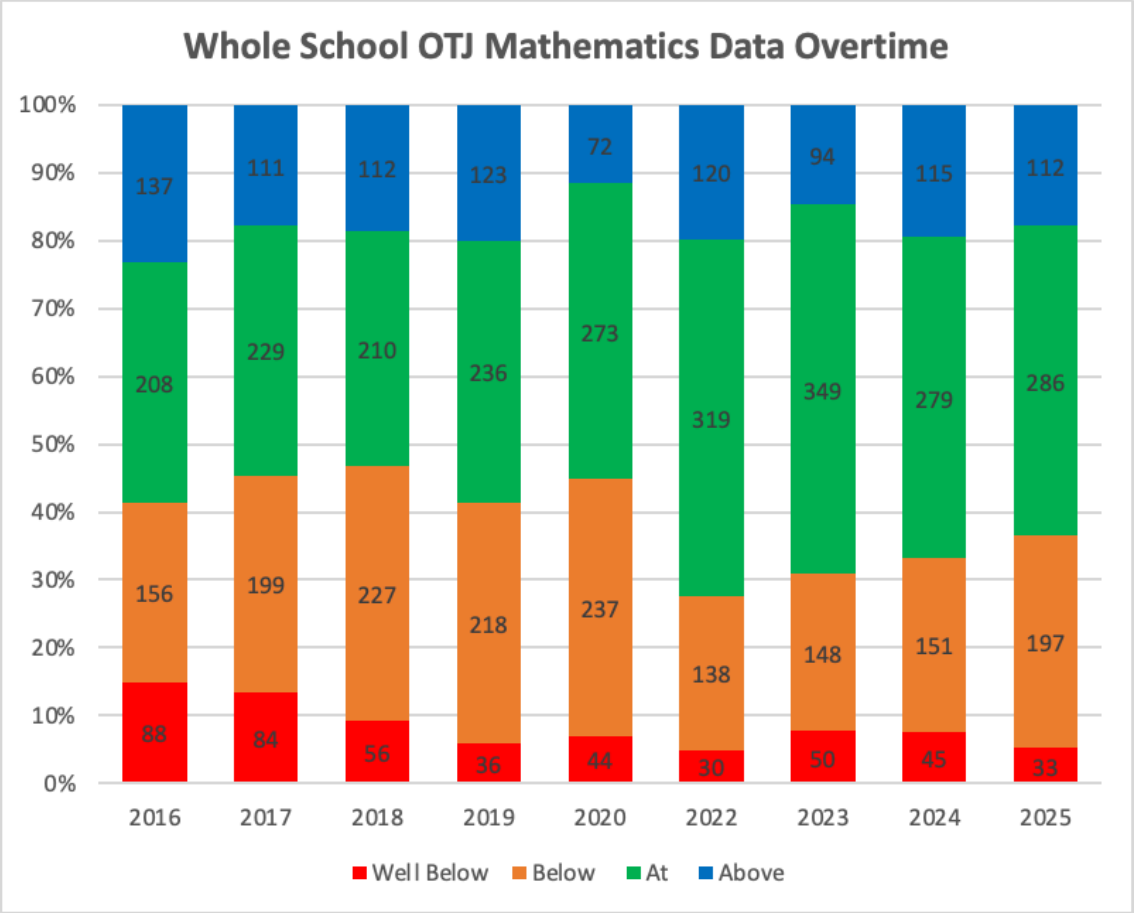
RANDWICK PARK SCHOOL
Kia tapu, kia mohio tahi tatou - Growing and Learning Together

Analysis of Variance - Mathematics 2025

The 2025 Whole School Target was to have 75% or more of all students working At or Above the expectation for Mathematics, this would be an increase of 8.2%. The following is a in-depth analysis of the 2025 data for Mathematics in aiming for that target.

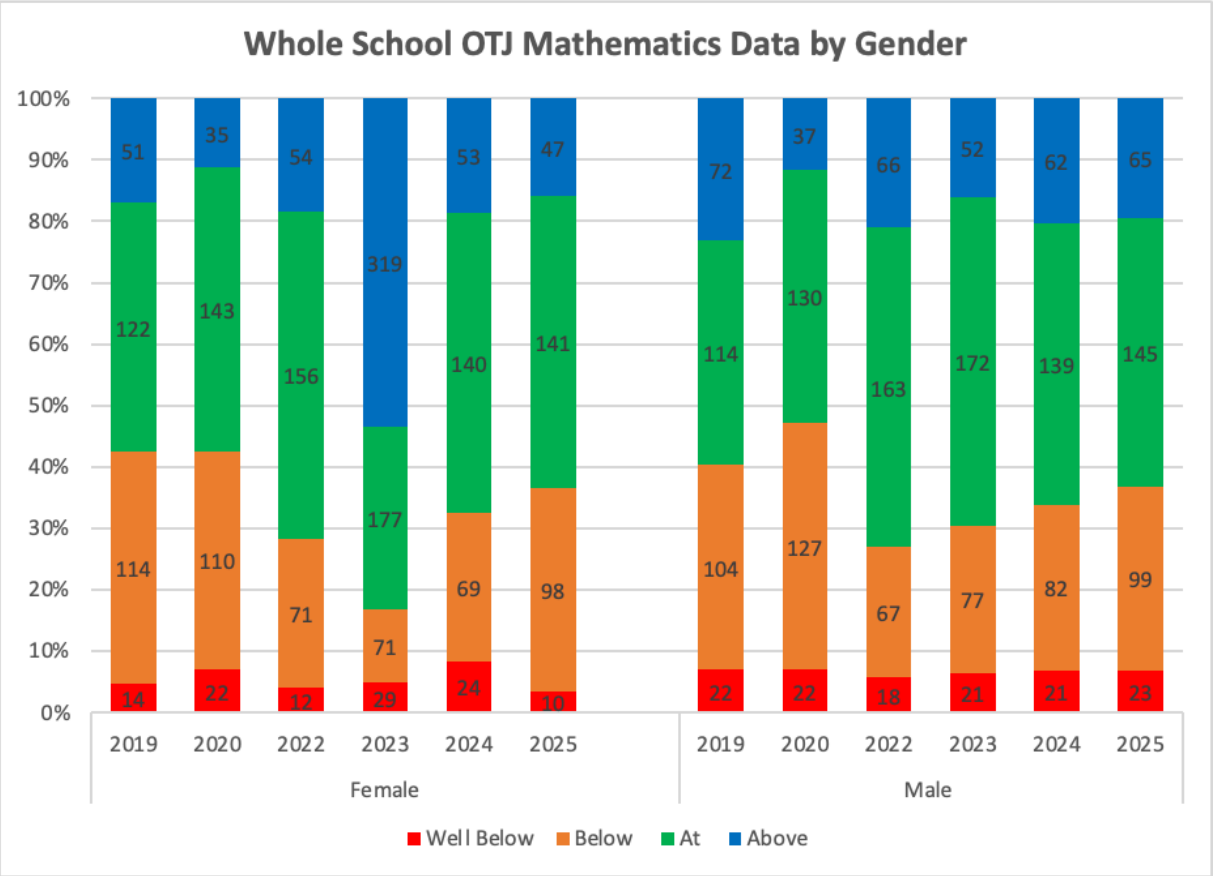


Summary of achievement results:

All Students Mathematics	2024	2025	Different
Above/At	66.8% (394/590)	63.4% (398/628)	3.4% decrease
Below	25.6% (151/590)	31.4% (197/628)	5.8% increase
Well Below	7.6% (45/590)	5.3% (33/628)	2.3% decrease

In 2025, 63.4% of students achieved At or Above expectation in Mathematics, a 3.3% decline from 2024. This continues a downward trend, as 2024 also saw a decrease from 2023. The percentage of students Below expectation increased by 5.8%, while the proportion of students Well Below decreased by 2.3%.

The increasing proportion of students performing below expectation reflects a need for targeted support. However, the decreasing percentage of students performing Well Below expectation is a positive trend.



Outcomes:
Whole-school data indicates a gradual decline in the percentage of students achieving at or above the expected level. The proportion of students working well below expectation has remained relatively consistent, while there is an increasing trend in the percentage of students performing below expectation.

Female	2024	2025	Difference
Above/At	67.5% (193/286)	63.5% (188/296)	4% decrease
Below	24.1% (61/286)	33.1% (98/296)	9% increase
Well Below	8.4% (39/286)	3.4% (10/296)	5% decrease

In 2025, 63.5% of female students achieved at or above expectation in Mathematics, a decrease of 4% from 2024. The percentage of students performing below expectation increased by 9%, while the proportion of students performing well below expectation improved, decreasing by 5%. This suggests that while fewer students are in the lowest category, a number may have shifted into the below category.

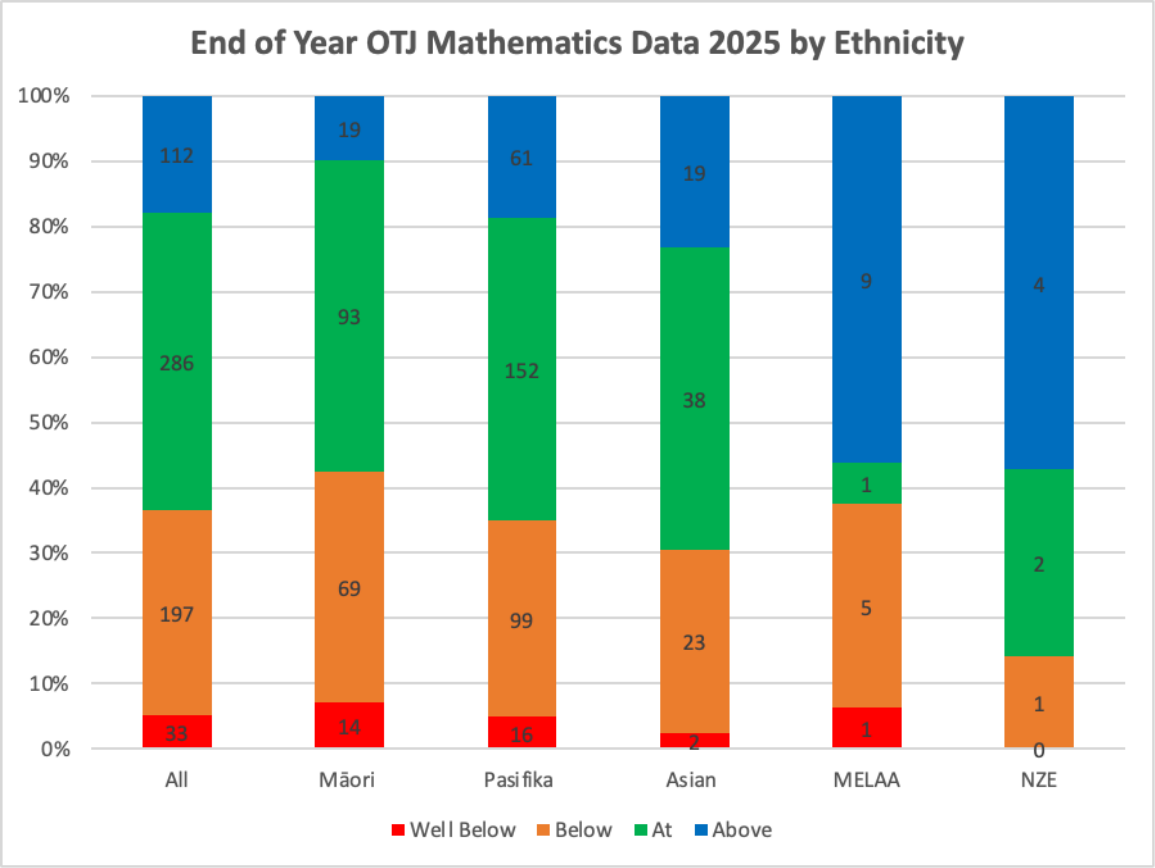
Male	2024	2025	Difference
Above/At	66.1% (201/304)	63.3% (210/332)	2.8% decrease
Below	27% (82/304)	29.8% (99/332)	2.8% increase
Well Below	6.9% (21/304)	6.9% (23/332)	0% increase

In 2025, 63.3% of male students achieved at or above expectations in Mathematics, a 2.8% decline from 2024. The percentage of students performing below expectations increased by 2.8%, while the proportion

performing well below remained unchanged. This pattern suggests a slight shift from the at/above category into the below category.

MATHS	2025 Female	2025 Male	Difference
Above/At	63.5% (188/296)	63.3% (210/332)	0.2%
Below	33.1% (98/296)	29.8% (99/332)	3.3%
Well Below	3.4% (10/296)	6.9% (23/332)	3.5%

Traditionally, male students have performed slightly higher than female students in Mathematics. However, in 2025 the percentage of students achieving at or above expectation is almost identical, with only a 0.2% difference. There is a higher percentage of female students performing below expectation, while a higher percentage of male students are performing well below expectation.



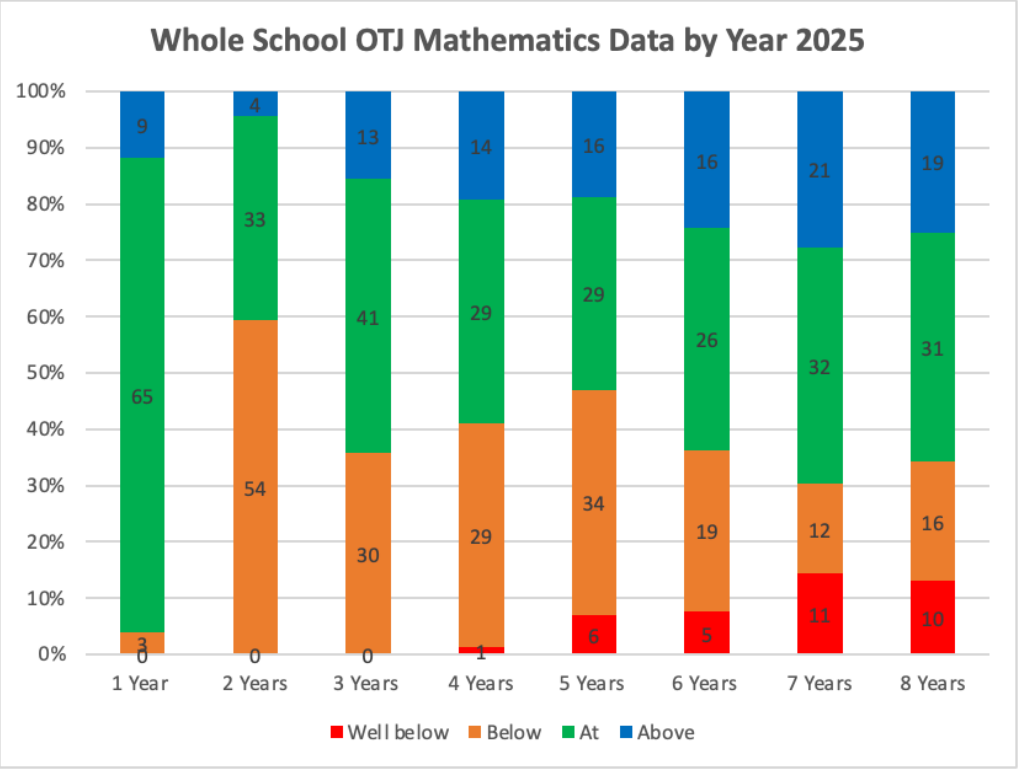
Outcomes:

MATHEMATICS	All	Māori	Pasifika	Asian
Above/At	63.4%	57.4%	64.9%	69.5%
Below	31.4%	35.4%	30.2%	28%
Well Below	5.3%	7.2%	4.9%	2.4%

In 2025, 63.4% of students achieved At or Above expectation in Mathematics, a 3.3% decline from 2024. Achievement varies across ethnic groups, with Asian students performing the highest at 74.3%, while Māori students have the lowest percentage at 60.5%.

In Mathematics, 63.4% of students performing at or above expectation. With ethnic groups, 69.5% of Asian students and 64.9% of Pasifika students achieved at or above expectation, while 57.4% of Māori students reached this level.

The proportion of students performing below expectation is highest among Māori students (35.4%), followed by all students (31.4%), Pasifika students (30.2%), and lowest among Asian students (28%). Students performing well below expectation are relatively small across all groups but are highest among Māori students (7.2%) and lowest among Asian students (2.4%).



Outcomes:

MATHEMATICS 2025	All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
At/Above	63.4%	96.1%	40.7%	64.3%	58.9%	52.9%	63.6%	69.7%	65.8%
Below	31.4%	3.9%	59.3%	35.7%	39.7%	40%	28.8%	15.8%	21.1%
Well Below	5.3%	0%	0%	0%	1.4%	7.1%	7.6%	14.5%	13.1%

Overall, 63.4% of students achieved at or above expectation in Mathematics. Achievement varies across year levels, with the highest proportion at Year 1 (96.1%) and Year 7 (69.7%), and the lowest at Year 2 (40.7%) and Year 5 (52.9%).

The proportion of students performing below expectation is highest in Year 2 (59.3%) and Year 5 (40%), while it is lowest in Year 1 (3.9%) and Year 7 (15.8%). Students performing well below expectation are concentrated in the upper years, particularly Year 7 (14.5%) and Year 8 (13.1%).

This pattern suggests strong early-year achievement, with some dips in middle years, and an increasing challenge in the upper years.

2025 Targets

MATHEMATICS	At and Above	Below	Well Below
2025	63.4% (398/628)	31.4% (197/628)	5.3% (33/628)
Whole School Target	75%	20%	5%
Difference	-11.6%	-10.4%	-0.3%

In 2025, 63.4% of students achieved at or above expectation in Mathematics, below the whole school target of 75% by 11.6%. The proportion of students performing below expectation was 31.4%, below the target of 20% by 10.4%. The percentage of students performing well below expectation was 5.3%, slightly below the target of 5% by 0.3%.

Overall, while most students are achieving at or above expectation, there is a notable gap between current outcomes and the school targets, particularly in the below category.

Priority Learners: Māori Students

MATHEMATICS	At and Above	Below	Well Below
2025	57.4%	35.4%	7.2%
Maori Student Targets	70%	25%	5%
Difference	-12.6%	-10.4%	2.2%

In 2025, 57.4% of Māori students achieved at or above expectation in Mathematics, below the target of 70% by 12.6%. The proportion of students performing below expectation was 35.4%, below the target of 25% by 10.4%. The percentage of students performing well below expectation was 7.2%, below the target of 5% by 2.2%.

Overall, while many Māori students are achieving at or above expectation, there is a gap between current outcomes and the targets, particularly in the below category.

Priority Learners: Pasifika Students

MATHEMATICS	At and Above	Below	Well Below
2025	64.9%	30.2%	4.9%
Pasifika Student Targets	75%	20%	5%
Difference	10.1%	10.2%	0.1%

In 2025, 64.9% of Pasifika students achieved at or above expectation in Mathematics, below the target of 75% by 10.1%. The proportion of students performing below expectation was 30.2%, below the target of 20% by 10.2%. The percentage of students performing well below expectation was 4.9%, slightly below the target of 5% by 0.1%.

Overall, while the majority of Pasifika students are achieving at or above expectation, there is a gap between current outcomes and the targets.

2026 Targets

Based on the 2025 OTJ Data

MATHEMATICS	At and Above	Below	Well Below
2025	63.4% (398/628)	31.4% (197/628)	5.3% (33/628)
2026 Targets	70%	25%	5%
Shift required	6.6% increase	6.4% decrease	0.3% decrease

.

In 2026, the school aims to increase the percentage of students achieving at or above expectation in Mathematics from 63.4% to 70%, requiring a shift of 6.6%. The proportion of students performing below expectation will be reduced from 31.4% to 25%, a shift of 6.4%, while the percentage of students performing well below expectation will be maintained at or below 5%, requiring a minimal shift of 0.3%.

Targeted teaching and support will focus on moving students from the below category into the at/above range, while ensuring students at risk of falling into the well below category continue to receive appropriate support.

Priority Learners: Māori Students

MATHEMATICS	At and Above	Below	Well Below
2025	57.4%	35.4%	7.2%
2026 Maori Targets	65%	25%	5%
Shift required	7.6% increase	10.4% decease	2.2% decrease

In 2026, the school aims to increase the percentage of Māori students achieving at or above expectation in Mathematics from 57.4% to 65%, requiring a shift of 7.6%. The proportion of students performing below expectation will be reduced from 35.4% to 25%, a shift of 10.4%, while the percentage of students performing well below expectation will be lowered from 7.2% to 5%, requiring a shift of 2.2%.

Targeted teaching and support will focus on lifting students from the below and well below categories into the at/above range, ensuring equitable progress for Māori students.

Priority Learners: Pasifika Students

MATHEMATICS	At and Above	Below	Well Below
2025	64.9%	30.2%	4.9%
2026 Pasifika Targets	75%	20%	5%
Shift required	10.1% increase	10.2% decrease	maintain

In 2026, the school aims to increase the percentage of Pasifika students achieving at or above expectation in Mathematics from 64.9% to 75%, requiring a shift of 10.1%. The proportion of students performing below expectation will be reduced from 30.2% to 20%, a shift of 10.2%, while the percentage of students performing well below expectation will be maintained at 5%.

Targeted teaching and support will focus on moving students from the below category into the at/above range, while continuing to support students at risk of falling into the well below category.

Quality Teaching Strategies: (To include but not be limited to)

- Explicit, Structured Teaching: Using clear, step-by-step instruction to build strong foundational skills, particularly in number sense and problem-solving.
- The continued implementation of structured Mathematics across the school using Oxford Maths
- Continued review of assessment, with a particular focus on the Year 1 area
- Targeted Support: Providing differentiated instruction and small-group interventions for students Below and Well Below expectations.
- Mathematical Inquiry & Rich Tasks: Encouraging deeper thinking through real-world problem-solving and inquiry-based learning.
- Regular Formative Assessment: Using ongoing assessment to identify learning gaps and tailor instruction accordingly.
- Culturally Responsive Practices: Embedding contexts and examples relevant to students' backgrounds to enhance engagement and understanding.
- High-Quality Digital and Concrete Tools: Implementing interactive platforms and hands-on materials to reinforce learning and demonstrate understandings or misconceptions.

School Strategies to Lift Achievement

The basis for identifying areas for improvement:-
Formal testing alongside teacher OTJ and classroom observations:-

- JAM testing for all Y1 students and targeted students across the school
- PAT Testing for Years 3-8 twice yearly
- Mid and end-of-year OTJs, which are moderated at team and school level

- Classroom observations
- Continued introduction of the new refreshed Maths Curriculum (MoEd provided 2 further days during 2026)

Whole School Actions for Lifting Achievement:-

- Implementation of the refreshed New Zealand Mathematics Curriculum
- Continue implementation of a structure Mathematics approach across the school using the Oxford programme
- MOE funded support with assessment

- Continuing to build kaiako data literacy skills including the investigation of the SMART Tool to support teaching and learning
- 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 throughout the year focused on improving Mathematics achievement
- Lead teachers to attend the Manurewa Maths Cluster PLD termly
- Regulary workshops to support teachers
- Term Mathematics core team meeting
- Maths curriculum team to implement PLD across their teams
- Self-review of assessment tools and procedures in Mathematics
- The introduction of Matific across the school for use both at school and as part of the homework programme. Targeted PLD on implementing it effectively
- Data analysis sheets in Year 1-8 to identify student needs and inform teacher planning.
- Progress and data tracking once a term so show movement of students, inform teachers “Teachimg as Inquiry”, determine PLD within teams and to identify the progress of each individual child
- Strategic resourcing to support learning
- Board to continue to support programmes that run alongside regular teaching
- Extension Programme for students achieving Above National Expectations in Mathematics
    - Kiwi Kid Maths Competition
    - 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 prioritised at staff and team meetings for analysis and review of data and learning plans