



Progressive Achievement Tests (PAT) Report April 2025

An analysis of the data gathered from our Year 4-6 cohort

Overview of PAT

A series of standardised multi-choice online tests created for New Zealand schools. In Term One, Mairangi Bay School students in Year 4-6 completed the Maths, Reading Comprehension and Vocabulary assessments. Our Year 3 students completed the Maths assessment. We use this data to gain a snapshot understanding of how our students are achieving compared to other students sitting the same assessments, across New Zealand.

Data Tables

The numbers in brackets represent the percentage of students achieving in this stanine across New Zealand. The numbers outside of the brackets represent the results from the cohort at Mairangi Bay School.

Year 4 Mathematics Term One

83 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	14% (19%)		36% (54%)			31% (19%)		18% (4%)
Number of students	0	2	10	10	7	13	15	11	15

Year 5 Mathematics Term One

65 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	8% (19%)		42% (54%)			46% (19%)		5% (4%)
Number of students	0	3	2	4	9	14	16	14	3

Year 6 Mathematics Term One

85 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	7% (19%)		49% (54%)			33% (19%)		11% (4%)
Number of students	0	1	5	9	20	14	16	13	10

Summary of Mathematics in Year 4-6

We can observe that our mathematics achievement across Year 4-6 is positive. We have 44% of Year 6 students achieving stanine 7 and above, 51% in Year 5 and 49% in Year 4. An area of focus for mathematics is in Year 4, where we have 14% (12 students) achieving stanine 2 and 3. Our staff are using Oxford Maths (government requirement) textbooks and digital programme alongside an extensive and well resourced collaborative plan that is derived from the Kahui Ako scope and sequence.

Year 4 Reading Comprehension Term One

83 students completed this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	11% (19%)		58% (54%)			25% (19%)		5% (4%)
Number of students	1	3	6	21	17	11	16	5	4

Year 5 Reading Comprehension Term One

69 students completed this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	10% (19%)		63% (54%)			20% (19%)		6% (4%)
Number of students	1	2	5	12	16	17	9	5	4

Year 6 Reading Comprehension Term One

87 student completed this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	18% (19%)		55% (54%)			23% (19%)		3% (4%)
Number of students	1	8	8	19	9	20	12	8	3

Summary of Reading Comprehension in Year 4-6

Our reading data shows a relatively consistent spread of data across the bell curve of stanines. We can see that our Year 4-6 students are achieving in alignment with the national averages in stanine 7-9. Considering the percentage of ESOL we have at Mairangi Bay School, we have done well to have above the average percentage of students achieving stanine 4-6. This means that we have fewer students achieving in stanine 1-3. Our challenge will be to raise the achievement of the stanine 4-6 students and reduce the number of students in the stanine 1-3 bracket. We are looking to implement a stable reading programme that is well resourced and consistent across the Tuakana team. The Kahui Ako Literacy scope and sequence will guide our practice and assessment of reading.

Year 4 Vocabulary Term One

83 students completed this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	24% (19%)		36% (54%)			35% (19%)		5% (4%)
Number of students	0	5	15	11	10	10	20	10	4

Year 5 Vocabulary Term One

68 students completed this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	12% (19%)		59% (54%)			19% (19%)		10% (4%)
Number of students	0	4	4	5	12	24	11	2	7

Year 6 Vocabulary Term One

86 students completed this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	22% (19%)		55% (54%)			23% (19%)		0% (4%)
Number of students	0	7	13	11	18	21	18	3	0

Summary of Vocabulary in Year 4-6

Vocabulary achievement in Year 4 shows that we are significantly higher, compared to the national average, with students achieving stanine 7-9. However, we are also higher than the national average of students achieving stanine 1-3 in Year 4 and 6. We are aware of this challenge and are focusing our PLD and support for teachers around these areas of the curriculum (see initiatives below).

Maori Achievement

	Number of students	Reading Comprehension Stanine	Mathematics Stanine	Vocabulary Stanine
Year 4	2	3, 3	3, 3	3, 3
Year 5	3	4,6, 7	5, 5, 7	6, 7, 8
Year 6	2	3, 4	4, 5	6, 6

Maori Achievement Summary

Seven Maori students in Year 4-6 completed the PAT assessments. Our focus areas need to be in Year 4, with the two students who have achieved stanine 3 across all three assessments. We are working alongside MAC to teach our Maori students as Maori and are weaving ANZHC into our curriculum planning to build connection and learn in context. Our Year 5 Maori students are tracking well against the national average, particularly with vocabulary, achieving stanine 6, 7, and 8.

2025 Initiatives

- **Tania Jenner** - working alongside students who need further literacy support. These sessions are twice a week during class time.
- **ESOL groups** - students are categorised into priority level 1-4. Priority 1 students are withdrawn from class to receive support from our ESOL teachers. Priority 2-4 are catered for in class by our teachers.
- **Structured literacy** - Year 0-3 staff have attended the government requirement
- **New maths curriculum** - we are all using the Oxford Maths textbooks and online portal to support the teaching of the scope and sequence for mathematics. The pre and post tests have
- **Resourcing** - we are investing in the resources that are available to support our SLA
- **Across School Leaders (ASL)** - we regularly engage with and receive support from our Kahui Ako ASLs, in particular with the maths curriculum.
- **Whanau connection** - regular communication with whanau to share concerns, learning progress and success.
- **Principal Whānau Hui** - Structured Literacy evening is organised to share the Structured Literacy Approach, inform parents of the teaching/learning content and encourage and resource parents to support at home.
- **Kāhui Ako alignment** - we are aligning our curriculum teaching, learning and processes with the Kahui Ako. We have assigned leadership roles to share knowledge, create resources and ensure coherence across the seven schools.
- **Longitudinal data** - data is gathered through summative and formative assessments throughout the year. These results will be analysed to make future decisions and assess the impact that our PLD and targets have had.