

Evaluation of Progress and Achievement

The following is a summary of our 2024 Academic results for our Year 12 and 13 students sitting NCEA Level 2 and 3 respectively, and our results for the Literacy and Numeracy NCEA co-requisites.

Year 12 - Level 2

Strategic Goal	2024	2023	2022	2021
95% of Students achieve Level 2	LHS – 92% (259/282) National - 72.7% SEI Band - 85.7%	96%	93.5%	98.8%
	LHS Māori - 79.4% (27/34) National - 64.3% SEI Band - 79.3%	100%	89.7%	100%
	LHS Pasifika – 82% (9/11) National – 64.9% SEI Band – 74%	100%	NA	100%

Strategic Goal	2024	2023	2022	2021
50% of Students achieve Level 2 with Endorsement	LHS - 14% Excellence 28% Merit 42% Total Endorsed.	E - 13.9% M - 24.2% Total - 38.1%	E - 14.7% M - 27.3% Total - 42%	E - 14.7% M - 22.9% Total - 37.6%
	LHS Māori - 7.7% Excellence 23.1% Merit 30.8% Total Endorsed	E - 7.7% M - 23.1% Total - 30.8%	E - 3.7% M - 14.8% Total - 18.5%	E - 5.5% M - 13.6% Total - 19.1%
	LHS Pasifika - 0% Excellence 33% Merit 33% Total Endorsed	E - 0% M - 33% Total - 33%	NA	E - 0% M - 0% Total - 0%

We have achieved slightly below target and are down on previous years, although it remains a strong result compared to nationally and the SEI band. One reason for the decrease is that this is the first cohort to require the literacy and numeracy co-requisites to achieve their NCEA and unfortunately nine Year 12 students (3.2%) were not able to do this. These students, as well as a group of ORS/Health School students and some late arrivals/early leavers gave us a ceiling (maximum) this year of 94%. Māori and Pasifika results were also down on previous years. (NB Two of the students' results are represented in both the Māori and Pasifika statistics). We are getting an increase in Pasifika students. In the last five years we have had between 0-3 students in Year 12; this year we had eleven. More focus will need to be on how we engage Pasifika students and their fanau.

Year 12 – Level 2 with Endorsement

Level 2 with Endorsement results remained steady in 2024, with the total endorsement being equal with the highest we have attained in the last five years. However, NZQA measure endorsement as a percentage of our pass rate so the slightly lower overall pass rate has helped sustain the endorsement levels. Ultimately, our endorsement overall (not as a percentage of pass rate) should

be at 50%. I would like to see our Level 2 Excellence percentage increase to over 18% in the next three years. High performance at Level 2 is critical for gaining financial support into universities and for university hall applications. The level of learning expected also significantly improves the chances of attaining University Entrance. Previous analysis has shown that only 50% of students with an overall Achieved in Level 2 go on to get UE whereas 85-90% of Merit students achieve UE and 100% of Excellence students. To get to this level of high performance is going to require us to start to analyse more critically the data from entry testing through to Year 11 to identify potential areas for improvement. The upstream work in the first three years is crucial to setting students up for a quality qualification in Level 2 and 3. This is particularly important for our Māori and Pasifika students where we can see that there is a significant gap in high performance achievement compared to the overall cohort.

Year 13 – University Entrance

Strategic Goal	2024	2023	2022	2021
84% of Students with a UE pathway, achieve UE. <i>(Result – 84%)</i>	LHS – 63% (150/238) National - 48.2% SEI Band - 65.6%	69.8%	64.9%	60.8%
	LHS Māori – 57.9% (11/19) National – 29.9% SEI Band – 51.9%	45%	45%	45%
	LHS Pasifika - 50% (1/2) National - 30.1% SEI Band - 74%	NA	100%	NA

The strategic goal for University Entrance is to have 84% of students who have a UE pathway achieve UE and we are very close to getting this with 80% of students who had an eligible UE course AND set it as a goal, achieving UE. However, NZQA measure the percentage of your total cohort and that is what I have focussed on reporting here so that we can fairly assess how we are achieving – against national, SEI band and similar schools. If less students are on a UE pathway, that is currently not able to be reflected in our strategic goal. We want as many students as possible with courses that keep university, and other tertiary pathways open to them. Ensuring we have robust courses on offer and careful course selection from Year 10 will enable more students to select academic courses rather than being forced to opt out. You can see this reflected in the difference between Level 2 pass rates and UE attainment for our Māori students. We need to ensure they are getting a quality Level 2 education, so they are set up for success in UE courses in Year 13.

Our University Entrance result is down on previous years, and we have fallen below the SEI band for this. We still have a few students finishing off their final standard and will likely finish with approximately 63-64%. We had over twenty students finish the year only one standard short of attaining UE. With more careful tracking and mentoring, including checking that students have met the UE literacy requirements, we should have less students completing the year in this predicament. Some students are not leaving enough “fat in the system” with UE and when they unexpectedly fail one paper in the exam, they end up short. We need students engaging better with external examinations.

Māori students performed close to on par with the overall school result, is above the previous five years results, and is well above national and SEI. This result falls off the back of a strong Level 2 results for Māori students in 2023.

Literacy and Numeracy Co-requisites

The Literacy and Numeracy co-requisites are set at upper level 4/lower level 5 of the New Zealand curriculum. Students are given the first opportunity to sit the reading and numeracy tests in Year 10 and the writing test in Year 11. Our strategic goals for literacy and numeracy were also participation based – the percentage of students achieving from those that sat the test, rather than the percentage of the entire cohort. We are reviewing this for 2025 to measure and track cohort achievement as this is a much more transparent measure of how our learning, progress and achievement of literacy and numeracy is going. The writing goal also needs adjusted to reflect that students wait till Year 11 before having an opportunity to sit the writing assessment. In the table I have also added a third column to report on the percentage of students who have achieved these by the end of Year 11.

Strategic Goal	Pass rate of students in Year 10 who sat the test	% of total Year 10 cohort who passed the test	% achieved by EOY 11
Numeracy: At the end of Year 10 there will be an 80% pass rate for those who sit the NCEA Numeracy co-requisite.	68%	57% (Māori – 41%)	82.2% (Last 4 years: 95-99%)
Reading: At the end of Year 10 there will be an 85% pass rate for those who sit the NCEA Reading co-requisite.	78%	75% (Māori – 69%)	92%
Writing: At the end of Year 10 there will a 75% pass rate for those who sit the NCEA Writing co-requisite.	NA	NA	89%
			Combined Literacy achievement (both reading and writing) = 85.2% (Last 4 years; 92-99%).