

2022 End of Year Achievement HERO Best-Fit Judgements

Ethnicity breakdown

| Ethnicity | Asian | MELLA* | NZE | Māori | Other | Pacific Peoples | Total |
|------------|-------|--------|-------|-------|-------|-----------------|-------|
| Percentage | 6.3% | 2.4% | 68.5% | 17% | 1.3% | 4.2% | |
| Number | 33 | 13 | 358 | 89 | 7 | 22 | 522 |

*Middle Eastern/African

Executive Summary (whole school)

- For context of Māori, Pacific Peoples and NZ European/Pakeha' results below, I have included results for the whole school.
- Mid to end year comparisons continue to trend downwards as in previous years.
- Comparisons across all three core subjects from end 2021, to end 2022 show a 9% decrease in students at or above in number and writing and a 2% decrease in reading. Anecdotally, local schools have also seen a dip in results this year compared to end 2021.
- Whole school **Number and Algebra** achievement is at 71% with NZE at 73%. With Māori students at 66% and Pacific People on 65%, there is a 7-8% ethnic gap.
- All year groups have a significant number of girls underachieving in Number and Algebra whilst years 5 and 7 have a significant number of underperforming boys. Overall boys achievement is at 78%, compared to girls achievement at 65%.
- Whole school **reading** achievement is at 78%, compared to NZE of 80%, Māori 74% and Pacific Peoples at 61%, showing an ethnic gap of 6 to 19%.
- Year 2,3 and 4 have a significantly lower reading achievement than the rest of the school ranging from 28-43% of children under performing.
- There is no real discrepancy between male and female achievement in reading.
- 17 students in Y1 are still working towards the expected level in reading according to Hero, but this data may have been impacted by the introduction of Structured Literacy and the fact that the Hero goals no longer match how reading is being taught. This means that some goals have not been marked off as achieved, thereby affecting the stage achieved. (Other assessments are being used and we are currently investigating how to match this with Hero) Anecdotal evidence suggests that 8 of these 17 children are actually achieving at the expected level which represents approximately 2%, making our whole school achievement level 80%, matching 2021.
- **Writing** achievement across the school has dropped 9% compared to 2021. This compares to an 8% decrease in Māori achievement. (Pacific Peoples writing has dropped by 21%).
- Writing achievement is significantly below expectation in all year groups for boys except Y2 and Y6. Girls achievement in writing is lower than expectation in particular in years 1,3,4 and 7. Overall, 63% of boys are achieving at expected level compared to 77% of girls.
- 13 students in Y1 are still working towards the expected level in writing according to Hero, but this data may also have been impacted by the introduction of Structured

Literacy and the fact that the Hero goals may no longer match how writing is being taught. Anecdotal evidence suggests that 3 of these children are actually achieving at the expected level, but this only represents approximately 0.5%, making no impact on our whole school achievement level of 70%.

Whole school Number and Algebra overtime

| Counts | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|----------------|------------|----------------|----------------|
| Above | 72 | 77 | 79 | 67 |
| At | 275 | 252 | 295 | 289 |
| Below | 37 | 80 | 79 | 141 |
| Well below | 0 | 0 | 0 | 2 |
| Total at or above | 347 out of 384 | 329 out of | 374 out of 453 | 356 out of 499 |
| Percentage at or above | 90% | 80% | 83% | 71% |

Whole school Reading overtime

| Counts | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|----------------|----------------|----------------|----------------|
| Above | 129 | 77 | 135 | 106 |
| At | 192 | 252 | 213 | 244 |
| Below | 58 | 80 | 66 | 88 |
| Well below | 5 | 0 | 8 | 11 |
| Total at or above | 321 out of 384 | 329 out of 409 | 348 out of 422 | 350 out of 449 |
| Percentage at or above | 84% | 80% | 83% | 78% |

Whole school Writing overtime

| Counts | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|----------------|----------------|----------------|----------------|
| Above | 38 | 38 | 43 | 33 |
| At | 285 | 284 | 277 | 287 |
| Below | 58 | 86 | 110 | 137 |
| Well below | | 0 | 1 | 1 |
| Total at or above | 323 out of 381 | 329 out of 408 | 320 out of 431 | 320 out of 458 |
| Percentage at or above | 85% | 81% | 74% | 70% |

Executive Summary (Māori)

- The number of Māori students remains very similar comparing 2021 to 2022 with 17% of our roll falling into this category (around 90 students).
- Māori achievement is lower at the end of the year than mid-year but this is a similar trend over time and consistent with the whole school.
- Māori achievement levels are lower than NZE for the first time in a number of years across the three core subjects compared to the previous year. (10% lower in Number and Algebra, 2% lower in Reading and 8% lower in Writing).
Achievement levels have been impacted by Covid, isolation and attendance, and a downward trend in results overall for the whole school, as well as anecdotally both locally and nationally.
- Years 3, 5 and 7 achievement levels across both boys and girls are lower than years 2,4 and 6 in Number and Algebra.
- 29-64% of Y2-4 Māori children are below reading expectations.
- Māori writing achievement has been tracking downwards since 2019 with boys in Y3 and Y7 having significantly lower levels of achievement in 2022.

Māori Number and Algebra Overtime

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Above | 9 | 8 | 10 | 18 | 17 | 19 | 15 | 0 |
| At | 45 | 40 | 55 | 49 | 60 | 54 | 50 | 47 |
| Below | 6 | 15 | 13 | 17 | 11 | 23 | 17 | 29 |
| Well below | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total at or above | 54 out of 60 | 48 out of 64 | 65 out of 78 | 67 out of 84 | 77 out of 88 | 73 out of 96 | 65 out of 82 | 47 out of 85 |
| Percentage at or above | 90% | 75% | 83% | 80% | 88% | 76% | 79% | 66% |

Māori Reading Overtime

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Above | 15 | 15 | 16 | 19 | 29 | 23 | 24 | 21 |
| At | 32 | 35 | 50 | 50 | 49 | 51 | 33 | 35 |
| Below | 13 | 12 | 12 | 12 | 11 | 20 | 14 | 16 |
| Well below | 0 | 1 | 1 | 3 | 2 | 3 | 3 | 4 |
| Total at or above | 47 out of 60 | 50 out of 64 | 66 out of 79 | 69 out of 84 | 78 out of 91 | 74 out of 97 | 57 out of 74 | 56 out of 76 |
| Percent age at or above | 78% | 78% | 84% | 82% | 86% | 76% | 77% | 74% |

Māori Writing Overtime

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Above | 6 | 8 | 8 | 15 | 14 | 10 | 6 | 5 |
| At | 46 | 46 | 53 | 51 | 64 | 64 | 49 | 48 |
| Below | 8 | 9 | 17 | 18 | 12 | 23 | 23 | 24 |
| Well below | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Total at or above | 52 out of 60 | 54 out of 64 | 61 out of 78 | 66 out of 84 | 78 out of 90 | 74 out of 97 | 55 out of 79 | 53 out of 78 |
| Percent age at or above | 87% | 84% | 78% | 79% | 87% | 76% | 70% | 68% |

Executive Summary (Pacific Peoples)

- Our Pacific Peoples roll has dropped from 27 at the end of 2021 to 18-20 students at the end of 2022 so percentages represent low numbers overall- Number and Reading - 7 students for each, Writing - 9 students.
- Pasifika achievement levels are lower than NZE but are comparable to 2020 Pasifika results.
- There is an ethnicity gap between Pasifika and NZE results - 8% lower in Number and Algebra, 19% lower in Reading and 18% lower in Writing.
- Pasifika achievement is lower than Māori achievement in reading and writing but similar in Number and Algebra.
- Pacific Peoples achievement has dropped in Number and Algebra compared to the end of 2021, but are improved compared to 2020 and 2019.
- More girls than boys are below expectation in Number and Algebra.
- Reading achievement amongst Pacific Peoples is back on par with the end of 2019 and 2020, following a spike in 2021.
- Nearly half of our Pacific Peoples students are below expectation for writing with two thirds of them boys; a big drop in comparison to 2021 (21%) and 4% lower than 2020.

Pacific Peoples Number & Algebra overtime

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|--------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Above | 3 | 2 | 3 | 2 | 3 | 4 | 0 | 1 |
| At | 9 | 7 | 9 | 10 | 16 | 15 | 16 | 12 |
| Below | 2 | 6 | 4 | 8 | 6 | 7 | 3 | 7 |
| Well below | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| Total at or above | 12 out of 15 | 9 out of 16 | 12 out of 17 | 12 out of 21 | 19 out of 26 | 19 out of 27 | 16 out of 19 | 13 out of 20 |
| Percentage at or above | 80% | 56% | 71% | 57% | 73% | 70% | 84% | 65% |

Pacific Peoples Reading overtime

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Above | 1 | 3 | 3 | 4 | 8 | 2 | 2 | 5 |
| At | 12 | 8 | 10 | 9 | 11 | 21 | 13 | 6 |
| Below | 1 | 3 | 2 | 6 | 5 | 3 | 3 | 7 |
| Well below | 1 | 2 | 3 | 2 | 0 | 1 | 0 | 0 |
| Total at or above | 13 out of 15 | 11 out of 16 | 13 out of 18 | 13 out of 21 | 19 out of 24 | 23 out of 27 | 15 out of 18 | 11 out of 18 |
| Percent age at or above | 87% | 69% | 72% | 62% | 79% | 85% | 83% | 61% |

Pacific Peoples Writing overtime

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Above | 1 | 2 | 1 | 3 | 1 | 2 | 0 | 1 |
| At | 12 | 10 | 10 | 9 | 15 | 18 | 12 | 9 |
| Below | 1 | 3 | 5 | 8 | 8 | 6 | 7 | 9 |
| Well below | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 |
| Total at or above | 13 out of 15 | 12 out of 16 | 11 out of 17 | 12 out of 21 | 16 out of 24 | 20 out of 27 | 12 out of 19 | 10 out of 19 |
| Percent age at or above | 87% | 75% | 65% | 57% | 67% | 74% | 63% | 53% |

Executive Summary (NZ European)

- NZE achievement at the end of the year is lower across the three core subjects compared to end 2021.
- NZE achievement at the end of the year is slightly lower than mid-year. This continues to be a trend in the past four years.
- Achievement in Number and Algebra has dropped by 8%. This is comparable to the 9% whole school decrease in achievement, 10% decrease in Māori students and 5% decrease in Pacific Peoples.
- Year 5 and Year 7 males are significantly lower than other year groups whereas twice as many students amongst the Y2-Y8 girls are under performing.
- Reading achievement has dropped compared to 2021 (by 5%) but is comparable to 2020.
- There is little gender difference (around 4%) in non achieving students in reading but Y1-3 have a higher percentage of non achievement compared to Y4-8. (Is this the Covid effect?)
- Writing achievement has dropped 9% compared to 2021. This compares to whole school drop of 9% and an 8% decrease in Māori achievement. (Pacific Peoples writing has dropped by 21%).
- 7% more of boys than girls are underperforming in writing.
- Achievement is significantly below across all year groups except Y2 and Y6.

New Zealand European/ Pakeha/Other European Number & Algebra

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|----------------|----------------|----------------|----------------|----------------|---------------|----------------|----------------|
| Above | 30 | 26 | 39 | 49 | 43 | 54 | 60 | 50 |
| At | 121 | 99 | 153 | 134 | 174 | 157 | 194 | 201 |
| Below | 14 | 49 | 16 | 45 | 21 | 46 | 53 | 93 |
| Well below | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 1 |
| Total at or above | 151 out of 170 | 125 out of 174 | 192 out of 209 | 183 out of 229 | 217 out of 239 | 21 out of 259 | 254 out of 307 | 251 out of 345 |
| Percentage at or above | 89% | 72% | 92% | 80% | 91% | 81% | 83% | 73% |

New Zealand European/ Pakeha/Other European Reading

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Above | 50 | 54 | 68 | 89 | 116 | 103 | 101 | 70 |
| At | 128 | 122 | 165 | 159 | 182 | 223 | 138 | 177 |
| Below | 32 | 50 | 47 | 62 | 49 | 53 | 43 | 56 |
| Well below | 1 | 1 | 6 | 6 | 6 | 5 | 5 | 6 |
| Total at or above | 178 out of 217 | 176 out of 228 | 233 out of 286 | 248 out of 316 | 298 out of 353 | 326 out of 384 | 239 out of 287 | 247 out of 309 |
| Percentage at or above | 82% | 77% | 81% | 78% | 84% | 85% | 83% | 80% |

New Zealand European/ Pakeha/Other European Writing

| Counts | Mid 2019 | End 2019 | Mid 2020 | End 2020 | Mid 2021 | End 2021 | Mid 2022 | End 2022 |
|------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Above | 18 | 37 | 29 | 47 | 34 | 55 | 33 | 24 |
| At | 155 | 142 | 194 | 207 | 260 | 252 | 191 | 200 |
| Below | 36 | 47 | 62 | 59 | 54 | 75 | 66 | 91 |
| Well below | 0 | 1 | 1 | 2 | 2 | 1 | 0 | 0 |
| Total at or above | 173 out of 215 | 179 out of 229 | 223 out of 286 | 254 out of 315 | 294 out of 350 | 307 out of 383 | 224 out of 290 | 224 out of 315 |
| Percentage at or above | 80% | 78% | 78% | 81% | 84% | 80% | 77% | 71% |

Actions

- Each year group to look on Hero at who the children are who are below expectation (by the teacher by class for each subject, and as a cohort by the syndicate leader).
- Check that they reflect the reality by comparing against other assessments, e.g. Structured Literacy assessments, PATs, running records, knowledge tests, etc.
- Check what current external interventions may already be in place for the children who need it, e.g. ESOL support, RTLB, In Class Support, etc.
- Check class groupings for teaching and learning and plan in class interventions to try and increase expected progress over the year.
- Discuss students with syndicate leader/Elizabeth Couchman for co-ordinated support where possible and if necessary, ways to improve attendance and engagement.
- Track student progress through planning and evaluation.
- Any anecdotal feedback for the Board meeting on 22 March welcome.