

2025 Literacy Analysis of Variance for Northcross Intermediate School

School Name:	Northcross Intermediate School	School Number:	1396
Strategic Aim:	Student Learning—Progress - English		
Annual Aim:	All students are able to effectively access the NZC. Raise student achievement in numeracy and literacy whereby target students exceed a years' progress annually.		
Target:	80% of students achieve at least 12 months' progress in Literacy.		
Baseline Data:	Reading: OTJ Data 62% of Year 7 students (410) were achieving below expectation 39% of Year 8 students (286) were achieving below expectation 55 Year 7 students and 116 Year 8 students were achieving well below expectation Writing: 62% of Year 7 students (407) were achieving below expectation 46% of Year 8 students (336) were achieving below expectation 20% (132) Year 7 students and 25% (183) Year 8 students were achieving well below expectation. Of interest is the 79 students well below in year 7 2024 and the 183 students well below in 2025.		
Actions <i>What did we do?</i>	Learning Mentors Learning mentors continued to be assigned to teams and the Associate Principals were afforded the autonomy to utilise the LM's with the students whom they felt would best benefit from their time. Teams A key component of all team meetings is reviewing the progress of all students. Discussions around strategies that are working for students are shared as well as concerns for any students who are at risk of not making progress. - What interventions and strategies are working for our target students? - How can we ensure that accelerated progress is being made? - Teams tracking and analysing their own team data and identifying collective actions. PLD Schoolwide Writers Toolbox PLD for all staff- making links between Reading and Writing and using internal expertise and Writers Toolbox coaches to develop differentiated PD for various individual teachers IDEAL PLD for Learning Assistants Learning Support Head of Inclusive Learning IDEAL programme introduced and material purchased and used for identified students - daily sessions with a Learning Mentor ELIP Expansion of staffing in the ELIP Department to accommodate increased needs PLD given to LM's on how to test, monitor and accelerate learning for ELIP learners RAZ Kids (ESOL and low readers) All ESOL students have RAZ Kids accounts levelled to the students' current reading ability Low-ability readers have also been set up with accounts and these are monitored by Learning Mentors		

Writers Toolbox

This programme is being used school-wide for teaching students the structures and conventions of writing and how they are related to reading

HOD English Support

HOD English support for teachers with their Reading Programmes, including modelling, observations and providing feedback to teachers

Support for Writing Programmes, including modelling and moderation

Outcomes

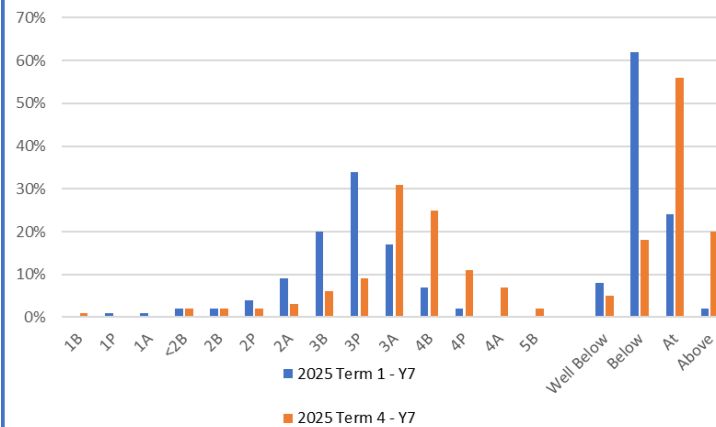
What happened?

Reading OTJ (End of Year)

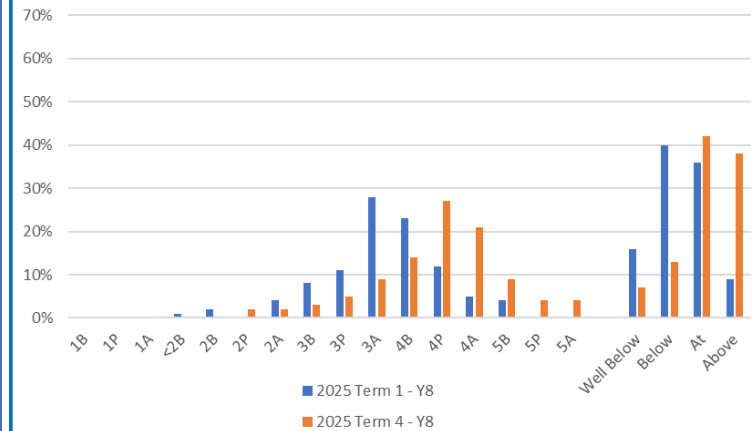
Achievement Data

- 18% of Year 7 students (116) were achieving **below** expectation
- 13% of Year 8 students (93) were achieving **below** expectation
- 35 Year 7 students and 50 Year 8 students were achieving **well below** expectation
- 76% of Year 7 students are achieving **at or above** expectation at the end of 2025.
- 80% of Year 8 students (584) are achieving **at or above** expectations by the end of 2025.

2025 Reading OTJ Achievement Levels - Year 7

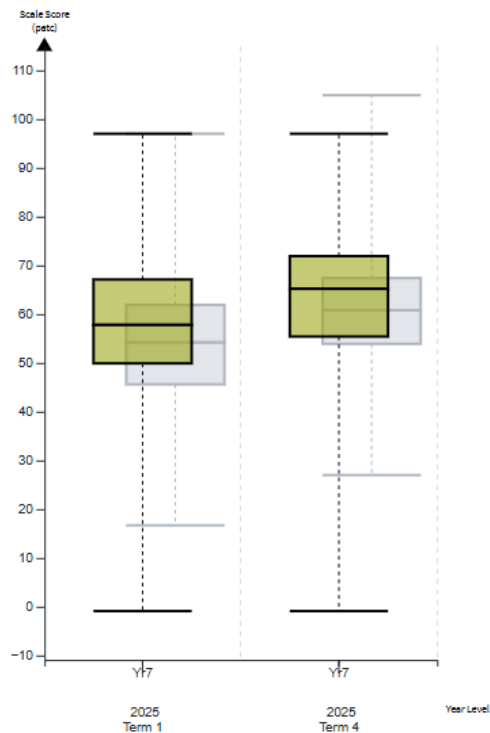


2025 Reading OTJ Achievement Levels - Year 8



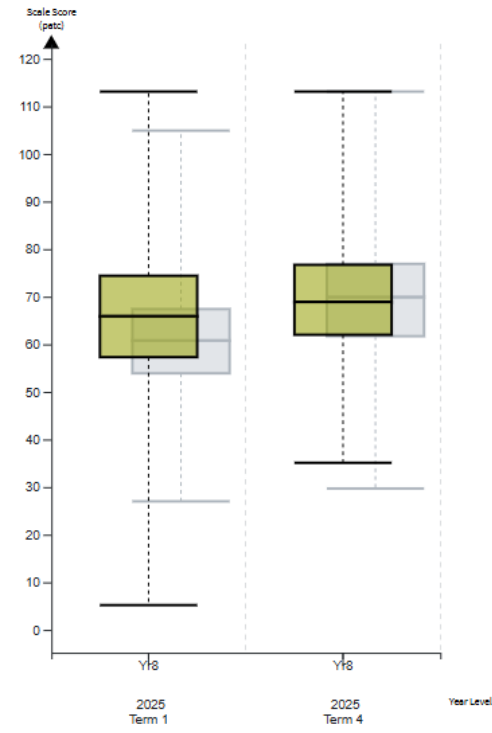
NZCER (PAT) Scale Progress 2025 by Year level

Progress Over Time



Year	Term	Year Level	Students (Completed)	Mean Scale Score
2025	Term 1	7	661/687	57.6 (54.7)
2025	Term 4	7	687/694	64.0 (60.8)

Progress Over Time

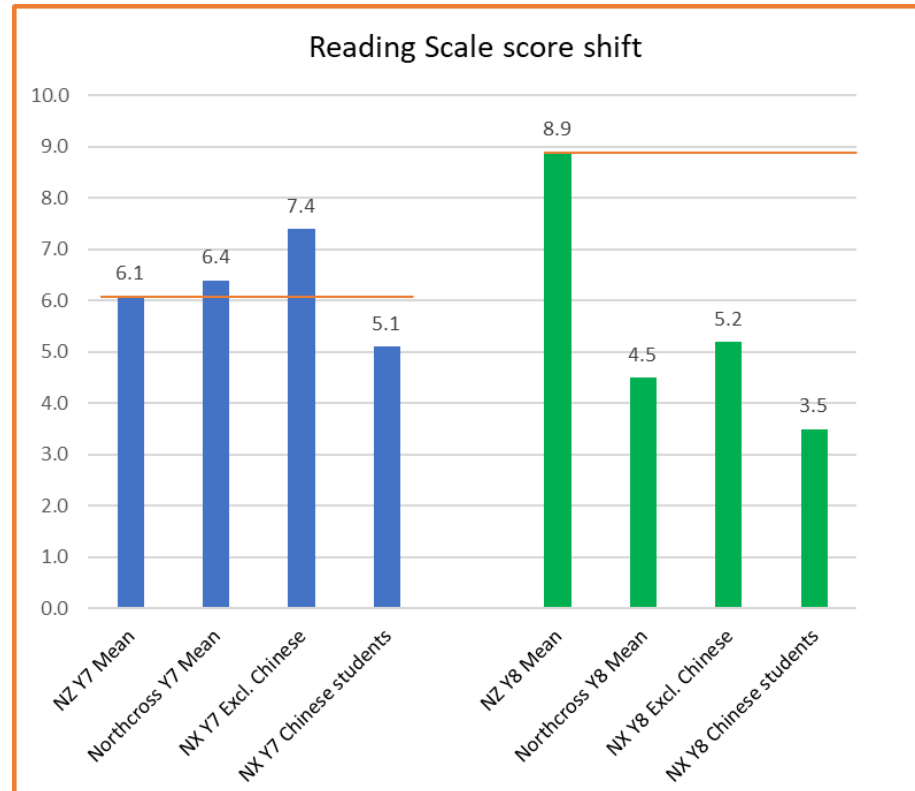


Year	Term	Year Level	Students (Completed)	Mean Scale Score
2025	Term 1	8	744/765	65.3 (60.8)
2025	Term 4	8	775/779	69.8 (69.7)

PAT Progress Data 2025:

- Expected year growth for Year 7 students is a scale score of 6.1*. For 2025, Year 7 students showed a growth of 6.4.
- Expected year growth for Year 8 students is a scale score of 8.9*. For 2025, Year 8 students showed a growth of 4.5.
- Our lower quartile Year 7 students achieved a 5.5 scale score shift while the Year 8 students moved 4.8.
- Our upper quartile achieved 4.8 for Year 7 and 2.3 for Year 8 students.

*These are new National benchmarks set for 2025. This is the second year of the new Reading Comprehension assessments with Te Reo content.



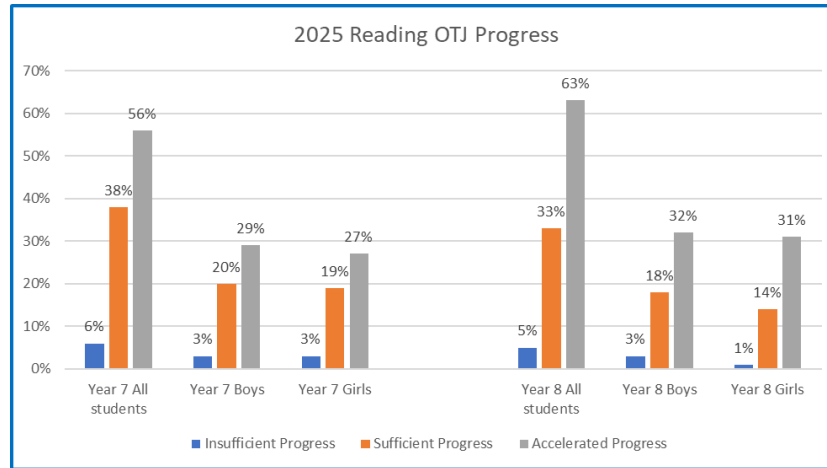
Year 7 NZCER Scale score Comparisons

- Demographic Breakdown: Within the Northcross Year 7 cohort, students excluding those identified as Chinese have the highest mean score at 7.4.
- There is a 2.3-point difference between Northcross Year 7 students excluding Chinese (7.4) and Northcross Year 7 Chinese students (5.1).

Year 8 NZCER Scale score Comparisons

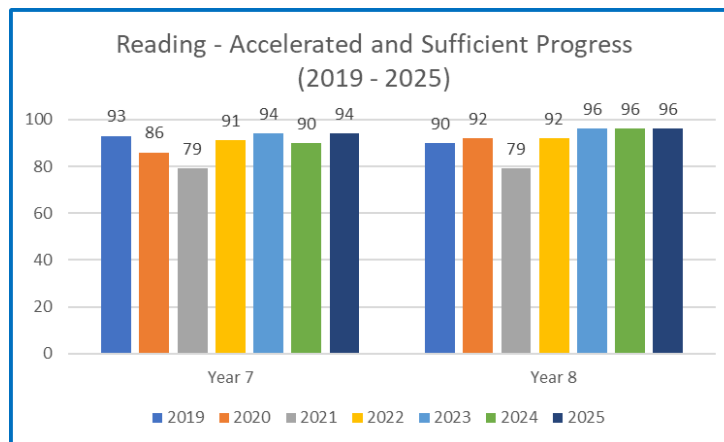
- School vs. National Average: Northcross Year 8 students have a significantly lower mean reading score (4.5) than the New Zealand National Year 8 mean (8.9).
- Demographic Breakdown: Similar to Year 7, Year 8 students excluding Chinese (5.2) scored higher than the Year 8 Chinese students (3.5).

OTJ Reading Data 2025



OTJ Data:

- 94% of Year 7 students and 96% of Year 8 students have made sufficient or accelerated progress for 2025. This far exceeds our goal of 80% making sufficient or accelerated progress.
- The difference between boys and girls progress is statistically insignificant.
- This data set includes 50 Maori students. Within this data, 93% of Year 7's and 85% of Year 8 students made sufficient or accelerated progress. Four Maori students in total made insufficient progress.



Progress Data 2025:

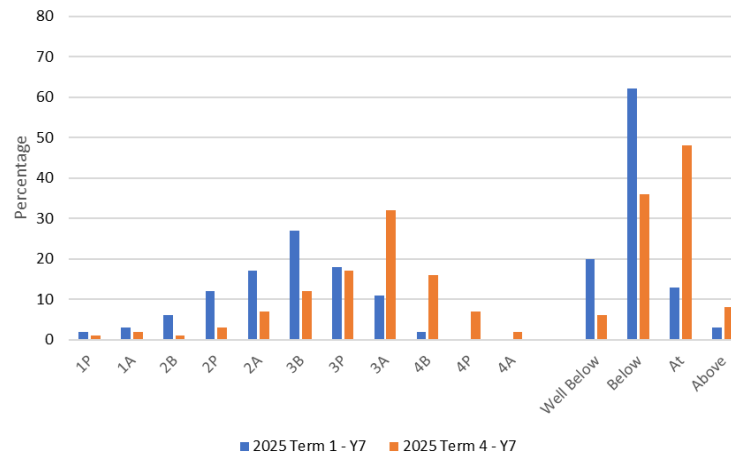
- 94% of Year 7 students (619) are achieving **accelerated or sufficient** progress - 56% (368) students = accelerated progress
- 96% of Year 8 students (706) are achieving **accelerated or sufficient** progress - 63% (465) students = accelerated progress

Writing (End of Year)

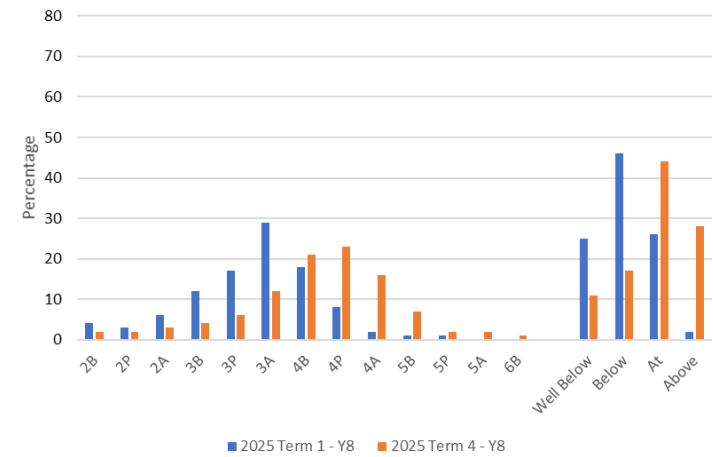
Achievement Data

- 36% of Year 7 students (235) were achieving **below** expectation
- 17 % of Year 8 students (127) were achieving **below** expectation
- 38 (6%) Year 7 students and 77 (11%) Year 8 students were achieving **well below** expectation

Writing Achievement levels OTJ YEAR 7 - 2025

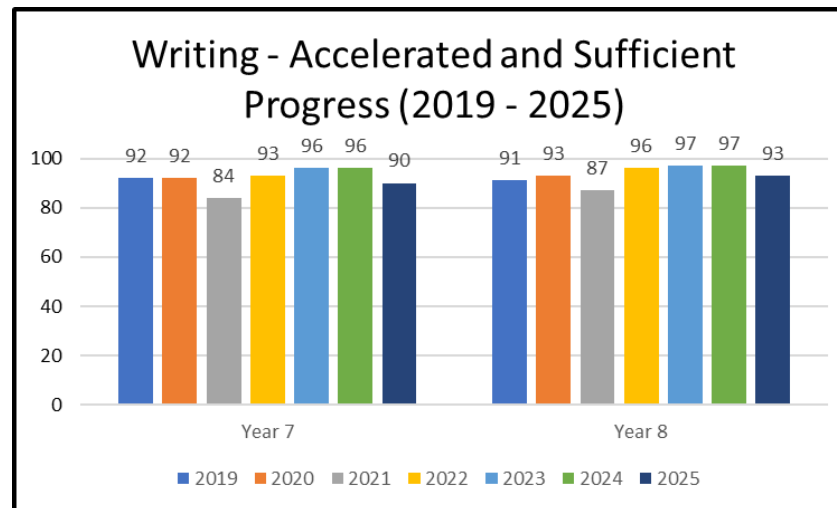
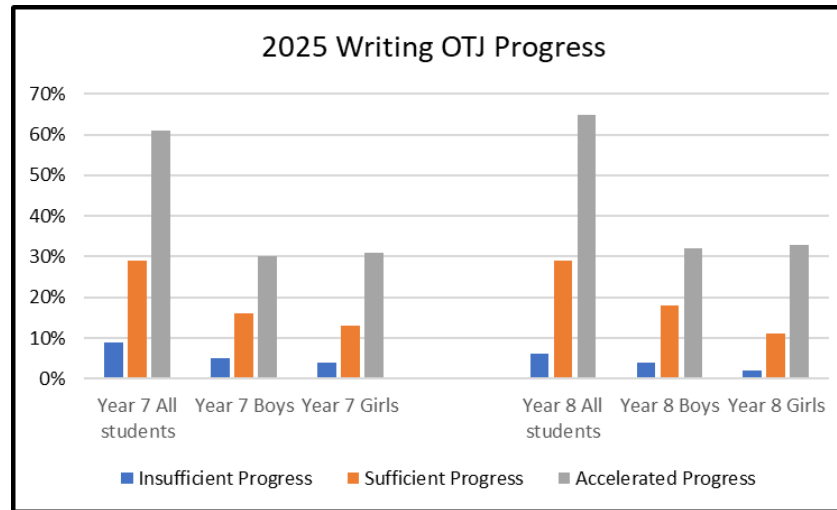


Writing Achievement levels OTJ YEAR 8 - 2025



Progress Data:

- 90% of Year 7 students (598) are achieving **accelerated or sufficient** progress. This includes 61% (404) students making accelerated progress and 29 % (194) students making sufficient progress
- 93% of Year 8 students (685) are achieving **accelerated or sufficient** progress. This includes 65% (469) students making accelerated progress and 29% (216) students making sufficient progress
- 86% of Maori students (18) are achieving **accelerated or sufficient** progress. This includes 16 students making accelerated progress and 2 students making sufficient progress. Three students made insufficient progress.
- 8 out of 9 Pasifika students are achieving **accelerated or sufficient** progress.



We far exceeded our target of having 80% of students making at least 12 months progress in Reading and Writing
 90% of Year 7 students and 96% of Year 8 students in Reading
 90% of Year 7 students and 93% of Year 8 students in Writing

Reasons for the variance

Why did it happen?

Our use of Writer's Toolbox continues to allow us to see accelerated progress. Teachers are able to ensure that there is consistency in the teaching of composition skills and the craft of writing, as well as writing processes. The updated features of the software allowed for more individualised approaches to address the needs of various students and these were utilised in 2025.

Targeted Learning Mentor assistance has also helped in the area of English, with priority/target students being offered individual support.

Classroom teachers used their PAT data more effectively to inform the next steps in learning for their students. The PLD that was undertaken by NZCER enabled them to better access the Assessment Resource Banks. Those classes that used the ARB's extensively saw great progress in PAT Reading Comprehension tests from Term 1 to Term 4.

Due to the increased spread of ability of incoming students, teachers have been required to make judgments across several curriculum levels, requiring knowledge of curriculum levels 1-5/Phase 1-4 in some cases.

Differences in assessment methods and approaches yielded some inconsistencies across data. For example, PAT Reading data did not always align with e-asTTle Reading data and teacher observations, leading us to consider aspects of the PAT data that may have been hard for our learners to access.

Coinciding with the increase of kupu Māori in the PAT Reading test and increasing numbers of ELL (English Language Learners), there was some variance in PAT results when compared to previous years. The 'Inference' reading strategy also emerged as a significant area of development and this has not been evident for many years, indicating changes to the strengths and weaknesses of our changing demographic.

For the Year 8 Reading PAT test we were advised by NZCER that the scale score norms were not accurate and have been re-done. As of 27 February 2026 these have not been updated in the NZCER site so our Year 8 PAT 2025 results above look poorer in comparison to national norms than they actually are. We are awaiting NZCER to update the reports to reflect the new scale score norms.

With the new curriculum requiring us to teach to year levels there are less opportunities to collaborate. This has posed some issues in the flexible learning spaces.

Evaluation

Where to next?

- Teachers continue to build greater confidence in making judgements across the English Curriculum.
- Implementation of the Year 0-10 English Curriculum. Professional development around structured literacy and how it fits in the English Curriculum at Years 7-8.
- Keep abreast of ongoing developments in the curriculum. Structured Literacy PD from Code-Ed.
- HOD English teacher observations of Code-ed lessons to be a focus in 2026.
- Creation of schoolwide resources to support the acquisition of kupu Māori to ensure assessments are accessible for all learners, but particularly English Language Learners.
- Reading goal/focus in the strategic plan, focusing on identified areas from the 2025 data. E.g inference (Local and global), vocabulary, instructional shared reading.
- Use the CARS and STARS Reading Programme consistently across the school to identify and teach to strategy needs.
- Continue to work on schoolwide moderation in Writing, bringing in the PAT Writing assessment to ensure consistency. Continue to implement Oxford Maths resources introduced to support teaching including online platform and student workbooks.
- Review and make changes to assessment practices and resources to reflect the demands and requirements of the new curriculum. This includes phasing out e-asTTle by the end of 2026.
- Review and adapt to new expectations for reporting to parents (with clarification from the Ministry of Education).

	• Triangulation and moderation of data across all English assessments to identify trends and patterns. Identify any inconsistencies and anomalies across the data and consider possible reasons for these.
Planning for next year:	Continued PLD on the English Learning Area for all teachers. Ongoing PLD in Reading and Writing for new to Northcross and Provisionally Certified Teachers. Evaluate use of Code-Ed in 2026 and consider how we can strengthen and build on this in 2027. Support and guidelines given for making judgements in English. PLD and implementation of Structured Literacy approaches, including Code-Ed (Joy Allock) for classroom teachers and iDeal (Learning Matters) through Learning Support. Focus on our 'Emerging' students through learning support programmes such as Rainbow Reading, AVAILLL (Audio Visual Achievement in Literacy, Language and Learning), etc. Internal expertise to continue to upskill the teachers in Writers Toolbox and its evolving content.