

## Big Rock Primary School End of Year Report and Analysis of Variance 2025

### 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

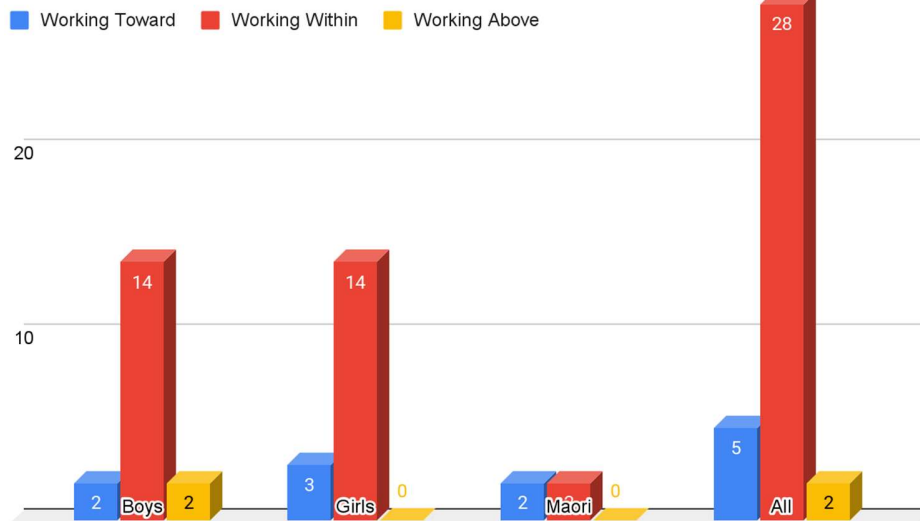
PHASE Two= Year 4- Year 6

PHASE Three= Year 7-Year 8

Big Rock Primary utilises the assessment tools from IDEAL.

### Reading Data 2025

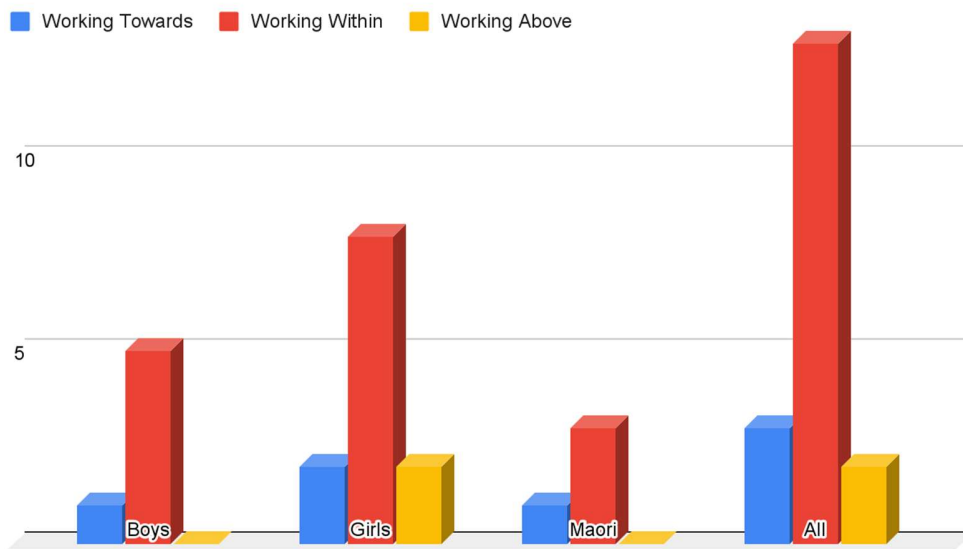
Reading Achievement Data 2025 - PHASE ONE



Reading Achievement Data 2025 PHASE TWO



## Reading Achievement Data 2025- PHASE THREE



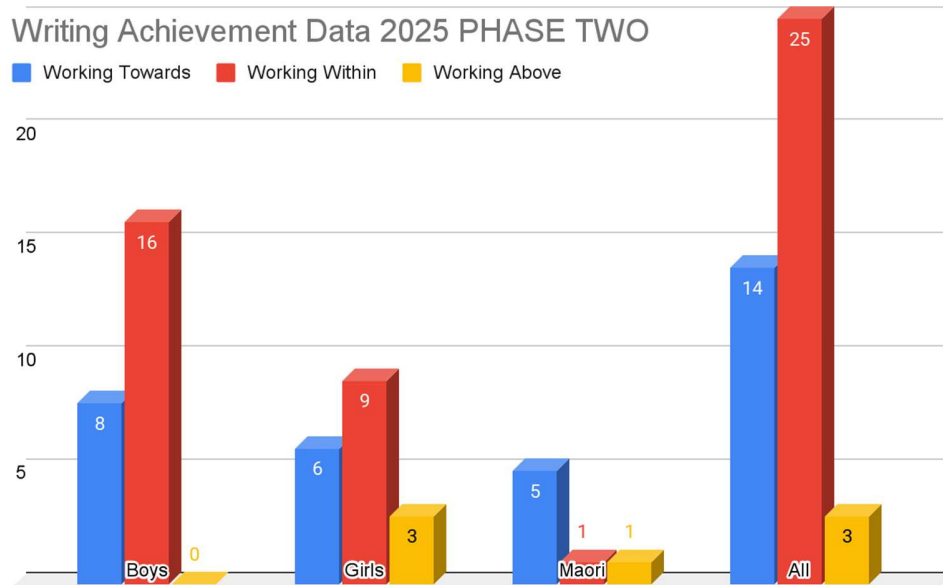
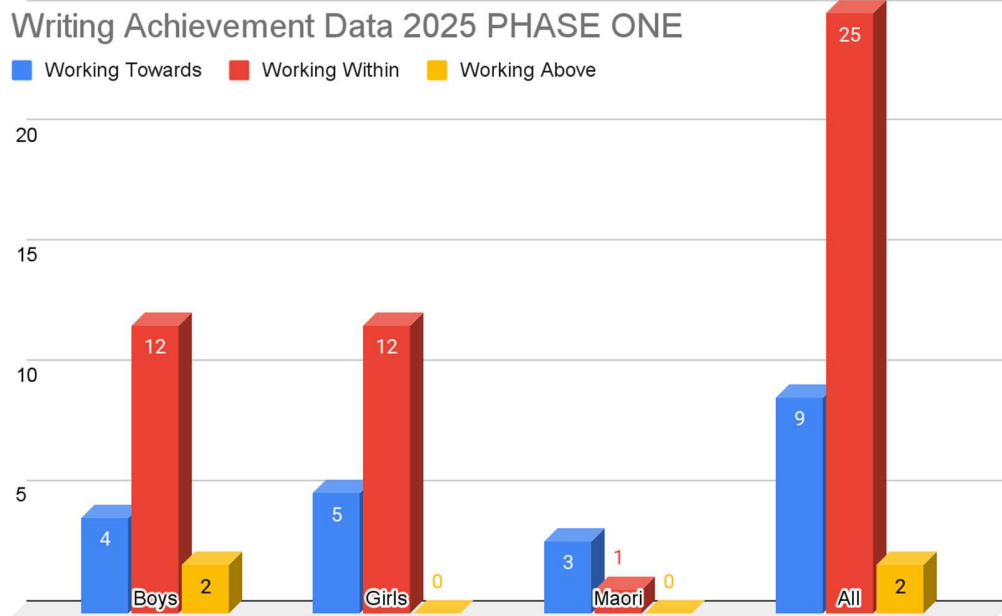
### Areas of Strength in Reading

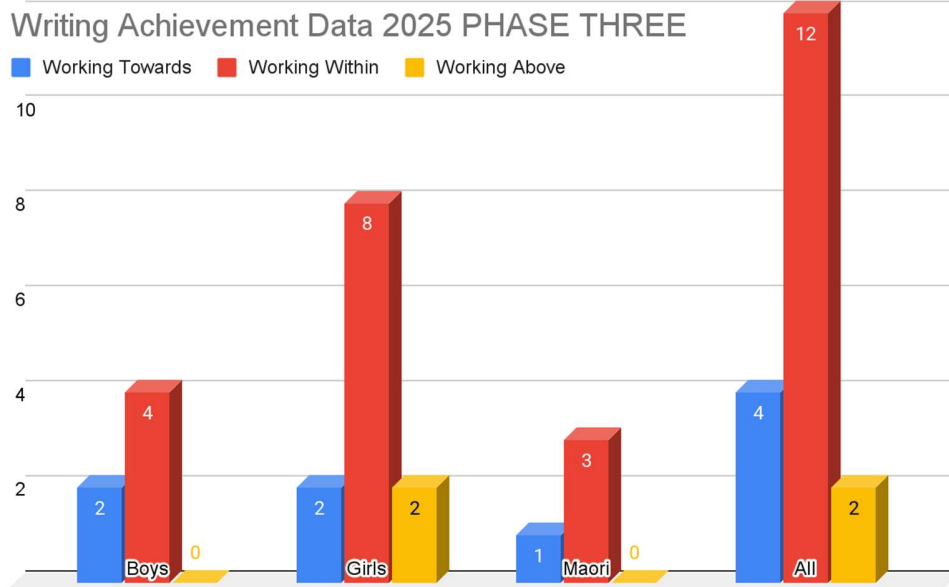
- Accelerated progress of 8 children who were deemed to be 'At Risk'
- Māori achievement levels comparable with non-Māori
- Whole school usage of Structured Literacy (IDEAL model)
- Teacher's planning and teaching individual children's needs
- Broad range of meaningful texts available for instructional 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

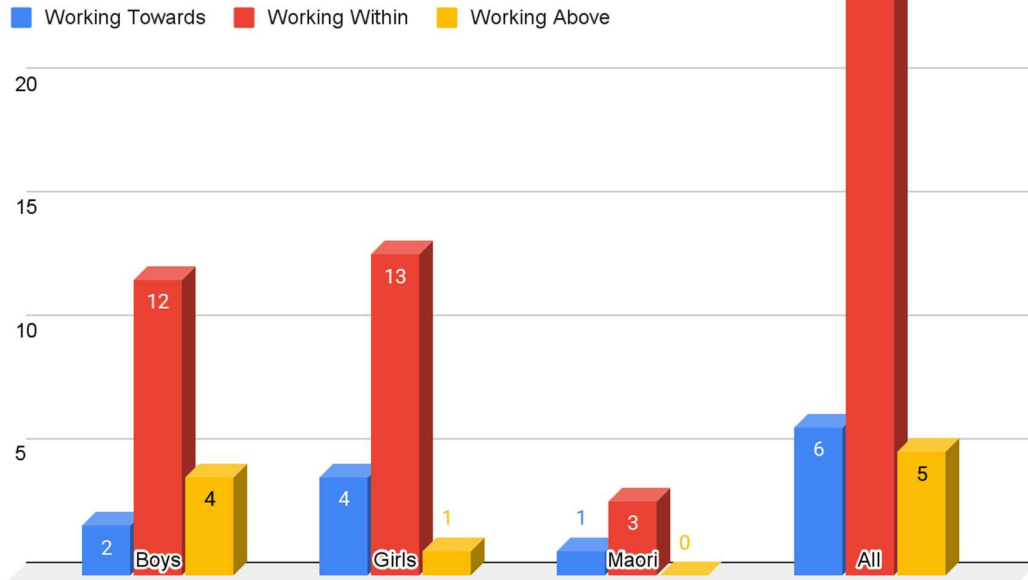
- Accelerated progress of 6 children previously deemed to be 'At Risk'
- Improvement of spelling across all classes
- Māori achievement levels comparable with non-Māori
- Improvement of text understanding and word and sentence structure across all phases
- Teachers identifying, planning and teaching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

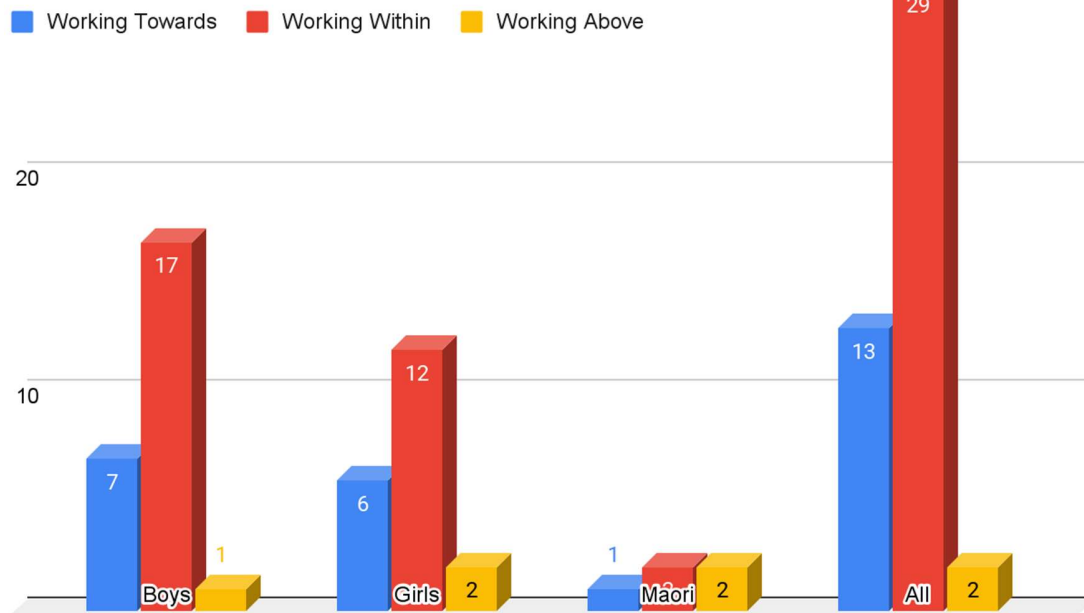
- Continued professional development across all class levels and phases, utilising
- Utilise newly appointed LSC with new Ministry funding
- Specialist teacher employed to support children deemed 'At Risk' to accelerate progress

## Mathematics Data 2025

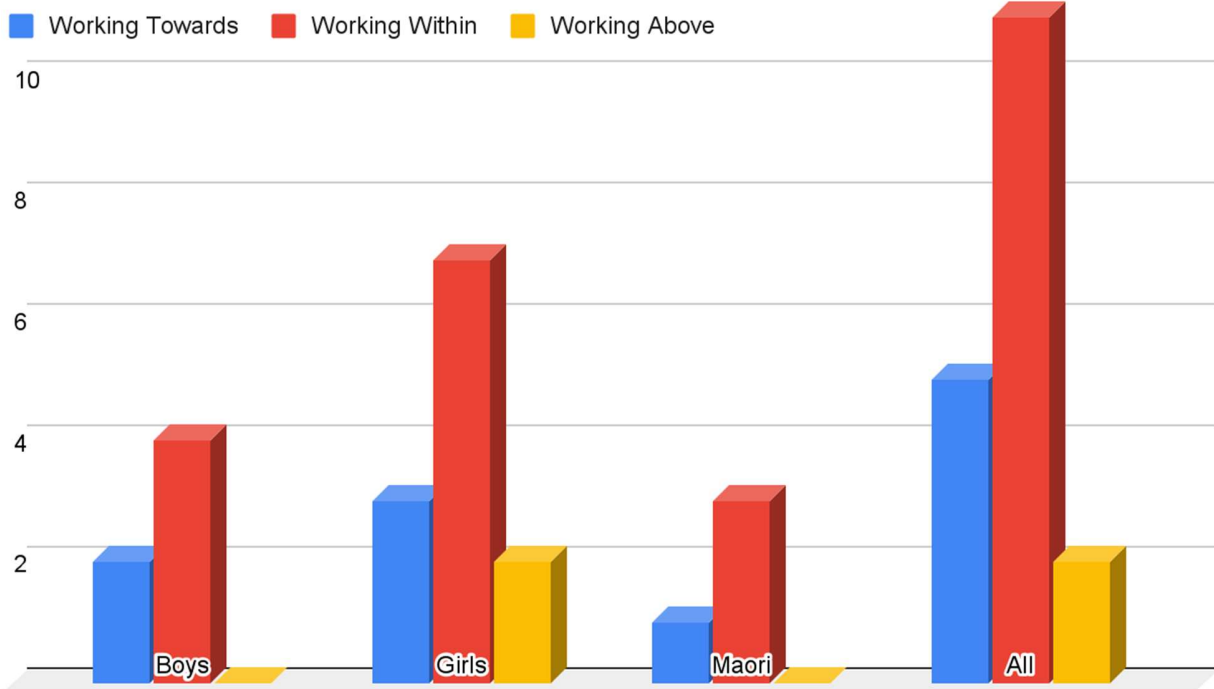
### Mathematics Achievement Data PHASE ONE 2025



### 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**

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

## **Chronic Absences Data Comparison 2024-2025**

<b>Terms</b>	<b>2024</b>	<b>2025</b>
<b>Term One</b>	<b>2%</b>	<b>0%</b>
<b>Term Two</b>	<b>7%</b>	<b>5%</b>
<b>Term Three</b>	<b>9%</b>	<b>6%</b>
<b>Term Four</b>	<b>9%</b>	<b>0%</b>

### **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**