

## Analysis of Variance - 2025

### Strategic Aim

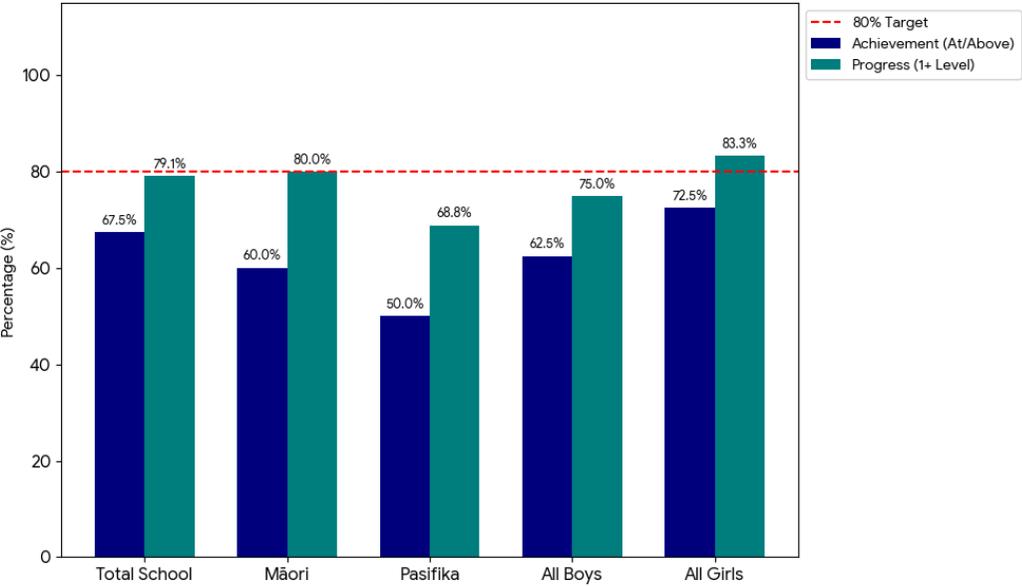
To accelerate progress and lift achievement in reading, writing, and mathematics for priority learners.

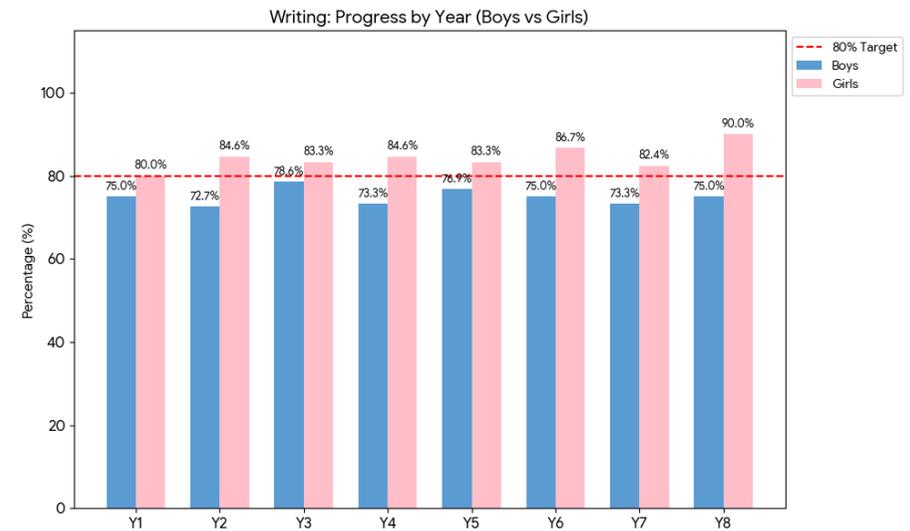
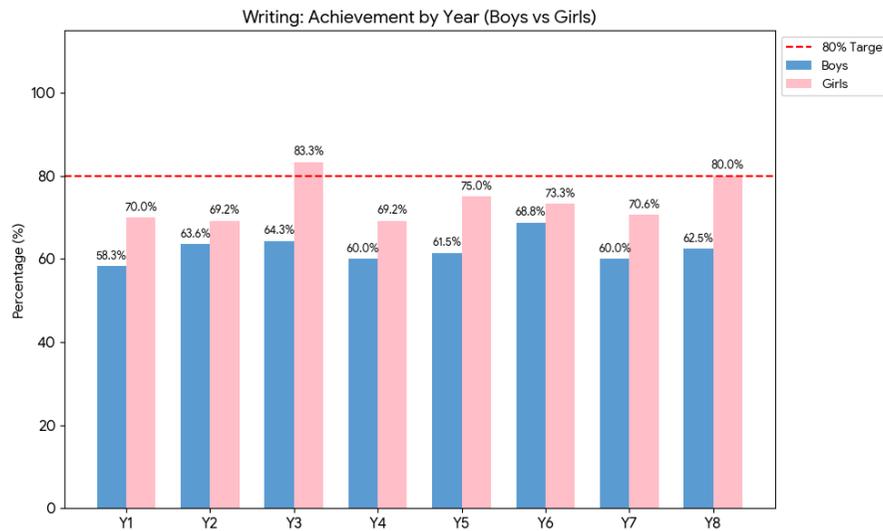
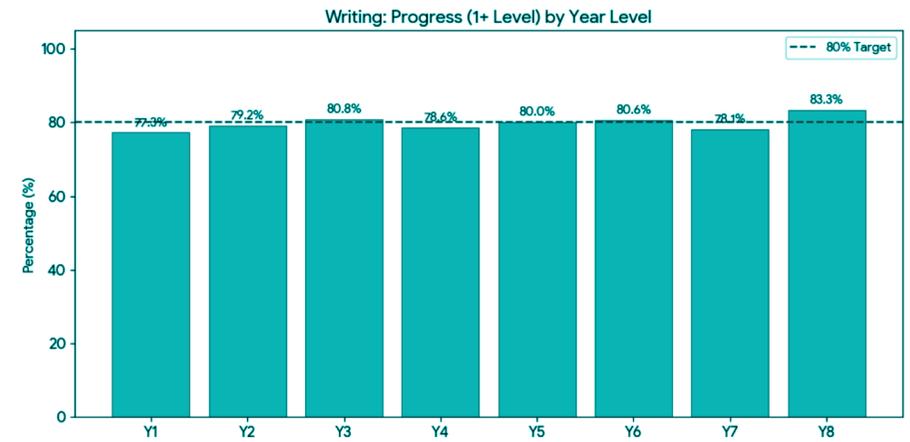
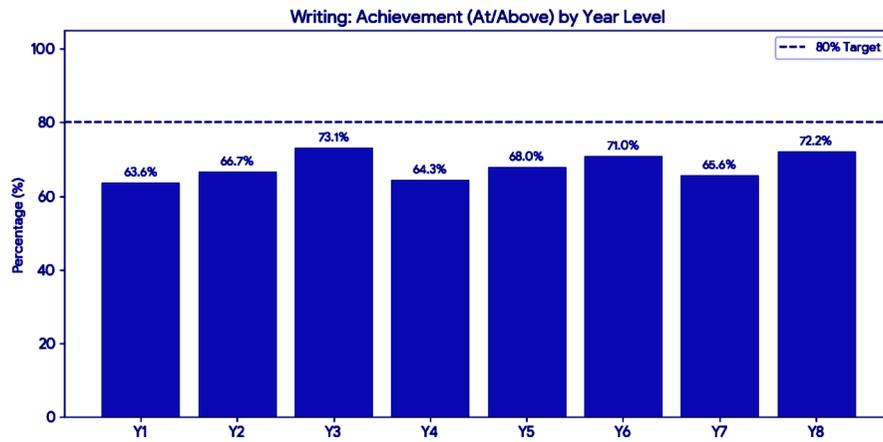
### Annual Aim

1. To increase the number of students who will be Reading at or above the expected curriculum level for their year.
2. To increase the number of students who will be Writing at or above the expected curriculum level for their year.
3. To increase the number of students who will be Maths at or above the expected curriculum level for their year.

### Target

1. 80% of students making sufficient or accelerated progress in Reading
2. 80% of students making sufficient or accelerated progress in Writing
3. 80% of students making sufficient or accelerated progress in Maths

Subject	<b>Achievement Target:</b> 80% of students are achieving at or above expected curriculum levels	<b>Progress Target:</b> 80% of students are making at least one level of progress over the year																		
<b>Writing</b>	<p style="text-align: center;">Writing: Priority Groups &amp; School-wide Performance</p>  <p>The chart displays the percentage of students achieving at or above expected curriculum levels (dark blue bars) and making at least one level of progress (teal bars) across five groups. A red dashed line indicates the 80% target. The y-axis represents the percentage from 0 to 100.</p> <table border="1"><thead><tr><th>Group</th><th>Achievement (At/Above)</th><th>Progress (1+ Level)</th></tr></thead><tbody><tr><td>Total School</td><td>67.5%</td><td>79.1%</td></tr><tr><td>Māori</td><td>60.0%</td><td>80.0%</td></tr><tr><td>Pasifika</td><td>50.0%</td><td>68.8%</td></tr><tr><td>All Boys</td><td>62.5%</td><td>75.0%</td></tr><tr><td>All Girls</td><td>72.5%</td><td>83.3%</td></tr></tbody></table>		Group	Achievement (At/Above)	Progress (1+ Level)	Total School	67.5%	79.1%	Māori	60.0%	80.0%	Pasifika	50.0%	68.8%	All Boys	62.5%	75.0%	All Girls	72.5%	83.3%
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**Analysis:** Writing remains the most challenging curriculum area, with school-wide achievement at 67.5%.

**Variance:** A significant gender achievement gap is evident (Girls 72.5% vs. Boys 62.5%). This trend is consistent across most New Zealand schools, but remains a focus area for our strategic planning.

**Target Achievement:** Notably, Year 8 Girls reached the 80% achievement threshold, indicating that the school is successfully lifting performance by the time students graduate.

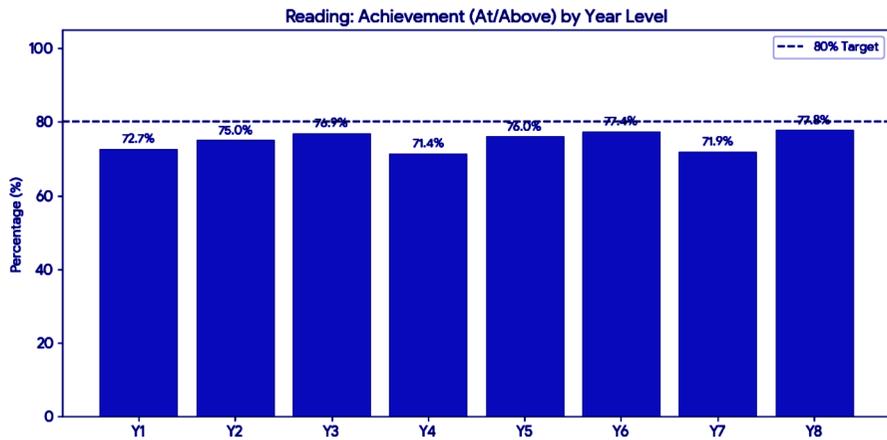
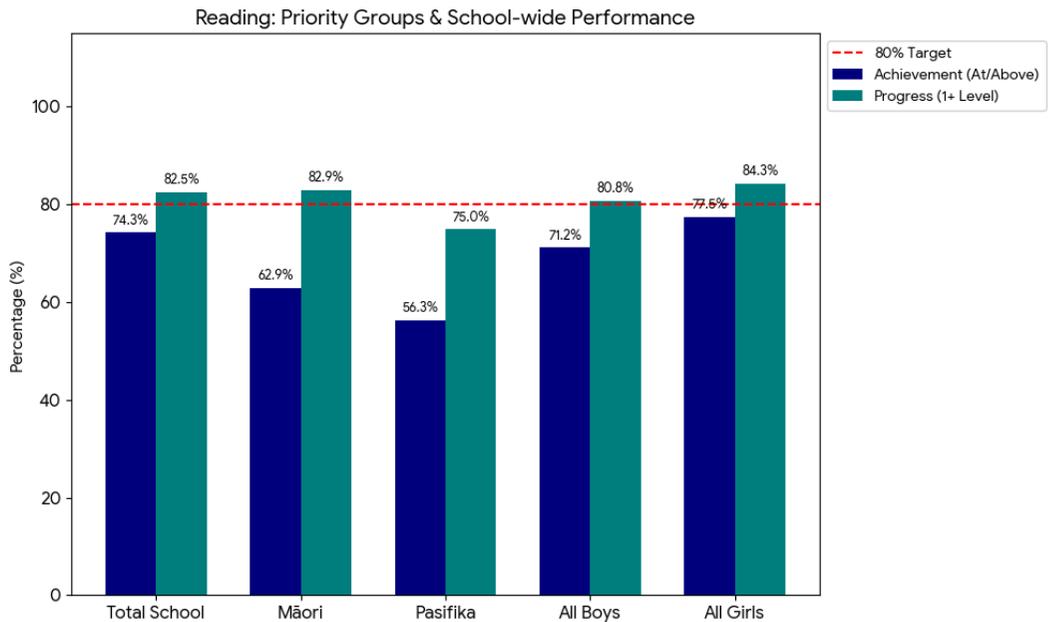
**Analysis:** Despite the achievement gaps, the "value-add" in Writing is strong, with school-wide progress at 79.1% (within 1% of the target).

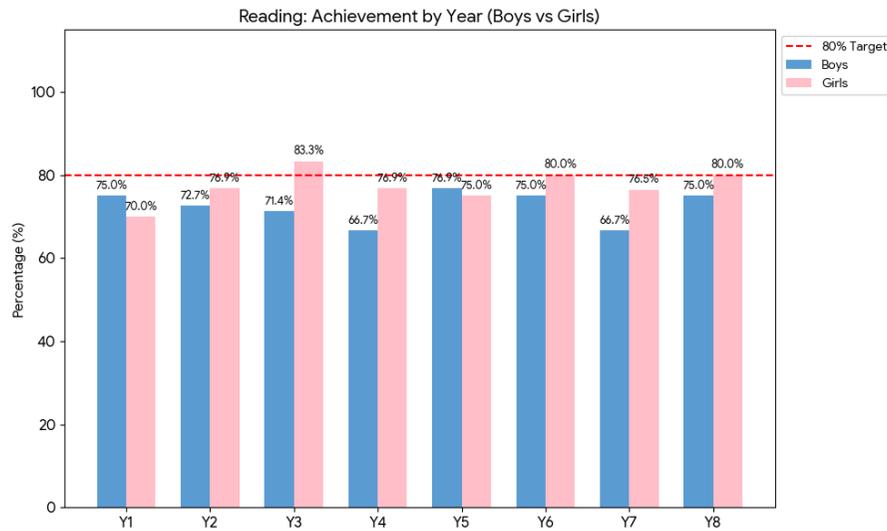
**Key Success:** Our **Māori cohort (80.0%)** and **Girls cohort (83.3%)** both met the progress target. This suggests that the teaching of writing is effective at moving students forward, even if they have not yet reached the "At" threshold.

**Future Focus:** The progress for **Pasifika students (68.8%)** and **Boys (75.0%)** will be the primary focus for our 2026 Professional Learning and Development (PLD) to ensure these groups receive the accelerated support needed to meet the 80% growth

target.

### Reading

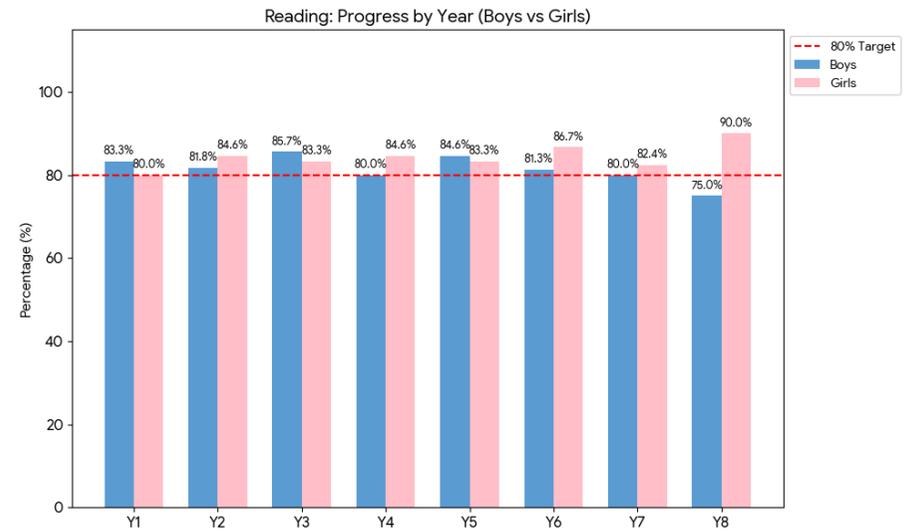




**Analysis:** Reading is the school's strongest area of achievement at **74.3%**. We are within 6% of our school-wide target.

**Variance:** There is strong consistency across the year levels, with **Year 3, 6, and 8 Girls** all meeting or exceeding the 80% target. The data indicates that the school is highly effective in developing literacy skills by the time students reach their exit years.

**Priority Groups:** While Māori and Pasifika achievement sits lower (62.9% and 56.3% respectively), the stability of the Reading data suggests these students are well-supported by our core literacy programs.

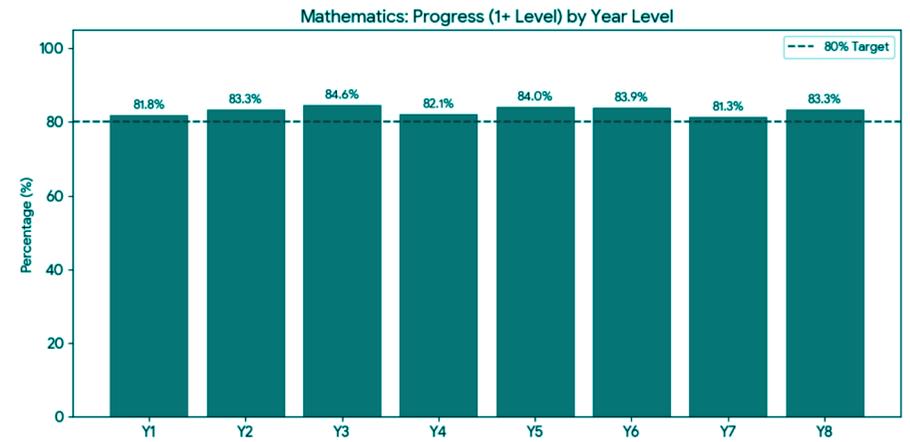
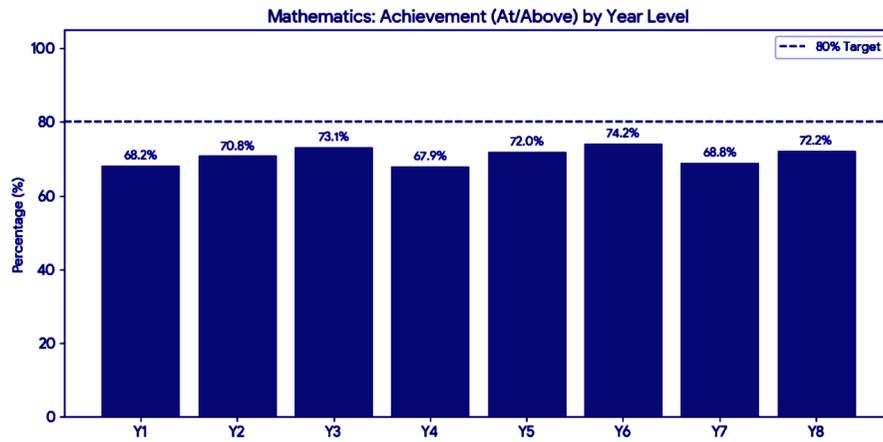
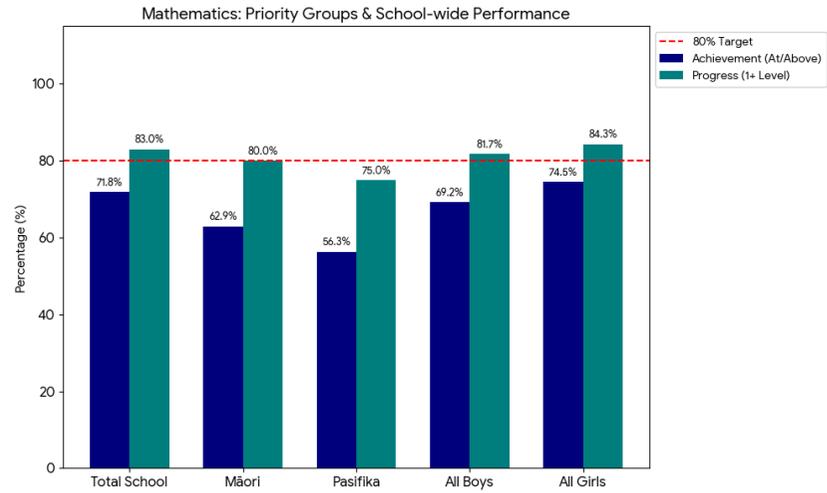


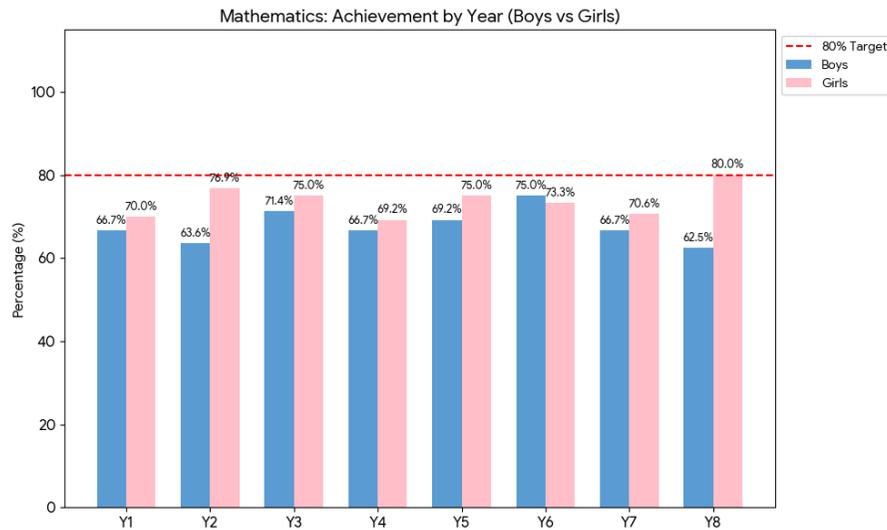
**Analysis:** Reading progress is exceptional at **82.5%** school-wide.

**Key Success: Māori learners (82.9%)** outperformed the school average for progress. This is a critical data point for the Ministry, demonstrating that our internal interventions (such as targeted reading recovery or small group instruction) are having a high impact on our priority learners.

**Trend:** The consistency of progress above 80% across almost every year level and demographic subgroup confirms a robust and equitable literacy culture within the school.

# Maths

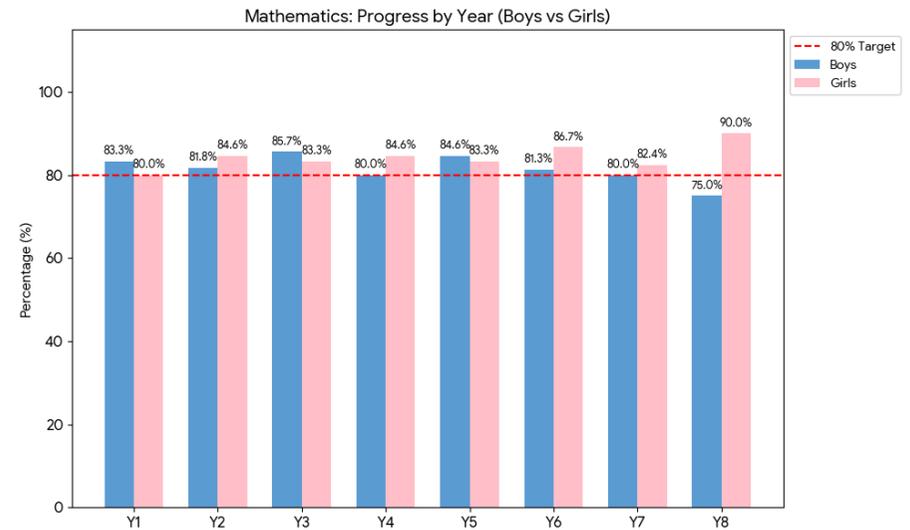




**Analysis:** The school-wide achievement in Mathematics currently sits at **71.8%**. While this is below the 80% target, there is an upward trend as students move through the year levels, culminating in **Year 8 Girls** reaching the 80% benchmark.

**Variance:** A notable gender gap exists, with Girls (**74.5%**) outperforming Boys (**69.2%**). Achievement for Māori (**62.9%**) and Pasifika (**56.3%**) learners remains a strategic priority for the coming year.

**Context:** Lower achievement in the middle years (Year 4 and Year 7) suggests a need for targeted transition support as curriculum complexity increases.



**Analysis:** This is a significant success area. The school-wide progress rate is **83.0%**, exceeding the annual target.

**Key Success:** Most importantly, our **Māori students (80.0%)** have met the progress target. This indicates that while they may have started below the expected level, they are moving at the expected rate or faster, effectively closing the equity gap over time.

**Sustainability:** High progress across both Boys (**81.7%**) and Girls (**84.3%**) confirms that our school-wide Mathematics initiatives are effectively supporting growth for all learners.

[Summary statement](#)

## **How Ōrākei School has given effect to Te Tiriti o Waitangi**

Ōrākei School is committed to honouring Te Tiriti o Waitangi by embedding Māori perspectives, language, and cultural practices across our curriculum, policies, and everyday school life. Our approach is grounded in partnership, protection, and participation, with a strong focus on improving outcomes for Māori learners.

### **Embedding Tikanga Māori, Mātauranga Māori, and Te Ao Māori**

Our local curriculum and strategic direction reflect the values, knowledge systems, and worldviews of Māori. We work collaboratively with whānau and our local iwi, Ngāti Whātua Ōrākei, to ensure learning experiences are authentic, locally grounded, and culturally meaningful.

Our Rumaki kaiako are leading the development of consistent schoolwide protocols for pōhiri, waiata, karakia, kapa haka, and the acknowledgement of significant events in the Māori calendar. These practices strengthen cultural identity and belonging for all learners.

Teachers continue to build their capability through targeted professional development in tikanga Māori, mātauranga Māori, and te ao Māori, enabling them to confidently integrate these perspectives across learning areas.

### **Te Reo Māori and Tikanga Māori in Everyday Learning**

We take deliberate steps to make tikanga Māori and te reo Māori visible and accessible throughout the school. This includes:

- Integrating te reo Māori into daily classroom routines and schoolwide practices
- Providing structured opportunities for students to learn and use te reo Māori
- Embedding tikanga Māori within learning programmes and community events

These approaches support language revitalisation while normalising Māori culture as a valued part of our school environment.

### **Improving Equity and Outcomes for Māori Learners**

Achieving equitable outcomes for Māori students remains a key priority. We actively monitor achievement, engagement, and wellbeing data to identify areas of disparity and respond with targeted supports where needed.

### **Our approach includes:**

- Culturally responsive teaching practices
- Tailored learning and wellbeing interventions
- Strong relationships with whānau
- The use of student voice to inform planning

These actions help ensure Māori learners are supported to succeed academically, socially, and culturally.

### **Culturally Responsive Policies and School Systems**

Through SchoolDocs, we maintain an ongoing review cycle to ensure our policies align with Te Tiriti o Waitangi and promote fairness, inclusion, and respect for Māori perspectives. Our strategic and annual plans reflect input from whānau and the wider community, reinforcing our commitment to shared decision-making and inclusive practice.

### **Partnerships with Whānau and Māori Communities**

We continue to strengthen relationships with local iwi and Māori organisations to ensure our school responds meaningfully to the aspirations of Māori students and their families. Our Rumaki kaiako play a pivotal role in guiding authentic implementation of tikanga Māori across the school, supporting both staff capability and curriculum design.

These partnerships provide valuable guidance and ensure our practices remain culturally appropriate and locally relevant.

### **Ongoing Professional Learning**

Staff engage in continuous professional learning focused on Te Tiriti o Waitangi obligations and culturally sustaining pedagogy. In 2026, this includes Ngāti Whātua-centred curriculum development led by our Rumaki team, alongside reflective practice to strengthen cultural competence across all classrooms.

**In summary**, Te Tiriti o Waitangi principles are embedded across Ōrākei School's culture, curriculum, policies, and partnerships. Through authentic relationships, targeted professional learning, and a strong focus on equity, we are building an inclusive learning environment that values Māori identity and supports Māori learners to thrive.

## Equal Employment Opportunities

At Orakei School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a **good employer**. Orakei School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

At Orakei School, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

The implementation of our EEO policy and programme supports our school to:

- prevent and eliminate bias and **discrimination**
- promote an inclusive and safe work environment
- treat all current and prospective staff fairly
- provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time.

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

### **Equal employment opportunities (EEO) programme**

To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:

- appoint appropriately qualified staff through a fair and impartial appointment process
- create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
- explore professional development and training opportunities
- monitor the implementation of our programme and report to the board.