

**Maori Achievement data 2011 - 2014**

**Achievement by Māori: Reading and in Mathematics: N. = 25**

**In 2014** 21/25 (84%) of Māori students were “at” or “above” the national standard in Reading compared to 442/479 (92%) of European students. A -8% difference in favour of non-Māori students

**In 2013** 15/18 (83%) of Māori students were “at” or “above” the national standard in Reading compared to 376/413 (91%) of NZ European students. A -8% difference in favour of non-Māori students

**In 2012** (77%) of Māori students were “at” or “above” the national standard in Reading compared to (92%) of NZ European students.

A - 15% difference in favour of non-Māori students.

**In 2011** (72%) of Māori students were “at” or “above” the national standard in Reading compared to (92%) of NZ European students.

A - 20% difference in favour of non-Māori students.

**In 2013 Cashmere Primary School entered the MAC cluster and began working a member of a (LCC) collaborative cluster in the south of Christchurch**

The 2014 results continues the upward movement of reading achievement for Māori students since 2011 (72%) to 2012 (77%) to 2013 (83%) and in 2014 (84%). A pleasing12% improvement since 2011. The 2014 results also continue to narrow the gap between non – Māori and Māori students from 20% difference in 2011 – an 8% difference in 2014

**Mathematics**

**In 2014** 23/25 (92%) of Māori students were “at” or “above” the national standard in **Mathematics** compared to 448/479 (93%) of NZ European students. This is a **near equal performance** and an improved performance from 2011, 2012 and 2013

**In 2013** 16/18 (89%) of Maori students were “at” or “above” the national standard in **Mathematics** compared to 366/413 (89%) of NZ European students. **An equal performance** over the sum of both categories (both groups had 89% “above” or “at”) but the spread is between both categories from each group is different. There was a higher % of NZ European students in the “above” category.

**In 2012** (82%) of Maori students were “at” or “above” the national standard in **Mathematics** compared to (90%) of NZ European students.

**In 2011** (88%) of Maori students were “at” or “above” the national standard in **Mathematics** compared to (87%) of NZ European students. This is a **near equal performance**

This continues the upward movement of Maori students since 2011 (88%) to 2012 (82%) to 2013 (89%) and to (92%) in 2014. This trend continues to see a small gap between non–Māori and Māori students from -1% difference in 2011, -8% in 2012, and equal result in 2013 and a –1% difference in 2014

**In 2014** there were **25** Māori students in the school and the results of one child will change results by 5% and if from one category to another up to 10%. This needs to be understood when interpreting the data.

 **Our long term goal remains to have no difference in the achievement levels between Maori and NZ European children and this has been achieved in maths in 2011, 2013 and 2014. We are also close to achieving this in reading.**

**Written Language:**

We have made gains for Māori Students who were targeted in 2013 and 2014.

In **2014** 19/25 (76%) of Māori students were “at” or “above” the national standard in Writing compared to 374/426 (87%) of NZ European students.

 **An 11% difference**.

In **2013** 12/18 (67%) of Māori students were “at” or “above” the national standard in Writing compared to 337/413 (82%) of NZ European students.

**A 15% difference.**

In **2012** (65%) of Māori students were “at” or “above” the national standard in Writing compared to (79%) of NZ European students.

**A 14% difference.**

In **2011** (42%) of Maori students were “at” or “above” the national standard in written language compared to (78%) of NZ European students.

**A 36% difference.**

**There has been a significant improvement in achievement levels for Maori Students “at” or “above” the national standard from 2011 – 2014. An increase of +34%.**

The results are pleasing and should be celebrated.

**In 2014** we have improved on the good level of student achievement results in writing compared to **2011**, **2012** and **2013** with 88% of the total number of students across the school being “at” or “above” the standard for their class level or time at school.

Results show a 7% improvement across the whole school in 2014 (2011 results had (77%) “at” or “above” and the 2012 results had (80%) +3% “at” or “above” the 2013 had (81%) +1% “at” or “above” and 2014 had (88%) +7% of students achieving “at” or “above” across the school.

**We believe Maori learning as Maori, collaborative practices, guarding the time-table and explicit teaching and learning are reasons for improvement**

**Do we agree with the data?** These results are accurate, moderated and tend to be conservative to ensure we don’t overstate student achievement. We know through comparing our data with some other schools we tend to mark conservatively.

**We advise that this data can’t reliably be compared to other schools’ data without moderation.**