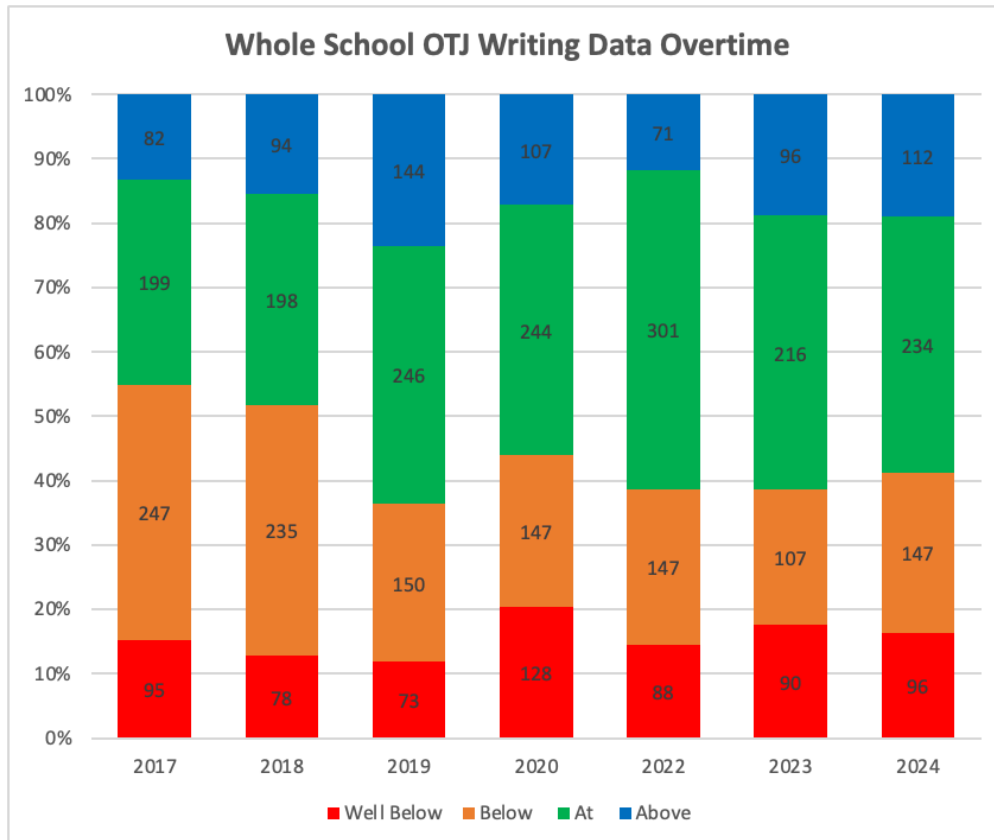


Analysis of Variance - Writing 2024

The 2024 Whole School Target was to have 70% or more of all students working At or Above expectations for Writing, an increase of 8.7%. The following is a in-depth analysis of the 2024 data for Writing in aiming for that target.



Summary of achievement results:

| All Students Writing | 2023 | 2024 | Difference |
|----------------------|-----------------|-----------------|---------------|
| Above/At | 61.3% (312/509) | 58.7% (346/590) | 2.6% decrease |
| Below | 21% (107/509) | 25% (147/590) | 4% increase |
| Well Below | 17.7% (90/509) | 16.3% (96/590) | 1.4% decrease |

In 2024, 58.7% of students achieved At or Above expectation, reflecting a 2.6% decline from 2023. The percentage of students Below increased by 4%, while those Well Below saw a slight improvement, decreasing by 1.4%.

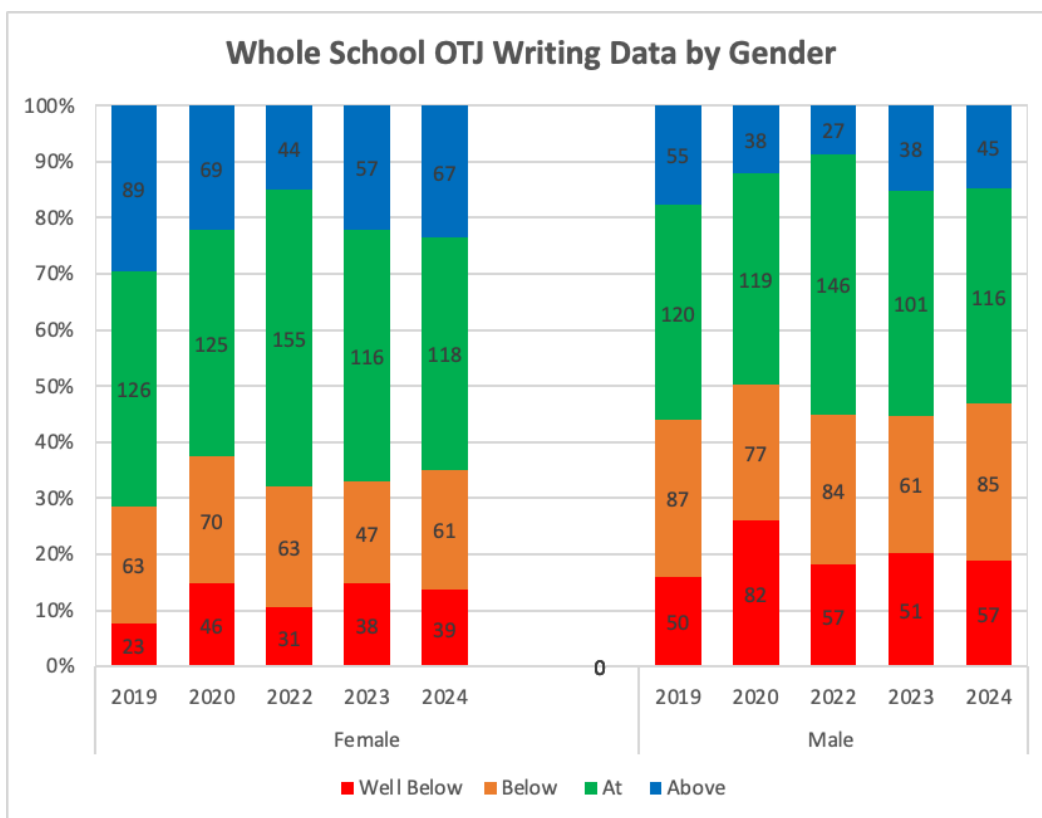
Key Concerns:

- The decline in overall achievement suggests a need for strengthened instructional strategies.
- A growing number of students are Below expectation, highlighting the importance of targeted support.
- While there was a small reduction in students Well Below, continued efforts are needed to sustain progress.

Addressing these trends will require focused interventions, high-quality teaching practices, and additional resources to improve student outcomes.

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 Below to At and Above.



Outcomes:

| Female | 2023 | 2024 | Difference |
|-------------------|-----------------|-----------------|---------------|
| Above/At | 67.1% (173/258) | 64.9% (185/285) | 2.2% decrease |
| Below | 18.2% (47/258) | 21.4% (61/285) | 3.2% increase |
| Well Below | 14.7% (38/258) | 13.7% (39/285) | 1% decrease |

Over the past three years, writing achievement has fluctuated, with a general decline in female performance, and slight improvement for males in 2024.

| Male | 2023 | 2024 | Difference |
|-------------------|-----------------|-----------------|---------------|
| Above/At | 55.4% (139/251) | 57.1% (142/303) | 1.7% increase |
| Below | 24.3% (61/251) | 28.1% (85/303) | 3.8% increase |
| Well Below | 20.3% (51/251) | 14.9% (45/303) | 5.4% decrease |

Key Trends:

Female Students:

- Achievement At or Above has declined from 67.9% in 2022 to 64.9% in 2024, a cumulative decrease of 3% over two years.
- The percentage of students Below has increased from 21.5% in 2022 to 21.4% in 2024, reflecting a marginal shift.
- While Well Below improved slightly in 2024 (down 1% from 2023), it remains higher than in 2022.

Male Students:

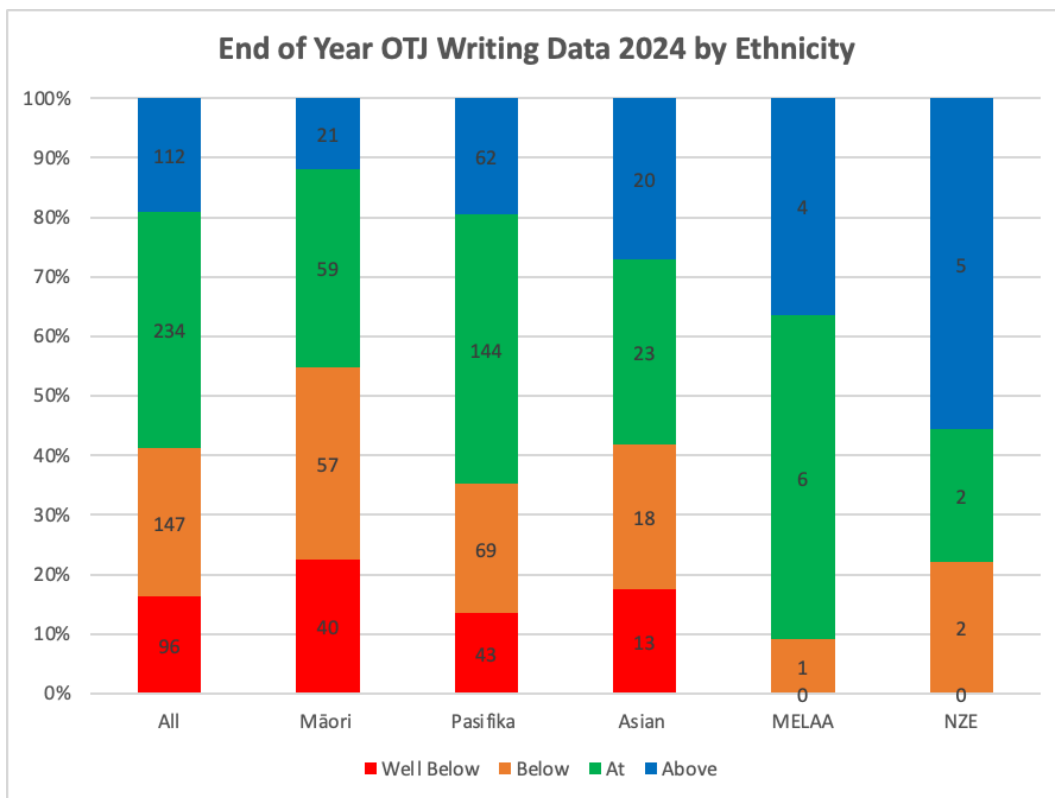
- Achievement At or Above increased in 2024 to 57.1%, marking a 1.7% rise from 2023.
- However, Below category has grown from 24.3% to 28.1%, indicating more male students are struggling.
- The most notable improvement is in Well Below, which decreased by 5.4% from 2023, a positive shift.

Female students continue to outperform male students in Writing, though the gap has slightly narrowed from 12.9% in 2020 to 7% in 2024. More male students remain Below expectation, but the difference in Well Below has decreased, with 1.8% more females now in this category compared to 2023.

The decline in female writing achievement suggests a need for strengthened literacy instruction and engagement strategies. The rise in male students Below expectation highlights the importance of targeted interventions to support struggling writers. The reduction in Well Below for males is promising but needs to be sustained with consistent support. A continued focus on high-quality literacy instruction, personalised learning approaches, and targeted interventions will be crucial to reversing these trends.

| WRITING | 2024 Female | 2024 Male | Difference |
|-------------------|-----------------|-----------------|------------|
| Above/At | 64.1% (186/287) | 57.1% (142/303) | 7% |
| Below | 19.2% (55/287) | 28.1% (85/303) | 8.9% |
| Well Below | 16.7% (48/287) | 14.9% (45/303) | 1.8% |

The 2024 data highlights key trends in student achievement across different ethnic groups. Overall, 58.7% of students are achieving At or Above expectations in Writing, while 25% are Below, and 16.3% are Well Below.



| WRITING 2024 | All | Māori | Pasifika | Asian |
|--------------|-------|-------|----------|-------|
| Above/At | 58.7% | 45.2% | 62% | 58.1% |
| Below | 25% | 32.2% | 21.7% | 24.3% |
| Well Below | 16.3% | 22.6% | 13.5% | 17.6% |

The 2024 data results show that 58.7% of students achieved At or Above expectation, showing a slight decrease from 61.3% in 2023. The percentage of students Below increased to 25% in 2024, while Well Below decreased slightly to 16.3%.

Māori Students:

In 2023, 54.2% of Māori students were At or Above, marking a 1.8% increase from 2022 (52.4%). In 2024 that number decreased to 45.2 a disappointing 9% decrease in achievement. The percentage Below for Māori students rose to 32.2% in 2024, with 22.6% in the Well Below numbers, suggesting room for improvement in supporting Māori students' writing achievement.

Pasifika Students:

Pasifika students showed steady improvement, with 63% At or Above in 2023 and 62% in 2024, a slight increase from 61.5% in 2022. In 2024 the Below numbers remain relatively low at 21.7%.

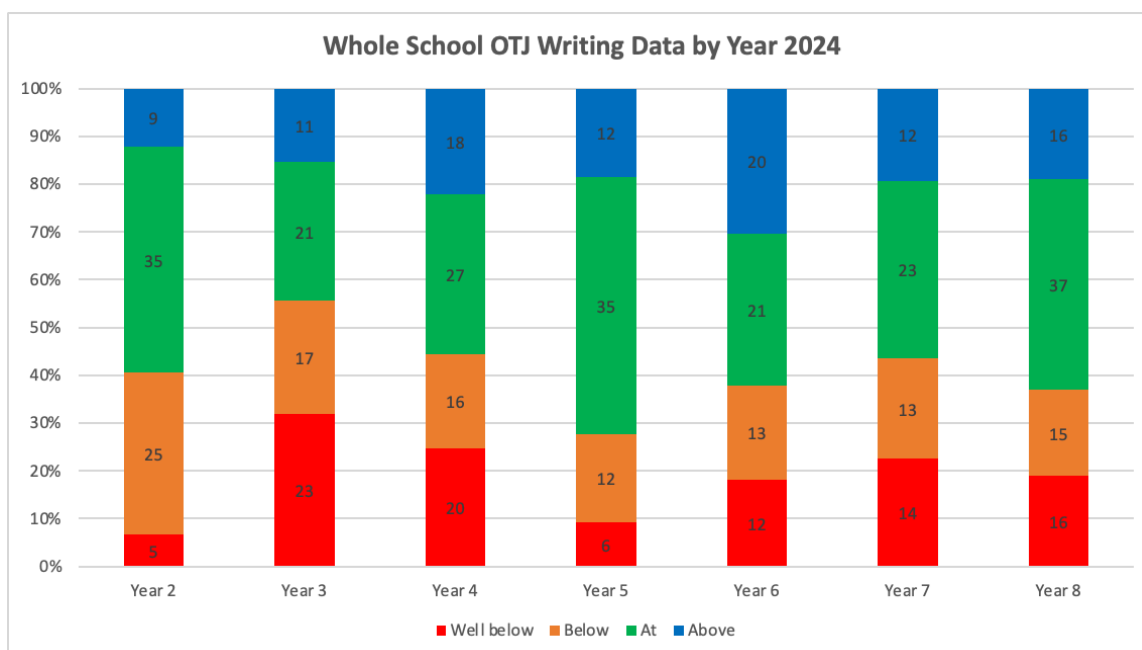
Asian Students:

Asian students had the highest percentage At or Above in 2023 with 69.9% in 2023, but this dropped significantly to 58.1% in 2024, reflecting a concerning decline in achievement. Below students also increased to 24.3% in 2024, suggesting a gap that needs addressing for this group.

Māori students showed positive progress in 2023, but in 2024, they had higher results in Below expectation signaling a potential area of concern. Pasifika students maintained relatively steady results, but the decrease in At or Above in 2024 compared to 2023 requires attention to maintain progress. Asian students had the largest drop in achievement, with results at Below expectation increasing, indicating an urgent need for targeted support to reverse this trend.

Māori students still face a high proportion of Below and Well Below, needing targeted strategies to close achievement gaps. The significant drop for Asian students from 69.9% to 58.1% suggests a focus on interventions for this group. While Pasifika students have shown improvement, efforts must continue to ensure their steady progress, particularly in the context of a slight decrease in 2024.

Some suggested strategies are to differentiated instruction and increase culturally responsive teaching practices, especially for Māori and Asian students. Targeted interventions for underperforming students in all groups, with particular focus on writing skills for Māori and Asian students, will help address achievement gaps.



| WRITING | All | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
|-----------------|-------|--------|--------|--------|--------|--------|--------|--------|--------|
| At/Above | 58.7% | 57.6% | 59.5% | 44.4% | 55.6% | 72.3% | 62.1% | 56.5% | 63.1% |

| | | | | | | | | | |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Below | 25% | 42.4% | 33.8% | 23.6% | 19.8% | 18.5% | 19.7% | 21% | 17.9% |
| Well Below | 16.3% | 0% | 6.8% | 31.9% | 24.7% | 9.2% | 18.2% | 22.6% | 19% |

We can see that the results from 2024 of 58.7% of students achieved At or Above, showing a slight decrease of 2.6% compared to 2023 (61.3%). The percentage of students Below increased from 21% in 2023 to 25% in 2024, indicating a slight rise in students struggling with writing. This number is reflective of students moving out of the Well Below category. In Well Below there was a slight decrease from 17.7% in 2023 to 16.3% in 2024, indicating improved progress from our most struggling students.

Year-Level Comparison:

Students in Year 2 showed the highest percentage of At or Above in both 2023 (69.8%) and 2024 (59.5%), but a drop of 10.3% was observed in 2024. In 2023, 68.1% of Year 4 students were At or Above, dropping to 55.6% in 2024, showing a significant decrease of 12.5%. Year 3s had the highest percentage of Below and Well Below students in both years, with 48.1% in 2023 to 55.5% in 2024.

When looking at a positive shift, the Well Below results showed a decrease in Year 3, from 33.3% in 2023 to 31.9% in 2024, indicating a rise in achievement. And, Year 6 students showed an increase in achievement in 2024, from 48.1% Below or Well Below in 2023 to 28.7% in 2024, an improvement of 19.4%.

By implementing identified key actions below, we aim to increase the percentage of students At or Above expectation in Writing for 2025 while continuing to reduce the number of students sitting at Below or Well Below expectation.

Key Actions to Improve Writing Outcomes

- Targeted support for Year 3 and Year 4 students
 - o Implement intensive small-group instruction for students in Year 3 and Year 4, where the largest declines in At or Above were observed.
 - o Provide additional scaffolding and structured writing opportunities to address foundational skill gaps.
- Continued focus on moving Students from Below to At/Above
 - o Expand individualised learning plans for students in the Below category to accelerate their progress.
 - o Use formative assessment data to identify specific writing challenges and tailor interventions accordingly.
- Sustaining Progress for Previously Well Below Students
 - o Ensure students moving out of Well Below are given ongoing literacy support to prevent regression.
 - o Use peer tutoring and structured feedback sessions to reinforce new learning.
- Enhance Writing Instruction Strategies

- Professional development for teachers on explicit writing instruction, focusing on sentence structure, vocabulary development, and idea organization.
 - Integrate cross-curricular writing opportunities to increase engagement and relevance.
- Leverage Year 6 Gains to Inform Best Practice
 - Analyze strategies that contributed to the 19.4% improvement in Year 6 and adapt them for struggling year levels.
 - Encourage collaboration between Year 6 teachers to share effective approaches with other teachers across the school.
- Monitor and Adjust Interventions
 - Continue to use termly progress tracking to evaluate the effectiveness of interventions.
 - Engage parents with home writing resources and whānau workshops to reinforce learning outside of school.

2025 Targets

Based on the 2024 OTJ Data

In 2024, 58.7% of students achieved At or Above expectation in Writing, while 25% were Below and 16.3% 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 Writing, an increase of 11.3%. To achieve this, we aim to reduce the percentage of students Below expectation by 5% and those Well Below by 6.3%. This targeted approach will ensure more students experience success in Writing, strengthening their overall learning and achievement.

| WRITING 2025 | At and Above | Below | Well Below |
|-----------------------------|---------------------|--------------|-------------------|
| Whole School Targets | 70% | 20% | 10% |
| Shift required | 11.3% increase | 5% decrease | 6.3% decrease |

The 2024 data indicates that 58.7% of students achieved at or above expectations in Writing, falling short of the target set in 2023. With 25% of students Below and 16.3% 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 an 11.3% uplift. This target is supported by a planned 5% reduction in students performing Below expectations and a 6.3% decrease in those Well Below.

Achieving an 11.3% 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 Writing 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

| Writing 2025 | At and Above | Below | Well Below |
|-----------------------|----------------|----------------|---------------|
| Māori Student Targets | 60% | 20% | 20% |
| Shift required | 14.8% increase | 12.2% decrease | 2.6% decrease |

In 2025, our goal is for 60% of Māori students to achieve At or Above expectation in Writing. 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.

School Strategies to Lift Achievement

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
- 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.

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 RTLb 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 Writing 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

- 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 2024 four teachers completed the BSLA course through the University of Canterbury.
- Four staff completing second year TESOL course through the University of Auckland

Team or Group Actions:-

- Embedding Structured Literacy professional development was implemented in Years 0-2.
- Data used to identify students who may require an Intervention programme. Monitoring of these programmes to assess their impact on student achievement. Interventions includes
 - Talk to Learn
 - 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:-

- 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 eastle writing and effective literacy practices

Continued reporting to and Board support

- 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