

2024 Final Data and Commentary

Strategic Goal 1: At Māruawai College everyone feels a sense of belonging
Objective 1.1: Students are proud to attend Māruawai College. They belong here, they are engaged.

Attendance

2024 Target: 60% of Year 7–11 students regularly attending (90%+ attendance)

Baseline Data: 2023 attendance data

2023 Across school 57% attending regularly.

- Year 7: 77%,
- Year 8: 65%,
- Year 9: 64%,
- Year 10: 38%,
- Year 11: 44%,
- Year 12: 56%,
- Year 13: 58%

2024 Results against the target

Attendance Data End of 2024 Data

We did not meet our target: 48%, 246/508, of our Year 7-11 students attended regularly in 2024.

- **Year 7:** 71 students (66%) regularly attending – Goal met.
- **Year 8:** 50 students (59%) regularly attending – Just below the target.
- **Year 9:** 48 students (51%) regularly attending – Below the target.
- **Year 10:** 37 students (33%) regularly attending – Well below the target.
- **Year 11:** 40 students (37%) regularly attending – Well below the target.

(please see [Final 2024 Attendance Stats against Strat Plan.docx](#))

Attendance Commentary:

Please read this document prior to reading the commentary: [Final 2024 Attendance Stats against Strat Plan.docx](#)

Our strategic attendance goal for 2024 aimed for 60% of Year 7–11 students to regularly attend (90%+ attendance), yet the overall rate of 48% fell short of this target. Year 7 exceeded the goal with 66% regular attendance, and Year 8 came close at 59%, but attendance sharply declined in Years 9–11, with rates ranging from 33% to 51%. Chronic absence was notably high in these senior year levels, highlighting significant disengagement. Similarly, Māori students faced disproportionately low attendance, with only 29% regularly attending and 26% categorized as

chronically absent—more than double the overall school average. This underscores an urgent need for targeted strategies to engage these learners and their whānau.

While almost half of the students are regularly attending, the 31% in the "irregular absence" category present an opportunity for intervention to boost overall attendance. Moving forward, the focus will be on reducing chronic absence, particularly for Māori students, strengthening early intervention for Year 9–11 students, and sustaining the strong attendance patterns observed in Years 7 and 8. Continued collaboration with whānau, consistent monitoring, and building connections between students and staff remain critical to achieving these goals.

Engagement

2024 Target: Increase in the junior engagement scale to 65 using the NZCER Me and my school survey.

Baseline Data: No baseline data as this is the first year we have completed the survey

2024 Results: A junior engagement scale to 50.7 (Māori: 47.6)

The Me and My School survey was conducted at the beginning of the year and provided us with some valuable baseline data insights into student engagement and school culture. With a median Engagement scale (E-scale) score of 50.7, the results suggest there is room for improvement, particularly among specific groups. Year 7 and 8 students, along with female students, recorded higher engagement levels, sitting in the 50–55 score range, reflecting a more positive experience. In contrast, Year 9 and 10 students, Māori students, and male students fell into the 45–50 category, indicating lower levels of engagement. Notably, engagement tends to decline as students progress through the school, with Year 10 students recording the lowest median score of 48.2. While overall results suggest that students still perceive the school as providing a beneficial learning culture, disparities among specific groups highlight areas for possible targeted improvement.

Analysis of individual questions reveals key strengths and challenges. Students consistently rated respect for others and their teachers highly, with female students demonstrating stronger agreement in these areas. However, questions around boredom, mood, and anticipation for school received the lowest scores, particularly among male students and those in Years 9 and 10. Additionally, while the question about respecting family culture scored highly overall, Māori students reported significantly lower agreement, suggesting a need for greater cultural inclusivity. Addressing these gaps will require a dual approach: maintaining high standards in areas like respect and behaviour while implementing strategies to combat disengagement and enhance cultural responsiveness.

Belonging- Cross Campus

2024 Target: Student cross campus activities are held.

Baseline data: No cross-campus activities as we are a new school.

2024 Results:

- One full school activity with the house haka/waiata competition.
- All Year 7 and 8 homerooms completing STEM classes at the Senior Campus.
- Prefect Leadership cross campus groups.
- PVC and JVC were held, with the JVC being hosted at the Junior Campus.
- Senior Campus students taking regular Kapa Haka on Junior Campus.

- Senior Campus students speaking at Junior Campus assemblies, judging Junior Campus speech competition and market day, taking weekly Kapa Haka, cross campus prefect leadership groups.

This year marked a positive start to our cross-campus activities, with a focus on naturally occurring events that foster connections between the Junior and Senior Campus. These activities will grow over time as they become an embedded part of our school culture. Rather than rushing the process, our aim has been to allow student activities to develop gradually, ensuring they become meaningful and sustainable, promoting long-term belonging and engagement for both students and staff.

The introduction of branded PE tops with the school logo has helped increase belonging, brand recognition, among both students and the wider community. This, along with the upcoming free puffer jackets, not only enhances school pride but also promotes a sense of belonging by giving students a shared identity and a visible connection to our school. Furthermore, the provision of food through "Ka Ora Ka Ako" initiative, although not a direct belonging action planned, has played an important role in fostering a sense of belonging by ensuring students' basic needs are met, creating a more supportive and inclusive environment.

Strategic Goal 1: At Māruawai College everyone feels a sense of belonging. Objective 1.2: Māruawai College provides a personalised, culturally responsive learning environment with high standards that support student achievement.

Culturally Responsive Learning environment and High Standards.

Target: NZCER Me and My School survey shows students believe we have inclusivity of culture and belief in school standards that support student achievement.

Baseline Data: No baseline data as this is the first year we have completed the survey

2024 Results:

From NZCER Me and My School

Strengths:

- Respect for space and property: Rated as the best-performing question across all groups.
- Positive behaviour: 95% of students agree or strongly agree that behaving well at school is important, with females scoring significantly higher than males.
- Teacher respect for family culture: Overall high score, but 46 Māori students disagreed or strongly disagreed compared to only 2 who strongly agreed, indicating room for improvement.

Challenges:

- Difficulty concentrating: Female students reported more difficulty focusing in class; this issue worsens from Year 7 to Year 10.

Commentary: This target lacked some baseline data. After our first year we have a range of data to draw from namely the NZCER survey, one year of behavioural referrals data, stand down/suspension and exclusion data.

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The NZCER Me and My School survey results indicate that our students generally perceive a positive and inclusive school environment that supports student achievement. All groups remain within the positive segment of the scale, suggesting that the learning environment and school culture are broadly viewed as beneficial.

Opportunities for improvement centre around Māori inclusivity of the 48 Māori students surveyed, only 4% strongly agreed that their family's culture is respected.

In 2024, there were 32 stand-downs involving 21 individual students, with some being repeat cases, including one student with four stand-downs. Suspensions totalled 13, involving 10 students. A total of six students were excluded this year, with efforts made to support re-enrolment or alternative educational placements where possible.

**Strategic Goal 2: At Māruawai College learning is connected.
Objective 2.1 : Students are future focused and connected in their learning.**

2024 Target: By 2025 cross curricular or integrated modules are offered at Year 9

Baseline Data: Our current course selection at Year 9 & 10

2024 Results: This target has been achieved. The modules are in place for 2025. Students have chosen, staff have planned.

Commentary

The implementation of cross-curricular modules for Year 9 in 2025 has been successfully planned and initiated, ensuring alignment across curriculum areas involved. Learning Area Leaders (LALs) and Curriculum Practitioner Leaders (CPLs) engaged in discussions with Maurie Abrahams, deepening their understanding of connected learning and its impact. Departments collaboratively identified essential skills and knowledge for Year 9 learners, supporting effective integration of competencies into modular learning.

A Connected Learning Within School Teacher role was successfully filled to provide dedicated support for the initiative, ensuring smooth implementation. A revised timetable has been finalised, to support the modular approach. A comprehensive Year 9 course booklet was distributed, showcasing the new learning options and promoting student agency. Parents and students were thoroughly informed through Open Night presentations and focused discussion with their Hauora teacher at the transition meetings.

Our next steps will include establishing an internal self-review process that incorporates stakeholder voices, ensuring ongoing reflection and refinement of the initiative. This review will involve feedback from students, teachers, parents, and curriculum leaders to monitor the effectiveness of the modules and support continuous improvement.

This initiative has highlighted the need to develop a Māruawai College pedagogy, focusing on the fundamentals of what we consider high-quality teaching and learning approaches that promote student agency and building the capacity of staff to develop cultural effective pedagogy.

Strategic Goal 2: At Māruawai College learning is connected.
Objective 2.2: Our teaching strategies accelerate the progress of students who need extra support in literacy and numeracy.

Baseline Data for Writing:

- 19% of Year 7 Students started the year at or above Level 3A.
- 3% of Year 8 Students started the year at or above Level 4P.
- 11% of Year 9 Students started the year at or above Level 5B.
- 6% of Year 10 Students started the year at or above Level 5P.

Target: Targets for Writing.

- 80% of Year 7 Students will be at or above Level 3A by the end of their Year 7 year.
- 80% of Year 8 Students will be at or above Level 4P by the end of their Year 8 year.
- 80% of Year 9 Students will be at or above Level 5B by the end of their Year 9 year.
- 80% of Year 10 Students will be at or above Level 5P by the end of their Year 10 year, which is consistent with the level required to pass the CAA requirements.

65% of our Year 10 students, including 60% Māori, achieve the writing CAA by the end of 2024 .

2024 End of Year Results:

We have not met the targets at any year level for writing.

- 43% (45 students) of Year 7 Students are at or above Level 3A at the end of the year.
- 28% (23 students) of Year 8 Students are at or above Level 4P at the end of the year.
- 39% (34 students) of Year 9 Students are at or above Level 5B at the end of the year.
- 34% (34 students) of Year 10 Students are at or above Level 5P at the end of the year.

CAA data

- 50% (51 students out of 108) of our Year 10 students achieved the Writing Common Assessment Task at the end of the year.

Commentary:

As predicted, none of our Year 7-10 groups met our strategic writing target of 80% of their cohort being at the expected curriculum level.

Analysis of Progress.

Year 7: There was improvement (24 percentage points) from the entry data. The total number of students achieving at the level increased significantly, from a baseline of 20 students to 45 at EOY, with Māori students increasing from 3 to 6 and males showing notable growth from 23 to 26.

Year 8: There is an improvement from an extremely low baseline, gaining 25 percentage points with total students progressing from 3 at baseline to 23 at EOY, although progress for Māori students was limited, rising from 1 to 2.

Year 9: There was a gain of 28 percentage points with an increase from 10 students at baseline to 34 at EOY, while Māori students grew modestly from 1 to 5.

Year 10: In terms of curriculum achievement there was also an improvement from a low baseline, gaining 28 percentage points. The total increasing from 6 to 34 students, and females showing the most notable improvement, growing from 8 to 23.

47% of our students passed the Common Assessment Task this year. The data was sent to us on Friday 29th November, so we have not had an opportunity to dissect the data in gender and ethnicity.

To give our data some national context in 2019, the most recent national data we have available, around half of New Zealand Year 8 students had not reached the expected curriculum level – in writing that's 65% of children, in reading 44% of children had not reached the required curriculum level and in maths 58% of children. <https://shorturl.at/x5Igh>

The success of target students in writing showed mixed results, with some notable progress but overall limited achievement of expected NZC levels. Despite this progress, only four target students across all year levels reached their expected curriculum level: two in Year 7 and one each in Years 9 and 10, with none in Year 8.

Year 9 2025 are the highest priority for writing because they have the lowest overall achievement (28% at the required level in Year 8 2024). There are a significant proportion (22%) just below the required level at 4B, indicating many students are close and could improve with targeted support. Only 13% of Māori are at the required level. The gender gap is also widest at this level. The focus should be on support students at 4B to reach 4P.

Year 10 2025 have a significant gender disparity: females at 51% vs. males at 24%. A portion of males (55%) remain below the required level (4B/4P/4A). The focus should be on accelerating male students at this year level sitting at 4B/4P/4A to meet the 5B benchmark.

The baseline data entry for this year was not as reliable as we would have liked, primarily due to inconsistencies in the way feeder schools are using different assessment tools and gaps our own Year 9 data from 2023. Mid-year and end-of-year data are generally robust, with only minor gaps due to low-attendance students, which are to be expected. Curriculum levels and expectations of achievement for each year level are clear, with consensus among staff that the Common Assessment Activity (CAA) aligns with 5P. This is supported by the assessment tools we use, e-asTTle. That by the end of Year 10 students should be at 5P/A. While data is grouped by year level and aligned to curriculum sub-levels, progression is represented as percentages rather than absolute student numbers, which can reduce statistical reliability due to fluctuations in cohort sizes (e.g., new students, missing test data, and baseline inconsistencies). Significant effort has been made to ensure data robustness, alignment, and accurate reporting to parent on progress. Longitudinal tracking is effective. All Kāhui Ako schools have agreed to use e-asTTle for writing in 2025. The new curriculum's move from levels to phases will further complicate longitudinal data comparisons.