



Achievement Targets 2026

Juniors

PAT important note: A Stanine Score is **Not Percentage Correct**: A stanine of 9 does not mean the student got 90%+ correct; it means they are in the top 4% of performers for that test, which could be a much lower raw percentage depending on the test's difficulty.

A further crude explanation:

- Average Range: Stanines 4, 5, and 6 are considered the average range, containing the middle 54% of students.
- Above Average: Stanines 7, 8, and 9.
- Below Average: Stanines 1, 2, and 3.

Year 9 PAT

Vocabulary

Year	ACTUAL Mean Scale Score/Stanine Term 2	ACTUAL Mean Scale Score/Stanine Term 4	Aspirational	Realistic
2025	65.7/5.0	70.5 / 5.0		
2026			66.7/5	65/5
2027			70/6	67/5

Reading

Year	ACTUAL Mean Scale Score/Stanine Term 2	ACTUAL Mean Scale Score/Stanine Term 4	Aspirational	Realistic
2025	69.7 / 5	78.3 / 5		
2026			69.7/5	65/5
2027			70/6	69/5

Mathematics

Year	ACTUAL Mean Scale Score/Stanine Term 2	ACTUAL Mean Scale Score/Stanine term 4	Aspirational	Realistic
2025	57.8/ 5.0	62.4 / 5.0		
2026			57.8/ 5	56.8/5
2027			61/5	58/5

Writing

Year	Below Curriculum Level 4	At Curriculum Level 4	Above Curriculum Level 4	Aspirational At CL4	Realistic At CL4
2025	62%	23%	15%		
2026				65%	55%
2027				75%	65%

This suggests a significant literacy gap when our students enter Year 11.

This represents approximately 35–40 additional students moving into Level 4 or above.

This would require:

- Systematic cross-curricular writing focus
- High consistency in marking and feedback
- Targeted literacy intervention

IMPLICATIONS: Writing cannot sit in English alone.

- Shared writing expectations across all learning areas
- Common writing rubric aligned to asTTle levels or SMART
- Modelled writing and co-construction in every faculty
- Explicit vocabulary instruction

IDENTIFICATION AND SCAFFOLDED SUPPORT

Create three levels or Traffic Light:

Level 1 – Schoolwide

- Writing success criteria in every subject
- Structured writing scaffolding
- Sentence combining and grammar micro-lessons PL

Level 2 – Targeted

- Identify [Level 2](#) and [Level 3](#) students

- Intensive and accelerated small group literacy support and high frequency writing practice - LSC, LA

Level 3 – Intensive

- Students at [Level 1–2](#)
- Withdrawal literacy intervention
- High-frequency writing practice

Data Use and Tracking

- Track movement between asTTle sub-levels (e.g., 3B → 3P → 3A → 4B)
- Monitor writing growth twice yearly
- Faculty review writing samples each term - include in AoV

Professional Learning

Focus PL on:

- High-impact writing strategies
- Feedback that improves writing (not just corrects it)
- Culturally responsive writing contexts
- Sentence-level instruction (most underused)
- Inquiry foci

Staff team:

- Learning Support Coordinators
- PL team
- English faculty
- Academic Deans
- RUN and ROC

Year 10 PAT

Vocabulary

Year	ACTUAL Mean Scale Score/Stanine Term 2	ACTUAL Mean Scale Score/Stanine Term 4	Aspirational	Realistic
2025	70.5/5.0	70.5 / 5.0		
2026			72/5	70/5
2027			74/5	72/5

Reading

Year	ACTUAL Mean Scale Score/Stanine Term 2	ACTUAL Mean Scale Score/Stanine Term 4	Aspirational	Realistic
2025	78.3 /5.0	78.3 / 5.0		
2026			78.3/5	76/5
2027			80/6	78.3/5

Mathematics

Year	ACTUAL Mean Scale Score/Stanine Term 2	ACTUAL Mean Scale Score/Stanine Term 4	Aspirational	Realistic
2025	62.4/ 5.0	65.2 / 5.0		
2026			66.2/5	64.2/5
2027			68.2/5	66.2/5

Writing

Year	Below Curriculum Level 5	At Curriculum Level 5	Above Curriculum Level 5	Aspirational At CL5	Realistic At CL5
2025	68%	21%	11%		
2026				60%	50%
2027				70%	60%

This suggests

- there is a significant readiness risk for NCEA Level 1 literacy.
- This is not an anomaly.
- Writing is a foundational risk area for NCEA success.

This would require accelerated improvement in Years 9–10.

Writing must become a school-wide strategic priority in 2026:

- Consistent cross-curricular writing expectations
- Targeted literacy acceleration groups
- Faculty-wide instructional coherence

KEY ACTIONS to improve Year 10 Writing

1. Writing a Whole-School Priority. Shared expectations across faculties are essential.
2. Focus on Sentence-Level and Paragraph-Level Instruction

Most students below Level 5 struggle with:

- Sentence control
- Vocabulary precision
- Paragraph coherence
- Argument structure

Professional learning should prioritise:

- Modelling
- Sentence combining
- Explicit grammar teaching
- Structured writing frames

3. Targeted Acceleration Groups

Identify:

- Students at Level 4Basic–4Advanced (most likely to accelerate to Level 5)
- Students significantly below (require intensive intervention)

Provide measured progress tracking

4. Track Data Actively

- Track curriculum level movement (4Basic → 4Proficient → 4Advanced → 5Basic)
- Scheduled faculty data conversations each term

If the school wants improved NCEA literacy outcomes in 2027, Year 10 writing must become a strategic focus in 2026.

Staff team:

- Learning Support Coordinators
- PL team
- English faculty
- Academic Deans
- RUN and ROC

Seniors

NCEA Level 1

- 2024 - 36.6%
- 2025 - 57%

Year	SEIB	Fraser	Realistic	Possibly	Aspirational	Actual
2026	66.2	57	62	65	67.4	
2027	76.9	72	50	72	82.8	

SEIB - School Equity Index Band

NCEA Level 2

- 2024 - 57.1%
- 2025 - 56.3%

Year	SEIB	Fraser	Realistic	Possibly	Aspirational	Actual
2026	67.9	56.3	59	57.1	60	
2027	69.9	61.1	63	61.1	73.6	

NCEA Level 3

- 2024 - 43.7%
- 2025 - 47.9 %

Year	SEIB	Fraser	Realistic	Possibly	Aspirational	Actual
2026	65.1	47.9	47	49.7	55	
2027	67.1	49.7	49	52.7	57	

Attendance

Regular attendance above 90% (on average Fraser's unjustified is **15%**)

2023 - 22% Whole School

2024 - 25% Whole School

2025 - 28% Whole School (Average is 33.5%)

YEAR	Whole School Aspirational Target %	Whole School Realistic Target	Actual Term 4 Exams	Actual Term 3	Actual Term 2	Actual Term 1
2025	34	28.75	28	31	34	41
2026	43	33.06				
2027	52	38.02				
2028	61	43.72				
2029	70	50.28				
2030	80	57.82				
2031	89	66.50				