RANDWICK PARK SCHOOL
Kia tapu, kia mohio tahi tatou - Growing and Learning Together
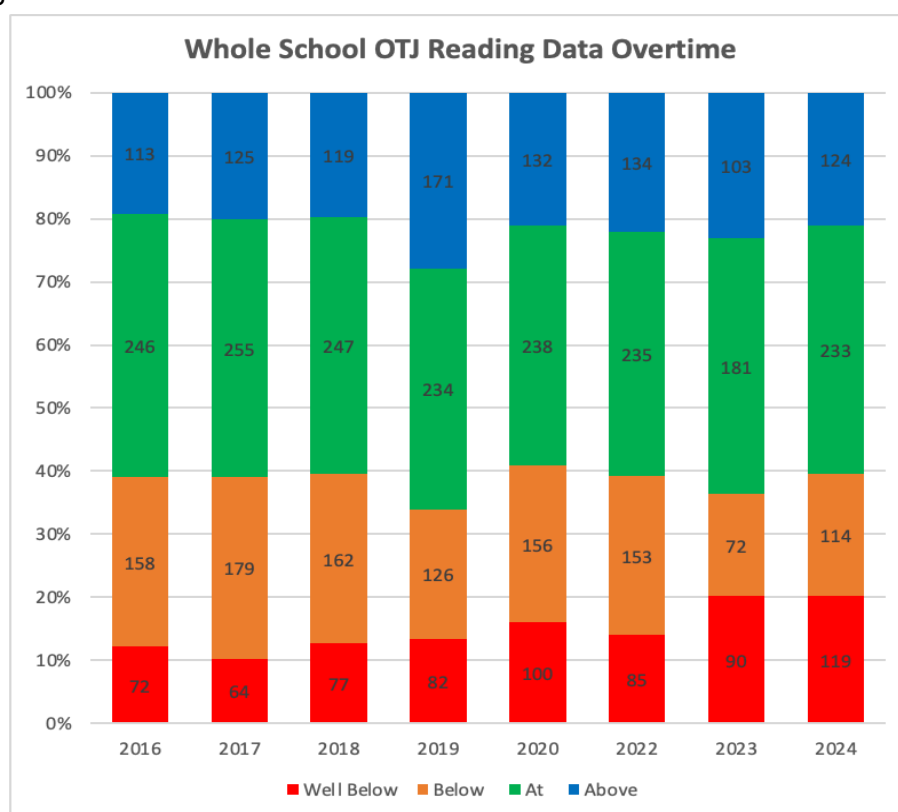
Analysis of Variance - Reading 2024

The 2024 whole-school target was to have 70% or more of all students working At or Above the expectation for Reading, an increase of 6.3%. The following is a in-depth analysis of the 2024 data for Reading in aiming for that target.

Whole School OTJ Reading Data Overtime

In 2024, 60.5% of students achieved At or Above expectations, a 3.2% decrease from 2023. The percentage of students Below increased by 3.2%, while the proportion of students Well Below remained unchanged at 20.2%. Notably, Year 1 and 2 students were not included in the 2023 data, which impacts direct comparisons between the two years.

While the overall achievement levels remain strong, the increasing proportion of students performing Below expectation signals a need for targeted support. Addressing these trends will be essential to reversing the decline and ensuring sustained progress in Reading across all student groups.

Summary of achievement results: *(NOTE: 2023 data did not include Yr 1 and 2 data.)*

All Students READING	2023	2024	Different
Above/At	63.7% (284/446)	60.5% (357/590)	3.2% decrease
Below	16.1% (72/446)	19.3% (233/590)	3.2% increase
Well Below	20.2% (90/446)	20.2% (119/590)	0% no change

The results from 2023 show similarities to the 2024 data; however,iIn contrast, the 2024 data includes Years 1 and 2, making direct year-on-year comparisons less reflective of the overall trend.

OTJ Data Comparisons: 2023 - 2024

Analysing the whole school data across the genders we can see shifts that are reflective of this trend from students moving from Well Below to Below.
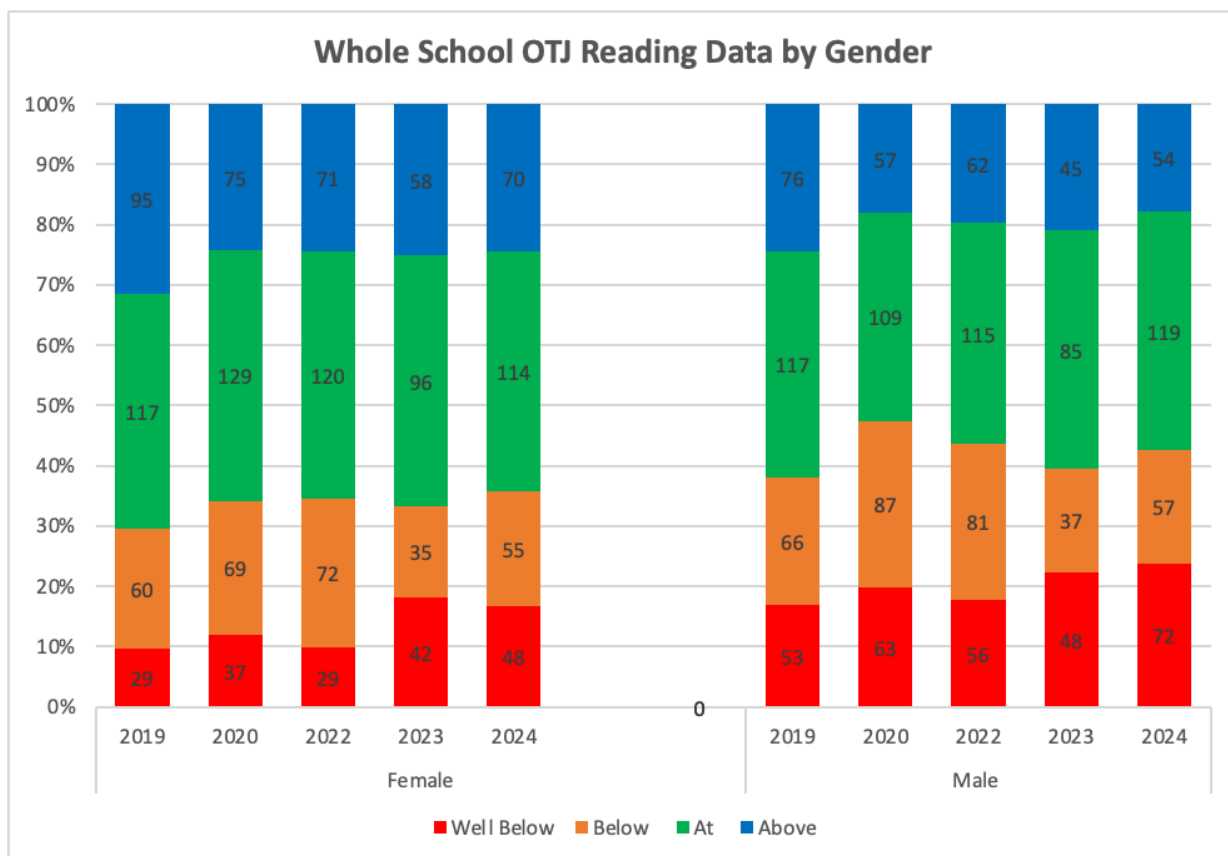
Female	2023	2024	Outcome
Above/At	66.7% (154/231)	64.1% (186/287)	2.6% decrease
Below	15.2% (35/231)	19.2% (55/287)	4.% increase
Well Below	18.2% (42/231)	16.7% (48/287)	1.5% decrease

(NOTE: 2023 data did not include Yr 1 and 2 data.)

Outcomes:

- Female students At or Above in Reading sit at 64.1% (186/287), this is a 2.6% decrease compared to 2023 (66.7% (154/231).
- Female students Below sit at 19.2% (55/287), which is an increase of 4% compared to 2023 (15.2.3% or 77/231).
- Female students Well Below sit at (16.7% or 48/287) decreased by 1.5% compared to 2023 (18.2% or 42/231)

Male	2023	2024	Outcome
Above/At	60.5% (130/215)	57.3% (173/302)	3.2% decrease
Below	17.2% (37/215)	18.9% (57/302)	1.7% increase
Well Below	22.3% (48/215)	23.8% (72/302)	1.5% increase

(NOTE: 2023 data did not include Yrs 1 and 2 data.)

Outcomes:

- Male students At or Above in Reading sit at 57.3% (173/302), this is a 3.2% decrease compared to 2023 60.5% (130/215).
- Male students Below sit at 18.9% (57/302), which is a minor increase of 1.7% compared to 17.2% (37/215).
- Male students Well Below sit at 23.8% (72/302) another minor increase of 1.5% compared to 2023 22.3% (48/215).

An analysis of the data over the years indicates a narrowing gap between male and female performance in reading. The 2024 data reports a 6.8% difference, a significant improvement from the 13.3% gap observed in 2020 and the 9.1% difference recorded in 2022. This trend demonstrates progress, with the gap now reduced by 2.3%, which is a positive development.

However, while this indicates movement in the right direction, there is still work to be done to improve overall achievement. Of particular concern is the 23.8% of male students currently performing at the "Well Below" level, highlighting the need for continued targeted support.

READING	2024 Female	2024 Male	Different
Above/At	64.1% (186/287)	57.3% (173/302)	6.8%
Below	19.2% (55/287)	18.9% (57/302)	0.3%
Well Below	16.7% (48/287)	23.8% (72/302)	7.1%

(NOTE: 2023 data did not include Yrs 1 and 2 data

The 2024 data highlights key trends in student achievement across different ethnic groups. Overall, 60.4% of students are achieving At or Above expectations in Reading, while 19.3% are Below, and 20.2% are Well Below.

End of Year OTJ Reading Data 2024 by Ethnicity
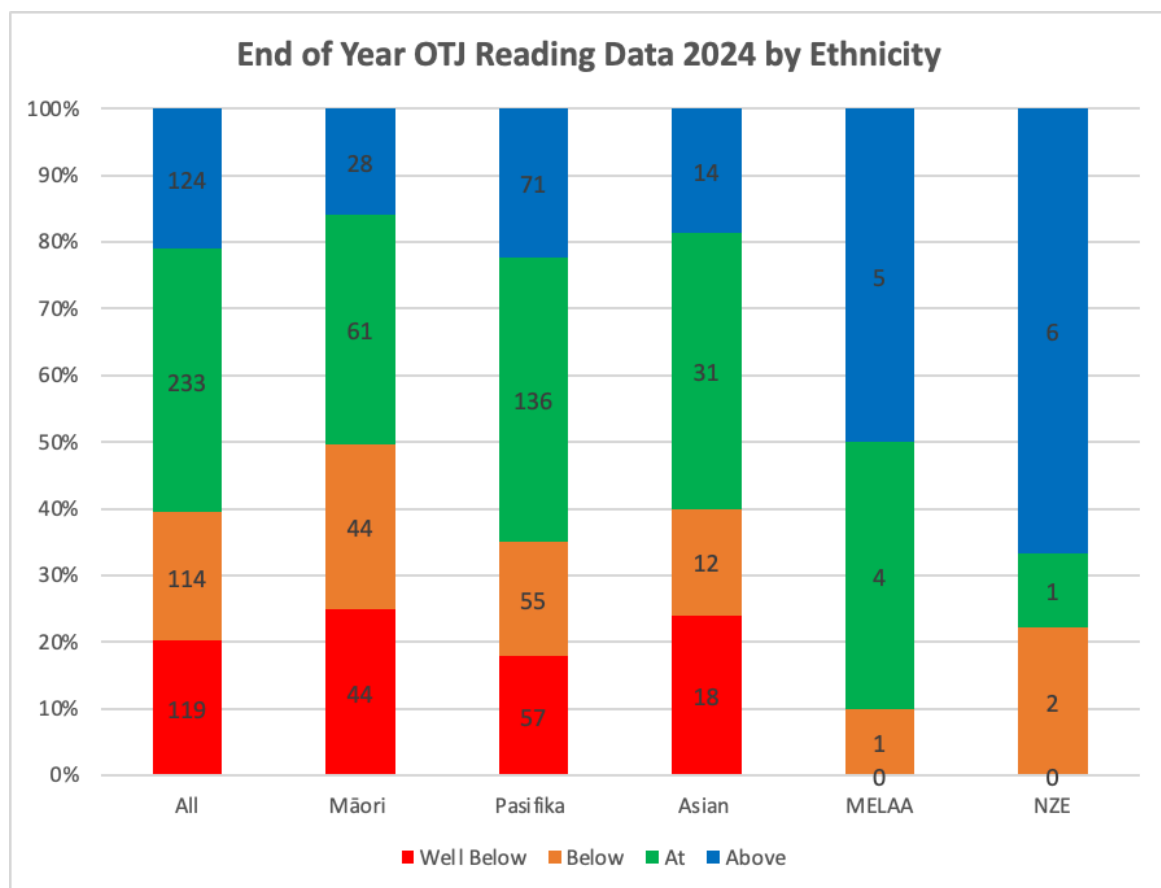
READING	All	Māori	Pasifika	Asian
Above/At	60.4%	50.3%	64.9%	60%
Below	19.3%	24.9%	17.2%	16%
Well Below	20.2%	24.9%	17.9%	24%

(*NOTE: 2023 data did not include Yrs 1 and 2 data.*)

Māori Achievement:
Māori students have the highest proportion of learners performing below expected levels, with 49.8% (24.9% Below and 24.9% Well Below). While this remains an area of concern, the 2023 data showed improvement, with 50.3% of Māori students at or above, compared to 48.1% in 2022.

Pasifika Achievement:
Pasifika students show a relatively strong performance, with 64.9% At or Above expectations. This represents a positive trend, as 2023 data indicated an increase from 64.1% in 2022 to 66.8% in 2023. Despite this progress, 35.1% remain Below or Well below expectations, indicating a continued need for targeted support.
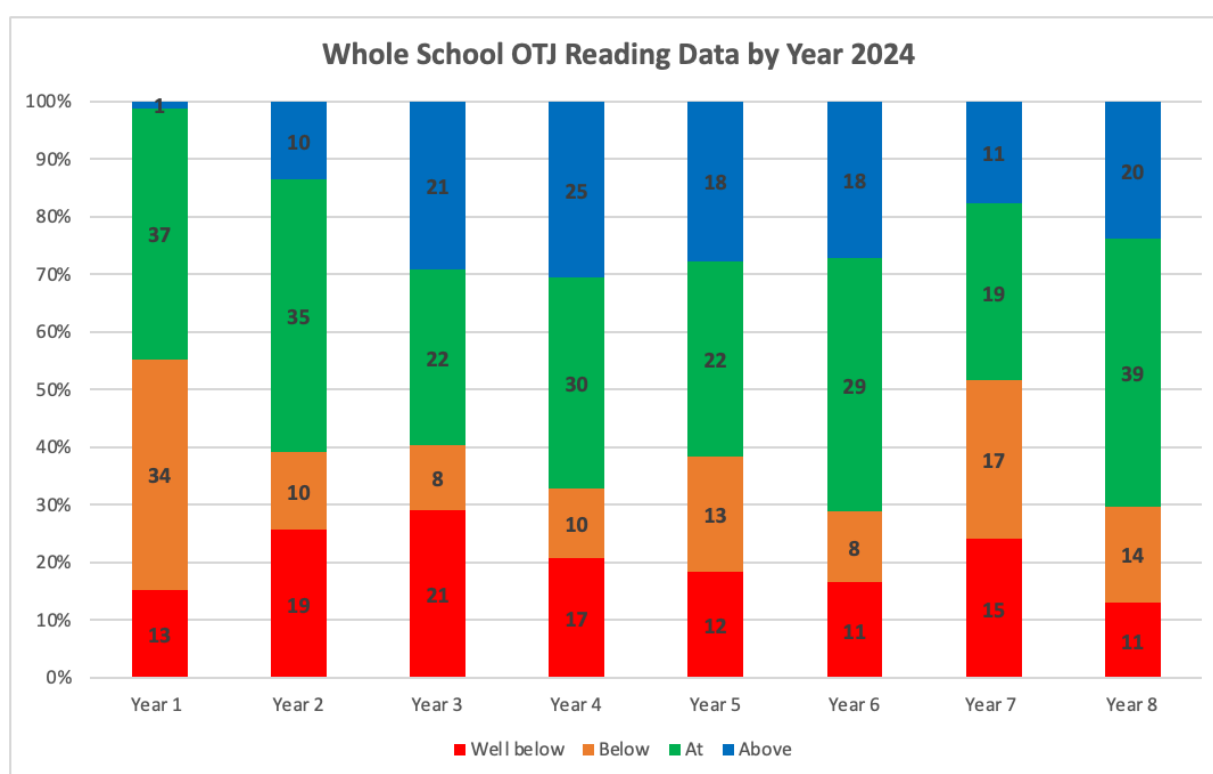
Asian Achievement:
Asian students have a high percentage of students in the Well Below category (24%), which is similar to Māori achievement results. However, 60% are achieving At or Above, suggesting a mixed trend that requires further analysis to understand underlying factors.

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Key Considerations:

- Māori students continue to require focused interventions, as they have the highest proportion of students Below and Well Below expectations.
- The data suggests ongoing improvements in Pasifika student achievement, though disparities remain.
- The high percentage of Māori and Asian students in the Well Below category warrants further investigation to ensure appropriate support is in place.
- The exclusion of Year 1 and 2 data in 2023 means direct year-on-year comparisons should be interpreted cautiously.

Overall, while there are positive trends in some areas, continued efforts are needed to close achievement gaps and ensure positive progress for all student groups.

The 2024 data provides insights into student achievement trends across year levels, with notable shifts compared to the 2023 outcomes. (*NOTE: 2023 data did not include Yrs 1 and 2 data.*)

READING	All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At/Above	**60.4%**	44.7%	60.8%	59.7%	67.1%	61.5%	71.2%	48.4%	70.2%
Below	**19.3%**	40%	13.5%	11.1%	12.2%	20%	12.1%	27.4%	16.7%
Well Below	**20.2%**	15.3%	25.7%	29.2%	20.7%	18.5%	16.7%	24.2%	13.1%

The Year 6 data shows strong achievement, with 71.2% of students At or Above expectations in 2024, an increase from 68.9% in 2023. In Year 8 we can see improvement, with 70.2% at or above in 2024, compared to 22.1% reported as "At" in 2023, suggesting an upward trend in performance.

The Year 4 is maintaining a relatively steady achievement, with 67.1% at or above in 2024, slightly lower than 70.4% in 2023 but still among the stronger than year groups.

Areas of Concern:

- Year 1 and 2: The addition of Year 1 and 2 data in 2024 highlights early challenges, with 15.3% of Year 1 students and 25.7% of Year 2 students in the Well Below category, emphasizing the need for early literacy interventions. This is surprising with our BSLA strategies in place at those year levels.

- Year 3: While there has been some improvement, Year 3 remains a concern, with 29.2% Well Below in 2024 compared to 31.6% in 2023. However, the overall percentage of students Below or Well Below has decreased from 48.1% in 2023 to 40.3% in 2024, indicating positive progress.

- Year 7: A high proportion of students remain Below expectation, with 27.4% Below and 24.2% well below, aligning with concerns from 2023, where 38.8% were below or well below.

Key Considerations:

- The inclusion of Year 1 and 2 data in 2024 reveals early literacy gaps that require targeted support.
- Positive trends are seen in Years 6 and 8, indicating progress in the upper year levels.
- Year 3 and Year 7 remain key focus areas, as they continue to have high percentages of students performing below expectations.
- While overall progress is evident, further interventions are needed to ensure sustained improvement across all year levels.

2025 Targets
Based on the 2024 OTJ Data

In 2024, 60.4% of students achieved At or Above expectation in Reading, while 19.3% were Below and 20.2% were Well Below. Despite our efforts, we did not meet the target set in 2024.

For 2025, our goal is to have 70% or more of all students working At or Above expectation in Reading, an increase of 9.6%. To achieve this, we aim to reduce the percentage of students Below expectation by 4.3% and those Well Below by 5.2%. This targeted approach will ensure more students experience success in Reading, strengthening their overall learning and achievement.

READING 2025	At and Above	Below	Well Below
Whole School Targets	70%	15%	15%
Shift required	9.6% increase	4.3% decrease	5.2% decrease

The 2024 data indicates that 60.4% of students achieved at or above expectations in Reading, falling short of the target set in 2023. With 19.3% of students Below and 20.2% Well Below, there is a clear need for focused interventions to improve overall literacy outcomes.

For 2025, the school has set an ambitious goal to increase the percentage of students At or Above to 70%, requiring a 9.6% uplift. This target is supported by a planned 4.3% reduction in students performing Below expectations and a 5.2% decrease in those Well Below.

Achieving a 9.6% increase in students meeting expectations will require targeted strategies, particularly for students currently Well Below. A focus on early literacy interventions, differentiated instruction, and support for key year levels with lower achievement will be critical. While the targets are ambitious, they reflect a commitment to closing gaps and ensuring more students reach expected reading levels. Sustained progress will depend on the effectiveness of instructional strategies, resource allocation, and ongoing monitoring to track improvements throughout the year of individual students, as well as groups of students.

Priority Learners: Māori Students

READING 2025	At and Above	Below	Well Below
Maori Student Targets	60%	20%	20%
Shift required	9.7% increase	4.9% decrease	4.9% decrease

In 2025, our goal is for 60% of Māori students to achieve At or Above expectation in Reading. To reach this target, we are committed to reducing the percentage of students Below and Well Below by 4.9% each. Our focus will be on providing targeted support and effective strategies to accelerate progress and improve outcomes for Māori students.

Priority Learners: Pasifika Students

READING 2025	At and Above	Below	Well Below
Māori Student Targets	70%	15%	15%
Shift required	5.1% increase	2.2% decrease	2.2% decrease

In 2025, our goal is for 70% of Pasifika students to achieve At or Above expectation in Reading. To reach this target, we are committed to reducing the percentage of students Below and Well Below by 2.2% each. Our focus will be on providing targeted support and effective strategies to accelerate progress and improve outcomes for Pasifika students.

School Strategies to Lift Achievement

The basis for identifying areas for improvement:-

- Formal testing along side teacher OTJ and classroom observations.
- Mid and end of year OTJs, which are moderated at team and school level
- 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.
- Ongoing 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)
- 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 programmes, e.g. Fitzroy Reading and Talk to Learn
- Specialist support such as RTLB referrals, RTLiT and Speech Therapy.
- Feedback from teaching observations

Whole School Actions for Lifting Achievement:-

- 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.
- Ongoing analysis and tracking of all student progress using analysis templates Years 1-8
- Ongoing professional development in Progressive Achievement Test data- Increasing teacher 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
- Ongoing 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. Four completed the course in 2024 and Year 3 teacher will complete in 2025
- Four staff completing first year TESOL course through the University of Auckland

Team or Group Actions:-

- Ongoing Structured Literacy professional development for the implemented in Years 0-2.
- Years 3-5 students participation in the Summer Reading Programme (4th year)
- Data used to identify students who may require an Intervention programme.
- Monitoring intervention programmes to assess their impact on student achievement. Interventions include:-
    - Talk to Learn
    - Snappy Sounds (Year 3/4)
    - Learners Love Literacy (Year 5-8, Level 14 and below)
    - Fitzroy Reading (Year 7/8)
    - One on one Learning Assistant support

A school-wide Literacy Leader:-

- Supporting teachers to analyse whole school, team, and class data to identify needs and set next steps for teachers
- 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:-

- 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 to be used to identify student needs and inform teacher planning.
- Progress and data are tracked once a term so show the movement of students, inform teachers "Teaching as 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 0-4 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:-

- Two part-time ELL Learning Assistants
- A full-time Liaison Officer/Student Support Worker whose role includes truancy.
- The employment of Learning Assistants to support individuals, classroom programmes and intervention programmes
- Reliever release time for the 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 continual use and access to digital technology to engage and support learners (one one-on-one devices Year 5-8).
- 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