



**CAMBRIDGE  
MIDDLE  
SCHOOL**  
CONNECT · INSPIRE · GROW

# Annual Data Report

*Author: Senior Leadership Team*

*Date: Term 1 2026*

## 1. **Link to the Charter: School wide targets - student learning**

e.g. priority learners, school-wide data tracking

This report is based on the Informed Decision (ID) made by classroom teachers for each student. The ID is made based on information that the teacher has gathered from observations, conversations and conferences, tasks/assignments, and formal assessments.

Cambridge Middle School uses a variety of assessment tools throughout the year to ensure that we have in-depth knowledge of where each student is achieving, and what any gaps or weaknesses may be, along with areas of strength and acceleration. For the beginning of the year ID teachers use the end of 2024 data provided from the previous year's teacher (where possible) and a combination of formative assessment and anecdotal information to make the judgements. Term 1 testing includes PAT Mathematics and Listening, Reading Comprehension, Oral Fluency and Phonitic Awareness assessments for all year levels.

## 2. **Relevant Data:**

- Priority Learners progress data in relation to Charter goals
- Year 7, 8, 9 and 10 student data
- MOE ethnicities data breakdown

We have a curriculum that is relevant, engaging and challenging

# Curriculum Marautanga



**CMa. Successfully implement a localised conceptual curriculum as the foundation for learning at CMS**

CMa.

- SLT and lead teachers will lead and embed the implementation and continued development of the conceptual curriculum
- All staff will be participate in PLD to develop their understanding of the Understanding by Design process/principles and the new English and mathematics curriculum
- We will work closely with Mana Whenua to ensure a localised lens is woven through our curriculum
- Unpack and understand the new English and mathematics curriculum and revised Te Mātaiahō document to ensure coherence with CMS curriculum

a. The conceptual curriculum has a localised lens, is collaboratively planned and uses the Understanding By Design model and the Knowledge and Practices from the NZC

**CMb. Create programmes to engage all learners, with a focus on delivering the new curriculum to all learners**

CMb.

- All staff will participate in PLD to ensure the use of robust planning and evidence to effectively deliver the new mathematics and English curriculum (observations, moderation, progression, assessment and reporting).
- 0.8 SENCO is employed to ensure priority learners are identified and supported with specialised programmes
- Continue to develop a wide range of innovative enrichment and extension programmes to support our learners
- Implement effective summative and formative assessment to ensure alignment with the new curriculum and assessment guidelines.

a. All staff are using robust planning and evidence to effectively deliver the new curriculum.

b. All students will be achieving proficiently or making accelerated progress towards their expected curriculum level of phase 3

# Annual Aims 2026

The Cambridge Middle School Board regularly considered and discussed ākonga progress and achievement data in 2025. The Board also reviewed the areas of improvement from the Analysis of Variance and curriculum levels from 2025.

From the trends and patterns of the data we have identified, our School Board needs to focus on continuing to improve ākonga progress and achievement in Writing, Reading and Mathematics. With the continued development of a Pastoral Hub at CMS to support ākonga wellbeing (Pouarataki) we are continuing our Wellbeing and Engagement Aim. The goal of this is to continue to improve ākonga engagement and attendance in school and their access to wellbeing supports. To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. These will be reviewed regularly throughout 2026 and reviewed in Term 4 for 2027.

Annual Aims	
<b>Strategic Goal:</b> Curriculum/Matauranga: All ākonga will have targeted and engaging programmes with a focus on priority learners	
<b>Annual Aim:</b> Accelerate progress in writing, reading and mathematics for all students achieving below the proficient level for their year group in the New Zealand Curriculum.	
<b>Curriculum Expectations:</b> All students are expected to be achieving at the 'proficient' or 'exceeding' level for their year group in the New Zealand Curriculum by the end of the year.	
Annual Aim 1	Annual Aim 2
<b>Target 1: Writing</b> 1a) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level. 1b) By the end of 2026, all Year 8 Māori ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level.	<b>Target 1 baseline data:</b> Analysis of school-wide data in November 2025, indicated that: a) Within this cohort 150/299 (50%) Year 8 students are achieving within the proficient level of their year group. b) Within this cohort 11/30 (37%) Year 8 Māori students are achieving within the proficient level of their year group.
<b>Target 1.1: Reading</b> 1.1a) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level. 1.1b) By the end of 2026, all Year 8 Māori ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level.	<b>Target 1.1: baseline data</b> Analysis of school-wide data in November 2025 indicated that: a) Within this cohort, 186/300 (62%) Year 8 students are achieving within the proficient level of their year group. b) Within this cohort, 15/30 (50%) Year 8 Māori students are achieving within the proficient level of their year group.
<b>Target 2: Mathematics</b> 2a) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level. 2b) By the end of 2026, all Year 8 ākonga currently achieving at "Consolidating" or below will be making accelerated progress or will have reached a "Proficient" level.	<b>Target 2 baseline data:</b> Analysis of school-wide data in November 2025, indicated that: a) Within this cohort 169/299 (57%) Year 8 students are achieving within the proficient level of their year group. b) Within this cohort 12/30 (40%) Year 8 Māori ākonga are achieving within the proficient level of their year group.

# What we are doing at CMS this year for our priority learners?

- The MOE has provided our school with staffing for a continue the hybrid targeted mathematics programme for 120 students who are just below the expected level in maths. The MOE has specified particular learning areas in mathematics that must be covered in these programmes to help accelerate these learners' progress.
- We have offered targeted literacy programmes for a number of students who are below expectation in writing and reading the opportunity to participate in a Structured Literacy booster programme that focuses on fundamental literacy skills, or to be included in our Rainbow Reading Programme to help build their reading mileage.
- This year, our programmes in maths, writing, and reading are more directed and structured. Students are being given the opportunity to engage with work at their year level, while scaffolded and targeted support are provided for those who need assistance in accessing the curriculum at their expected year group level.
- Each team are using their student achievement data to plan and implement specific teaching and learning programmes to ensure our priority learners are exposed to key knowledge and understanding at their year level, as well as targeted teaching key gaps in their learning.
- Teams are planning collaboratively using our conceptual curriculum to increase our priority learners engagement in learning.
- We are continuing to build our capability of using the school wide achievement tool as part of our student management system that enables teachers and SLT to collate, monitor and analyse student achievement data more precisely.
- Our teacher are participating in MOE Structured Literacy PLD which focuses on how to effectively teaching reading and writing to all students. Through this PLD and our previous Writer's Toolbox PLD, our teachers are implementing robust targeted with deliberate teaching.
- Our SENCO and Learning Assistant support is being used effectively for both funded and non funded students who are less engaged in learning for a variety of mental health and neurodiverse conditions.
- Engagement survey data has been collated and analysed at a whole school, team and classroom level, and will be further explored at an individual and group level where a need is identified to enhance student interest and achievement.
- We will also be surveying our Māori whānau for ways to improve Māori student achievement and engagement with school.
- We have implemented the wellbeing survey GoodSpace Schools, again this year, which is expected to identify vital information about students that can be acted on immediately to ensure student wellbeing is supported.
- We have employed Whaea Kahurangi and Te Kore to support our Kapa Haka roopu and Te Ao Haka, and to support staff with upholding tikanga.
- The Attendance Officer for Cambridge is working hard through regular home contact, home visits, referral to appropriate agencies when required to get our long term attendance students engaged back at school.
- Google Read/Write is a digital tool was have implemented again this year. It has been made available school wide to provide timely access to resources and supporting all students to be able to respond their learning. We are have more PLD for teachers and students about this tool.
- We are currently with the MOE to refine our reporting to whānau to ensure we align with the new curriculum as it is being released. This will see significant change for how we report accurately for priority learners.

## **How the Board funding is being used at CMS students for 2026 ...**

The Board's assistance enables our school to fund a further 41.25 hours per week of Learning Assistant time and a full time SENCO/ORS teacher.

In 2026 we are receiving funding for our 7 ORS students, 3 ICS students, 12 ESOL students, 2 high health student and irregular funding from the Ministry of Education for Interim Response Funding, Special Education funding and RTLB funding for specific at risk students, plus Learning Support funding from our Operation Grant. This funding enables an appropriate average of 260 hours per week of Learning Assistant support to students.

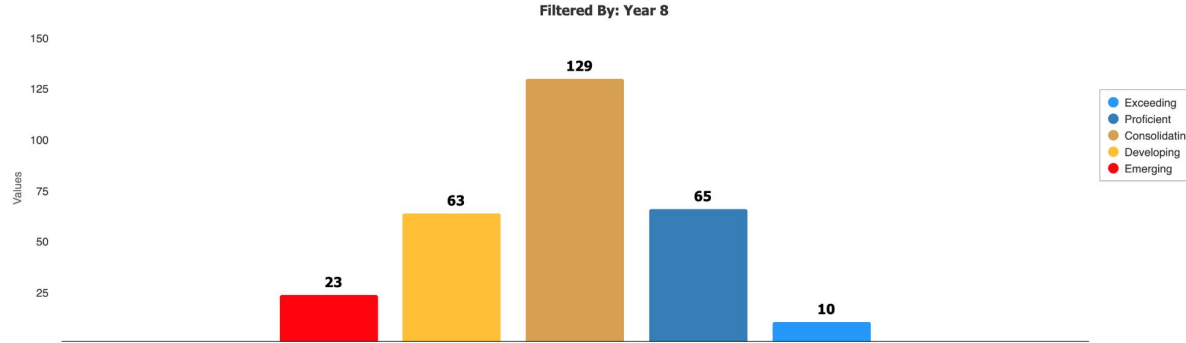
Many of these students need far greater support far beyond their funded hours. The extra Board funding for additional learning support is invaluable as we will need to continue to support a significant number of neurodiverse students who will never be eligible for funding from the Ministry of Education. We currently have funding applications in for one of our most high needs students (unfunded), if they are not approved we may need to increase our learning support budget to sustain the support these students are receiving at present.

Furthermore, the funding of the 1.0 Pouarataki (counsellor) role has also been invaluable for our large numbers of students who struggle with mental health, in particular anxiety, or welfare issues. Our Pouarataki will be able to continue to provide a safe space and person for these students to regularly check in with and support the AP's and DP's in reaching more of our most vulnerable students.

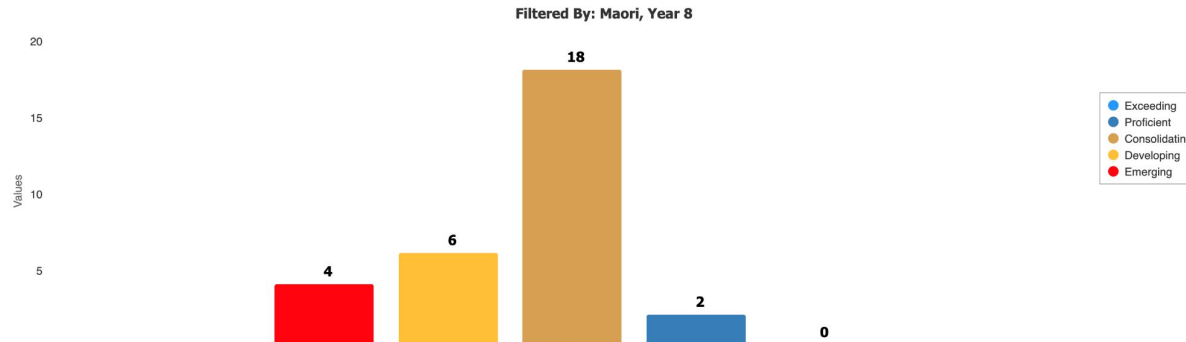
<i>Whole Cohort</i> Year 8 2025	Year 7 Term 1 2026 Below or Well Below %	Year 8 Term 1 2025 Below or Well Below %	Year 8 Term 2 2025 Below or Well Below %	Year 8 Term 4 2025 Below or Well Below %	Year 8 Term 1 2026 Below or Well Below %	<i>Whole Cohort</i> Year 7 2025
<b>Writing - Whole School</b>	40%	34%	30%	21%	30%	<b>Writing - Whole School</b>
<b>Writing - Māori</b>	58%	41%	29%	33%	33%	<b>Writing - Māori</b>
% Māori students who make up the Below and Well Below	13%	13%	10%	17%	12%	% Māori students who make up the Below and Well Below
<b>Maths - Whole School</b>	37%	34%	29%	16%	26%	<b>Maths - Whole School</b>
<b>Maths - Māori</b>	65%	41%	39%	31%	40%	<b>Maths - Māori</b>
% Māori students who make up the Below and Well Below	16%	13%	14%	20%	17%	% Māori students who make up the Below and Well Below
<b>Reading - Whole school</b>	40%	26%	23%	15%	27%	<b>Reading - Whole school</b>
<b>Reading - Māori</b>	62%	28%	23%	28%	40%	<b>Reading - Māori</b>
% Māori students who make up the Below and Well Below	14%	11%	10%	20%	15%	% Māori students who make up the Below and Well Below

# 2026 Term 1 Writing - Year 8 Māori & Year 8 Cohort

Writing ID Tm1 - 2026 - Column Chart

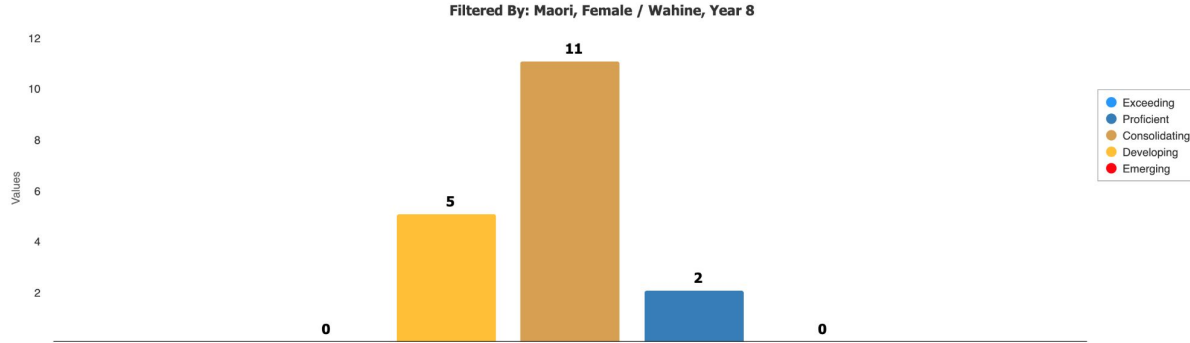


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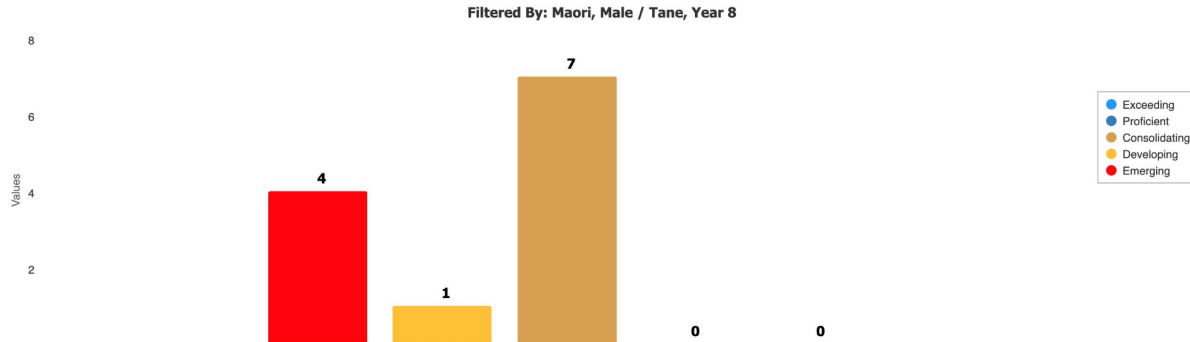


# 2026 Term 1 Writing - Year 8 Māori & Gender

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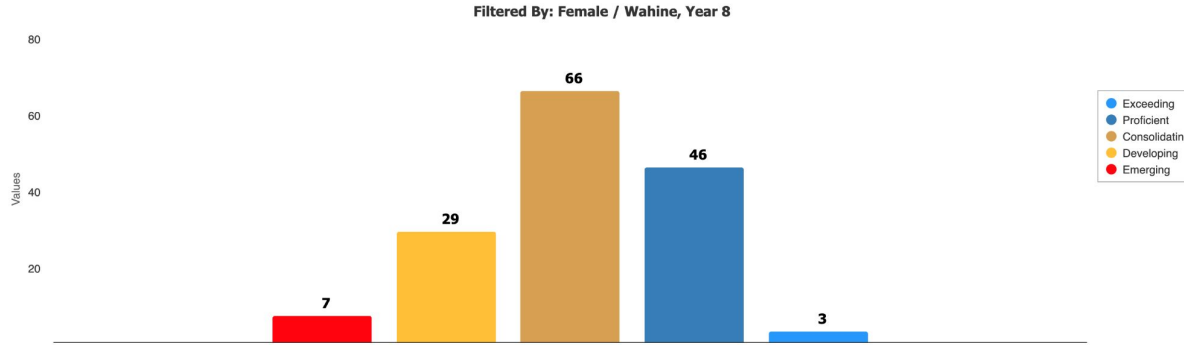


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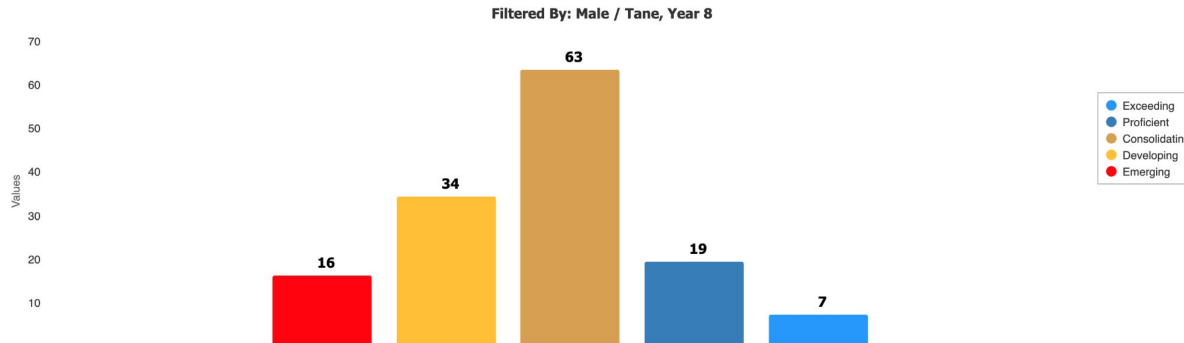


# 2026 Term 1 Writing - Year 8 & Gender

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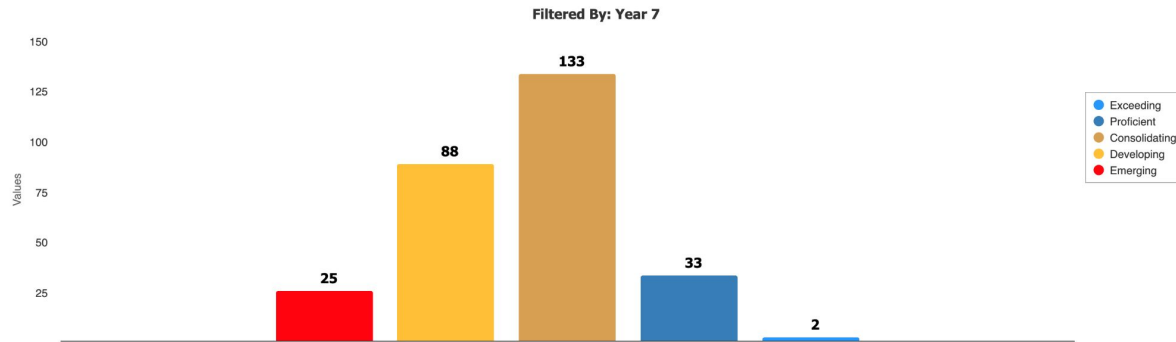


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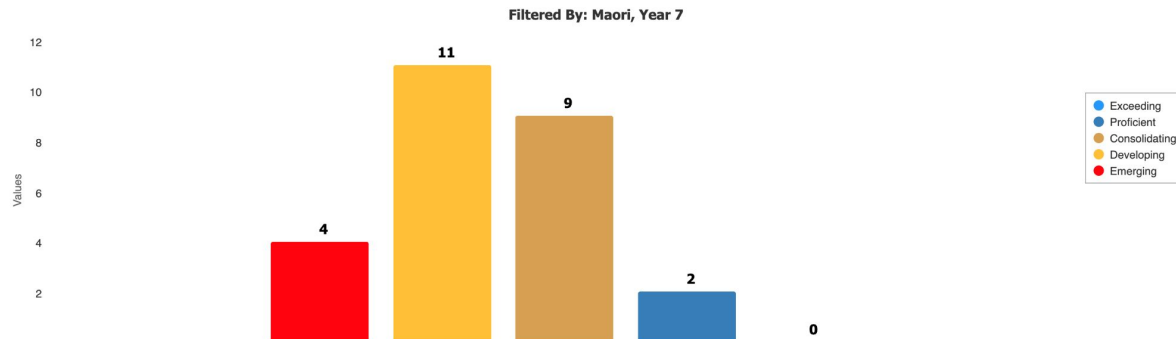


# 2026 Term 1 Writing - Year 7 Māori & Year 7 Cohort

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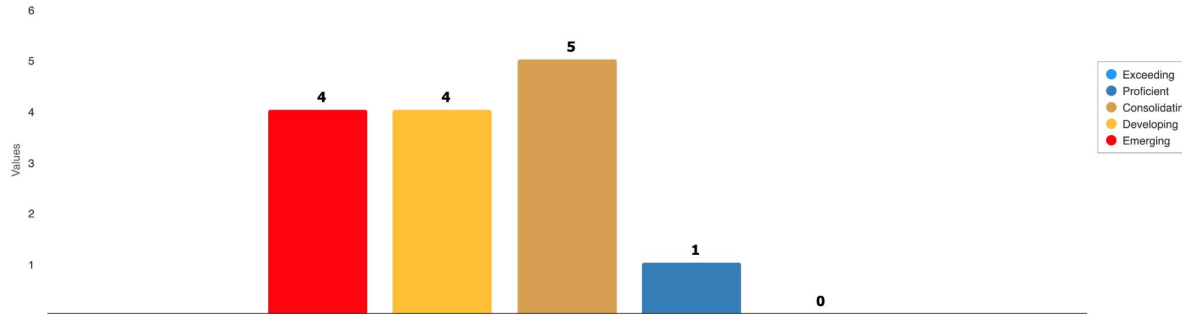
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# 2026 Term 1 Writing - Year 7 Māori & Gender

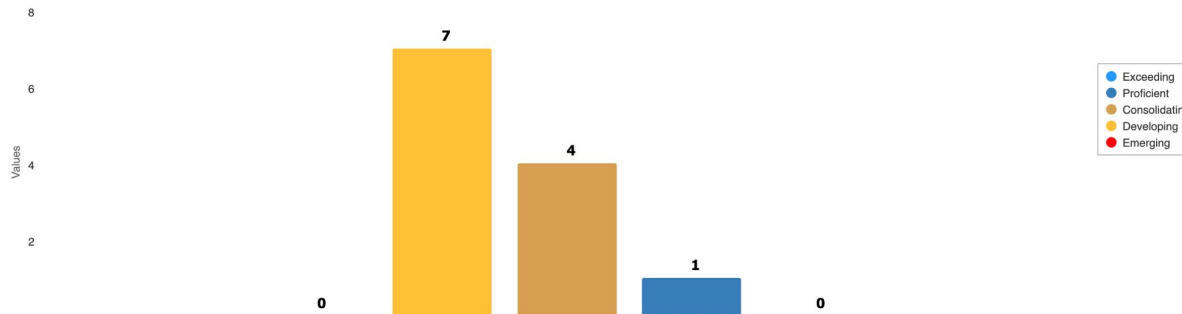
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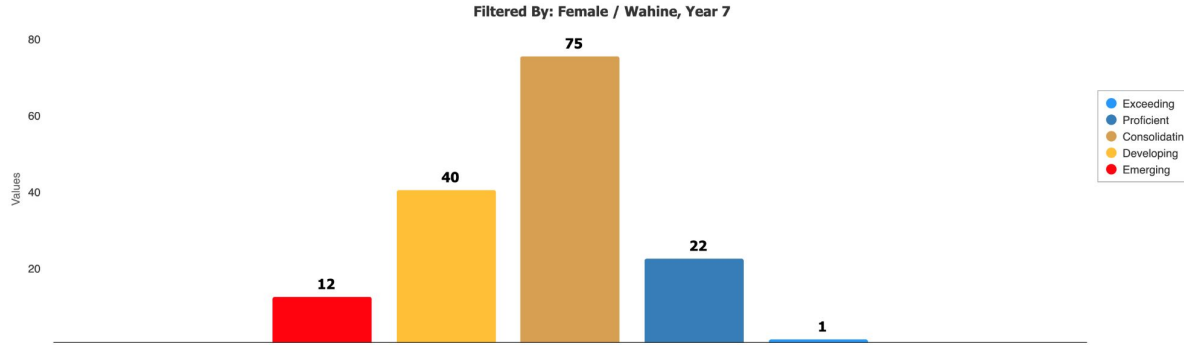
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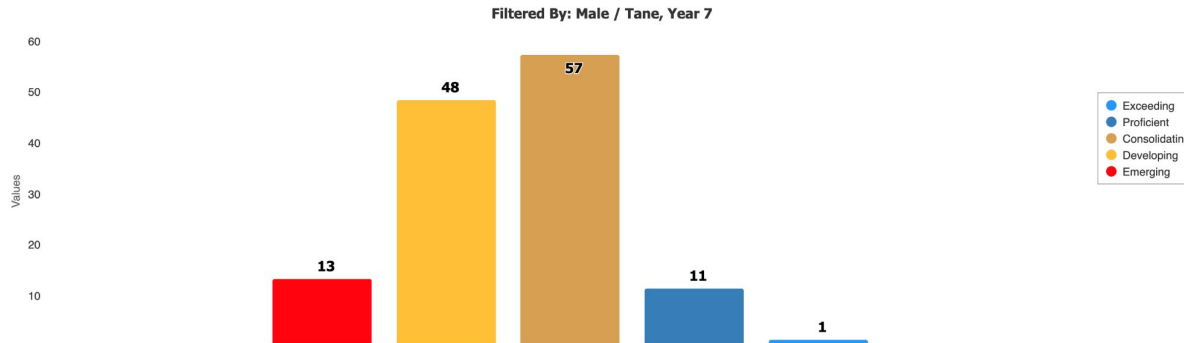


# 2026 Term 1 Writing - Year 7 & Gender

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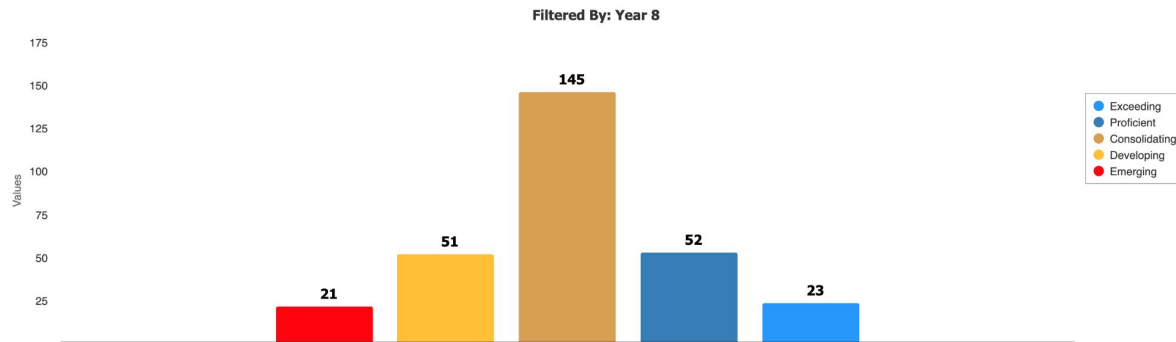


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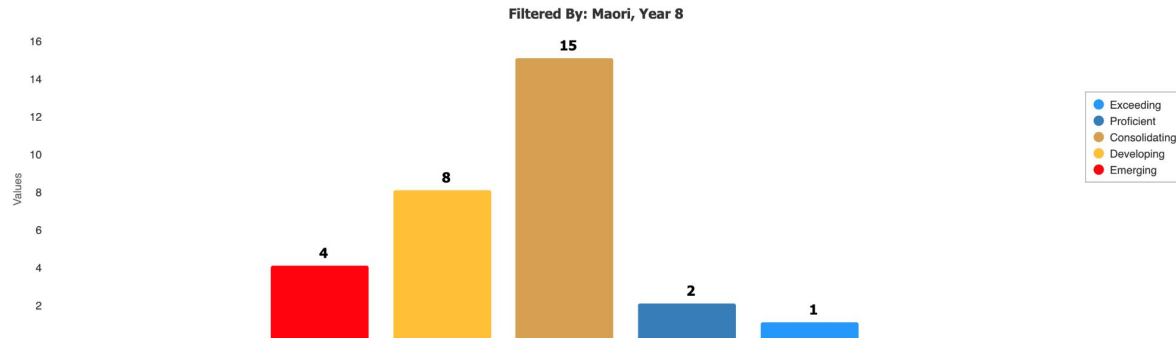


# 2026 Term 1 Maths - Year 8 Māori & Year 8 Cohort

Maths ID Tm1 - 2026 - Column Chart



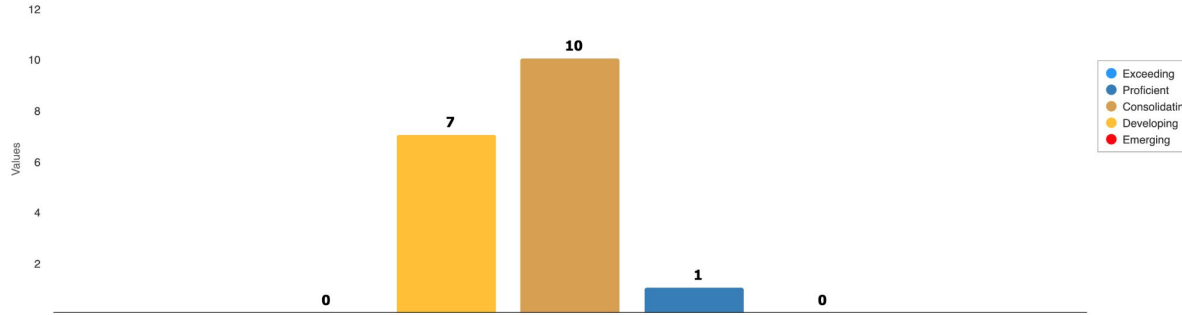
Maths ID Tm1 - 2026 - Column Chart



# 2026 Term 1 Maths - Year 8 Māori & Gender

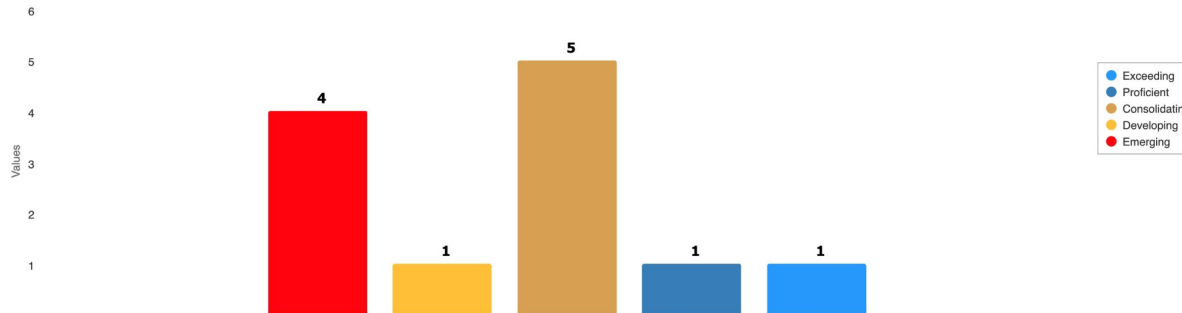
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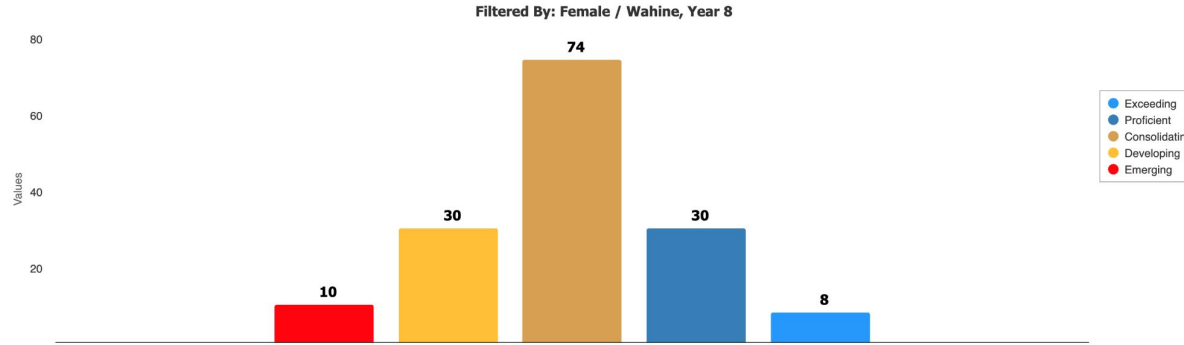
Maths ID Tm1 - 2026 - Column Chart

Filtered By: Maori, Male / Tane, Year 8

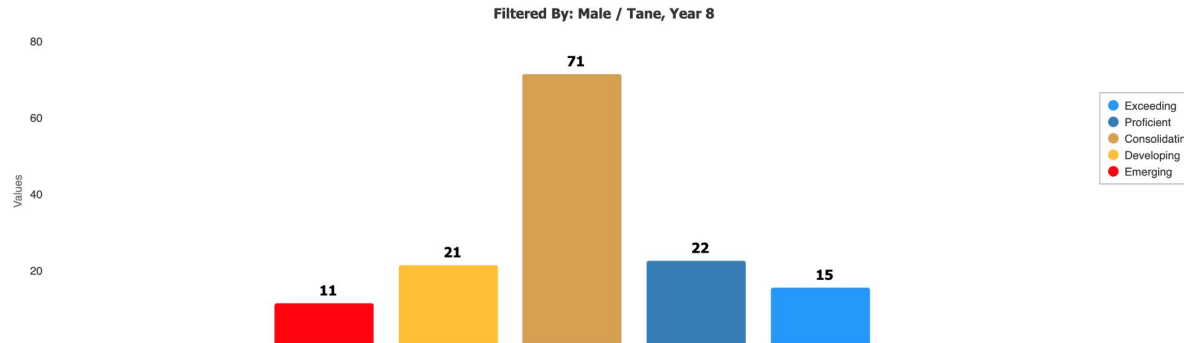


# 2026 Term 1 Maths - Year 8 & Gender

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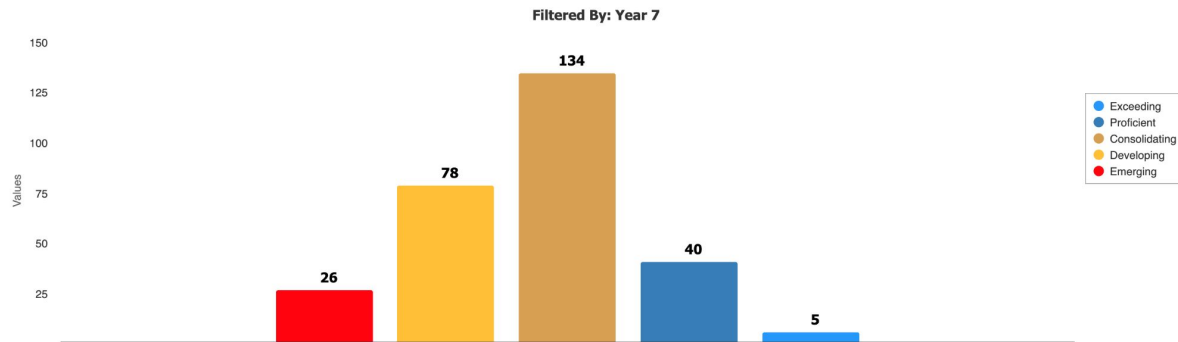


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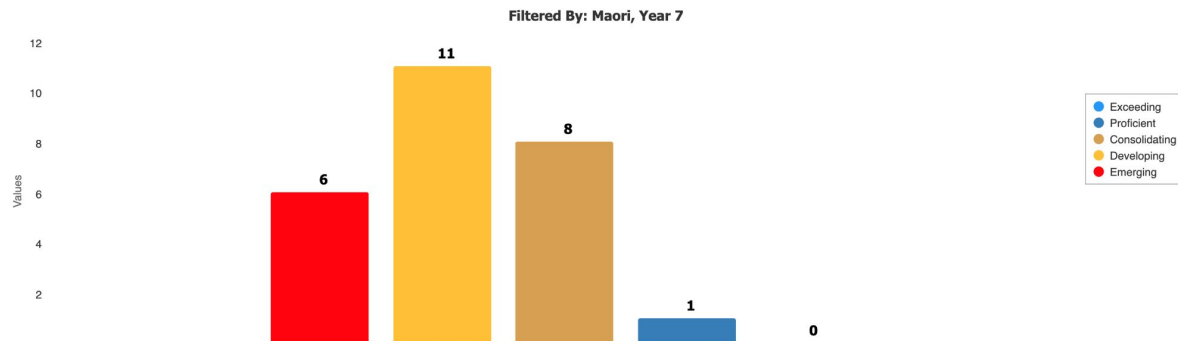


# 2026 Term 1 Maths - Year 7 Māori & Year 7 Cohort

Maths ID Tm1 - 2026 - Column Chart



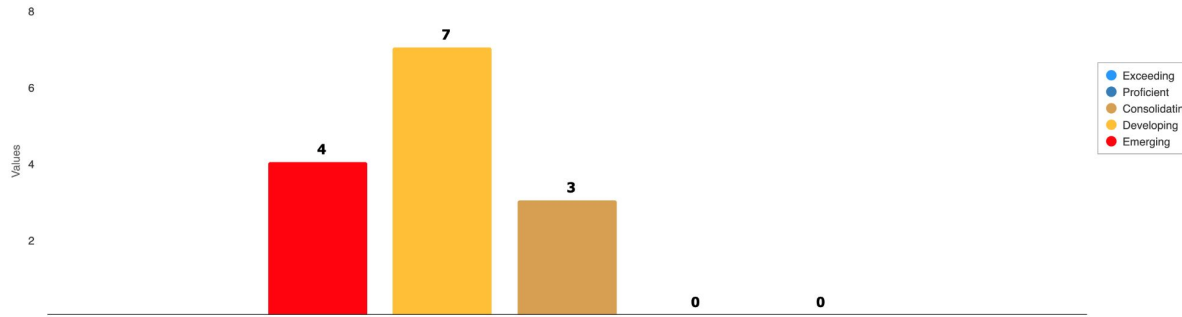
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# 2026 Term 1 Maths - Year 7 Māori & Gender

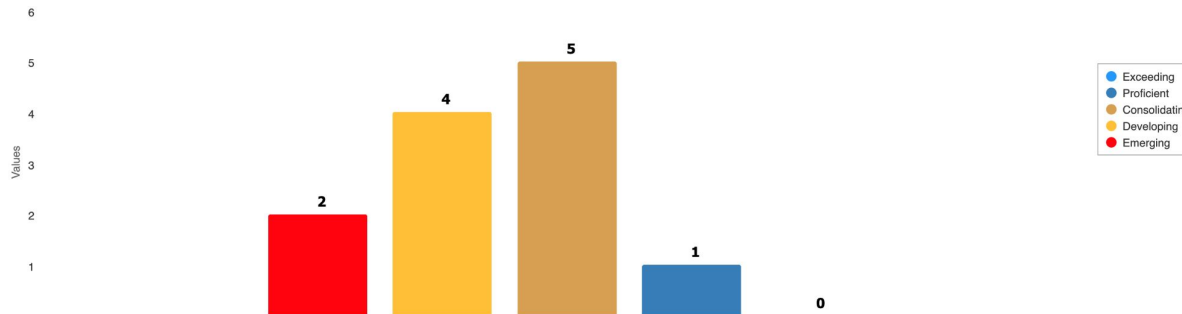
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Filtered By: Maori, Female / Wahine, Year 7



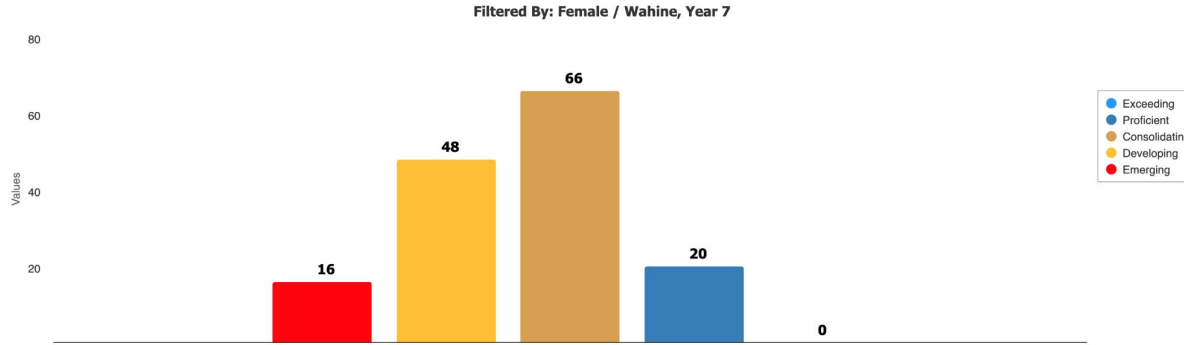
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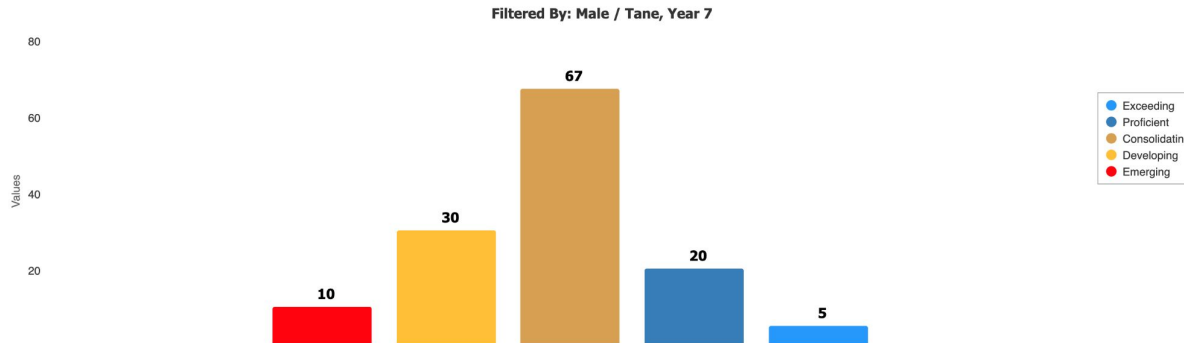


# 2026 Term 1 Maths - Year 7 & Gender

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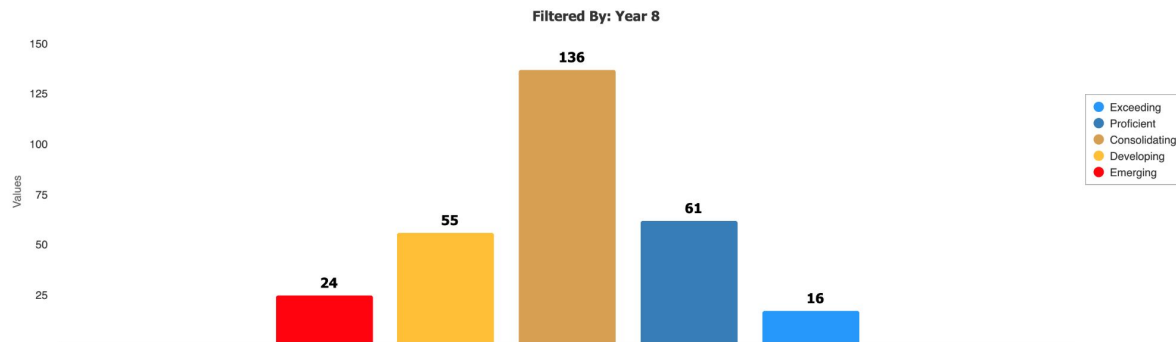


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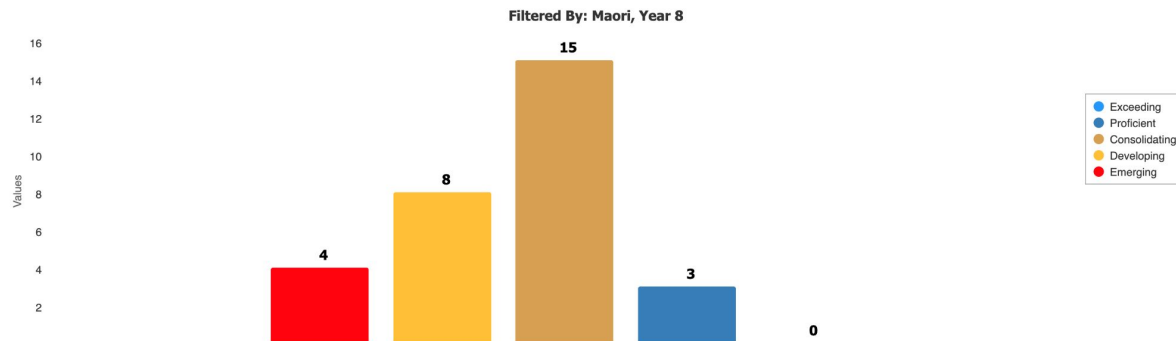


# 2026 Term 1 Reading - Year 8 Māori & Year 8 Cohort

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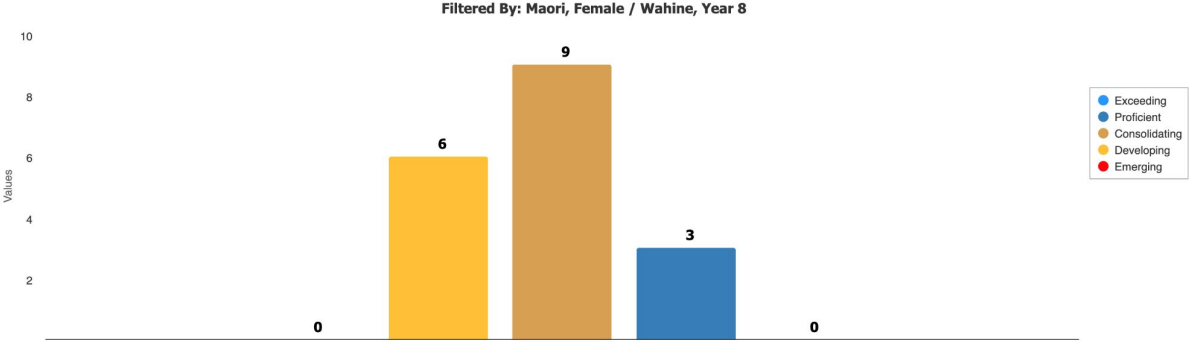


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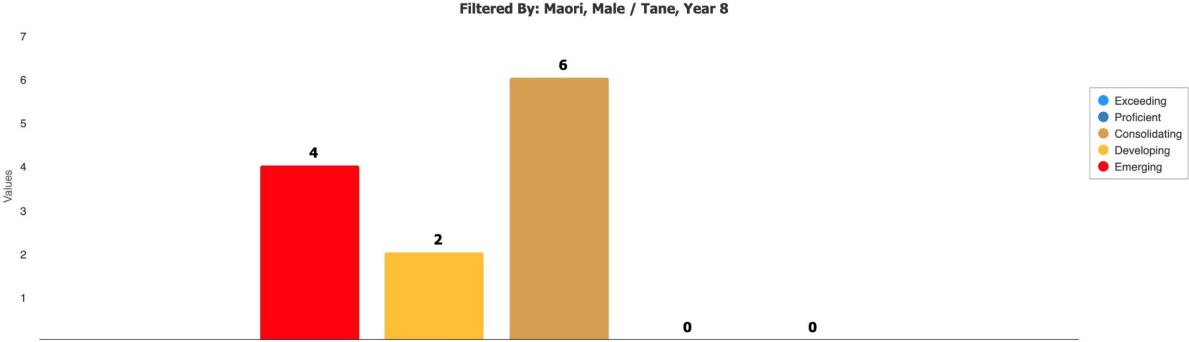


# 2026 Term 1 Reading - Year 8 Māori & Gender

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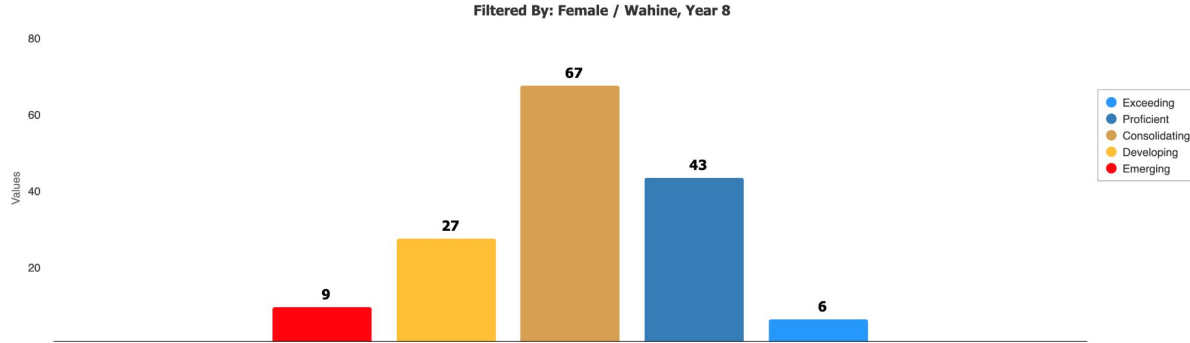


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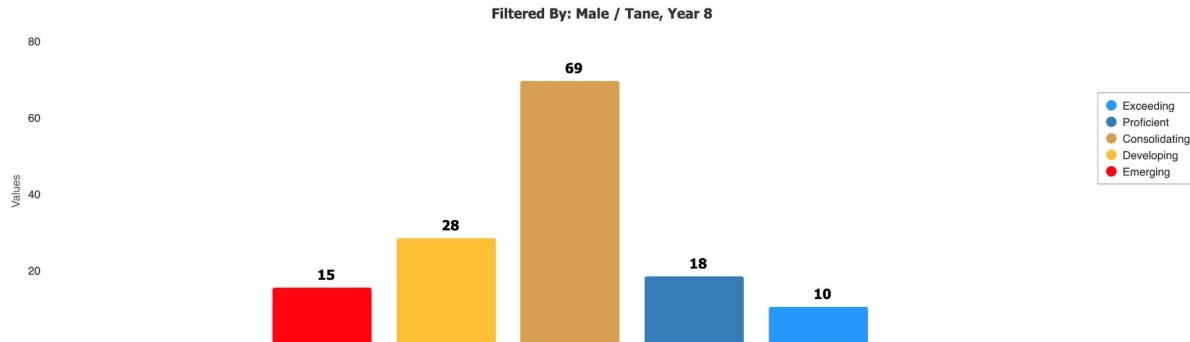


# 2026 Term 1 Reading - Year 8 & Gender

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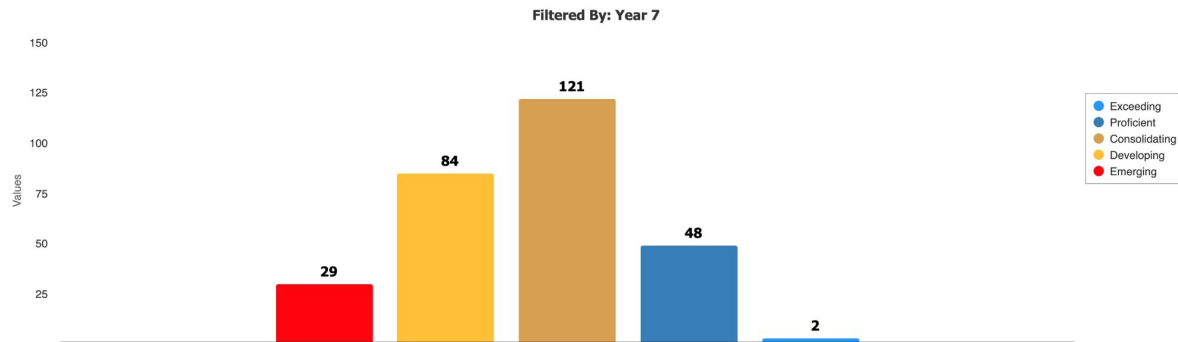


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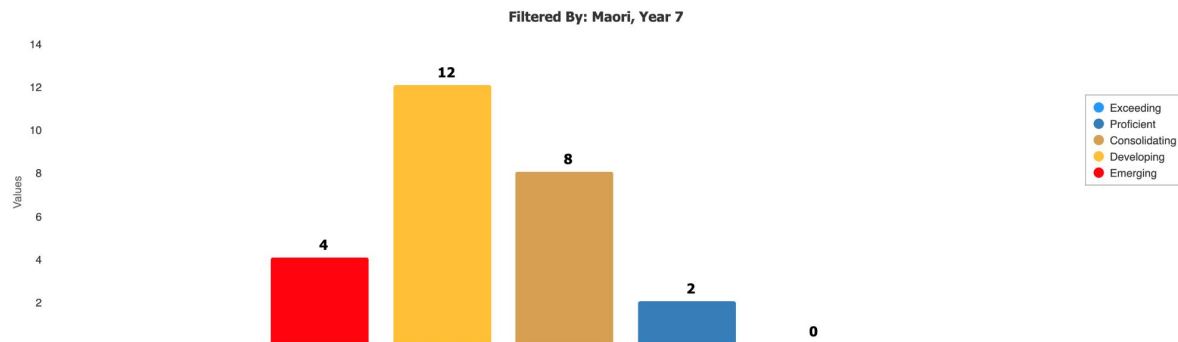


# 2026 Term 1 Reading - Year 7 Māori & Year 7 Cohort

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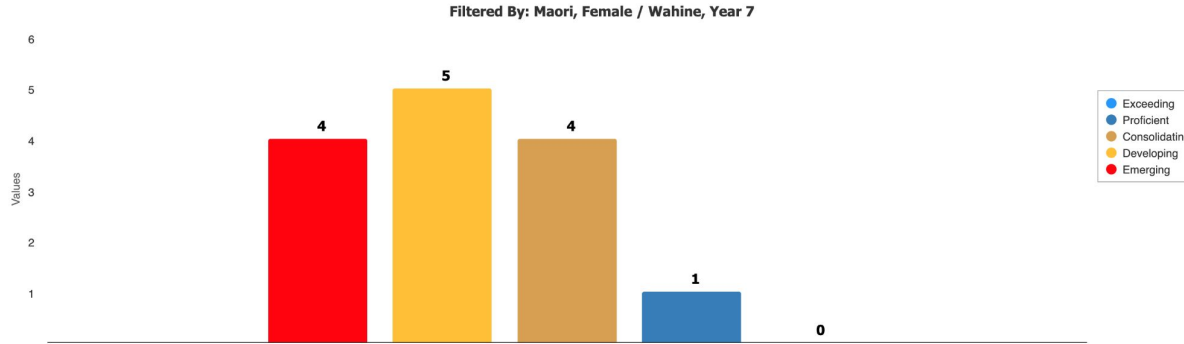


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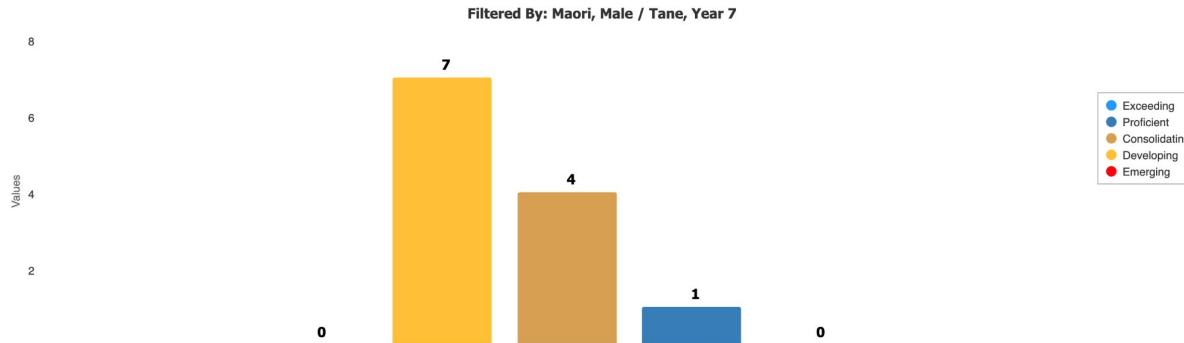


# 2026 Term 1 Reading - Year 7 Māori & Gender

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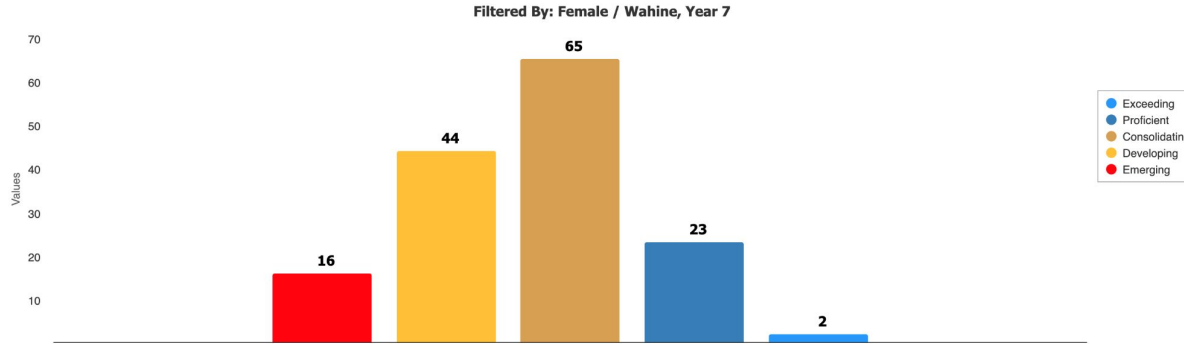


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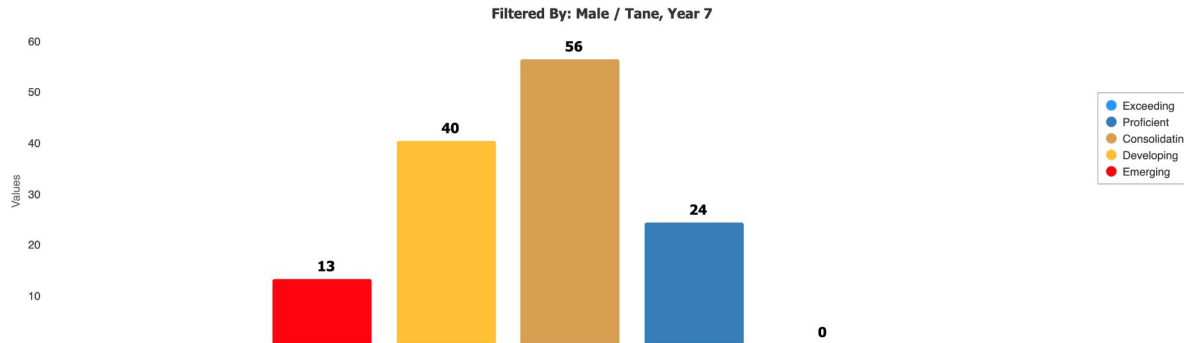


# 2026 Term 1 Reading - Year 7 & Gender

Reading ID Tm1 - 2026 - Column Chart



Reading ID Tm1 - 2026 - Column Chart



# Students who are diagnosed with a Neurodiverse & Mental Health Conditions

Diagnosis	2024	2025	2026	Diagnosis	2024	2025	2026
ADHD/ADD	30	25	50	Brain Injury	5	2	3
Anxiety	45	32	26	Hearing Impairment	3	3	4
ASD (Autistic Spectrum Disorder)	16	10	20	Intellectual Disability	6	9	7
Depression	2	2	2	Irlen Syndrome	1	1	1
Dyslexia	13	14	15	Speech Impairment	4	4	4
Dyspraxia	0	1	3	Visual Impairment	5	3	4
Oppositional Defiant Disorder	3	2	2	Sensory Processing Disorder	4	2	2
Dysgraphia	0	0	2	Fetal Alcohol Spectrum	1	0	0
Auditory Processing Disorder	1	2	7	Global Developmental Delay	1	2	0
	1	1	1		0	0	2

This list reflects the whānau who have identified their children as having a neurodiverse or mental health diagnosis.

We need to acknowledge that this list represents students whose whānau have access to resources, as many of these diagnoses are costly to assess or require whānau who are willing and able to navigate a cumbersome and slow DHB system.

# Below are ethnicity graphs that the MOE require to be reported on: 2026 Term 1 Writing - MOE Ethnicity Whole School

## Writing ID Tm1 - 2026 - Student Counts

Split By: Attendance

Filtered By: Year 7,Year 8,Year 9,Year 10

Search:

↑↓	Emerging	↑↓	Developing	↑↓	Consolidating	↑↓	Proficient	↑↓	Exceeding	↑↓	Total Count	↑↓
20% - 30%	1		0		0		0		0		1	
40% - 50%	0		0		1		0		0		1	
50% - 60%	1		0		1		1		0		3	
60% - 70%	2		4		4		0		0		10	
70% - 80%	1		6		4		6		0		17	
80% - 90%	16		26		50		11		0		103	
90% - 100%	28		117		203		80		12		440	

# 2026 Term 1 Maths - MOE Ethnicity Whole School

## Maths ID Tm1 - 2026 - Student Counts

Split By: Attendance

Filtered By: Year 7,Year 8,Year 9,Year 10

Search:

↑↓	Emerging	Developing	Consolidating	Proficient	Exceeding	Total Count
20% - 30%	1	0	0	0	0	1
40% - 50%	0	0	1	0	0	1
50% - 60%	1	1	1	0	0	3
60% - 70%	3	5	1	1	0	10
70% - 80%	3	3	6	5	0	17
80% - 90%	13	32	50	7	2	104
90% - 100%	27	90	221	79	26	443

# 2026 Term 1 Reading - MOE Ethnicity Whole School

## Reading ID Tm1 - 2026 - Student Counts

Split By: Attendance

Filtered By: Year 7,Year 8,Year 9,Year 10

Search:

↑↓	Emerging	Developing	Consolidating	Proficient	Exceeding	Total Count
20% - 30%	1	0	0	0	0	1
40% - 50%	0	0	1	0	0	1
50% - 60%	1	0	2	0	0	3
60% - 70%	2	6	2	0	0	10
70% - 80%	1	5	7	4	0	17
80% - 90%	16	25	43	20	0	104
90% - 100%	33	103	205	85	18	444

# Appendices

- [2026 CMS Charter and Strategic Plan](#)
- [2025 CMS Charter and Strategic Plan](#)
- [2025 Annual Data Report](#)
- [2025 Term 1 Data Report](#)
- [2025 Analysis of Variance](#)
- [2025 Mid Year Data Report](#)
- [2025 End of Year Data Report](#)