

2025 PAT Achievement Summary Term 1

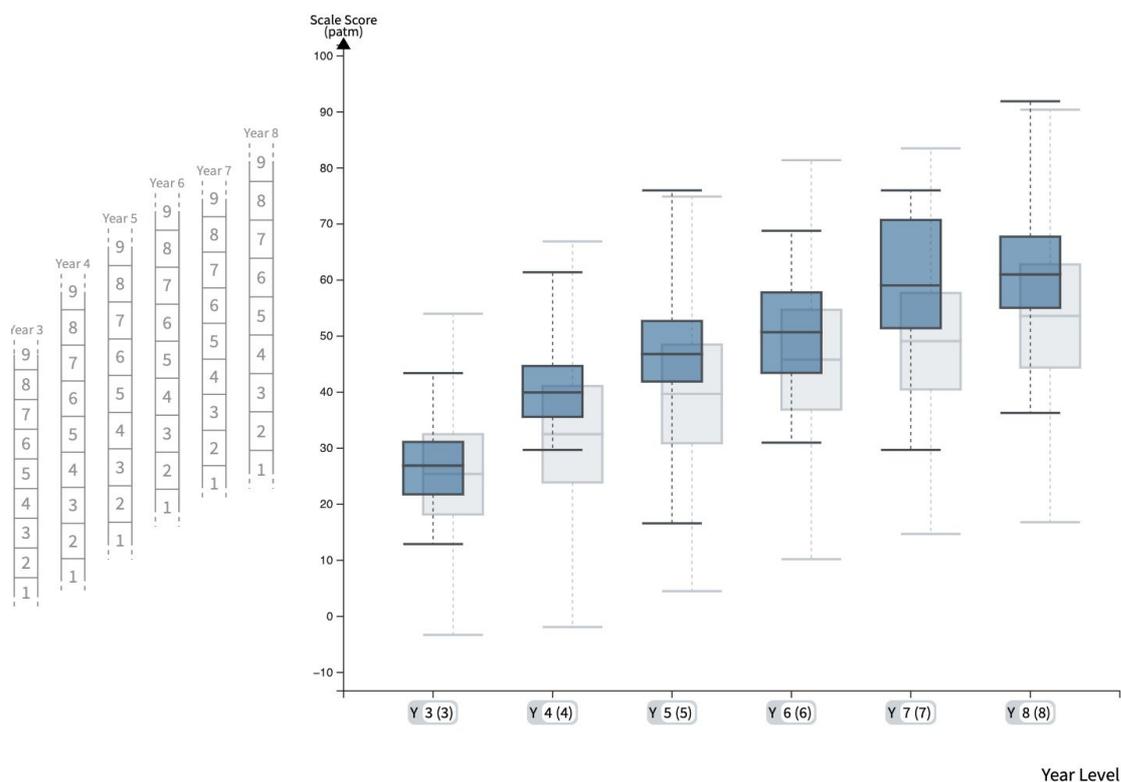
PATs are standardised, norm-referenced assessments developed by the New Zealand Council for Educational Research (NZCER). They are widely used across New Zealand schools to help teachers understand each student's learning potential and track both individual and cohort progress over time. The information supports the development of targeted teaching programmes and prompts deeper investigation when significant shifts in achievement occur. At Northland School, we have chosen to continue using the PAT assessments to monitor progress and identify long-term trends in Reading Comprehension, Listening Comprehension, and Mathematics.

It is important to note that PAT data represents a snapshot in time—its relevance is strongest within about a month of testing. However, these results still offer valuable insights into student achievement and potential. They allow us to track both individual learners and cohort groups over multiple years, supporting long-term analysis of progress and teaching impact.

The year level report for PATs allows for comparisons between year groups. The scale on the left hand side of the graph refers to the Scale Score for the test as such there should be progression from one year to the next. The top and bottom lines of the graph show the extremes of scores (highest and lowest). The box represents 50% of the scores and the line across the box represents the median score. Outliers are scores which are considered unusual and appear well outside the extreme range of all the scores.

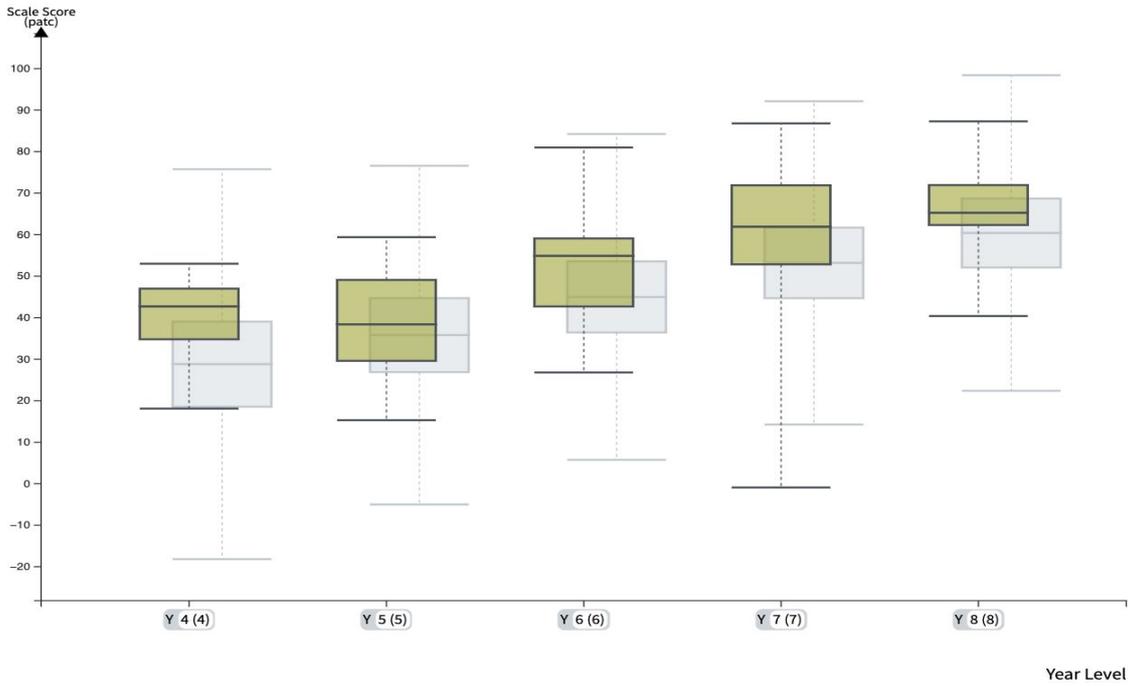
Mathematics

These Box and Whisker graphs show our cohort achievement against the National norm for Mathematics. Northland is in the blue box, while NZ average is in grey.



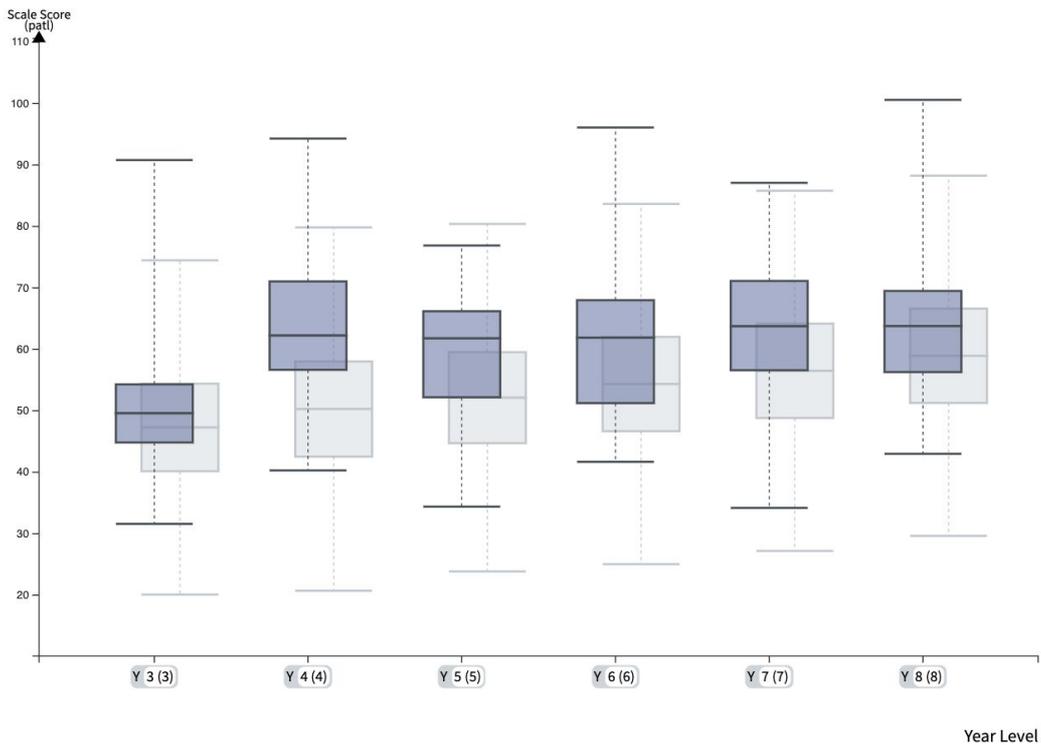
Reading Comprehension

These Box and Whisker graphs show our cohort achievement against the National norm for Reading Comprehension. Northland is in the green box, while NZ average is in the grey.



Listening Comprehension

These Box and Whisker graphs show our cohort achievement against the National norm for Listening Comprehension. Northland is in the green box, while NZ average is in the grey.



Longitudinal Data

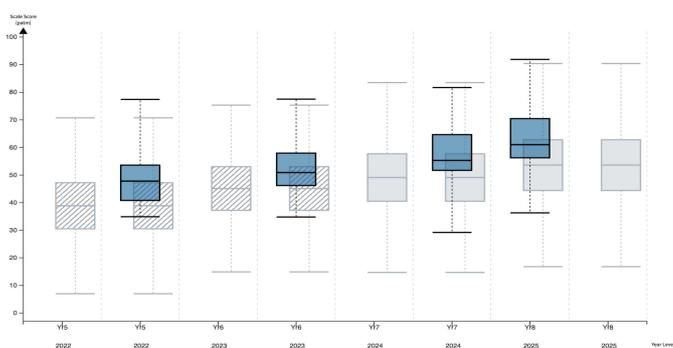
Progress over time graphs provide us with longitudinal information following a cohort of students through the years. We refer to these graphs to provide us with the trend in reading and maths in particular and notice any changes at Northland to inform our programmes.

Longitudinal data is provided for the Year 6, Year 7 and Year 8 cohorts to give a view of the same cohort's performance as they move from Year 4 - Year 6, Year 5-Year 7 and Year 6 - Year 8.

Overall our longitudinal data shows we continue to maintain a strong positive trajectory for maths and reading. Our results show our students are performing well in comparison to the national norm and cohorts are maintaining good progress. To maintain this we will continue to reflect and review teacher practice and achievement of all students.

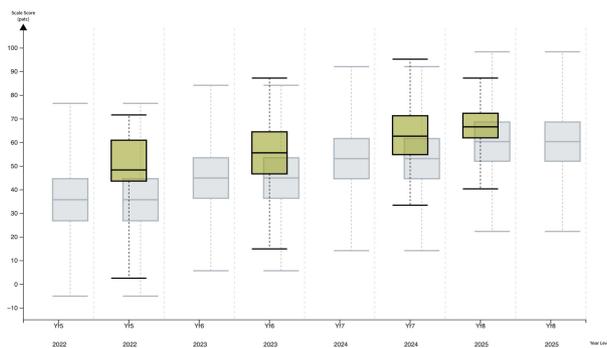
Current Year 8 Cohort Mathematics

Progress Over Time



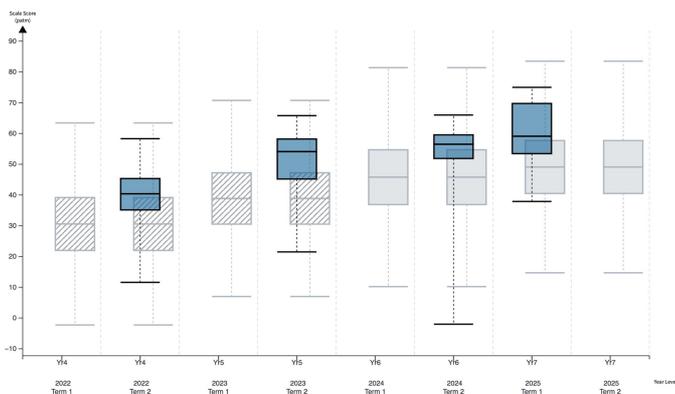
Current Year 8 Cohort Reading Comprehension

Progress Over Time



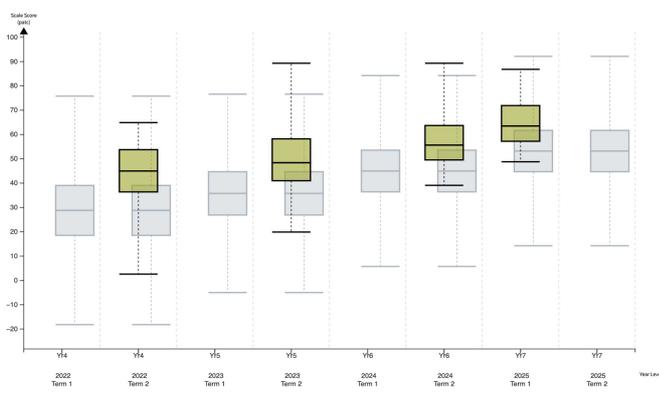
Current Year 7 Cohort Mathematics

Progress Over Time



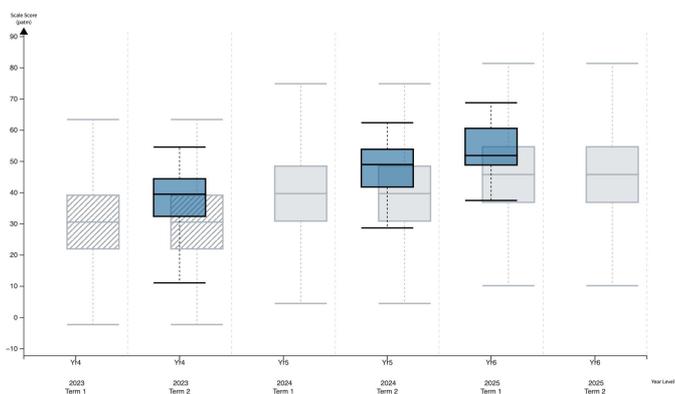
Current Year 7 Cohort Reading

Progress Over Time



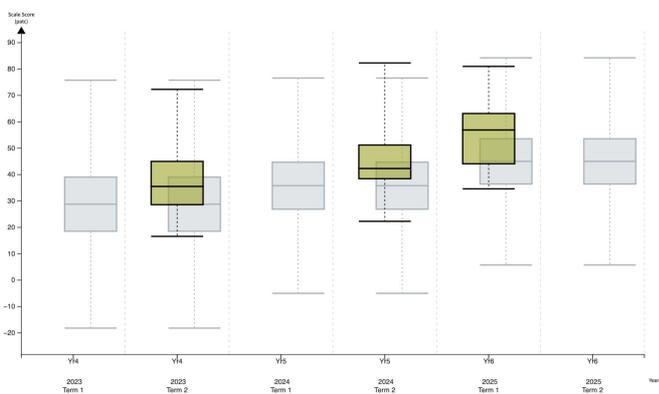
Current Year 6 Cohort Mathematics

Progress Over Time



Current Year 6 Cohort Reading

Progress Over Time



Overall Summary and Implications

Overall our performance across all three PAT tests show the majority of our students are performing slightly above the national norm and the majority of our Māori students are performing either at the norm or slightly above. While these results are very good and provide us with a strong baseline in the first term of 2025, we are also very aware of the importance of not relying on one source of evidence to make judgements.

This data set shows that we have a strong group of high performing individuals and a number of cohorts that are very capable of being stretched and challenged. We need to ensure the high achievers at any cohort are given plenty of opportunities to transfer learning across the curriculum and to deepen their thinking and understanding.

We are able to align PAT data with other formative and summative assessments to ensure we accurately identify students who need support. These students then receive targeted small group instruction, scaffolding, and deliberate, explicit teaching in maths, reading, and listening.

In the Annual Plan 2025 (Ako Pou), we are focusing on success for all students in maths, reading and writing. The PAT results urge us to respond to our students who are high performers and need to be challenged and extended across the curriculum. Many of these students are neurodiverse and require deliberate consideration in the approaches we offer. We are going to develop a range of interventions that will meet the varying needs of these students. We are currently observing programmes in other schools and seeking support from Neurodiversity in Education to scaffold this process.

Through continuing to monitor and track students' performance not only in PATs, but with other tools we will be able to identify the effectiveness of interventions that are being implemented. We know that targeted interventions need to be tailored to a specific need with repetition and review as a regular part of teaching.

The start of implementing the new English and Maths curriculum during 2025 is going to have an impact on our overall data collection, however we are fortunate that we are well underway in our understanding of the science of learning and the importance of both formative and summative assessments.

The professional development focus for the next two years is on implementing the new English and Maths curriculum. It also aims to develop teachers' ability to notice, recognise, and respond to students' understanding, knowledge, and skills within the new phases of the curriculum.

We have reviewed our assessment schedule in response to the changes in the curriculum and our understanding of how children and teachers learn. The ongoing professional development for all teachers in structured literacy, reading and maths is planned throughout this year. We will also observe teacher practice alongside monitoring of student achievement to gauge the effectiveness of the teaching programmes.

Andrea Peetz May 2025