

Waitakere Primary School Achievement Targets 2026

- To lift achievement in the Year 3 cohort in Reading.
- To improve achievement in writing from Year 3 - Year 7, for all students, but particularly for Māori boys. This targets those who are not at expectation raising by at least 5% and maintaining steady progress for all students working within the expected curriculum phase.
- To improve achievement for all students in the new Maths curriculum, across all achievement levels by at least a 5% increase.

Focus Cohorts

Reading

Year	Level	Well below	Below	At Standard	Above	Number of students	% at and above	% below and well below
2025	Year 7	2% (1)	18% (7)	53% (21)	27% (11)	40	80% (32)	20% (8)
2025 *	Year 6	10% (4)	7% (3)	56% (23)	27% (11)	41	83% (34)	17% (7)
2025	Year 5	9% (5)	16% (9)	53% (29)	22% (12)	55	75% (41)	25% (14)
2025	Year 4	4% (3)	11% (8)	68% (48)	17% (12)	71	85% (60)	15% (11)
2025	Year 3	9% (4)	9% (4)	77% (33)	5% (2)	43	82% (35)	18% (8)
2025	Year 2	7% (4)	25% (14)	67% (38)	2% (1)	57	69% (39)	32% (18)
2025	Year 1		16% (9)	80% (45)	4% (2)	56	84% (47)	16% (9)
Cohort Data								
2025 (Non Māori)	All	5% (17)	11% (41)	68% (248)	16% (58)	364	84% (306)	16% (58)
2025 (Māori Male)	All	21% (8)	16% (6)	42% (16)	21% (8)	38	63% (24)	37% (14)
2025	All	3% (1)	26% (9)	54% (19)	17% (6)	35	71% (25)	29% (10)

(Māori Female)								
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* Leavers removed

Writing

Year	Level	Well below	Below	At Standard	Above	Number of students	% at and above	% below and well below
2025	Year 7	5% (2)	18% (7)	60% (24)	18% (7)	40	78% (31)	23% (9)
2025 *	Year 6	15% (6)	20% (8)	41% (17)	24% (10)	41	65% (27)	35% (14)
2025	Year 5	13% (7)	33% (18)	40% (22)	15% (8)	55	55% (30)	46% (25)
2025	Year 4	10% (7)	24% (17)	63% (45)	3% (2)	71	66% (47)	34% (24)
2025	Year 3	7% (3)	35% (15)	58% (25)		43	58% (25)	42% (18)
2025	Year 2		32% (18)	68% (39)		57	68% (39)	32% (18)
2025	Year 1		11% (6)	89% (50)		56	89% (50)	11% (6)
Cohort Data								
2025 (Non Māori)	All	5% (17)	22% (82)	63% (230)	10% (35)	364	73% (265)	27% (99)
2025 (Māori Male)	All	18% (7)	34% (13)	40% (15)	8% (3)	38	48% (18)	52% (20)
2025 (Māori Female)	All	8% (3)	20% (7)	66% (23)	6% (2)	35	72% (25)	28% (10)

* Leavers removed

Maths

Year	Level	Well below	Below	At Standard	Above	Number of students	% at and above	% below and well below
2025	Year 7	4% (2)	33% (13)	53% (21)	10% (4)	40	63% (25)	37% (15)
2025 *	Year 6	12% (5)	20% (8)	63% (26)	5% (2)	41	68% (28)	32% (13)
2025	Year 5	5% (3)	33% (18)	53% (29)	9% (5)	55	62% (34)	38% (21)
2025	Year 4	7% (5)	18% (13)	71% (50)	4% (3)	71	75% (53)	25% (18)
2025	Year 3	9% (4)	23% (10)	61% (26)	7% (3)	43	68% (29)	32% (14)
2025	Year 2		33% (19)	67% (38)		57	67% (38)	33% (19)
2025	Year 1		34% (19)	64% (36)	2% (1)	56	66% (37)	34% (19)
Cohort Data								
2025 (Non Māori)	All	4% (13)	27% (100)	63% (231)	6% (20)	364	69% (251)	31% (113)
2025 (Māori Male)	All	18% (7)	24% (9)	47% (18)	11% (4)	38	58% (22)	42% (16)
2025 (Māori Female)	All	6% (2)	28% (10)	66% (23)	0	35	66% (23)	34% (12)

* Leavers removed

Actions	Timeframe	Who	Outcome
<p>Set up collaborative Professional growth cycle in each collaborative space to conduct a shared focus based on 2025 data and current observations This could include exploring the following to effect change:</p> <ul style="list-style-type: none"> • Consolidating Formative Assessment Practices including the use of feedback/feed forward • Flexible grouping • Growing student agency • Learner Dispositions 	Term 1 and Term 3	All staff	

<ul style="list-style-type: none"> • Phonological awareness -BSLA programme • Using research to effect change • Writers' Toolbox 			
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Actions – Literacy	Timeframe	Who	Outcome
Identify students who are achieving below expectations in writing, in particular our Māori boys.	February 2026	All staff	
Continue monitoring student achievement/progress in literacy through team meetings, staff meetings and discussion with teachers running support programmes	Ongoing	SLT, LSC and staff	
Targeted small group teaching using the BSLA programme in the Year 3 and 4 areas.	Ongoing	Year 3 and 4 team	
Monitor and address attendance concerns of students in our target groups including lateness	Ongoing	Teachers and Principal	
Data analysis meetings held to identify trends and patterns, plan interventions, research best practice and review progress using the data from the twice-yearly testing.	Ongoing	All staff	
Continue to use the WTB resources in <ul style="list-style-type: none"> • Team meetings • Collaborative planning • Use of online tool (Years 5 and 8) 	Whole Year	As needed for Year 3-8	.
Review assessment tools and moderation processes as part of our work in the Assessment professional learning contract to ensure that these processes are: <ul style="list-style-type: none"> • Clear • Relevant to the classroom • Accessible to teachers • Providing greater clarity about what achievement looks like across the various 	Ongoing	All staff	

phases			
Involvement in BSLA training for phases 1 and 2.	Term 1	Teachers	
Review the current reading programmes in Years 2 and 3 to ensure our students are receiving a full reading programme, including both comprehension and BSLA skills, ensuring a seamless transition between year levels.			

Actions –Maths	Timeframe	Who	Outcome
Identify students who are achieving below expectations in maths	February 2026	All staff	
Continue monitoring student achievement/progress in maths through team meetings, staff meetings and discussion with teachers running support programmes	Ongoing	SLT, LSC and staff	
Implement the new Maths Curriculum for teaching programmes	Ongoing	All Staff	
Review assessment tools and moderation processes as part of our work in the Assessment professional learning contract to ensure that these processes are: <ul style="list-style-type: none"> • Clear • Relevant to the classroom • Accessible to teachers • Providing greater clarity about what achievement looks like across the various phases 			
Continue the use of Numicon as part of our Inquiry based maths programme	Ongoing	All staff	
Building automaticity in students’ recall of basic facts and place value with regular updates on their progress. Testing termly to monitor progress and inform programmes	Ongoing	All staff	

Monitor and address attendance concerns of students in our target groups including lateness	Ongoing	Teachers and Principal	
Data analysis meetings held to identify trends and patterns, plan interventions, research best practice and review progress using the data from the twice-yearly testing.	Ongoing	All staff	