



Mathematics Achievement Data 2024 - Cohort A

| Maths | 2024 Mid | 2024 End | 2025 Mid | 2025 End | 2026 Mid | 2026 End |
|--------------|----------|----------|----------|----------|----------|----------|
| All | 36% | 91% | | | | |
| Māori | 27% | 72% | | | | |
| Pakeha | 9% | 18% | | | | |
| Pacific | NA | NA | | | | |
| Other ethnic | NA | NA | | | | |
| Boys | 22% | 45% | | | | |
| Girls | 14% | 27% | | | | |

OTJs = Basic facts, Strands, JAM - GLoSS, ALiM, E-asTTle (Y4 - 6)

Increased 54% of Cohort A have raised achievement over the terms 2 and 4

Cohort A Māori are performing 45% above their small European ethnic group because the population of students are less.

Year 2, 3, 4 students have a significant growth and boys seen here are performing above the girls.

This data measures the same cohort of 22 students across terms 2 and term 4.

Effective achievement has been supported with accelerated learning in mathematics for Years 4, 5 and recent Years 2, 3, 4 received explicit teaching to address their needs.

We have teacher aides attached to individuals or groups that supplement their needs through shared teacher planning.

Mathematics Achievement Data 2024 - Cohort B

| Maths | 2024 Mid | 2024 End | 2025 Mid | 2025 End | 2026 Mid | 2026 End |
|--------------|----------|----------|----------|----------|----------|----------|
| All | 36% | 92% | | | | |
| Māori | 27% | 75% | | | | |
| Pakeha | 9% | 17% | | | | |
| Pacific | NA | NA | | | | |
| Other ethnic | NA | NA | | | | |
| Boys | 22% | 50% | | | | |
| Girls | 14% | 37.5% | | | | |

OTJs = Basic facts, Strands, JAM - GLoSS, ALiM, E-asTTle (Y4 - 6)

Cohort A in term 2 increased to additional two students in term 4 and achieved. Did not show much difference for the raised number of students.

However 9% students in **Cohort A & B** during term 2 were the same students recorded below in term 4. These students are neuro-diverse who received RTLB assistance to address these needs. Ministry learning support has been applied for the other student.



Writing Achievement Data Cohort A 2024

| Writing | 2024 Mid | 2024 End | 2025 Mid | 2025 End | 2026 Mid | 2026 End |
|--------------|----------|----------|----------|----------|----------|----------|
| All | 84% | 89% | | | | |
| Māori | 68% | 68% | | | | |
| Pakeha | 16% | 21% | | | | |
| Pacific | NA | NA | | | | |
| Other ethnic | NA | NA | | | | |
| Boys | 42% | 47% | | | | |
| Girls | 42% | 42% | | | | |

Writing = Moderation, non-word, spelling, portfolio writing examples, ALL, BSLA

Cohort A of the same students' achievements were measured across term 2 and term 4.

The achievement of one student in Year 4 made progress and is shown in the increase of the same Pakeha ethnicity and gender origin.

The two students who have not made progress received daily 1:1 teacher aide assistance and explicit instruction for writing with phonics in structured literacy. The senior teacher participated in teaching accelerated learning in a literacy course with consonants and vowels. One is neurodiverse and the other student received RTLB and is on the waitlist for Resource teaching of literacy.

Writing Achievement Data Cohort B 2024

| Writing | 2024 Mid | 2024 End | 2025 Mid | 2025 End | 2026 Mid | 2026 End |
|--------------|----------|----------|----------|----------|----------|----------|
| All | 84% | 83% | | | | |
| Māori | 68% | 71% | | | | |
| Pakeha | 16% | 17% | | | | |
| Pacific | NA | NA | | | | |
| Other ethnic | NA | NA | | | | |
| Boys | 42% | 45% | | | | |
| Girls | 42% | 42% | | | | |

In comparison to Cohort A, Cohort B has additional student needs as the roll increased and our overall achievement rate dropped from 84% in term 2 to 83%, but is not a significant change over this period.

The student in Cohort B with needs has received 1:1 or small group teacher aid assistance and has been referred to the Ministry for support learning.



Reading Achievement Data Cohort A 2024

| Reading | 2024 Mid | 2024 End | 2025 Mid | 2025 End | 2026 Mid | 2026 End |
|--------------|----------|----------|----------|----------|----------|----------|
| All | 52% | 87.5 | | | | |
| Māori | 39% | 71% | | | | |
| Pakeha | 13% | 17% | | | | |
| Pacific | NA | NA | | | | |
| Other ethnic | NA | NA | | | | |
| Boys | 30% | 50% | | | | |
| Girls | 22% | 37.5 | | | | |

Reading = Running records, non-word, spelling, writing, reading, ALL, E-asTTle, BSLA

The cohort A group has improved significantly over terms 2 and terms 4.

Due to the larger ethnicity of Māori, there is a marked increase in achievement but the other ethnic group has growth.

Interesting that the boys have achieved above the girls although there is one more boy than girls in the ratio.

Reading Achievement Data Cohort A & B 2024

| Reading | 2024 Mid | 2024 End | 2025 Mid | 2025 End | 2026 Mid | 2026 End |
|--------------|----------|----------|----------|----------|----------|----------|
| All | 52% | 91% | | | | |
| Māori | 39% | 74% | | | | |
| Pakeha | 13% | 17% | | | | |
| Pacific | NA | NA | | | | |
| Other ethnic | NA | NA | | | | |
| Boys | 30% | 54% | | | | |
| Girls | 22% | 37.5 | | | | |

Reading = Running records, non-word, spelling, writing, reading, ALL, E-asTTle, BSLA

The next cohort B group had one additional student entering as achieving and increased the percentage from term 2 as 87.5% to 91% as Māori and male. This compares from 52% to 91%.

There were no girls in this cohort that had significant change in achievement.

The children who have not progressed are receiving a focused learning of phonics, spelling and letter sound recognition with structured literacy.

The BSLA collection of data applies to Y0 - Y3, however the Y4 - Y5 data for assessment needs to be aligned together for comparative data (e.g non-words, spelling).

Conclusion:

We are aligning ourselves to the new curriculum which is specific and has been adjusted to our earlier year levels 2024 to phases in Etap. We have recognised that this is an early attempt to make variable changes and may have impacted good results for progress over 2024.

However we have had professional guidance and improved practices in Literacy and Maths. In addition, the board has allowed an increased level of teacher aides over the span of two years averaging 1:6 students. That will change next year 2025 as a reduced staff.

I have sought professional advice from my Principal advisor and another Principal (COP) in the analysis of this data.

Report by Donna Jones December 2024 Principal