Rānui School
2024 Analysis of Variance

MInistry of Education Target: Our overall target is to have **85% of children working within year level expectations in Maths, Reading and Writing**

Ranu School 6 Year Learning Pathway (currently both English and Maori Medium expectations)	
80-85%	Of children Year 6 will be achieving at or above expectation
70%	Of children Year 5 will be achieving at or above expectation
65%	Of children Year 4 will be achieving at or above expectation
48%	Of children Year 3 will be achieving at or above expectation
35%	Of children Year 2 will be achieving at or above expectation
20%	Of children Year 1 will be achieving at or above expectation

Key:

Colour coding shows where our children sit in relation to our Ranui School 6 year learning pathway which tracks back from an **expectation of 80% - 85% at the end of Year 6.** This key is used in the Year cohorts.

- green indicates this achievement was met or exceeded our learning pathway targets.
- blue indicates achievement was close to expectation
- pink indicates where achievement was well short of expectation

What did we do?

As a kura, we are committed to creating a balanced learning environment using a Tapa Whā/Rima approach. This will not only support long-term academic success but, more importantly, ensure that our akonga thrive within a culturally meaningful context. We have continued to deepen the integration of Mana Ora to enhance teaching and learning.

In 2024 Māori Medium and Samoan Medium

- Continued to focus teacher development with Aromatawai o te ako mō te ako across the Kāhui Ako o Waitākere and within Rānui School.
- Used the Kāhui Ako pāngarau profiles to monitor and explicitly teach pāngarau, pānui and tuhi across TWK.
- Started to unpack the updated pāngarau curriculum
- Started Rangaranga Reo ā Tā with K.I.S.S Education
- Developed understanding of bi-lingual education through Reo Moana

In 2024 Kura Auraki (English Medium)

- Continued to implement Relationship Based Learning (Kāhui Ako o Waitākere)
- Y1-3 Kaiako completed the BSLA through the University of Canterbury
- Middle and Senior School Started to unpack the updated Mathematics Curriculum

Attendance Overall Percentage:

Using Rānui Schools SMS data we had an overall percentage of 80% of students attending school. But when we use the MOE's formula to break it down for each individual student we have 33% by Term 4 attending on a regular basis.

	Term 1	Term 2	Term 3	Term 4
Regular	62%, **47%**	30%, **43%**	36%, **39%**	28%, **33%**
Irregular	19%, **30%**	27%, **28%**	29%, **31%**	33%, **30%**
Moderate	11%, **11%**	20%, **15%**	14%, **18%**	21%, **15%**
Chronic	8%, **11%**	24%, **13%**	21%, **12%**	18%, **22%**

I have included the Everyday Matters Term 4 Report in the February folder. It shows the reasons for absences.

1. (T) Unexplained / Trivial 50%
2. (M) Illness / Medical Absence 27%
3. (J) Justified (other) 10%
4. (E) Accepted (but unjustified) 7%
5. (G) Holiday 6%

ESOL Number: 113 ESOL Tamariki

External Learning Support Number: 64 tamariki received additional support

ORS Number: 2 tamariki

New students arriving through the year: 139 across all age groups. Y2 tamariki had the most with 50 new tamariki.
-   Y3 21
-   Y4 19
-   Y5 14
-   Y6 11

Students that left through the year: 39

What happened?

TE WHAKATUPU KĀKANO DATA - (MĀORI MEDIUM)

BOLD = 2024, compared with, 2020, 2021, 2022 , 2023 data

	Pangarau (Te Tau)	Panui	Tuhi
Whole (n= 71)	68%, 56%, 74%, 81%, 58%, **79%** (n=61)	56%, 49%, 54%, 46%, **40%** (n=31)	47% ,49%, 34%, 51%, **43%** (n=33)
Male (n=33))	54%, 80%, 84%, **85%, (n=28)**	48%, 48%, 47%, **36%** (n=12)	39%, 36%, 44%, **42%** (n=14)
Female (n=44)	57% , 68%, 76%, **75%** (n=33)	49%, 39%, 46%, **43%** (n=19)	36%, 32%, 56%, **43%** (n=19)
Māori (n=72)	75%, 82%, **79%** (n=57)	44% , 46%, **39%** (n=28)	38%, 52%, **45%** (n=32)
Pasifika (n=3)	0%, **75%, 67%** (n=2)	0%, 0%, **33%** (n=0)	0%, **25%, 0%** (n=0)
Asian (n=2)	**100%, 100%** (n=2)	100%, **100%** (n=2)	100%, **50%** (n=1)
(20%) Year 1 (n= 18)	100% , 100%, 100% **100%** (n=18)	20%, 43%, 58%, **72%** (n=13)	100%, 79%, 100%, **100%** (n=18)
(30%) Year 2 (n= 13)	100%, 100%, 77%, **86%** (n=11)	85% , 86%. **18%, 39%** (n=5)	92%, 100%, 71%, **92%** (n=12)
(48%) Year 3 (n= 16)	13%, 0%, 91%, **56%** (n=8)	51%, 25%, 50%, **19%** (n=3)	0%, 0%, 45%, **19%** (n=3)
(65%) Year 4 (n= 10)	50%, 67%, 88%, **90%** (n=9)	17%, 33%, 50%, **50%** (n=5)	0%, 0%, 13%, **0%** (n=0)
(70%) Year 5 (n=8)	25%, 50%, 30%, **63%** (n=5)	41%, 50%, 40%, **25%** (n=2)	16%, 0%, 0%, **0%** (n=0)
(80-85%) Year 6 (n= 10)	83% , 57%, **100%, 70%** (n=7)	25%, 0%, 33%, **30%** (n=3)	33%, 0%, 0%, **0%** (n=0)

Commentary:

- Te Tau is the best-performing area
- Males do better than females in Te Tau for 3 consecutive years
- Females do better in Pānui and Tuhituhi than males
- Y1-Y4 have met the progression Target in Te Tau
- Generally and Historically Y4-6 are at 0% for Tuhituhi
- What is the cause of the regression at transition times (e.g. Y2 - Y3 Taumata 1 -Taumata 2, Y4 - Y5 Taumata 2 -Taumata 3)? For Te Reo Matatini (Pānui and Tuhituhi)

MĀORI MEDIUM SCHOOL CLEAN DATA 2024

These children have been at Ranui School for three years and more. Examination of clean data will show us the real learning journey and impact of teacher development on achievement.

We have 34/71 Māori medium children in 2024 who have attended Rānui School only, over the past 3 years or more, compared with 25/70 children in 2023 in the Māori Medium of the school when we introduced our current student management system to this area.

	Te Tau	Pānui	Tuhituhi
Whole (Māori) (n= 34) (2023 n=26) (2022 n=20) (2021 n=21)	**2024 = 71% (n24)** 2023 = 73% (n19) 2022 = 60% (n12) 2021 = 48% (n10) 2020 = 68%	**2024 = 33% (n=11)** 2023 = 48% (n12) 2022 = 40% (n8) 2021 = 33% (n 7) 2020 = 56%	**2024 = 9% (n=3)** 2023 = 12% 2022 = 0% 2021 = 0% 2020 = 47%
Male (n= 17) (2023 n=14) (2022 n=10) (2021 n= 10)	**2024 = 88% (n15)** 2023 = 86% (n12) 2022 = 70% (n7) 2021 = 60%, (n10)	**2024 = 41% (n=7)** 2023 = 50% (n7) 2022 = 40% (n4) 2021 = 30%, (n3)	**2024 = 12% (n2)** 2023 = 7% 2022 = 0% 2021 = 0%)
Female (n= 17) (2023 n=12) (2022 n=10) (2021 n=11)	**2024 = 52% (n9)** 2023 = 58% (n7) 2022 = 50% (n5) 2021 = 36% (n4)	**2024 = 24% (n=4)** 2023 = 50% (n6) 2022 = 40% (n5) 2021 =36 %, (n4)	**2024 = 6% (n1)** 2023 = 17% 2022 = 0% 2021 = 0%
Year 3 (48%) (n= 9) (2023 n=5) (2022 n=1) (2021 n=7)	**2024 = 66% (n6)** **2023 = 80% (n4)** 2022 = 0% (n0) 2021 = 29%, (n2)	**2024 = 33% (n3)** 2023 = 60% (n3) 2022 = 100% (n1) 2021 = 0%,	**2024 = 33% (n3)** 2023 = 40% 2022 = 0% 2021 =0%
Year 4 (65%) (n= 7) (2023 n=6) (2022 n=9) (2021 n=3)	**2024 = 85% (n6)** **2023 = 100% (n6)** 2022 = 78% (n7) 2021 = 33%, (n1)	**2024 = 43% (n3)** 2023 = 67% (n4) 2022 = 44% (n4) 2021 = 0%	**2024 = 0% (n0)** 2023 = 17% 2022 = 0% 2021 = 0%
Year 5 (n= 8) (2023 n=9) (2022 n=6) (2021 n=3)	**2024 = 63% (n5)** **2023 = 33% (n3)** 2022 = 50% (n3) 2021 = 0%	**2024 = 25% (n=2)** 2023 = 44% (n4) 2022 = 50% (n3) 2021 = 33% (n1)	**2024 = 0% (n=0)** 2023 = 0% (n0) 2022 = 0% 2021 = 0%
Year 6 (n= 10) (2023 n=6) (2022 n= 4) (2021 n= 8)	**2024 = 70% (n7)** **2023 = 100% (n6)** 2022 = 50% (n2) 2021 = 88 % (n7)	**2024 = 30% (n=3)** 2023 = 33% (n2) 2022 = 0% (n0) 2021 = 25%, (n2)	**2024 = 0% (n=0)** 2023 = 0% (n0) 2022 = 0% 2021 = 0%

Commentary:
- Te Tau is the best performing area
- Males do better than females in all three areas
- Males have met the expected target of 80%-85% for 2 consecutive years
- Y3 and Y4 have met the expected progression target
- Generally and Historically Y4-6 are at 0% for Tuhituhi
- What is the cause of the regression from Y3 to Y4 in Tuhituhi?

English Medium DATA 2024

BOLD = 2024, compared with 2019, 2020, 2021, 2022. 2023 data

	Maths	Reading	Writing
Whole (n= 339)	58%, 54%, 50%, 60%, 60%, **58% (n= 194)**	46%, 37%, 43%, 50%, 47%, **41% (n=130)**	62%, 51%, 50%, 50%, 49%, **51% (n= 172)**
Māori (n= 124)	59%, 49%, 40%, 48%, 54%, **60% (n= 74)**	42%, 36%, 37%, 46%, **42%, 34% (n= 41)**	56%, 51%, 41%, 45%, 44%, **47%(n= 58)**
Pasifika (n= 142)	61%, 55%, 51%, 63%, 64%, **52% (n =74)**	50%, 51%, 48%, 59%, 45%, **37% (n= 60)**	63%, 54%, 56%, 52%, 51%, **52% (n= 75)**
Asian (n= 36)	48%, 68%, 69%, 89% , 64%, **58% (n= 21)**	52%, 39%, 58%, 64%, 62%, **61% (n= 20)**	66%, 68%, 73% , 68%, 60%, **51% (n= 19)**
NZ European (n= 16)	47%, 63%, 50%, 53%, 47%, **75% (n=12)**	50%, 37%, 35%, 41%, **58%, 53% (n = 8)**	56%, 58%, 30%, 41%, 41%, **50% (n=8)**
Male (n= 174)	57%, 46%, 55%, 58%, **55% (n=96)**	39%, 43%, 43% , 40%, **35% (n= 58)**	51%, 41%, 38%, 43%, **42% (n=74)**
Female (n= 163)	58%, 52%, 64%, 62%, **60% (n=98)**	52%, 43%, 56%, 55%, **47% (n=72)**	69%, 58%, 63%, 55%, 60% **(n=98)**
(20%) Year 1 (n= 60)	55%, 56%, 79%, **60% (n=36)**	1% , 8% , 17%, **0% (n=9)**	14%, 5%, 26%, **20% (n=12)**
(30%) Year 2 (n= 54)	11%, 54%, 51%, 48%, **48% (n=28)**	11% , 24%, 23%, **14% (n=4)**	63%, 76%, 56%, **73% (n=43)**
(48%) Year 3 (n= 41)	35%, 29%, 36%, **53% (n=23)**	40%, 45%, 41%, **49% (n=17)**	47%, 43%, 49%, **62% (n=34)**
(65%) Year 4 (n=43)	70%, 61%, 66%, **70% (n=30)**	54%, 62%, 56%, **56% (n=24)**	52%, 49%, 46%, **54% (n=23)**
(70%) Year 5 (n=47)	46%, 57%, 38%, **34% (n=16)**	90%, 82% , 81%, **60% (n=28)**	85%, 75%, 62%, **53% (n=25)**
(80-85%) Year 6 (n=60)	66%, 78%, 75%, **77% (n=46)**	78%, 90%, 80%, **72% (n=43)**	58%, 68%, 75%, **58% (n=35)**

Summary:
- Maths has the highest percentage of tamariki meeting their Year group progression target
- Reading has the lowest percentage of tamariki meeting their Year group progression target
- Māori and Pasifika students have similar percentages in all three areas.
- Asian percentage for Reading is higher than the whole
- NZ European is near the Y6 expected Progression Target for Maths
- Females tend to do better than males in all 3 areas
- Y1-Y3 have met their year group progression targets in Maths and Writing
- Y3 have met their year group progression target in Reading

- Y4 have met their year group progression target in Maths
- Generally and Historically Y5 Maths percentage drops and they are below the expected progression target
- Y4-Y6 Writing are below the expected progression targets
- Y4-Y6 Reading are close to the expected progression targets

ENGLISH MEDIUM SCHOOL CLEAN DATA 2024

These children are not necessarily the same children as last year.as some may have left. These are children who have been at Ranui School for **three years and more**. Examination of clean data will show us the real learning journey and impact of teacher development on achievement.

We have 81/ 339 English medium children who have attended Ranui School only, over the past 3 years or more, in the English Medium of the school compared with 93/ 298 in the 2023 data when we introduced our current student management system to this area.

	Maths	Reading	Writing
Whole (n= 81) (2023 n=93) (2022 n=95) (2021 n=89) (2020 n=118)	**2024 = 78% (n63)** 2023 = 69% (n64) 2022 = 72% (n68) 2021 = 60%, (n54) 2020 = 70% (n82)	**2024 = 84% (n67)** 2023 = 88% (n82) 2022 = 85% (n80) 2021 = 80%, (n71) 2020 = 61% (n73)	**2024 = 74% (n60)** 2023 = 75% (n69) 2022 = 76% (n72) 2021 = 75%, (n67) 2020 = 72%, (n85)
Māori (n= 33) (2023 n=31) (2022 n=32) (2021 n=33) (2020 n=39)	**2024 = 70% (n23)** 2023 = 68% (n21) 2022 = 72% (n23) 2021 = 67%, (n22) 2020 = 56%, (n22)	**2024 = 73% (n24)** 2023 = 78% (n26) 2022 = 97% (n31) 2021 = 76%, (n25) 2020 = 65%, (n24)	**2024 = 70% (n23)** 2023 = 83% (n22) 2022 = 83% (n22) 2021 = 77%, (n25) 2020 = 67%, (n26)
Pasifika (n= 27) (2023 n=41) (2022 n=47) (2021 n=46) (2020 n=57)	**2024 = 81% (n20)** 2023 = 56% (n30) 2022 = 68% (n32) 2021 = 60%, (n29) 2020 = 75%, (n43)	**2024 = 82% (n22)** 2023 = 88% (n36) 2022 = 81% (n38) 2021 = 83%, (n38) 2020 = 63%, (n36)	**2024 = 70% (n19)** 2023 = 73% (n30) 2022 = 83% (n24) 2021 = 83%, (n38) 2020 = 75%, (n43)
Asian (n= 10) (2023 n=9) (2022 n=10) (2021 n=8) (2020 n= 13)	**2024 = 90% (n9)** 2023 = 67% (n6) 2022 = 90% (n9) 2021 = 75%, (n6) 2020 = 70%, (n9)	**2024 = 100% (n10)** 2023 = 100% (n9) 2022 = 90% (n9) 2021 = 87%, (n7) 2020 = 46%, (n6)	**2024 = 70% (n7)** 2023 = 78% (n7) 2022 = 90% (n9) 2021 = 87%, (n7) 2020 = 69%, (n9)
NZ European (n= 6) (2023 n=8) (2022 n= 5) (2021 n= 2) (2020 n= 7)	**2024 = 83% (n5)** 2023 = 50% (n4) 2022 = 60% (n3) 2021 = 50%, (n1) 2020 =43%, (n3)	**2024 = 100% (n6)** 2023 = 88% (n8) 2022 = 40% (n2) 2021 = 50%, (n1) 2020 = 57%, (n4)	**2024 = 100% (n6)** 2023 = 50% (n4) 2022 = 40% (n2) 2021 = 0%, (n2) 2020 = 71%, (n5)
Male (n= 33) (2023 n=38) (2022 n= 39) (2021 n= 37) (2020 n= 49)	**2024 = 77% (n26)** 2023 = 68% (n26) 2022 = 72% (n28) 2021 = 57%, (n21) 2020 = 73%, (n36)	**2024 = 79% (n26)** 2023 = 90% (n34) 2022 = 82% (n32) 2021 = 81%, (n30) 2020 = 58%, (n29)	**2024 = 61% (n20)** 2023 = 68% (n26) 2022 = 67% (n26) 2021 = 68%, (n25) 2020 = 71%, (n35)
Female (n= 48) (2023 n=55) (2022 n= 56) (2021 n= 52) (2020 n= 69)	**2024 = 77% (n37)** 2023 = 69% (n38) 2022 = 71% (n40) 2021 = 61% (n33) 2020 = 67% (n46)	**2024 = 85% (n41)** 2023 = 90% (n48) 2022 = 86% (n48) 2021 = 80%, (n41) 2020= 64%, (n44)	**2024 = 83% (n40)** 2023 = 78% (n35) 2022 = 82% (n46) 2021 = 81%, (n42) 2020 = 72%, (n50)

Year 3 (48%) (n= 7) (2023 n=11) (2022 n = 11)) (2021 n= 21) (2020 n= 21)	**2024 = 86% (n6)** 2023 = 82% (n9) 2022 = 33% (n4) 2021 = 57%, (n8) 2020 = 52%, (n11)	**2024 = 86% (n6)** 2023 = 82% (n9) 2022 = 67% (n8) 2021 = 78%, (n11) 2020 = 48%, (n10)	**2024 = 100% (7)** 2023 = 91% (n10) 2022 = 67% (n8) 2021 = 86%, (n12) 2020 = 62%, (n13)
Year 4 (65%) (n= 20) (2023 n=17) (2022 n=33) (2021 n= 29) (2020 n= 30)	**2024 = 85% (n17)** 2023 = 88% (n15) 2022 = 72% (n24) 2021 = 73%, (n21) 2020 = 83% = (n25)	**2024 = 80% (n16)** 2023 = 88% (n15) 2022 = 73% (n24) 2021 = 64%, (n19) 2020 = 61% = (n19)	**2024 = 80% (n16)** 2023 = 65% (n11) 2022 = 60% (n20) 2021 = 62% (n18) 2020 = 90%, (n27)
Year 5 (70%) (n= 20) (2023 n=35) (2022 n=26) (2021 n= 25) (2020 n=21)	**2024 = 55% (n11)** 2023 = 46% (n16) 2022 = 69% (n18) 2021 = 62%, (n12) 2020 = 38%, (n8)	**2024 = 85% (n17)** 2023 = 91% (n32) 2022 = 93% (n24) 2021 = 48% (n12) 2020 = 43%, (n9)	**2024 = 75% (n15)** 2023 = 68% (n24) 2022 = 89% (n23) 2021 = 96%, (n 24) 2020 = 62%, (n13)
Year 6 (80%+) (n= 34) (2023 n=30) **(**2022 n=24) (2021 n= 21) (2020 n= 46)	**2024 = 85% (n29)** 2023 = 80% (n24) 2022 =91% (n22) 2021 = 62% (n13) 2020 83%, (n38)	**2024 = 82% (n28)** 2023 = 87% (n26) 2022 = 100% (n24) 2021 = 81%, (n17) 2020 = 76%, (n35)	**2024 = 65% (n22)** 2023 = 80% (n24) 2022 = 88% (n21) 2021 = 62%, (n13) 2020 = 69%, (n32)

Commentary:

- The students in English Medium that have been at Rānui School for 3 years and more do better than the "Whole" number of students in English Medium in every cohort.
- Māori are close to their year group progression in all 3 areas
- Both Pasifika and Asian meet their Year group progression targets in Maths and Reading
- NZ European meet their Year group progression targets in all 3 areas
- Maths Y5 drop from 88% in 2023 to 55% in 2024
- Each year Maths in Y5 cohorts shows drop
- Reading is the strongest area with 84% of the students meeting their Year group progression targets
- Maths and Writing areas are close to expectation of students meeting their Year group progression targets
- Females do better than males in both Reading and Writing
- Generally and historically males are below their Year group progression targets in Writing
- Y3 and Y4 meet their Year group progression targets in all three areas
- Generally and Historically Y5 Maths shows a drop from year to year
- Y6 2024 Writing 65% has not made significant gain from Y5 2023 Writing

Actions to lift 2024 achievement and review towards 2025

Maori Medium - Pānui/Tuhituhi/Pangarau

In 2025 we will continue to focus on continued teacher development with Aromatawai o te ako mō te ako. Areas of learning will include clarity of learning by the teachers with students and learner focused relationships. 2/6 teachers are new to the whānau and to this professional development, buddy learning is a model adapted in 2023 along with possible wānanga across the kāhui Ako.;

- Use the Kāhui Ako pāngarau profiles to monitor and explicitly teach pāngarau, pānui and tuhi across TWK
- Follow the pedagogy of Aromatawai (Learning intention, Why? modelling, peer /self assessment, evaluation) along with kōrero (te reo Māori)
- Buddy learning with Aromatawai o te ako mō te ako, sharing practices, observing, discussing and conducting practice analysis conversations with the aim of achieving consistency across the whānau with pāngarau, pānui and tuhi.
- Unpack Pāngarau with a M.O.E Specialist as a part of the Kāhui Ako
- Continue the Rangaranga Reo ā Tā journey with K.I.S.S Education
- Middle and Senior management shadowing the external PLD so they can support the kaiako
- Continue to provide targeted inclusive programmes for students that need extra support
- Look into new assessment practice that M.O.E have
- Review Reporting and align with new curriculum

2025 Target Groups

Y5 Pāngarau - Figure out reasoning historical regression
Y4-6 Tuhituhi
Females in Pāngarau

English Medium - Reading/Writing/Mathematics

In 2025 we will be continuing our journey of developing teacher knowledge in practice in reading, writing and mathematics with an RBL approach.We will do this by -

- Continuing RBL peer observations and coaching conversations in the Junior School This will support each kaiako to be aware of and have deeper understanding of the RBL profiles and support them to have understanding of their own practice.
- Unpack Mathematics Curriculum on TOD with Kāhui Ako
- Implement Prime Mathematics through English Medium
- Y1-3 continue implementing BSLA
- Y4-6 start BSLA journey
- Middle and Senior management shadowing the external PLD so they can support the kaiako
- NorthEast PLG Hui in whanau teams to focus and support teacher practice (RBL) through using student data or Termly Data analysis hui
- Continue to provide targeted inclusive programmes for students that need extra support.
- Review Reporting and align with new curriculum
- Implement new assessment practices (P.A.T and Phonic Check)

2025 Target Groups

Y2 and Y3 reading
Y5 Maths - Figure out reasoning historical regression
Monitoring Y5 and 6 Maths
Māori Reading
Males Literacy