



Analysis of Variance 2024

MARCH 2025

Reading Achievement Targets

TARGET 1

Increase the overall reading achievement rate by 10% from 69.37% to at least 79.37% by the end of the year 2024.

Outcome

- The 2024 reading achievement target was not met.
- Target: 79.37%
- Actual Achievement Rate: 68.57%
- Shortfall: 10.80%

Analysis

The reading achievement rate decreased from the 2023 level (which was 69.37%) instead of increasing as planned. The number of ākonga in the 'Above' category dropped from 57 in 2023 to 44 in 2024. The 'Within' category saw a slight decline, from 134 in 2023 to 124 in 2024. Meanwhile, the number of ākonga in the 'Below' category increased from 51 to 53, and the 'Well below' category improved slightly from 34 to 24.

TARGET 2

Increase Year 3 (Year 2 in 2023) reading achievement rate from 44.4% to at least 65%.

Outcome

The target of increasing Year 3 reading achievement from 44.4% to at least 65% was not met.

Analysis

The actual achievement percentage for Year 3 in 2024 was 57.1%, which is 7.9 percentage points short of the target. While there was progress from the previous rate of 44.4%, it did not reach the desired level. The achievement rate has improved from 44.4% to 57.1%, showing a positive trend. Despite the improvement, there is still a significant shortfall of 7.9 percentage points.

TARGET 3

Decrease the ethnic disparities in reading achievement by at least 10% among Pasifika, Māori and Middle Eastern, Latin American and African (MELAA) ākonga.

Outcome

- The percentage of Māori ākonga reading below or well below expectations increased by 4.3% from 2023 to 2024.
- The percentage of Pasifika ākonga decreased by 5.1%, showing an improvement.
- The percentage of MELAA ākonga significantly decreased by 15.2%, marking a strong improvement.

Analysis

Since the goal was to decrease the ethnic disparities by at least 10%, the target was met for MELAA ākonga but not for Māori or Pasifika ākonga. Māori ākonga saw a worsening trend, while Pasifika ākonga showed improvement but not at the 10% target level.

Writing Achievement Targets

TARGET 1

Increase the overall writing achievement rate from 67.9% to 77.9% by the end of the year.

Outcome

- This target was not met.
- Target: 77.9%
- Actual Achievement Rate: 58.70%
- Shortfall: 19.2%

Analysis

Decline in Achievement: Instead of improving, the overall achievement rate dropped by approximately 9.2 percentage points from 2023 to 2024.

Increase in 'Below' and 'Well Below' Categories: The number of ākonga performing below and well below expectations increased, while those in the 'Above' and 'Within' categories decreased.

TARGET 2

Ensure that Year 3 (year 2 in 2023) ākonga demonstrate a minimum writing achievement rate of 65%.

Outcome

- This target was not met.
- Target: 65%
- Actual Achievement Rate: 44.44%
- Shortfall: 20.56%

Analysis

Improvement in Achievement: The overall achievement rate increased by approximately 4.44 percentage points from 2023 to 2024. Increase in 'Below' and 'Well Below' Categories: The number of ākonga performing below and well below expectations increased, while those in the 'Above' and 'Within' categories also increased.

TARGET 3

Decrease Pasifika and MELAA disparities, aiming to increase their writing achievement rates by 10%

Outcome

Pasifika

- 2023 Achievement Rate: 55.77%
- 2024 Achievement Rate: 43.5%
- Target Achievement: Not Met
- Shortfall: 12.3%

Analysis

Declining Performance: Instead of increasing, the achievement rate dropped by 12.3 percentage points. The proportion of Pasifika ākonga in the 'Well Below' category rose significantly from 5.8% in 2022 to 19.6% in 2024, highlighting a concerning trend. The percentage of ākonga achieving at or above expectations has steadily dropped since 2022 (50.0% to 43.5%).

MELAA

- 2023 Achievement Rate: 40.00%
- 2024 Achievement Rate: 55.2%
- Target Achievement: Met
- Exceeded Target by: 5.2%

Analysis

Writing achievement increased by 15.2 percentage points, surpassing the target increase of 10%. Decrease in 'Below' Achievement: The percentage of ākonga writing 'Below' expectations dropped from 47.8% in 2022 to 17.2% in 2024, a significant improvement. Concern in 'Well Below' Achievement: Despite gains in overall achievement, the proportion of ākonga in the 'Well Below' category rose from 17.4% in 2022 to 27.6% in 2024, indicating a need for further targeted interventions.

Summary

Pasifika students have experienced a decline, and targeted interventions are necessary to reverse this trend. Meanwhile, MELAA students have shown improvement, but the increase in 'Well Below' requires attention.

Reading and Writing Conclusion and Priorities for 2025

The 2022–2024 literacy data highlights a concerning decline in both reading and writing achievement, with fewer ākonga reaching 'Above' expectations and an increase in those performing 'Below' and 'Well Below'. While there have been some improvements in specific groups, overall, our literacy targets for 2024 were not met.

In 2025, our focus will be on reversing this trend and ensuring that all ākonga develop strong foundational literacy skills. Aligned with the Ministry of Education's priority of implementing evidence-based instruction in early literacy, our key priorities will be:

1. Strengthening Early Literacy Foundations

- Implement structured, evidence-based literacy instruction, particularly in Years 1–3, with an emphasis on phonics, foundational skills, and explicit teaching of writing.
- Build teacher capability in delivering high-quality literacy instruction through targeted professional learning.

2. Targeted Support for Priority Learners

- Address the decline in Māori literacy achievement by refining culturally responsive teaching strategies and strengthening whānau engagement.
- Implement strategies to engage boys in reading and writing, using high-interest texts, structured interventions, and confidence-building approaches.
- Sustain progress for MELAA and Pasifika ākonga through ongoing targeted support.

3. Lifting and Extending Literacy Achievement

- Provide structured interventions to reduce the number of ākonga reading and writing 'Below' expectations, ensuring consistent monitoring and early support.
- Extend capable readers and writers by introducing opportunities for challenge, creativity, and cross-curricular literacy integration.

4. Strengthening Consistency and Monitoring Progress

- Embed structured assessment and moderation practices to ensure sustainable progress across year levels.
- Use data-driven insights to inform teaching practices, track student progress, and adjust strategies as needed.

By focusing on these priorities, we aim to lift literacy achievement across all groups and ensure that every student at Kahurangi School has access to high-quality, structured literacy instruction that sets them up for success.

INCLUSION TARGETS

TARGET 1

Increase the percentage of ākonga attending school between 90–100% of the time to at least 70%.

Outcome

- This target was not met.
- Target: 70%
- Actual Achievement Rate: 58%
- Shortfall: 12%

Analysis

While this target was not met, there has been a notable improvement from 2023 (50.75%) to 2024 (58%). This represents positive movement in the right direction, with the most significant gains observed in Term 3. However, attendance in Term 2 continues to be a challenge, with only 51% of ākonga attending regularly during this period.

The primary cause of absence remains illness, though there has been a decline in illness-related absences compared to previous years. At the same time, unexplained absences and term-time holidays have increased, signalling a need for stronger engagement with whānau and clearer messaging about the importance of everyday attendance.

TARGET 2

Reduce the percentage of ākonga attending school less than 70% of the time to below 5%.

Outcome

- This target was not met.
- Target: <5%
- Actual Achievement Rate: 7.75%
- Shortfall: 2.75%

Analysis

Chronic absence has nearly halved since 2022, showing steady progress in this area. While still short of the 2024 target, this drop reflects the positive impact of attendance-focused initiatives. Continued effort is needed to bring this number down further, particularly by identifying at-risk tamariki early and providing proactive support for their whānau.

Focused work in 2025—especially around Term 2 patterns—alongside clear communication and early outreach, will be key to reducing chronic absence further.

TARGET 3

Increase the percentage of ākonga reporting “I feel safe at school” in the wellbeing survey to at least 80%.

Outcome

- This target was met.
- Target: 80%
- Actual Achievement Rate: 81%
- Exceeded Target by: 1%

Analysis

There has been a strong improvement in how safe ākonga feel at school, increasing from 70% in 2023 to 81% in 2024. This reflects the deliberate work being done to foster a secure and welcoming school environment. Other positive indicators

include:

- 83% of ākonga report feeling a sense of belonging at school
- 91% agree that bullying is not tolerated
- 78% feel comfortable seeking help from kaiako

These results affirm that our approach to wellbeing and behaviour is making a difference for our tamariki.

TARGET 4

Improve the percentage of ākonga reporting that kaiako are interested in their culture or family background to at least 80%.

Outcome

- This target was met.
- Target: 80%
- Actual Achievement Rate: 80.5%
- Exceeded Target by: .5%

Analysis

This year's improvement—from 73% in 2023 to 80.5% in 2024—indicates progress in building culturally responsive classrooms. It shows that ākonga are increasingly feeling seen and valued for who they are. The strong agreement (88%) that Kahurangi promotes positive relationships between different cultures is another encouraging sign. However, one area of concern remains: only 58% of ākonga believe that students treat one another with respect. This figure is significantly lower than other wellbeing indicators and signals a need to further strengthen peer-to-peer relationships and expectations of mutual respect.

Inclusion Conclusion and Priorities for 2025

While Kahurangi School did not meet all its inclusion targets for 2024, steady progress is evident—particularly in student wellbeing and regular attendance. Positive shifts in student safety and cultural recognition are outcomes worth celebrating.

In 2025, our key inclusion priorities will be:

1. Lifting Term 2 Attendance

- Implement early identification and proactive support strategies for at-risk ākonga
- Strengthen whānau partnerships with a focus on Term 2 engagement

2. Reducing Chronic Absence

- Deepen work with families of chronically absent tamariki
- Ensure “every day matters” messaging is consistent and visible

3. Strengthening Peer Relationships

- Focus on building positive student-to-student interactions and shared expectations of respect
- Embed restorative practices and student leadership roles to support inclusive peer culture

4. Sustaining and Deepening Cultural Responsiveness

- Continue building kaiako capability in culturally sustaining practices
- Ensure student voice and whānau input remain central to inclusion planning

By continuing to focus on student wellbeing and belonging, we can ensure Kahurangi is a place where every child feels safe, respected, and valued.