

Big Rock Primary School

End of Year Report and Analysis of Variance

2025

Analysis of Variance (Annual Goals)

Maintain at least 2024 levels of attendance across the school

Raise student attendance levels of children deemed 'at risk' to at least 90%

Full implementation of the Big Rock Personal and Physical Resilience programme

Attendance Goals covered later in this report in the Attendance section

Implementation of the Big Rock Personal and Physical Resilience programme

Areas of Success

The draft programme was completed and introduced to the school curriculum. The full implementation was challenging in classroom practice with the full implementation of the new English and Mathematics curriculums. This led to a more structured classroom programme. Which meant less opportunity for children to be off task as well as clearer instructions during Literacy and Mathematics.

Personal and Physical Resilience programme did support teachers in building resilience in learners by raising expectations and less opportunity to 'give up' and this was supported by the Structured Literacy Model and Explicit Teaching.

By utilising the ideas and concepts of the Personal and Physical Resilience programme teachers shared that the school playground during break times (morning tea, lunch as well as before and after school) children were more likely to solve problems in games themselves than run to the duty teacher with every little squabble. There was also less 'reporting back' to teachers after break time.

The concepts of the Personal and Physical Resilience programme were also instrumental in getting more children involved in mountain bike, Senior Science School and Gastronomist initiatives as the children were more confident in 'having a go'

Linking the Personal and Physical Resilience programme to EOTC and PE lessons has provided children with the opportunity to take on more challenges.

2026 and beyond

The programme has yet to be fully implemented although some of the concepts and ideas have proven successful. An example of taking this further in 2026, will be a broader opportunity for children on bikes as the more reluctant grow in confidence.

The challenge will be linking the programme to the new curriculum as well as time restraints. However the concepts are being ingrained in day to day school life.

Implementation of Structured Literacy across all classes

Accelerate progress of children deemed 'at risk' in Literacy and Mathematics by 18 months

Implement reviewed Integrated Topic Based Curriculum

Implementation of Structured Literacy across all classes

Areas of Success

During 2024 all teaching staff and an experienced teacher aide undertook intense professional development in Structured Literacy via the IDEAL model and resources. This was fully implemented in 2025 across all classes as well as smaller groups with teacher aide support. This was supported by the teachers undertaking shared professional development sessions on the Science of Learning and Explicit Teaching.

Full implementation was challenging but ultimately rewarding as the teachers established new classroom routines, as the children were being taught in a 'new way'. By the end of term one the full implementation was established. There have been a few challenges, these were primarily around class groupings, consistency of approach and frustration of not having time in the day for other curriculum areas. The requirement is for 1 hour per day for both Reading and Writing, however in practice that was usually not enough time if Structured Literacy was to be effective for all learners. Also, older children often became less engaged by the end of the week.

Achievement data in Reading and Writing is below.

2026 and Beyond

A key change in 2026 with the implementation of Structured Literacy will be children from 2 classes being separated so that there are less groups in each class making it more manageable for teachers and more beneficial to the children's progress. While we are reluctant to 'stream', in the case of Structured Literacy it will be valuable.

Accelerate progress of children deemed 'at risk' in Literacy and Mathematics by 18 months

Areas of Success

In 2025 8 children deemed to be at risk in Reading, 6 children deemed to be at risk in Writing and 9 children deemed to be at risk in Mathematics had accelerated progress so as to no longer be deemed at risk, but to be closely monitored.

The reasons for this are, the full implementation of Structured Literacy, teacher aide support, usage of new resources, as well as full implementation of new strategies and understanding aligned with the Science of Learning and Explicit Teaching. The added support of an RTLit was also immensely beneficial.

The implementation and professional development across the school also meant a more connected focus across all classrooms.

The full implementation of PR1ME Mathematics was beneficial in ensuring that all classes were using the same model and similar resources. While it was a challenge at first, ensuring all teachers understood and were able to implement the new system correctly and effectively. By the end of term one this was underway. Like Structured Literacy, the multitude of groups meant that 1 hour was seldom enough time for effectiveness and as such other curriculum areas had reduced delivery.

The staff also collectively ensured that all necessary resources were purchased and staff were encouraged to purchase the 'concrete materials' they required to deliver the programme successfully.

2026 and Beyond

As with Structured Literacy, Mathematics in 2026 will be taught with groupings across 2 classrooms. This will ensure less groups and more opportunity for teachers to spend more quality teaching time with children.

Implement reviewed Integrated Topic Based Curriculum

Areas of Success

The implementation of our reviewed Integrated Topic Based curriculum was challenging in 2025 due to legitimate time restraints because of the requirements of 1 hour per day for Reading, Writing and Mathematics, when 1 hour per day was often not enough.

However the teacher's still taught an excellent Aotearoa New Zealand Histories programme across term two that was linked to our school wide Matariki celebrations, all classes took part in meaningful EOTC programmes, all children were involved in a full musical production.

The children Year 5-8 had the most success with the reviewed Topic Based Integrated Topic Based Curriculum through the linking of EOTC with English, Mathematics, Te Ao Māori and the Personal and Physical Resilience Programme. They also were engaged in the Science Badge programme, and the senior class were involved in the new Science and Nature School programme as well as the Gastronomer programme which both had links to core curriculum and EOTC and the Personal and Physical Resilience programme.

Our EOTC, Gastronaut and Science and Nature School programmes have been or are in the review process.

2026 and Beyond

The challenge will be to negate the timeframes of the 1 policy and ensure that we still deliver a balanced curriculum. Feedback from parents is disappointment that full implementation of locally developed integrated programmes has not been possible due to time commitments. With the separation of children in Literacy and Mathematics, a broader curriculum should be able to be taught and engaged in by children.

Developments and changes to EOTC, Science and Nature School, Science Badges and Gastronaut programme will ensure that they are delivered in 2026 and beyond.

Our Aotearoa New Zealand Histories programme is an integral part of the school calendar, curriculum and kawa and will not be changing.

Reading Achievement 2025.

Reading achievement at Big Rock Primary is reported using Phases in alignment with the New Zealand Curriculum Te Mataiaho.

PHASE One= New Entrant to Year 3

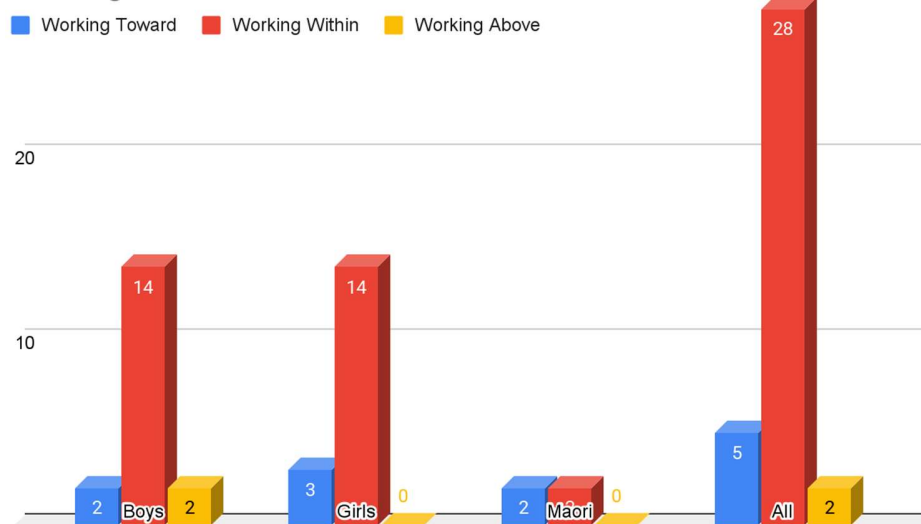
PHASE Two= Year 4- Year 6

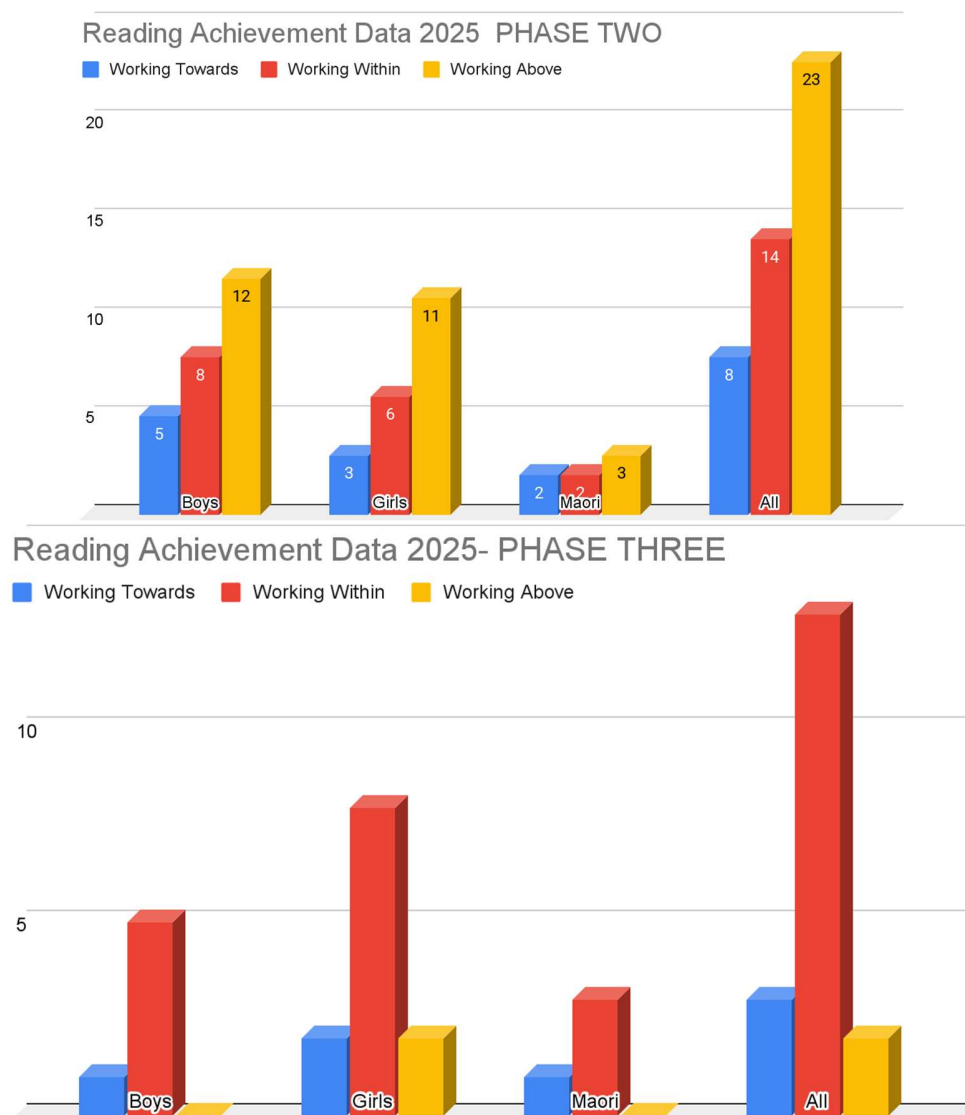
PHASE Three= Year 7-Year 8

Big Rock Primary utilises the assessment tools from IDEAL.

Reading Data 2025

Reading Achievement Data 2025 - PHASE ONE





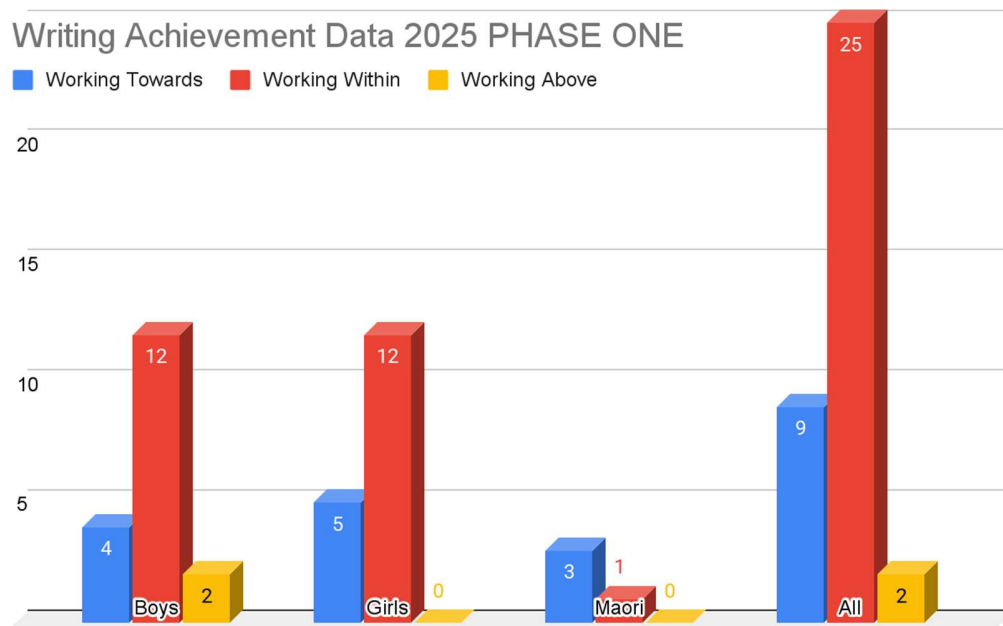
Areas of Strength in Reading

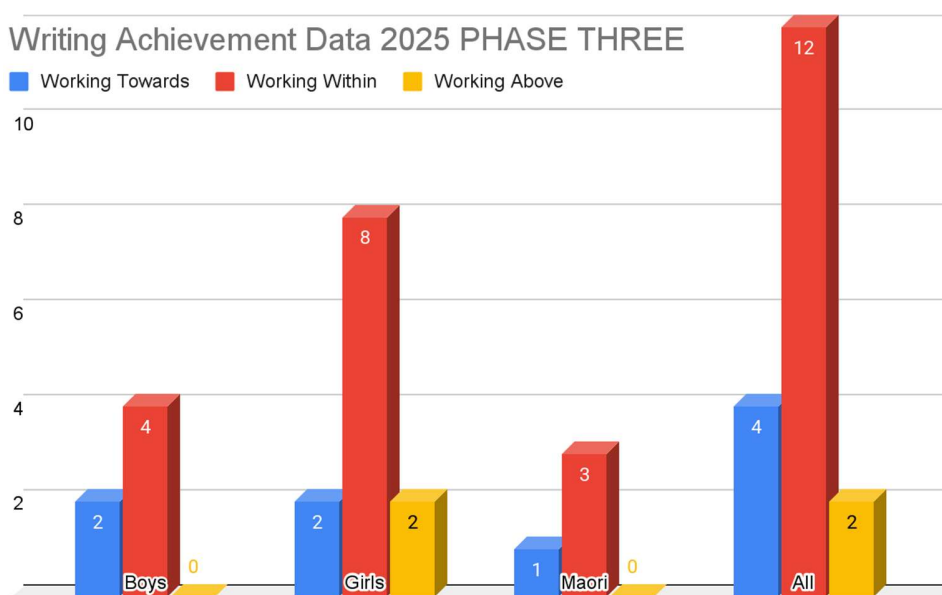
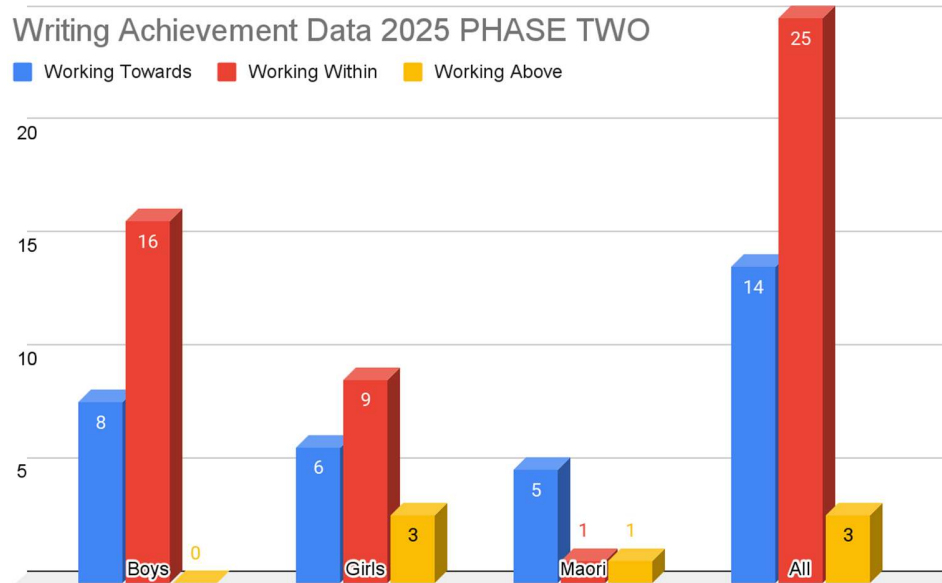
- Accelerated progress of 8 children who were deemed to be 'At Risk'
- Māori achievement levels comparable with non-Māori
- Whole school usage of Structured Literacy (IDEAL model)
- Teacher's planning and teaching individual children's needs
- Broad range of meaningful texts available for instructional reading and for leisure
- Library restocked based on children's feedback and input
- On-going professional development on Structured Literacy by IDEAL
- Meaningful input and support RTLit
- Parental support of children's learning
- Collective teaching across all classes via IDEAL

Areas for development in 2026

- Utilise staffing to employ Learning Support Co-ordinator one day a week
- Continue professional development in Structured Literacy
- Continue to fully implement new English curriculum
- Continue to purchase and use a broad range of meaningful texts

Writing Data 2025





Areas of Strength in Writing

- Accelerated progress of 6 children previously deemed to be 'At Risk'
- Improvement of spelling across all classes
- Māori achievement levels comparable with non-Māori
- Improvement of text understanding and word and sentence structure across all phases
- Teachers identifying, planning and teaching according to individual children's needs and abilities

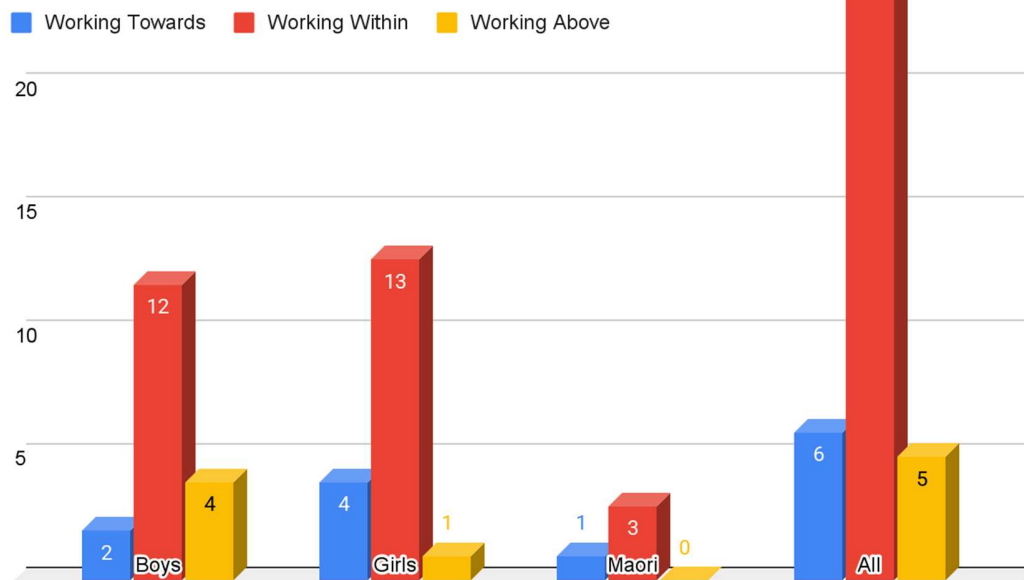
- Whole school usage of Structured Literacy across all classes and phases
- Student engagement in IDEal programmes
- On-going professional development by all teachers in IDEal Structured Literacy
- Meaningful input and support from RtLit
- Collective teaching across all levels and phases via IDEal
- Moderation of children's writing

Areas for development in 2026

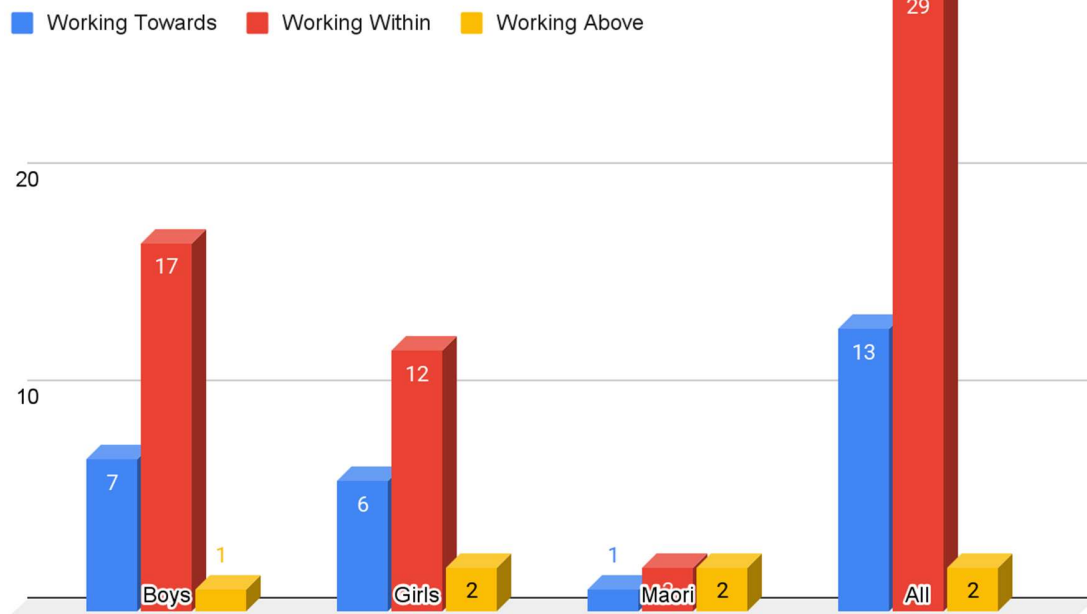
- Continued professional development across all class levels and phases, utilising
- Utilise newly appointed LSC with new Ministry funding
- Specialist teacher employed to support children deemed 'At Risk' to accelerate progress

Mathematics Data 2025

Mathematics Achievement Data PHASE ONE 2025



Mathematics Achievement Data PHASE TWO 2025



Mathematics Achievement Data PHASE THREE 2025



Areas of Strength in Mathematics

- Accelerated progress of 9 children previously deemed to be “At Risk”
- Māori achievement levels comparable with non-Māori
- Full implementation of PR1ME Mathematics across all levels and phases

- All teaching staff undertaking professional development via PR1ME Mathematics and fully implementing
- Purchasing of new teaching materials across all levels and phases to support PR1ME Mathematics implementation
- All teachers assessing, planning and implementing PR1ME Mathematics at level or phase appropriate to very learner
- Collective teaching and stargazing to accelerate progress of children deemed 'At Risk'

Areas for Development in 2026

- On-going professional development in Mathematics
- Undertake a review of resources (hands-on) to ensure that all learners have full access to any resourcing required across all phases and curriculum strands

Core Curriculum Summary 2025

2025 was a challenging but ultimately rewarding year with the full implementation of Structured Literacy and Mathematics. The teaching staff undertook intense professional development at the end of 2024 and in January 2025 to ensure that as a school and for the benefit of all of our learners. At the time this was challenging but proved to be the correct approach as all teaching staff were on-board collectively. While it wasn't seamless it was more manageable. It is important to note that it was new for the children as well and that change had to be managed- the use of IDEAL programmes, PR1ME resources etc was a new approach to learning for many of the children. Most adapted very quickly, and the teaching staff need to be commended for this.

With new curriculum expectations (Structured Literacy and Mathematics, 1 hour per day of Reading Writing and Mathematics- often not actually enough time due to the intensity of the programmes) it was challenging to provide as much Science, Social Sciences, PE and Health, however the teaching staff still managed a broad and rich curriculum across all classes.

E.O.T.C in 2025 was not as strong as previous years, the programme was still strong. The reduction in the delivery of the programme was due to time restraints but also appalling luck with weather, which were compounded by time restraints. In 2026, as well as further developing and delivering Structured Literacy and Mathematics programmes, the staff will be 'unpacking' Science, Social Science, PE and Health curriculums and developing strategies for full and meaningful

implementation at Big Rock, meeting both Ministry requirements and the school community’s expectations.

Te Tiriti o Waitangi

The school continues to give effect to te Tiriti by:

- Consultation with whanau identifying as Māori mid-year by John McKenzie, Education Consultant
- Reviewing and amending our Te Reo and Tikanga programme
- Learning about and celebrating key Māori events such as Matariki
- School involvement in Otago Polyfest
- Ensuring that a Māori perspective is included when appropriate in all curriculum planning and implementation. Excellent examples of this include our Matariki Celebration (A massive school event)
- Achievement levels in Literacy and Mathematics comparable with non-Māori

Attendance

School Terms 2025	Everyday Counts Data (Ministry of Education)
Term One	77% of all students attended 90% of the time 97% of all children were on time
Term Two	68% of all students attended 90% of the time 69% of all students were on time
Term Three	42% of all students attended 90% of the time 69% of all students were on time
Term Four	73% of all students attended 90% of the time

Chronic Absences Data Comparison 2024-2025

Terms	2024	2025
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Term One	2%	0%
Term Two	7%	5%
Term Three	9%	6%
Term Four	9%	0%

Summary

During the winter terms the attendance at Big Rock dropped considerably. The reality is that the school was deeply affected by flu and other winter illnesses, such as ear infections etc. When taking the winter illness factor out, attendance in Terms One and Four were considerably better, but with capacity for improvement.

Children with consistent low attendance with patterns of unjustified absences were contacted by the Principal on behalf of the Board of Trustees. The Board of Trustees was (and is) regularly informed of student attendance.

The school has put in strategies including:

- Meeting with parents
- Regularly promoting the benefits of good attendance
- Celebrating high attendance.
- Picking children up from home in the school van- using peer support children on occasion (All in partnership with whanau)
- We also utilised counselling services to address absenteeism and lateness, with a good level of success, particularly in Term Four.

It is clear that children who are unwell, stay home so as not to make other children or staff ill. Big Rock was deeply affected by a persistent flu in Term Three that children (and adults) found difficult to shake. In some situations, staff provided children with classwork to complete at home, when appropriate. Chronic absenteeism rates improved in every term in 2025 when compared directly to 2024 rates (Ministry of Education).

Of all the parents who were consulted regarding low attendance, not one parent expressed concerns about bullying, classroom engagement, happiness at school or feeling valued at school. The absences were always illness, family holidays, funerals and tangi, whanau visiting or visiting whanau and birthdays. While some of those reasons may be considered unjustified, it is pleasing that the school is seen as a happy, safe and engaging place for all children.

While there are some children with attendance challenges, many have been addressed and we are confident that the Ministry target of 80% of all children

attending 90% of the time is very achievable with continued whanau support and with support from the Ministry of Education.

Contestable Funding

During 2025 all contestable funding was used to employ teacher aides to work with the children the resourcing was targeted to. As well as professional development to increase knowledge. Additional learning resources were also purchased such as:

- headphones
- Structured Literacy texts
- Board games
- Supporting students attendance at school
- resources for a break-out space

All contestable funding was 'Topped up' by the Board of Trustees so as to add to its effectiveness. This included additional resources and staffing.

Kiwisport Funding

In 2025, as in previous years was utilised to:

- Purchase sports equipment
- Support upgrades to school pool
- Purchase new and replacement sports uniforms
- Support school E.O.T.C. programmes

The Board 'topped up' the funding, as well as utilising charitable trusts.

Charitable trust funds were used to support the upgrade the pool

Property Upgrades

During 2025 there were a number of property developments and upgrades.

These included:

- Carpet replaced in Rooms 3, 4 and 5
- Ceiling/sound panels replaced
- Lighting upgrade
- Ceiling/sound panels installed in all classrooms
- Pool water heater replaced
- Hot water shower installed in pool
- Masonry work upgraded on pool

Staffing

All staffing and employment in 2025 met the requirements as an Equal Employment Opportunities. This included:

- A fair interview process
- Opportunities for professional and personal development
- An agreed upon performance management agreement
- Clear and fair (after consultation)
- Continued implementation of Professional Growth Cycles for all teaching staff and the principal

Staffing was again stable in 2025, with all teaching staff positions filled and no teachers leaving throughout the year.

No new staff were employed in 2025

All staff continued to undertake professional development in 2025. Primarily on Structured Literacy and Mathematics.

Structured Literacy professional development was provided by IDEAL.

Mathematics professional development was provided by PR1ME.

In-house professional development was also undertaken on the revised/refreshed curriculum and what it looked like compared to our school practice. We have also begun the process of 'unpacking' Science and Social Science draft curriculums.

In 2026 professional learning will be undertaken to align school practice, programmes and kawa with the Draft curriculum areas of Science and Social Science.

David Grant
Principal