

Buckland School
2024 End of Year Data and Cohort Comparative Data: 2023 / 2024

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

Data was then collated to produce the following tables and allow for comparison 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 2025 and the Refreshed curriculum. It has also been used for the setting of targets and the identification of groups of students and individuals who need to be targetted for 2025.

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 2024 there was a net loss of one student (not including our Year Zero.) however there were a number of changes to our year levels due to movement in and out of the school. The loss of a large number of students at the end of Year Six impacts on the following years. In 2023 17 Year 6 students left for other schools including: Tuakau college (Yr 7 - 13), Pukekohe Intermediate, and private schools.

A further 17 students moved on to colleges at the end of 2023 while a further 7 students from other year groups moved away from the area.

Mathematics: Total for School At or Above - 2024 - 82%

2023 - 79%

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	13	6%	26	12%	127	56%	59	26%	225
Māori	7	13%	14	26%	26	49%	6	11%	53
Pasifika	1	13%	2	25%	4	50%	1	13%	8
NZ European	4	3%	10	8%	79	59%	40	30%	133
Other - Asian /MELAA	1	3%			18	58%	12	39%	31
Male	9	8%	12	10%	55	47%	42	36%	118
Female	4	4%	14	13%	72	67%	17	16%	107

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	

End of Year 1					26	72%	10	28%	36
End of Year 2			2	6%	22	63%	11	31%	35
End of Year 3	1	4%	3	13%	13	57%	6	1%	23
End of Year 4	1	3%	8	21%	20	53%	9	24%	38
End of Year 5	1	3%	5	16%	19	59%	7	22%	32
End of Year 6	4	12%	3	9%	18	53%	9	26%	34
End of Year 7	3	21%	2	14%	8	57%	1	7%	14
End of Year 8	3	23%	3	23%	1	8%	6	46%	13

Mathematics: Ethnicity / Gender Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
All Students	179 / 226	79%	186/225	82%	Loss 1 student	Gain 3%
Maori Students	30 / 53	57%	32/53	60%	Same number	Gain 3%
Pasifika Students	5 / 9	56%	5/8	63%	Loss 1 student	Gain 7%
NZ European	118 / 133	88%	119/133	89%	Same number	Gain 1%
Other Students	26 / 31	84%	30/31	97%	Same number	Gain 13%
Male Students	90 / 116	77%	97/118	83%	Gain 2 student	Gain 6%
Female Students	89 / 110	81%	89/107	83%	Loss 3 student	Gain 2%

Mathematics Cohort Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
2023 Yr 1 Cohort	35 / 35	100%	24 Yr 1 Cohort	36/36	100%	Same number
2023 Yr 2 Cohort	19 / 25	76%	24 Yr 2 Cohort	33/35	94%	Loss 2 student
2023 Yr 3 Cohort	30 / 36	84%	24 Yr 3 Cohort	19/23	58%	Loss 18%
2023 Yr 4 Cohort	28 / 30	93%	24 Yr 4 Cohort	29/38	77%	Gain 2 student
2023 Yr 5 Cohort	25 / 37	67%	24 Yr 5 Cohort	26/32	81%	Loss 12%
2023 Yr 6 Cohort	24 / 31	77%	24 Yr 6 Cohort	27/34	79%	Loss 3 student
2023 Yr 7 Cohort	10 / 15	67%	24 Yr 7 Cohort	9/14	64%	Loss 17 student
2023 Yr 8 Cohort	8 / 17	47%	24 Yr 8 Cohort	7/13	54%	Loss 13%

Writing: Total for School At or Above - 2024 - 78%

2023 - 69%

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	17	8%	31	14%	140	62%	37	16%	225
Māori	10	19%	9	17%	31	58%	3	6%	53
Pasifika			3	38%	4	50%	1	13%	8
NZ European	6	5%	17	13%	83	62%	27	20%	133
Other - Asian/MELAA	1	3%	2	6%	22	71%	6	19%	31
Male	11	9%	24	20%	67	57%	16	14%	118
Female	6	6%	7	7%	73	68%	21	20%	107

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 1			1	3%	28	78%	7	19%	36
End of Year 2			6	17%	21	60%	8	23%	35
End of Year 3	1	4%	1	4%	15	65%	6	26%	23
End of Year 4	3	8%	2	5%	31	82%	2	5%	38
End of Year 5	1	3%	11	34%	18	56%	2	6%	32
End of Year 6	4	12%	8	24%	14	41%	8	24%	34
End of Year 7	5	36%	1	7%	7	50%	1	7%	14
End of Year 8	3	23%	1	8%	6	46%	3	23%	13

Writing: Ethnicity / Gender Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
All Students	156 / 226	69%	177 / 225	78%	Loss 1 student	Gain 9%
Maori Students	27 / 53	51%	34 / 53	64%	Same number	Gain 13%
Pasifika Students	5 / 9	56%	5 / 8	63%	Loss 1 student	Gain 7%
NZ European	102 / 133	76%	110 / 133	82%	Same number	Gain 6%
Other Students	22 / 31	71%	28 / 31	90%	Same number	Gain 19%
Male Students	71 / 116	61%	83 / 118	71%	Gain 2 student	Gain 10%
Female Students	85 / 110	77%	94 / 107	88%	Loss 3 student	Gain 11%

Writing Cohort Comparative Data - At or Above: 2023/ 2024

		2024	No. of students	Ach. change
		24 Yr 1 Cohort	35/36 97%	
2023 Yr 1 Cohort	23 / 35 94%	24 Yr 2 Cohort	29/35 83%	Same number Loss 11%
2023 Yr 2 Cohort	23 / 25 82%	24 Yr 3 Cohort	21/23 91%	Loss 2 student Gain 9%
2023 Yr 3 Cohort	29 / 36 80%	24 Yr 4 Cohort	33/38 87%	Gain 2 student Gain 7%
2023 Yr 4 Cohort	21 / 30 70%	24 Yr 5 Cohort	20/32 62%	Gain 2 student Loss 8%
2023 Yr 5 Cohort	17 / 37 46%	24 Yr 6 Cohort	22/34 65%	Loss 3 student Gain 19%
2023 Yr 6 Cohort	17 / 31 55%	24 Yr 7 Cohort	8/14 57%	Loss 17 student Gain 2%
2023 Yr 7 Cohort	10 / 15 67%	24 Yr 8 Cohort	9/13 69%	Loss 2 student Gain 2%
2023 Yr 8 Cohort	6 / 17 35%			

Reading: Total for School At or Above - 2024 - 82%

2023 - 79%

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	15	7%	26	12%	122	54%	62	28%	225
Māori	7	13%	8	15%	31	58%	7	13%	53
Pasifika	1	13%	2	25%	4	50%	1	13%	8
NZ European	6	5%	11	8%	74	56%	42	32%	133
Other - Asian/MELAA	1	3%	5	16%	13	42%	12	39%	31
Male	12	10%	15	13%	59	50%	32	27%	118
Female	3	3%	11	10%	63	59%	30	28%	107

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
End of Year 1			5	14%	24	67%	7	19%	36
End of Year 2			3	9%	24	69%	8	23%	35
End of Year 3	2	9%	1	4%	11	48%	9	39%	23
End of Year 4	4	11%	1	3%	25	66%	8	21%	38
End of Year 5			7	22%	17	53%	8	25%	32
End of Year 6	3	9%	3	9%	14	41%	14	41%	34

End of Year 7	4	29%	4	29%	5	36%	1	7%	14
End of Year 8	2	15%	2	15%	2	15%	7	54%	13

Reading: Ethnicity / Gender Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
All Students	173 / 226	79%	184/225	82%	Loss 1 student	Gain 3%
Maori Students	30 / 53	57%	37/53	71%	Same number	Gain 14%
Pasifika Students	5 / 9	56%	5/8	63%	Loss 1 student	Gain 7%
NZ European	115 / 133	86%	116/133	87%	Same number	Gain 1%
Other Students	23 / 31	75%	25/31	81%	Same number	Gain 6%
Male Students	84 / 116	72%	91/118	77%	Gain 2 student	Gain 5%
Female Students	89 / 110	81%	93/107	87%	Loss 3 student	Gain 6%

Reading Cohort Comparative Data - At or Above: 2023 / 2024

	2023		2024		No. of students	Ach. change
2023 Yr 1 Cohort	29 / 35	83%	24 Yr 1 Cohort	31/36	86%	
2023 Yr 2 Cohort	22 / 25	88%	24 Yr 2 Cohort	32/35	92%	Same number Gain 9%
2023 Yr 3 Cohort	27 / 36	75%	24 Yr 3 Cohort	20/23	87%	Loss 2 student Loss 1%
2023 Yr 4 Cohort	27 / 30	90%	24 Yr 4 Cohort	33/38	87%	Gain 2 student Gain 12%
2023 Yr 5 Cohort	26 / 37	71%	24 Yr 5 Cohort	25/32	78%	Gain 2 student Loss 12%
2023 Yr 6 Cohort	23 / 31	74%	24 Yr 6 Cohort	28/34	82%	Loss 3 student Gain 11%
2023 Yr 7 Cohort	11 / 15	74%	24 Yr 7 Cohort	6/14	43%	Loss 17 student Loss 31%
2023 Yr 8 Cohort	8 / 17	47%	24 Yr 8 Cohort	9/13	69%	Loss 2 student Loss 5%

ANALYSIS

Generally we saw a slight gain of percentages of students achieving at or above curriculum levels based on the existing curriculum. It will be interesting to note any changes in 2025 with expectations of the Refreshed Curriculums in English and Mathematics.

Transient students continue to be an issue with a number of these students, on enrolment, achieving significantly below expected curriculum levels and those of their classmates of the same year level.

Absenteeism and gaps in attendance are also factors that impact on student progress and achievement.

The loss of a large number of students at the end of 2023, including 17 Year 6 students, also impacted results.

Mathematics: Even though the cohorts were different between 2023 and 2024 the Mathematics Data overall remained similar - 2023 - 79% 2024 - 82% at or above the expected curriculum level. There was a slight rise in our Maori student data as well as our Pasifika data (although this was a slight decrease). The difference between these groups and NZ European and Other Ethnic groups was also evident and staff are aware of the need to address issues associated with this disparity e.g. attendance, retention of mathematical knowledge and basic fact/place value understanding. There was no difference between our boys and girls data overall. We have seen a slight improvement in our groups that were impacted hugely by Covid absence during their formative years where early learning gaps have started to be filled for a number of students. During 2024 we continued to unpack the draft Refreshed Mathematics Curriculum and are looking forward to implementing this in 2025.

Writing: There has been a slight increase in overall achievement in writing. This can be attributed to the ongoing work of teachers around provision of programmes. Teachers have continued to work together with the PACT to moderate writing samples to identify individual and group areas of need. 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. We also resourced a writing tool for older students to lift both engagement and achievement and intend to extend this use in 2025. In order to lift achievement in spelling we had groups working on the AWS programme with trained teacher aides supporting small groups of students. Structured literacy and phonics learning was also increased throughout the school, but in particular in our junior school to lift achievement levels in future years. This was supported by a PLD facilitator and we hope to continue with this in 2025.

Reading: Although the cohorts were different, the indication was that there was a slight improvement of the numbers of students achieving at or above achievement levels. The percentage of our Maori and Pasifika students achieving at or above is still below that of their NZ European cohort although some improvement in our Maori student numbers is evident. 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.