



Mokoia School Analysis of Variance Annual Goals 2025



Annual Academic Targets 2025

Reading

By the end of the year, 80% of children will be reading at their correct reading age.



Maths

Children in the Junior class will show a greater understanding and mastery of mathematical concepts, such as number/amounts, the number system (including place value and operations), size, measure and volume, and fractions.



Mokoia Children will flourish and thrive in a supportive and aspirational environment.



Academic Target 1

Reading : By the end of the year, 80% of children will be reading at their correct reading age.

Ongoing Actions Reviewed

Provide PLD for teachers and teacher aides in structured literacy. Teachers attended a variety of courses, including the Ministry funded Structured Literacy PLD. This was also trickled down to other staff, and in term 2 and 4, the use of structured literacy was surveyed as part of teacher feedback. Teachers also led interventions for reading and focused on both decoding and chunking words.

Use big books to teach specific learning goals, e.g. syntax, grammar, morphology and fluency. This was planned out for in both medium and weekly planning, and supported by programmes like The Syntax Project. A large number of big books were purchased and resources and planning were kept with big books for future reference.



Adopt scope and sequence throughout the school, which is then broken down into mid-term planning. Each teacher builds on the last weeks' work. Teachers continued to adopt scope and sequences for phonics, morphology and spelling learning, and handwriting. Together, they developed a scope and sequence for punctuation, genre, syntax, writing tools (e.g. figurative language), and so forth.

Daily reviews in each lesson, and deliberate opportunities to keep learning fresh/revisited.: This happened in some classes, and opportunities for revision was also deliberately planned into discovery time, each day.

Refocus phonics groups. E.g. primarily led by teachers, more sounds per a week for alphabetic groups. This helped significantly, however phonics was not consistently delivered as was envisioned by leadership. Phonics testing showed that children did retain phonics, phonemes and morphemes, however, children did not find the non-word phonetic spelling easy. As with most children, they wanted the words to make sense and often made approximations

Results and Actions

What Did we See as a Result of our Actions?

In the Senior Class, 69% of pupils are reading at the expected level for their age, with 55% reading above this level. In the Junior Class, 31% of pupils are now reading at the expected level, an increase from 19%, representing growth of over 50%. Additionally, 55% of pupils in the Junior Class made accelerated progress, achieving between 18 and 24 months of reading progress within the year.

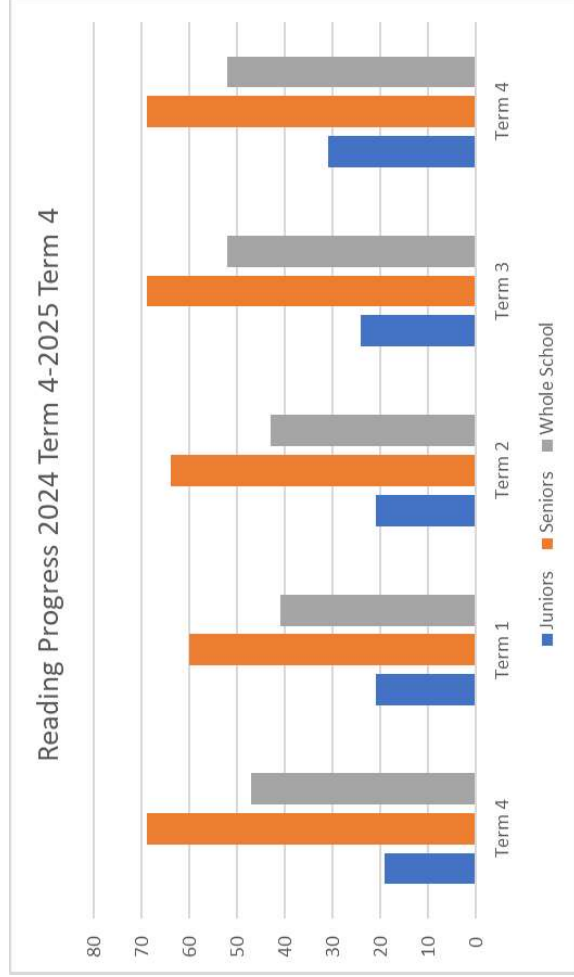
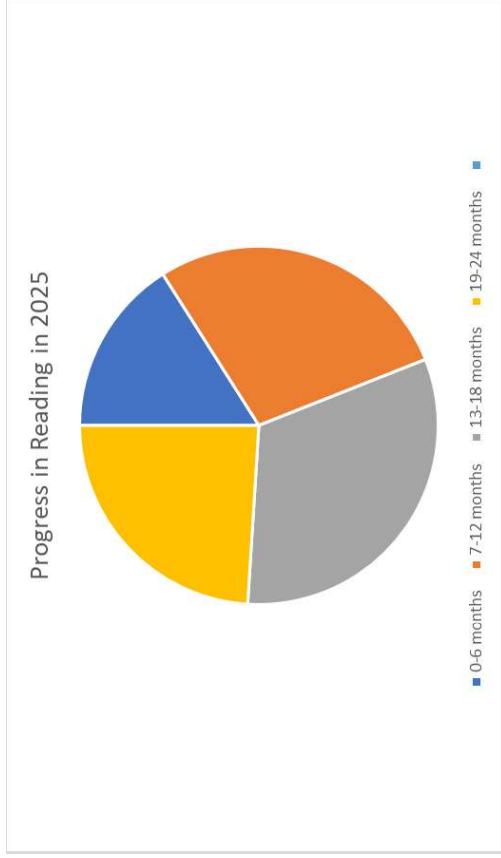
Overall, across the school, 52% of pupils are reading at or above the expected level for their age. Of the Junior Class pupils who are now reading at the expected level, many achieved this through accelerated progress of 18–24 months within one academic year.

There was no significant gender difference, although boys did seem to have a slight edge, particularly in the Junior class. Maori did slightly better than NZ European, however Pasifika children were under-represented in reading achievement, although not in progress—80% of Pasifika children made 6–18 months of progress.

What Will we Do?

This year, targeted interventions will continue in the Senior Class, with particular emphasis on Year 4 pupils who have recently transitioned from the Junior Class and require additional support. The Junior Class has reviewed its entry-level reading programme and is implementing changes, including an increased focus on phonemic awareness and the development of reading skills out of context. Literacy interventions for junior readers will continue on a one-to-one basis, twice weekly.

Opportunities for developing oral language will target Pasifika children and our younger children. Deliberate opportunities for discussion, modelled language, functional language and vocabulary building through context and story telling will be planned in, to support language for reading.



Academic Target 2

Maths : Children in the Junior class will show a greater understanding and mastery of mathematical concepts

Ongoing Actions Reviewed

PLD in maths and statistics occurred in two MOE led days. All staff attended Numicon training days and continued in PLD meetings after school. The principal/junior teacher used Numicon in 90% of planning, and planned for both her teaching and the principal release's maths teaching. Children were highly receptive, with 87% of students achieving at last year's curriculum levels. With the shift in curriculum demands, there is now a discrepancy between those who were achieving at expected levels to now not achieving at the expected level. We expect that within two years that discrepancy will almost disappear. In line with government expectations, children have been taught at their age level. Since we are a multi-level class, this means that younger children have been exposed to more challenging mathematical concepts. They have coped very well, and it has given all children the opportunity to move forward when they are ready.

Co-construct and follow maths policy of what maths looks like in our school. Use principles of SLT – diagnostic, explicit, cumulative. Daily reviews, using physical tools/apparatus. We have not yet created a policy as our focus has been on our literacy policy. However, maths lessons have followed the principals of SLT and opportunities for mastery are evident in planning.

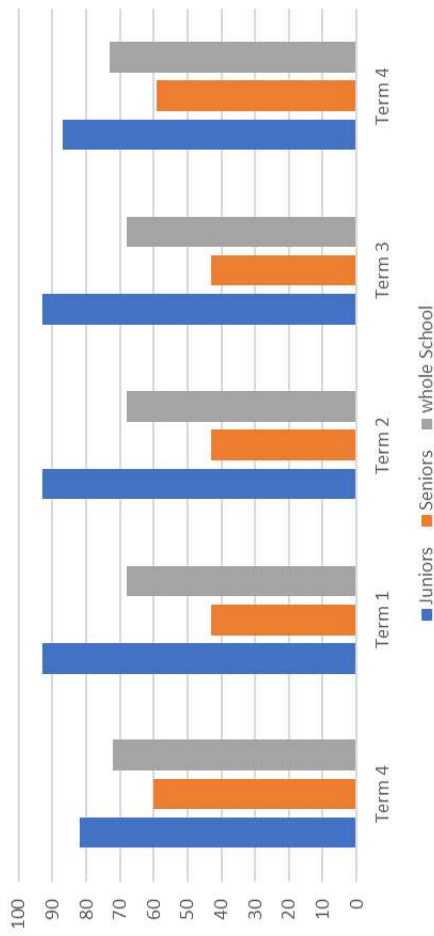
Analyze maths assessments to inform teaching gaps, misunderstandings and concrete to abstract readiness. Constant analysis, formative assessment, staff discussions and reflections have led to staff being highly responsive to children's needs and planning more tailored to the specific needs of the class. Having manipulatives has made it easier to spot misconceptions as children show what they are doing rather than presenting an answer.

Use new equipment, hands on approach, to teach maths; to teach maths: We LOVE the new manipulatives and they have made it very easy to understand mathematical concepts. Children now choose which method they would like to use to help them learn, understand and practice mathematical concepts.

Create intentional opportunities for maths in context, through play and cross-curricular –e.g. date, how many people here each day, counting stars in twos, halving, doubling or sharing in play etc: This has been really successful in terms of dates, ordinal numbers, understanding when to use skip counting in context etc. It has begun to help children see maths in everyday functionality, and to use maths more extensively. Children make good decisions about which strategies to use and which equipment will help them.



Maths progress term 4 2024- term 4 2025



Results and Actions

What Did we See as a Result of our Actions?

The understanding and engagement of maths increased phenomenally. Against the old standards, 87% of Junior children are achieving at the expected level. Against the new curriculum, 27% of children are at “proficient”, with 53% of children at “consolidating”, 7% at “developing” and 13% at “emerging.” With a new curriculum, where some concepts and knowledge have created a jump for children (e.g. Year 3’s learning 4 and 8 times tables whereas we had focused on skip counting and beginning to learn 2, 5, 10 x tables off by heart), there is a lot of mahi to be done to bridge this gap.

What Will we Do?

We will continue on with our practice. The children are excited and willing to take on new knowledge and concepts. As we deliberately plan for the new curriculum, we will start to bridge the gap between the two curricula.

