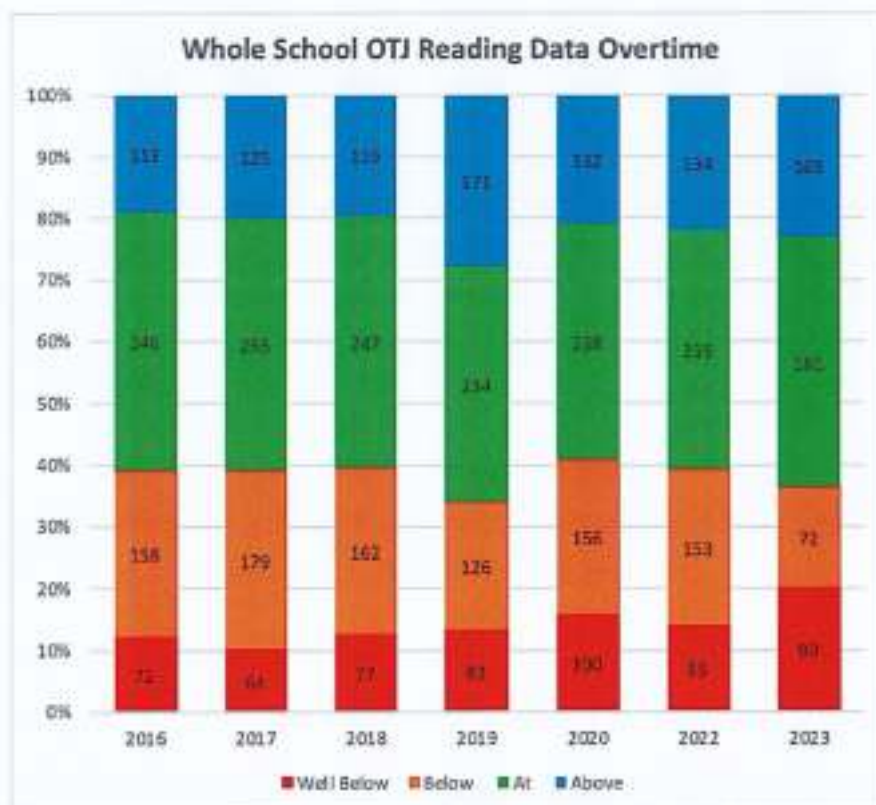


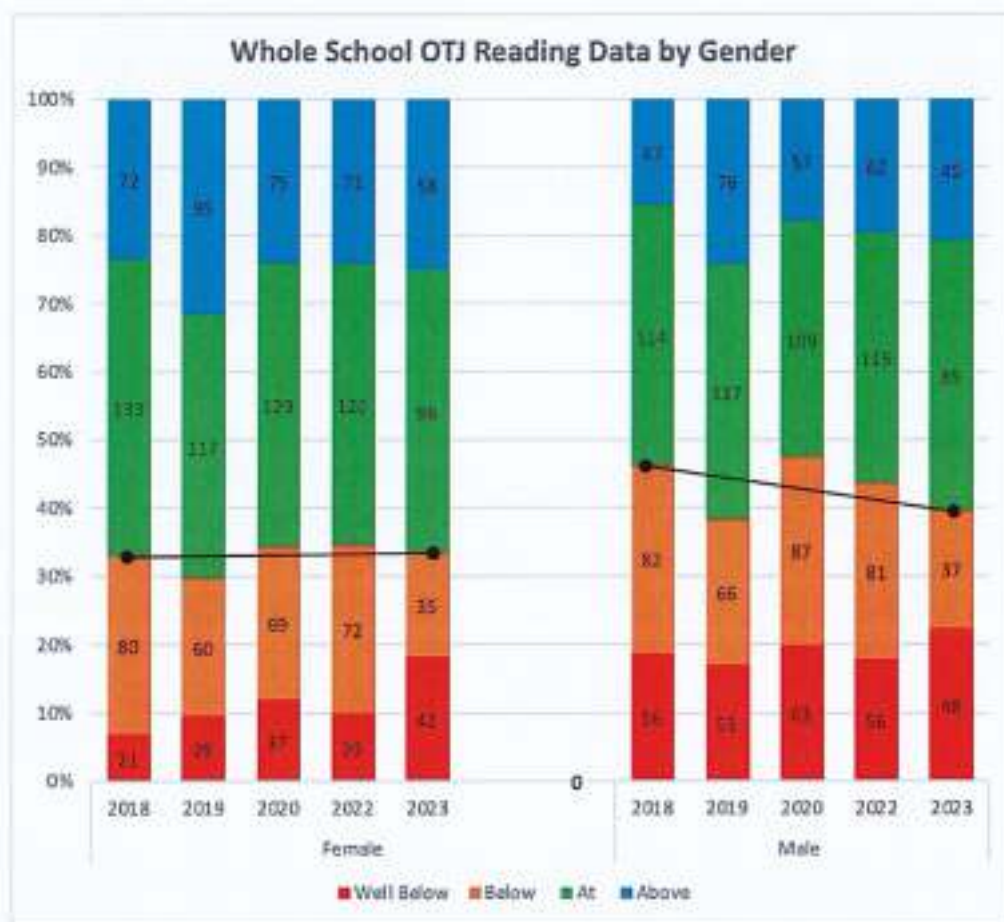
Analysis of Variance - Reading Targets 2023

2023 Whole School Target was to have 70% or more of all students working At or Above the expectation for Reading, an increase of 9.2%. Data is not included for the Year 0-2 students in Reading as Structured Literacy data was collected.



Outcomes:

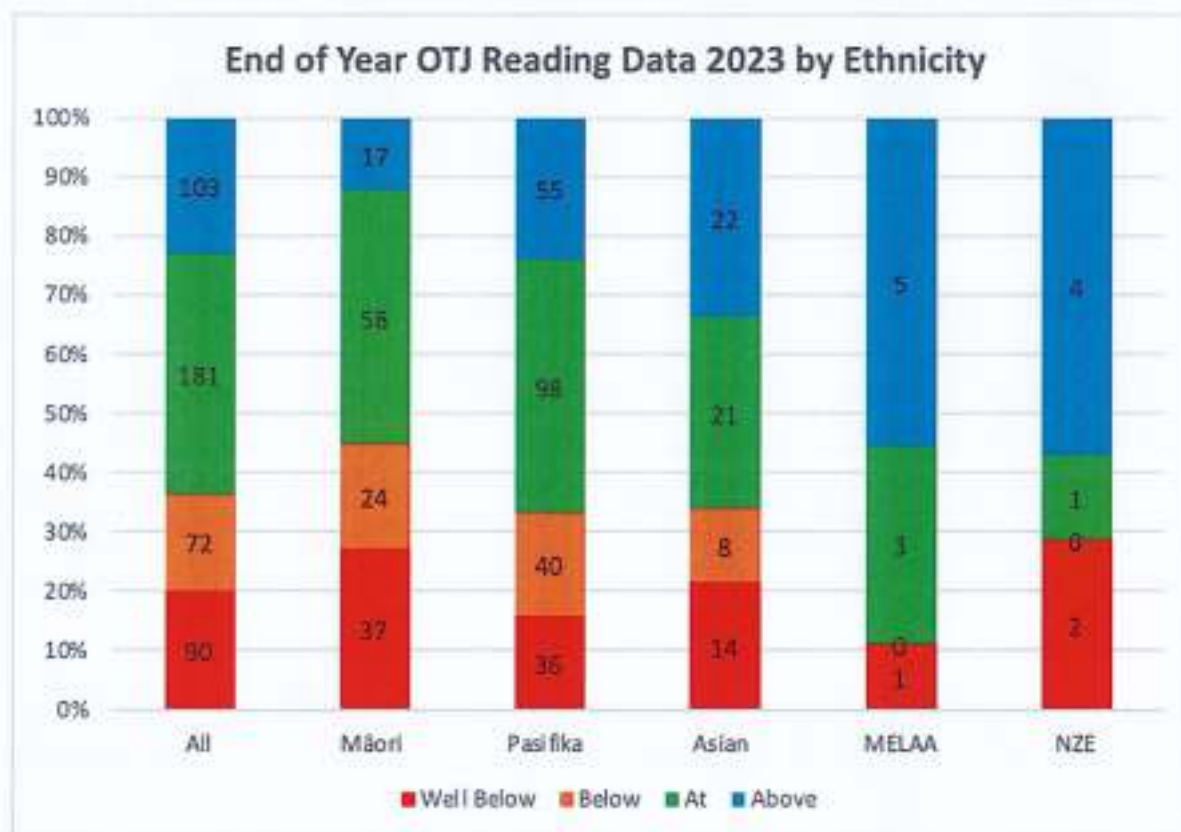
- At or Above the standard in 2023 was 63.7% (284/446), a 2.9% increase compared to 2022 (60.8% or 369/607)
- Below or Well Below was 36.3% (162/446), a 2.9% decrease compared to 2022 (39.2% or 238/607).
- Well Below was 20.2% (90/446) which is a 6.2% increase compared to 2022 (14% or 85/607))



Outcomes:

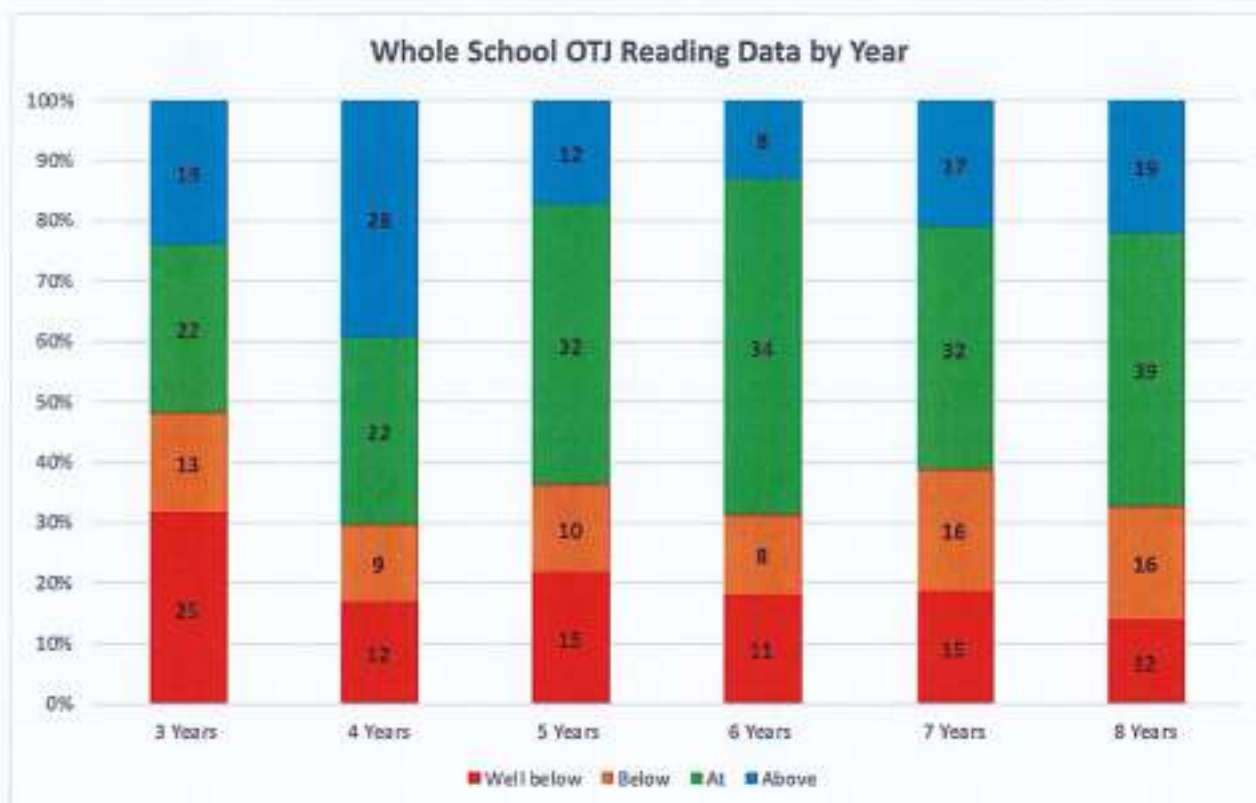
- 66.7% (154/231) of female students were At or Above in Reading, an 1.2% increase compared to 2022 (65.5% or 192/293).
- The percentage of female students Below or Well Below is 33.3% (77/231), a decrease of 1.2% compared to 2022 (34.5% or 101/293).
- Below female students (15.2% or 35/231) decrease by 9.4% compared to 2022 (24.6% or 72/293)
- Well Below female students (18.2% or 42/231) increased by 8.3% compared to 2022 (9.9% or 29/293).
- 60.5% (130/215) of male students were At or Above, an increase of 4.1% compared to 2022 (56.4% or 177/314)
- The percentage of male students Below and Well Below is 39.5% (85/215) decrease by 4.1% compared to 2022 (43.6% or 137/314)
- Below students (17.2% or 37/215) decreased by 8.6% compared to 2022 (25.8% or 81/314).
- Well Below students (22.3% or 48/215) decrease by 2.1% compared to 2022 (17.8% or 56/314).

- 6.2% more female are reading At or Above compared to male student. In 2022 the difference was 9.1% and in 2020 it was 13.3%.
- 4.6% more males are Well Below compared to female students.



Outcomes:

- 63.7% (284/446) of students are At or Above in Reading.
- MELAA students had the highest percentage working At or Above at 88.9% or 8/9, followed by the NZE at 71.4% or 5/7. Both groups contain a low number of students.
- In 2022 Asian students had the highest percentage working At or Above at 75.3% or 64/85
- Māori had 55.1% or 75/136 At or Above, this is an increase of 7% compared to 2022 (48.1% or 89/185)
- Pasifika had 66.8% or 153/229 At or Above, this is an increase of 2.7% compared to 2022 (64.1% or 198/309)
- New Zealand European has the highest percentage of students Well Below at 28.6% or 2/7, followed by Māori 27.2% or 22/136.
- Māori has the highest percentage of students Below or Well Below at 44.9% or 61/136, followed by Asian 33.8% or 22/65.



	All	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years
At Above	63.7%	51.9%	70.4%	63.8%	68.9%	61.3%	67.4%
Below Well Below	36.3%	48.1%	29.6%	36.2%	31.1%	38.8%	32.6%

Outcomes:

- Year 4s had the highest percentage At or Above (70.4% or 48/71) followed by Year 6 at school (68.9% or 42/61).
- Year 4s has the highest percentage At (39.4% or 28/71), followed by Year 8s (22.1% or 19/86)
- Year 3 had the highest percentage of student Below or Well Below (48.1% or 38/79), followed by Year 7s (38.8% or 31/80)

- Years 3 had the highest percentage Well Below (31.6% or 25/79)

2023 Targets

Based on 2022 OTJ Data

Whole School Target

In 2023, to have 70% or more of all students working At or Above the expectation for Reading, this would be an increase of 9.2%

	At/Above	Below	Well Below
Whole School	63.7%	16.1%	20.2%

Outcomes:

- The goal of 70% of all students At or Above was not met by 6.3%.

Priority Learners Target 1

In 2023, to have 60% or more of **Māori** students working At or Above the expectation for Reading, with a particular focus on Male students working Below and Well Below. This would be a 11.9% increase.

	At/Above	Below	Well Below
All Māori	55.1%	17.6%	27.2%
Male Maori 2023	49.2%	14.8%	36.1%
Male Maori 2022	41.8%	27.9%	30.2%

Outcomes:

- The goal of 60% of all Māori students At or Above was not met by 4.9%.
- The percentage of Māori students At or Above increase of 7% compared to 2022 (48.1% or 89/185)
- The percentage of Male Māori students Below decrease by 13.1% compared to 2022
- The percentage of Male Māori students Well Below increase by 5.9% compared to 2022

Priority Learners Target 2

In 2023, to have 75% or more of **Pasifika** students working At or Above the expectation for Reading, this would be a 10.9% increase.

	At/Above	Below	Well Below
All Pasifika	66.8%	17.5%	15.7%

Outcomes:

- The goal of 75% of all Pasifika students At or Above was not met by 8.2%.
- The percentage of Pasifika students At or Above increase of 1.7% compared to 2022

Year Level Target 1

In 2023, to have 65% or more of Year 3 students working At or Above the expectation for Reading. As Year 2s at the end of 2022, 52.9% (37/70) were At or Above, this would be an increase of 12.1%.

	At/Above	Below	Well Below
Year 3	51.9%	16.5%	31.6%

Outcomes:

The goal of 65% of all Year 3 students At or Above was not met by 13.1%.

Year Level Target 2

In 2023, to have 60% or more of Year 6 working At or Above the expectation for Reading. As Year 5s at the end of 2022, 47.5% (28/59) were At or Above, this would be an increase of 12.5%.

	At/Above	Below	Well Below
Year 6	68.9%	13.1%	18%

Outcomes:

The goal of 60% of all Year 3 students At or Above was exceeded by 8.9%.

2024 Targets

Based on 2023 OTJ Data

At the end of 2023, 63.7% (284/446) students achieved At or Above expectation in Reading for their year level, 36.3% (162/607) were Below or Well Below

Whole School Target

In 2024, to have 70% or more of all students working At or Above the expectation for Reading, this would be an increase of 6.3%

Priority Learners Targets

In 2024, to have 65% or more of **Māori** students working At or Above the expectation for Reading, with a particular focus on students working Well Below. This would be a 9.9% increase.

In 2024, to have 75% or more of **Pasifika** students working At or Above the expectation for Reading, this would be a 8.2% increase.

Year Level Targets

In 2024, to have 60% or more of students at **Year 4** working At or Above the expectation for Reading. As Year 3s at the end of 2023, 51.9% (50/79) were At or Above, this would be an increase of 8.1%.

In 2024, to have 70% or more of **Year 6** students working At or Above the expectation for Reading. As Year 5s at the end of 2023, 63.8% (44/69) were At or Above, this would be an increase of 6.2%.

In 2024, to have 70% or more of **Year 8** working At or Above the expectation for Reading. As Year 7s at the end of 2023, 61.3% (49/80) were At or Above, this would be an increase of 8.7%.

School Strengths and Identified Areas for Improvement

Basis for identifying areas for improvement

Formal testing along side teacher OTJ and classroom observations. Planned testing includes

- Mid and end of year OTJs, which are moderated at team and school level
- Observational Survey at 5 year 1 month and 6 Years
- Regular running records on all Year 3-4 students. Year 5-8 students stanine 4 or below in PAT testing in Terms 1 and 4, in the other terms all students reading 14 years of age or below.
- On going analysis and tracking of all student progress using Analysis templates Years 3-8
- Structured Literacy assessments for all Year 0-2 students (baseline, 10 weeks and end of the year)
- In class letter, sound and word testing
- Year 3-6, STAR as part of the Summer Reading Programme
- Year 5-8, PAT Comprehension and Vocabulary in Terms 1 and 4
- Twice yearly ELLs assessments
- AsTTle Reading testing for Years 5-8 for group testing on an as needs basis
- School based intervention programme on a as need basis, such as Fitzroy Reading and Talk to Learn
- Specialist support such as RTLb referrals, RTlit and Speech Therapy.
- Feedback from observations both internally and externally from Cognition Education

Actions for lifting achievement

Whole School Actions

- Continued review and refining of the process for teachers knowledge in making OTJs. Further embedding of the school wide alignment tool and refinement of the moderation process.
- Termly monitoring of students Well Below expectation by Team Leaders and the Senior Leadership Team to ensure student needs are supported.
- IEPs for learners causing concern, this includes regular reviewing of goals with teachers and whānau
- Twice yearly assessment and review of ELL (English Language Learners). Continue review of how ELL tamariki are supported.
- Continued use of RTLBs to support individuals and groups
- Whānau/teacher hui with a focus on sharing student progress and the creation of goals two times a year (Terms 2 and 3). A written comment is shared in Term 4.
- On going analysis and tracking of all student progress using Analysis templates Years 1-8
- Ongoing professional development in effective reading practice through Cognition Education
- On going professional development in Progressive Achievement Test data- Increasing data Literacy
- CoL within school leaders leading inquires into Literacy within the school
- Strengthening localised curriculum through the intergration of Literacy with Discovery concepts
- Purchasing of Reading Eggs for all students in Years 1-4 and ELL learners and well below readers in Years 5-8
- Continue review of ELL programmes within the school to ensure best practice
- Targeted purchasing of resources both digital and hands on materials to support learners
- On going professional development for Learning Assistants in phonics, RTLB supported programmes and ELL techniques
- In 2023 nine teachers completed the BSLA course through the University of Canterbury. Two completing the course in 2024.
- Four staff completing first year TESOL course through the University of Auckland

Team or Groups Actions

- In 2023 Structured Literacy professional development was implemented in Years 0-2.
- Years 3-5 students participation in the Summer Reading Programme (third year)
- One full time Reading Recovery teachers working one on one with identified students and Early Literacy Support groups (ESL)
- Data used to identify students who may require an Intervention programme. Monitoring of these programmes to assess their impact on student achievement. Interventions includes
 - Early letters and words
 - Talk to Learn
 - Reading Recovery
 - One on one Learning Assistant support

A school wide Literacy Leader whose role is to assess the needs within the school and put steps in place to support students and teachers, including

- Supporting teachers to analyse whole school, team and class data to identify needs and set next steps/goals
- Buying and updating resources including, purchasing of high interest texts
- BSLA in Year 0-2 classes and the use of Phonics Plus books
- In class support for teachers
- Overseeing both in school and external Professional Development
- Continuing to use collaborative support networks for teachers, both internally and externally
- Moderation of testing processes and assessments

School Literacy Professional Development. Which will include

- One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
- Data analysis sheets in Year 1-8 used to identify student needs and inform teacher planning. Progress and data are tracked once a term so show movement of students, inform teachers "Teacher Inquiry", determine PD within teams and to identify progress of each individual child
- A continued School wide focus on meeting the needs of Pasifika and Māori students
- Year 0-2 participation in the BSLA programme
- 2023/2024 school wide PLD with a focus on learner dispositions, localised curriculum and AFL practice.
- 2023/2024 within school professional development for Years 3-8 teachers on data literacy for PAT, Probe and PAT and effective literacy practices

Continued reporting to and Board support

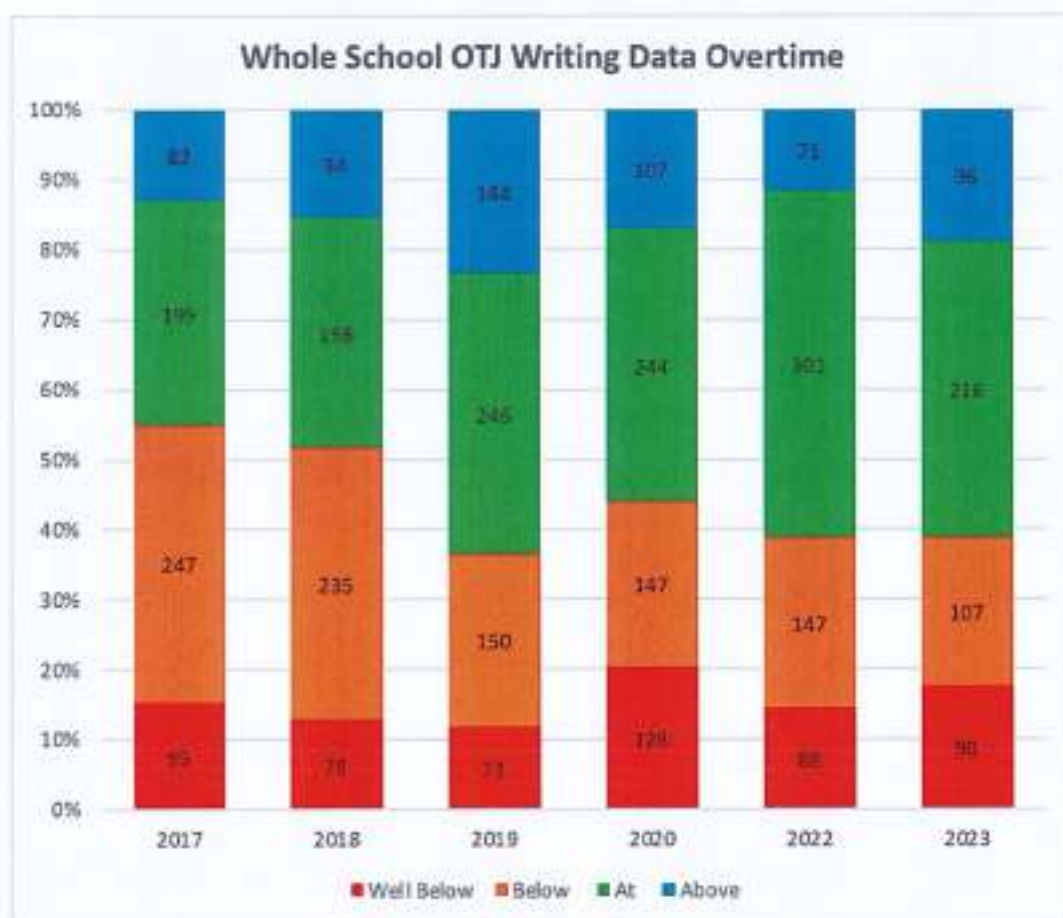
- One full time Reading Recovery teachers, half funded by the school and MOE
- Two part time ELL Learning Assistants
- A fulltime Liaison Officer/Student Support Working whose role includes truancy.
- The employment of Learning Assistants to support individuals, classroom programmes and intervention programmes
- Reliever release time for Professional Development programme
- Staffing for the Responsible Thinking Process, which aims to reduce in class disruptions to learning
- One full time Learning Support Co-ordinator

Other

- Time prioritised at staff and team meetings for analysis and review of data and learning
- Weekly team meeting (rather than fortnightly) with a focus on professional development targeted to students needs and levels
- The improved use and access to digital technology to engage and support learners.
- A Reception Room that focuses on readiness for learning. Cohort Entry in its second year
- Participation in the Alfriston Kahui Ako, with three within school teachers

Analysis of Variance - Writing Targets 2023

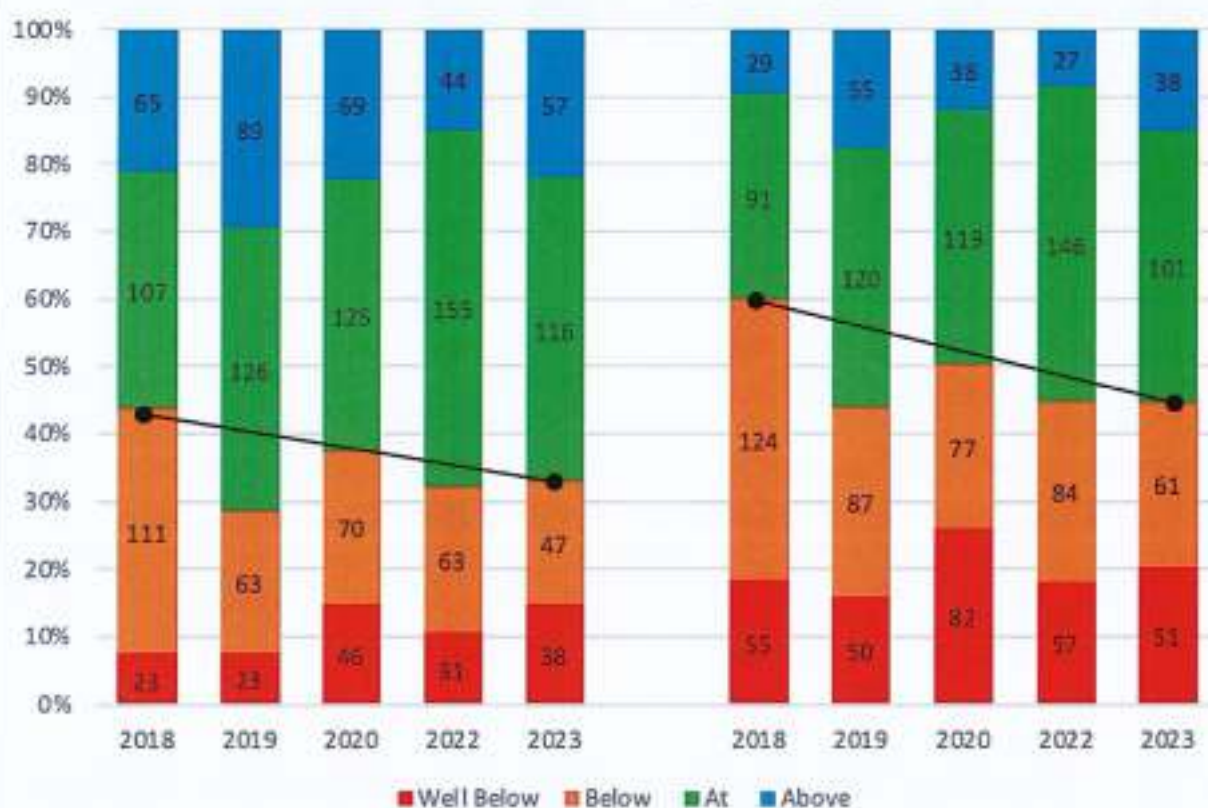
2023 Whole School Target was to have 66% or more of all students working At or Above expectation for Writing, with a particular focus on male students working Below or Well Below. Data is not included for the Year 0-1 students in Reading as Structured Literacy data was collected.



Outcomes:

- At or Above the standard in 2023 was 61.3% (312/509), the same percentage compared to 2022 (372/607)
- Below or Well Below was 38.7% (197/509), the same percentage compared to 2022 (235/607)
- Well Below was 17.7% (90/509) which is a 3.3% increase compared to 2022 (14.4% or 88/607)

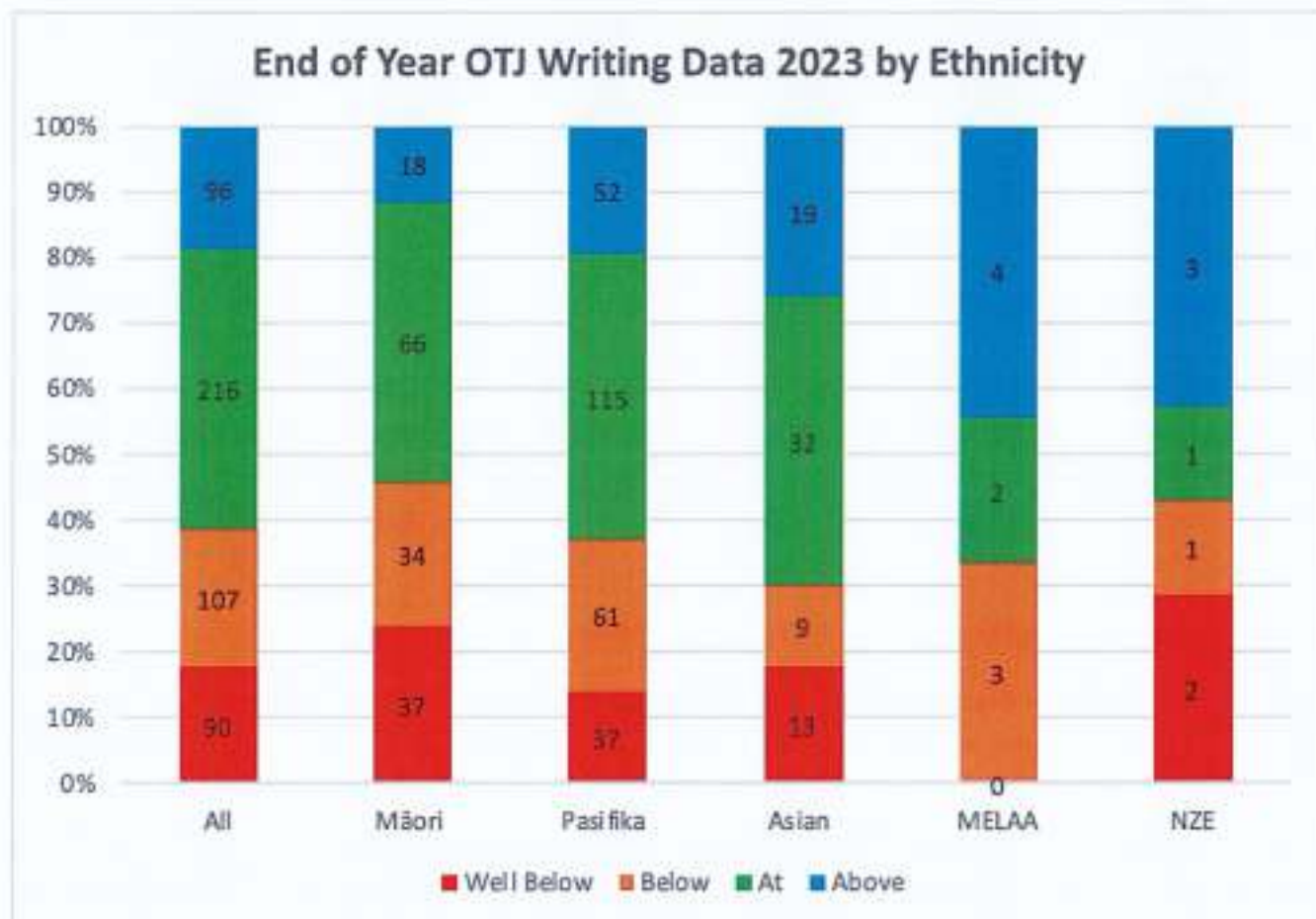
Whole School OTJ Writing Data by Gender



Outcomes:

- 67.1% (173/258) of female students were At or Above in Writing, a 0.8% decrease compared to 2022 (67.9% or 199/293).
- The percentage of female students Below or Well Below is 32.9% (85/258), a increase of 0.8% compared to 2022 (32.1% or 94/293).
- Below students (18.2% or 47/258) decrease by 3/3% compared to 2022 (21.5% or 63/293)
- Well Below students (14.7% or 38/258) increased by 4.1% compared to 2022 (10.6% or 31/293).
- 55.4% (139/251) of male students were At or Above, an increase of 0.3% compared to 2022 (55.1% or 173/314)
- The percentage of male students Below and Well Below is 44.6% (112/251) increase by 0.3% compared to 2022 (44.9% or 141/314)
- Below students (24.3% or 61/251) decreased by 2.5% compared to 2022 (26.8% or 84/314).
- Well Below students (20.3% or 51/251) increase by 9.7% compared to 2022 (10.6% or 31/314).

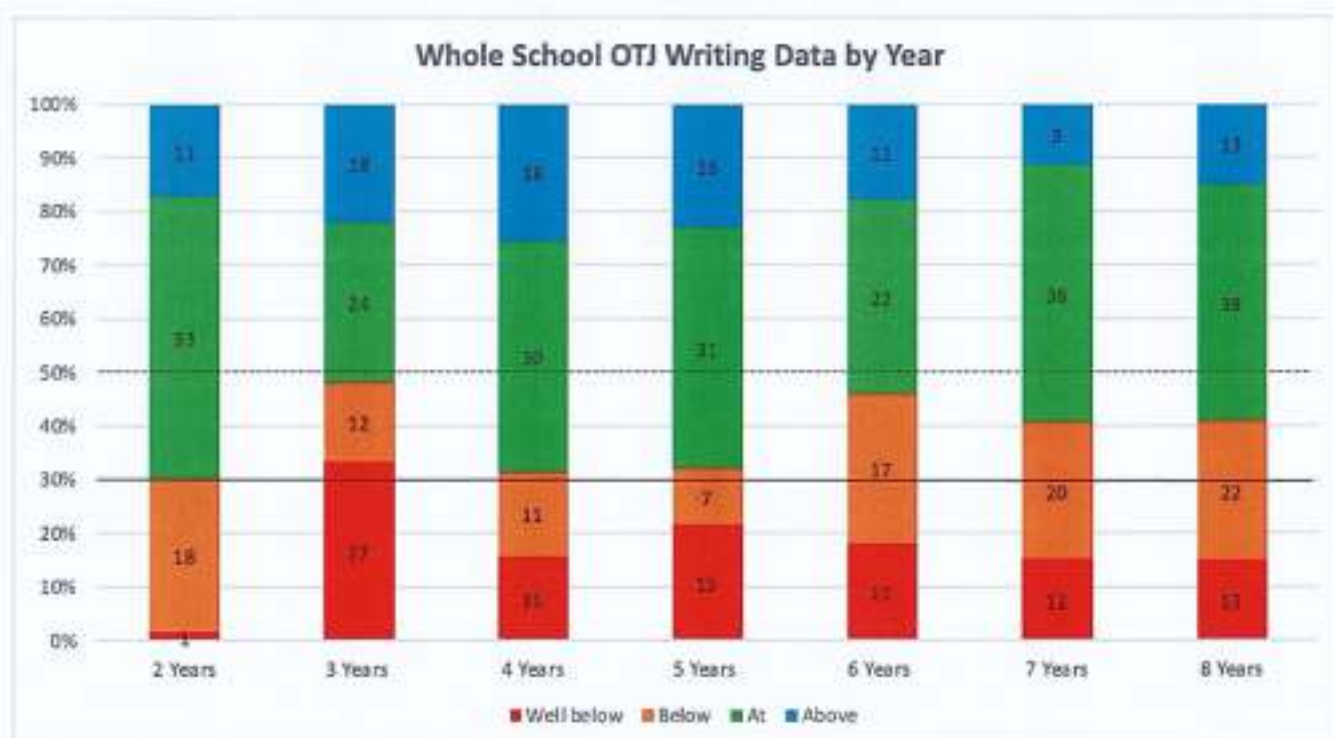
- 11.7% more female are Writing At or Above compared to male student. In 2022 the difference was 12.8% and in 2020 it was 12.9%.
- 5.6% more males are Well Below compare to female students, in 2022 it was 7.6%



Outcomes:

- 61.3% (312/509) of students achieved At or Above in Writing.
- Asian students had the highest percentage working At or Above at 69.9% or 51/73
- In 2022 it was 80% or 51/85 and 2019 79.5% or 70/88.
- Māori had 54.2% or 84/155 At or Above, this is an increase of 1.8% compared to 2022 (52.4% or 97/185).
- Pasifika had 63% or 167/265 At or Above, this is an increase of 1.5% compared to 2022 (61.5% or 190/309).
- NZE has the highest percentage of students Below and Well Below at 42.8% or 3/7, followed by Māori at 45.8% or 71/155.

- NZE has the largest percentage Well Below at 28.6% or 2/7, followed by Māori at 23.9% or 37/155.



	All	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years
At Above	61.3%	69.8%	51.9%	68.6%	68.1%	54.1	59.5%	59.3%
Below Well Below	38.7%	30.2%	48.1%	31.4%	31.9%	45.9%	40.5%	40.7%

Outcomes:

- Year 2s had the highest percentage At or Above (69.8% or 44/63) followed by Year 4s (68.1% or 48/70).
- Year 3s had the highest percentage of student Below or Well Below (48.1% or 39/81), followed by Year 6s (48.1% or 28/61)

- Year 3 had the highest percentage Well Below (33.3% or 27/81), followed by Year 5s (21.7% or 15/69)

2023 Targets

Whole School Target

In 2023, to have 70% or more of all students working At or Above the expectation for Writing, this would be a increase of 8.7%.

	At/Above	Below	Well Below
Whole School	61.3%	21%	17.7%

Outcomes:

- The goal of 70% of all students At or Above was not meet by 8.7%.

Priority Learners Target 1

In 2023, to have 65% or more of **Māori** students working At or Above the expectation for Writing, with a particular focus on Male students working Below and Well Below. This would be a 12.6% increase.

	At/Above	Below	Well Below
All Māori	54.2%	21.9%	23.8%
Male Māori 2023	42.2%	26.8%	31%
Male Maori 2022	44.2%	29.1%	26.7%

Outcomes:

- The goal of 65% of all Māori students At or Above was not meet by 10.8%.
- The percentage of Māori students At or Above increased by 1.8% compared to 2022 (52.4%)
- The percentage of Male Māori students Below decrease by 2.3% compared to 2022
- The percentage of Male Māori students Well Below increase by 4.3% compared to 2022

Priority Learners Target 2

In 2023, to have 70% or more of **Pasifika** students working At or Above the expectation for Writing, this would be a 8.5% increase.

	At/Above	Below	Well Below
All Pasifika 2023	63%	23%	14%
All Pasifika 2022	61.5%	26.9%	11.6%

Outcomes:

- The goal of 70% of all Pasifika students At or Above was not met by 7%.
- The percentage of Pasifika students At or Above increase of 1.5% compared to 2022

Year Level Target 1

In 2023, to have 65% or more of students at **Year 4** working At or Above the expectation for Writing. As Year 3s at the end of 2022, 54.1% (40/74) were At or Above, this would be an increase of 10.9%.

	At/Above	Below	Well Below
Year 4	68.6%	15.7%	15.7%

Outcomes:

The goal of 65% of all Year 4 students At or Above was exceeded by 3.6%.

Year Level Target 2

In 2023, to have 65% or more of **Year 6** students working At or Above the expectation for Writing. As Year 5s at the end of 2022, 52.5% (31/59) were At or Above, this would be an increase of 12.5%.

	At/Above	Below	Well Below
Year 6	54.1%	27.9%	18%

Outcomes:

The goal of 65% of all Year 6 students At or Above was not met by 10.9%.

Year Level Target 3

In 2023, to have 55% or more of **Year 7** students working At or Above the expectation for Writing. As Year 6s at the end of 2022, 42.9% (30/70) were At or Above, this would be an increase of 12.1%.

	At/Above	Below	Well Below
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Year 7	59.5%	25.3%	15.2%
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Outcomes:

The goal of 55% of all Year 7 students At or Above was exceeded by 4.5%.

Year Level Target 4

In 2023, to have 65% or more of students at **Year 8** working At or Above the expectation for Writing. As Year 7s at the end of 2022, 54.9% (35/82) were At or Above, this would be an increase of 10.1%.

	At/Above	Below	Well Below
Year 8	59.3%	25.6%	15.1%

Outcomes:

The goal of 65% of all Year 8 students At or Above was not met by 5.7%.

2024 Targets

Based on 2023 OTJ Data

At the end of 2023, 61.3% (312/509) students achieved At or Above expectation in Writing for their year level, 38.7% (197/509) were Below or Well Below.

Whole School Target

In 2024, to have 70% or more of all students working At or Above the expectation for Writing, this would be a increase of 8.7%.

Priority Learners Targets

In 2024, to have 65% or more of **Māori** students working At or Above the expectation for Writing, with a particular focus on Male students working Below and Well Below. This would be a 10.8% increase.

In 2024, to have 70% or more of **Pasifika** students working At or Above the expectation for Writing, this would be a 7% increase.

Year Level Targets

In 2024, to have 60% or more of students at **Year 4** working At or Above the expectation for Writing. As Year 3s at the end of 2023, 51.9% (48/81) were At or Above, this would be an increase of 8.1%.

In 2024, to have 65% or more of **Year 7** students working At or Above the expectation for Writing. As Year 5s at the end of 2023, 54.1% (33/61) were At or Above, this would be an increase of 12.5%.

In 2024, to have 70% or more of **Year 8** students working At or Above the expectation for Writing. As Year 7s at the end of 2023, 59.5% (47/79) were At or Above, this would be an increase of 10.5%.

School Strengths and Identified Areas for Improvement

Basis for identifying areas for improvement

Formal testing along side teacher OTJ and classroom observations. Planned testing includes

- Mid and end of year OTJs, which are moderated at team and school level
- Observational Survey at 5 year 1 month and 6 Years
- On going analysis and tracking of all student progress using Analysis templates Years 1-8
- Structured Literacy assessments for all Year 0-2 students (baseline, 10 weeks and end of the year)
- In class letter, sound and word testing
- Year 5-8, PAT Vocabulary in Terms 1 and 4
- Twice yearly ELLs assessments
- AsTTle Writing testing for Years 0-8 twice yearly
- School based intervention programme on a as need basis, such as Talk to Learn
- Specialist support such as RTLB referrals, RTLiT and Speech Therapy.

Actions for lifting achievement

Whole School Actions

- Continued review and refining of the process for teachers knowledge in making OTJs. Further embedding of the school wide alignment tool and refinement of the moderation process.
- Termly monitoring of students Well Below expectation by Team Leaders and the Senior Leadership Team to ensure student needs are supported.
- IEPs for learners causing concern, this includes regular reviewing of goals with teachers and whānau
- Twice yearly assessment and review of ELL (English Language Learners). Continue review of how ELL tamariki are supported.
- Continued use of RTLBs to support individuals and groups
- Whānau/teacher hui with a focus on sharing student progress and the creation of goals two times a year (Terms 2 and 3). A written comment is shared in Term 4.
- On going analysis and tracking of all student progress using Analysis templates Years 1-8
- Ongoing professional development in effective reading practice through Cognition Education
- CoL within school leaders leading inquires into Literacy within the school
- Strengthening localised curriculum through the intergration of Literacy with Discovery concepts
- Purchasing of Reading Eggs for all students in Years 1-4 and ELL learners and well below readers in Years 5-8
- Continue review of ELL programmes within the school to ensure best practice

- Targeted purchasing of resources both digital and hands on materials to support learners
- On going professional development for Learning Assistants in phonics, RTLB supported programmes and ELL techniques
- In 2023 nine teachers completed the BSLA course through the University of Canterbury. Two completing the course in 2024.
- Four staff completing first year TESOL course through the University of Auckland

Team or Groups Actions

- In 2023 Structured Literacy professional development was implemented in Years 0-2.
- One full time Reading Recovery teachers working one on one with identified students and Early Literacy Support groups (ESL)
- Data used to identify students who may require an Intervention programme. Monitoring of these programmes to assess their impact on student achievement. Interventions includes
 - Early letters and words
 - Talk to Learn
 - Reading Recovery
 - One on one Learning Assistant support

A school wide Literacy Leader whose role is to assess the needs within the school and put steps in place to support students and teachers, including

- Supporting teachers to analyse whole school, team and class data to identify needs and set next steps/goals
- Buying and updating resources including, purchasing of high interest texts
- BSLA in Year 0-2 classes and the use of Phonics Plus books
- In class support for teachers
- Overseeing both in school and external Professional Development
- Continuing to use collaborative support networks for teachers, both internally and externally
- Moderation of testing processes and assessments

School Literacy Professional Development. Which will include

- One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
- Data analysis sheets in Year 1-8 used to identify student needs and inform teacher planning. Progress and data are tracked once a term so show movement of students, inform teachers "Teacher Inquiry", determine PD within teams and to identify progress of each individual child
- A continued School wide focus on meeting the needs of Pasifika and Māori students
- Year 0-2 participation in the BSLA programme
- 2023/2024 school wide PLD with a focus on learner dispositions, localised curriculum and AFL practice.
- 2023/2024 within school professional development for Years 3-8 teachers on data literacy for eastele writing and effective literacy practices

Continued reporting to and Board support

- One full time Reading Recovery teachers, half funded by the school and MOE

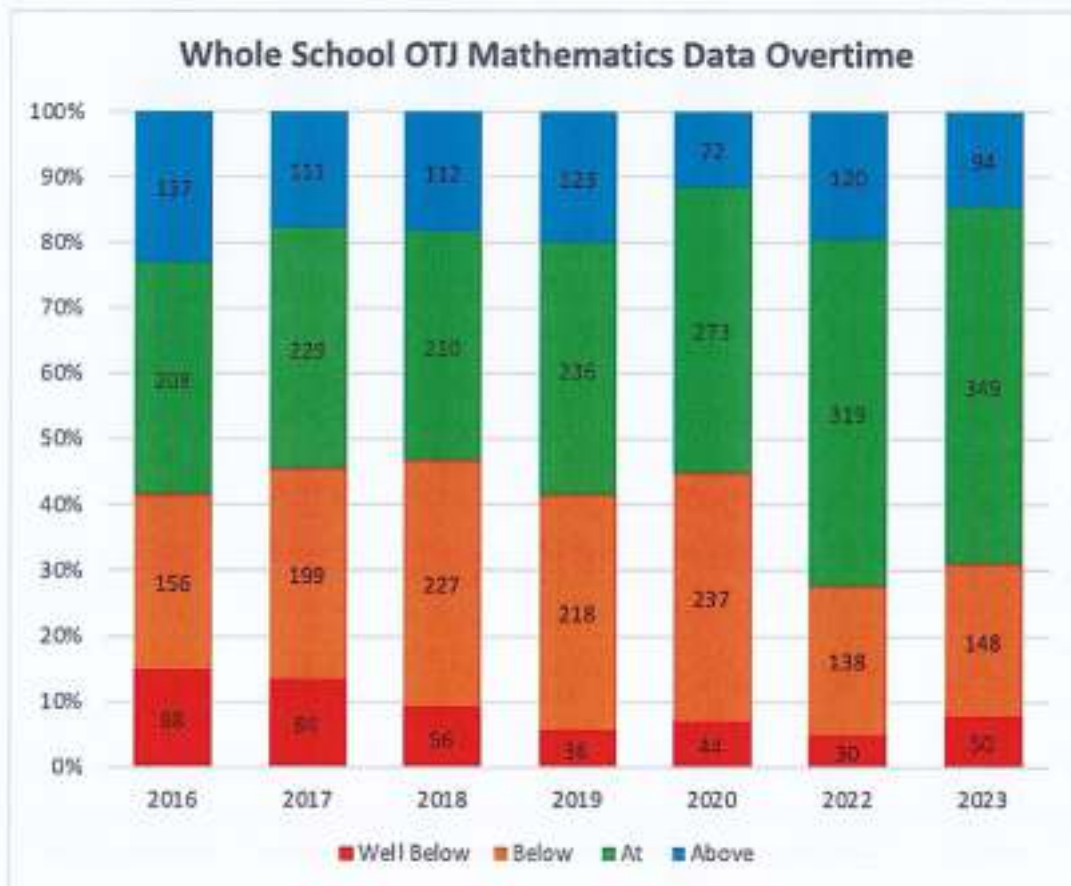
- Two part time ELL Learning Assistants
- A fulltime Liaison Officer/Student Support Working whose role includes truancy.
- The employment of Learning Assistants to support individuals, classroom programmes and intervention programmes
- Reliever release time for Professional Development programme
- Staffing for the Responsible Thinking Process, which aims to reduce in class disruptions to learning
- One full time Learning Support Co-ordinator

Other

- Time prioritised at staff and team meetings for analysis and review of data and learning
- Weekly team meeting (rather than fortnightly) with a focus on professional development targeted to students needs and levels
- The improved use and access to digital technology to engage and support learners.
- A Reception Room that focuses on readiness for learning. Cohort Entry in its second year
- Participation in the Alfriston Kahui Ako, with three within school teachers

Analysis of Variance - Mathematics Targets 2023

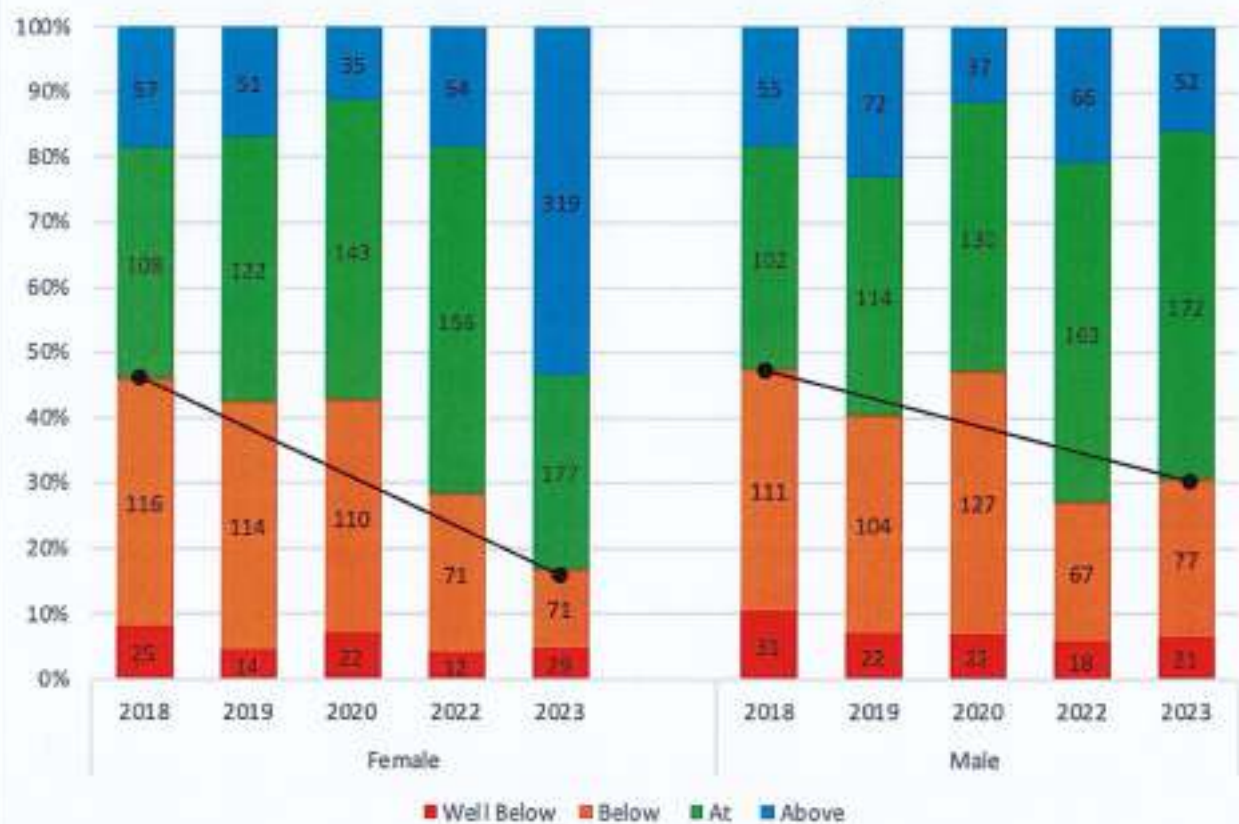
2023 Whole School Target was to have 80% or more of all students working At or Above the expectation for Mathematics, this would be a increase of 7.7%.



Outcomes:

- At or Above the standard in 2023 was 69.1% (443/641), a 3.2% decrease compared to 2022 (72.3% or 439/607)
- Below or Well Below was 30.9% (198/641), a 3.2% increase compared to 2022 (27.7% or 168/607).
- Below was 23.1% (148/641) which was a 0.4% increase compared to 2022 (22.7% or 138/607)
- Well Below was 7.8% (50/641) which is a 2.9% increase compared to 2022 (4.9% or 30/607)

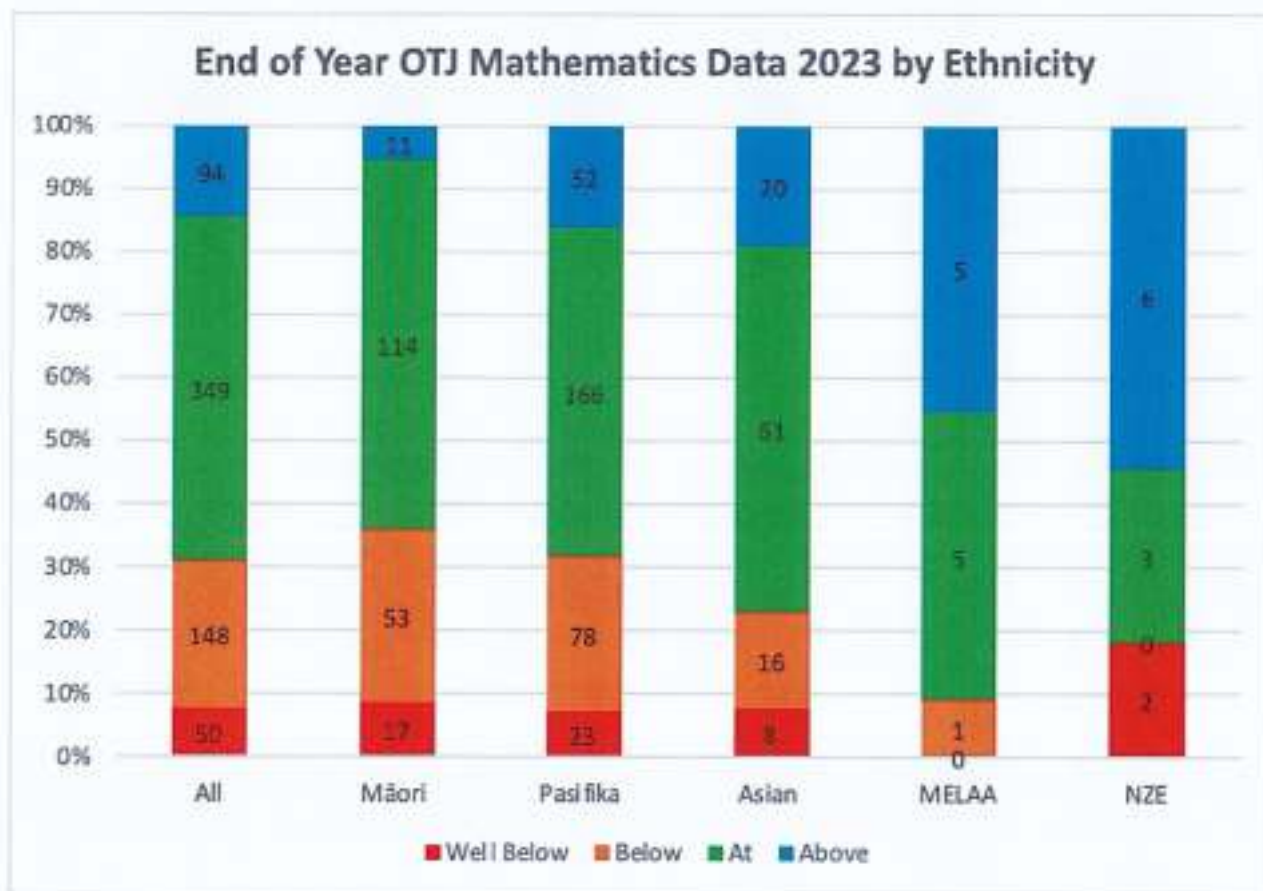
Whole School OTJ Mathematics Data by Gender



Outcomes:

- 68.7% (219/319) of female students were At or Above in Mathematics, a 3% decrease compared to 2022 (71.7% or 210/293).
- The percentage of female students Below or Well Below is 31.3% (100/319), an increase of 3% compared to 2022 (28.3% or 83/293).
- Below female students (22.3% or 71/319) decreased by 1.9% compared to 2022 (24.2% or 71/293)
- Well Below female students (9.1% or 29/319) increased by 5% compared to 2022 (4.1% or 12/293).
- 69.6% (224/322) of male students were At or Above, a decrease of 3.3% compared to 2022 (72.9% or 229/314).
- The percentage of male students Below and Well Below is 30.4% (98/322) increased by 3.3% compared to 2022 (27.1% or 85/314)
- Below students (23.9% or 77/322) increased by 2.6% compared to 2022 (21.3% or 67/314).
- Well Below students (6.5% or 21/322) increased by 0.8% compared to 2020 (5.7% or 18/314).
- 0.9% more males are working At or Above compared to female students. In 2022 the difference was 1.2% and 2020 the difference was 4.6% with females higher

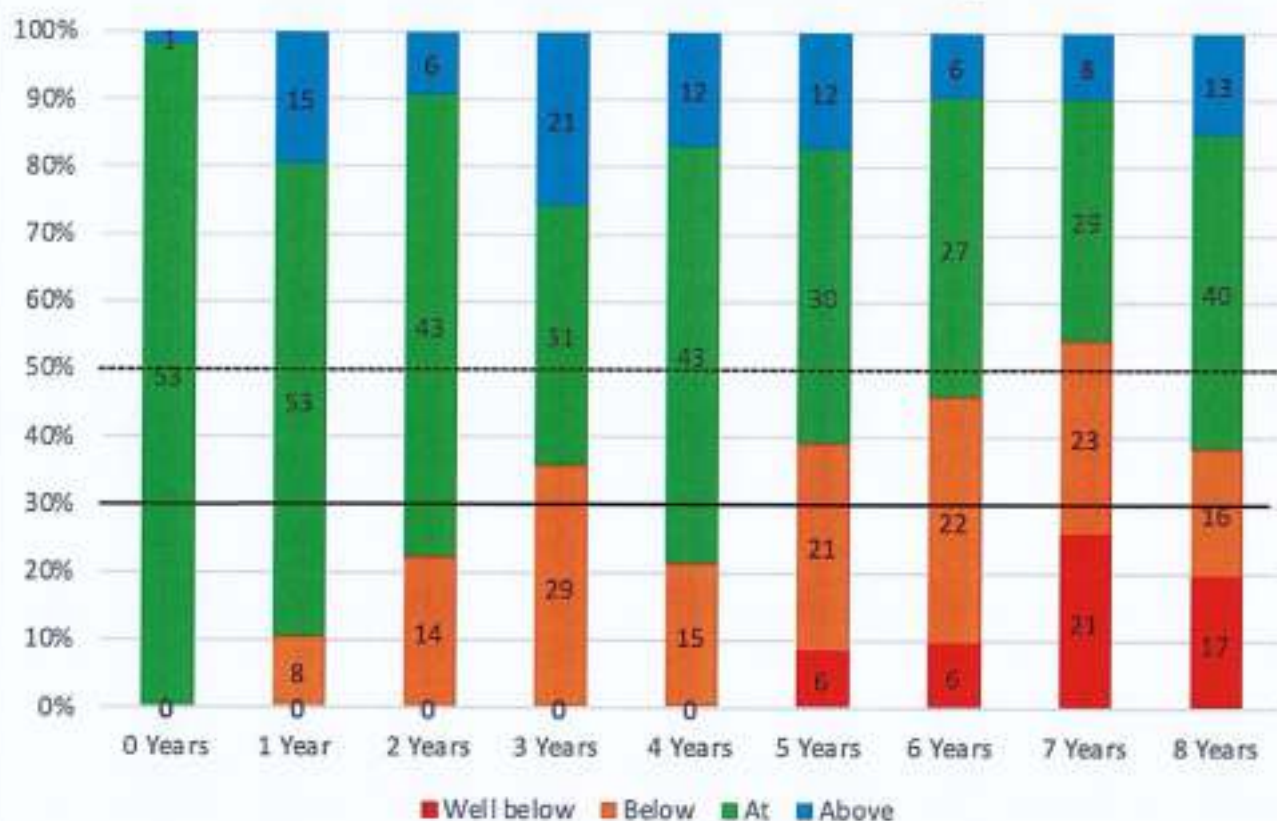
- 2.6% more females are Well Below compared to male students



Outcomes:

- 69.1% (443/641) of students achieved At or Above in Mathematics.
- MELAA students had the highest percentage working At or Above at 89.4% or 10/11, followed by NZE at 81.8%. 9/11. Both groups contain a low number of students.
- In 2022 the Asian group was highest with 90.1% or 76/85,
- Māori had 64.1% or 125/195 At or Above, a decrease of 1.8% compared to 2022 (65.9% or 122/185).
- Pasifika had 68.3% or 218/319 At or Above, a decrease of 3.2% compared to 2022 (71.8% or 222/309).
- Māori has the highest percentage of students Below or Well Below at 35.9% or 70/195, followed by Pasifika at 31.7% or 101/319. Pasifika had the highest actual number of students.
- New Zealand European has the largest percentage Well Below at 18.2% or 2/11, followed by Māori at 8.7% or 17/195.

Whole School OTJ Mathematics Data by Year



	All	0 Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years	7 Years	8 Years
At Above	69.1%	100%	89.5%	77.8%	64.2%	78.6%	60.9%	54.1%	45.7%	61.6%
Below Well Below	30.9%	0%	10.5%	22.2%	35.8%	21.4%	39.1%	45.9%	54.3%	38.5%

Outcomes:

- All Year 0 students were At or Above as they are unable to be below.
- Year 2s had the highest percentage At or Above (77.8% or 49/63) followed by Year 4s (78.6% or 55/70).

- Year 7s had the highest percentage of student Below or Well Below (54.3% or 44/81) followed by Year 6s (45.9% or 28/61)
- Years 7 (25.9% or 21/81) had the highest percentage Well Below

2023 Targets

Whole School Target

In 2023, to have 80% or more of all students working At or Above the expectation for Mathematics, this would be a increase of 7.7%.

	At/Above	Below	Well Below
Whole School	69.1%	23.1%	7.8%

Outcomes:

- The goal of 80% of all students At or Above was not met by 10.9%.

Priority Learners Target 1

In 2023, to have 75% or more of **Māori** students working At or Above the expectation for Mathematics, with a particular focus on students working Below and Well Below. This would be a 9.1% increase.

	At/Above	Below	Well Below
All Māori	64%	27.2%	8.7%

Outcomes:

- The goal of 75% of all Māori students At or Above was not met by 11%.
- The percentage of Māori students Below increase by 0.2% compared to 2022
- The percentage of Māori students Well Below increase by 1.7% compared to 2022

Priority Learners Target 2

In 2023, to have 80% or more of **Pasifika** students working At or Above the expectation for Mathematics, this would be a 8.2% increase.

	At/Above	Below	Well Below
All Pasifika	68.3%	24.4%	7.2%

Outcomes:

The goal of 80% of all Pasifika students At or Above was not met by 11.7%.

Year Level Target 1

In 2023, to have 70% or more of **Year 6** students working At or Above the expectation for Mathematics. As Year 5s at the end of 2022, 57.6% (34/59) were At or Above, this would be an increase of 12.4%.

	At/Above	Below	Well Below
Year 6	54%	36.1%	9.8%

Outcomes:

The goal of 70% of all Year 6 students At or Above was not met by 16%.

Year Level Target 2

In 2023, to have 75% or more of **Year 7** students working At or Above the expectation for Mathematics. As Year 6s at the end of 2022, 67.6% (48/71) were At or Above, this would be an increase of 7.4%.

	At/Above	Below	Well Below
Year 7	45.7%	28.4%	25.9%

Outcomes:

The goal of 75% of all Year 7 students At or Above was not met by 29.3%.

Year Level Target 3

In 2023, to have 70% or more of students at **Year 8** working At or Above the expectation for Mathematics. As Year 7s at the end of 2022, 57.3% (47/82) were At or Above, this would be an increase of 12.7%.

	At/Above	Below	Well Below
Year 8	61.6%	18.6%	19.8%

Outcomes:

The goal of 70% of all Year 8 students At or Above was not met by 8.4%.

2024 Targets

Based on 2023 OTJ Data

At the end of 2023, 69.1% (443/641) students achieved At or Above expectation in Mathematics for their year level, 30.9% (198/641) were Below or Well Below.

Whole School Target

In 2024, to have 75% or more of all students working At or Above the expectation for Mathematics, this would be a increase of 5.9%.

Priority Learners Targets

In 2024, to have 70% or more of **Māori** students working At or Above the expectation for Mathematics, with a particular focus on students working Below and Well Below. This would be a 5.9% increase.

In 2024, to have 75% or more of **Pasifika** students working At or Above the expectation for Mathematics, this would be a 6.7% increase.

Year Level Targets

In 2024, to have 55% or more of **Year 7** students working At or Above the expectation for Mathematics. As Year 6s at the end of 2023, 45.9% (28/61) were At or Above, this would be an increase of 9.1%.

In 2024, to have 65% or more of **Year 8** students working At or Above the expectation for Mathematics. As Year 7s at the end of 2023, 54.3% (44/11) were At or Above, this would be an increase of 10.7%.

School Strengths and Identified Areas for Improvement

Basis for identifying areas for improvement

Formal testing along side teacher OTJ and classroom observations. Planned testing includes

- JAM testing for all Y1-2 students and targeted students across the school
- DMIC task assessments at the end of each module
- PAT Testing for Years 4-8 twice yearly
- Mid and end of year OTJs, which are moderated at team and school level with outside facilitator support
- Classroom observations both internal and external by the DMIC facilitators
- Continued introduction of the new refreshed Maths Curriculum
 - Individualised and small group PLD five half days a year in the form of Intense Lesson Study

Actions for lifting achievement

- Implementation of the refreshed New Zealand Mathematics Curriculum
- Development of a Randwick Park Mathematics Teaching Model
- Professional Development years 1-8 on using data to inform teaching
- Reviewing Best Evidence Synthesis with all staff
- Regular PLD on building both strategy and content knowledge for teachers
- Regular staff meetings across the year
- Lead teacher and members of the core team to attend the Manurewa Maths Cluster PLD termly
- Maths curriculum team implementing PLD across their teams
- Self-review of assessment tools and procedures in Mathematics
- Continued use of Mangahigh across Years 3-8. Targeted PLD on implementing it effectively
- Data analysis sheets in Year 1-8 used to identify student needs and inform teacher planning. Progress and Data are tracked once a term so show movement of students, inform teachers "Teacher Inquiry", determine PLD within teams and to identify progress of each individual child
- Strategic resourcing to allow to support learning
- BOT to continue to support programmes that run alongside regular teaching
- Extension Programme for students achieving Above National Expectations in Mathematics
 - o Kiwi Kid Maths Competition
 - o Mathex Years 5-8

Other

- One day professional development at the start of the year 'Getting to Know our Learners Inside Out – Mai i Roto ki Waho'
- Time prioritized at staff and team meetings for analysis and review of data and learning plans



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RANDWICK PARK SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Randwick Park School. The Auditor-General has appointed me, Matt Laing, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18 that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023 and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 27 May 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

Deloitte.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information including List of Board of Trustees, Statement of Responsibility, Te Tiriti O Waitangi Effect, Statement of Variance, KiwiSport Report and Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards)* (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



Matt Laing

Partner

for Deloitte Limited

On behalf of the Auditor-General

Hamilton, New Zealand