Evaluation and Analysis of Student's Progress and Achievement

Leavers (based on the provisional data available at the time of writing 24th March)

Of the 44 students recorded as leavers at the end of 2023, 93.2% had achieved NCEA Level 1 or above, 86.4% had achieved Level 2 or above, 56.8% had achieved Level 3 or above and 36.4% had achieved University Entrance.

Of the 9 leavers who identified as Māori, 88.9% had achieved NCEA Level 1 or above, 88.9% had achieved Level 2 or above, 77.8% had achieved Level 3 or above and 55.6% had achieved University Entrance. Each student is 11.1%, so one Māori student left without NCEA Level 1.

	NCEA Level	NCEA Level 2	NCEA Level 3	University Entrance
All (44)	93.2%	86.4%	56.8%	36.4%
Māori (9)	88.9%	88.9%	77.8%	55.6%

Leaver 1: enrolled with us as a Year 7 and had a stated intention of leaving as soon as they turned 16 years. This learner didn't engage in the classroom. His mentor organised an alternative programme starting with one day a week work experience. Other work placements were found to give the learner experience in a variety of occupations. By the time this learner left school at 16 years, they had a job offer and were transitioned to a youth employment service.

Leaver 2: came to Menzies College at the beginning of 2023 from a North Island school. He had irregular attendance. This learner went straight into paid employment when they left school.

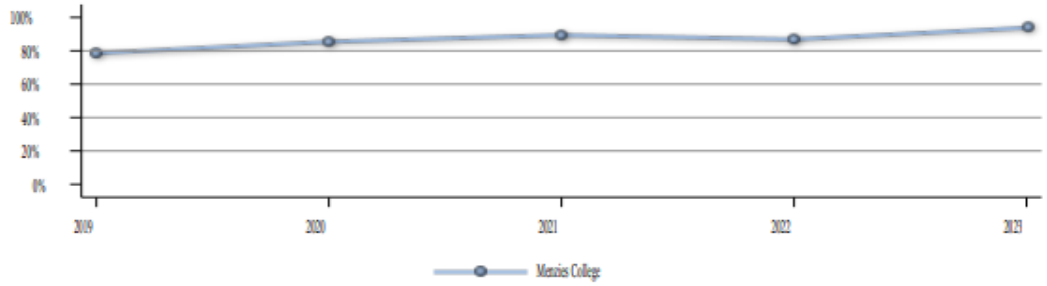
Learner 3: came to Menzies College in May 2023 having been excluded from another school. They made a positive start but struggled with consistent attendance.

The achievement of leavers has continued to trend upward as shown in the table and graphs below. This is due to several factors including: staff mentoring priority students, course design, skilled teaching and strong relationships underpinned by Whānau groups.

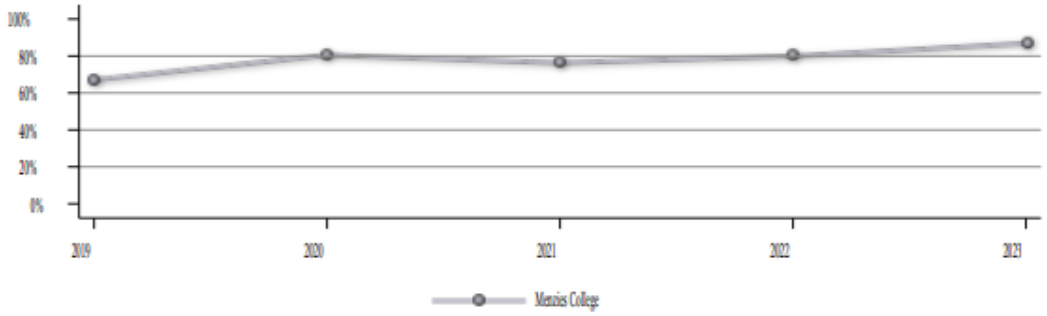
Year		NCEA Level 1	NCEA Level 2	NCEA Level 3	University Entrance
2019	All	78.3	66.7	38.3	26.7
	Māori	61.5	53.8	23.1	15.4
2020	All	85	80	42.5	27.5
	Māori	58.3	58.3	16.7	0
2021	All	88.9	75.9	40.7	27.8
	Māori	66.7	50	25	16.7
2022	All	86.4	79.5	54.5	34.1
	Māori	61.5	53.8	30.8	7.7
2023	All	93.2	86.4	56.8	36.4
	Māori	88.9	88.9	77.8	55.6

Note: in 2023 Māori achievement at level 2 or above, Level 3 or above and University Entrance, was better than the achievement of All, for the first time.

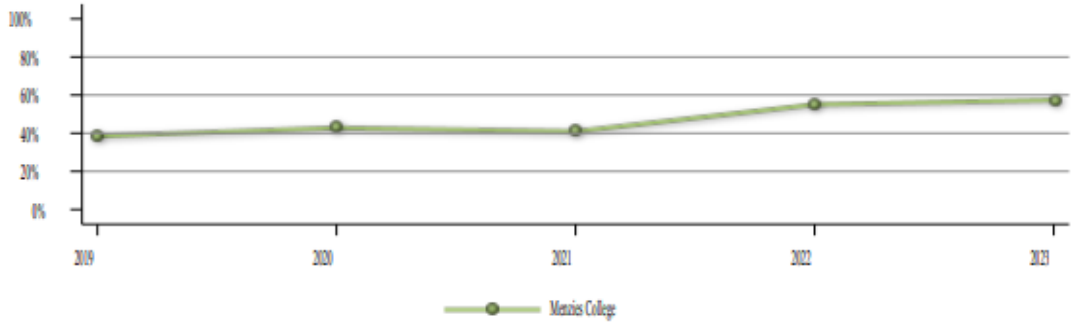
Provisional: School Leavers (2019 - 2023) with NCEA level 1 or above, at Menzies College



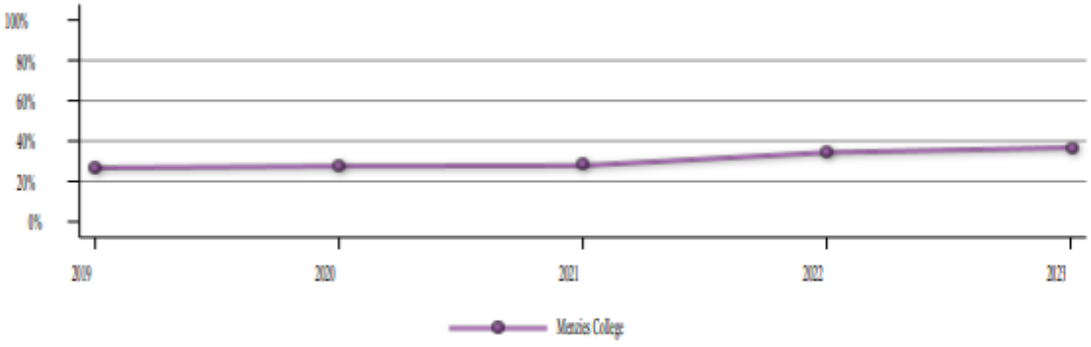
Provisional: School Leavers (2019 - 2023) with NCEA level 2 or above, at Menzies College



Provisional: School Leavers (2019 - 2023) with NCEA level 3 or above, at Menzies College



Provisional: School Leavers (2019 - 2023) with University Entrance award, at Menzies College



Year 11-13 NCEA and University Entrance Achievement Data

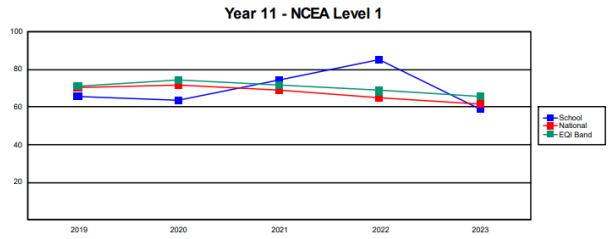
(This is based on the 11th March updated data, percentages are different to the leavers data as they are generated based on the number sitting that qualification)

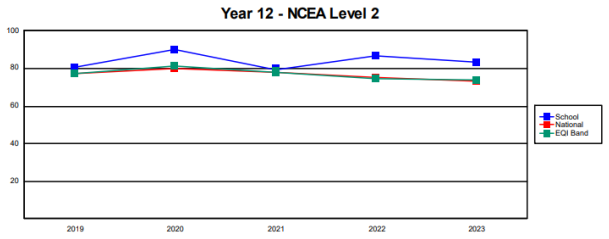
Achievement in NCEA and UE: Menzies College

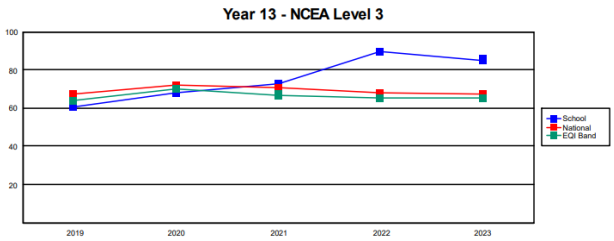
Generated 11-Mar-2024

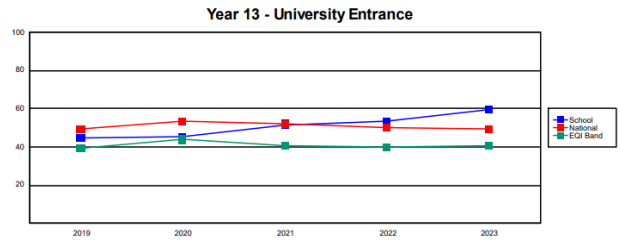
PR2 - Enrolment Based Cumulative Overall Results

	Menzies College				National				Above Average Socioeconomic Barriers (School Equity Index Band)			
Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	65.4	80.6	60.5	44.7	70.6	77.5	67.3	49.3	71.2	77.5	63.9	39.6
2020	63.6	89.7	68.2	45.5	71.8	80.1	72.1	53.4	74.6	81.2	69.9	43.7
2021	74.4	79.6	72.4	51.7	69.2	77.9	70.5	51.9	71.5	78.2	67.0	40.8
2022	84.9	86.5	89.3	53.6	64.9	74.9	68.2	50.3	68.7	74.4	65.4	39.9
2023	59.2	83.3	85.2	59.3	61.6	73.2	67.6	49.7	65.7	74.2	65.1	40.5

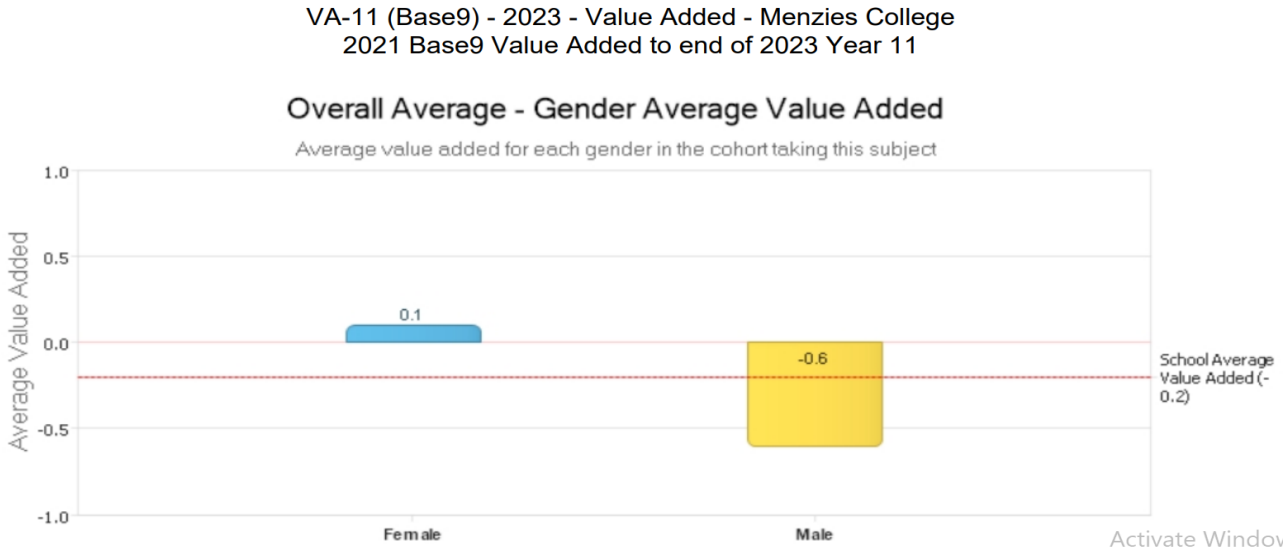






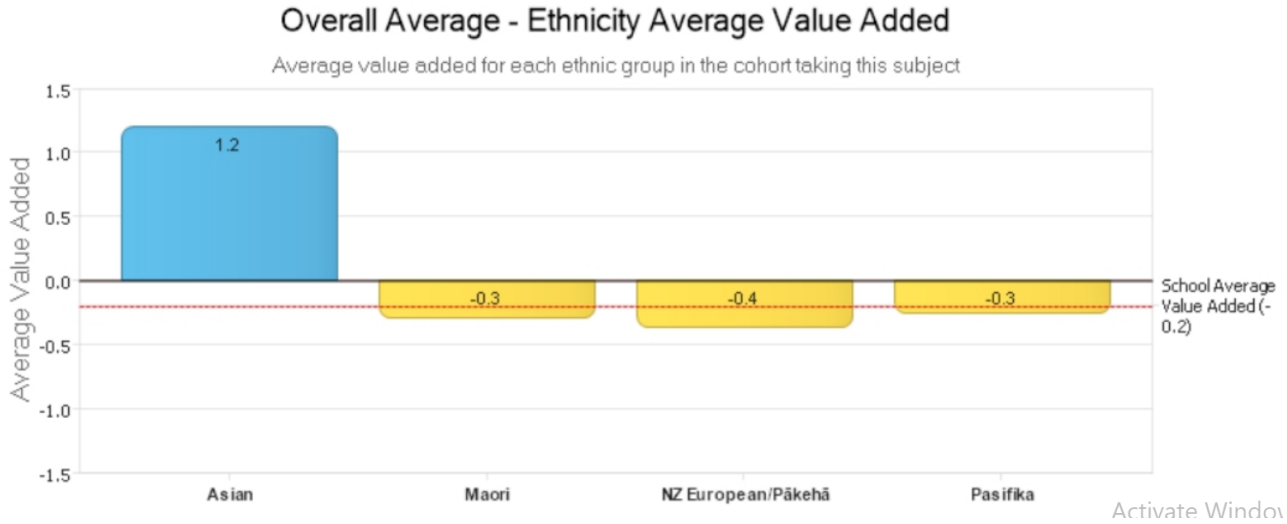


The data and graphs show the Year 11 cohort performed worse than the comparative National and School Equity index band and almost 26% worse than the previous year. This came as a surprise given the careful tracking of students showed they were performing where expected. On closer inspection we realised that some of this was due to students who no longer attended Menzies College having either left, as reflected in the Leavers Data (already commented on), or who were in alternative education but on our roll. There is also a significant group of students who underperformed, mainly male as shown below.

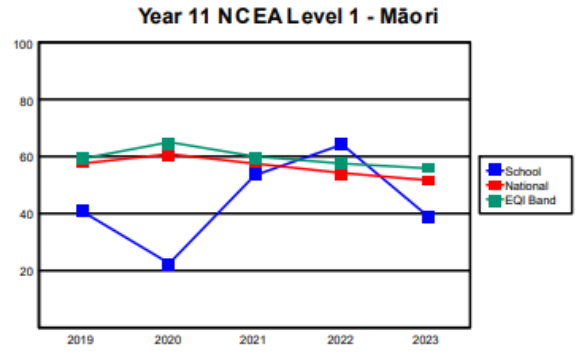


VA-11 Base 9 data is a valuable tool that links potential as measured in Year 9, with performance in NCEA Level 1. While female students had an average value added of 0.1, male students had a -0.6 average value added, in other words, they didn't meet their potential.

When we add the ethnicity picture below to this, you can see that Asian ethnicities, mainly Filipino, are thriving.



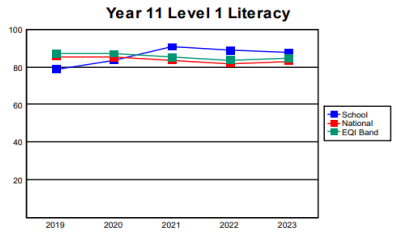
In line with this data, our Māori learners NCEA Level 1 achievement fell below the National and Equity Index Band achievement levels. With 38.9% gaining NCEA Level 1, compared to 64.7% the previous year.

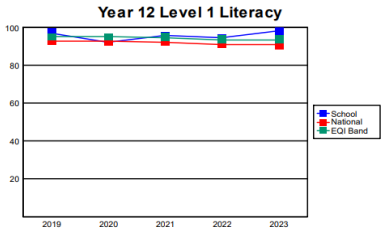


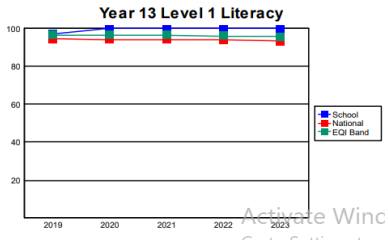
Our mentoring programmes mentioned earlier and meeting the needs of priority learners are how we try to influence the lack of motivation evident. We also encourage students who are lower level learners to focus on gaining NCEA Level 2 over two years. A Year 12 timetable that offers both options for both academic and vocational students serves our learners well. Gaining Numeracy and Literacy becomes a focus at Level 1 if students are going to focus on NCEA Level 2 over two years.

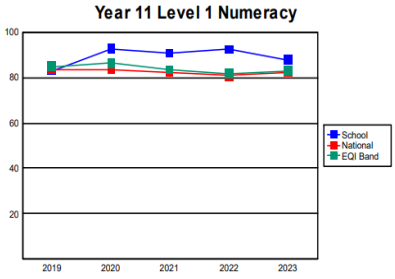
In 2023, all students who remained at school for the whole of their NCEA Level 1 year gained Literacy and Numeracy. The results reported here reflect the students who left school or were attending alternative education in Year 11.

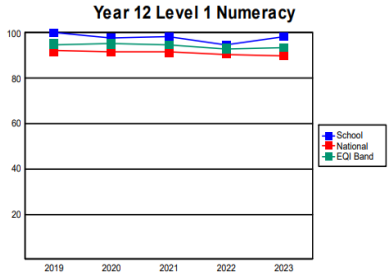
Academic Year	Achievement	Menzies College Year 11	Menzies College Year 12	Menzies College Year 13	National Year 11	National Year 12	National Year 13	Above Average Socioeconomic Barriers (School Equity Index Band) Year 11	Above Average Socioeconomic Barriers (School Equity Index Band) Year 12	Above Average Socioeconomic Barriers (School Equity Index Band) Year 13
2019	Literacy	78.8	97.2	97.4	85.5	92.8	94.6	86.9	95.2	96.8
2020	Literacy	83.6	92.3	100.0	85.1	92.7	94.4	87.0	95.3	96.9
2021	Literacy	90.7	95.9	100.0	83.6	92.2	94.2	85.1	94.8	96.8
2022	Literacy	88.7	94.6	100.0	81.6	91.2	93.9	83.6	93.7	96.2
2023	Literacy	87.8	98.1	100.0	82.8	90.8	93.5	84.5	93.7	95.8
2019	Numeracy	82.7	100.0	97.4	83.4	91.8	94.0	84.9	94.7	96.5
2020	Numeracy	92.7	97.4	100.0	83.6	91.7	93.7	86.1	95.0	96.8
2021	Numeracy	90.7	98.0	100.0	82.5	91.3	93.6	83.4	94.6	96.6
2022	Numeracy	92.5	94.6	100.0	80.8	90.2	93.3	81.8	92.9	96.2
2023	Numeracy	87.8	98.1	100.0	82.3	90.0	93.0	83.1	93.2	95.7

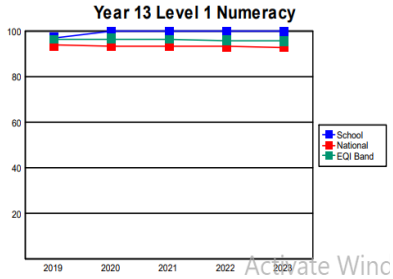




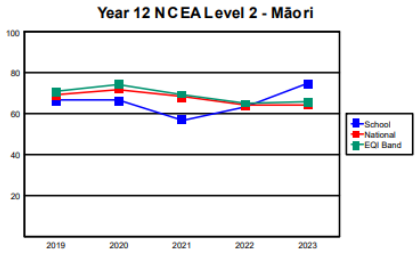


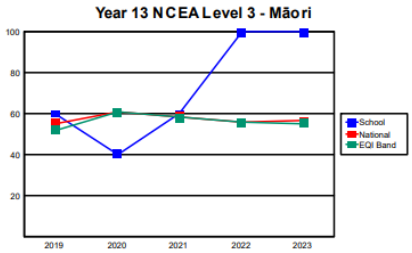


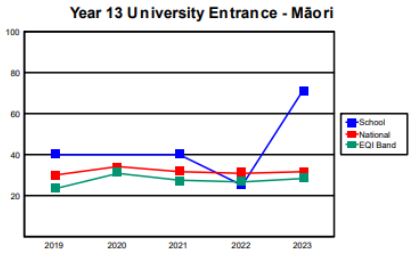




NCEA Level 2, Level 3 and University entrance results continued to track well overall and for Māori as shown below. In particular, the results for NCEA Level 2 Māori achievement have continued to improve. They rose from 67.6% to 75% in 2023. Well above the National and Equity Index level.







Year 7-10 Curriculum Level Achievement Data

Year 7 (50 students)

Midyear there were 31 students at or above the expected level in **writing**.

End of year there were 37 students at or above the expected level in **writing**, this is 74% of the cohort.

Midyear there were 33 students at or above the expected level in **reading**.

End of year there were 41 students at or above the expected level in **reading**, this is 82% of the cohort.

Midyear there were 30 students at or above the expected level in **maths**.

End of year there were 36 students at or above the expected level in **maths**, this is 72% of the cohort.

The Year 7 group in 2023 have around 75% of students achieving at the expected level. The spread between curriculum levels is relatively tight. This group could be characterised as 'good average'. Writing tends to lag behind reading, it is encouraging to see such good figures for reading.

Year 8 (63 students)

Midyear there were 29 students at or above the expected level in **writing**.

End of year there were 28 students at or above the expected level in **writing**, this is 44% of the cohort.

Midyear there were 54 students at or above the expected level in **reading**.

End of year there were 52 students at or above the expected level in **reading**, this is 83% of the cohort.

Midyear there were 53 students at or above the expected level in **maths**.

End of year there were 45 students at or above the expected level in **maths**, this is 71% of the cohort.

This data reflects a step up in the expected level between the beginning and end of year hence there were reductions in the number at the required level for writing, reading and maths which is expected. Writing tends to lag behind reading, it is surprising that it is nearly 40% behind. However, there is a large group of 13 students (20%) one step below the expected level. This is an area that staff will need to focus on in 2024.

This is a group of students who are spread between early level 2 and level 5 with a competitive bunch of high level achievers at the top end.

Year 9 (44 students)

Midyear there were 15 students at or above the expected level in **writing**.

End of year there were 20 students at or above the expected level in **writing**, this is 45% of the cohort.

Midyear there were 15 students at or above the expected level in **reading**.

End of year there were 22 students at or above the expected level in **reading**, this is 50% of the cohort.

Midyear there were 30 students at or above the expected level in **maths**.

End of year there were 24 students at or above the expected level in **maths**, this is 55% of the cohort.

This data reflects a step up in the expected level between the beginning and end of year. Reading and writing data held up while Maths data fell. This can be a reflection of the different assessments that Maths do in the second half of the year e.g. Number at the start of the year and Algebra at the end of the year.

Last year staff raised concerns about the lack of motivation and engagement of a large number of students in this group. As Year 10 students this year, they will be facing Numeracy and Literacy assessments. There are three classes with around 18 or 19 in each class to support more opportunities to learn, as well as support from the Learning Support Tutors for the students that are just below (approximately 16%).

Year 10 (45 students)

Midyear there were 24 students at or above the expected level in **writing**.

End of year there were 31 students at or above the expected level in **writing**, that is 69% of the cohort.

Midyear there were 37 students at or above the expected level in **reading**.

End of year there were 41 students at or above the expected level in **reading**, that is 91% of the cohort.

Midyear there were 40 students at or above the expected level in **maths**.

End of year there were 35 students at or above the expected level in **maths**, that is 78% of the cohort.

This cohort experienced the Numeracy and Literacy co-requisites assessments in June and November. We are told that this assessment is set between Upper Level 4 and Lower Level 5.

Numeracy/Literacy Co requisite Achievement in Year 10

Based on the above teacher judgments of curriculum levels, 20 students were judged to be at least Lower Level 5 for the **Writing** aspect: 21 students passed this aspect.

Based on the above teacher judgments of curriculum levels, 36 students were judged to be at least Lower Level 5 for the **Reading** aspect: 21 students passed this aspect.

Based on the above teacher judgments of curriculum levels, 36 students were judged to be at least Lower Level 5 for the **Maths** aspect: 26 students passed this aspect.