

ANALYSIS OF VARIANCE

Reviewing 2025

Celebrating progress
Hearing the stories



Aidanfield
Christian School

2 Nash Road, Aidanfield
Christchurch, New
Zealand



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WHOLISTIC LEARNING JOURNEYS

Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2025 – and captured things that brought them joy. These stories will be interspersed throughout this analysis of academic and often speak of the developing character of our young people and the power of the love of God.

Growing in skill and confidence: “Phonics group 2025 - taking a small group for extra Phonics work has been a true delight. They are always keen to come and try hard. Their confidence grew over the 10 weeks of lessons. One child in particular was new to ACS this year and was behind in their learning. The targeted support enabled them to make huge gains quickly and to be working at a similar level to their peers by the end of the support. Seeing this child grow in confidence and realize that they could do it was a real blessing”.

Expanding capacity through challenge: “It is always fascinating listening to the children at the end of camp, reflecting on what they have experienced over the previous 3 days. So many of them had been nervous beforehand and were unsure how they would cope with all the "scary" things, and yet they did! They were so proud of themselves for trying new food, sleeping away from home, climbing up the rock wall, making new friends, speeding down the zipline or learning to drive a go-kart. Outdoor Education experiences like this are priceless.”



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WE HAVE CLEAR PURPOSE

Mission (Our purpose)

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

Vision (Our direction)

Quality education based on a biblical Christian worldview
Biblical - Relational – Transformative



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AIDANFIELD GOAL SETTING

WE AIM VERY HIGH

Our aim is for every student to achieve.

We set our goals to reflect this aspiration. This means we often don't quite reach our goals as the complexities of teaching and learning impact outcomes.



However

- we maintain high achievement rates.
- we oscillate up and down within a 5% margin around the 85% At or Above mark.
- we still keep striving to do our best for every single student at Aidanfield each and every year.



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ACADEMIC GROWTH

Detailed review and analysis of our goals and results are contained in individual reports to the Board for the following areas

Reading	Fostering Strengths
Writing	English Language Earners
Mathematics	Learning Support & Fostering Strengths
Reading Recovery	Te Reo

Overall, we maintain **very strong results** across all areas – some years slightly up, some years slightly down – but maintaining high outcomes for most.



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STRATEGIC GOAL ONE

Quality Education based on a Biblical Christian world view (Biblical / Transformative: Academically Able)

As a school with pupils from year 1 to 10 our priority year on year is strong foundations in literacy and numeracy. Quality education means we aim for **all** pupils in years 1 to 10 to achieve to at least their expected level against the National Curriculum by the end of the year in Reading, Writing and Mathematics and associated competencies - and engage with school fully.

This report reviews various areas of the school that have been identified as requiring specific focus in 2025 to enhance the likelihood of achieving our goal.



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OVERALL ACHIEVEMENT READING 2025

In 2025, we maintain high achievement

Year 2-10 = 87% of all students were “At or Above”
expectations for OTJ Reading.

Year 2 – 8 = 89% Year 9 – 10 = 82%

2024 - 88% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 90% Year 9 – 10 = 80%

2023 - 85% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 88% Year 9 – 10 = 74%

2022 - 89% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 89% Year 9 – 10 = 90%

2021 - 87% of all students (Year 2-10) were “At or Above” expectations for OTJ

Year 2 – 8 = 86% Year 9 – 10 = 88%

2020 - 86% of all students (Year 2-10) were “At or Above” expectations for OT

Year 2 – 8 = 86% Year 9 – 10 = 88%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.



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OVERALL SCHOOL WIDE WRITING 2025

In 2025 we see an overall results improving year to year

Year 1-10 - 84% of all students were “**At or Above**” expectations for OTJ Writing.

Year 1 – 8 = 85% Year 9 – 10 = 81%

2024 - 84% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 86% Year 9 – 10 = 75%

2023 - 82% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 84% Year 9 – 10 = 73%

2022 - 88% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 87% Year 9 – 10 = 92%

2021 - 80% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 78% Year 9 – 10 = 88%

2020 - 81% of all students (Year 1-10) were “At or Above

Year 2 – 8 = 81% Year 9 – 10 = 79%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.



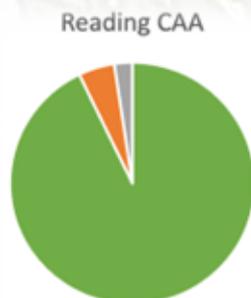
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YEAR 10 COMMON ASSESSMENT ACHIEVEMENT 2025

Year 10 Co-requisite Achievement Data: Common Assessment Activities (CAAs)

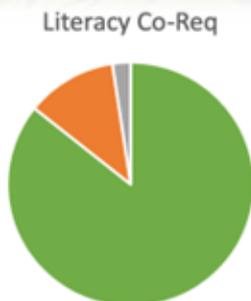
The Year 10 students sit NZQA Common Assessment Activities in Reading, Writing, and Numeracy to meet the Literacy and Numeracy NCEA Co-Requisite expectations. Students who achieve the expected level in both the Reading and Writing CAAs achieve the Literacy Co-requisite.

Reading CAA - % passed			
	2023	2024	2025
Achieved	84	76	93
Not Achieved	16	21	5
Did not sit	0	3	2



■ Achieved ■ Not Achieved ■ Did not sit

Literacy Co-requisite - % passed			
	2023	2024	2025
Achieved	81	65	86
Not Achieved	19	32	12
Did not sit	0	3	2



■ Achieved ■ Not Achieved ■ Did not sit

Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
Year	2025	2025
Reading	71.8%	93%
Writing	68.0%	88%



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SCHOOL WIDE ACHIEVEMENT MATHEMATICS 2025

In 2025 strong achievement in Mathematics continues

Year 1-10 = 89% of all students were “At or Above”
expectations for OTJ Mathematics.

Year 1 to 8 = 88% Year 9 and 10 = 92%

Long term average = 89%

2024	89% of all students were “At or Above” : Year 1 to 8 = 89%	Year 9 and 10 = 93%
2023	89% of all students were “At or Above” : Year 1 to 8 = 91%	Year 9 and 10 = 85%
2022	91% of all students were “At or Above”; Year 1 to 8 = 90%	Year 9 – 10 = 98%
2021	89% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 92%
2020	88% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 89%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.

Excellent



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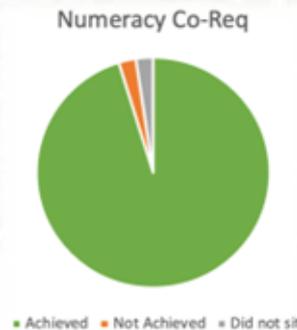
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ACS 2025 Numeracy CAA - % passed	
	2025
Achieved	95
Not Achieved	2
Did not sit	2

ACS Numeracy Co-requisite - % passed			
	2023	2024	2025
Achieved	89	82	95
Not Achieved	11	15	2
Did not sit	0	3	2



Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
Year	2025	2025
Numeracy	63%	95%



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ATTENDANCE 2025

High attendance rates for each pupil contributes to quality learning and solid foundational habits. Regular attendance is the goal.

Raise and maintain overall school attendance from 88% in 2018 to 94% across all year levels by the end of 2025.

Overall School Attendance 2025 = 93 %

Government target is 80% of students attend 90% of the time by 2030.

ACS has 96% attending 80% or more in 2025

Regular (90%+) = 76 % Irregular (80%-90%) = 20%

Moderate absent (70%-80%) = 2% Chronic Absent (less than 70%) = 2%

Overall School Attendance 2021 = 96 % 2022 = 92% 2023 = 90% 2024 = 92%





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HOLISTIC LEARNING JOURNEYS

Beyond the numbers, often there is a story within the story. Our staff have reflected on the year and the story of 2025 – things that brought them joy.

Learning English glimpsing life: “One of our international students arrived at the start of the year with very limited English. Just recently he told me that he has now read the book of Matthew for the first time and even though it was quite hard to understand in places he was starting to “feel God and Jesus”. He then added “by the way, it was good to know about the story of how Jesus came and died for us”. We do so much more than just teach students English.”

It is a journey: In Year 10 we get to witness the pinnacle achievement of our students at ACS, and we have the luxury of being able to see their journeys across time - many of them for a full 10 years. It is impossible to put into words the details that make our hearts sing. Sure, we enjoy the academic achievement and the excellent results, but we rejoice in the transformation of their lives so much more.



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STRATEGIC GOAL TWO

Provide a programme of academic excellence characterised by innovative approaches to curriculum and staffing so as to meet the individual and collective needs of our ākongā and staff
(Biblically focused)

Authentic in Christian expression and learning through faithful implementation of the refreshed NZC

- Special focus 2024-2025 - Schemes for Social Sciences/English (2024) and Mathematics (2025)
- Our curriculum will be Biblically faith-based and action orientated

Responsive through the curriculum refresh means we will look for new and innovative ways to bring our curriculum alive and continue to raise achievement for all being forward-focused by

- Investigating becoming an IB school
- Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki

Effective international education providers

- Develop global citizenship education model and opportunities.



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STRATEGIC GOAL TWO

2025 REVIEW

Plan

Authentic in Christian expression

- Special focus 2024-2025 - Schemes for Social Sciences/English (2024) and Mathematics (2025)
- Our curriculum will be Biblically faith-based and action orientated

Responsive through the curriculum

- Investigating becoming an IB school
- Investigating a Bilingual Christian faith-based learning unit to support whānau who seek such a learning opportunity for their tamariki

Effective international education providers

- Develop global citizenship education model and opportunities.

Review

Authentic in Christian expression

- Our lead statements have been reviewed and confirmed. Our review and development of new curricula has been hampered by the unpredictable release and review by MoE.

Responsive through the curriculum

- IB investigation suggest the benefits are outweighed by the cost to implement and maintain an IB programme.
- Bi cultural investigation reached the proprietor. No further engagement with them in 2025.

Effective international education providers

- Involvement with SIEBA programme
- Review of results suggests strong programmes of learning.
- Ongoing strong enrolment requests from key markets: S.Korea, Japan, China.



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STRATEGIC GOAL THREE

**Kaitiakitanga/guardianship, stewardship focusing on the environment
leading to service based in a biblical understanding of our call to steward the earth**
(Transformative focus – relationship with the earth – whenua)

Special focus 2024-2025 on understanding and action

- Intentional focus on service – what it means, why we do it, how we serve
- Practical application of theoretical learning through serving: local/national(Yr 1-6) and international (yr 7-10)



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STRATEGIC GOAL THREE 2024 REVIEW

Plan

Special focus 2024-2025 on understanding and action

- Intentional focus on service – what it means, why we do it, how we serve
- Practical application of theoretical learning through serving:
 - local/national(Yr 1-6)
 - and international (yr 7-10)

Review

Special focus 2024-2025 on understanding and action

Links with Strategic Goal four:

- MOU signed with Golden Oldies for Fiji service trip support in April 2026. Itinerary confirmed.
- Staffing confirmed, students confirmed and planning well underway for April. Tickets purchased.
- Completed a Year 5/6 service trip to Liberton Christian School, Dunedin.
- Local options coming into place
- Service teams continue within school (Ambassadors, House Leaders, Peer Mediators, Librarians, Garden Club, respective class acts of service)



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STRATEGIC GOAL FOUR

Manaakitanga/hospitality, kindness, generosity and support leading to enhanced opportunities for all age levels to lead and serve the individuals and the community

(Relational – relationship with others – tangata)

Special focus 2024-2025 on practical outworking of our curriculum

- focus on our site, our surrounds/neighbourhood through intentional connections locally and internationally, camps, mihi whakatau, service opportunities



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STRATEGIC GOAL FOUR 2024 REVIEW

Plan

Special focus 2024-2025 practical outworking of our curriculum

- focus on our site, our surrounds/neighbourhood through intentional connections locally and internationally, camps, mihi whakatau, service opportunities

Review

Special focus 2024-2025 practical outworking of our curriculum

- We continue to develop our mihi whakatau process of welcome each term and special visitors
- International connections in Japan, South Korea, Taiwan, Thailand and China both made and fostered
- Camp/EOTC programme under review
- Middle School science programme developing and caring for neighbourhood and onsite gardens
- Huritini Council student involvement
- Strong World Vision commitment to fundraising 0 top performing school 2025.

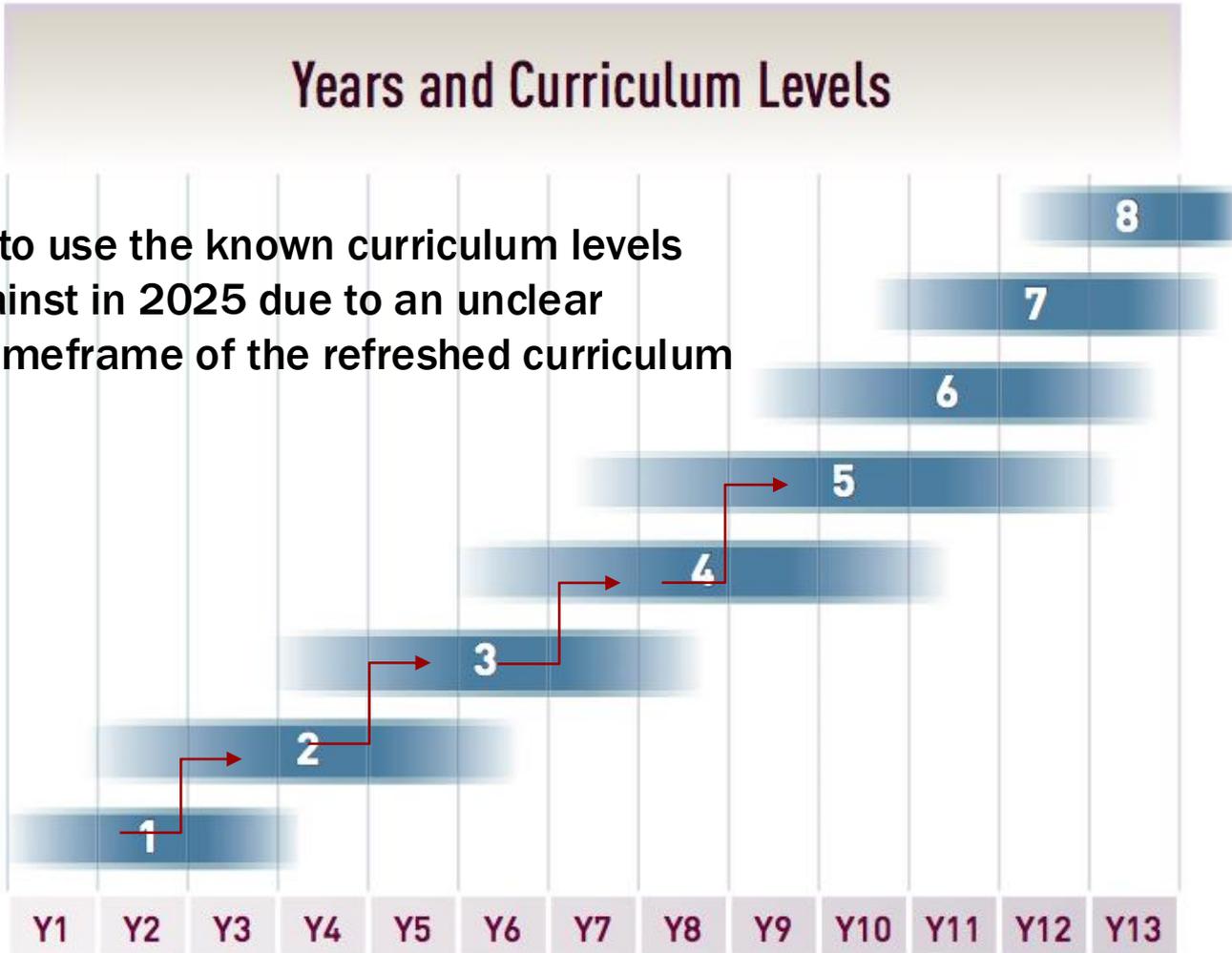


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YEAR LEVELS WHERE EXPECTATION INCREASES

Years and Curriculum Levels

We continue to use the known curriculum levels to assess against in 2025 due to an unclear roll out and timeframe of the refreshed curriculum





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READING

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies

Annual Target to achieve the goal, our annual targets for 2025 were:

1. Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.
2. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels.
3. Reduce the percentage of children working in the Below category for reading level (running record) at their 6 Year Net to 10%.
4. Maintain the number of students in the Above category for the Year 3 STAR test from start of year to end of year



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Year 2 – 8 = 86% Year 9 – 10 = 88%

2020 - 86% of all students (Year 2-10) were “At or Above” expectations for OT

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NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.



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OVERALL SCHOOL WIDE READING 2025

		Yr 2 2025	Yr 3 2025	Yr 4 2025	Yr 5 2025	Yr 6 2025	Yr 7 2025	Yr 8 2025	Yr 9 2025	Yr10 2025	2025 Over all
Well Below	#	0	0	1	2	4	0	1	1	1	10
	%	0	0	2	5	9	0	2	3	3	3
Below	#	2	0	6	1	9	4	3	5	7	37
	%	5	0	14	3	20	11	7	14	18	10
At	#	31	27	29	26	17	17	24	20	19	210
	%	79	56	66	67	38	45	56	54	48	56
Above	#	6	21	8	10	15	17	15	11	13	116
	%	15	44	18	26	33	45	35	30	33	31
Total	#	39	48	44	39	45	38	43	37	40	373
	%	100	100	100	100	100	100	100	100	100	100

Overall, across all year levels, the percentage of students scoring at or above has remained steady. Our long term average is 87% At or Above with a 3% shift up or down across the years. 47/373 children are Below or Well Below. 326/373 are At or Above. We do not record Year One achievement in this context. Junior reading is referred to below.



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COHORT SHIFT ACROSS YEARS READING 2025

	Year 3 2025		Year 4 2025		Year 5 2025		Year 6 2025		Year 7 2025		Year 8 2025		Year 9 2025		Year 10 2025		Overall	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Well Below	0	0	3	2	3	5	10	9	0	0	0	2	5	3	5	3	3	3
Below	2	0	8	14	8	3	10	20	10	11	5	7	11	14	10	18	8	10
At	63	56	46	66	61	67	48	38	51	45	42	56	51	54	53	48	51	56
Above	35	44	44	18	28	26	33	33	39	45	53	35	32	30	33	33	37	31

Arrows indicate movement of 10% or more from one year to the next.
Red indicates a negative shift, green indicates a positive shift.



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TIER TWO LITERACY SUPPORT 2025

Early Literacy Support is provided in the first two years of school for children who need extra support with their early phonetic and decoding reading and writing skills. ACS receives 0.2 FTE MOE funding for Early Literacy Support (Tier 2 and Tier 3). ACS matches this funding. Tier 2 is small group teaching. Tier 3 teaching is one to one. This funding and support has replaced the Reading Recovery programme. Tier 1 is strong classroom teaching. At ACS we use the Better Start Literacy Approach as our base for years 1 to 6. Start and end data is collected to monitor the effectiveness of the Tier 2 and 3 support

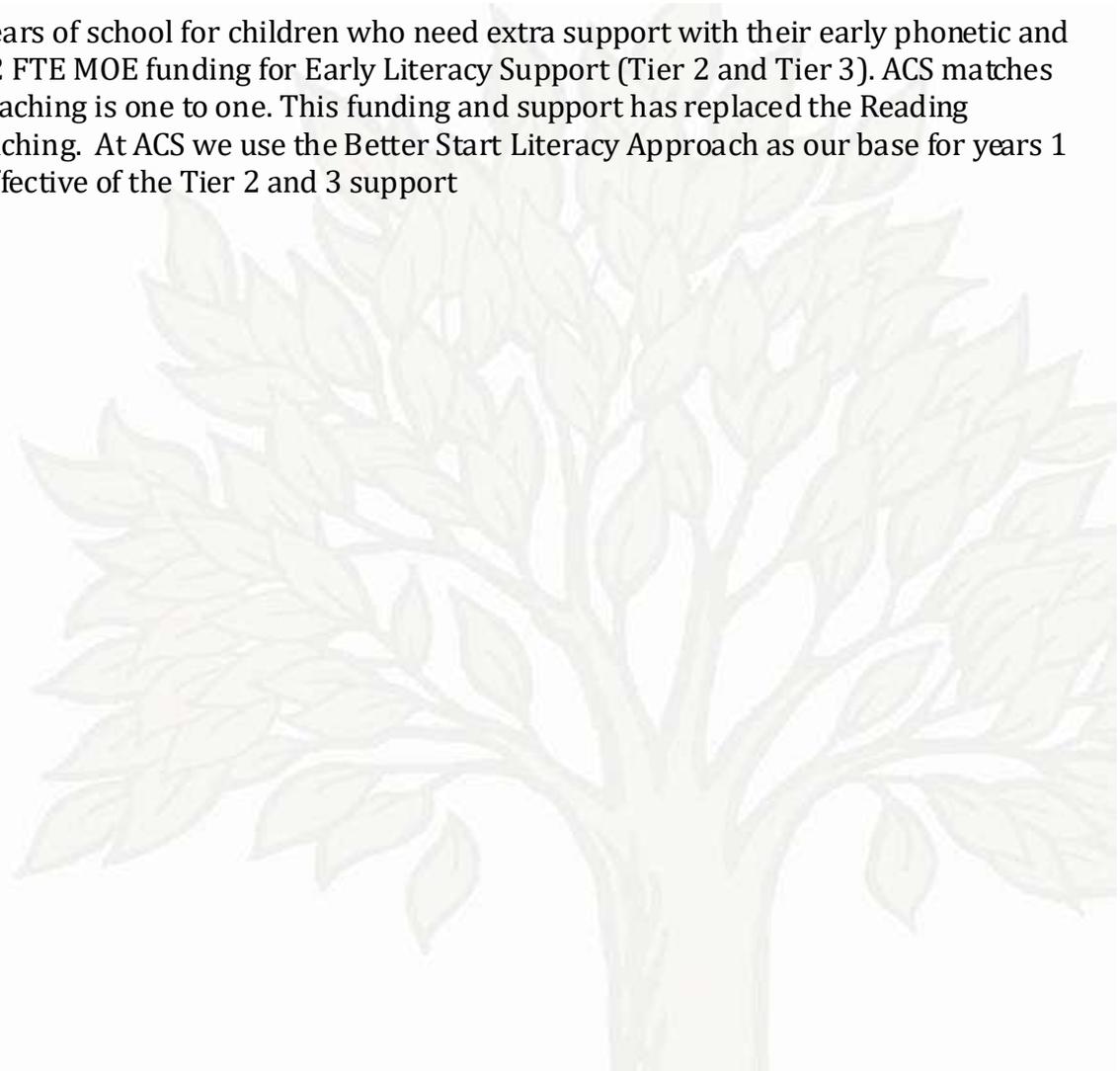
2025 Tier 2

13 children on the programme

Good movement for all children

Tier 3

6 children on the programme





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TRENDING MALE / FEMALE READING 2025

Female pupils

2025 = 170/192 (89%) females At or Above curriculum level for their year level

2024 = 1677/186 (89%) females At or Above curriculum level for their year level

2023 = 147/169 (86%) females At or Above curriculum level for their year level

2022 = 141/156 (90%) females At or Above curriculum level for their year level

2021 = 137/154 (88%) females At or Above curriculum level for their year level

2020 = 123/141 (87%) females At or Above curriculum level for their year level

Male pupils

2025 = 156/181 (86%) males At or Above curriculum level for their year level

2024 = 148/172 (86%) males At or Above curriculum level for their year level

2023 = 137/164 (83%) males At or Above curriculum level for their year level

2022 = 140/160 (87%) males At or Above curriculum level for their year level

2021 = 84 / 173 (84%) males At or Above curriculum level for their year level

2020 = 134/162 (82%) pupil At or Above curriculum level for their year level

Well below category for age based curriculum level

2025 = 5/181 (3%) males and 5/192 (3%) females

2024 = 5 / 172 (2%) males and 7 / 186 (3%) females

2023 = 27/164 (16%) males and 22/169 (13%) females

2022 = 4 / 160 (2%) males and 3 / 156 (1%) females

2021 = 9 / 173 (5%) males and 3 / 154 (1%) females

2020 = 10/162 (6%) males and 2 / 141 (1%) females



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TRENDING ETHNICITY READING 2025

Maori pupils 22/27 pupils achieving **At or Above** expectation (82%),

2024	18/21 pupils achieving At or Above curriculum expectation (85%),
2023	14/17 pupils achieving At or Above curriculum expectation (82%),
2022	14/16 pupils achieving At or Above curriculum expectation (87%),
2021	13/15 pupils achieving At or Above curriculum (86%),
2020	10/12 pupils achieving At or Above curriculum expectation (83%),

Pasifika pupils = 15/17 pupils achieving **At or Above** expectation (88%),

2024	16/17 pupils achieving At or Above curriculum expectation (94%),
2023	14/16 pupils achieving At or Above curriculum expectation (88%),
2022	9/10 pupils achieving At or Above curriculum expectation (90%),
2021	11/13 pupils achieving At or Above curriculum expectation (84%),
2020	11/13 pupils achieving At or Above curriculum expectation (84%),

MELAA pupils = 19/21 pupils achieving **At or Above** expectation (91%),



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TRENDING ETHNICITY READING 2025

Asian pupils = 139/159 pupils achieving At or Above expectation (87%)

2024:	138/156 pupils achieving At or Above expectation (88%)
2023:	125/142 pupils achieving At or Above expectation (88%)
2022:	113/126 pupils achieving At or Above curriculum expectation (89%)
2021:	116/137 pupils achieving At or Above curriculum expectation (84%)
2020:	95/114 pupils achieving At or Above curriculum expectation (83%)

NZ European = 172/196 pupils achieving At or Above expectation (88%)

2024:	125/138 pupils achieving At or Above curriculum expectation (90%)
2023:	115/135 pupils achieving At or Above curriculum expectation (86%)
2022:	136/150 pupils achieving At or Above curriculum expectation (90%)
2021:	121/135 pupils achieving At or Above curriculum expectation (89%)
2020:	118/137 pupils achieving At or Above curriculum expectation (86%)



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MONITORING ENGLISH LANGUAGE LEARNERS - READING

ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this goal is significant progress in only two years.

Of the 48 identified ELL students (Year 2 and above) in 2023,
94% (45/48) are at or above in reading at EOY 2025





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2025 TARGET ONE READING

Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.

What have we done

- Teachers have participated in on-going in-school PLD, presented by a team of teachers (Judith, Lyndon and Hannah).
- Teachers have worked in Learning Communities to incorporate the new curriculum content and structure into their planning.
- BSLA training has continued in 2025 up to Year 6 teachers. We are considering options for year 7/8
- Junior school staff have completed the required phonics testing, mandated by the Ministry of Education.

Target achieved – with reference to on-going improvement and/or maintenance of high results across the school,.

Despite the on-going changes and re-changes to the curriculum in 2025, students at ACS have continued to learn and to return results showing high levels of attainment.

Target not achieved – with reference to establishing a baseline understanding of the new curriculum to work from in 2026. This is because the latest round of curriculum changes have been so far reaching and arrived so late in the year as to essentially require a do-over in 2026



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2025 TARGET TWO READING

Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels.

Target Not Achieved

- 8 /28 students (29% of those in the Below category in 2024) made accelerated progress in 2025.
- 17 /28 (61%) were unable to make accelerated progress, but the 12 (43%) who have remained in the Below category have kept pace with a year's learning – not dropping to well below.
- 5 students (18%) in the Well Below remain in that category.
- 3 students (11%) have made negative progress against that of their peers – moving from Below to Well Below.

Percentage of students below or well below expected levels			
	2024	2025	Decrease?
Year 2	2%	5%	No
Year 3	10%	0%	Yes
Year 4	11%	16%	No
Year 5	19%	8%	Yes
Year 6	10%	29%	No
Year 7	5%	11%	No
Year 8	16%	9%	Yes
Year 9	15%	16%	No
Year 10	23%	20%	Yes



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2025 TARGET THREE READING

Reduce the percentage of children working in the Below category for reading level (running record) at their 6 Year Net to 10%.

Total number of students who sat the 6 Year Net test in 2025.	Number	39
Total number and percentage of students who sat the 6 Year Net test in 2025 and were determined to be working Below expectation in Reading Level.	Number 9	% 23%
Is the number of children who sat the 6 Year Net test in 2025 and were determined to be below expectation 10% or less of those who took the test?	NO	
<p>Comment: In 2024, the percentage of students who returned a below result in the 6 Year Net running record was 24%. In 2025, the percentage was 23%. While an improvement, the percentage of 1% is so small as to be considered consistent with the 2024 result.</p> <p>The data shows a plateaued beginning to become apparent. This will need to be monitored and interventions considered that will give every opportunity to those students in this 23%.</p>		



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2025 TARGET FOUR READING

Maintain the number of students in the Above category for the Year 3 STAR test from start of year to end of year.

Total number of students in Year 3, 2025 who completed STAR at start of year	Number	48
Total number and percentage of students in Year 3 who achieved above expectation in start of year STAR test?	Number	%
	28	58
Total number of students in years 3, 2025 who completed STAR at end of year of year	Number	48
Total number and percentage of students in Year 3 who achieved above expectation in end of year STAR test?	Number	%
	15	31
Was the number and percentage of students in Year 3 who completed both the start and end of year STAR tests and achieved above expectation the same or higher?	NO	

Comment:

This data raises a number of questions, particularly when considered in light of analysis of the 2023 and 2024 cohort data over time. The nature of the curriculum refresh and the possible availability of new testing tools at this age level will mean we need to review both the programme we offer and the way we assess how our students are responding to these programmes in the coming year. Longitudinal data suggests our students perform well in subsequent years using different testing tools.



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ANNUAL GOAL READING 2025

We monitor carefully students who are Below and Well Below in Reading.
32 students were in this list in 2025 – 4 less than 2024.

Of pupils who were below or well below:

10 (31%) students made positive shift
19 (59%) students made no change
3 (9%) students showed negative shift

The importance of not having a ceiling for students who are struggling to achieve is clear in these results.

Of those who did not shift positively – we can state that most still progressed. The content and level increased in relation to their age and level and they did not fall further behind.



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ANNUAL GOAL READING 2025

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies. Although we did not meet our target, there are things to celebrate as we offered every opportunity to succeed!

Worth celebrating:

- On-going high levels of Reading achievement over time.

	2019	2020	2021	2022	2023	2024	2025
At or above expected level	84%	86%	87%	89%	85%	88%	87%

- The ACS data in 2025 has 31% of students above their expected curriculum level in Reading. This is almost double that of a standard normal distribution and is reason for celebration (woohoo!).
- Equity across all target areas: ethnicity and male/female



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WHOLISTIC LEARNING JOURNEYS

Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2025 – things that brought them joy.

“While teaching full-time at ACS, I never considered how much of a rarity integrity, high expectations for learning, upholding people's dignity and sacrificial love and service could be in a school environment. However, my experiences outside of the ACS community each week strongly highlighted to me how these rare elements were often absent at other places, yet found in abundance at ACS and that one can truly taste and see that the Lord is present in our school.”

“Year 10 teachers celebrate when we see that the deepening faith of our students who can now stand strong through personal, theological or academic challenges. We delight in the increasing maturity that sees our students thinking ahead, leading well, communicating clearly. It is too difficult to tell the stories without compromising the privacy of the students but we remember those rough and ready junior students and are amazed at the grace of God and the way He has developed over time that depth of character and the faith many students have now attained.”



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WRITING 2025

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

Annual Target to achieve the goal, our annual targets for 2025 were:

1. Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.
2. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels



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OVERALL SCHOOL WIDE WRITING 2025

In 2025 we see an overall results improving year to year

Year 1-10 - 84% of all students were “**At or Above**” expectations for OTJ Writing.

Year 1 – 8 = 85% Year 9 – 10 = 81%

2024 - 84% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 86% Year 9 – 10 = 75%

2023 - 82% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 84% Year 9 – 10 = 73%

2022 - 88% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 87% Year 9 – 10 = 92%

2021 - 80% of all students (Year 1-10) were “At or Above”

Year 2 – 8 = 78% Year 9 – 10 = 88%

2020 - 81% of all students (Year 1-10) were “At or Above

Year 2 – 8 = 81% Year 9 – 10 = 79%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.



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OVERALL SCHOOL WIDE WRITING 2025

		Yr 2 2025	Yr 3 2025	Yr 4 2025	Yr 5 2025	Yr 6 2025	Yr 7 2025	Yr 8 2025	Yr 9 2025	Yr10 2025	2025 Overall percent ages
Well Below	#	0	1	2	2	5	1	1	1	2	15
	%	0	2	5	5	11	3	2	3	5	4
Below	#	2	5	8	5	7	2	5	5	7	46
	%	5	10	18	13	15	5	12	13	17	12
At	#	35	30	29	26	24	18	24	22	21	229
	%	90	63	66	65	52	47	56	58	51	61
Above	#	2	12	5	7	10	17	13	10	11	87
	%	5	25	11	18	22	45	30	26	27	23
Total	#	39	48	44	40	46	38	43	38	41	377
	%	100	100	100	100	100	100	100	100	100	100

Overall, across all year levels, the percentage of students scoring at or above has remained steady. Our long term average is 83% At or Above with a 3% shift up or down across the years. 61/377 children are Below or Well Below. 316/377 are At or Above. We do not record Year One achievement in this context. Junior writing is referred to below.



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OVERALL DATA WRITING 2025

	Year 3 2025		Year 4 2025		Year 5 2025		Year 6 2025		Year 7 2025		Year 8 2025		Year 9 2025		Year 10 2025		Overall	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Well Below	0	2	8	5	6	5	14	11	2	3	2	2	3	3	10	5	5	4
Below	2	10	13	18	14	13	7	15	15	5	9	12	5	13	19	17	11	12
At	69	63	56	66	53	65	71	52	68	47	70	56	73	58	45	51	63	61
Above	29	25	23	11	28	18	7	22	15	45	19	30	19	26	26	27	21	23

Percentage shift from last year to this year by cohort

Arrows indicate movement of 10% or more from one year to the next. Red arrows are a negative shift, green arrows a positive shift



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CONSIDERING THE TRENDS WRITING 2025

Our general trend is a gradual improvement in writing competency over time

Percentage of students working '**Well Below**' standard = steady

2025 = 4% 2024 = 5% 2023 = 4% 2022 = 4% 2021 = 4% 2020 = 3% 2019 = 5%

Long term average = 4% Well Below expected standard

Percentage of students working '**Below**' standard = steady

2025 = 12% 2024 = 11% 2023 = 14% 2022 = 8% 2021 = 16% 2020 = 16% 2019 = 20%,

Long term average = 14% Below expected standard

The percentage of students working '**At**' standard = steady

2025 = 61% 2024 = 63% 2023 = 59% 2022 = 62% 2021 = 59% 2020 = 65% 2019 = 64%

Long term average = 62% At expected standard

The number of students working at '**Above**' standard = oscillating

2025 = 23% 2024 = 21% 2023 = 23% 2022 = 26% 2021 = 21% 2020 = % 16 2019 = 12%

Long term average = 20% Above expected standard



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YEAR 10 COMMON ASSESSMENT ACHIEVEMENT 2025

Year 10 Co-requisite Achievement Data: Common Assessment Activities (CAAs)

The Year 10 students sit NZQA Common Assessment Activities in Reading, Writing, and Numeracy to meet the Literacy and Numeracy NCEA Co-Requisite expectations. Students who achieve the expected level in both the Reading and Writing CAAs achieve the Literacy Co-requisite.

Writing CAA - % passed			
	2023	2024	2025
Achieved	81	65	88
Not Achieved	19	32	10
Did not sit	0	3	2

Writing CAA



■ Achieved ■ Not Achieved ■ Did not sit

Literacy Co-requisite - % passed			
	2023	2024	2025
Achieved	81	65	86
Not Achieved	19	32	12
Did not sit	0	3	2

Literacy Co-Req



■ Achieved ■ Not Achieved ■ Did not sit

Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
Year	2025	2025
Reading	71.8%	93%
Writing	68.0%	88%



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MALE / FEMALE YEARS 1-10 WRITING 2025

Female pupils 2025 = 88% female pupils At or Above curriculum level

2024 female pupils 89% At or Above
2023 female pupils 88% At or Above
2022 female pupils 90% At or Above
2021 female pupils 88% At or Above
2020 female pupils 88% At or Above

Male pupils 2025 = 76% male pupils At or Above curriculum level

2024 male pupils 78% At or Above
2023 male pupils 77% At or Above
2022 male pupils 85% At or Above
2021 male pupils 85% At or Above
2020 male pupils 74% At or Above

Well below 2025 = 18/188 (10%) males and 4/192 (2%) females

2024 13/172 (7%) males and 6/186 (3%) females
2023 11/164 (6%) males and 2/169 (1%) females
2022 6/159 (3%) males and 7/156 (4%) females
2021 9/173 (5%) males and 4/154 (3%) females
2020 8/161 (4%) males and 2/141 (1%) females



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ETHNICITY FOR YEARS 1 - 10 WRITING 2025

Māori pupils 2025 = 21/27 (78%) At or Above curriculum level

2024 = 16/21 (76%) pupils At or Above

2023 = 14/17 (82%) pupils At or Above

2022 = 13/16 (82%) pupils At or Above

2021 = 12/15 (80%) pupils At or Above

2020 = 10/12 (83%) pupils At or Above

Pasifika pupils 2025 = 15/17 (88%) At or Above curriculum level

2024 = 15/17 (88%) pupils At or Above

2023 = 15/16 (93%) pupils At or Above

2022 = 8 / 10 (80%) pupils At or Above

2021 = 11/13 (85%) pupils At or Above

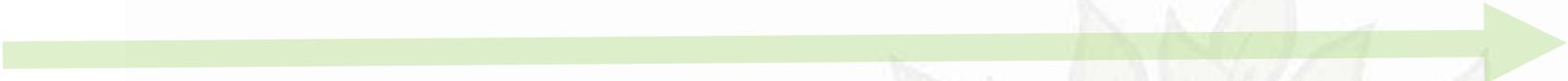
2020 = 9 / 14 (64%) pupils At or Above

MELAA pupils = 17/21 pupils achieving At or Above expectation (81%),



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ETHNICITY FOR YEARS 1 - 10 WRITING 2025



Asian pupils 2025 = 143/159 (90%) At or Above curriculum level

2024 = 135/156 (86%) pupils At or Above
2023 = 119/142 (83%) pupils At or Above
2022 = 114/126 (90%) pupils At or Above
2021 = 112/137 (81%),pupils At or Above
2020 = 93/114 (81%) pupils At or Above



NZ European pupils 2025 = 157/196 (80%) At or Above curriculum level

2024 = 115/138 (83%) pupils At or Above
2023 = 109/135 (80%) pupils At or Above
2022 = 132/150 (88%) pupils At or Above
2021 = 110/135 (81%),pupils At or Above
2020 = 112/136 (82%) pupils At or Above



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MONITORING ENGLISH LANGUAGE LEARNERS - WRITING

ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this is significant progress in only two years.

Of the 48 identified ELL students (Year 2 and above) in 2023

92% (44/48) are At or Above in Writing at EOY 2025





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2025 TARGET ONE WRITING

Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards

<p>What has been done across the school (Year 1 to 10) to develop teacher understanding of the new Writing curriculum?</p>	<p>Professional development on teacher only days which focused on the first rendition (2024) of the curriculum. Since this, the curriculum document has significantly changed (released end of 2025) and will require further professional development to implement. While some assessments are going to be continued with the revised curriculum, others have yet to be confirmed and distributed to schools.</p>
<p>What has been done within teams to develop year level (within Learning Communities) appropriate understanding of the new Writing curriculum?</p>	<p>Learning Communities have worked together to plan and implement Writing units based on the 2024 curriculum. Given the changing curriculum through 2025 it is questionable whether the OTJ data gathered at the end of 2025 (as outlined in this report) forms a new baseline assessment against that curriculum.</p> <p>While our results continue to reflect the first iteration of the curriculum that our PD focused on, we have not implemented further assessments as these are not yet available. Our current AsTTLe testing data does not measure against the new curriculum.</p> <p>The implementation of BSLA in the Junior Primary has strongly supported our early learners in their elementary Literacy skills.</p> <p>Moderation meetings were held within and across Learning Curriculum Areas to ensure consistency in marking both easTTLe and OTJ's</p>



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2025 TARGET TWO WRITING

Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels

Target Not Achieved – but achievements to celebrate. Less students are Below or Well Below at end of 2025 than at end of 2024.

- 18 /45 students (40% of those in the **Below/Well Below** category in 2024) made upward progress in 2025 shifting category.
- 13 (29 %) who were **Below** have jumped up to **At** expectation
- 16/30 (53%) in the **Below** category were unable to make accelerated progress but have kept pace with a year's learning – not dropping to **Well Below**.
- 5 (11%) Students in the **Well Below** (2024) progressed upwards - 2 jumping up to **At** expectations!
- 10 students (22%) in the **Well Below** remain in that category.
- 1 students (2%) has made negative progress – moving from **Below** to **Well Below**.



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ANNUAL GOAL WRITING 2025

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

Worth celebrating:

- By the end of their journey - in Both Literacy and writing CAA there has been a positive increase of students achieving in NCEA corequisites. Successful results at Year 10 level in this assessment is due to the consistent and ongoing efforts of all teachers from New Entrant classes through to Year 10.
- The following year groups have a high percentage of students working At or Above based on their AsTTle results; Year 1 (100%), year 5 (95%), year 7 (92%).
- Girls OTJ from Years 1-10: There are 88% working At or Above.
- In 2025, there are no Pasifika students in the 'Well Below' category and haven't been since 2019!
- Our Asian students achieve almost as highly as their European counterparts. This is a success story, considering for many, English is their second language.
- 2025 the Year 10 cohort has gone from 71% At/Above in 2024, to 78% At/Above. This has halted the downward trend that has been noted for this cohort over the last few years.
- 2025 Year 7 cohort moved from having 89% At/Above in 2024, to 92% At/Above in 2025.
- 2025 Year 5 cohort moved from having 79% At/Above in 2024, to 83% At/Above in 2025.
- Year 6 cohort now has 22% Above, up from 7% the previous year when they were in Y5.
- The Year 7 cohort has 45% above (up from 15% the previous year).



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MATHEMATICS

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

Annual Target: to achieve the goal our annual targets for 2025 were

1. Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.
2. Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels



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SCHOOL WIDE ACHIEVEMENT MATHEMATICS 2025

In 2025 strong achievement in Mathematics continues

Year 1-10 = 89% of all students were “At or Above”
expectations for OTJ Mathematics.

Year 1 to 8 = 88% Year 9 and 10 = 92%

Long term average = 89%

2024	89% of all students were “At or Above” : Year 1 to 8 = 89%	Year 9 and 10 = 93%
2023	89% of all students were “At or Above” : Year 1 to 8 = 91%	Year 9 and 10 = 85%
2022	91% of all students were “At or Above”; Year 1 to 8 = 90%	Year 9 – 10 = 98%
2021	89% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 92%
2020	88% of all students were “At or Above”; Year 1 to 8 = 88%	Year 9 – 10 = 89%

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.

Excellent



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OVERALL DATA MATHEMATICS 2025

Overall school achievement
Based on Overall Teacher
Judgement (OTJ) against
Curriculum levels

		Yr 1 2025	Yr 2 2025	Yr 3 2025	Yr 4 2025	Yr 5 2025	Yr 6 2025	Yr 7 2025	Yr 8 2025	Yr 9 2025	Yr10 2025	Over all 2025
Well Below	#	n/a	0	0	1	2	1	0	0	2	0	6
	%		0	0	2	5	2	0	0	5	0	2
Below	#	n/a	2	2	7	3	9	3	5	2	2	35
	%		5	4	16	8	20	8	12	5	5	9
At	#	n/a	30	22	27	19	25	14	18	24	24	203
	%		77	46	61	49	56	37	42	65	60	54
Above	#	n/a	7	24	9	15	10	21	20	9	14	129
	%		18	50	20	38	22	55	47	24	35	35
Totals	#	n/a	39	48	44	39	45	38	43	37	40	373
	%		100	100	100	100	100	100	100	100	100	100

Percentage shift from last year to this year by cohort

	Year 3 2025		Year 4 2025		Year 5 2025		Year 6 2025		Year 7 2025		Year 8 2025		Year 9 2025		Year 10 2025		Overall	
	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025
Well Below	0	0	0	2	2	5	2	2	2	0	5	0	3	5	3	0	2	2
Below	5	4	11	16	17	8	15	20	9	8	8	12	3	5	6	5	9	9
At	62	46	53	61	52	49	39	56	35	37	24	42	80	65	61	60	53	54
Above	33	50	36	20	29	38	44	22	53	55	62	47	15	24	29	35	36	35



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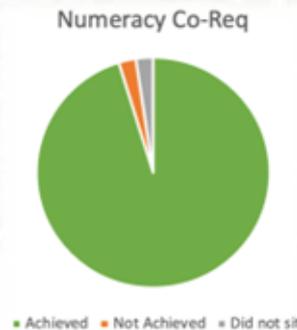
YEAR 10 COMMON ASSESSMENT ACHIEVEMENT 2025

Year 10 Co-requisite Achievement Data: Common Assessment Activities (CAAs)

The Year 10 students sit NZQA Common Assessment Activities in Reading, Writing, and Numeracy to meet the Literacy and Numeracy NCEA Co-Requisite expectations. Students who achieve the expected level in both the Reading and Writing CAAs achieve the Literacy Co-requisite.

ACS 2025 Numeracy CAA - % passed	
	2025
Achieved	95
Not Achieved	2
Did not sit	2

ACS Numeracy Co-requisite - % passed			
	2023	2024	2025
Achieved	89	82	95
Not Achieved	11	15	2
Did not sit	0	3	2



Comparison ACS to National Pass Rate		
	National CAA % Passed	ACS CAA % Passed
Year	2025	2025
Numeracy	63%	95%



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MALE / FEMALE YEARS 1 – 10 MATHEMATICS 2025

Female pupils 2025 = 166 / 192 (86%) At or Above

2024 = 164/186 (88%) At or Above

2023 = 150/169 (88%) At or Above

2022 = 143/156 (91%) At or Above

2021 = 140/154 (91%) At or Above

2020 = 121/141 (85%) At or Above

Male pupils 2025 = 166 / 171 (97%) At or Above

2024 = 156/172 (90%) At or Above

2023 = 148/164 (90%) At or Above

2022 = 147/160 (91%) At or Above

2021 = 151/173 (87%) At or Above

2020 = 146/161 (90%) At or Above

Well below category 2025 = 6/363 (males = 2/171 females = 4/192)

2024 = 3/172 (2%) males and 4/186 (2%) females

2023 = 5/164 (3%) males and 3/169 (1%) females

2022 = 1/160 (0%) males and 1/156 (0%) females

2021 = 7/173 (4%) males and 1/154 (0%) females.

2020 = 6/161 (3%) males and 1/141 (1%) females.



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ETHNICITY FOR YEARS 1 – 10 MATHEMATICS 2024

Maori pupils 2024 = 24/27 (89%) pupils achieving At or Above

2023 = 18/21 (85%) pupils At or Above

2023 = 13/17 (76%) pupils At or Above

2022 = 14/16 (87%) pupils At or Above

2021 = 12/15 (80%) pupils At or Above

2020 = 8/12 (66%) pupils At or Above

Pasifika pupils 2023 = 15/17 (88%) pupils achieving At or Above

2023 = 14/17 (82%) pupils At or Above

2023 = 12/14 (85%) pupils At or Above

2022 = 8 / 10 (80%) pupils At or Above

2021 = 11/13 (84%) pupils At or Above

2020 = 10/14 (71%) pupils At or Above

MELAA pupils = 18/21 pupils achieving At or Above expectation (86%),



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ETHNICITY FOR YEARS 1 – 10 MATHEMATICS 2024

Asian pupils 2025 = 146/159 (92%) pupils achieving At or Above

2024 = 146/156 (93%) pupils At or Above

2023 = 134/142 (94%) pupils At or Above

2022 = 120/126 (95%) pupils At or Above

2021 = 131/137 (96%) pupils At or Above

2020 = 106/114 (92%) pupils At or Above

NZ European pupils 2025 = 170 / 196 (87%) pupils achieving At or Above

2024 = 121 / 138 (87%) pupils At or Above

2023 = 120/135 (88%) pupils At or Above

2022 = 137/150 (91%) pupils At or Above

2021 = 115/135 (85%) pupils At or Above

2020 = 120/136 (88%) pupils At or Above



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2025 TARGET ONE MATHEMATICS

- Develop our knowledge of the new curriculum and use it to gather assessment information that forms a baseline for new curriculum target setting and analysis moving forwards.

3 dedicated Staff PD sessions on the new Mathematics Curriculum ably led by Judith Anthony (COL AST), Hannah Medland (WST) and Lyndon McIntosh (WST).

These sessions built on the work we did on the English Curriculum in the first half of the year, particularly around the front end and layout of the new curriculum documents.

Learning Communities have spent time working through planning formats and creating Long Term Plans to ensure coverage of the new curriculum.

Unfortunately, in late October 2025 the MOE (and NZ Government) issued a “Refreshed Refreshed NZ Curriculum.” The front end of the document has been significantly altered. The “Understand, Know, Do” concepts have been significantly changed and are now integrated differently. The flow on from this, is that teachers will now need to shift gears and understand the new format. The hard work from earlier in the year feels like wasted effort.



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2025 TARGET TWO MATHEMATICS

Identify all the students who are Below or Well Below on the 2024 OTJs and monitor them as we adopt the new curriculum. The goal is that, at the end of 2025, the numbers of students Below/Well Below are less at all year levels

Total number of pupils from the Year 1 to Year 10 in 2024 who were below or well below	Number 38 (total 358)
Total number and of pupils in Year 1 to Year 10, 2025, who are below or Well Below expectation in the end of year OTJ's	Number 41 (total 373)
Is the total number of students Below or Well Below in 2025 less than the total number of students Below or Well Below in 2024	NO

Although several students made positive shifts, the improvement was offset by new students entering the Below/Well Below category in 2025.

- 12 /30 students (40% of those in the **Below/Well Below** category in 2024) made upward progress in 2025 shifting category.
- 8 (27 %) who were **Below** have jumped up to **At** expectation
- 17/30 (57%) in the **Below** category were unable to make accelerated progress but have kept pace with a year's learning – not dropping to **Well Below**.
- 4 (13%) Students in the **Well Below** (2024) progressed upwards to **Below** expectations!
- 1 students (3%) in the **Well Below** remain in that category.
- 1 students (3%) has made negative progress – moving from **Below** to **Well Below**.



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ANNUAL GOAL

MATHEMATICS 2025

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

We have not achieved the target of 100% of students working at their expected level in Mathematics, however, there is evidence of progress towards this lofty goal.

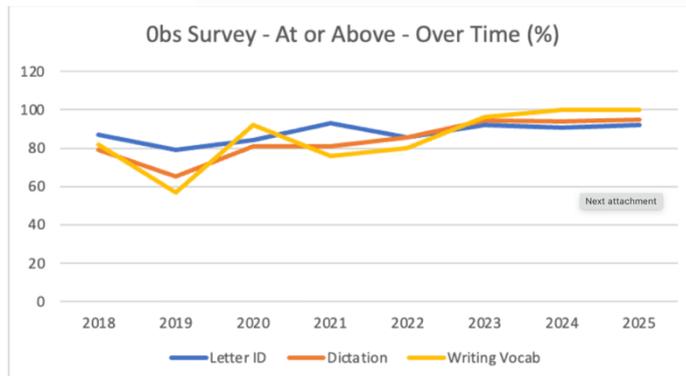
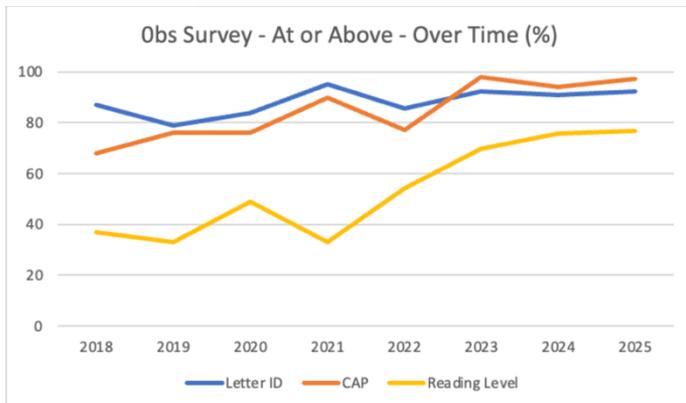
Our results are encouraging and show positive shift for many students. Our mathematics programmes are effective.

- Several students previously identified as Below improved to At, demonstrating the positive impact of targeted support.
- The consistency of the Below/Well Below group, despite significant curriculum changes, signals that most students continued to meet expectations.
- Strong teaching and targeted supports helped maintain stability in achievement even with a growing roll and a significant number of new enrolments.



LOOKING DEEPER – BSLA

Six Year Net - 6 year old survey 2025 (generally after one year at school)



Reading

- *Letter ID* – 8% children are below expectations.
- *CAP* – 3% children are working below expectation.
- *Reading levels* – 23% children are working below expectation. This is similar to 2024 but reflects the positive end of a significant shift from 67% below in 2021. The improvement of three years appears to have plateaued.
- BSLA was introduced in 2022.

Writing

- *Letter ID* - 91% of children are At
- *Dictation* and *Writing Vocab* have seen a positive shift into the Above category
- *Writing Vocabulary* - 73% of children are Above the expected level



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LOOKING DEEPER – TE REO

2025 is the 6th year with a BOT-funded specialist te Reo teaching position in the school.

In 2025 we once again administered the NCER Te Reo Māori assessment at Year 4 and Year 8 level.

As in previous years, the growth and progress in students' te Reo Māori ability has been encouraging across the school. Anecdotally, Primary students are confidently engaging in a wide range of te Reo Māori activities and are able to apply many of the language features to a range of contexts.

Our students and whānau understand that learning te Reo Māori and participating in a range of Māori protocols such as mihi whakatau and Matariki celebrations are a normal part of our school life.



2025 NZCER testing
Year 4 and 8





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LOOKING DEEPER – TE REO

	2021 Median Scores		2022 Median Scores		2023 Median Scores		2024 Median Scores		2025 Median Scores	
	Start of Year	End of Year								
Year 4	40.9	41.3	35.9	40.5	33.7	39.0	39.9	40.7	39.3	41.5
Year 8	46.4	51.1	47.2	50.9	45.9	52.3	50	48.9	50.7	51.6

The data shows that students in year 8 consistently achieve higher than in Year 4 in both start of year and end of year assessment. In 2025, the median score for both Year 4 and Year 8 makes a positive shift, from 39.3 to 41.5 in Year 4, and 50.7 to 51.6 in Year 8.

Using NZCER data, this year is the first year where the 2025 Year 8 cohort can be compared with the same cohort as year 4 students in 2021.

According to this data, the Year 4, 2021/ Year 8, 2025 cohort have made a positive shift of over 10 points over this time, both in the beginning and end of year data.





Aidanfield
Christian School

MORE THAN NUMBERS

Data - numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2024 – things that brought them joy.

“Recently, one of our young English language learners was upset, and an older domestic student who speaks the same language and was once an ESOL student himself was asked by a teacher to translate so they could understand why the child was distressed. The older student had to stop the game they were playing with their friends to help, yet without hesitation, the older student knelt to make eye contact with the younger student and translated with empathy and patience. The older student’s compassion was evident in both his voice and his actions. It was a beautiful example of students living out our Christian values and supporting one another with genuine care.”

"Coming to teach at Aidanfield Christian School has been such a breath of fresh air. After teaching at another school, I was expecting my experience here to be similar. I could not have been more wrong. On the first day of Term One, I was amazed by how well-behaved and respectful the students were. It has been such a delight being able to focus on the teaching in the classroom and seeing how the students have flourished and progressed as a result of this."



Aidanfield
Christian School

LOOKING DEEPER – FOSTERING STRENGTHS

Fostering Strengths at ACS- The vision of Fostering Strengths at Aidanfield Christian School, is to identify, extend and enrich the learning of students within their areas of special ability.

Primary two year goal - every child being given the opportunity to be in a Fostering Strengths group by the end of their Primary schooling.

As at December 2025, most of our Year 6 pupils who have been at our school for a full year or more have had the opportunity to be part of a Fostering Strengths group.

2025 = **171 primary** pupils throughout the year in
Fostering Strengths groups
(2021 = 116 2022 = 126 2023 = 173 2024 = 143)

Programmes Offered in 2025

- Year 1-2** – Maths, Writing, Science, Reading, Cricket, Art
- Year 3-4** – Maths, Play Script Writing, Science, Baking, Bible Exploration, Art, Dance
- Year 5-6** – Maths, Science – rocket challenge, Athletics, Drama, Drumming, Art/Design – Mosaic tile project, Clubs – Writing, Reading, Design, Event planning – Wearable art show



Aidanfield
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LOOKING DEEPER - FOSTERING STRENGTHS



E2S (Enabled To Serve) – the Middle School programme for our gifted Year 7-10 students identified as very high achievers (16% of yr 7-10: Yr 7/8 group (12 students) and a Yr 9/10 group (16 students).

Middle School students identified through data scores as very high achievers

2025 = 28 Middle School pupils throughout the year in E2S
(2023 = 11 2024 = 16)

Programmes (Middle School) offered in 2025

- Term 1: Yr 7/8: Science Living World mini research studies
- Term 2: Yr 7/8: Robotics Yr 9/10: Robotics
- Term 3: Yr 7/8: Design and Innovation Yr 9/10: Hydroponic Systems research and design
- Term 4: Yr 7/8: Introduction to Hydroponics
Yr 9/10: Hydroponic Systems – setting up and maintaining



Yr 9/10 "My group, had a few challenges as we were going through our building and growing process. But I believe we really came together as a team and worked well together. It took a lot of trial and error but eventually we got there! I am so grateful for this opportunity to work in this group and on hydroponics."

Yr 5/6 "It teaches me stuff I don't know outside of class. It has built up my mindset and increased my work efficiency. Fostering strength has stretched my capabilities to a great extension, the teachers give us harder work, with some fun, extending our future opportunities and excelling our brains."



Aidanfield
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LOOKING DEEPER - ELL

English Language Learners 2025

Number of Ministry of Education (MOE) funded learners = **62**

- 19 migrant, 43 NZ born
- 2 Middle School, 60 Primary school
- 27 fee paying international pupils

Languages spoken at home

Mandarin	Korean	Yoruba
Shona,	Sinhalese	Bislama
Portuguese	Hindi	Konkani
Tagalog,	Tongan,	Russian
Khmer	Cantonese	Ukrainian
Japanese	Afrikaans	Konkani
Fijian	German	





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LOOKING DEEPER - ELL

Assessment data: progress shown within a two year period (2023 to 2025)

The research suggests it can take 5-7 years to learn academic language (Ministry of Education, 2008)

Of the 48 identified ELL students (Year 2 and above) in 2022,



94% (45/48) are **at or above** in reading at EOY 2024

92% (44/48) are **at or above** in writing at EOY 2024

88% (42/48) are **at or above** in mathematics at EOY 2024

ELLs are making positive gains in both reading, writing, and mathematics which are in line with those of their native English speaking peers.

Compared to the research pathway - this is **significant** progress in only two years. We believe this is due to a combination of strong classroom teaching, specialist language support and partnering with families.



Aidanfield
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LOOKING DEEPER – LEARNING SUPPORT

Core tasks in Learning Support include:

- Working alongside teachers to support pupils who most struggle with learning - academic, social, physical, spiritual.
- Feeding into programmes of work around a child's abilities and / or struggles
- Contributing to IEP information – progress and goal setting for IEPs as appropriate
- Assisting with transition plans for children with significant need
- Monitoring and updating information around children with significant health issues

When a flower doesn't bloom we fix the environment in which it grows, not the flower.

Ki te kore e tipu te puawai ka whakatika tatou i te taiao e tupu ana, ehara i te puawai.

	2021	2022	2023	2024	2025	
Teacher Aide hours	62 SOY 5 TAs 75 EOY 7TAs + 2 FT	80 SOY 7TAs + 1 FT 92 EOY 7TAs + 2 FT	93 SOY 7TAs + 1 FT 87 EOY 7TAs + 3 FT	98 SOY 35.05 ORS/HH 40.15 SEG 7.50 ELL 9.55 Int 5.5 ACC	35.40 EOY ORS/HH 62.35 SEG 8.35 8 Teacher Aides working in classes across the school	These hours include: <ul style="list-style-type: none"> • In class support, particularly where classes have several children with high needs • ORS funding • New Entrant Talk To Learn programme, aimed at increasing confidence and clarity when speaking • Speech Language support • RTLB funded interventions • Health needs e.g toileting • New children transitions • TA Professional Development • Emotional regulation programmes either 1:1 or in small groups for short periods • The funding from increased International roll enabled us to provide support for some other children in class



Aidanfield
Christian School

LOOKING DEEPER - LEARNING SUPPORT

	2021	2022	2023	2024	2025	
ORS funded students,	4	4	3	2	2	ORS : Ongoing Resourcing Scheme) funding covering children with significant needs
MoE funded – health/speech etc	3	3	2	6	3	Speech therapy, High Health including toileting, mental health
School funded specialist teacher			5	8	3	Working intensively with individual students
IEP In place	7	7	8	6	3	IEP: Individual Education Plan, reviewed twice yearly in conjunction with parent, varying health professionals if appropriate, MoE, teachers.
RTLB funded (part year)	1	1	2	0	4	RTLB: Resource Teacher of Learning and Behaviour: Specialist teachers who support SENCO
RTLit			2	2	2 tchs	RTLit: Resource Teacher of Literacy. Supports the classroom teacher with target intervention for children who are significantly below TA support in classrooms. 0.1 specialist teacher
School funded Individuals	5	5	14	21		
		9	9	8		
Learning Support Profiles and Health Plan	30	22	21	22	27	Learning Support Profile: largely to support teachers with information that may best work for a child who is struggling within the classroom.
ACC	13	19	1	5	1	
Teir 3					8	New Literacy support from 2025
Teir 2					13	BSLA (Tier 2) Phonological support – small groups, targeted support, led by a teacher
Maths Support	13	26	23	N/A	NA	Small groups Year 3-6, very targeted support, led by a teacher
STEPs Literacy Support Year 3-8		14	N/A	N/A	NA	Small group programme run by a TA. Not run in 2023, 2024, 2025
Talk to Learn	21	16	14	12	0	
NELI Oral Language Programme				6	6	Research trial through UC
Specialist referrals e.g. Seabrook MacKenzie, Anstice Optometrist		1	6	14	12	
SAC Applications		4	3	4	5	4



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MORE THAN NUMBERS

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“It is a joy to reflect on a student who was pretty much a selective mute with very low resilience who has grown so much in confidence. Now after a year, they volunteered to perform a speech first in class, they put up their hand to answer questions - and can manage their feelings really well.”

“A child had test anxiety and was very worried about her basic facts test - she learnt that if she works hard, she can achieve. She would look so excited and pleased with herself every time she passes a level. She is more relaxed and confident this year.”

“One student with severe learning challenges had me running to Janice for help! Now this child is a different child. They know the routine and hardly ever chooses to not engage. They work with any teacher and they have developed a lovely sense of humour. The first interview at the start of the year was very awkward as the parents tried to communicate their sons difficulties and what he is like in school. A recent meeting with them was all smiles and celebrations about how settled they are and how it has impacted the home life. Although this child is still significantly below, the growth that has taken place in so many other areas of their life is evident.”



Aidanfield
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2025 ANALYSIS OF VARIANCE

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year.

2025 has seen excellent progress in students across the school age levels. We oscillate around 85% to 90% At or Above across years. Our multi cultural community is welcoming to all and everyone has every chance of doing well. There have been many opportunities to learn and grow.

God's faithfulness and blessing is evident.
To Him be the glory and honour.



Excellence

Faithfulness

Integrity

Stewardship