeracy</p> <p>90% of all students at or above NZC expectations for students in Years 2, 4 & 6</p> <p>Outcome: 75% at or above NZC expectations – Target met</p> <p>Cumulative Numeracy Achievement Data 2016 – 2025</p> <table border="1" data-bbox="638 898 1429 1002"> <thead> <tr> <th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th> </tr> </thead> <tbody> <tr> <td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td><td>End</td> </tr> <tr> <td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td><td>OTJ</td> </tr> <tr> <td>77%</td><td>76%</td><td>97%</td><td>99%</td><td>98%</td><td>95%</td><td>96%</td><td>93%</td><td>99%</td><td>75%</td> </tr> </tbody> </table> | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | End | End | End | End | End | End | End | End | End | End | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | OTJ | 77% | 76% | 97% | 99% | 98% | 95% | 96% | 93% | 99% | 75% | <p>Teachers are still coming to grips with the new phase 1 and 2 refreshed NZC.</p> | <p>We now have a new reformed Year Level Curriculum.</p> <p>We will need to carefully monitor students that show a risk of not achieving the year level expectations throughout the year.</p> |
| 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End | End | End | End | End | End | End | End | End | End | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 77% | 76% | 97% | 99% | 98% | 95% | 96% | 93% | 99% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics planning for next year: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Continue to resource Mathematics and provide learning opportunities in context. Resource a Math intervention teacher for students who require extra support.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Executive Summary

This report summarises the progress and achievements of Lynmore School for the 2025 academic year in Mathematics, Reading, and Writing.

The Landscape of Change

The 2025 academic year has been defined by significant and often disruptive changes to the educational sector. Our school was mandated to implement the Refreshed NZ Curriculum for English and Mathematics from Term 1, 2025. This mandate required an immediate and fundamental shift in teaching practice, planning, and assessment, yet it was introduced without the requisite lead time or sufficient Professional Learning and Development (PLD) to support staff through the transition.

Systemic Challenges and "Moving Goalposts"

Implementation has been complicated by the volatility of Ministry expectations. While the curriculum was "live" at the start of the year, adjustments and finalizations to content continued throughout 2025. This created a "moving goalpost" scenario where teachers were forced to continuously realign their planning to meet shifting requirements, diverting critical time away from direct student instruction. Furthermore, the teaching team has been tasked with grouping a vast number of new curriculum expectations to ensure they are taught and assessed in authentic contexts—where our students' voices as readers and writers remain central.

Lack of Assessment Tooling

A critical gap in this year's reporting cycle is the absence of the promised Ministry assessment tool. This tool was intended to replace legacy systems and align with the new curriculum, but its delivery has been delayed throughout the year. Consequently, we have navigated 2025 without the necessary national tooling to benchmark student progress effectively. We have effectively been asked to build a new house without being given the measuring tape.

Hinei Taute

Principal

December 2025