

## Aide-Memoire: Provisional 2024 NCEA and University Entrance attainment

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<b>To:</b>	Hon Erica Stanford, Minister of Education
<b>From:</b>	Dr Grant Klinkum, Chief Executive
<b>Date:</b>	9 January 2025
<b>Reference:</b>	OC01420

### Purpose

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1. This aide memoire is to advise you of the provisional 2024 NCEA and University Entrance attainment statistics, ahead of results release to students on 15 January 2025.
2. The Ministry of Education has been consulted on this briefing and will provide you with an additional information update with some commentary on these results also on 9 January.
3. NZQA proposes not to proactively release this briefing until final 2024 attainment statistics have been published in late March 2025.

### Key Points

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4. Students will be able to access their 2024 NCEA and University Entrance (UE) results on 15 January 2025. Schools will also be able to download their students' results on 15 January. Each school principal will be able to access a report comparing their school's NCEA and UE attainment with the national and EQI band and group<sup>1</sup> attainment on 17 January.
5. Provisional 2024 attainment data indicates that finalised NCEA and UE attainment rates are expected to be similar or slightly higher than 2023, except for Year 11 NCEA Level 1 attainment where there has been a decline in attainment.
6. Attainment statistics increase by 1-1.5 percentage points between January and March when they are finalised<sup>2</sup>. Final 2024 statistics will only be made publicly available in late March 2025.

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<sup>1</sup> For further information about School Equity Index Bands and Groups see [School Equity Index Bands and Groups | Education Counts](#).

<sup>2</sup> Once the impact of late/summer school results and grade changes arising from reviews and reconsiderations are reported.

7. In 2024, 69.3% of enrolled Year 11 students (48,663 of 70,250) achieved the NCEA co-requisite requirement<sup>3</sup>. This is a decrease from 2023 when 78.8% of Year 11 students achieved the NCEA Level 1 Literacy and Numeracy requirement. The requirement was changed and tightened in 2024. The decrease was anticipated, and you were briefed on the projected rate in October [OC01251 refers] and in November [OC01318 refers].
8. In 2024, just under two thirds of Year 11 students (45,038 of 70,250 - 64.1%) engaged in a full NCEA Level 1 qualification<sup>4</sup>. The proportion of Year 11 students engaging in a full NCEA Level 1 qualification has been decreasing for the last seven years. In 2023, 75.3% engaged in NCEA Level 1.
  - The greatest drop in engagement has been in schools with fewer socio-economic barriers to achievement.
  - Engagement of students in a full NCEA Level 1 qualification from these schools has decreased from 78.0% of students in 2023 to 44.7% of students in 2024.
9. Of the 45,038 Year 11 students engaged in a full NCEA Level 1, 70.0% (31,542) attained the qualification. In 2023, 81.9% of Year 11 students who engaged in a full NCEA Level 1 attained the qualification.
  - Of the 13,496 engaged students who did not attain the qualification, 4,892 met the co-requisite requirement but not the total credit requirement of the NCEA Level 1 qualification, and 8,604 met neither the co-requisite requirement nor the total credit requirement of the qualification.
10. The decline in Level 1 attainment in 2024 is particularly steep for students in schools with more socio-economic barriers to achievement. For this group of students, attainment has declined by 17.4 percentage points in the last year, from 69.6% in 2023 to 52.2% in 2024, driven by a decline in those meeting the tightened requirements of the NCEA co-requisite.
11. Year 11 students who did not achieve the co-requisite in 2024 will have further opportunities in 2025 and subsequent years, and only need to achieve it once for all their NCEAs<sup>5</sup>.
12. Compared to 2023, the 2024 enrolment-based provisional results are as follows:
  - Year 12 NCEA Level 2 attainment is 72.7% compared to 73.2% in 2023.
  - Year 13 NCEA Level 3 attainment is 68.2% compared to 67.7% in 2023.
13. Year 13 UE attainment is 48.2% compared to 49.7% in 2023 but is expected to reach a similar level to 2023. University Entrance attainment has been reasonably stable over the last 10 years, apart from increases in 2020 and 2021 driven largely by modifications to UE requirements to support students during the COVID years.
14. There continues to be a significant differential in attainment for Māori and Pacific students compared to other ethnicities, particularly for Year 13 University Entrance.
15. For many of the Level 1 standards, engagement and achievement was as expected and comparable to previous years. However, there are higher proportions of students not achieving than in previous years in 12 externally-assessed standards.

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<sup>3</sup> The NCEA co-requisite requirement can be met through the dedicated co-requisite unit standards in literacy, numeracy, te reo matatini, and pāngarau, or through an approved list of literacy and numeracy-rich achievement standards, including a sub-set of standards with usage restrictions

<sup>4</sup> Engagement = entered by their school for 80+ credits of assessment at Level 1 or above.

<sup>5</sup> Students who meet the requirements for NCEA Level 2 or NCEA Level also meet the requirements for NCEA Level 1.

16. We are in the process of analysing student engagement and achievement of the new Level 1 standards, and we are preparing a detailed report for the Ministry of Education (the Ministry).

## Background

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17. This report provides you with an overview of 2024 NCEA and UE attainment and some early analysis of the factors that impacted on Level 1 attainment in 2024. It provides some insights on how students performed in the new Level 1 standards. It also includes information on participation in end-of-year examinations.
18. 2024 was the first year of implementation of the new NCEA Level 1 qualification. The changes included:
- the introduction of a 20-credit co-requisite to be met through a tighter set of requirements:
    - dedicated co-requisite unit standards in literacy, numeracy, te reo matatini, and pāngarau; OR
    - an approved list of literacy and numeracy-rich achievement standards and some unit standards with usage restrictions.
  - implementation of 172 new Level 1 achievement standards across 43 subjects following a pilot year in 2023. Half the Level 1 achievement standards are externally assessed and half internally assessed.
19. There were no changes to Level 2 or 3 achievement standards or to University Entrance requirements.
20. In 2024, 19.7% of results achieved by students in Years 11-13 came from externally assessed achievement standards, 57.4% from internally assessed achievement standards, and 23.0% from unit standards<sup>6</sup>.

## NCEA and University Entrance Attainment

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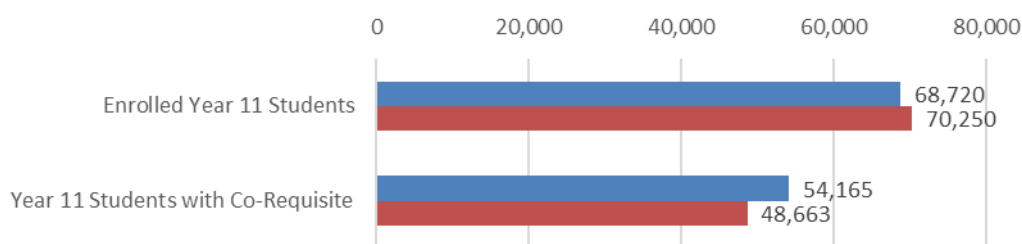
### *NCEA co-requisite attainment by Year 11s*

21. The NCEA co-requisite requirement can be met through the new externally assessed literacy and numeracy | te reo matatini me te pāngarau unit standards, an approved list of literacy or numeracy-rich achievement standards (mainly drawn from English/Te Reo Māori and mathematics/pāngarau subject areas) or, for a limited number of students, the package of '266' series of unit standards.
22. In 2024, 69.3% of enrolled Year 11 students (48,663 of 70,250) achieved the NCEA co-requisite requirement. This is a sharp decrease from 2023 when 78.8% of Year 11 students achieved the (previous) NCEA Level 1 Literacy and Numeracy requirement. The requirement was changed and tightened in 2024. The decrease was anticipated, and you were briefed on the projected rate in October [OC01251 refers] and in November [OC01318 refers].

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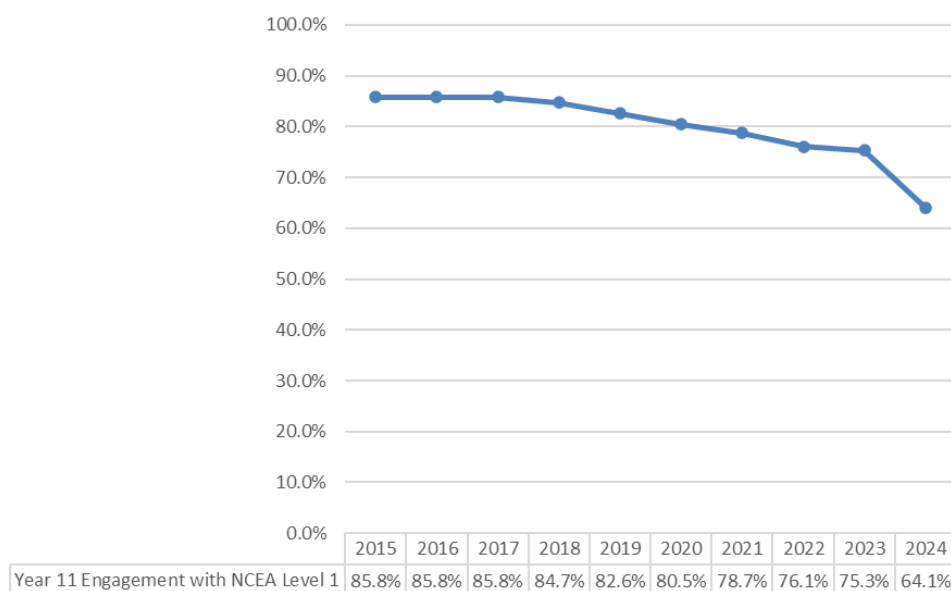
<sup>6</sup> Results from the externally assessed six dedicated co-requisite unit standards for students in Years 11-13 are not included.

23. Figure 1 below shows the numbers of Year 11 students enrolled in 2023 (blue) and 2024 (red), and the number meeting the NCEA Literacy and Numeracy requirement.



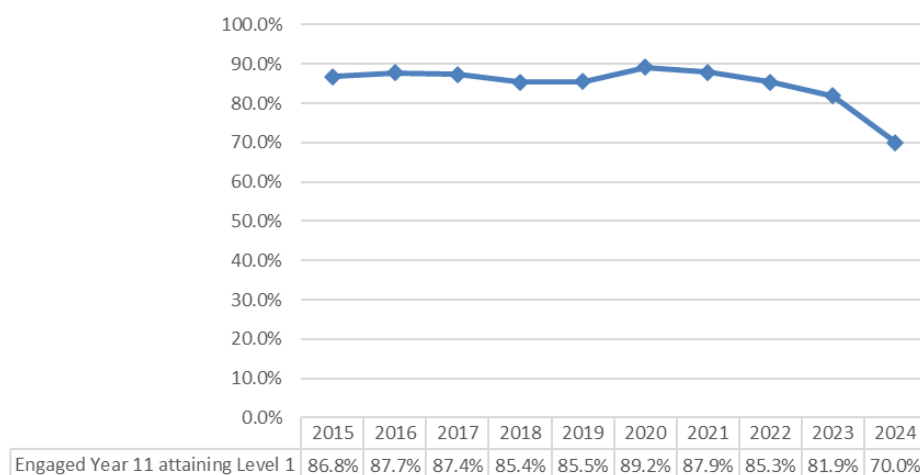
#### *NCEA Level 1 attainment by Year 11s*

24. NCEA Level 1 is an optional qualification. The proportion of Year 11 students engaging in a full NCEA Level 1 qualification has been decreasing for the last seven years. In 2017, 85.8% Year 11s engaged in a full NCEA Level 1. In 2023, 75.3% engaged in NCEA Level 1. In 2024, 64.1% of Year 11 students (45,038 of 70,250) engaged in a full NCEA Level 1 qualification.
25. Figure 2 below provides a ten-year view of engagement in NCEA Level 1 by Year 11 students.



26. The greatest drop in engagement has been of students in schools with fewer socio-economic barriers to achievement. Engagement of students in a full NCEA Level 1 qualification from these schools has decreased from 78.0% of students in 2023 to 44.7% of students in 2024.
27. It is no longer meaningful to report a national enrolment-based attainment rate for Year 11 NCEA Level 1 given that engagement in the qualification has dropped to less than two thirds of the Year 11 cohort in 2024. Instead, we are reporting on Year 11 Level 1 attainment based on the population of Year 11 students engaged in a full NCEA Level 1 assessment programme, i.e. entered by their school for 80+ credits at Level 1 or above.
28. Of the 45,038 students who engaged in a full NCEA Level 1, 70.0% (31,542) attained the qualification. In 2023, 81.9% of students who engaged in a full NCEA Level 1 attained the qualification. Of the 13,496 engaged students who did not attain the qualification, 4,892 met the co-requisite requirement but not the total credit requirement of the NCEA Level 1 qualification, and 8,604 met neither the co-requisite requirement nor the total credit requirement of the qualification.

29. Figure 3 below provides a ten-year view of NCEA Level 1 attainment for those Year 11 students engaged in a full NCEA Level 1 qualification. The 2015 to 2023 percentages are final, the 2024 percentages are provisional.

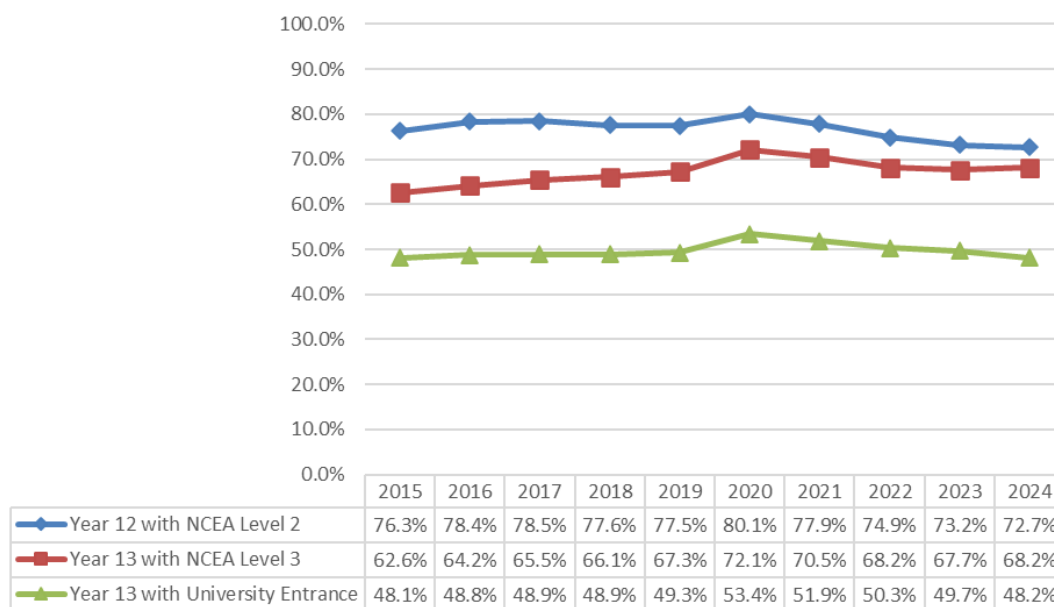


30. Appendix 1 provides a more detailed breakdown of Year 11 NCEA Level 1 attainment for the engaged cohort of students by socio-economic barriers to achievement (school equity index group), ethnicity and gender. All data is for the last ten years, except for school equity index group data, which is only available from 2019 onwards (the last six years).
31. By socio-economic barriers to achievement (school equity index group), Year 11 NCEA Level 1 attainment has declined across all equity groups between 2023 and 2024, but the largest decline has been for students in schools with more socio-economic barriers to achievement (17.4 percentage point decline from 2023).
32. By ethnicity, Year 11 NCEA Level 1 attainment has declined for all ethnicity groupings between 2023 and 2024, but the largest decline has been for Pacific Peoples (15.5 percentage point decline from 2023).
33. By gender, Year 11 NCEA Level 1 attainment has declined for both females and males between 2023 and 2024, but the largest decline has been for males (13.1 percentage point decline from 2023).

#### *NCEA Level 2, NCEA Level 3 and University Entrance attainment*

34. We continue to report on Year 12 NCEA Level 2, Year 13 NCEA Level 3 and Year 13 University Entrance attainment using the enrolment-based measure. It is still a meaningful measure as over 84% of enrolled Year 12s engage in a full NCEA Level 2 assessment programme and over 80% of Year 13s engage in a full NCEA Level 3 assessment programme. These percentages have been reasonably stable over the last five years.
35. Provisional 2024 attainment data show that Year 12 NCEA Level 2 and Year 13 University Entrance attainment rates have decreased compared to 2023, whereas Year 13 NCEA Level 3 attainment rate has increased. All attainment statistics increase by 1-1.5 percentage points between January and March when they are finalised. Final 2024 statistics will only be made publicly available in late March 2025.
36. Once finalised, Year 12 NCEA Level 2 and Year 13 NCEA Level 3 attainment is expected to be slightly higher than 2023 and 2024 Year 13 UE attainment is expected to reach a similar level to 2023.
37. Provisional Year 12 NCEA Level 2 attainment is 72.7% compared to 73.2% in 2023. We are not seeing any effect of the tightened NCEA co-requisite requirements on 2024 Year 12 NCEA Level 2 attainment. We expect to see some effect in 2025 when the 2024 Year 11 students who did not achieve the co-requisite requirements in 2024 progress to Year 12.

38. Provisional Year 13 NCEA Level 3 attainment is 68.2% compared to 67.7% in 2023.
39. Provisional Year 13 UE attainment is 48.2% compared to 49.7% in 2023. University Entrance attainment has been reasonably stable over the last 10 years, apart from increases in 2020 and 2021 driven largely by modifications to UE requirements to support students during the COVID years.
40. Figure 4 below provides a ten-year view of NCEA Level 2, NCEA Level 3 and UE attainment. The 2015 to 2023 percentages are final, the 2024 percentages are provisional.



41. Appendix 2 provides a more detailed breakdown of Year 12 NCEA Level 2, Year 13 NCEA Level 3, and Year 13 University Entrance attainment by ethnicity, gender, and socio-economic barriers to achievement (school equity index group). All data is for the last ten years except for school equity index group data, which is only available from 2019 onwards (the last six years).
42. There continues to be a significant differential in attainment for Māori and Pacific students compared to other ethnicities, particularly for Year 13 University Entrance.

#### *NCEA Certificate Endorsements at Merit and Excellence*

43. Certificate Endorsement recognises students who perform well at each level of NCEA. Certificate endorsement at excellence requires the achievement of at least 50 excellence credits. Certificate endorsement at merit requires the achievement of at least 50 credits at merit or a combination of merit and excellence.
44. National provisional 2024 NCEA certificate endorsement rates at excellence are lower for NCEA Level 1 but slightly higher for NCEA Levels 2 and 3 than in 2023. Lower certificate endorsement rates at NCEA Level 1 are related to declining engagement with NCEA Level 1.
45. The tables below provide a summary of certificate endorsements:

#### **Year 11 NCEA Level 1 Certificate Endorsements**

Type	2020	2021	2022	2023	2024
Excellence	20.7%	21.1%	19.4%	16.7%	11.1%
Merit	32.3%	31.9%	31.4%	31.4%	28.8%

**Year 12 NCEA Level 2 Certificate Endorsements**

Type	2020	2021	2022	2023	2024
Excellence	17.9%	17.9%	16.5%	15.0%	15.1%
Merit	24.9%	23.8%	24.0%	23.5%	25.0%

**Year 13 NCEA Level 3 Certificate Endorsements**

Type	2020	2021	2022	2023	2024
Excellence	17.5%	17.9%	15.3%	13.6%	14.2%
Merit	26.3%	25.3%	25.5%	25.6%	26.1%

**Student engagement and achievement of the new Level 1 standards**

46. We are in the process of analysing student engagement and achievement of the new Level 1 standards, and we are preparing a detailed report for the Ministry.
47. For many of the Level 1 standards, engagement and achievement was as expected and comparable to previous years. For 12 externally-assessed standards however, there are high proportions of students not achieving (over 30% of students) and these proportions are higher than in previous years for those subjects. These include standards in: Science, Geography, Physics, Earth and Space Science, Music, History, Chinese, Te Reo Māori, Social Studies, Digital Technologies and Mathematics.
48. In certain instances, lack of familiarity with the standards and assessment requirements may be a factor in students not being fully prepared for the external assessments and therefore not achieving.
49. We also found authenticity issues with the 'submitted reports' assessment format in certain subjects. As a result, we are investigating a higher number of breaches of assessment conditions in 2024 than in past years. In November 2024, the Ministry announced that submitted reports will be removed as a method of external assessment in NCEA Level 1 from 2025.
50. NZQA and the Ministry will be analysing whether there was any effect on student achievement due to the changes in participation by schools in the new Level 1 standards.
51. Assessment Reports will be available for each standard early in February 2025, providing feedback for teachers on where students performed strongly and where adjustments to the way students are prepared for the assessments may be needed.

**Communications package**

52. Students will be able to access their 2024 NCEA and University Entrance (UE) results on 15 January 2025. Schools will also be able to download their students' results on 15 January. Each school principal will be able to access a report comparing their school's NCEA and UE attainment with the national and EQI band and group attainment on 17 January.
53. A communications package for Results Release will be provided to your office.



**Dr Grant Klinkum**

Chief Executive

9 January 2025

**Hon Erica Stanford**

Minister of Education

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## Appendix 1

### Year 11 engagement-based national NCEA Level 1 attainment by socio-economic barriers to achievement (school equity index group) – 2019 to 2024 (2024 provisional)

Socioeconomic barriers to achievement (school equity index group)	Academic year	Achieved (n)	Achieved (%)	Total students	Percentage point difference from previous year
<b>Fewer</b>	2019	12,274	91.4%	13,424	
<b>Fewer</b>	2020	12,025	94.3%	12,751	2.9%
<b>Fewer</b>	2021	11,774	94.0%	12,526	-0.3%
<b>Fewer</b>	2022	11,665	92.5%	12,607	-1.5%
<b>Fewer</b>	2023	11,395	89.5%	12,725	-3.0%
<b>Fewer</b>	2024	6,262	84.3%	7,431	-5.3%
<b>Moderate</b>	2019	22,561	84.7%	26,649	
<b>Moderate</b>	2020	23,327	87.9%	26,542	3.2%
<b>Moderate</b>	2021	23,013	87.1%	26,422	-0.8%
<b>Moderate</b>	2022	22,693	84.2%	26,937	-2.9%
<b>Moderate</b>	2023	22,937	81.3%	28,221	-3.0%
<b>Moderate</b>	2024	19,382	71.2%	27,220	-10.1%
<b>More</b>	2019	5,791	75.0%	7,724	
<b>More</b>	2020	6,297	83.2%	7,565	8.3%
<b>More</b>	2021	5,984	78.1%	7,663	-5.1%
<b>More</b>	2022	5,920	74.9%	7,906	-3.2%
<b>More</b>	2023	5,981	69.6%	8,592	-5.3%
<b>More</b>	2024	4,760	52.2%	9,117	-17.4%
<b>Unassigned</b>	2019	2,439	94.2%	2,588	
<b>Unassigned</b>	2020	2,186	96.5%	2,266	2.2%
<b>Unassigned</b>	2021	2,300	96.2%	2,392	-0.3%
<b>Unassigned</b>	2022	2,059	95.4%	2,159	-0.8%
<b>Unassigned</b>	2023	2,058	93.8%	2,195	-1.6%
<b>Unassigned</b>	2024	1,138	89.6%	1,270	-4.2%

**Year 11 engagement-based national NCEA Level 1 attainment by ethnicity – 2015 to 2024  
(2024 provisional)**

<b>Ethnicity</b>	<b>Academic year</b>	<b>Achieved (n)</b>	<b>Achieved (%)</b>	<b>Total students</b>	<b>Percentage point difference from previous year</b>
<b>Māori</b>	2015	9,034	77.5%	11,662	
<b>Māori</b>	2016	9,515	79.5%	11,965	2.1%
<b>Māori</b>	2017	9,070	79.5%	11,415	-0.1%
<b>Māori</b>	2018	8,422	76.0%	11,084	-3.5%
<b>Māori</b>	2019	8,537	76.5%	11,163	0.5%
<b>Māori</b>	2020	9,145	82.4%	11,096	5.9%
<b>Māori</b>	2021	9,188	79.8%	11,513	-2.6%
<b>Māori</b>	2022	9,009	76.6%	11,766	-3.2%
<b>Māori</b>	2023	9,062	72.6%	12,474	-3.9%
<b>Māori</b>	2024	7,039	58.1%	12,122	-14.6%
<b>Pacific Peoples</b>	2015	4,804	77.5%	6,202	
<b>Pacific Peoples</b>	2016	4,942	77.6%	6,371	0.1%
<b>Pacific Peoples</b>	2017	4,978	77.7%	6,403	0.2%
<b>Pacific Peoples</b>	2018	4,623	73.7%	6,270	-4.0%
<b>Pacific Peoples</b>	2019	4,714	74.0%	6,371	0.3%
<b>Pacific Peoples</b>	2020	5,206	82.6%	6,302	8.6%
<b>Pacific Peoples</b>	2021	4,882	77.9%	6,271	-4.8%
<b>Pacific Peoples</b>	2022	4,747	73.2%	6,484	-4.6%
<b>Pacific Peoples</b>	2023	4,712	67.6%	6,968	-5.6%
<b>Pacific Peoples</b>	2024	3,391	52.2%	6,501	-15.5%
<b>European</b>	2015	30,759	90.0%	34,182	
<b>European</b>	2016	31,139	90.9%	34,272	0.9%
<b>European</b>	2017	30,442	90.4%	33,687	-0.5%
<b>European</b>	2018	29,305	88.8%	33,005	-1.6%
<b>European</b>	2019	29,567	88.8%	33,313	0.0%
<b>European</b>	2020	29,210	91.3%	31,988	2.6%
<b>European</b>	2021	29,228	90.8%	32,206	-0.6%
<b>European</b>	2022	28,904	88.3%	32,744	-2.5%
<b>European</b>	2023	28,854	85.7%	33,651	-2.5%
<b>European</b>	2024	21,772	76.6%	28,428	-9.2%
<b>Asian</b>	2015	5,160	92.1%	5,602	
<b>Asian</b>	2016	5,375	92.7%	5,798	0.6%
<b>Asian</b>	2017	5,178	92.3%	5,609	-0.4%
<b>Asian</b>	2018	5,674	91.3%	6,218	-1.1%
<b>Asian</b>	2019	5,650	90.6%	6,239	-0.7%
<b>Asian</b>	2020	5,973	93.2%	6,408	2.7%
<b>Asian</b>	2021	5,704	92.7%	6,151	-0.5%
<b>Asian</b>	2022	5,936	90.8%	6,540	-2.0%
<b>Asian</b>	2023	6,483	86.3%	7,508	-4.4%
<b>Asian</b>	2024	4,961	74.0%	6,702	-12.3%
<b>Middle Eastern/Latin American/African</b>	2015	810	86.2%	940	
<b>Middle Eastern/Latin American/African</b>	2016	854	86.4%	988	0.3%

Middle Eastern/Latin American/African	2017	835	89.2%	936	2.8%
Middle Eastern/Latin American/African	2018	839	86.9%	966	-2.4%
Middle Eastern/Latin American/African	2019	860	84.1%	1,022	-2.7%
Middle Eastern/Latin American/African	2020	982	90.3%	1,087	6.2%
Middle Eastern/Latin American/African	2021	947	88.4%	1,071	-1.9%
Middle Eastern/Latin American/African	2022	918	85.2%	1,077	-3.2%
Middle Eastern/Latin American/African	2023	975	81.7%	1,194	-3.6%
Middle Eastern/Latin American/African	2024	729	70.7%	1,031	-11.0%

**Year 11 engagement-based national NCEA Level 1 attainment by gender – 2015 to 2024  
(2024 provisional)**

Gender	Academic year	Achieved (n)	Achieved (%)	Total students	Percentage point difference from previous year
Female	2015	23,372	89.5%	26,121	
Female	2016	23,546	90.0%	26,175	0.5%
Female	2017	23,011	89.8%	25,633	-0.2%
Female	2018	22,163	88.2%	25,124	-1.6%
Female	2019	22,406	88.3%	25,363	0.1%
Female	2020	22,012	90.9%	24,217	2.6%
Female	2021	21,836	89.8%	24,323	-1.1%
Female	2022	21,046	87.3%	24,115	-2.5%
Female	2023	21,197	83.9%	25,273	-3.4%
Female	2024	15,868	73.4%	21,616	-10.5%
Male	2015	21,822	84.1%	25,951	
Male	2016	22,318	85.5%	26,094	1.4%
Male	2017	21,464	85.0%	25,265	-0.6%
Male	2018	20,809	82.7%	25,169	-2.3%
Male	2019	20,659	82.6%	25,021	-0.1%
Male	2020	21,822	87.6%	24,906	5.1%
Male	2021	21,231	86.0%	24,676	-1.6%
Male	2022	21,287	83.5%	25,489	-2.5%
Male	2023	21,174	80.0%	26,459	-3.5%
Male	2024	15,628	67.0%	23,341	-13.1%

## Appendix 2

### Year 12 enrolment-based national NCEA Level 2 attainment by socio-economic barriers to achievement (school equity index group) – 2019 to 2024 (2024 provisional)

Socioeconomic barriers to achievement (school equity index group)	Academic year	Achieved (n)	Achieved (%)	Total students	Percentage point difference from previous year
<b>Fewer</b>	2019	12,477	86.8%	14,374	
<b>Fewer</b>	2020	12,888	88.8%	14,515	2.0%
<b>Fewer</b>	2021	12,844	88.1%	14,586	-0.7%
<b>Fewer</b>	2022	12,655	87.0%	14,550	-1.1%
<b>Fewer</b>	2023	12,998	84.6%	15,368	-2.4%
<b>Fewer</b>	2024	13,475	84.1%	16,026	-0.5%
<b>Moderate</b>	2019	22,089	80.7%	27,387	
<b>Moderate</b>	2020	23,640	84.2%	28,089	3.5%
<b>Moderate</b>	2021	23,286	81.9%	28,438	-2.3%
<b>Moderate</b>	2022	22,373	79.1%	28,285	-2.8%
<b>Moderate</b>	2023	22,891	77.6%	29,496	-1.5%
<b>Moderate</b>	2024	24,254	77.9%	31,120	0.3%
<b>More</b>	2019	5,829	68.1%	8,560	
<b>More</b>	2020	6,142	71.9%	8,542	3.8%
<b>More</b>	2021	5,913	67.5%	8,766	-4.4%
<b>More</b>	2022	5,601	64.0%	8,748	-3.5%
<b>More</b>	2023	5,761	62.4%	9,227	-1.6%
<b>More</b>	2024	6,045	61.5%	9,828	-0.9%
<b>Unassigned</b>	2020	2,430	47.2%	5,146	
<b>Unassigned</b>	2021	2,343	45.1%	5,196	-2.1%
<b>Unassigned</b>	2022	2,424	41.2%	5,888	-3.9%
<b>Unassigned</b>	2023	2,351	39.3%	5,983	-1.9%
<b>Unassigned</b>	2024	2,399	36.6%	6,560	-2.7%

**Year 12 enrolment-based national NCEA Level 2 attainment by ethnicity – 2015 to 2024  
(2024 provisional)**

<b>Ethnicity</b>	<b>Academic year</b>	<b>Achieved (n)</b>	<b>Achieved (%)</b>	<b>Total students</b>	<b>Percentage point difference from previous year</b>
<b>Māori</b>	2015	8,004	67.3%	11,895	
<b>Māori</b>	2016	8,912	70.9%	12,567	3.6%
<b>Māori</b>	2017	9,134	70.7%	12,916	-0.2%
<b>Māori</b>	2018	8,358	68.6%	12,183	-2.1%
<b>Māori</b>	2019	8,300	68.9%	12,044	0.3%
<b>Māori</b>	2020	8,955	71.9%	12,457	3.0%
<b>Māori</b>	2021	8,847	68.3%	12,953	-3.6%
<b>Māori</b>	2022	8,536	64.1%	13,312	-4.2%
<b>Māori</b>	2023	8,793	64.6%	13,607	0.5%
<b>Māori</b>	2024	9,221	64.3%	14,334	-0.3%
<b>Pacific Peoples</b>	2015	4,473	70.1%	6,383	
<b>Pacific Peoples</b>	2016	4,896	73.3%	6,683	3.2%
<b>Pacific Peoples</b>	2017	5,093	73.9%	6,894	0.6%
<b>Pacific Peoples</b>	2018	4,958	72.1%	6,874	-1.8%
<b>Pacific Peoples</b>	2019	4,830	71.3%	6,770	-0.8%
<b>Pacific Peoples</b>	2020	5,362	77.1%	6,954	5.8%
<b>Pacific Peoples</b>	2021	5,102	71.5%	7,137	-5.6%
<b>Pacific Peoples</b>	2022	4,907	67.3%	7,296	-4.2%
<b>Pacific Peoples</b>	2023	4,914	65.0%	7,559	-2.3%
<b>Pacific Peoples</b>	2024	5,338	64.9%	8,222	-0.1%
<b>European</b>	2015	28,621	80.6%	35,501	
<b>European</b>	2016	29,991	82.2%	36,470	1.6%
<b>European</b>	2017	29,938	82.3%	36,358	0.1%
<b>European</b>	2018	29,088	81.5%	35,685	-0.8%
<b>European</b>	2019	28,696	81.1%	35,383	-0.4%
<b>European</b>	2020	30,272	83.2%	36,378	2.1%
<b>European</b>	2021	29,469	81.2%	36,301	-2.0%
<b>European</b>	2022	29,095	79.4%	36,658	-1.8%
<b>European</b>	2023	29,741	78.0%	38,113	-1.4%
<b>European</b>	2024	30,718	77.8%	39,482	-0.2%
<b>Asian</b>	2015	4,791	74.3%	6,449	
<b>Asian</b>	2016	5,319	76.9%	6,921	2.6%
<b>Asian</b>	2017	5,498	77.6%	7,086	0.7%
<b>Asian</b>	2018	5,296	77.3%	6,847	-0.3%
<b>Asian</b>	2019	5,912	78.3%	7,553	1.0%
<b>Asian</b>	2020	6,173	80.0%	7,721	1.7%
<b>Asian</b>	2021	6,640	81.1%	8,191	1.1%
<b>Asian</b>	2022	6,296	76.0%	8,279	-5.1%
<b>Asian</b>	2023	6,938	70.7%	9,815	-5.3%
<b>Asian</b>	2024	8,097	69.2%	11,700	-1.5%
<b>Middle Eastern/Latin American/African</b>	2015	772	74.2%	1,041	
<b>Middle Eastern/Latin American/African</b>	2016	831	76.0%	1,094	1.8%

Middle Eastern/Latin American/African	2017	884	76.5%	1,156	0.5%
Middle Eastern/Latin American/African	2018	863	78.4%	1,101	1.9%
Middle Eastern/Latin American/African	2019	865	75.5%	1,145	-2.9%
Middle Eastern/Latin American/African	2020	953	77.6%	1,228	2.1%
Middle Eastern/Latin American/African	2021	1,041	78.0%	1,334	0.4%
Middle Eastern/Latin American/African	2022	1,008	73.3%	1,376	-4.7%
Middle Eastern/Latin American/African	2023	1,045	69.4%	1,506	-3.9%
Middle Eastern/Latin American/African	2024	1,132	68.8%	1,646	-0.6%

**Year 12 enrolment-based national NCEA Level 2 attainment by gender – 2015 to 2024 (2024 provisional)**

Gender	Academic year	Achieved (n)	Achieved (%)	Total students	Percentage point difference from previous year
Female	2015	21,774	80.1%	27,191	
Female	2016	23,142	81.8%	28,303	1.7%
Female	2017	23,042	81.5%	28,289	-0.3%
Female	2018	22,297	81.0%	27,535	-0.5%
Female	2019	21,965	80.2%	27,391	-0.8%
Female	2020	23,178	82.4%	28,121	2.2%
Female	2021	22,410	79.8%	28,079	-2.6%
Female	2022	21,927	76.6%	28,630	-3.2%
Female	2023	22,120	74.7%	29,593	-1.9%
Female	2024	23,476	74.8%	31,380	0.1%
Male	2015	20,275	72.6%	27,933	
Male	2016	21,549	75.2%	28,666	2.6%
Male	2017	21,718	75.5%	28,748	0.3%
Male	2018	20,593	74.2%	27,742	-1.3%
Male	2019	20,712	74.7%	27,710	0.5%
Male	2020	21,922	77.8%	28,169	3.1%
Male	2021	21,974	76.0%	28,902	-1.8%
Male	2022	21,114	73.3%	28,824	-2.7%
Male	2023	21,877	71.8%	30,466	-1.5%
Male	2024	22,693	70.7%	32,098	-1.1%

**Year 13 enrolment-based national NCEA Level 3 attainment by socio-economic barriers to achievement (school equity index group)**

<b>Socioeconomic barriers to achievement (school equity index group)</b>	<b>Academic year</b>	<b>Achieved (n)</b>	<b>Achieved (%)</b>	<b>Total students</b>	<b>Percentage point difference from previous year</b>
<b>Fewer</b>	2019	10,044	79.6%	12,611	
<b>Fewer</b>	2020	10,936	84.5%	12,936	4.9%
<b>Fewer</b>	2021	11,001	84.6%	13,010	0.1%
<b>Fewer</b>	2022	10,650	82.9%	12,854	-1.7%
<b>Fewer</b>	2023	10,412	81.5%	12,779	-1.4%
<b>Fewer</b>	2024	11,213	81.8%	13,712	0.3%
<b>Moderate</b>	2019	15,291	68.1%	22,444	
<b>Moderate</b>	2020	16,333	73.6%	22,186	5.5%
<b>Moderate</b>	2021	16,564	72.2%	22,945	-1.4%
<b>Moderate</b>	2022	15,397	70.3%	21,914	-1.9%
<b>Moderate</b>	2023	15,124	70.1%	21,569	-0.2%
<b>Moderate</b>	2024	16,515	71.3%	23,177	1.2%
<b>More</b>	2019	3,751	56.1%	6,687	
<b>More</b>	2020	4,213	63.8%	6,606	7.7%
<b>More</b>	2021	4,060	60.9%	6,671	-2.9%
<b>More</b>	2022	3,677	56.9%	6,459	-4.0%
<b>More</b>	2023	3,720	57.1%	6,517	0.2%
<b>More</b>	2024	4,180	58.8%	7,107	1.7%
<b>Unassigned</b>	2020	2,115	43.4%	4,870	
<b>Unassigned</b>	2021	2,336	42.2%	5,532	-1.2%
<b>Unassigned</b>	2022	2,186	39.2%	5,576	-3.0%
<b>Unassigned</b>	2023	2,190	39.2%	5,585	0.0%
<b>Unassigned</b>	2024	2,312	37.4%	6,180	-1.8%

**Year 13 enrolment-based national NCEA Level 3 attainment by ethnicity – 2015 to 2024  
(2024 provisional)**

<b>Ethnicity</b>	<b>Academic year</b>	<b>Achieved (n)</b>	<b>Achieved (%)</b>	<b>Total students</b>	<b>Percentage point difference from previous year</b>
<b>Māori</b>	2015	4,502	47.7%	9,436	
<b>Māori</b>	2016	4,791	50.2%	9,547	2.5%
<b>Māori</b>	2017	5,198	52.6%	9,887	2.4%
<b>Māori</b>	2018	5,151	52.9%	9,743	0.3%
<b>Māori</b>	2019	5,084	55.1%	9,225	2.2%
<b>Māori</b>	2020	5,593	60.7%	9,220	5.6%
<b>Māori</b>	2021	5,648	58.5%	9,651	-2.2%
<b>Māori</b>	2022	5,213	55.7%	9,357	-2.8%
<b>Māori</b>	2023	5,265	56.3%	9,345	0.6%
<b>Māori</b>	2024	5,834	57.9%	10,072	1.6%
<b>Pacific Peoples</b>	2015	2,944	52.0%	5,663	
<b>Pacific Peoples</b>	2016	3,093	54.2%	5,707	2.2%
<b>Pacific Peoples</b>	2017	3,452	58.9%	5,857	4.7%
<b>Pacific Peoples</b>	2018	3,504	58.9%	5,949	0.0%
<b>Pacific Peoples</b>	2019	3,535	60.3%	5,867	1.4%
<b>Pacific Peoples</b>	2020	4,022	68.9%	5,838	8.6%
<b>Pacific Peoples</b>	2021	4,010	64.9%	6,176	-4.0%
<b>Pacific Peoples</b>	2022	3,590	59.4%	6,047	-5.5%
<b>Pacific Peoples</b>	2023	3,665	60.4%	6,067	1.0%
<b>Pacific Peoples</b>	2024	4,101	63.4%	6,464	3.0%
<b>European</b>	2015	21,051	67.5%	31,172	
<b>European</b>	2016	21,092	68.6%	30,728	1.1%
<b>European</b>	2017	21,470	69.2%	31,014	0.6%
<b>European</b>	2018	21,019	69.9%	30,083	0.7%
<b>European</b>	2019	20,919	70.8%	29,563	0.9%
<b>European</b>	2020	22,045	74.6%	29,550	3.8%
<b>European</b>	2021	22,402	73.2%	30,604	-1.4%
<b>European</b>	2022	20,931	71.6%	29,214	-1.6%
<b>European</b>	2023	20,658	71.4%	28,950	-0.2%
<b>European</b>	2024	22,229	71.6%	31,044	0.2%
<b>Asian</b>	2015	4,259	66.5%	6,404	
<b>Asian</b>	2016	4,396	68.9%	6,379	2.4%
<b>Asian</b>	2017	4,760	70.2%	6,785	1.3%
<b>Asian</b>	2018	4,865	70.5%	6,900	0.3%
<b>Asian</b>	2019	4,744	71.3%	6,658	0.8%
<b>Asian</b>	2020	5,569	76.5%	7,284	5.2%
<b>Asian</b>	2021	5,745	76.2%	7,541	-0.3%
<b>Asian</b>	2022	5,826	73.6%	7,921	-2.6%
<b>Asian</b>	2023	5,700	70.1%	8,133	-3.5%
<b>Asian</b>	2024	6,681	68.2%	9,794	-1.9%
<b>Middle Eastern/Latin American/African</b>	2015	624	64.8%	963	
<b>Middle Eastern/Latin American/African</b>	2016	630	63.8%	988	-1.0%



Middle Eastern/Latin American/African	2017	670	64.6%	1,037	0.8%
Middle Eastern/Latin American/African	2018	703	66.5%	1,057	1.9%
Middle Eastern/Latin American/African	2019	700	68.3%	1,025	1.8%
Middle Eastern/Latin American/African	2020	793	73.2%	1,083	4.9%
Middle Eastern/Latin American/African	2021	802	70.3%	1,141	-2.9%
Middle Eastern/Latin American/African	2022	832	67.4%	1,234	-2.9%
Middle Eastern/Latin American/African	2023	818	66.9%	1,223	-0.5%
Middle Eastern/Latin American/African	2024	905	65.7%	1,378	-1.2%

**Year 13 enrolment-based national NCEA Level 3 attainment by gender– 2015 to 2024 (2024 provisional)**

Gender	Academic year	Achieved (n)	Achieved (%)	Total students	Percentage point difference from previous year
Female	2015	17,316	68.5%	25,293	
Female	2016	17,282	69.2%	24,967	0.7%
Female	2017	18,007	70.5%	25,548	1.3%
Female	2018	17,584	70.7%	24,869	0.2%
Female	2019	17,417	71.9%	24,240	1.2%
Female	2020	18,202	75.5%	24,117	3.6%
Female	2021	18,610	74.0%	25,165	-1.5%
Female	2022	17,226	70.5%	24,421	-3.5%
Female	2023	17,051	70.3%	24,246	-0.2%
Female	2024	18,254	70.6%	25,838	0.3%
Male	2015	13,269	56.3%	23,572	
Male	2016	13,696	58.7%	23,314	2.4%
Male	2017	14,110	60.1%	23,478	1.4%
Male	2018	13,960	61.0%	22,874	0.9%
Male	2019	13,743	62.3%	22,057	1.3%
Male	2020	15,389	68.5%	22,471	6.2%
Male	2021	15,339	66.8%	22,973	-1.7%
Male	2022	14,660	65.6%	22,350	-1.2%
Male	2023	14,371	64.8%	22,170	-0.8%
Male	2024	15,962	65.7%	24,310	0.9%

**Year 13 enrolment-based national University Entrance attainment by socio-economic barriers to achievement (school equity index group) – 2019 to 2024 (2024 provisional)**

Socioeconomic barriers to achievement (school equity index group)	Academic year	Achieved (n)	Achieved (%)	Total students	Percentage point difference from previous year
<b>Fewer</b>	2019	8,550	67.8%	12,611	
<b>Fewer</b>	2020	9,569	74.0%	12,936	6.2%
<b>Fewer</b>	2021	9,493	73.0%	13,010	-1.0%
<b>Fewer</b>	2022	9,174	71.4%	12,854	-1.6%
<b>Fewer</b>	2023	9,027	70.6%	12,779	-0.8%
<b>Fewer</b>	2024	9,437	68.8%	13,712	-1.8%
<b>Moderate</b>	2019	10,752	47.9%	22,444	
<b>Moderate</b>	2020	11,591	52.2%	22,186	4.3%
<b>Moderate</b>	2021	11,688	50.9%	22,945	-1.3%
<b>Moderate</b>	2022	10,910	49.8%	21,914	-1.1%
<b>Moderate</b>	2023	10,639	49.3%	21,569	-0.5%
<b>Moderate</b>	2024	11,053	47.7%	23,177	-1.6%
<b>More</b>	2019	1,672	25.0%	6,687	
<b>More</b>	2020	1,876	28.4%	6,606	3.4%
<b>More</b>	2021	1,716	25.7%	6,671	-2.7%
<b>More</b>	2022	1,520	23.5%	6,459	-2.2%
<b>More</b>	2023	1,506	23.1%	6,517	-0.4%
<b>More</b>	2024	1,684	23.7%	7,107	0.6%
<b>Unassigned</b>	2019	1,858	40.7%	4,562	
<b>Unassigned</b>	2020	1,865	38.3%	4,870	-2.4%
<b>Unassigned</b>	2021	2,085	37.7%	5,532	-0.6%
<b>Unassigned</b>	2022	1,950	35.0%	5,576	-2.7%
<b>Unassigned</b>	2023	1,912	34.2%	5,585	-0.8%
<b>Unassigned</b>	2024	2,012	32.6%	6,180	-1.6%

**Year 13 enrolment-based national University Entrance attainment by ethnicity – 2015 to 2024 (2024 provisional)**

<b>Ethnicity</b>	<b>Academic year</b>	<b>Achieved (n)</b>	<b>Achieved (%)</b>	<b>Total students</b>	<b>Percentage point difference from previous year</b>
<b>Māori</b>	2015	2,620	27.8%	9,436	
<b>Māori</b>	2016	2,687	28.1%	9,547	0.3%
<b>Māori</b>	2017	2,894	29.3%	9,887	1.2%
<b>Māori</b>	2018	2,850	29.3%	9,743	0.0%
<b>Māori</b>	2019	2,757	29.9%	9,225	0.6%
<b>Māori</b>	2020	3,147	34.1%	9,220	4.2%
<b>Māori</b>	2021	3,061	31.7%	9,651	-2.4%
<b>Māori</b>	2022	2,893	30.9%	9,357	-0.8%
<b>Māori</b>	2023	2,916	31.2%	9,345	0.3%
<b>Māori</b>	2024	3,011	29.9%	10,072	-1.3%
<b>Pacific Peoples</b>	2015	1,510	26.7%	5,663	
<b>Pacific Peoples</b>	2016	1,580	27.7%	5,707	1.0%
<b>Pacific Peoples</b>	2017	1,716	29.3%	5,857	1.6%
<b>Pacific Peoples</b>	2018	1,699	28.6%	5,949	-0.7%
<b>Pacific Peoples</b>	2019	1,775	30.3%	5,867	1.7%
<b>Pacific Peoples</b>	2020	1,969	33.7%	5,838	3.4%
<b>Pacific Peoples</b>	2021	2,035	33.0%	6,176	-0.7%
<b>Pacific Peoples</b>	2022	1,733	28.7%	6,047	-4.3%
<b>Pacific Peoples</b>	2023	1,809	29.8%	6,067	1.1%
<b>Pacific Peoples</b>	2024	1,946	30.1%	6,464	0.3%
<b>European</b>	2015	17,096	54.8%	31,172	
<b>European</b>	2016	17,074	55.6%	30,728	0.8%
<b>European</b>	2017	17,059	55.0%	31,014	-0.6%
<b>European</b>	2018	16,545	55.0%	30,083	0.0%
<b>European</b>	2019	16,293	55.1%	29,563	0.1%
<b>European</b>	2020	17,427	59.0%	29,550	3.9%
<b>European</b>	2021	17,515	57.2%	30,604	-1.8%
<b>European</b>	2022	16,373	56.0%	29,214	-1.2%
<b>European</b>	2023	16,058	55.5%	28,950	-0.5%
<b>European</b>	2024	16,549	53.3%	31,044	-2.2%
<b>Asian</b>	2015	3,681	57.5%	6,404	
<b>Asian</b>	2016	3,750	58.8%	6,379	1.3%
<b>Asian</b>	2017	4,079	60.1%	6,785	1.3%
<b>Asian</b>	2018	4,148	60.1%	6,900	0.0%
<b>Asian</b>	2019	3,951	59.3%	6,658	-0.8%
<b>Asian</b>	2020	4,666	64.1%	7,284	4.8%
<b>Asian</b>	2021	4,783	63.4%	7,541	-0.7%
<b>Asian</b>	2022	4,852	61.3%	7,921	-2.1%
<b>Asian</b>	2023	4,728	58.1%	8,133	-3.2%
<b>Asian</b>	2024	5,388	55.0%	9,794	-3.1%
<b>Middle Eastern/Latin American/African</b>	2015	506	52.5%	963	
<b>Middle Eastern/Latin American/African</b>	2016	514	52.0%	988	-0.5%

Middle Eastern/Latin American/African	2017	529	51.0%	1,037	-1.0%
Middle Eastern/Latin American/African	2018	531	50.2%	1,057	-0.8%
Middle Eastern/Latin American/African	2019	533	52.0%	1,025	1.8%
Middle Eastern/Latin American/African	2020	625	57.7%	1,083	5.7%
Middle Eastern/Latin American/African	2021	639	56.0%	1,141	-1.7%
Middle Eastern/Latin American/African	2022	634	51.4%	1,234	-4.6%
Middle Eastern/Latin American/African	2023	629	51.4%	1,223	0.0%
Middle Eastern/Latin American/African	2024	687	49.9%	1,378	-1.5%

**Year 13 enrolment-based national University Entrance attainment by gender – 2015 to 2024 (2024 provisional)**

Gender	Academic year	Achieved (n)	Achieved (%)	Total students	Percentage point difference from previous year
Female	2015	13,757	54.4%	25,293	
Female	2016	13,704	54.9%	24,967	0.5%
Female	2017	14,093	55.2%	25,548	0.3%
Female	2018	13,635	54.8%	24,869	-0.4%
Female	2019	13,524	55.8%	24,240	1.0%
Female	2020	14,383	59.6%	24,117	3.8%
Female	2021	14,525	57.7%	25,165	-1.9%
Female	2022	13,496	55.3%	24,421	-2.4%
Female	2023	13,318	54.9%	24,246	-0.4%
Female	2024	13,861	53.6%	25,838	-1.3%
Male	2015	9,749	41.4%	23,572	
Male	2016	9,847	42.2%	23,314	0.8%
Male	2017	9,893	42.1%	23,478	-0.1%
Male	2018	9,705	42.4%	22,874	0.3%
Male	2019	9,304	42.2%	22,057	-0.2%
Male	2020	10,512	46.8%	22,471	4.6%
Male	2021	10,447	45.5%	22,973	-1.3%
Male	2022	10,037	44.9%	22,350	-0.6%
Male	2023	9,745	44.0%	22,170	-0.9%
Male	2024	10,323	42.5%	24,310	-1.5%