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 Sc	hool At or A	4bove - 79%	6		2	022 -79%		
Matha	Well	below	Be	low		At	Ab	ove	Total
Maths	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	Well below		Below		At		ove	Total	
Wattis	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	

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: Ethnic	city / Gender (Comparative [Data - At or Abo	ove: 2022/20	23					
	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				
NZ European	115 /140 82%		118 / 133 88%			Loss 7 studets				
Other Students	20 / 25 80%		26 / 31 84%			Gain 6 students				
Male Students	85 /112 76%		90 / 116 779			Gain 4 students				
Female Students	88 / 108 81%		89 / 110 819			Gain 2 students	S			
Mathematics Cohort	t Comparative	Data - At or A								
			2023 Yr 1 Cohor							
2022 Year 1 Cohort	23 / 24 96%		2023 Yr 2 Cohor			Gain 1 student				
2022 Year 2 Cohort	27/33 82%		2023 Yr 3 Cohor			Gain 3 students				
2022 Year 3 Cohort	25/32 78%		2023 Yr 4 Cohor			Loss 2 students	Gain 15%			
2022 Year 4 Cohort	26/33 79%		2023 Yr 5 Cohor			Gain 4 students				
2022 Year 5 Cohort	25/33 76%		2023 Yr 6 Cohor			Loss 2 students	Gain 1%			
2022 Year 6 Cohort	26/30 87%		2023 Yr 7 Cohor			Loss 15 studer	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 S	School At or	Above - 69%			2022 -72	2%				
Writing	Well	below	Bel	ow		At	Abo	ove	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	
	Well	below	Bel	ow		At	Abo	ove	Total	
Writing	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	

2022 Year 1 Cohort 23 / 24 96% 2023 Yr 2 Cohor 23 / 25 82% Gain 1 student Loss 14%		Writing Cohort Co	mparative Data	- At or Above	: 2022 / 2023							
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		Writing Cohort Co	mparative Data	- At or Above	: 2022 / 2023							
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		2022 Year 1 Cohort	23 / 24 96%	- At or Above	2023 Yr 1 Cohor 2023 Yr 2 Cohor	23/25 82%						
2022 Year 3 Cohort 22/32 69% 2023 Yr 4 Cohor 21 / 30 70% Loss 2 students Gain 1%				- At or Above	2023 Yr 1 Cohor	23 / 25 82% 29 / 36 80%						
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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	

Peoding	Well	below	Bel	ow		At	Abo	ove	Total
Reading	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

	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%	
Vale 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 Coł	nort 10 / 1	7 58%	2023	Yr 8 Cohor	8/17 47%			Loss 11%			
2022 Year 8 Col	nort 12 / 1	9 63%									
					Ľ		·	L			
ANALYSIS											
					per of these stude	ents, on enro	lment, have be	en achieving s	ignificantly belo	ow expected curri	culum
			f the same year le								
			and gaps in atten								
						d absenteeis	m due to majo	health issues	of several teac	hers. Understand	
	these had an	impact on the	consistency of so	me class pr	ogrammes.						
Mathematics:	Even though th	e cohorts wer	e different betwee	en 2022 and	2023 the Mather	natics Data c	overall remaine	d the same - 7	9% achieving a	at or above the	
										group.) The differ	
										sues associated	
			retention of math		• •						
									culties Covid at	sence during for	native
			y learning gaps a							
	luring 2024.		5 5 5 1		0						
		an unpacking	the draft revised I	Mathematics	Curriculum and	this work will	continue in 20	24 with upskilli	ng teachers in	knowledge of this	
			trategies in Math						3		
Writing: T	here has beer	a slight drop	n overall achieve	ment in writi	ng. This can be a	attributed to a	a change in the	cohorts as we	II as a lifting of	expectations of	
										ion of writing sam	ples to
			non understandin							Ŭ	
								aff meetings a	re used to upsl	kill staff and we ha	ave
										gement and achie	
	evels.						0			,	
		chievement in	spelling we will h	ave groups	working on the A	WS program	me with trained	l teacher aides	supporting sm	all groups of stud	lents.
										vement levels at fu	
			<u> </u>		<u> </u>	,		,			
Reading: A	Ithough the co	horts are diffe	rent, the indicatio	n is that the	re is a slight impr	ovement in c	verall achiever	nent of student	ts. The percen	tage of our Maori	and Pasifika
S	tudents is still	below that of t	heir NZ European	cohorts. O	ur female cohort	is operating	slightly higher t	han the male c	ohort.		
A	s with writing,	plans to contir	nually lift achieven	nent in read	ng are ongoing w	here target	students are id	entified and tier	r 2 and 3 initiati	ives put into place	e to
a	ddress needs		-			-				· ·	