

Conclusions for numeracy performance

Minimum proficiency levels

At the year four level, 75% of students met or exceeded the minimum expected proficiency level (levels 3–8). This is 7% more than year four students in the region achieved. At the year six level, 87% of students in Tonga met or exceeded the minimum expected standard (levels 5–8), 15% more than year six students in the region achieved.

Gender

Girls outperformed boys in numeracy. A greater proportion of girls achieved the minimum expected proficiency level compared with boys, and girls had higher average scores in all numeracy areas compared with boys. This was found at both year levels.

There is a clear gender difference, with girls outperforming boys in both year levels over the last three cycles. These differences are more pronounced at the year four level.

School authority

The performance of year four students in government and non-government schools was similar in most numeracy strands. Exceptions were in the 'Measurement' and 'Data' strands, where year four students in government schools scored higher than those in non-government schools.

The performance of year six students in government and non-government schools was similar in all numeracy areas.

School location

Both year four and year six students in urban schools scored higher than those in non-urban schools. This was found for the overall numeracy score and most strands, the exception being the 'Measurement & Geometry' strand where their performance was similar.

Coding

The coding data for numeracy show that the year four and year six students were persistent in attempting the questions, with a low proportion of students leaving questions unanswered. The coding data show that for both years four and year six, students struggled with questions involving fractions and comparing numbers and information. The biggest struggle was with solving complex problems.

Trend performance

The distribution of the year four and year six students who performed at or above the expected proficiency level increased between 2015 and 2018 but decreased in 2021 by 7% in year four and 5% in year six. Similar decreases are seen in the average numeracy scores over the PILNA cycles since 2015 at both year levels.