



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Provisional 2023 Enrolment-based NCEA and University Entrance National Attainment Statistics

Date:	11 January 2024	NZQA Priority:	Medium
Security Level:	In confidence	Report No.	OC00548

	Action Sought	Deadline
Minister of Education	<p>a. note that students will be able to access their 2023 NCEA and University Entrance results on 17 January 2024.</p> <p>b. note that schools will also have access to all their students results on 17 January 2024.</p> <p>c. note that schools will be provided with access to their own school's provisional attainment statistics and the national provisional statistics on 19 January 2024.</p> <p>d. note that 2023 NCEA and UE attainment is lower than 2022 attainment, and lower than 2019, the last year senior secondary assessment was unaffected by COVID-19 disruption.</p> <p>e. note that in 2023 no changes were made to the qualification and award rules for NCEA and University Entrance to compensate for COVID-19 disruptions, and therefore some change in attainment was expected.</p> <p>f. note that final 2023 statistics will be made available in April 2024.</p> <p>g. note that attainment of NCEA Level 1 by Year 11 students has been trending downwards for several years, as only 75% of enrolled Year 11 students were entered for 80 or more credits at NCEA Level 1 in 2023.</p> <p>h. note the results for Literacy and Numeracy October/November 2023 co-requisite assessments and that Te Reo Matatini me te Pāngarau results are still being finalised.</p>	

Enclosure/Appendix: Yes

Round Robin Yes/No

Contact for Telephone Discussion (if required)

Name	Position	Telephone	Cellphone	1 st Contact
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The following departments/agencies have seen this report:

- Ministry of Education
 Tertiary Education Commission
 Other (specify)

Minister’s Office to Complete:

- Noted
 Seen
 Approved
 Needs change
 Withdrawn
 Overtaken by Events
 See Minister’s comments
 Declined

Referred to:

Comments:

Provisional 2023 Enrolment-based NCEA and University Entrance National Attainment Statistics

Executive Summary

Students will be able to access their 2023 NCEA and University Entrance results on 17 January 2024. Schools will also be able to access all their students' results on 17 January 2024.

In advance of this, we are providing you with the provisional 2023 NCEA and University Entrance (UE) attainment statistics¹. This report provides an overview of these statistics, broken down by ethnicity, gender and equity index group². It includes some early analysis on participation in NCEA and how this is affecting attainment rates for Year 11 NCEA level 1.

The 2023 provisional enrolment-based statistics show that overall provisional national attainment of NCEA and UE is lower than 2022. Final attainment data for 2023 will not be available until April after the completion of reviews and reconsiderations. NZQA expects that final attainment for NCEA and University Entrance will be lower than 2022, and lower than 2019, the last year senior secondary assessment was unaffected by COVID-19 disruption.

The attainment statistics for 2023 likely point to multi-year impacts of COVID-19 disruptions on student achievement, particularly for Year 12 NCEA Level 2 which is at its lowest point in the last ten years. In 2023 no changes were made to the qualification and award rules for NCEA and University Entrance to compensate for COVID-19 disruptions, and therefore some change in attainment was expected.

Increasing numbers of schools are not offering a full Level 1 assessment programme. As a result, attainment of NCEA Level 1 by Year 11 students has been trending downwards for several years. Only 75% of the Year 11 cohort³ were entered for 80 or more credits at NCEA Level 1 in 2023.

For all Levels of NCEA and for UE, the attainment of Māori and Pacific students is lower than national attainment.

This report also briefs you on the Literacy and Numeracy October/November 2023 co-requisite assessment results. Te Reo Matatini me te Pāngarau October/November 2023 co-requisite assessment results are still being finalised. All co-requisite results will be released to students and schools, kura and tertiary education organisations on 17 January 2024.

¹ At this stage, student attainment data is still provisional, as summer school results have not all been reported, schools can submit late results until the end of February, and students have an opportunity to apply for reviews and reconsiderations. Attainment rates usually increase by up to two percentage points between January provisional numbers and April final reported numbers.

² Reporting by socioeconomic barriers to achievement (school equity index group) replaces reporting by decile band. Some schools don't have an equity index calculated (Private and Pacific Island schools for example).

³ All students registered on ENROL, the Ministry of Education's central enrolment record for all students enrolled in New Zealand schools (includes private, state and state-integrated schools regardless of qualification they are working towards).

Recommended Action

It is recommended you:

- a. **note** that students will be able to access their 2023 NCEA and University Entrance results on 17 January 2024.
- b. **note** that schools will also have access to all their students results on 17 January 2024.
- c. **note** that schools will be provided with access to their own school's provisional attainment statistics and the national provisional statistics on 19 January 2024.
- d. **note** that 2023 NCEA and UE attainment is lower than 2022 attainment, and lower than 2019, the last year senior secondary assessment was unaffected by COVID-19 disruption.
- e. **note** that in 2023 no changes were made to the qualification and award rules for NCEA and University Entrance to compensate for COVID-19 disruptions, and therefore some change was expected.
- f. **note** that final 2023 statistics will be published in April 2024.
- g. **note** that attainment of NCEA Level 1 by Year 11 students has been trending downwards for several years, as only 75% of enrolled Year 11 students were entered for 80 or more credits at NCEA Level 1 in 2023.
- h. **note** the results for Literacy and Numeracy October/November 2023 co-requisite assessments and that Te Reo Matatini me te Pāngarau results are still being finalised.

Proactive Release Recommendation

NZQA recommends that you:

- i. **agree** that this report is not proactively released until after the final NCEA statistics are published in April 2024.

Agree/disagree



Dr Grant Klinkum
Chief Executive
11 January 2024

Hon Erica Stanford
Minister of Education
...../...../.....

Provisional 2023 Enrolment-based NCEA and University Entrance National Attainment Statistics

Purpose of Report

1. The provisional 2023 NCEA and University Entrance (UE) attainment statistics are now available. This report provides an overview of these statistics, broken down by ethnicity, gender, and equity index group. It includes some early analysis on participation in NCEA and how this is affecting attainment rates for Year 11 NCEA level 1.
2. The 2023 NCEA and UE results will be made available to students on Tuesday 17 January 2023 and schools will also be able to access their students' results. NZQA will make available to school principals and administrators their school's provisional enrolment-based attainment statistics, and the corresponding national and equity index comparators on Friday 19 January. These will be in the 'Principal's Report' and other statistics reports accessible online via their school's secure login.
3. The Ministry of Education (the Ministry) has been consulted on this briefing and will provide you with an additional briefing note with some commentary on these results.

Overall attainment

4. The attainment data presented in this report is provisional, as summer school results have not all been reported, schools can submit late results until the end of February, and students have an opportunity to apply for reviews and reconsiderations of their externally assessed results. For these reasons, attainment data is not finalised until April each year. Attainment rates usually increase by up to two percentage points between January provisional numbers and April final reported numbers.
5. In 2023, 21.1% of results achieved by students in Years 11-13 came from externally assessed achievement standards, 58.5% from internally assessed achievement standards, and 20.3% from unit standards. NZQA and the Ministry of Education intend to provide you with further advice on the current levels of external assessment for NCEA and what impact the NCEA change programme will have on the balance of credits earned across these three categories.
6. In 2023 no changes were made to the qualification and award rules for NCEA and University Entrance. Changes were made in 2020, 2021 and 2022 so that students had a fair and equitable opportunity to achieve despite COVID-19 related disruptions. These changes were developed by the Ministry of Education and NZQA, in consultation with the Minister of Education's NCEA Professional Advisory Group (PAG), and with the University Vice-Chancellors for University Entrance. The suite of COVID-19 related modifications NZQA deployed in 2020, 2021 and 2022 were important both for allowing students to credential their learning and for retaining sector confidence and student engagement.

NCEA and University Entrance

7. The last five years of attainment is presented below. 2022 January provisional attainment is also included for comparison purposes with 2023 January provisional attainment. The 2023 provisional enrolment-based statistics show that overall national attainment of NCEA Levels 1, 2 and 3 and UE is lower than provisional and final 2022 attainment.

8. Increasing numbers of schools are not offering a full Level 1 assessment programme. As a result, attainment of NCEA Level 1 by Year 11 students has been trending downwards for several years. Only 75% of the Year 11 cohort⁴ (51,643 of 68,837) were entered for 80 or more credits at NCEA Level 1 in 2023. Attainment of NCEA Level 1 for the participating Year 11 cohort was 80.0%. Due to the decline in the proportion of enrolled Year 11 students engaging in a full Level 1 assessment programme, NZQA is reviewing the appropriateness of an 'enrolment-based' measure of Year 11 Level 1.

Year 11 NCEA Level 1

Year	Achieved (n)	Achieved (%)	Total Students	Difference from previous year
2019	43,065	70.6%	60,982	
2020	43,835	71.8%	61,046	1.2 pp
2021	43,071	69.2%	62,261	-2.6 pp
2022	42,337	64.9%	65,219	-4.3 pp
<i>2022 Jan Provisional</i>		64.3%		
<i>2023 Jan Provisional</i>	41,331	60.0%	68,837	-4.3 pp from Jan 2022 provisional

Year 12 NCEA Level 2

Year	Achieved (n)	Achieved (%)	Total Students	Difference from previous year
2019	42,677	77.5%	55,101	
2020	45,100	80.1%	56,292	2.6 pp
2021	44,386	77.9%	56,986	-2.2 pp
2022	43,053	74.9%	57,471	-3.0 pp
<i>2022 Jan Provisional</i>		74.5%		
<i>2023 Jan Provisional</i>	43,389	72.2%	60,089	-2.3 pp from Jan 2022 provisional

Year 13 NCEA Level 3

Year	Achieved (n)	Achieved (%)	Total Students	Difference from previous year
2019	31,165	67.3%	46,304	
2020	33,597	72.1%	46,598	4.8 pp
2021	33,961	70.5%	48,158	-1.6 pp
2022	31,910	68.2%	46,803	-2.3 pp
<i>2022 Jan Provisional</i>		67.6%		
<i>2023 Jan Provisional</i>	30,715	66.2%	46,408	-1.4 pp from Jan 2022 provisional

⁴ All students registered on ENROL, the Ministry of Education's central enrolment record for all students enrolled in New Zealand schools (includes private, state and state-integrated schools regardless of qualification they are working towards).

Year 13 UE

Year	Achieved (n)	Achieved (%)	Total Students	Difference from previous year
2019	22,832	49.3%	46,304	
2020	24,901	53.4%	46,598	4.1 pp
2021	24,982	51.9%	48,158	-1.5 pp
2022	23,554	50.3%	46,803	-1.6 pp
2022 Jan Provisional		48.5%		
2023 Jan Provisional	21,898	47.2%	46,408	-1.3 pp from Jan 2022 provisional

9. Figure 1 below gives a ten-year view of NCEA Level 1, 2 and 3, and UE attainment. The 2014 to 2022 percentages are final, the 2023 percentages are provisional.

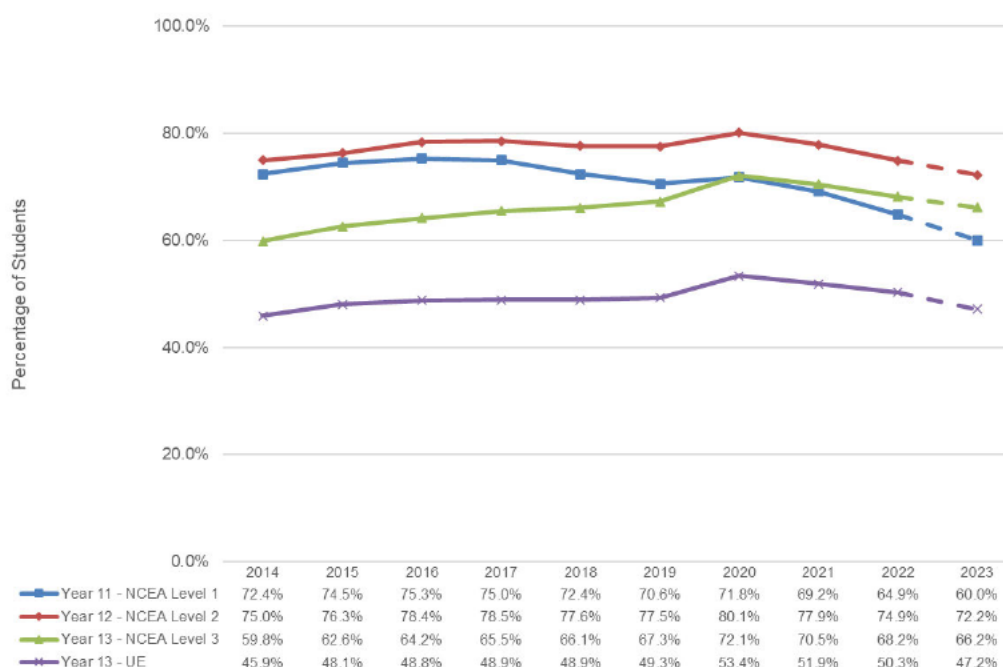


Figure 1: Enrolment-based NCEA and University Entrance Attainment 2014 – 2023 (2023 provisional)

10. Participation⁵ data provides useful information on engagement in NCEA in Year 11. Participation numbers below show a drop in participation of Year 11s in NCEA Level 1 over the past five years (a drop of 7.6 percentage points). Participation in NCEA Level 2 by Year 12s has declined by 2.8 percentage points over the same period. Participation in NCEA Level 3 by Year 13s has been stable to date although it should be noted that the number of students retained to Year 13 in 2023 is lower than in 2022.
11. Further analysis of the impact on attainment of students leaving school partway through the year and trends in engagement in alternative secondary qualifications such as

⁵ Participation in an NCEA is defined as the sum of relevant credit achievement from prior years and entries in the current year being sufficient to achieve the qualification (at least 80 credits at Level 1, and 60 credits at Levels 2 and 3).

Cambridge International and International Baccalaureate will be undertaken as part of the Ministry's 2022 School Leaver statistics release later this year.

Year 11 Level 1 Participation

	Participated (n)	Participated (%)	Total Students	2023 difference from 2022	5 year difference (2023 compared to 2019)
2022	49,609	76.1%	65,219	-1.1 pp	-7.6 pp
2023	51,643	75.0%	68,837		

Year 12 Level 2 Participation

	Participated (n)	Participated (%)	Total Students	2023 difference from 2022	5 year difference (2023 compared to 2019)
2022	47,721	83.0%	57,471	0.1 pp	-2.8 pp
2023	49,942	83.1%	60,089		

Year 13 Level 3 Participation

	Participated (n)	Participated (%)	Total Students	2023 difference from 2022	5 year difference (2023 compared to 2019)
2022	36,473	77.9%	46,803	0.8 pp	-0.2 pp
2023	36,516	78.7%	46,408		

National attainment by ethnicity, gender and socioeconomic barriers to achievement (school equity index group)

12. Appendix 1 figures 1 to 12 provide a more detailed breakdown of attainment for 2014 to 2023, including by ethnicity, gender and socioeconomic barriers to achievement (school equity index group). This is the first time we are reporting to you on attainment by equity index group. Appendix 2 provides a summary of Ministry of Education guidelines for socio-economic reporting.
13. Across all ethnicity groupings 2023 provisional results are lower than 2022. There continues to be a significant differential in attainment for Māori and Pacific students compared to the national rates.

NCEA Certificate Endorsements

14. In 2020, 2021, and 2022 the thresholds for obtaining a merit or excellence certificate endorsement were lowered to enable students to achieve despite COVID-19 disruptions. No adjustments to endorsement rules were made for 2023. National provisional 2023 NCEA certificate endorsement rates at excellence are lower than final 2022 rates.

Year 11 NCEA Level 3 Certificate Endorsements

Type	2019	2020	2021	2022	2023
Excellence	19.9%	20.7%	21.1%	19.4%	16.8%
Merit	33.9%	32.3%	31.9%	31.4%	32.1%

Year 12 NCEA Level 2 Certificate Endorsements

Type	2019	2020	2021	2022	2023
Excellence	16.7%	17.9%	17.9%	16.5%	14.7%
Merit	25.1%	24.9%	23.8%	24.0%	23.9%

Year 13 NCEA Level 3 Certificate Endorsements

Type	2019	2020	2021	2022	2023
Excellence	14.8%	17.5%	17.9%	15.3%	13.7%
Merit	26.2%	26.3%	25.3%	25.5%	26.0%

Literacy and Numeracy for NCEA Level 1 attainment by the end of Year 11

15. The table below shows the percentage of Year 11 students that met the NCEA Level 1 10 credit Literacy and 10 credit Numeracy requirements by the end of each year for the last five years⁶. There has been a decline in the achievement of Literacy and Numeracy by Year 11 students over the last five years, although 2023 figures have improved compared to 2022. This is a useful benchmark to monitor from 2024 onwards as the requirements for NCEA literacy and numeracy are changing. From 2024, students need to meet the 20-credit co-requisite through achieving either the new standards in Literacy-Writing, Literacy-Reading, Numeracy, Te Reo Matatini, and Pāngarau or gaining 20 credits from a small list of literacy and numeracy-rich standards.

Year	% Year 11s meeting Level 1 Literacy requirements	% Year 11s meeting Level 1 Numeracy requirements
2019	85.5%	83.4%
2020	85.1%	83.6%
2021	83.6%	82.5%
2022	81.6%	80.8%
2023	82.4%	81.5%

Results for the October/November 2023 Co-Requisite Assessments – Literacy and Numeracy | Te Reo Matatini me te Pāngarau

16. The results of the second Literacy and Numeracy | Te Reo Matatini me te Pāngarau October/November 2023 assessments will also be released to students and schools, kura and tertiary education organisations on 17 January 2024.

17. The second assessments for Reading, Writing, Numeracy and Pāngarau in 2023 took place in the week 30 October to 3 November 2023. The second assessments for Te Reo Matatini took place in the week 6 November to 10 November 2023. In addition, a small number of students completed a kete manarua (portfolio submission) for either Te Reo Matatini or te Pāngarau or both.

⁶ For 2021, 2022, and 2023, attainment of the co-requisite unit standards for Literacy and Numeracy, and Te Reo Matatini me te Pāngarau are included.

18. In 2023, approximately 66,500 students participated in either the first or the second assessment event in one or more assessments (Reading, Writing, Numeracy, Te Reo Matatini me te Pāngarau).
19. 46,700 students across 407 schools participated in the second assessment event, with more than 97,000 individual assessments being completed. This is an increase on the June event, where 41,300 students participated in the assessments, with more than 88,000 individual assessments being completed.
20. In the second event, 84% of the participating students were in Year 10. This compared with 73% in June 2023.
21. Overall for 2023, 50,000 year 10 students sat one or more of the assessments, just over 70% of the enrolled Year 10 cohort.

Results – Overall, and for June and October/November 2023

22. The table below provides the results for the co-requisite assessments for the June and October/November 2023 assessment opportunities. There are differences to be observed in the achievement rates for Reading and Numeracy in June and October/November. From the evidence NZQA holds about student readiness based on e-asTTle data (see paragraphs 31-33 below), a larger proportion of students participating in the second Reading and Numeracy assessments had e-asTTle scores below the recommended minimum curriculum level for accessing the assessments. This explains the lower achievement rates in the second assessment of 2023. October/November 2023 results for Te Reo Matatini me te Pāngarau are still to be confirmed and will be provided separately in the fortnightly report.

	June 2023 Results			October/November Results		
	Participating	Achieved (n)	Achieved (%)	Participating	Achieved (n)	Achieved (%)
Reading	28,386	18,323	64.6%	30,370	17,394	57.3%
Writing	26,528	14,947	56.3%	31,680	17,214	54.3%
Numeracy	33,156	18,592	56.1%	35,043	17,270	49.3%

23. The table below provides the overall results for 2023 compared to the overall results for 2022, the pilot year. Where a student participated in an assessment in more than one assessment event in a year, only the result for their last assessment is counted. Overall results for 2023 for Te Reo Matatini me te Pāngarau are still to be confirmed.

	2022 Overall			2023 Overall		
	Participating	Achieved (n)	Achieved (%)	Participating	Achieved (n)	Achieved (%)
Reading	18,420	12,388	67.3%	52,108	35,765	68.6%
Writing	17,583	8,752	49.8%	50,494	32,200	63.8%
Numeracy	25,535	16,371	64.1%	58,437	35,904	61.4%

24. Students who were repeating assessments in October/November 2023 numbered approximately 17,000 (15,500 repeating from June 2023 and 1,500 repeating from 2022). The between year repeat students (2022 to 2023) had an achievement rate of 40.4% across all assessments, while the within year repeat students (June 2023 to October/November 2023) had an achievement rate of 54.0%.

25. The Ministry and NZQA will provide you with an update in late March on the 2024 Year 11 cohort co-requisite status, their assessment opportunities during the year, support available and achievement risks.

26. The tables below show the results for Reading, Writing and Numeracy by socio-economic barriers to attainment (equity index group). Equity index group reporting replaces decile reporting.

Reading

	Schools with fewer socio-economic barriers to achievement	Schools with moderate socio-economic barriers to achievement	Schools with more socio-economic barriers to achievement
Achieved (%)	73.2%	53.7%	33.7%

Writing

	Schools with fewer socio-economic barriers to achievement	Schools with moderate socio-economic barriers to achievement	Schools with more socio-economic barriers to achievement
Achieved (%)	68.9%	50.3%	36.9%

Numeracy

	Schools with fewer socio-economic barriers to achievement	Schools with moderate socio-economic barriers to achievement	Schools with more socio-economic barriers to achievement
Achieved (%)	68.4%	43.5%	26.4%

27. Results by equity index group show significant differences in attainment and are illustrative of the inequities of outcomes within secondary schooling. Attainment in Reading, and Numeracy for students at schools with fewer socio-economic barriers to attainment are more than double those for students at schools with more socio-economic barriers to attainment. Attainment in Writing is just under double.

28. Appendix 3 provides additional breakdowns for the October/November assessments by year level, gender, ethnicity.

Student readiness – a comparison by e-asTTle score

29. e-asTTle is an online assessment tool, developed to assess student achievement and progress in reading, mathematics, and writing. The e-asTTle scores of participating students provide an indication of the level of the curriculum participating students were working at. The Ministry provided NZQA with e-asTTle scores for 81.5% of the students who participated in the October/November Reading assessment, and 78.4% of those who participated in the October/November Numeracy assessments⁷. e-asTTle scores have only been included in the analysis below if they were from January 2019 or later, or had a

⁷ E-asTTle scores were also provided for Writing however the e-asTTle assessment for Writing is not comparable to the Writing co-requisite assessment. There is considerable variation in how it is administered and marked in schools and the results are therefore not useful for the purposes of this briefing.

score of 4A or above. Curriculum Level 4A (Advanced) is considered to be the minimum level required to access the assessments.

30. The table below includes a breakdown of the October/November 2023 assessments by e-asTTle score for those students with an available e-asTTle score. As expected, those students who were put forward for the assessments with e-asTTle scores below the minimum recommended curriculum level (4P (Proficient) or below) had a much lower achievement rate than those with e-asTTle scores at or above the minimum recommended level (4A Advanced or above).

Subject	E-asTTle Grouping	Participating Students	Achieved Students	Achieved (%)
Reading	4A or above	13,487	10,525	78.0%
Reading	4P or below	11,271	3,946	35.0%
Numeracy	4A or above	11,962	9,264	77.4%
Numeracy	4P or below	15,529	4,357	28.1%

31. The table above shows that for Reading, 45.5% of participating students for whom we hold an e-asTTle score were below the minimum recommended curriculum level for accessing the assessments. For Numeracy, 56.5% were below the recommended curriculum level. This is an indication that schools have continued to take varying approaches when putting students forward for the assessments, with some schools putting forward whole cohorts/classes and others being more selective and only putting forward those they deemed were 'ready'.
32. Students who did not achieve one or more of the Literacy and Numeracy standards will be able to download a personalised feedback report, noting where they did well, and areas where they need to focus before attempting the assessment again. Schools will also be provided with this information in February.
33. On 31 January 2024, an assessment report for each standard for the October/November assessment round will be published together with the national results on the Ministry of Education's NCEA.education website. The assessment reports will show, nationally, the areas where students performed well and areas requiring improvement. This will allow teachers/kaiako to identify areas on which to focus teaching and learning, and to understand what adjustments they might need to make to prepare students for future assessments.

Communications package

34. A communications package for Results Release is included as an attachment to this briefing. This includes proactive and back pocket communications.

Enrolment-based national NCEA and UE attainment by socioeconomic barriers to achievement (school equity index group) 2019 – 2023 (2023 provisional)*

*Data is only available for the last five years

Figure 1: Year 11 NCEA Level 1

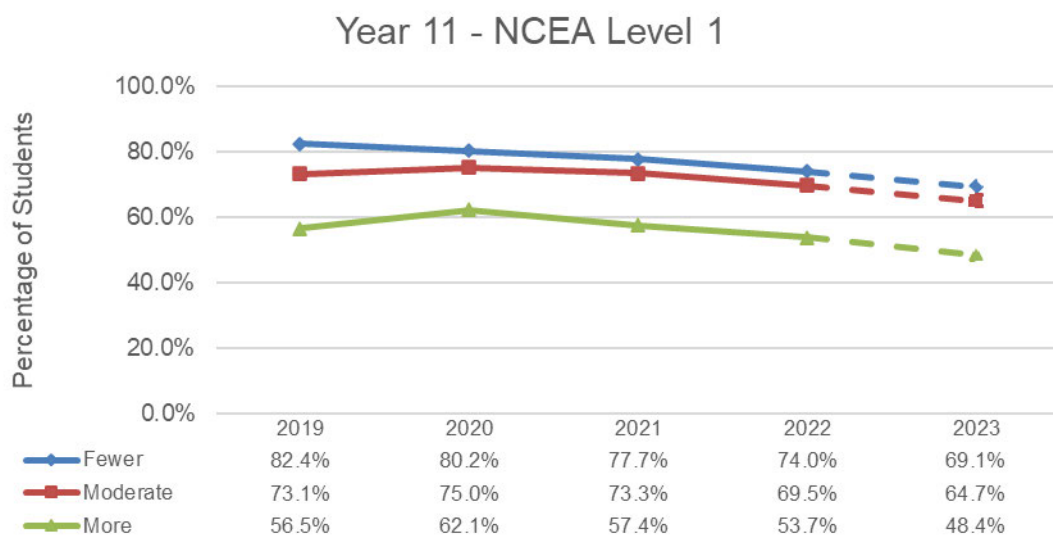


Figure 2: Year 12 NCEA Level 2

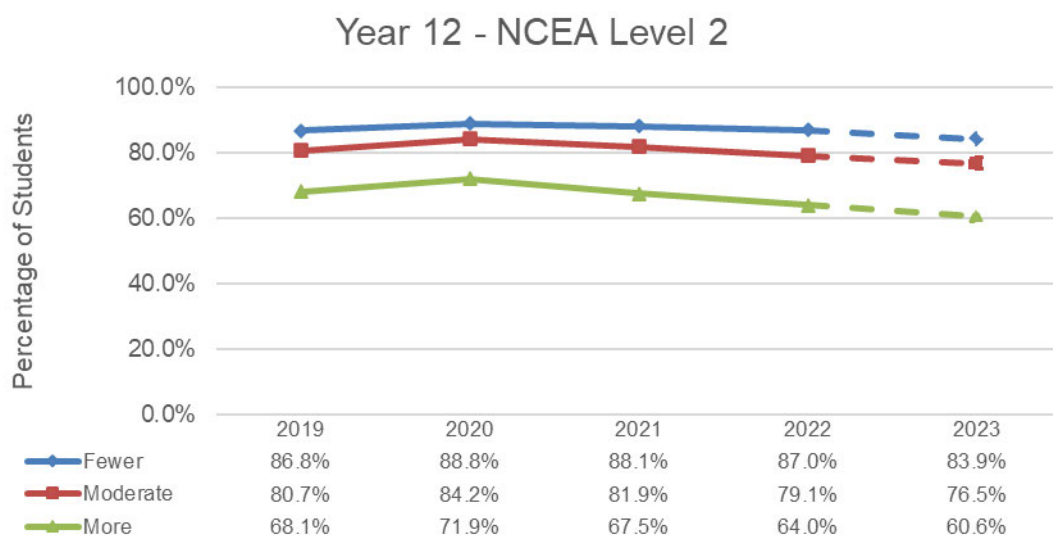


Figure 3: Year 13 NCEA Level 3

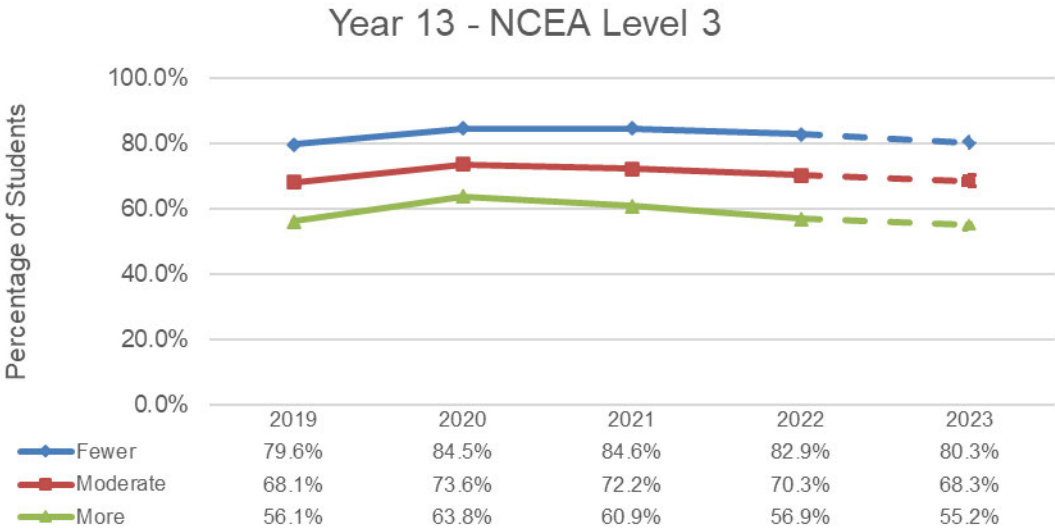
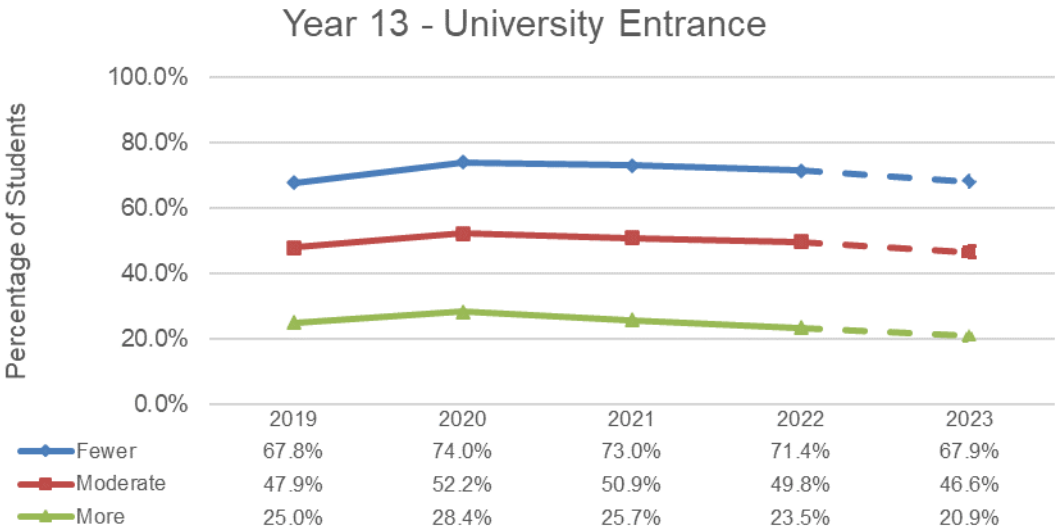


Figure 4: Year 13 University Entrance



Enrolment-based national NCEA and UE attainment by ethnicity 2014 – 2023 (2023 Provisional)

Figure 5: Year 11 NCEA Level 1

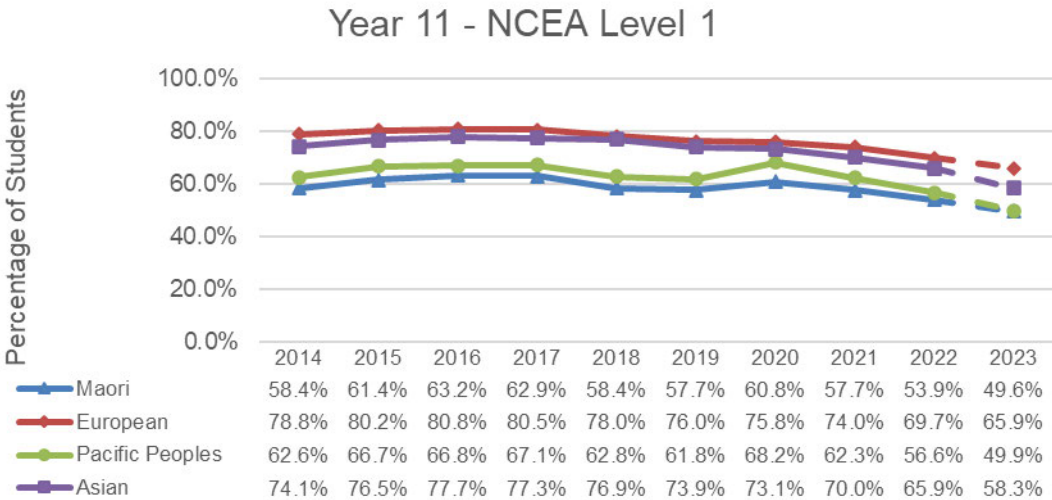


Figure 6: Year 12 NCEA Level 2

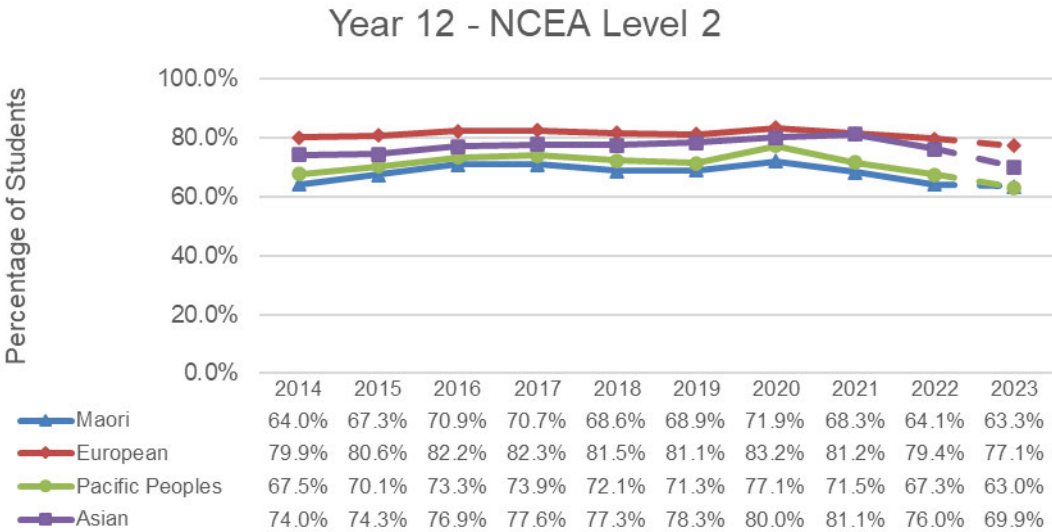


Figure 7: Year 13 NCEA Level 3

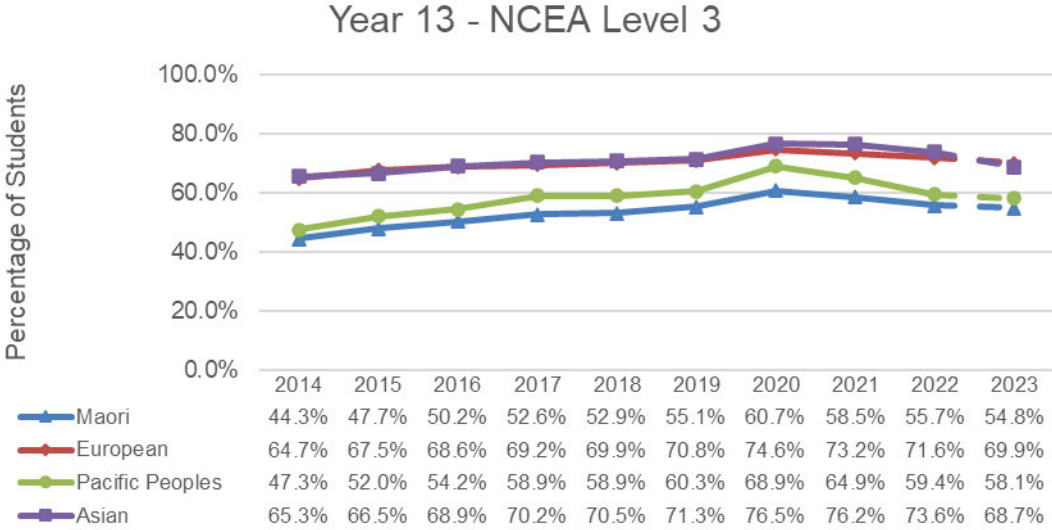
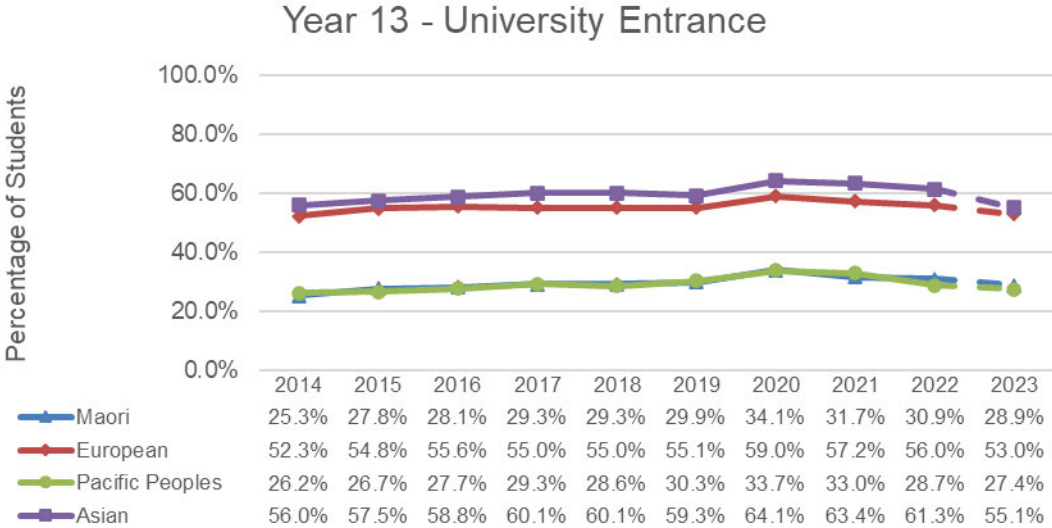


Figure 8: Year 13 University Entrance



Enrolment-based national NCEA and UE attainment by gender 2014 – 2023 (2023 provisional)

Figure 9: Year 11 NCEA Level 1

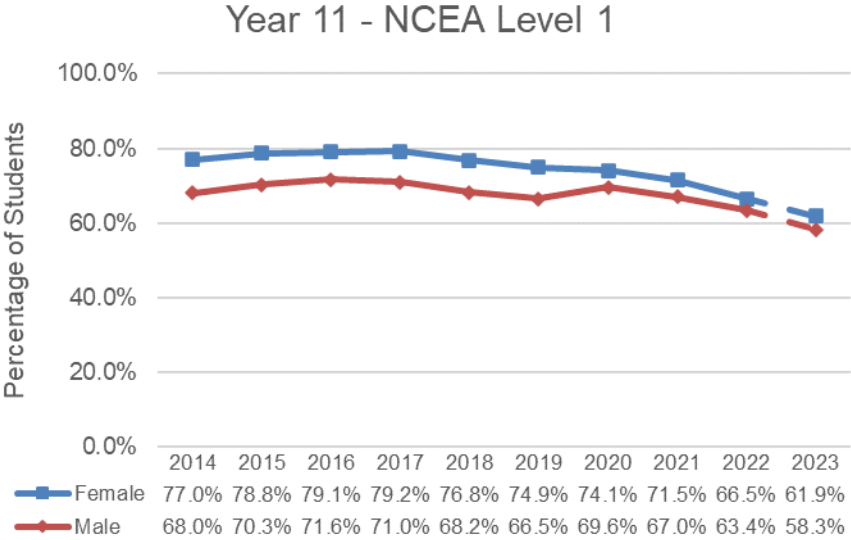


Figure 10: Year 12 NCEA Level 2

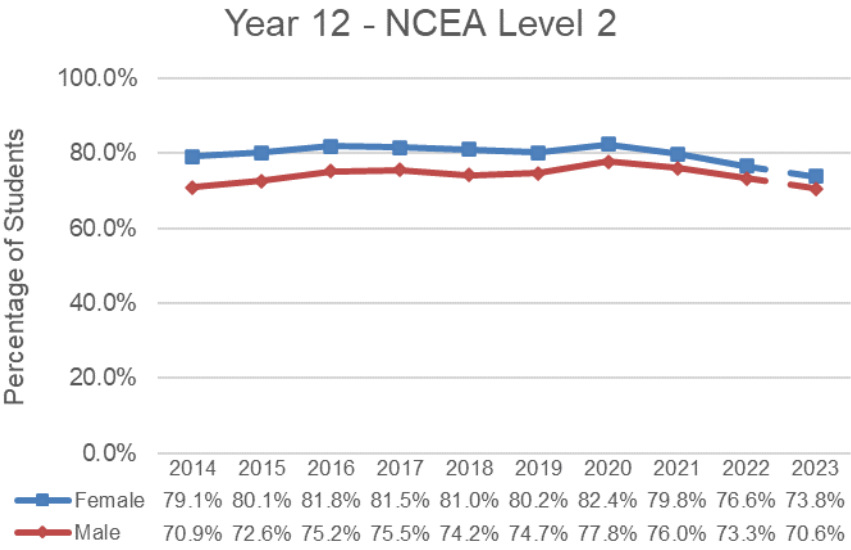


Figure 11: Year 13 NCEA Level 3

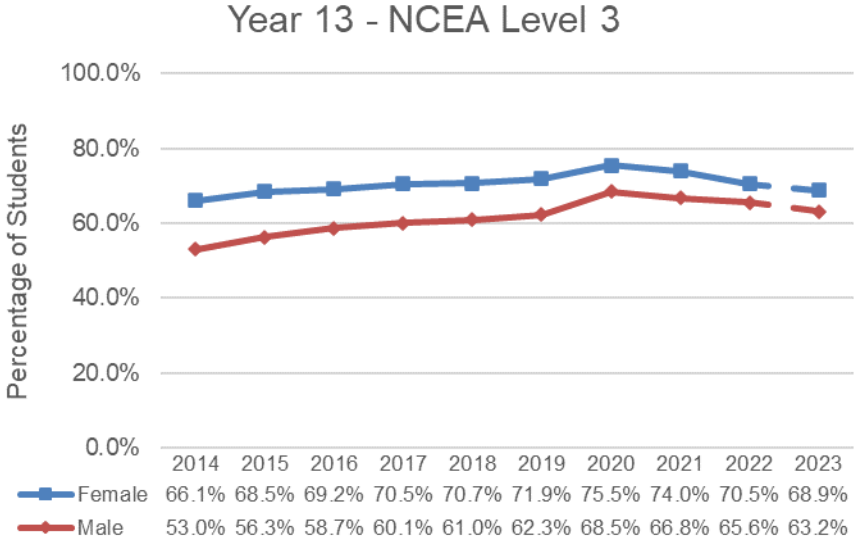
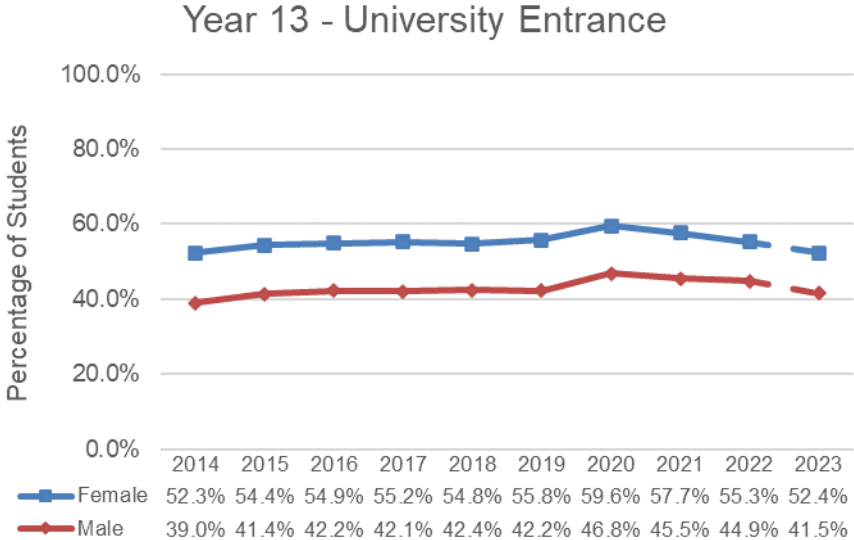


Figure 12: Year 13 University Entrance



Socioeconomic reporting using the EQI

Socioeconomic reporting has provided firm evidence that there are significant socioeconomic barriers to educational achievement. This evidence has been a key factor in increasing investment to address these socioeconomic barriers, and in driving research to ensure this investment is directed to the right places.

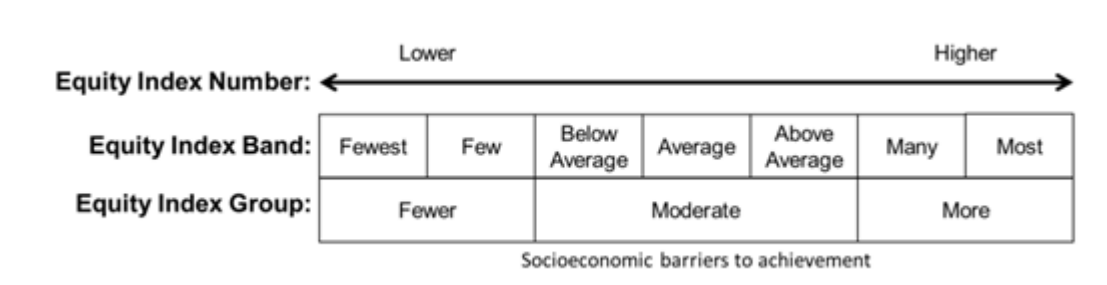
The approach to socioeconomic reporting using the Equity Index has been designed by the Ministry to reduce this risk of the equity index being interpreted as an indicator of school quality, while still allowing the benefits of socioeconomic reporting.

Schools have been grouped into broad socioeconomic categories based on their EQI number. This grouping is necessary because the EQI is a scale with 226 points and it is unsuitable for many of types of data analysis that the Ministry undertakes e.g. time-series graphs with a line for each equity level. Analysis using these categories enables the quick recognition of trends and differences in outcomes, in an easily understood way.

The categories developed are the EQI Bands and Groups.

a) The Equity Index Band: There are seven Equity Index Bands of schools. These are formed based on the position of schools along the EQI scale, and each band contains around the same number of schools.

b) The Equity Index Group: There are three groups of schools formed by collapsing the seven Equity Index Bands. The two end Equity Index Groups contain the two Equity Index Bands from each end of the EQI scale, and the middle group contains the middle three Equity Index Bands (as indicated in the following diagram).



NZQA is using the Equity Index Groups for most of our reporting, but will also use the more granular Equity Index Bands in reporting for schools about their attainment.

Results for Literacy and Numeracy

By year level (secondary students)

	Year Level	June 2023 Results			October/November Results		
		Participating	Achieved (n)	Achieved (%)	Participating	Achieved (n)	Achieved (%)
Reading	8	13	2	15.38%	8	2	25.00%
Reading	9	677	390	57.61%	1,361	697	51.21%
Reading	10	21,922	14,455	65.94%	27,024	15,887	58.79%
Reading	11	5,376	3,290	61.20%	1,727	711	41.17%
Reading	12	308	155	50.32%	209	84	40.19%
Reading	13	81	27	33.33%	41	13	31.71%
Reading	Other	9	4	44.44%	-	-	-
Writing	8	13	3	23.08%	8	2	25.00%
Writing	9	543	246	45.30%	1,239	597	48.18%
Writing	10	19,758	11,438	57.89%	28,418	15,834	55.72%
Writing	11	5,828	3,115	53.45%	1,769	702	39.68%
Writing	12	301	128	42.52%	206	65	31.55%
Writing	13	78	16	20.51%	40	14	35.00%
Writing	Other	7	1	14.29%	-	-	-
Numeracy	8	12	1	8.33%	10	5	50.00%
Numeracy	9	1,385	738	53.29%	2,683	1,259	46.93%
Numeracy	10	25,181	15,012	59.62%	29,459	15,033	51.03%
Numeracy	11	5,876	2,544	43.29%	2,477	815	32.90%
Numeracy	12	521	211	40.50%	346	131	37.86%
Numeracy	13	176	84	47.73%	66	25	37.88%
Numeracy	Other	5	2	40.00%	2	2	100.00%

By gender

	Gender	June 2023 Results			October/November Results		
		Participating	Achieved (n)	Achieved (%)	Participating	Achieved (n)	Achieved (%)
Reading	Female	14,183	9,256	65.26%	14,682	8,983	61.18%
Reading	Male	14,203	9,067	63.84%	15,680	8,410	53.64%
Writing	Female	13,357	8,486	63.53%	14,660	9,106	62.11%
Writing	Male	13,171	6,461	49.05%	17,009	8,106	47.66%
Numeracy	Female	15,862	8,322	52.47%	17,466	8,095	46.35%
Numeracy	Male	17,293	10,269	59.38%	17,566	9,172	52.21%

By ethnicity

	Ethnicity	June 2023 Results			October/November Results		
		Participating	Achieved (n)	Achieved (%)	Participating	Achieved (n)	Achieved (%)
Reading	Māori	5,847	2,889	49.41%	7,366	3,183	43.21%
Reading	Pacific Peoples	2,950	1,167	39.56%	3,761	1,582	42.06%
Reading	Asian	4,910	3,238	65.95%	5,466	3,396	62.13%
Reading	European	19,651	13,973	71.11%	19,342	12,155	62.84%
Writing	Māori	5,254	2,200	41.87%	7,402	3,075	41.54%
Writing	Pacific Peoples	2,713	1,201	44.27%	3,654	1,639	44.85%
Writing	Asian	4,739	3,035	64.04%	5,450	3,251	59.65%
Writing	European	18,274	10,791	59.05%	20,973	12,177	58.06%
Numeracy	Māori	6,889	2,580	37.45%	8,545	2,899	33.93%
Numeracy	Pacific Peoples	3,502	1,086	31.01%	4,336	1,309	30.19%
Numeracy	Asian	5,575	3,837	68.83%	5,923	3,591	60.63%
Numeracy	European	22,921	13,761	60.04%	22,488	12,174	54.14%