ACHIEVEMENT REPORT
Reading, Writing & Mathematics

DECEMBER 2024

READING ACHIEVEMENT

OVERALL READING ACHIEVEMENT

Reading Achievement Data for All ākonga (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	26.7	20.7	18.0
Within	47.3	48.6	50.6
Below	18.2	18.5	21.6
Well Below	7.8	12.3	9.8

Key Insights

Decrease in 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has steadily declined from 26.7% in 2022 to 18.0% in 2024. This suggests a trend where fewer ākonga are excelling in Reading.

Slight Increase in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations has fluctuated slightly, moving from 47.3% in 2022 to 50.6% in 2024. This may suggest some movement of ākonga from 'Above' to 'Within' rather than an overall improvement.

Increase in 'Below' Achievement
The number of ākonga reading 'Below' expectations has risen from 18.2% in 2022 to 21.6% in 2024, which raises concerns about ākonga struggling to meet expected levels.

Fluctuations in 'Well Below' Achievement
The percentage of ākonga in the 'Well Below' category increased from 7.8% in 2022 to 12.3% in 2023 before decreasing to 9.8% in 2024. This suggests some improvement, but a higher proportion of ākonga struggling compared to 2022.

Overall Proficiency ('Above' + 'Within')
2022: 74.0%
2023: 69.3%
2024: 68.6%
The percentage of ākonga achieving at or above expectations has declined over time.

ETHNIC GROUP COMPARISONS

Māori Reading Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	22.8	19.0	16.4
Within	50.6	52.4	50.7
Below	16.5	13.1	23.3
Well Below	10.1	15.5	9.6

Key Insights

Decrease in 'Above' Achievement
The percentage of Māori ākonga achieving at an 'Above' level has declined from 22.0% in 2022 to 16.2% in 2024. This suggests a trend where fewer ākonga are excelling in reading.

Fluctuations in 'Within' Achievement
The proportion of Māori ākonga achieving 'Within' expectations has seen slight variation, shifting from 51.4% in 2022 to 50.9% in 2023, and down to 50.9% in 2024. While this category remains stable, it does not offset the decline in 'Above' achievement.

Increase in 'Below' Achievement
The percentage of ākonga reading 'Below' expectations has risen from 16.7% in 2022 to 22.9% in 2024, highlighting concerns about ākonga struggling to meet expected levels.

Fluctuations in 'Well Below' Achievement
The percentage of ākonga in the 'Well Below' category increased from 10.3% in 2022 to 15.8% in 2023 before dropping to 9.7% in 2024. While the decline from 2023 to 2024 is positive, the overall trend suggests a need for targeted support.

Overall Proficiency ('Above' + 'Within')
2022: 73.4%
2023: 71.4%
2024: 67.1%
The percentage of Māori ākonga achieving at or above expectations has declined over time.

Pasifika Reading Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	25.0	3.8	2.2
Within	42.2	51.9	58.7
Below	25.0	32.7	23.9
Well Below	7.8	11.5	15.2

Key Insights

Decrease in 'Above' Achievement
The percentage of Pasifika ākonga achieving at an 'Above' level has declined from 25.0% in 2022 to 2.2% in 2024. This suggests fewer ākonga are excelling in reading.

Stability in 'Within' Achievement
The proportion of Pasifika ākonga achieving 'Within' expectations has remained relatively stable, moving from 42.2% in 2022 to 58.7% in 2024. This indicates consistency in the number of ākonga meeting expectations.

Fluctuations in 'Well Below' Achievement
The percentage of Pasifika ākonga in the 'Well Below' category changed from 7.8% in 2022 to 11.5% in 2023 before shifting to 15.2% in 2024. This suggests variations in the number of ākonga struggling significantly.

Overall Proficiency ('Above' + 'Within')
2022: 67.2%
2023: 55.7%
2024: 60.9%
The percentage of Pasifika ākonga achieving at or above expectations has declined over time.

Asian Reading Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	50.0	34.8	21.1
Within	25.0	39.1	42.1
Below	15.0	13.0	31.6
Well Below	10.0	13.0	5.3

Key Insights

Decrease in 'Above' Achievement
The percentage of Asian ākonga achieving at an 'Above' level has declined from 50.0% in 2022 to 21.1% in 2024. This suggests fewer ākonga are excelling in reading.

Slight Increase in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations has changed from 25.0% in 2022 to 42.1% in 2024. This may indicate movement from 'Above' to 'Within' rather than overall improvement.

Increase in 'Below' Achievement
The number of Asian ākonga reading 'Below' expectations has risen from 15.0% in 2022 to 31.6% in 2024, raising concerns about more ākonga struggling.

Fluctuations in 'Well Below' Achievement
The percentage of ākonga in the 'Well Below' category changed from 10.0% in 2022 to 5.3% in 2024, showing variability but still highlighting a group of ākonga needing significant support.

Overall Proficiency ('Above' + 'Within')
- 2022: 75.0%
- 2023: 73.9%
- 2024: 63.2%

The percentage of Asian ākonga achieving at or above expectations has declined over time.

Middle Eastern, Latin American & African (MELAA) Reading Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	8.7	6.7	6.9
Within	43.5	33.3	48.3
Below	30.4	23.3	20.7
Well Below	17.4	36.7	24.1

Key Insights

Decrease in 'Above' Achievement
The percentage of MELAA ākonga achieving at an 'Above' level has remained very low, staying at 8.7% from 2022 to 2024. This indicates that only a small proportion of ākonga are excelling in reading, with no significant improvement over time.

Increase in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations has increased from 43.5% in 2022 to 48.3% in 2024. While this is a positive shift, it may indicate a movement of ākonga from 'Above' to 'Within' rather than an overall improvement.

Increase in 'Below' Achievement
The proportion of ākonga reading 'Below' expectations has fluctuated but remains concerning. It was 30.4% in 2022, stayed the same in 2023, and dropped slightly to 20.7% in 2024. While the decrease in 2024 is a positive shift, the fact that nearly a quarter of ākonga are still below expectations signals an ongoing challenge.

Fluctuations in 'Well Below' Achievement
The percentage of ākonga in the 'Well Below' category increased from 17.4% in 2022 to 36.7% in 2023 before dropping to 24.1% in 2024. This suggests some improvement, but still a higher proportion of ākonga struggling compared to 2022.

Overall Proficiency ('Above' + 'Within')
- 2022: 52.2%
- 2023: 40.0%
- 2024: 55.2%

The percentage of MELAA ākonga achieving at or above expectations has fluctuated, with a decline in 2023 but a recovery in 2024.

Pākehā Reading Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	40.5	33.3	32.1
Within	48.8	50.6	48.7
Below	9.5	14.9	16.7
Well Below	1.2	1.1	2.6

Key Insights

Decrease in 'Above' Achievement
The percentage of Pākehā ākonga achieving at an 'Above' level has declined from 40.5% in 2022 to 32.1% in 2024.

Decline in 'Within' Achievement
The percentage of ākonga achieving 'Within' expectations has decreased from 48.8% in 2022 to 48.7% in 2024. While this change is minimal, it suggests that the overall shift in achievement is not due to an increase in 'Within' achievement, but rather a movement from 'Above' towards 'Below' and 'Well Below'.

Increase in 'Below' Achievement
The number of ākonga reading 'Below' expectations has risen from 9.5% in 2022 to 16.7% in 2024, raising concerns about ākonga struggling to meet expected levels.

Fluctuations in 'Well Below' Achievement
The percentage of ākonga in the 'Well Below' category changed from 1.2% in 2022 to 1.1% in 2023 before settling at 2.6% in 2024.

Overall Proficiency ('Above' + 'Within')
*   2022: 89.3%
*   2023: 83.9%
*   2024: 80.8%
The percentage of Pākehā ākonga achieving at or above expectations has declined over time.

OTHER COMPARISONS

Gender Reading Achievement Data (2022–2024)

Achievement Level	2023		2024	
	Male (%)	Female (%)	Male (%)	Female (%)
Above	17.0	24.8	16.4	19.8
Within	53.1	43.4	48.5	53.2
Below	16.3	20.9	23.1	19.8
Well Below	13.6	10.9	11.9	7.2

Key Insights

Decrease in 'Above' Achievement for Males
The percentage of male ākonga achieving at an 'Above' level has slightly decreased from 17.0% in 2023 to 16.4% in 2024, indicating a minor decline in high-performing male readers.

Decrease in 'Above' Achievement for Females
The percentage of female ākonga achieving at an 'Above' level has dropped more noticeably from 24.8% in 2023 to 19.8% in 2024, suggesting fewer female ākonga are excelling in reading.

Slight Decline in 'Within' Achievement for Males
The proportion of males achieving 'Within' expectations has fallen from 53.1% in 2023 to 48.5% in 2024, which may indicate some movement from 'Within' to 'Below' rather than an overall improvement.

Increase in 'Within' Achievement for Females
Female ākonga achieving 'Within' expectations have increased from 43.4% in 2023 to 53.2% in 2024, which suggests more girls are meeting reading expectations.

Increase in 'Below' Achievement for Males
The percentage of male ākonga reading 'Below' expectations has risen from 16.3% in 2023 to 23.1% in 2024, highlighting a concerning increase in struggling male readers.

Slight Decrease in 'Below' Achievement for Females
The proportion of female ākonga in the 'Below' category has dropped slightly from 20.9% in 2023 to 19.8% in 2024, showing minor improvement.

Drop in 'Well Below' Achievement for Both Genders
The percentage of ākonga in the 'Well Below' category has improved for both genders, with males decreasing from 13.6% in 2023 to 11.9% in 2024 and females from 10.9% to 7.2%, suggesting fewer ākonga are in the lowest performance bracket.

Overall Proficiency ('Above' + 'Within')
- 2023: Male 70.1%, Female 68.2%
- 2024: Male 64.9%, Female 73.0%

This shows a decline in overall proficiency for males while females have improved in achieving at or above expected levels.

Year Reading Achievement Data (2023–2024)

2023 Achievement	Year 1 (%)	Year 2 (%)	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)	Year 7 (%)	Year 8 (%)
Above	17.2	8.3	24.1	44.4	17.6	17.1	30.6	12.0
Within	20.7	36.1	58.6	30.6	58.8	51.4	50.0	60.0
Below	37.9	36.1	6.9	16.7	20.6	17.1	5.6	16.0
Well Below	24.1	19.4	10.3	8.3	2.9	14.3	13.9	12.0

2024 Achievement	Year 1 (%)	Year 2 (%)	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)	Year 7 (%)	Year 8 (%)
Above	4.5	12.0	11.4	12.5	37.1	5.7	11.1	41.2
Within	54.5	40.0	45.7	65.6	37.1	62.9	63.0	38.2
Below	40.9	44.0	25.7	15.6	20.0	22.9	11.1	2.9
Well Below	0.0	4.0	17.1	6.2	5.7	8.6	14.8	17.6

Key Insights

Year 1 (2023) to Year 2 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 17.2% to 12.0%, but more ākonga likely moved from "Below" and "Well Below" into "Within," indicating improved foundational literacy.

Year 2 (2023) to Year 3 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 8.3% to 11.4%, suggesting a positive shift in reading achievement. The "Within" category also grew from 36.1% to 45.7%, while "Below" and "Well Below" declined, indicating overall progress.

Year 3 (2023) to Year 4 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 24.1% to 12.5%, but the "Within" category rose from 58.6% to 65.6%, suggesting improved reading skills for many ākonga.

Year 4 (2023) to Year 5 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 44.4% to 37.1%, but more ākonga likely moved up from "Below" and "Well Below" into "Within."

Year 5 (2023) to Year 6 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 17.6% to 5.7%, but the "Within" category increased, showing a shift toward meeting expectations.

Year 6 (2023) to Year 7 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 17.1% to 11.1%, but the "Within" category increased from 51.4% to 63.0%, indicating more ākonga are meeting reading expectations.

Year 7 (2023) to Year 8 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 30.6% to 41.2%, suggesting a positive shift in reading achievement. However, "Well Below" also increased slightly, indicating a group of ākonga who need targeted support.

These trends suggest steady progress across most cohorts, particularly in movement from "Below" and "Well Below" into "Within" and "Above." However, some year levels saw small declines in "Above," suggesting room for additional support in extending ākonga to higher achievement levels.

2024 ANALYSIS OF READING ACHIEVEMENT TARGETS

Target 1

Increase the overall reading achievement rate by 10% from 69.37% to at least 79.37% by the end of the year 2024.

Outcome

- The 2024 reading achievement target was **not met**.
- Target: 79.37%
- Actual Achievement Rate: 68.57%
- Shortfall: 10.80%

Analysis

The reading achievement rate decreased from the 2023 level (which was 69.37%) instead of increasing as planned. The number of ākonga in the 'Above' category dropped from 57 in 2023 to 44 in 2024. The 'Within' category saw a slight decline, from 134 in 2023 to 124 in 2024. Meanwhile, the number of ākonga in the 'Below' category increased from 51 to 53, and the 'Well below' category improved slightly from 34 to 24.

Target 2

Increase Year 3 (Year 2 in 2023) reading achievement rate from 44.4% to at least 65%.

Outcome

The target of increasing Year 3 reading achievement from 44.4% to at least 65% was **not met**.

Analysis

The actual achievement percentage for Year 3 in 2024 was 57.1%, which is 7.9 percentage points short of the target. While there was progress from the previous rate of 44.4%, it did not reach the desired level. The achievement rate has improved from 44.4% to 57.1%, showing a positive trend. Despite the improvement, there is still a significant shortfall of 7.9 percentage points.

Target 3

Decrease the ethnic disparities in reading achievement by at least 10% among Pasifika, Māori and Middle Eastern, Latin American and African (MELAA) ākonga.

Outcome
- The percentage of Māori ākonga reading below or well below expectations increased by 4.3% from 2023 to 2024.
- The percentage of Pasifika ākonga decreased by 5.1%, showing an improvement.
- The percentage of MELAA ākonga significantly decreased by 15.2%, marking a strong improvement.

Since the goal was to decrease the ethnic disparities by at least 10%, the target was met for MELAA ākonga but not for Māori or Pasifika ākonga. Māori ākonga saw a worsening trend, while Pasifika ākonga showed improvement but not at the 10% target level.

WRITING ACHIEVEMENT

OVERALL WRITING ACHIEVEMENT

Writing Achievement Data for All ākonga (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	18.1	14.7	15.0
Within	44.6	53.2	43.7
Below	30.4	24.5	29.1
Well Below	6.9	7.6	12.1

Key Insights

Decrease in 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has declined from 18.1% in 2022 to 15.0% in 2024. This suggests that fewer ākonga are excelling in writing over time.

Fluctuations in 'Within' Achievement
While the proportion of ākonga achieving 'Within' expectations increased significantly from 44.6% in 2022 to 53.2% in 2023, it then dropped to 43.7% in 2024. This suggests some inconsistency in maintaining student progress within expected levels.

Increase in 'Below' Achievement
The percentage of ākonga achieving 'Below' expectations decreased from 30.4% in 2022 to 24.5% in 2023, but then increased again to 29.1% in 2024. This raises concerns about writing proficiency slipping for some ākonga.

Significant Increase in 'Well Below' Achievement
The proportion of ākonga in the 'Well Below' category rose from 6.9% in 2022 to 12.1% in 2024. This is a worrying trend, suggesting an increasing number of ākonga are struggling significantly with writing.

Overall Proficiency ('Above' + 'Within')
2022: 62.7%
2023: 67.9%
2024: 58.7%
The percentage of ākonga achieving at or above expectations saw an increase in 2023 but then dropped sharply in 2024. This indicates that writing achievement is inconsistent and declining overall.

ETHNIC GROUP COMPARISONS

Māori Writing Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	22.0	15.0	14.0
Within	39.0	58.0	41.0
Below	29.0	18.0	33.0
Well Below	10.0	8.0	12.

Key Insights

Decline in 'Above' Achievement
The percentage of students achieving at an 'Above' level has declined from 22.0% in 2022 to 14.0% in 2024. This suggests a drop in high-achieving students in writing over time.

Fluctuations in 'Within' Achievement
The proportion of students achieving 'Within' expectations saw an increase from 39.0% in 2022 to 58.0% in 2023, before dropping again to 41.0% in 2024. This indicates an inconsistent trend in writing achievement.

Increase in 'Below' Achievement
The percentage of students achieving 'Below' expectations has risen from 29.0% in 2022 to 33.0% in 2024. This is concerning, as it suggests that more students are struggling to meet writing expectations.

Slight Increase in 'Well Below' Achievement
The percentage of students in the 'Well Below' category has slightly increased from 10.0% in 2022 to 12.0% in 2024. This highlights the need for targeted support for students struggling the most.

Overall Proficiency ('Above' + 'Within')
2022: 61.0%
2023: 73.0%
2024: 55.0%
The overall proficiency in writing improved significantly in 2023 but has since dropped in 2024. This suggests that fewer students are meeting or exceeding expectations compared to two years ago.

Pasifika Writing Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	5.8	3.8	2.2
Within	44.2	44.2	41.3
Below	44.2	42.3	37.0
Well Below	5.8	9.6	19.6

Key Insights

Decrease in 'Above' Achievement

The percentage of ākonga achieving at an 'Above' level has steadily declined from 5.8% in 2022 to 2.2% in 2024. This suggests a trend where fewer ākonga are excelling in reading.

Fluctuations in 'Within' Achievement

The proportion of ākonga achieving 'Within' expectations has varied, with 44.2% in 2022, 44.2% in 2023, and 41.3% in 2024.

Decrease in 'Below' Achievement

The number of ākonga reading 'Below' expectations has dropped from 44.2% in 2022 to 37.0% in 2024, which suggests improvement.

Increase in 'Well Below' Achievement

The percentage of ākonga in the 'Well Below' category has increased from 5.8% in 2022 to 19.6% in 2024, highlighting a growing concern.

Overall Proficiency ('Above' + 'Within')

2022: 50.0%
2023: 48.0%
2024: 43.5%
The percentage of ākonga achieving at or above expectations has declined over time.

Asian Writing Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	35.0	22.0	21.0
Within	25.0	48.0	32.0
Below	30.0	26.0	42.0
Well Below	10.0	4.0	5.0

Key Insights

Decrease in 'Above' Achievement
The percentage of students achieving at an 'Above' level has steadily declined from 35.0% in 2022 to 21.0% in 2024. This indicates a drop in high-achieving students in writing over time.

Fluctuations in 'Within' Achievement
The proportion of students achieving 'Within' expectations increased significantly from 25.0% in 2022 to 48.0% in 2023 before dropping again to 32.0% in 2024. This suggests an unstable trend in writing achievement at this level.

Increase in 'Below' Achievement
The percentage of students achieving 'Below' expectations has risen from 30.0% in 2022 to 42.0% in 2024. This is concerning, as it indicates that more students are struggling to meet writing expectations.

Slight Reduction in 'Well Below' Achievement
The percentage of students in the 'Well Below' category saw a minor decrease from 10.0% in 2022 to 5.0% in 2024. While this suggests a small improvement, it remains a critical area for support.

Overall Proficiency ('Above' + 'Within')
2022: 60.0%
2023: 70.0%
2024: 53.0%
The overall proficiency in writing saw a brief increase in 2023 before dropping significantly in 2024. This suggests that fewer students are meeting or exceeding expectations compared to two years ago, highlighting the need for targeted support in writing achievement.

Middle Eastern, Latin American & African (MELAA) Writing Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	4.3	6.7	6.9
Within	30.4	33.3	48.3
Below	47.8	36.7	17.2
Well Below	17.4	23.3	27.6

Key Insights

Stable 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has remained at 4.3% in 2022 and 6.9% in 2024, showing no significant improvement.

Increase in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations has increased from 30.4% in 2022 to 48.3% in 2024. This suggests more ākonga are meeting expected writing levels.

Decrease in 'Below' Achievement
The percentage of ākonga writing 'Below' expectations has decreased from 47.8% in 2022 to 17.2% in 2024. This is a positive shift, indicating fewer struggling writers.

Increase in 'Well Below' Achievement
The percentage of ākonga in the 'Well Below' category has increased from 17.4% in 2022 to 27.6% in 2024. This highlights a concern for ākonga with significant writing difficulties.

Overall Proficiency ('Above' + 'Within')
2022: 34.7%
2023: 40.0%
2024: 55.2%
The percentage of ākonga achieving at or above expectations has increased, but the rise in 'Well Below' achievement suggests that targeted interventions are needed.

Pākehā Writing Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	22.1	21.4	25.0
Within	58.1	61.8	48.8
Below	18.6	15.7	22.5
Well Below	1.2	1.1	3.8

Key Insights

Increase in 'Above' Achievement
The percentage of students achieving at an 'Above' level has increased from 22.1% in 2022 to 25.0% in 2024. This suggests a positive shift, with more students excelling in writing.

Decrease in 'Within' Achievement
The proportion of students achieving 'Within' expectations has decreased from 58.1% in 2022 to 48.8% in 2024. This indicates that fewer students are meeting expected writing standards, which may reflect a shift into lower achievement categories.

Increase in 'Below' Achievement
The percentage of students achieving 'Below' expectations has risen from 18.6% in 2022 to 22.5% in 2024, raising concerns about students struggling to meet expected writing levels.

Rise in 'Well Below' Achievement
The percentage of students in the 'Well Below' category has increased from 1.2% in 2022 to 3.8% in 2024. While still a small proportion overall, this increase suggests a growing number of students significantly behind in writing.

Overall Proficiency ('Above' + 'Within')
2022: 80.2%
2023: 83.1%
2024: 73.8%
The percentage of students achieving at or above expectations has declined over time, indicating a drop in overall writing proficiency among Pākehā students.

OTHER COMPARISONS

Gender Writing Achievement Data (2022–2024)

Achievement Level	2023		2024	
	Male (%)	Female (%)	Male (%)	Female (%)
Above	10.7	19.4	8.1	23.4
Within	50.3	56.6	42.6	45.0
Below	28.2	20.2	33.8	23.4
Well Below	10.7	3.9	15.4	8.1

Key Insights

Decrease in 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has declined for males from 10.7% in 2023 to 8.1% in 2024. For females, it has slightly increased from 19.4% in 2023 to 23.4% in 2024.

Decline in 'Within' Achievement for Females
The proportion of female ākonga achieving 'Within' expectations has dropped from 56.6% in 2023 to 45.0% in 2024.This suggests a shift in achievement levels, with more ākonga moving into 'Below' or 'Well Below' categories.

Increase in 'Below' Achievement for Males
The percentage of male ākonga in the 'Below' category has increased from 28.2% in 2023 to 33.8% in 2024. This indicates a growing challenge in supporting boys to meet expected writing levels.

Rising 'Well Below' Achievement for Males
The proportion of male ākonga in the 'Well Below' category has increased from 10.7% in 2023 to 15.4% in 2024, suggesting that more boys are struggling significantly with writing.

Overall Proficiency ('Above' + 'Within')
2023: Male 61.0% Female 76.0%
2024: Male 50.7% Female 68.4%
The percentage of males achieving at or above expectations has declined, while the percentage of females achieving at or above expectations has also declined but remains higher than males.

Year Writing Achievement Data (2023–2024)

2023 Achievement	Year 1 (%)	Year 2 (%)	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)	Year 7 (%)	Year 8 (%)
Above	0.0	8.11	10.34	32.43	11.76	17.14	27.78	12.0
Within	93.1	37.84	62.07	37.84	50.0	45.71	41.67	44.0
Below	6.9	54.05	24.14	16.22	32.35	22.86	16.67	32.0
Well Below	0.0	0.0	3.45	13.51	5.88	14.29	13.89	12.0

2024 Achievement	Year 1 (%)	Year 2 (%)	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)	Year 7 (%)	Year 8 (%)
Above	0.0	4.0	2.78	21.88	30.56	17.14	7.41	26.47
Within	68.18	36.0	41.67	43.75	30.56	37.14	59.26	44.12
Below	31.82	60.0	38.89	21.88	27.78	34.29	11.11	11.76
Well Below	0.0	0.0	16.67	12.5	11.11	11.43	22.22	17.65

Key Insights

Year 1 (2023) to Year 2 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 0.0% to 4.0%, while "Within" declined from 68.18% to 36.0%. This suggests improved writing achievement for some ākonga, though a shift in categorisation may require further analysis.

Year 2 (2023) to Year 3 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 4.0% to 2.78%, while "Within" rose from 36.0% to 41.67%. This suggests more ākonga are moving towards meeting writing expectations.

Year 3 (2023) to Year 4 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 2.78% to 21.88%, while "Within" declined from 41.67% to 43.75%. This indicates strong progress in writing achievement for higher-performing ākonga.

Year 4 (2023) to Year 5 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 21.88% to 30.56%, while "Within" remained stable at 30.56%. This suggests overall movement towards meeting writing expectations.

Year 5 (2023) to Year 6 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 17.14% to 17.41%, while "Within" slightly declined from 37.14% to 59.26%. This indicates that while some ākonga are excelling, a greater number are solidifying their foundational writing skills.

Year 6 (2023) to Year 7 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 17.14% to 7.41%, while "Within" rose from 45.71% to 59.26%. This suggests improved consistency in writing achievement, with more ākonga meeting expectations.

Year 7 (2023) to Year 8 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 26.47% to 26.47%, while "Within" rose from 44.12% to 44.12%. This indicates a steady trend towards meeting writing expectations.

These trends suggest steady progress across most cohorts, particularly in movement from "Below" and "Well Below" into "Within" and "Above." However, some year levels saw small declines in "Above," suggesting room for additional support in extending ākonga to higher achievement levels.

2024 ANALYSIS OF WRITING ACHIEVEMENT TARGETS

Target 1

Increase the overall writing achievement rate from 67.9% to 77.9% by the end of the year.

Outcome

- This target was not met.

- Target: 77.9%

- Actual Achievement Rate: 58.70%

- Shortfall: 19.2%

Analysis

Decline in Achievement: Instead of improving, the overall achievement rate dropped by approximately 9.2 percentage points from 2023 to 2024.
Increase in 'Below' and 'Well Below' Categories: The number of ākonga performing below and well below expectations increased, while those in the 'Above' and 'Within' categories decreased.

Target 2

Ensure that Year 3 (year 2 in 2023) ākonga demonstrate a minimum writing achievement rate of 65%.

Outcome

- This target was not met.

- Target: 65%

- Actual Achievement Rate: 44.44%

- Shortfall: 20.56%

Analysis

Improvement in Achievement: The overall achievement rate increased by approximately 4.44 percentage points from 2023 to 2024. Increase in 'Below' and 'Well Below' Categories: The number of ākonga performing below and well below expectations increased, while those in the 'Above' and 'Within' categories also increased.

Target 3

Decrease Pasifika and MELAA disparities, aiming to increase their writing achievement rates by 10%

Outcome

Pasifika
- 2023 Achievement Rate: 55.77%
- 2024 Achievement Rate: 43.5%
- Target Achievement: Not Met
- Shortfall: 12.3%

Analysis:
Declining Performance: Instead of increasing, the achievement rate dropped by 12.3 percentage points.
The proportion of Pasifika ākonga in the 'Well Below' category rose significantly from 5.8% in 2022 to 19.6% in 2024, highlighting a concerning trend. The percentage of ākonga achieving at or above expectations has steadily dropped since 2022 (50.0% to 43.5%).

MELAA

- 2023 Achievement Rate: 40.00%
- 2024 Achievement Rate: 55.2%
- Target Achievement: Met
- Exceeded Target by: 5.2%

Analysis:
Writing achievement increased by 15.2 percentage points, surpassing the target increase of 10%. Decrease in 'Below' Achievement: The percentage of ākonga writing 'Below' expectations dropped from 47.8% in 2022 to 17.2% in 2024, a significant improvement. Concern in 'Well Below' Achievement: Despite gains in overall achievement, the proportion of ākonga in the 'Well Below' category rose from 17.4% in 2022 to 27.6% in 2024, indicating a need for further targeted interventions.

Summary
Pasifika students have experienced a decline, and targeted interventions are necessary to reverse this trend. Meanwhile, MELAA students have shown improvement, but the increase in 'Well Below' requires attention.

Literacy Conclusion and Priorities for 2025

The 2022–2024 literacy data highlights a concerning decline in both reading and writing achievement, with fewer ākonga reaching 'Above' expectations and an increase in those performing 'Below' and 'Well Below'. While there have been some improvements in specific groups, overall, our literacy targets for 2024 were not met.

In 2025, our focus will be on reversing this trend and ensuring that all ākonga develop strong foundational literacy skills. Aligned with the Ministry of Education's priority of implementing evidence-based instruction in early literacy, our key priorities will be:

1. Strengthening Early Literacy Foundations

- Implement structured, evidence-based literacy instruction, particularly in Years 1–3, with an emphasis on phonics, foundational skills, and explicit teaching of writing.

- Build teacher capability in delivering high-quality literacy instruction through targeted professional learning.

2. Targeted Support for Priority Learners

- Address the decline in Māori literacy achievement by refining culturally responsive teaching strategies and strengthening whānau engagement.

- Implement strategies to engage boys in reading and writing, using high-interest texts, structured interventions, and confidence-building approaches.

- Sustain progress for MELAA and Pasifika ākonga through ongoing targeted support.

3. Lifting and Extending Literacy Achievement

- Provide structured interventions to reduce the number of ākonga reading and writing 'Below' expectations, ensuring consistent monitoring and early support.

- Extend capable readers and writers by introducing opportunities for challenge, creativity, and cross-curricular literacy integration.

4. Strengthening Consistency and Monitoring Progress

- Embed structured assessment and moderation practices to ensure sustainable progress across year levels.

- Use data-driven insights to inform teaching practices, track student progress, and adjust strategies as needed.

By focusing on these priorities, we aim to lift literacy achievement across all groups and ensure that every student at Kahurangi School has access to high-quality, structured literacy instruction that sets them up for success.

MATHS ACHIEVEMENT

OVERALL MATHS ACHIEVEMENT

Maths Achievement Data for All ākonga (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	24.2	15.8	17.1
Within	47.7	58.6	55.3
Below	23.8	21.2	19.9
Well Below	4.2	4.3	7.7

Key Insights

Stable 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has remained relatively stable, with a slight decrease from 20.2% in 2022 to 18.6% in 2024. While this decline is not drastic, it suggests that fewer ākonga are excelling in mathematics.

Fluctuations in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations increased from 39.8% in 2022 to 47.5% in 2023, but then declined to 44.2% in 2024. This indicates some inconsistency in ākonga meeting expected levels over time.

Decrease in 'Below' Achievement
The percentage of ākonga performing 'Below' expectations has improved, dropping from 19.9% in 2022 to 15.8% in 2024. This is a positive sign, showing that fewer ākonga are struggling in this category.

Increase in 'Well Below' Achievement
The percentage of ākonga in the 'Well Below' category has risen from 3.5% in 2022 to 8.2% in 2024. This suggests that while fewer ākonga are in the 'Below' category, more are moving into 'Well Below', indicating deeper learning gaps for some ākonga.

Overall Proficiency ('Above' + 'Within')
2022: 71.9%
2023: 74.4%
2024: 72.4%
The percentage of ākonga achieving at or above expectations has remained relatively stable, with a slight improvement in 2023 but a minor dip in 2024.

ETHNIC GROUP COMPARISONS

Māori Maths Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	24.1	16.7	17.8
Within	43.0	61.9	52.1
Below	24.1	14.3	23.3
Well Below	8.9	7.1	6.8

Key Insights

Fluctuating 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has slightly decreased from 20.9% in 2022 to 19.1% in 2024, with a further drop in 2023 (15.7%). This suggests inconsistency in high-level performance.

Increase in 'Within' Achievement in 2023, Followed by a Drop
The proportion of ākonga achieving 'Within' expectations rose significantly in 2023 (from 37.4% in 2022 to 58.3%) but then dropped to 55.9% in 2024. This indicates a temporary improvement, with some ākonga possibly moving back into the 'Below' category.

Increase in 'Below' Achievement in 2024
The percentage of ākonga performing 'Below' expectations increased from 13.5% in 2023 to 25.0% in 2024, suggesting a growing challenge in maintaining expected performance levels.

Reduction in 'Well Below' Achievement
The proportion of ākonga in the 'Well Below' category has steadily declined from 7.7% in 2022 to 5.9% in 2024. This is a positive trend, showing a reduction in the number of ākonga struggling at the lowest level.

Overall Proficiency ('Above' + 'Within')
2022: 67.1%
2023: 78.6%
2024: 69.9%
While there was a peak in 2023, overall proficiency has dropped in 2024, reflecting a need for sustained support to maintain student achievement.

Pasifika Maths Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	7.7	5.8	6.5
Within	46.2	46.2	47.8
Below	44.2	44.2	34.8
Well Below	1.9	3.8	10.9

Key Insights

Stable 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has remained consistent at 5.9% from 2023 to 2024, though it declined from 2022 (7.8%). This indicates that very few ākonga are excelling in mathematics.

Slight Decline in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations has decreased from 47.1% in 2023 to 43.1% in 2024. This suggests that more ākonga are shifting out of the 'Within' category, which could be a concern if they are moving to lower achievement levels.

Significant Decrease in 'Below' Achievement
The percentage of ākonga performing 'Below' expectations has dropped from 45.1% in 2023 to 31.4% in 2024. This indicates an improvement, with fewer ākonga struggling at this level.

Increase in 'Well Below' Achievement
The proportion of ākonga in the 'Well Below' category has risen from 3.9% in 2023 to 9.8% in 2024. This increase suggests that while fewer ākonga are in the 'Below' category, some may have moved into the 'Well Below' category instead of improving to 'Within' expectations.

Overall Proficiency ('Above' + 'Within')
2022: 53.9%
2023: 52.0%
2024: 54.3%
The percentage of ākonga achieving at or above expectations has remained relatively stable, with a slight improvement in 2024 compared to 2023. However, the increase in 'Well Below' ākonga is a concern.

Asian Maths Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	40.0	26.1	21.1
Within	45.0	69.6	63.2
Below	10.0	4.3	15.8
Well Below	5.0	0.0	0.0

Key Insights

Decrease in 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has steadily declined from 30.8% in 2022 to 10.5% in 2024. This indicates a notable reduction in the number of ākonga excelling in mathematics.

Fluctuations in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations increased from 34.6% in 2022 to 42.1% in 2023, before slightly declining to 31.6% in 2024. This suggests that while there was an initial improvement, a subsequent drop may indicate inconsistency in student performance.

Increase in 'Below' Achievement
The number of ākonga performing 'Below' expectations has increased from 7.7% in 2022 to 15.8% in 2024. This signals a growing concern regarding ākonga struggling with mathematics proficiency.

Improvement in 'Well Below' Achievement
The proportion of ākonga in the 'Well Below' category dropped from 3.8% in 2022 to 0% in both 2023 and 2024, which is a positive sign that fewer ākonga are experiencing extreme difficulties in mathematics.

Overall Proficiency ('Above' + 'Within')
2022: 85.0%
2023: 95.7%
2024: 84.3%
The overall percentage of ākonga achieving at or above expectations fluctuated, with a significant peak in 2023. However, the decline in 2024 suggests that sustaining high achievement levels remains a challenge.

Middle Eastern, Latin American & African (MELAA) Maths Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	8.7	6.7	10.3
Within	43.5	33.3	51.7
Below	39.10	46.7	10.3
Well Below	8.7	13.3	27.6

Key Insights

Increase in 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level increased from 8.7% in 2022 to 12.0% in 2024. This indicates a small but positive shift in high-achieving ākonga over the three years.

Fluctuations in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations remained stable at 43.5% in 2022 and 2023 before rising significantly to 60.0% in 2024. This suggests a positive trend towards more ākonga meeting expectations.

Sharp Decrease in 'Below' Achievement
The percentage of ākonga performing 'Below' expectations rose from 39.1% in 2022 to 60.9% in 2023 but dropped sharply to 12.0% in 2024. This suggests that many ākonga who were previously struggling have moved up into the 'Within' or 'Above' categories.

Increase in 'Well Below' Achievement
The proportion of ākonga in the 'Well Below' category doubled from 8.7% in 2022 to 17.4% in 2023 and then increased further to 16.0% in 2024. While 2024 shows a slight improvement from 2023, the percentage remains significantly higher than in 2022.

Overall Proficiency ('Above' + 'Within')
2022: 52.2%
2023: 40.0%
2024: 62.0%
The percentage of ākonga achieving at or above expectations saw a decline in 2023 before rebounding strongly in 2024, suggesting improvements in mathematics learning outcomes over time.

Pākehā Maths Achievement Data (2022–2024)

Achievement Level	2022 (%)	2023 (%)	2024 (%)
Above	34.9	21.3	24.1
Within	54.7	68.5	62.0
Below	10.5	10.1	12.7
Well Below	0.0	0.0	1.0

Key Insights

Stable but Declining 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has declined from 30.0% in 2022 to 19.0% in 2023 and remained at 19.0% in 2024. This suggests a drop in high achievement levels over time.

Fluctuations in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations increased significantly from 47.0% in 2022 to 61.0% in 2023 but dropped again to 49.0% in 2024. This indicates inconsistencies in maintaining performance at this level.

Slight Increase in 'Below' Achievement
The percentage of ākonga in the 'Below' category has slightly increased from 9.0% in 2022 to 10.0% in 2024. This indicates a small but growing number of ākonga struggling to meet expectations.

Emergence of 'Well Below' Achievement
In 2022 and 2023, there were no ākonga in the 'Well Below' category. However, in 2024, 1.0% of ākonga fell into this category, indicating the emergence of a small but concerning trend of ākonga significantly below expectations.

Overall Proficiency ('Above' + 'Within')
2022: 89.6%
2023: 89.8%
2024: 86.1%
The percentage of ākonga achieving at or above expectations has slightly declined in 2024, suggesting a need for further investigation into factors impacting student performance.

OTHER COMPARISONS

Gender Math Achievement Data (2022–2024)

Achievement Level	2023		2024	
	Male (%)	Female (%)	Male (%)	Female (%)
Above	17.4	14.0	19.3	14.4
Within	56.4	61.2	54.8	55.9
Below	20.1	22.5	17.8	22.5
Well Below	6.0	2.3	8.1	7.2

Key Insights

Decrease in 'Above' Achievement
The percentage of ākonga achieving at an 'Above' level has remained stable for males (26.7% in 2023 and 26.5% in 2024) but has declined for females from 18.0% in 2023 to 16.3% in 2024. This suggests a slight drop in the number of high-achieving female ākonga.

Decline in 'Within' Achievement
The proportion of ākonga achieving 'Within' expectations has decreased for both males (from 47.3% in 2023 to 41.1% in 2024) and females (from 50.6% in 2023 to 47.3% in 2024). This indicates a shift of ākonga from 'Within' to lower achievement levels.

Increase in 'Below' Achievement
The percentage of ākonga achieving 'Below' expectations has risen for females from 18.6% in 2023 to 19.1% in 2024. For males, however, it has improved slightly, dropping from 16.9% in 2023 to 15.3% in 2024.

Fluctuations in 'Well Below' Achievement
The proportion of ākonga in the 'Well Below' category has increased for males from 5.1% in 2023 to 6.1% in 2024, while for females, it has risen from 1.9% in 2023 to 6.1% in 2024. This raises concerns about more ākonga struggling significantly in writing.

Overall Proficiency ('Above' + 'Within' Achievement)
2023: Male 73.8% | Female 75.2%
2024: Male 74.1% | Female 70.3%

The percentage of males achieving at or above expectations has slightly increased, while the percentage of females achieving at or above expectations has declined. This shift suggests that while male ākonga have maintained a similar level of writing proficiency, female ākonga have seen a small but concerning drop in overall achievement.

Year Maths Achievement Data (2023–2024)

2023 Achievement	Year 1 (%)	Year 2 (%)	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)	Year 7 (%)	Year 8 (%)
Above	3.45	8.11	3.45	32.43	17.65	20.0	27.78	12.0
Within	86.21	56.76	75.86	45.95	55.88	37.14	47.22	56.0
Below	10.34	35.14	17.24	16.22	23.53	34.29	16.67	24.0
Well Below	0.0	0.0	3.45	5.41	2.94	8.57	8.33	8.0

2024 Achievement	Year 1 (%)	Year 2 (%)	Year 3 (%)	Year 4 (%)	Year 5 (%)	Year 6 (%)	Year 7 (%)	Year 8 (%)
Above	0.0	12.0	16.67	15.62	27.78	14.29	11.11	30.3
Within	86.36	44.0	52.78	59.38	52.78	54.29	59.26	42.42
Below	13.64	44.0	19.44	15.62	8.33	28.57	18.52	15.15
Well Below	0.0	0.0	11.11	9.38	11.11	2.86	11.11	12.12

Key Insights

Year 1 (2023) to Year 2 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 3.45% to 12.0%, suggesting a positive shift in mathematics achievement.

Year 2 (2023) to Year 3 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 8.11% to 16.67%, suggesting a positive shift in mathematics achievement.

Year 3 (2023) to Year 4 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 3.45% to 15.62%, suggesting a positive shift in mathematics achievement.

Year 4 (2023) to Year 5 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 32.43% to 27.78%, but the "Within" category increased from 45.95% to 52.78%, indicating more ākonga are meeting mathematics expectations.

Year 5 (2023) to Year 6 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 17.65% to 14.29%, but the "Within" category increased from 55.88% to 54.29%, indicating more ākonga are meeting mathematics expectations.

Year 6 (2023) to Year 7 (2024)
Shows a drop in "Above" but a rise in "Within". The percentage of ākonga in "Above" slightly decreased from 20.0% to 11.11%, but the "Within" category increased from 37.14% to 59.26%, indicating more ākonga are meeting mathematics expectations.

Year 7 (2023) to Year 8 (2024)
Shows an increase in "Above". The percentage of ākonga in "Above" increased from 27.78% to 30.3%, suggesting a positive shift in mathematics achievement.

These trends indicate steady progress in mathematics across most year levels, particularly in movement from "Below" and "Well Below" into "Within" and "Above." However, some year levels saw slight declines in "Above," highlighting areas where additional support may be needed to extend ākonga to higher achievement levels. The total percentage of ākonga achieving Above and Within across all year levels:
2023: 73.24%
2024: 72.38%
This suggests that overall mathematics achievement remains relatively stable, with a slight decrease in ākonga performing at or above expected levels.

Mathematics Conclusion and Priorities for 2025

The 2022–2024 mathematics data highlights a mixed picture, with overall achievement remaining relatively stable but notable increases in the number of ākonga performing in the 'Well Below' category. While there have been improvements in some areas, inconsistencies in achievement across year levels, gender, and ethnic groups indicate the need for a more structured and targeted approach.

In 2025, our focus will be on strengthening mathematics teaching and learning to ensure all ākonga develop strong foundational skills. Aligned with the Ministry of Education's priority of implementing evidence-based instruction in early mathematics, we will begin to lay the groundwork in the following key areas:

1. Strengthening Teacher Capability to Deliver High-Quality Mathematics Instruction

- Begin implementing Maths — No Problem! to introduce a more structured, research-backed approach to mathematics teaching.
- Support teachers, particularly those new to the profession, with targeted professional learning opportunities.
- Provide access to high-quality resources, clear lesson sequences, and professional development tools to build consistency in teaching practice.

2. Providing Targeted Support for Priority Learners

- Identify ākonga needing additional support and strengthen early intervention strategies.
- Focus on improving outcomes for Māori and Pasifika learners by refining culturally responsive teaching practices.
- Ensure smoother transitions between year levels by tracking student progress and strengthening learning pathways.

3. Preparing for a Strong Transition to Te Mātaiaho

- Support teachers in gradually aligning their practice with the refreshed curriculum.
- Strengthen assessment practices to monitor progress and adjust teaching approaches as needed.

4. Encouraging Growth and Extending Achievement

- Provide more opportunities for problem-solving, reasoning, and real-world applications in mathematics lessons.
- Support ākonga working 'Within' expectations to consolidate their learning and move towards 'Above' achievement.
- Begin developing enrichment opportunities that extend and challenge ākonga at higher levels.

Rather than aiming for immediate transformation, 2025 will be about strengthening foundations, refining our approach, and building teacher confidence in delivering high-quality mathematics instruction. By focusing on these priorities, we will create a strong platform for long-term improvements in mathematics achievement across all ākonga.