

Faith City School Update



Celebrating Our Academic Progress 2024

Dear Parents and Community,

I just wanted to share an update on the academic progress at Faith City School, based on our data analysis from 2021-2024! It's been a period of growth and positive trends across our key academic areas.

The data has been graphed for you and is accessible via the attachment in this email. Here is a summary of that data:

Overall Positive Trends

We have seen pleasing and steady progress in Maths across the school over the past four years, and both Maths and Reading have shown small but consistent improvements. Our students continue to perform well in PAT Maths and Reading compared to the Bell Curve, with a very healthy number achieving at Stanine 5 or above.

Celebrating Our Academic Highlights

- **Mathematics:**

Mathematics continues to show overall steady progress, with excellent numbers of students achieving at Stanine 6 and above. We're particularly excited to report a notable increase in students reaching the highest level, Stanine 9, with 19 students in 2024 compared to 11 in 2023. The number of students at Stanine 6 also significantly increased from 15 in 2023 to 29 in 2024.

Our OTJ Maths data, while showing some shifts, remains better than 2021 and 2022 levels in the lower quadrants. A really positive sign is that boys and girls show negligible differences in Maths OTJ, bucking national trends where boys often lag behind.

- **Reading:**

Our students continue to achieve well in Reading Comprehension. We're especially pleased that Māori students are tracking similarly to other students in PAT Reading, and all Pasifika students achieved above Stanine 4 in PAT Reading. In Reading OTJs, Māori students are doing similarly to 2023, which is a positive outcome, and there was an improvement in Pasifika students, with no Pasifika students below their curriculum level. As expected, girls continue to do slightly better than boys across each level in Reading OTJ in 2024.

- **Writing:**

While Writing remains our lowest-performing subject, the Year 8 Leavers' data present a positive wider picture for student writing across New Zealand, as most of our students are leaving at their curriculum level. Encouragingly, gender differences in Year 8 writing were negligible in 2024, with both boys and girls performing similarly. Girls across the school generally continue to outperform boys in Writing.

- **Year 8 Leavers' Success:**

A consistent positive trend is that our Year 8 Leavers are consistently in a strong position. In 2024, no Year 8 students were below the expected levels in any of the three curriculum areas. Specifically, only one Year 8 student was below Stanine 5 in PAT Maths, and in PAT Reading, none of our Year 8 leavers, including Māori and Pasifika students, were below Stanine 5. In Reading OTJs, only one Year 8 student was working towards their curriculum level, and Māori Year 8 students showed improvement in 2024. The one Pasifika student in Year 8 achieved at expected curriculum levels across Maths OTJ, Reading OTJ, and Writing OTJ. This shows that our programmes across the year levels are all leading to our leavers being in an excellent place academically. This trend is consistent across the years.

- **Specific Group Achievements:**

- **Māori Students:** Have made some gains overall. In PAT Maths, their results continue to be on par with all students, with more students reaching Stanine 6 and fewer in Stanine 5 in 2024, which is a positive sign. More Māori students also reached expected levels in OTJ Maths in 2024. As mentioned, Māori students tracked similarly to others in PAT Reading and improved in Reading OTJ for Year 8 leavers.
- **Boys:** Have done very well in PAT Maths in 2024 and continue to do slightly better than girls, bucking national trends where girls often score higher. Girls' PAT Maths data is also very positive. As noted, boys and girls showed negligible differences in Maths OTJ and Year 8 Writing OTJ.

- **Accelerated Achievement:**

We're pleased to report that Maths showed the highest accelerated progress among all subjects!

Areas for Focused Attention

While we celebrate these successes, our data also helps us identify areas where we need to intensify our efforts:

- **Writing Performance:** Writing remains our lowest-performing subject across the school, showing minimal overall improvement. The percentage of students assessed as "Below" the expected curriculum level increased by 5% in 2024, and there were fewer students working "Above" the curriculum level. Specifically, Māori students' writing results declined somewhat in 2024, with five more reaching "Below," and the percentage of boys reaching "Below" increased significantly by 16%. For Year 8 leavers, no students reached "Above" their expected writing levels for the second consecutive year.
- **Overall Teacher Judgments (OTJs):**
 - **Maths:** While showing overall positive trends, the OTJ data for Maths indicated a 6% decrease in students achieving "Above" the curriculum level in 2024, alongside a 5% increase in those "Working Towards" or "Below."
 - **Reading:** OTJ data for Reading showed a slight decline in percentages across all categories in 2024, with 8 more students falling into the "Below" category.
- **Specific Group Support:**
 - **Māori Students:** Although Māori students are making gains, OTJ data shows an increase in the number of Māori students "Working Towards" or "Below" in Maths, and their Writing results have declined.

- **Pasifika Students:** Their performance generally remains below the school average, with a high proportion remaining below expected levels in OTJ Maths, and no Pasifika student reaching the "Above" curriculum level in OTJ Reading.
- **Student Progress & Acceleration:** The data on student progress highlighted challenges, with 53 students not making expected progress in 2024. The percentage of students not achieving expected acceleration grew across all three curriculum areas, and a small number of students regressed in 2024, unlike in 2023 when no students regressed. **Note: we do have a high population of English as a Second Language (ESOL) students which does affect our data considerably – but by the time our students leave they are where they should be.**

Looking Ahead: Our Next Steps

Moving forward, Faith City School will continue its strategic approach to build on these successes and address identified challenges. This involves:

- **Consistent Math Instruction:** Our teachers will continue to apply the effective math tools outlined via WilkyWay.
- **Targeted Support:** We are committed to continuing to target our struggling learners with focused support. Via *Jump into Maths* and Small group BSLA and ESOL that the BOT have resourced to support our students.
- **Acceleration for All:** We will ensure we accelerate those students in the Mid-band and Above the curriculum levels, providing them with challenging and enriching learning experiences. Our teachers are working with target students of those who need extra support and with those who need extension
- **Specific Writing Support:** Based on our analysis, we will also provide additional support in Writing for boys and Māori students to further boost their progress in this area.

We are incredibly blessed by our students' achievements and the dedication of our teaching staff. Your continued support with the teachers is very important in helping our students succeed as we work together to foster a thriving learning environment for all our students.

Ma te wa

Thanks everyone

The Faith City School Team