2023 End of Year Achievement Data and Cohort Comparative Data: 2022 / 2023

Both summative testing and formative assessments were used by teachers to determine where students were achieving in relation to the Expected levels in the NZ Curriculum.

Data was then collated to produce the following tables and allow for comparision with the previous year.

All students, including Additional Needs students, ORS, those on RTLB, RTLit rolls, ESOL, LLI, target students are included in the data.

Year Zero students have not been included.

The data has been given to the staff for analysis and comment. This has been discussed in light of next steps for 2024 and the setting of targets for 2024.

It should be noted that due to our small numbers, the addition or loss of even one student can have a marked effect on % rates.

Over 2023 there was a net gain of 5 students (not including our Year Zero.) 10 Loss, 38 gain. The loss of students at the end of Year Six impacts

the following years. In 2022 15 Year 6 students left for other schools including:Tuakau college (Yr 7 - 13), Pukekohe Intermediate, and private schools.

A further 19 students moved on to colleges at the end of 2022 while a further 8 students from other year groups moved away from the area.

Mathematics: Total for School At or Above - 79%   2022 -79%

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	19	8%	28	12%	134	59%	45	20%	226
Māori	8	15%	15	28%	27	51%	3	6%	53
Pasifika			4	44%	5	56%			9
NZ European	10	8%	5	4%	87	65%	31	23%	133
Other	1	3%	4	13%	15	48%	11	36%	31
Male	12	11%	14	12%	57	49%	33	28%	116
Female	7	6%	14	13%	77	70%	12	11%	110

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 1					26	74%	9	26%	35
End of Year 2			6	24%	13	52%	6	24%	25
End of Year 3	1	3%	5	14%	19	53%	11	31%	36
End of Year 4			2	7%	24	80%	4	13%	30
End of Year 5	5	14%	7	19%	19	51%	6	16%	37

	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Total Number
End of Year 6	4	13%	3	10%	22	71%	2	6%	31
End of Year 7	4	27%	1	7%	4	27%	6	40%	15
End of Year 8	5	29%	4	24%	7	41%	1	6%	17

Mathematics: Ethnicity / Gender Comparative Data - At or Above: 2022 / 2023

	2022		2023			No. of student	%		
All Students	173 / 221	79%	179 / 226	79%		Gain 5 students			
Maori Students	34 / 51	67%	30 / 53	57%		Gain 2 students	Loss 10%		
Pasifika Students	4 / 5	80%	5 / 9	56%		Gain 4 students	Loss 4 %		
NZ European	115 /140	82%	118 / 133	88%		Loss 7 studets	Gain 6 %		
Other Students	20 / 25	80%	26 / 31	84%		Gain 6 students	Gain 4 %		
Male Students	85 /112	76%	90 / 116	77%		Gain 4 students	Gain 1 %		
Female Students	88 / 108	81%	89 / 110	81%		Gain 2 students			

Mathematics Cohort Comparative Data - At or Above: 2022 / 2023

	2022		2023					
			2023 Yr 1 Cohor	35 / 35	100%			
2022 Year 1 Cohort	23 / 24	96%	2023 Yr 2 Cohor	19 / 25	76%	Gain 1 student	Loss 20%	
2022 Year 2 Cohort	27 / 33	82%	2023 Yr 3 Cohor	30 / 36	84%	Gain 3 students	Gain 2%	
2022 Year 3 Cohort	25/ 32	78%	2023 Yr 4 Cohor	28 / 30	93%	Loss 2 students	Gain 15%	
2022 Year 4 Cohort	26 / 33	79%	2023 Yr 5 Cohor	25 / 37	67%	Gain 4 students	Loss 12%	
2022 Year 5 Cohort	25 / 33	76%	2023 Yr 6 Cohor	24 / 31	77%	Loss 2 students	Gain 1%	
2022 Year 6 Cohort	26 / 30	87%	2023 Yr 7 Cohor	10 / 15	67%	Loss 15 studen	Loss 20%	
2022 Year 7 Cohort	10 / 17	59%	2023 Yr 8 Cohor	8 / 17	47%		Loss 12%	
2022 Year 8 Cohort	1 / 19	58%						

Writing: Total for School At or Above - 69%   2022 -72%

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	26	12%	44	19%	141	62%	15	7%	226
Māori	14	26%	12	23%	25	47%	2	4%	53
Pasifika	2	22%	2	22%	5	56%			9
NZ European	7	5%	24	18%	91	68%	11	8%	133
Other	3	10%	6	19%%	20	65%%	2	6%%	31
Male	19	16%	26	22%	63	54%	8	7%	116
Female	7	6%	18	16%	78	71%	7	6%	110

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 1			2	6%	33	94%			35

	Well below Number	Well below Proportion	Below Number	Below Proportion	At Number	At Proportion	Above Number	Above Proportion	Total Number
End of Year 2			2	8%	17	68%	6	24%	25
End of Year 3	4	11%	3	8%	25	69%	4	11%	36
End of Year 4			9	30%	21	70%			30
End of Year 5	8	22%	12	32%	15	41%	2	5%	37
End of Year 6	5	16%	9	29%	17	55%			31
End of Year 7	3	20%	2	13%	7	47%	3	20%	15
End of Year 8	6	35%	5	29%	6	35%			17

Writing: Ethnicity / Gender Comparative Data - At or Above: 2022 / 2023

	2022		2023			No. of student	%		
All Students	159 / 221	72%	156 / 226	69%		Gain 5 students	Loss 3%		
Maori Students	27 / 51	53%	27 / 53	51%		Gain 2 students	Loss 2%		
Pasifika Students	5 / 5	100%	5 / 9	56%		Gain 4 students	Loss 44%		
NZ European	111 /140	79%	102 / 133	76%		Loss 7 students	Loss 3%		
Other Students	17 / 25	68%	22 / 31	71%		Gain 6 students	Gain 3%		
Male Students	72 /112	71%	71 / 116	61%		Gain 4 students	Loss 10%		
Female Students	87 / 108	77%	85 / 110	77%		Gain 2 students	Same		

Writing Cohort Comparative Data - At or Above: 2022 / 2023

			2023 Yr 1 Cohor	23 / 35 94%			
2022 Year 1 Cohort	23 / 24	96%	2023 Yr 2 Cohor	23 / 25 82%		Gain 1 student	Loss 14%
2022 Year 2 Cohort	28 / 33	85%	2023 Yr 3 Cohor	29 / 36 80%		Gain 3 students	Loss 5%
2022 Year 3 Cohort	22/ 32	69%	2023 Yr 4 Cohor	21 / 30 70%		Loss 2 students	Gain 1%
2022 Year 4 Cohort	20 / 33	61%	2023 Yr 5 Cohor	17 / 37 46%		Gain 4 students	Loss 15%
2022 Year 5 Cohort	22 / 33	67%	2023 Yr 6 Cohor	17 / 31 55%		Loss 2 students	Loss 12%
2022 Year 6 Cohort	24 / 30	80%	2023 Yr 7 Cohor	10 / 15 67%		Loss 15 studen	Loss 13%
2022 Year 7 Cohort	9 / 17	53%	2023 Yr 8 Cohor	6 / 17 35%			Loss 18%
2022 Year 8 Cohort	11 / 19	58%					

Reading: Total for School At or Above - 77%   **2022 -73%**

Reading	**Well below**		**Below**		**At**		**Above**		**Total**
	Number	**Proportion**	**Number**	**Proportion**	**Number**	**Proportion**	**Number**	**Proportion**	**Number**

	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Total Number
All students	20	9%	33	15%	135	60%	38	17%	226
Māori	8	15%	15	28%	26	49%	4	8%	53
Pasifika	2	22%	2	22%	5	56%	0		9
NZ European	6	5%	12	9%	87	65%	28	21%	133
Other	4	12%	4	12%	17	56%	6	19%	31
Male	15	13%	17	15%	58	50%	26	22%	116
Female	5	5%	16	15%	77	70%	12	11%	110

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 1			6	17%	29	83%			35
End of Year 2	2	8%	1	4%	13	52%	9	36%	25
End of Year 3	4	11%	5	14%	17	47%	10	28%	36
End of Year 4	1	3%	2	7%	23	77%	4	13%	30
End of Year 5	2	5%	9	24%	18	49%	8	22%	37
End of Year 6	3	10%	5	16%	22	71%	1	3%	31
End of Year 7	3	20%	1	7%	7	47%	4	27%	15
End of Year 8	5	29%	4	24%	6	35%	2	12%	17

Reading: Ethnicity / Gender Comparative Data - At or Above: 2022 / 2023

	2022		2023			No. students	%
All Students	163 / 221	73%	173 / 226	79%		Gain 5 students	Gain 6%
Maori Students	29 / 51	57%	30 / 53	57%		Gain 2 students	
Pasifika Students	4 / 5	80%	5 / 9	56%		Gain 4 students	Loss 24%
NZ European	111 /140	79%	115 / 133	86%		Loss 7 studets	Gain 7%
Other Students	19 / 25	76%	23 / 31	75%		Gain 6 students	Loss 1%
Male Students	79 /112	71%	84 / 116	72%		Gain 4 students	Gain 1 %
Female Students	84 / 108	77%	89 / 110	81%		Gain 2 students	Gain 4%

Reading Cohort Comparative Data - At or Above: 2022 / 2023

			2023 Yr 1 Cohor	29 / 35	83%		
2022 Year 1 Cohort	19 / 24	79%	2023 Yr 2 Cohor	22 / 25	88%	Gain 1 student	Gain 9%
2022 Year 2 Cohort	26 / 33	79%	2023 Yr 3 Cohor	27 / 36	75%	Gain 3 students	Loss 4%
2022 Year 3 Cohort	23/ 32	72%	2023 Yr 4 Cohor	27 / 30	90%	Loss 2 students	Gain 8%
2022 Year 4 Cohort	24 / 33	73%	2023 Yr 5 Cohor	26 / 37	71%	Gain 4 students	Loss 2%
2022 Year 5 Cohort	23 / 33	70%	2023 Yr 6 Cohor	23 / 31	74%	Loss 2 students	Gain 4%
2022 Year 6 Cohort	26 / 30	87%	2023 Yr 7 Cohor	11 / 15	74%	Loss 15 studen	Loss 13%

2022 Year 7 Cohort	10 / 17	58%	2023 Yr 8 Cohor	8 / 17	47%		Loss 11%	
2022 Year 8 Cohort	12 / 19	63%						

ANALYSIS

We have seen more transient students over 2023. A number of these students, on enrolment, have been achieving significantly below expected curriculum levels and their classmates of the same year level.

Higher rates of absenteeism and gaps in attendance have also been impacting factors for students who have not made the expected progress.

Over 2023 the school was required to handle a number of staff changes and absenteeism due to major health issues of several teachers. Understand these had an impact on the consistency of some class programmes.

Mathematics: Even though the cohorts were different between 2022 and 2023 the Mathematics Data overall remained the same - 79% achieving at or above the expected curriculum level. There was a slight drop in our Maori student data as well as our Pasifika data (although this was a small group.) The differ between these groups and NZ European and Other Ethnic groups was also evident and staff are aware of the need to address the issues associated this disparity e.g. attendance, retention of mathematical knowledge and basic fact/place value understanding.

There was little difference between our boys and girls data overall. Year 5 is an area of concern with some of the difficulties Covid absence during formative years has caused where early learning gaps are still evident and needing to be filled for a number of students.

during 2024.

In 2023 we began unpacking the draft revised Mathematics Curriculum and this work will continue in 2024 with upskilling teachers in knowledge of this the use of effective teaching strategies in Mathematics.

Writing: There has been a slight drop in overall achievement in writing. This can be attributed to a change in the cohorts as well as a lifting of expectations of teachers, particularly at the curriculum change levels, i.e. between 2 & 3, and 3 & 4. Teachers have worked with PACT and moderation of writing samples to ensure consistency of a common understanding of levels and the progression, across the school.

Writing is an area that we are continually working on to build Best Practice within the school. Regular staff meetings are used to upskill staff and we have employed a facilitator to work with us in this area. We are also planning to resource a writing tool for older students to lift both engagement and achievement levels.

In order to lift achievement in spelling we will have groups working on the AWS programme with trained teacher aides supporting small groups of students.

Structured literacy and phonics learning will also be increased throughout the school, but in particular in our junior school to lift achievement levels at future levels.

Reading: Although the cohorts are different, the indication is that there is a slight improvement in overall achievement of students. The percentage of our Maori and Pasifika students is still below that of their NZ European cohorts. Our female cohort is operating slightly higher than the male cohort.

As with writing, plans to continually lift achievement in reading are ongoing where target students are identified and tier 2 and 3 initiatives put into place to address needs.