

# KAIKORAI VALLEY COLLEGE: Analysis of Variance 2022

Strategic Goal 1		What does the data say?	Strategic Plan - What we are going to do over the next three years to achieve this Strategic Goal.			Annual Plan	Monitoring
<i>What do we want to achieve? Aspirational, inspirational and long term.</i>	<i>What will this look like if we get it right?</i>	<i>Where are we now?</i>	<i>Prioritise actions for stepped results - What do we need to do to get from where we are now to where we want to be? Consider resourcing - skills, finances, environments, etc</i>			<i>How do we do this?</i>	<i>How will we know we are getting this right? What will we need to measure?</i>
<b>All ākonga at KVC are achieving to their highest potential as unique individuals of Aotearoa</b>			<b>2021</b>	<b>2022</b>	<b>2023</b>		
	<ul style="list-style-type: none"> <li>Quality teaching and leadership are making a difference. Kaiako are setting high expectations for individual ākonga by focusing on strength based learning</li> <li>Whole school PLD is provided for staff in differentiating work for those with special needs</li> <li>The wider LS team are very responsive to identified needs or weaknesses</li> <li>Dept's, in conjunction with the LSC develop programmes and resources for ākonga working at Level 1 or 2 of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>While kaiako (teachers) are able to identify ākonga with differing levels of ability, more can be done to break the curriculum down to allow them access to successful outcomes.</li> <li>There is occasionally an element of deficit thinking, where ākonga achievement is blamed on external factors e.g. non-attendance, low ability, poor motivation. More work needs to be done on determining the strengths of each individual and building on those</li> </ul>	<ul style="list-style-type: none"> <li>Staff will develop and implement strength-based learning practices across the school to meet individual student needs.</li> <li>Development of differentiated curriculum work plans for students with special educational requirements</li> </ul>	<ul style="list-style-type: none"> <li>Strength-based learning practices will be embedded throughout the school as evidenced by Dept review cycles, conversations in the staffroom and annual reporting reflecting a change away from deficit thinking.</li> </ul>		<ul style="list-style-type: none"> <li>Motivational PLD is given to all teaching staff around the use of positive language when discussing their achievements.</li> <li>Work is differentiated to map student needs,</li> <li>Focus is on what they CAN achieve</li> <li>Regular reminders are given to staff about focussing on the positives and using the right language in conversations and communications home</li> <li>Senior ākonga are channelled into appropriate courses Whānau, as partners are encouraged to support their child in areas of weakness</li> </ul>	<ul style="list-style-type: none"> <li>Data is showing a lift in performance of year groups and individuals.</li> <li>Improved engagement is seen in classroom activities, particularly in priority learners and ākonga with special learning needs.</li> <li>There is a reduction in off task behaviours, referrals for undesired behaviours.</li> <li>Student, staff and community surveys show improved outcomes in engagement, wellbeing and how ākonga feel about the school.</li> <li>Ākonga have higher levels of pride in themselves and the school</li> </ul>
	<ul style="list-style-type: none"> <li>Ākonga (student) progress is being monitored at all Year levels, with particular emphasis on at risk ākonga including: Māori, Pasifika, international, ESOL ākonga and those with special needs both at the lower and upper ends of student achievement</li> <li>The Learning Support team including the new LSC, the SENCO HOD of Special Needs, RTLB and SMT are able to quickly identify those ākonga needing additional support and provide support for their learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Progress is monitored, but tracking data is not always made the best use of to inform next steps</li> <li>Ākonga with special needs are being catered for and are mainstreamed where possible. Mainstream kaiako sometimes lack the ability/knowledge in being able to provide for the needs of these ākonga in their classes. Staffing pressures in the Brathwaite Centre also mean that they are not provided with adequate break times to get through the day without being exhausted</li> </ul>	<ul style="list-style-type: none"> <li>Improve and embed systems and processes for data collection and analysis that clearly demonstrate shifts in learning, for whole cohorts, and individual ākonga</li> </ul>	<ul style="list-style-type: none"> <li>Programmes of learning for cohorts are being adapted to bring about improvements in identified areas of weakness</li> <li>Individual weaknesses are being supported with interventions</li> <li>The SMT and Board are receiving concise and informative achievement data</li> </ul>	<ul style="list-style-type: none"> <li>Identified gaps are shrinking</li> </ul>	<ul style="list-style-type: none"> <li>A schedule of data entries points is given to HODs to ensure timely data entry across the school.</li> <li>DP/Aps are monitoring that data is being entered</li> <li>HODs continue to develop skills in reading and analysing this data have this provided</li> <li>Principal develops skills to become proficient at extracting this data for reporting purposes</li> <li>There is a real emphasis on literacy and numeracy to ensure ākonga are performing at or above in relation to their respect curriculum levels (Years 7 – 10)</li> </ul>	<ul style="list-style-type: none"> <li>Board reports are concise and informative, painting the picture of student achievement at each year level</li> <li>Data allows staffing and resources to be channelled into areas of weakness.</li> <li>Maori and Pasifika success is being measured academically as well as through whanau and fono korero</li> </ul>

						<ul style="list-style-type: none"> <li>The additional COVID funding allocation is being used to alleviate some of the pressure points in the first half of the year.</li> </ul>	
		<ul style="list-style-type: none"> <li>Māori ākonga feel valued and have pride in their cultural heritage and are achieving to their highest potential <i>as</i> Māori.</li> <li>Pasifika ākonga feel valued and have pride in their cultural heritage, and are achieving to their highest potential <i>as</i> Pasifika</li> </ul>	<ul style="list-style-type: none"> <li>All staff will demonstrate an understanding of basic Māori tikanga, and be using correct Māori language and pronunciation when addressing ākonga</li> </ul>	<ul style="list-style-type: none"> <li>Māori tikanga, Mātauranga Māori and te ao Māori will be woven into general classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>Expand cultural practice and understanding across all aspects of school life.</li> </ul>	<ul style="list-style-type: none"> <li>Kaiako are becoming much more confident in their use of Te Reo</li> <li>Kaiako understand what success for Maori means</li> <li>A staff mentoring team is established</li> <li>All staff engage in PLD around the correct pronunciation of commonly used Maori language, names and phrases</li> <li>PLD also addresses what success for Maori means.</li> <li>All tchg staff visit the marae for PLD</li> <li>Year 7 &amp; 8 ākonga visit the marae</li> </ul>	<ul style="list-style-type: none"> <li>Partnership with Māori whānau and Pasifika fono in the development of a culturally rich curriculum that is engaging and meets the learning needs of these ākonga</li> </ul>
	<ul style="list-style-type: none"> <li>Ākonga in Years 7 – 10 are engaging in learning that is relevant to the lives of NZs today and throughout their lives. It is innovative and forward thinking, and develops those key competencies at the front end of the NZC document</li> </ul>	<ul style="list-style-type: none"> <li>Our current Year 7 – 10 curriculum is still silo based in traditional subjects. Module structures mean ākonga are repeating similar content over a three year period. The timing of those modules means that occasionally there is little time to get through the content</li> </ul>	<ul style="list-style-type: none"> <li>A new module structure is designed for Year 7 &amp; 8 ākonga</li> <li>A new engaging, localised curriculum package is planned for 2022 in Yr 9 &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>New modular structure at Years 7 &amp; 8 and curriculum in Years 9 &amp; 10 is implemented</li> <li>PLD learnings are weaved into curriculum design and classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>Revised curriculum delivery is imbedded in Yrs 7-10</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum investigation is completed and presented to the staff and Board</li> <li>Planning for a new Year 7 &amp; 8 modular structure and curriculum design at Yrs 9 &amp; 10 is undertaken by relevant staff</li> <li>This will be engaging, and will include localised curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Ākonga in Years 7 – 10 are more engaged in their studies and we are seeing less behaviour referrals. Ākonga are enjoying school, measured through behaviour data and student voice.</li> </ul>
	<ul style="list-style-type: none"> <li>Ākonga in Years 11 – 13 are accessing multiple opportunities to gain the credits required and are being provided with career and pathway planning</li> </ul>	<ul style="list-style-type: none"> <li>The number of ākonga in the senior school who are struggling to acquire the 60 or 80 credits to gain their NCEA Certificate without radical intervention seems to be expanding each year.</li> <li>Some are not always making the best choices around coursing, career and/or pathway planning</li> <li>Kaiako have only engaged in one day of NCEA training around the changes in NCEA moving forward</li> </ul>	<ul style="list-style-type: none"> <li>Career planning and goal setting is discussed in each whānau conference</li> <li>OSTC opportunities are advertised and some students directed to these</li> <li>Ākonga are made aware of vocational pathways</li> <li>UE pass rate improves to 35%</li> </ul>	<ul style="list-style-type: none"> <li>Ākonga are making well informed subject choices</li> <li>Ākonga are guided to apply in OSTC and vocational courses</li> <li>Kaiako engage in PLD training days for L1 and/or L2 NCEA</li> <li>UE pass rate improves to 40%</li> </ul>	<ul style="list-style-type: none"> <li>Identified and appropriate ākonga are enrolled in OSTC and vocational courses</li> <li>New L1 NCEA courses implemented.</li> <li>Kaiako engage in PLD training days for L2 NCEA and planning is undertaken for new L2 courses</li> </ul>	<ul style="list-style-type: none"> <li>Ākonga are self-selecting OSTC and vocational courses</li> <li>Kaiako engage in PLD training days for L1 NCEA and planning is undertaken for new L2 courses</li> <li>All NCEA teaching staff are involved in two NCEA Teacher Only days</li> <li>Subject selection in the senior school is scrutinised by DP, Deans and whānau kaiako at an early enough time to intervene if necessary</li> <li>Ākonga capable of achieving UE are encouraged to make this a goal</li> </ul>	<ul style="list-style-type: none"> <li>Ākonga are more aware of career/study pathways and are selecting courses accordingly</li> <li>More recognition is given to vocational awards</li> <li>Staff are prepared and confident in delivering the new standards</li> </ul>

Analysis	Evaluation
<p>Once again, we are overall pleased with progress against this goal in terms of knowing just where ākonga are at in their learning, through the collection of data. This data is informing our decision making and allowing us to react to areas where concerns arise e.g. Level 1 &amp; 2 catch up courses red shirts, blue shirts, STAR courses etc.</p> <p>We continue to be in a position of being able to demonstrate added value from year to year in core subjects, as well as making judgments of progress within a year. NCEA performance sits above the national average at all three levels and ākonga have performed exactly as expected. When we look at those students who have not gained level 1, we note a very high number are either ORS funded students or those who have transferred to Alt Ed. For some others attendance has been an issue. A story is able to be told about each ākonga in these situations, so they have not simply fallen through the cracks. Credit catch up type courses have allowed many to get across the line and have been worthwhile investments.</p> <p>Ākonga gaining UE is around the expected target yet sits below the national average. Again this is not unexpected as we know for many of our ākonga this is not their goal. Less than 50% of this cohort were taking a course where UE was possible. We believe this is a reflection of ākonga having more options in terms of their future pathways with vocation studies or careers being heavily considered. Again almost every student is able to pursue their chosen pathway.</p> <p>The Urban Farm continues to go from strength to strength, with KVC ākonga working in this space often, as well as visiting groups and contributing schools being regular visitors. The teaching and learning activities based on the Urban Farm are increasing in number as are the physical resources and staff expertise, all under the guidance of Dr McMillan, Ms Sofie Welvaert with the assistance of Mr Reddington and Mr Murphy. Ms Welvaert's departure at the end of 2022 will present a new challenge of finding a new kaimahi member to fill this gap.</p> <p>The move to a semester system in Yr 10 has proven to be a success, with positive feedback from ākonga, kaiako and whānau. This has prompted the decision to expand this focus into Year 9 in 2023. This move will see ākonga remaining in year groups for literacy and numeracy but in mixed groups in other curriculum areas. This will require some shifts in pedagogy which will be supported throughout the new year.</p> <p>There is no doubt that the COVID pandemic has continued to impact ākonga learning. In 2022 the challenge has been different. Those ākonga who have contracted the virus have all been away at different times and online learning has not always been there to support them in their learning. This has meant ākonga returning have had to plug gaps and on the whole, this has been successfully done through the hard mahi of kaimahi.</p> <p>The strength based learning practices are beginning to take hold but are not yet completely embedded. This may have been impacted by the changeover of staffing in 2022 (20%) as well as the emphasis on Mātauranga Māori PLD and the capability of kaiako to take on board so much change.</p> <p>Kaiako have been very engaged in developing their skills and understanding of te reo and tikanga through the facilitated PLD sessions. In 2023 more emphasis has been placed on curriculum design that challenges kamahi to further refresh courses to make learning relevant and culturally appropriate to all.</p> <p>Further work is needed in ākonga making more informed choices in subject choices. Plans are already in place to provide more information to ākonga and whānau before choices are made.</p>	<p>Ākonga in Years 7 &amp; 8 have made significant progress in core subjects as evidenced below in the Reading, Writing and Number graphs. We are very pleased with the progress from Term 1 to Term 4 and significant progress has been made across both cohorts. Numeracy is an area of concern across the Junior College, with lower levels than ideal. Plans are in place to address this further in 2023.</p> <p>All Year 7 &amp; 8 students participate in a modular system where they are given a taste of a very wide spectrum of the NZC. In this system assessment is not the priority with more emphasis on engagement. Anecdotaly, kaiako are told by ākonga that they very much enjoy this module system. Kaiako likewise enjoy seeing all of the students as they move through this modular system. A key competency approach is taken and learning skills for life are fostered. In 2022, we have the students doing half the classes in Year 7 and the other half in Year 8. This allows more time for project based learning and student led inquiry.</p> <p>In Year 9 there has been a definite improvement in reading levels from Term 1 to Term 4. Term 4 results show that just over 60% of students are reading at early curriculum level 4 or above. This does still leave a number of students who are reading below the expected curriculum level. Engagement in reading is a national problem which we are trying to address through the study of extended written texts and regular library visits.</p> <p>Year 9 ākonga continued to improve in terms of writing skills. Over 70% of our students are performing at early level 4 or above. The English department focus going forward will be to lift student achievement so that students are working comfortably at level 4 of the curriculum. This will help prepare students for the literacy co-requisites which are being introduced in 2024.</p> <p>Year 9 Maths results can be interpreted as positive. In the Number strand there was a positive improvement in the student curriculum levels with 68% at or above Level 4 at the start of the year moving to 82% at or above Level 4 at the end of the year 2022. In the Algebra strand there was a very positive shift with 82% below Level 4 at the start of the year moving to 17% below Level 4 at the end of the year. In both the Number and Algebra strands Females and Males performed equally well. For Maori students 83% were at or above Level 4 in Number and 68% of Maori students were at or above Level 4 in Algebra.</p> <p>Around 70% of students in Year 10 are reading at level 4 or above. Reading levels for males are marginally higher than for females. Building reading comprehension skills is a key focus for the English department. Reading strategies are an integral part of all English courses at all year levels.</p> <p>Year 10 students should be working at level 5 of the curriculum. Around 30% of students are performing at level 5 of the curriculum for writing this is consistent with national statistics. Developing students' writing skills continues to be a key focus within the English department.</p> <p>Year 10 Maths results are mixed. In the Number strand the majority of students are working at Level 4 or below and a significant number of students are working at Level 3 or below. From the Numeracy Pilot only 34% of the cohort reached the necessary standard. The performance of Maori students in Number is high overall with a large proportion achieving at Level 5 or above. In the Algebra strand, the bulk of the students are performing at Level 4 with a significant number of students performing at Level 3 and below. A small percentage of students are performing at Level 5 and Level 6. Male and female achievement is similar in Algebra. The performance of Maori students in Algebra is comparable to the overall cohort, with a small proportion achieving at Level 5 or above.</p> <p>The design of the new Year 10 semester system was finalised with students going through a selection process towards the end of 2021. This process went very smoothly and there was real enthusiasm amongst the student body. Teachers were given significant time to plan these courses so it would be interesting. Student and teacher feedback part way through the year told the story of higher levels of interest and engagement.</p> <p>Our Year 11, Level 1 NCEA results were similar to last year with a pass rate of 73% (75% 2021) and well above both the national and decile 5 pass rates. Students were thoroughly tracked throughout the year. During 2022, 16 students completed extra courses on work and life skills. Ten of the students needed the credits gained in those courses to pass level 1. One of the 16 students is yet to gain level 1, as she was 1 numeracy credit short. All of these students gained some level 2 credits to kick start 2023.</p> <p>Our pass rates for Year 12, Level 2 were once again very strong at 83.6% (79.2% 2021) and well above the national pass rate and at the decile 5 pass rate. Again the thorough tracking of students and time spent ensuring students</p>

	<p>were coursed to match their level of ability and interest helped. Many students gained valuable skills through STAR courses. Five students completed extra courses on work skills.</p> <p>In Year 13 (Level 3) 71.9% of students gained level 3, slightly lower than the 76.8% result last year, but still well above both the national and decile 5 pass rates. The University Entrance pass rate remains low at 31.3% (target 40%) and is 4% lower than previous year. The target of the UE pass rate improving to 40% was not met. However, many of our Year 13 students were studying vocational pathways courses. 66% of students studying a course that could gain University entrance, achieved this. 38% of the year 13 cohort gained a vocational pathways award.</p> <p>19 students studied at the Otago Secondary Tertiary College and 29 studied Gateway/other courses which demonstrates our commitment to allow students to access Vocational Pathways. Demand for Gateway and STAR courses continues to be popular. This has a detrimental effect on our University Entrance pass rate however has a positive effect on the students future pathways.</p> <p>19 students across years 12 and 13 gained a Vocational Pathways award on par with the previous year (18).</p> <p>The extensive tracking of students in Years 11 - 13 done throughout the year, and the work of the careers advisor sourcing many alternative opportunities for identified students to gain skills and credits, has positively impacted the results of our students.</p> <p>COVID has once again presented us with a challenge, but in a different manner than the previous two years. The constant stream of both students and staff absent made learning fractured. This is reflected in the number of students relying on the NZQA learning recognition extra credits due to covid. Fourteen students relied on these to gain their qualification, much higher than the five students who relied on these extra credits in 2021.</p> <p>Further data is given at the end of this document along with Year 7 - 10 data.</p>
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# Kaikorai Valley College: Strategic Goals

"He mana whai huruhuru - Opportunity and Success for ALL"

Strategic Goal 2		What does the data say?	Strategic Plan - What we are going to do over the next three years to achieve this Strategic Goal.			Annual Plan	Monitoring
<i>What do we want to achieve? Aspirational, inspirational and long term.</i>	<i>What will this look like if we get it right?</i>	<i>Where are we now?</i>	<i>Prioritise actions for stepped results - What do we need to do to get from where we are now to where we want to be? Consider resourcing - skills, finances, environments, etc</i>			<i>How do we do this?</i>	<i>How will we know we are getting this right? What will we need to measure?</i>
			<b>2021</b>	<b>2022</b>	<b>2023</b>		
<b>School culture at KVC means everyone holds a special place; are valued, feel safe and equipped to achieve their aspirations</b>	<ul style="list-style-type: none"> <li>• Ākonga (ākonga), with their whanau, are at the centre of education</li> <li>• School Culture reflects local tikanga Māori, Mātauranga Māori, and te ao Māori.</li> <li>• KVC is a place where there is a true sense of belonging, regardless of ability, ethnicity, or family circumstance.</li> <li>• Ākonga conduct and behaviour exemplifies the schools values</li> <li>• Every student is comfortable in who they are and what success means for them</li> <li>• Ākonga and kaiako are confident in the use of te reo in everyday conversations (i.e. normalised)</li> <li>• Signage around the school immediately identifies the bicultural heritage of NZ</li> <li>• Whānau groups become an integral part of who we are and how we seek to care for the needs of our ākonga and their whanau</li> </ul>	<ul style="list-style-type: none"> <li>• With the introduction of whanau groups in 2020, as well as the development of the Māori and Pasifika mentoring role, we have made some gains in this area. However there is still work to be done in gaining the full involvement of all parties.</li> <li>• There also needs to be further development with kaiako and ākonga in understanding of what success means for them and their whanau</li> <li>• Likewise gains have been made in 2020 in the use of Te Reo but it is important this is seen as a journey that needs to be worked on daily. For some the use of te reo is normalised while for the majority it is something that needs to be practiced each day</li> <li>• There is little bicultural signage around the school. The only references you may notice are around school values and in school notices</li> <li>• Over the years we have seen an increase in the number of ākonga coming to us with behaviour issues. This is reflected in pastoral entries as well as the number of stand-downs and suspensions in Years 8 – 10. This year we did some analysis of our year 9 &amp; 10 cohort and found that between 30 – 35% were on the pastoral register that would place them in category of high offenders. Generally by the time ākonga get the senior school they have settled down and little intervention is required. On the whole there is a good understanding of the school values and</li> </ul>	<ul style="list-style-type: none"> <li>• The three way partnership with ākonga, kaiako, and whanau is strengthened through multiple methods of communication, including hui/fono, three way conferences, and korero.</li> <li>• Staff PLD around the correct pronunciation of students and local place names is provided.</li> <li>• An investigation looking at curriculum design in Yrs 7 – 10 that includes the front end of the NZC and localised curriculum in a more relevant way is completed</li> <li>• The karakia is used on a weekly basis without prompts</li> <li>• The school values are relaunched with new signage around the school</li> <li>• Emphasis is placed on using the school values in conversations with students for correction purposes</li> </ul>	<ul style="list-style-type: none"> <li>• A localised curriculum that meets the needs of our Māori and Pasifika ākonga, whānau and wider community will be developed through collaboration at Māori hui and Pasifika fono.</li> <li>• Our bicultural heritage is more visible and easily recognized at the front end of the school and in the use of signage around the school</li> <li>• Restorative PLD continues and practices are embedded</li> <li>• Ākonga, Kaiako and whanau/fono voice on school culture is sought</li> <li>• Various carpets replaced around school</li> <li>• Refurbishment of boys toilet block in gymnasium</li> </ul>	<ul style="list-style-type: none"> <li>• The use of te reo is becoming commonplace at KVC</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with MOE to provide PLD for kaiako in restorative practices</li> <li>• Ask our school Kaiārahi to provide school wide PLD in use of te reo</li> <li>• Support and approve kaiako undertaking individual PLD in te reo</li> <li>• Establish clear links with local marae</li> <li>• Organise annual visits by groups from the school to the marae</li> <li>• Principal diaries and communicates regular reminders to kaiako about expectations and the use of restorative practices in resolving behaviour issues</li> <li>• Head ākonga speak about values in assemblies</li> <li>• New signage in te reo is put up around the school</li> </ul>	<ul style="list-style-type: none"> <li>• Te reo is more audible around the school and in class observations</li> <li>• Kaiako are more confident in the use of te reo (surveyed)</li> <li>• All PLD is delivered</li> <li>• Kaiako complete individual course in te reo</li> <li>• Ākonga are clearly able to articulate school values</li> <li>• Kaiako are referring to the values in their correction. (ākonga voice)</li> <li>• Signage is up</li> <li>• Attd numbers at three way conferences is in the high 80s to 90-%</li> <li>• Students are better equipped to talk about their learning</li> </ul>

	<ul style="list-style-type: none"> <li>The schools facilities, including the urban farm, are utilised to their fullest extent to provide learning opportunities that support an innovative curriculum</li> <li>Interactions between different age groups within the school is strengthened to include break times and house activities.</li> <li>Māori and Pasifika ākonga are identified and their learning monitored. More work is required on what success means for these ākonga and providing learning contexts that are meaningful and relevant for their learning</li> </ul>	<p>what they means. The pride card system (reward) works well and ākonga enjoy the PRIDE drawers held in assemblies.</p> <ul style="list-style-type: none"> <li>The implementation from form classes to whanau groups has gone reasonably smoothly. Good relationships are forming and a majority of staff are spending time working on these during the time available. We are finding that the whanau times can often be interrupted for administration tasks.</li> <li>Significant refurbishment has taken place around the school over the past 5 years. However many of those just touch the surface and little structural changes are possible given the funding available in our 5YA.</li> </ul> <p>The urban farm continues to develop with the addition of learning opportunities, but a lack of funding prevents this from being fully utilised.</p>	<ul style="list-style-type: none"> <li>Kaiako engage in PLD and implement restorative practices</li> <li>Where possible Kaiako are well informed about the presenting issues students are bringing with them to school</li> <li>Kaiako are reminded very regularly about all being on the same page in their dealing with school routines and expectations</li> <li>Support is given to gender diverse ākonga to ensure they and their whanau feel supported</li> <li>Kaiako and Yr 7 &amp; 8 ākonga visit the marae for PLD and learning</li> <li>Science labs and Foods room refurbished</li> <li>LSC office established</li> <li>Urban Farm development continues</li> <li></li> </ul>			<ul style="list-style-type: none"> <li>Kaiako are actively inviting whānau/fono to three way conferencing</li> </ul>	<ul style="list-style-type: none"> <li>Whānau/fono feel engaged in child's learning (survey)</li> <li>School property is looking more modern</li> <li>There is a good working relationship with the marae</li> <li>It is immediately obvious once coming through the gate that there is a place for everyone at KVC and our maori heritage is recognised and respected</li> </ul>
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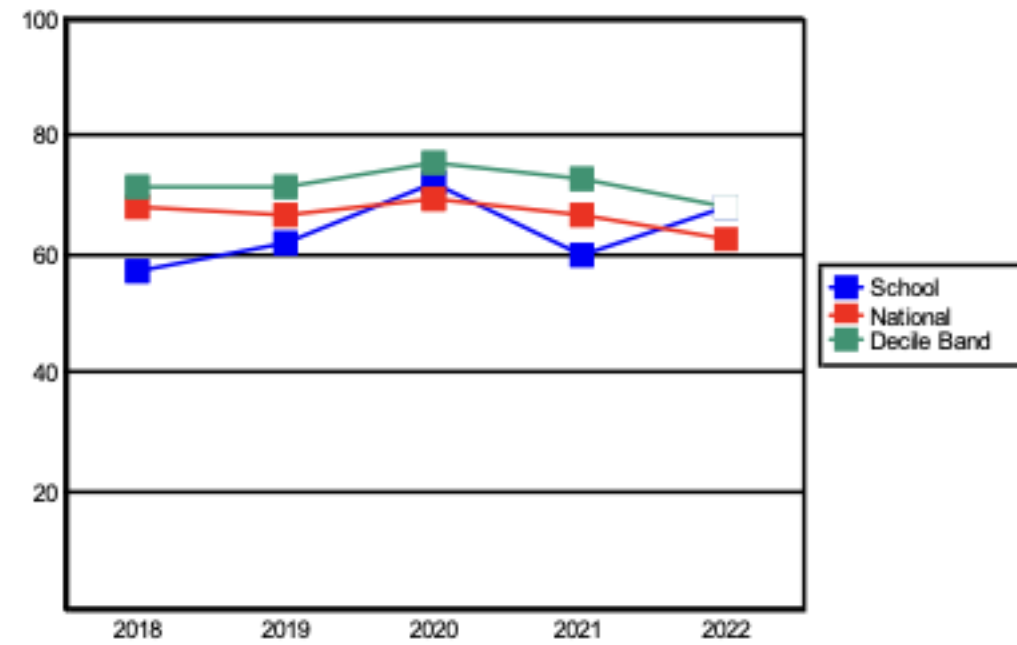
Analysis	Evaluation
<p>After the challenges of 2021 significant progress has been made towards this goal in 2022.</p> <p>The employment of many new staff members who come with a “clean brush”, emphasis on PB4L practices, PLD on restorative conversations and the third year of whānau groups have all contributed to a place where people are valued, feel safe and equipped to achieve their aspirations.</p> <p>The number of stand downs, suspensions and exclusions is down on the previous year, despite the school being directed to take several excluded students.</p> <p>The number of ākonga who have behavioural and learning challenges, however, has not reduced through the hard mahi of kaiako. The number of requests and applications for RTLB and MOE interventions continues to rise reflecting the clientele coming to KVC. Harmful incident notifications is up and this is recognised by the MOE.</p> <p>Staff and student well-being initiatives are being undertaken - regular ākonga and kaiako PRIDE draws, celebration assemblies, mufti days, peoples voice surveys, house days, haka competitions just to name a few. Kaiako and ākonga successes are celebrated in the staffroom, assemblies as well as in kura newsletters.</p> <p>PB4L meetings have driven initiatives around updated signage, former student success boards and active ideas for staff to be teaching to students.</p> <p>The ban on cellphones in Years 7 - 11 has also removed points of conflict and seen fewer problems arising through social media. However, these continue through Chromebooks and outside of school.</p> <p>Movement on some of our building projects continues to be slow with renovations to both the science labs and Foods room still to get to the tender process. The new playground for the Junior College and boys changing rooms are now complete.</p> <p>Establishing a relationship with the Otakou marae is still difficult but not through a lack of effort on our part. Signage around the kura has been upgraded to be bilingual as well as the greeting devices at the front of the school. We would still like to pursue some carvings out the front of the school.</p>	<p>Relationships, now that we are in the third year of whānau groups, continues to strengthen. It is great to see ākonga and whānau more involved in the ownership of their learning.</p> <p>Mātauranga Māori PLD is now in full flight and is resulting in a developed understanding and a growing confidence in tikanga and the speaking of Te Reo. This is no longer the exception but more becoming the norm.</p> <p>After feedback, the expansion of the semester programme to include Year 9 as well as Year 10, will hopefully see students even more engaged and having more agency in their learning.</p> <p>The people's voice survey has proven to be very valuable in providing direction for 2023 to further strengthen the kura's response to ākonga and whānau concerns/issues. This has already been formulated into strategic goals for 2023.</p> <p>2021 saw a very significant number of kaimahi (20%) moving on from the school at the end of the year. This has opened the window for fresh and new ideas. Once again, a few staff members will move on at the end of 2022 and this again allows for a different approach in line with the Kura's goals.</p>

## NCEA Roll Based Data for Domestic Students 2022

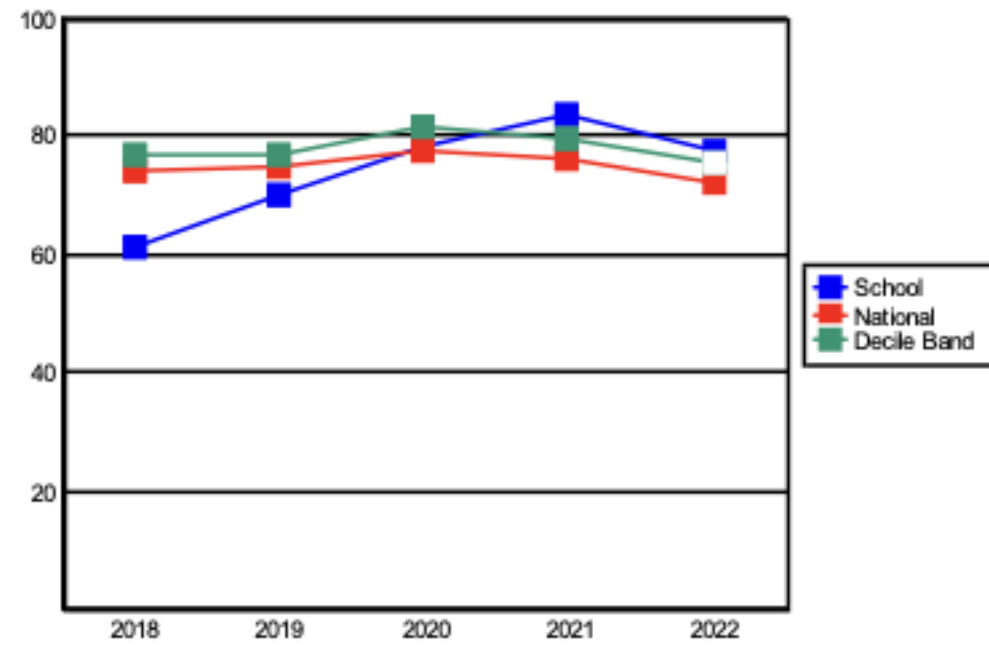
<b>Level 3</b>	<i><b>Total</b></i> <i><b>(32 students)</b></i>	<i><b>Males</b></i> <i><b>(19 students)</b></i>	<i><b>Females</b></i> <i><b>(13 students)</b></i>
<b>Pass Rate</b>	<b>71.9%</b>	<b>57.9%</b>	<b>92.3%</b>
<b>Endorsed with Excellence</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Endorsed with Merit</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>University Entrance</b>	<b>31.3%</b>	<b>15.7%</b>	<b>53.8%</b>
<b>Scholarships</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Level 2</b>	<i><b>Total</b></i> <i><b>(55)</b></i>	<i><b>Males</b></i> <i><b>(27 students)</b></i>	<i><b>Females</b></i> <i><b>(28 students)</b></i>
<b>Pass rate</b>	<b>83.6 %</b>	<b>77.7%</b>	<b>89%</b>
<b>Endorsed with Excellence</b>	<b>1</b>	<b>0</b>	<b>1</b>
<b>Endorsed with Merit</b>	<b>4</b>	<b>2</b>	<b>2</b>
<b>Level 1</b>	<i><b>Total</b></i> <i><b>(67)</b></i>	<i><b>Males</b></i> <i><b>(38 students)</b></i>	<i><b>Females</b></i> <i><b>(29 students)</b></i>
<b>Pass Rate</b>	<b>73.1%</b>	<b>68.4%</b>	<b>79.3%</b>
<b>Endorsed with Excellence</b>	<b>5</b>	<b>1</b>	<b>4</b>
<b>Endorsed with Merit</b>	<b>6</b>	<b>2</b>	<b>4</b>
<b>Literacy</b>	<b>82%</b>	<b>66%</b>	<b>88 %</b>
<b>Numeracy</b>	<b>76%</b>	<b>63%</b>	<b>88%</b>



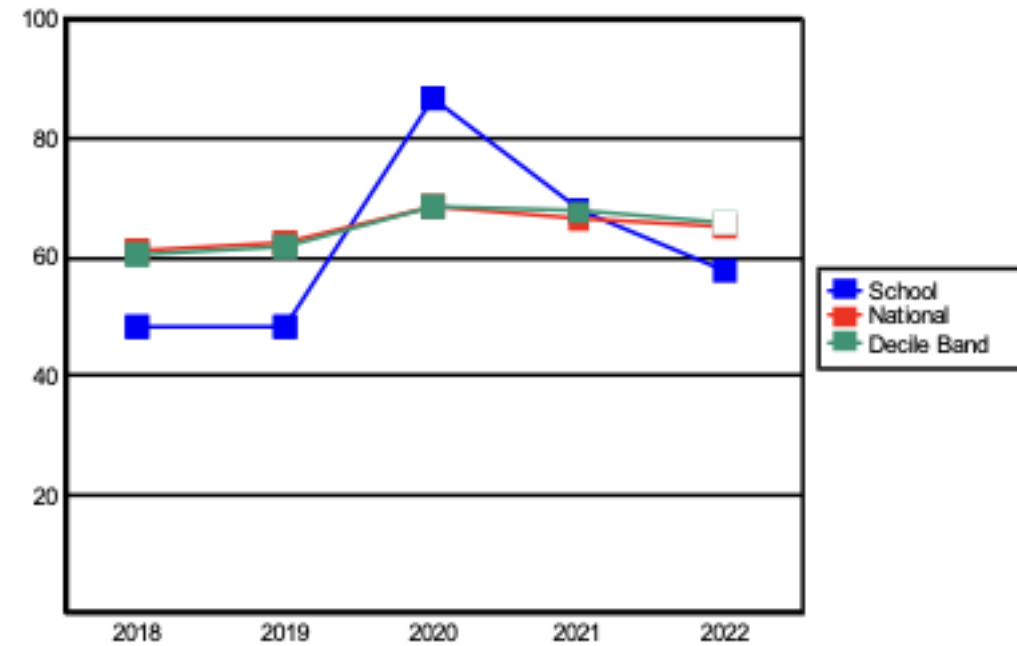
**Year 11 NCEA Level 1 - Male**



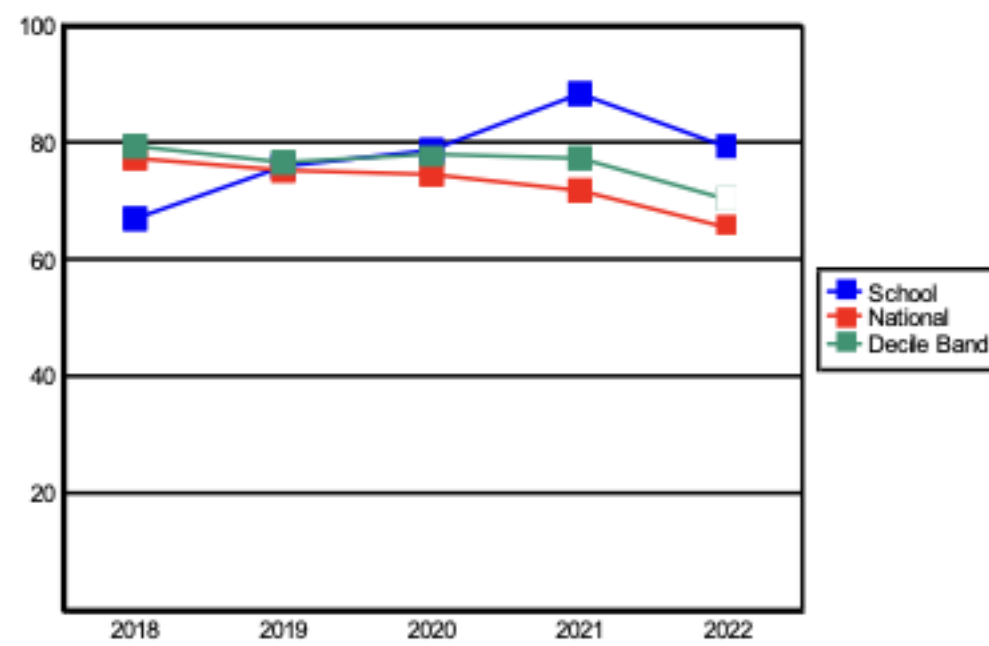
**Year 12 NCEA Level 2 - Male**



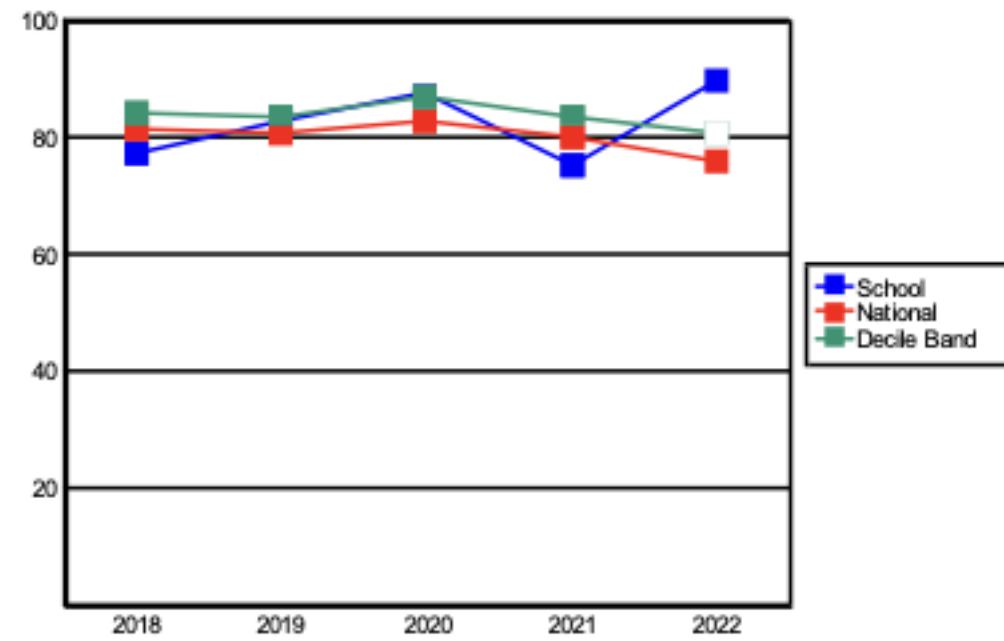
**Year 13 NCEA Level 3 - Male**



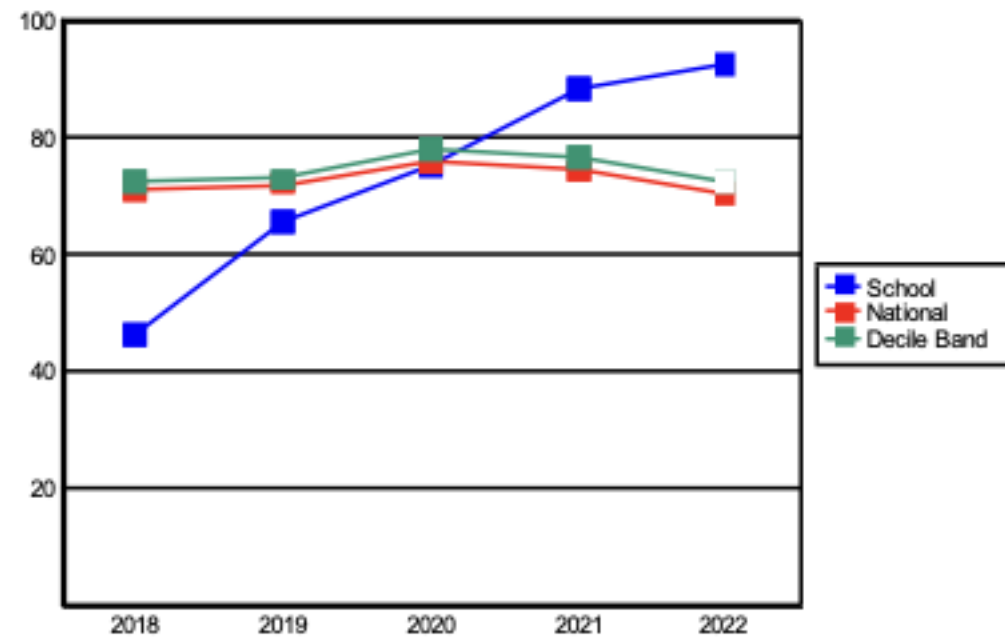
**Year 11 NCEA Level 1 - Female**



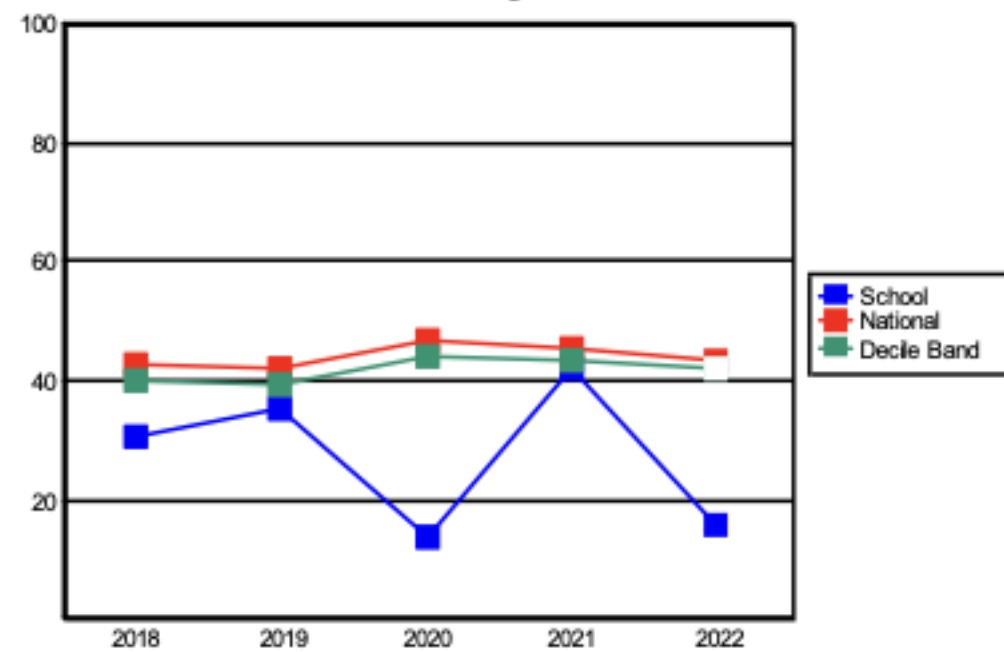
**Year 12 NCEA Level 2 - Female**



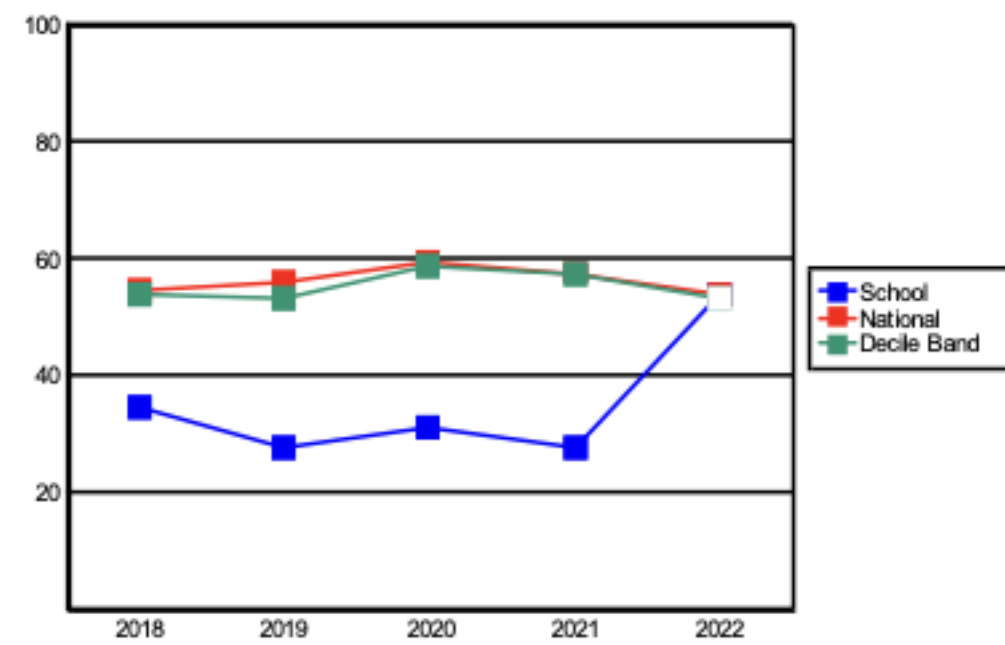
**Year 13 NCEA Level 3 - Female**



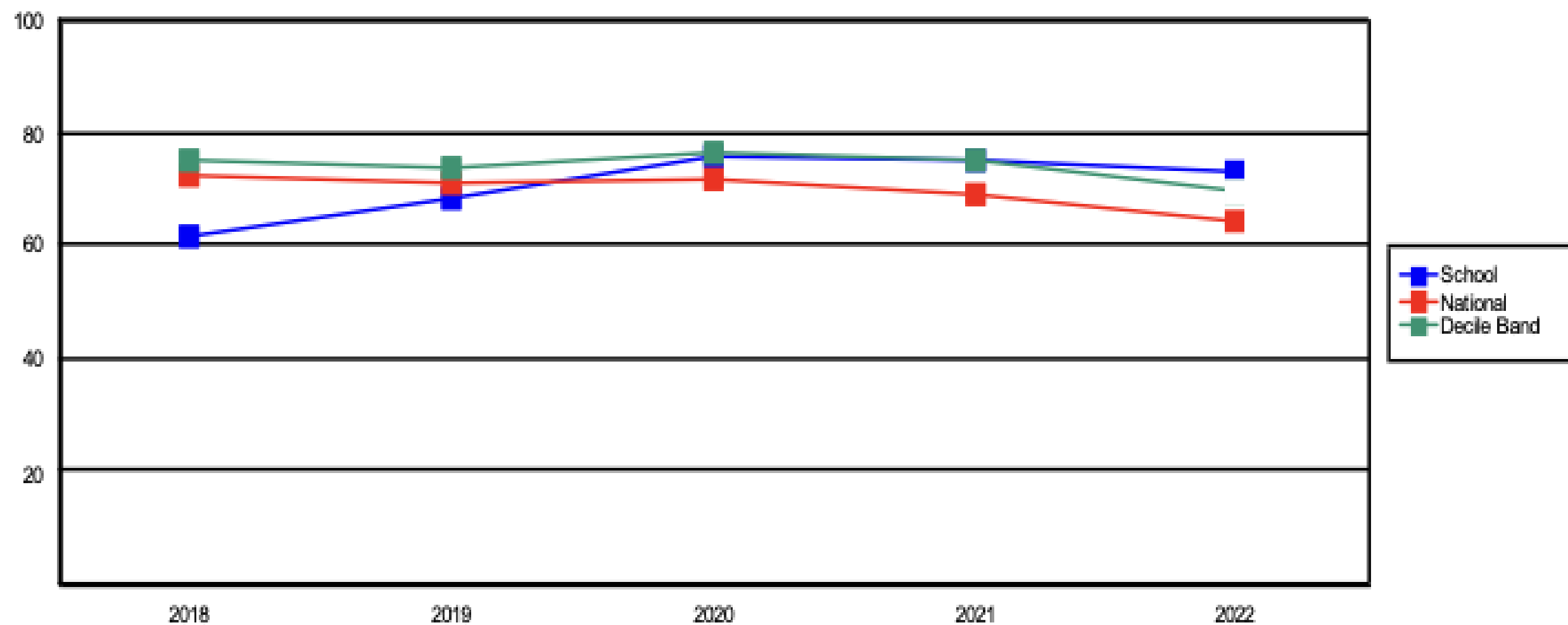
**Year 13 University Entrance - Male**



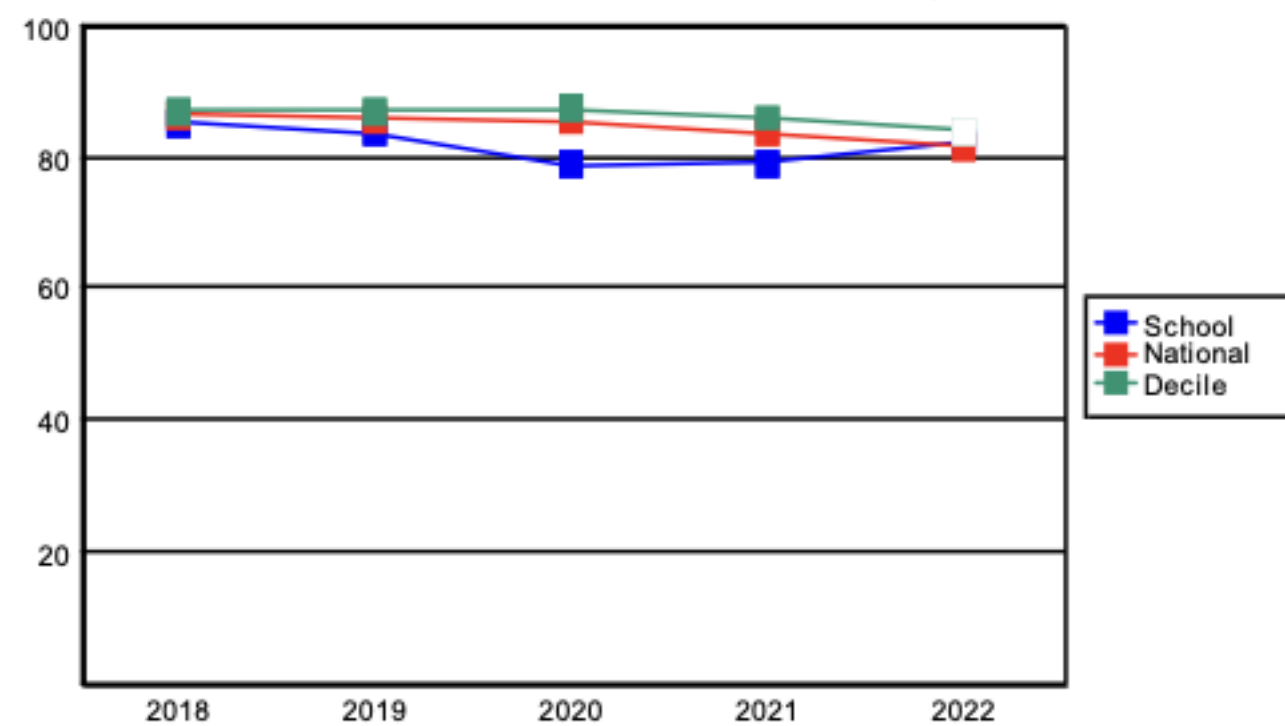
**Year 13 University Entrance - Female**



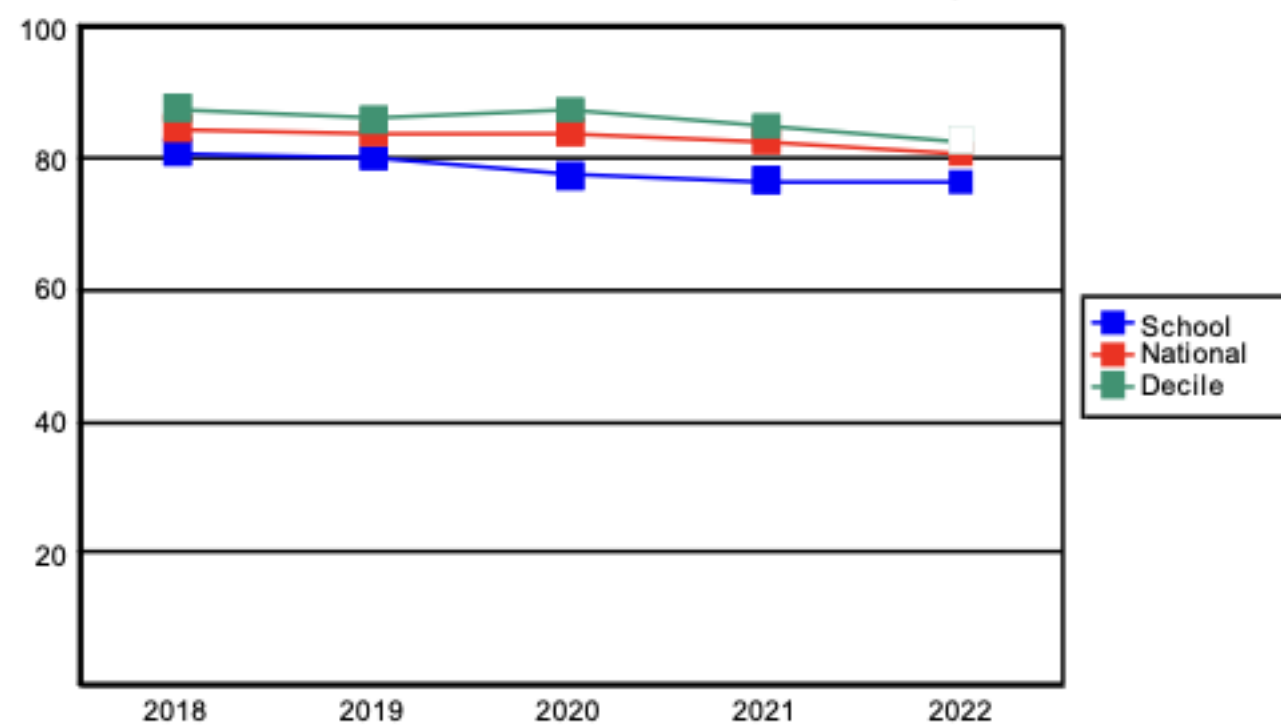
## Year 11 - NCEA Level 1



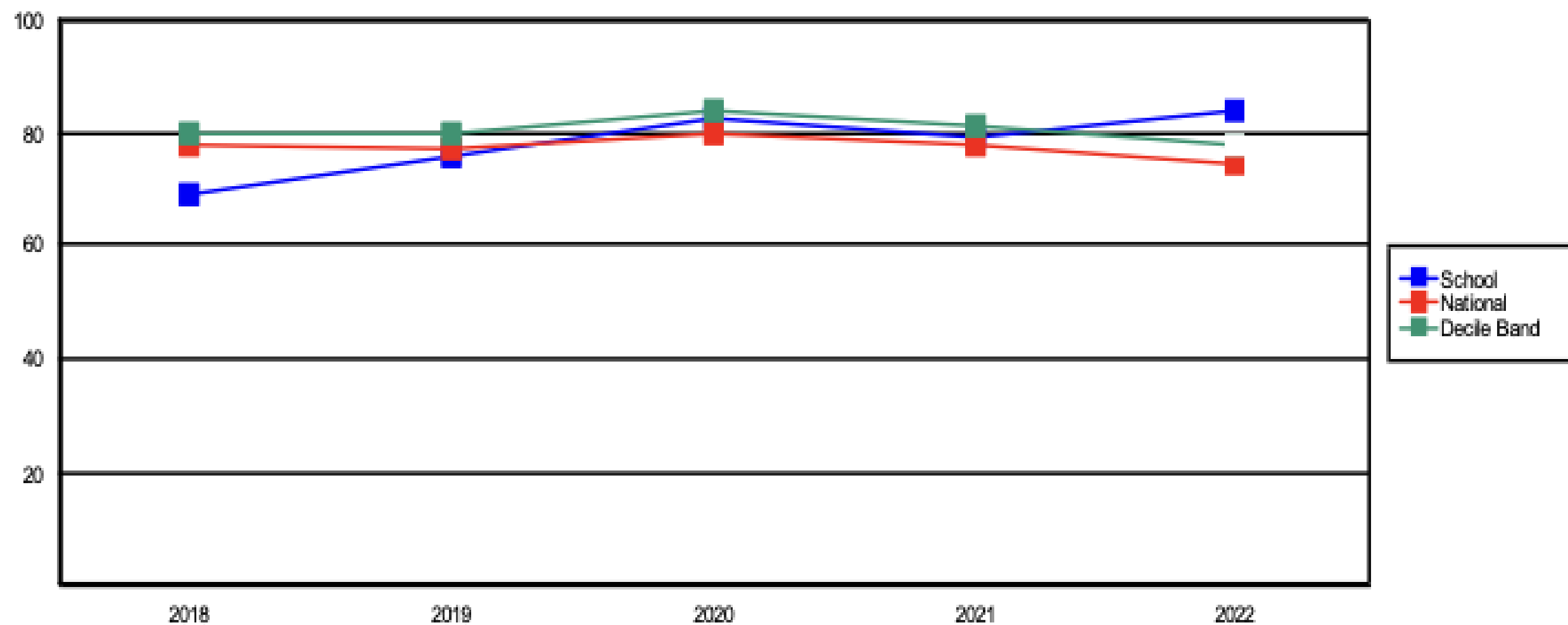
### Year 11 Level 1 Literacy



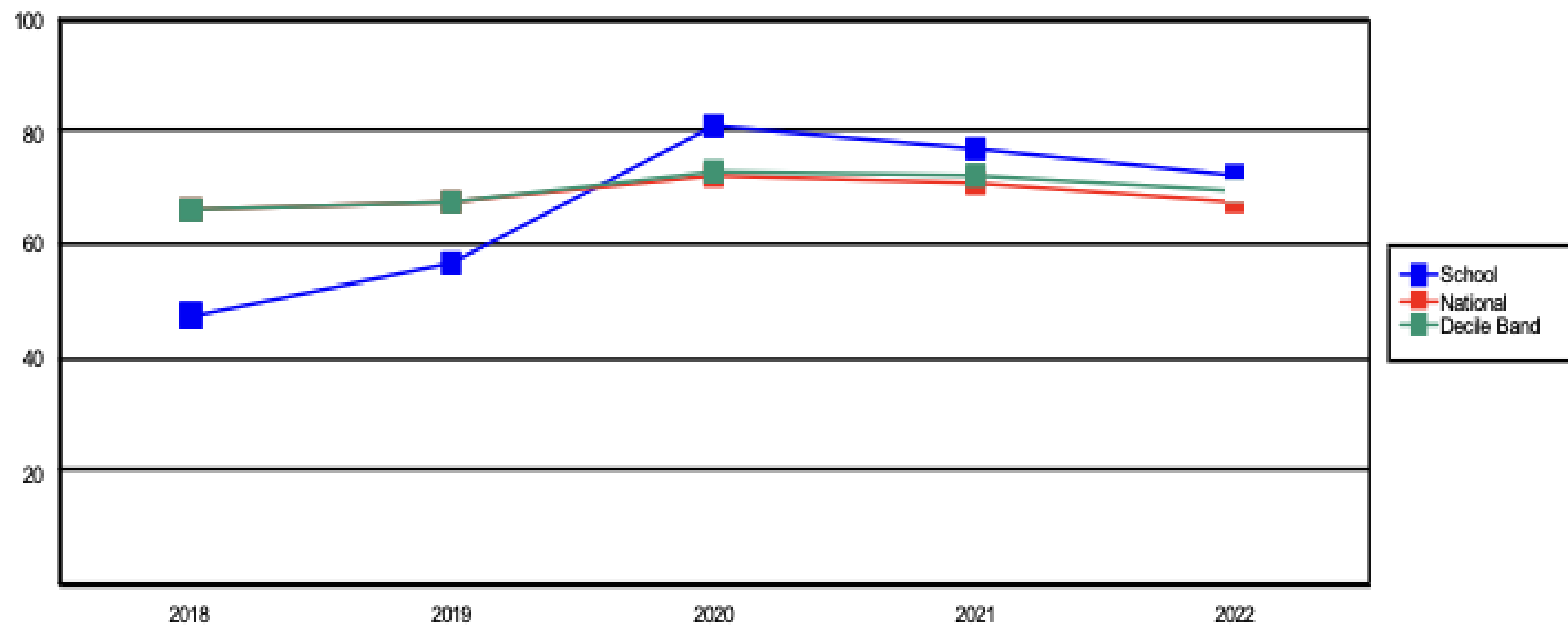
### Year 11 Level 1 Numeracy



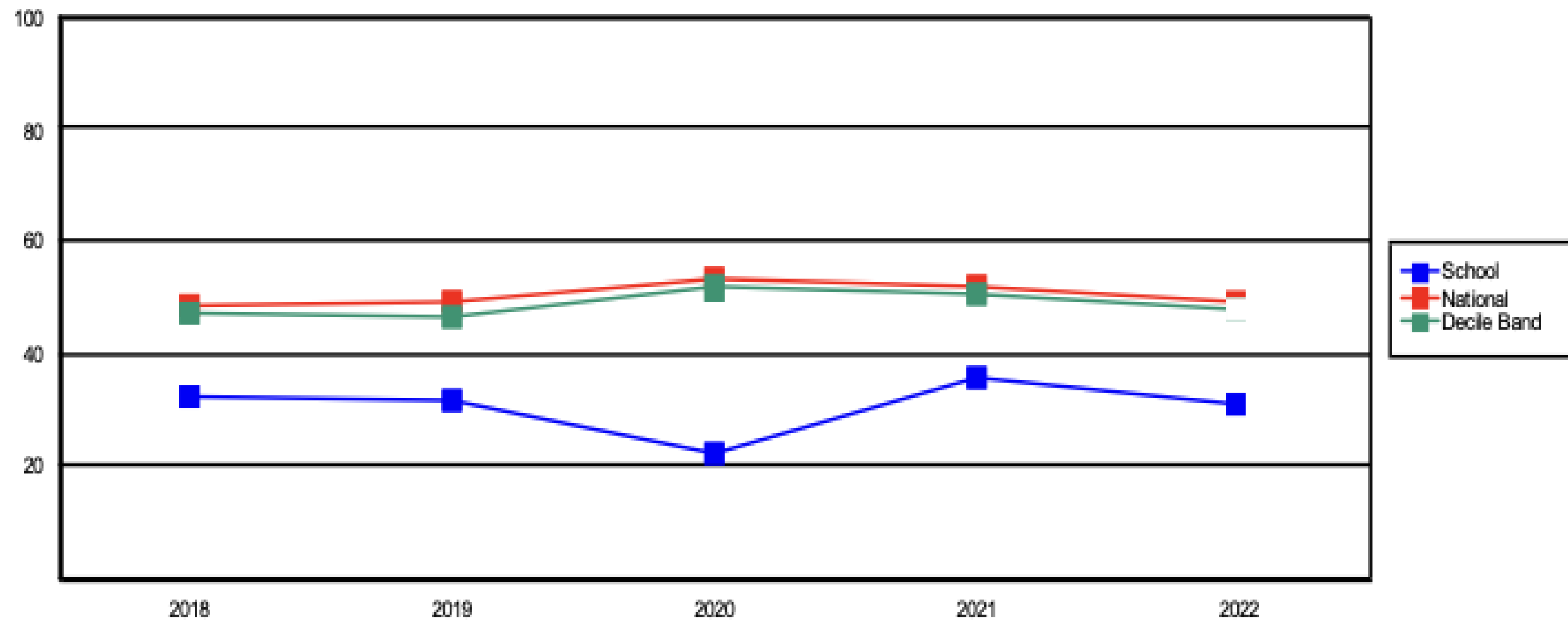
## Year 12 - NCEA Level 2



## Year 13 - NCEA Level 3



## Year 13 - University Entrance



**NCEA Results for all Participating Domestic and International Students**

<b>Level 3</b>	<b><i>Total</i></b>
Pass Rate	67.7%
University Entrance	29.4%
<b>Level 2</b>	<b><i>Total</i></b>
Pass rate	82.5%
<b>Level 1</b>	<b><i>Total</i></b>
Pass Rate	77.8%

**NCEA Results for participating *International* Students**

Note: Only 2 international students included in the table below were with us for the full school year. Both of these students gained their qualification

<b>Level 3 (1 students)</b>	<b><i>Total</i></b>
Pass Rate	<b>50%</b>
Endorsed with Excellence	0
Endorsed with Merit	0
University Entrance	0%
Scholarships	0
<b>Level 2 (4 students)</b>	<b><i>Total</i></b>
Pass rate	25 %
Endorsed with Excellence	0
Endorsed with Merit	0
<b>Level 1 (2 student)</b>	<b><i>Total</i></b>
Pass Rate	0%
Endorsed with Excellence	0
Endorsed with Merit	0
Literacy	100%
Numeracy	100%

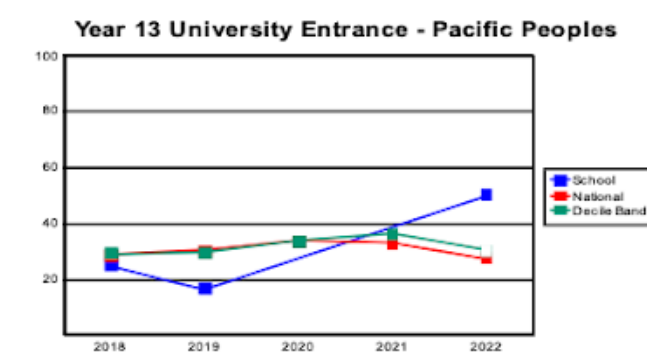
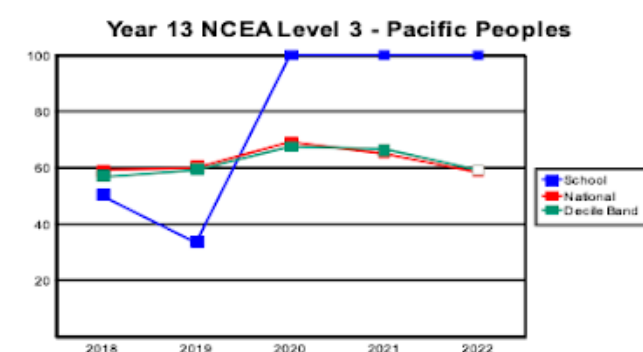
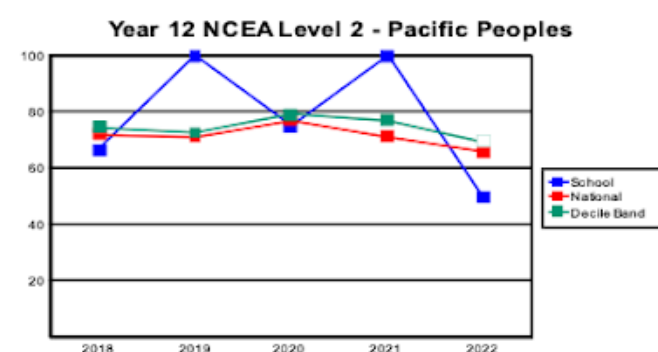
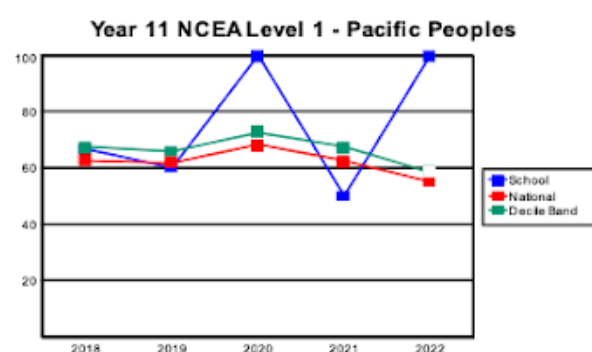
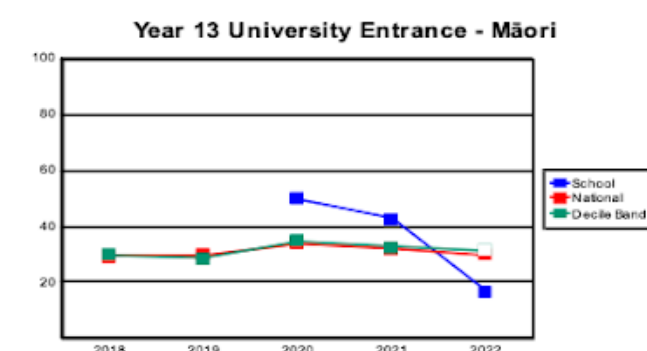
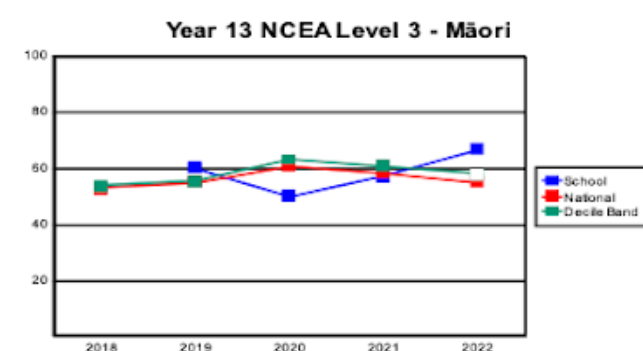
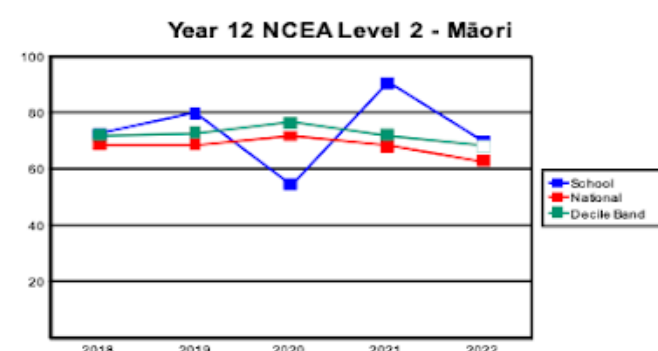
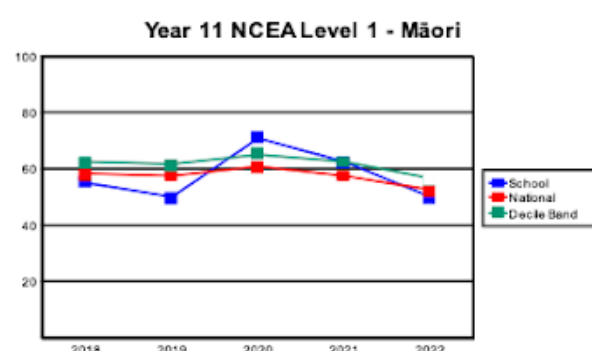
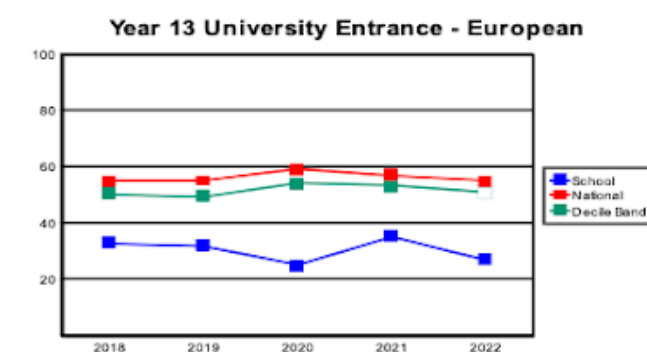
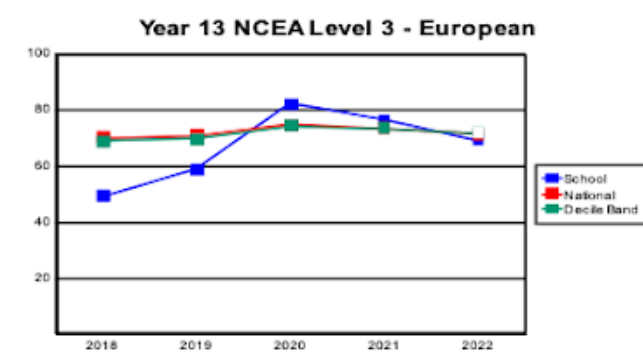
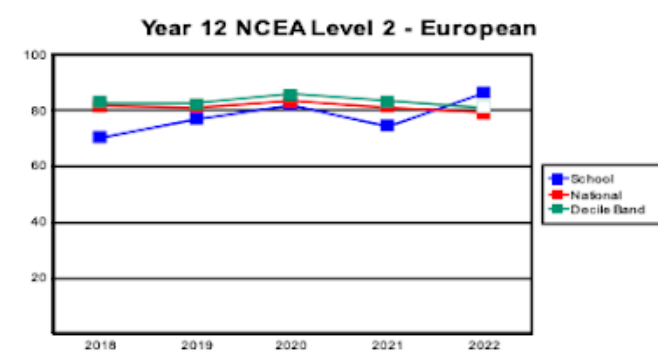
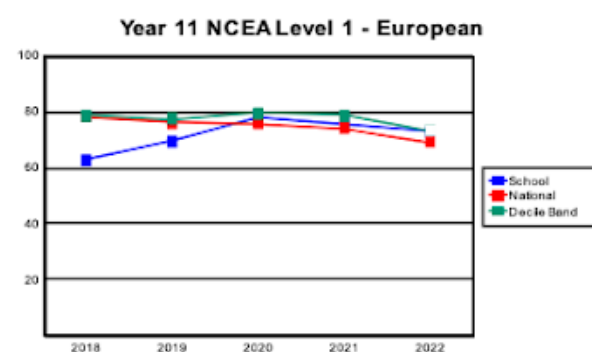
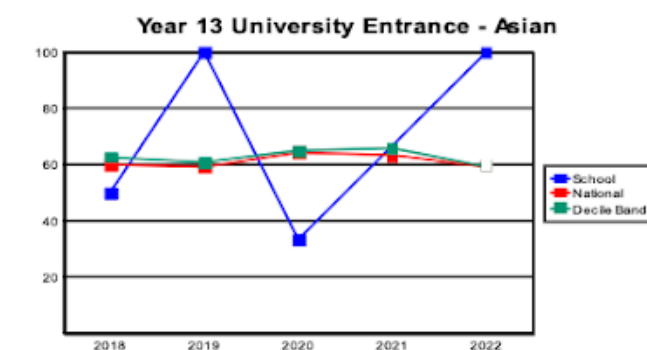
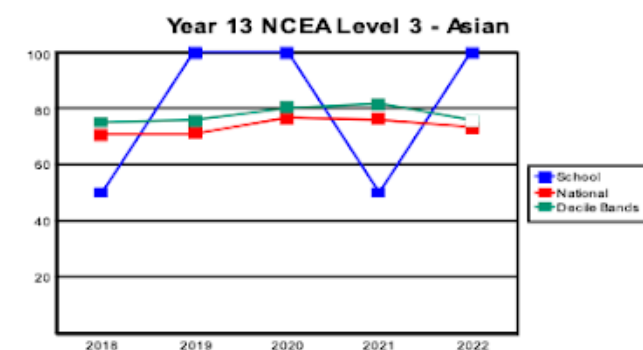
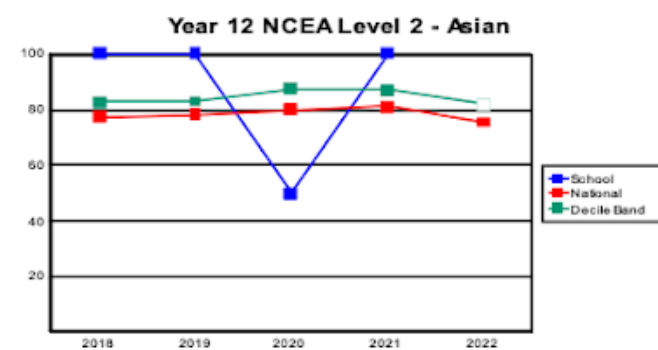
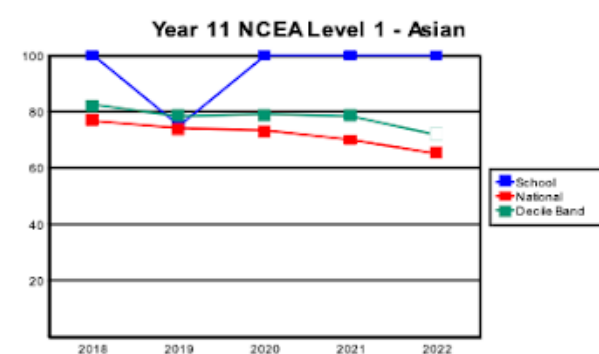


## HIGHEST QUALIFICATIONS FOR DOMESTIC LEAVERS 2022

This includes those who leave during the year.

YEAR 13 (34 leavers)	YEAR 12 52 students (19 leavers)	YEAR 11 75 students (12 leavers)
UE 10	0	0
Level 3 14	0	0
Level 2 7	12	0
Level 1 1	3	4
<b>No Qualification</b> 4 (3 ORS and 1 International student)  Leavers Destinations: 4 - University 7 - Polytechnic 8 - Paid employment 1 - Armed Forces 3 - Apprenticeship 1 - Returning to school 4 - Unknown 2 - International 4 - Left during the year to various places	4  Leavers Destinations: 10 - Polytechnic 2 - Alternative training centre 1 - Apprenticeship 1 - Paid employment 4 - Unknown 1 - Moved town	8  Leavers Destinations: 2 - Alternative Education. 3 - Early Exemption 2 - End of schooling 1 - Other training course 2 - Moved town 2 - Unknown

## SOME OF THE STUDENTS IN THE BELOW GRAPHS HAVE BEEN INCLUDED IN MULTIPLE ETHNICITIES



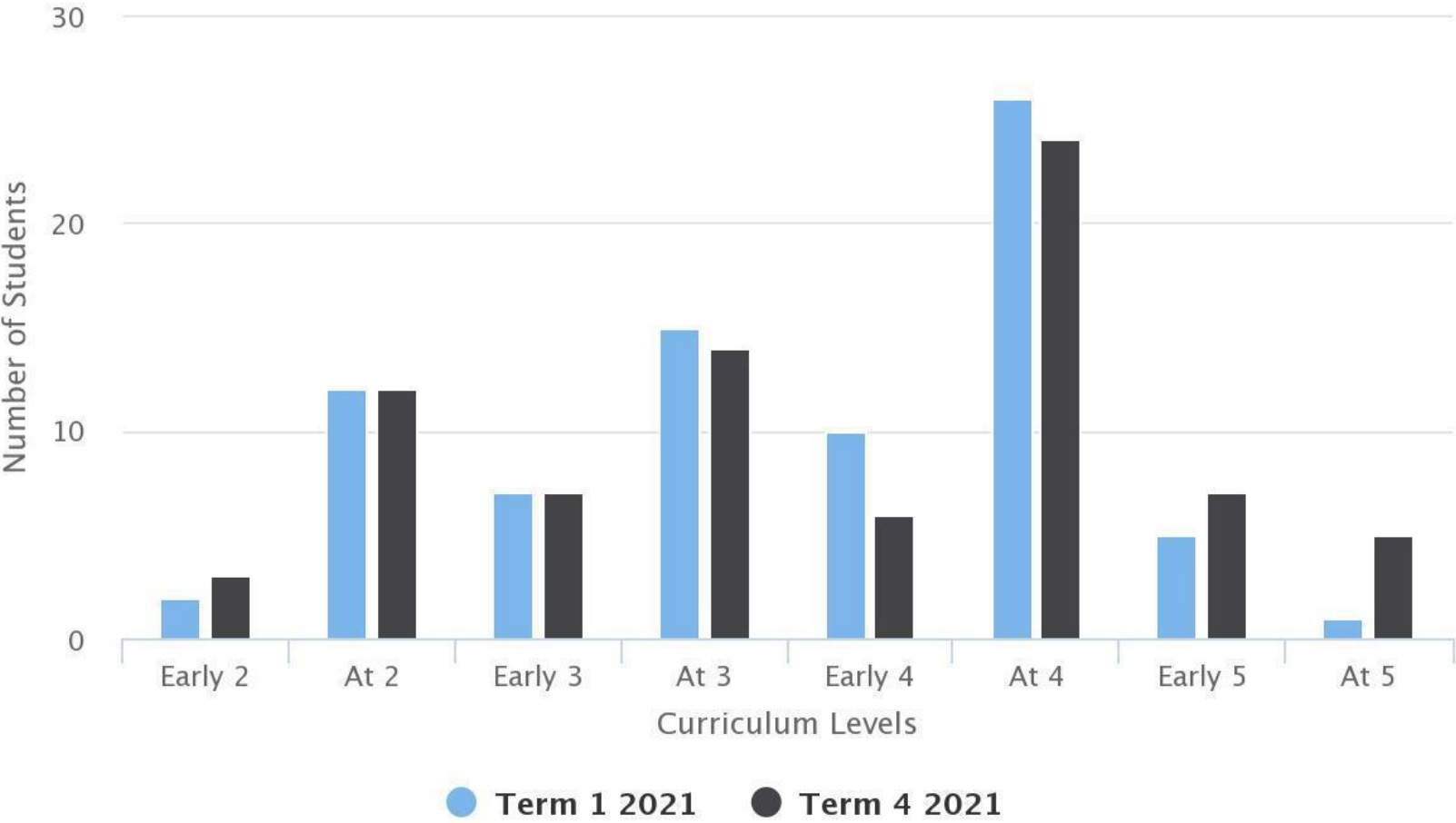
## OVERVIEW OF MĀORI AND PASIFIKA STUDENT ACHIEVEMENT AT NCEA IN 2022

	Māori	Pasifika
<b>Year 11</b>	<p>3/6 Students gained NCEA Level 1. 1 Excellence Endorsement</p> <p>Of the 3 students that did not gain level 1: 2 Alternative Education 1 Academically challenged</p>	<p>2/2 Students gained NCEA Level 1. 1 Merit Endorsement</p>
<b>Year 12</b>	<p>7/10 Students gained NCEA Level 2</p> <p>Of the 3 students that did not gain level 2: 1 Health School 1 Left Mid Year 1 Should have gained level 2 but did not return during exams to finish assessments.</p>	<p>0 Students</p>
<b>Year 13</b>	<p>4/6 Students gained NCEA Level 3 1/6 Gained UE 3/6 Gained Vocational Pathways awards</p> <p>Of the 2 students that did not gain level 3: 1 left school during the year and gained a Vocational Pathways awards 1 ORS student</p>	<p>2/2 Students gained NCEA Level 3 1/2 Gained UE</p>

Year 9&10 Graphs:

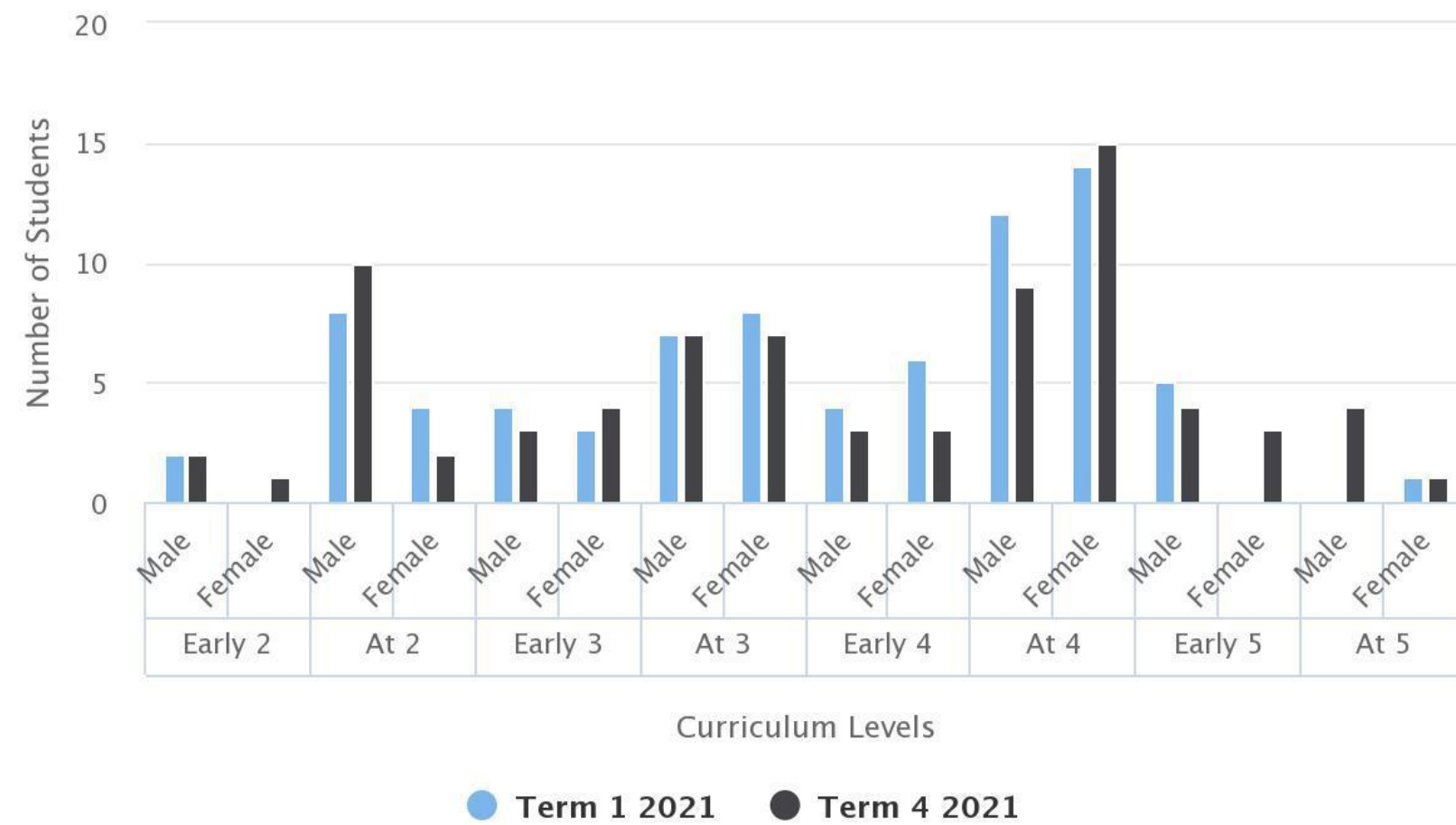
Year 9 – Reading

Term 1 2021, Term 4 2021



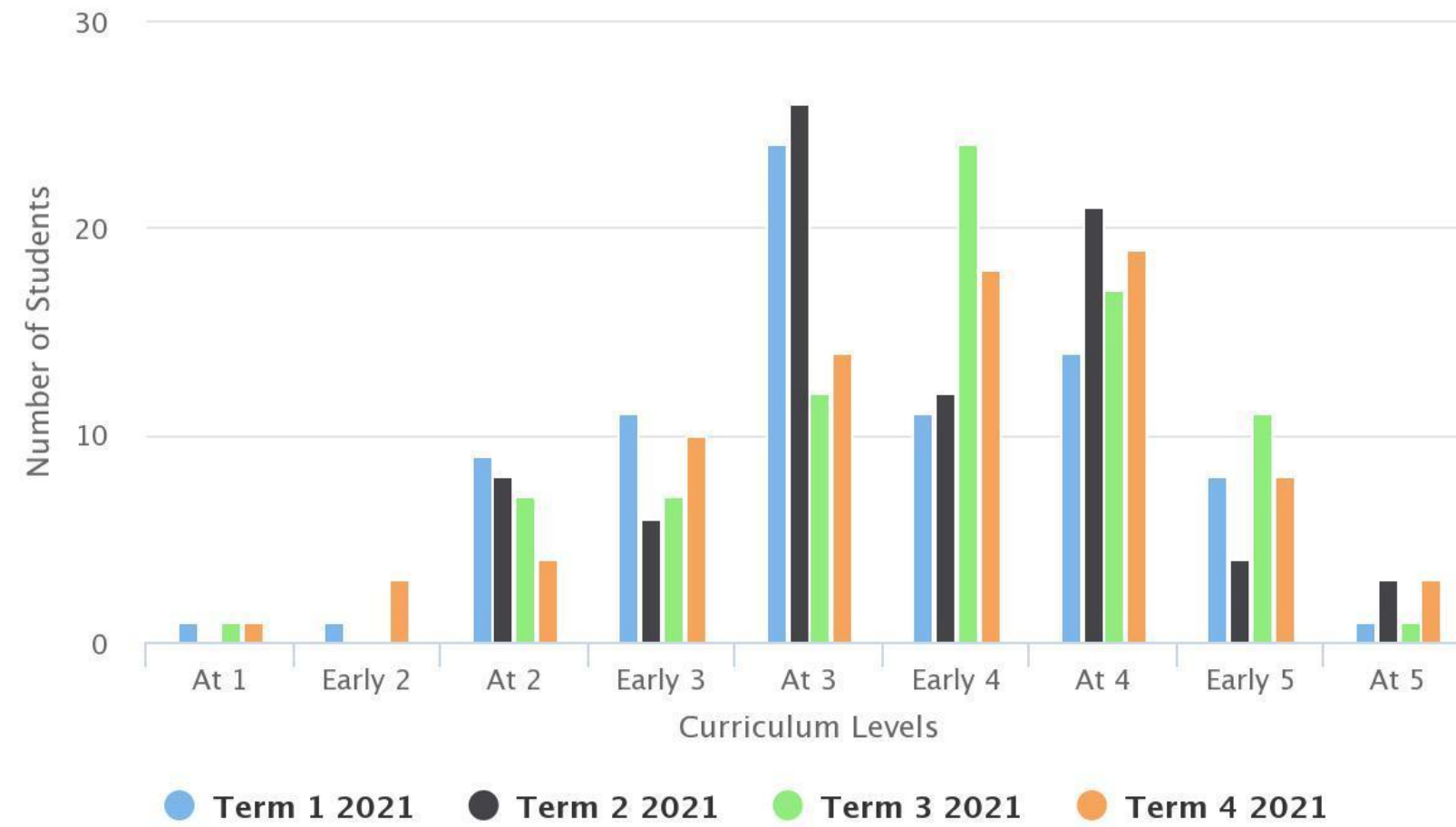
# Year 9 – Reading

Term 1 2021, Term 4 2021



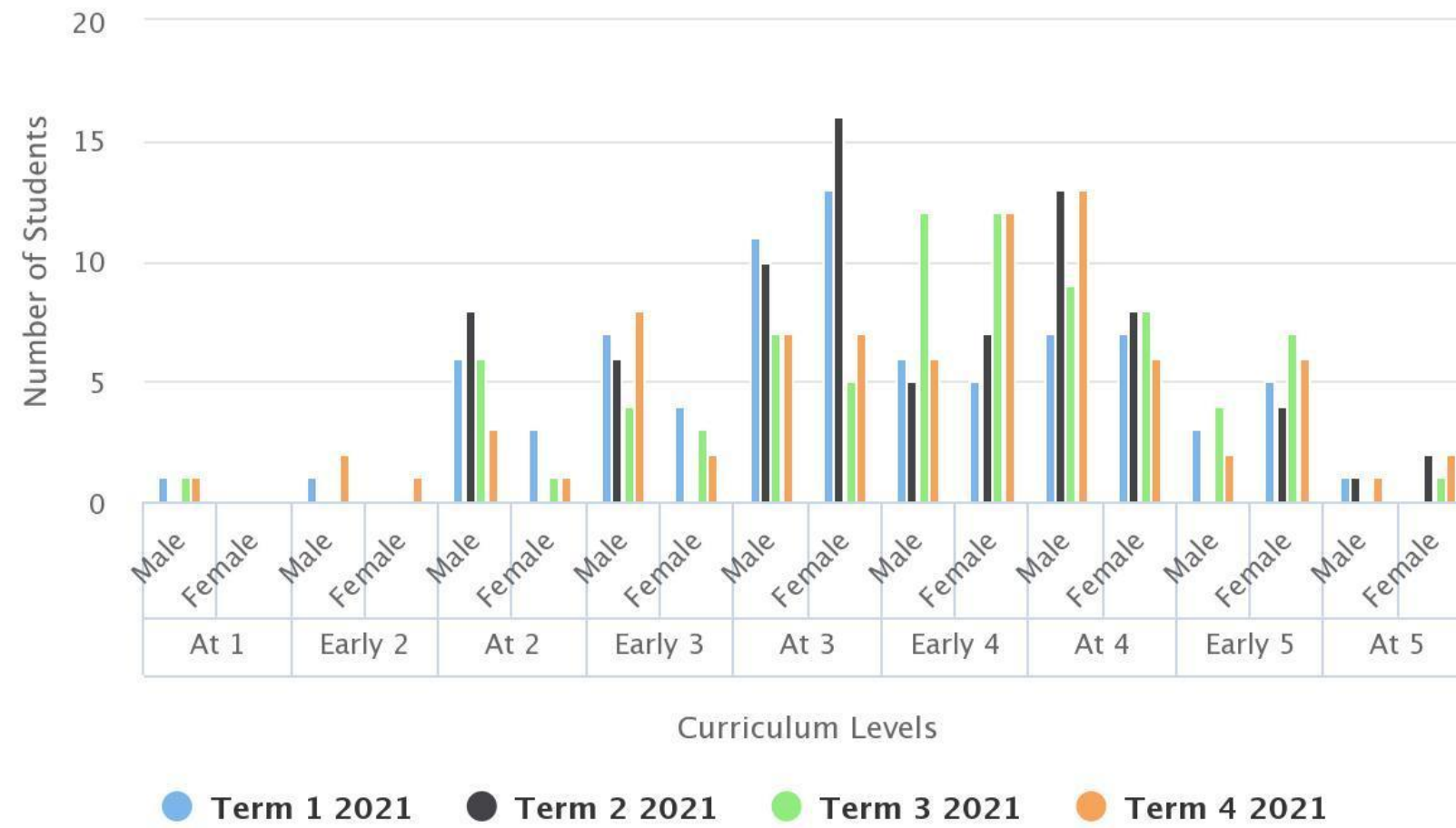
## Year 9 – Writing

Term 1 2021, Term 2 2021, Term 3 2021, Term 4 2021



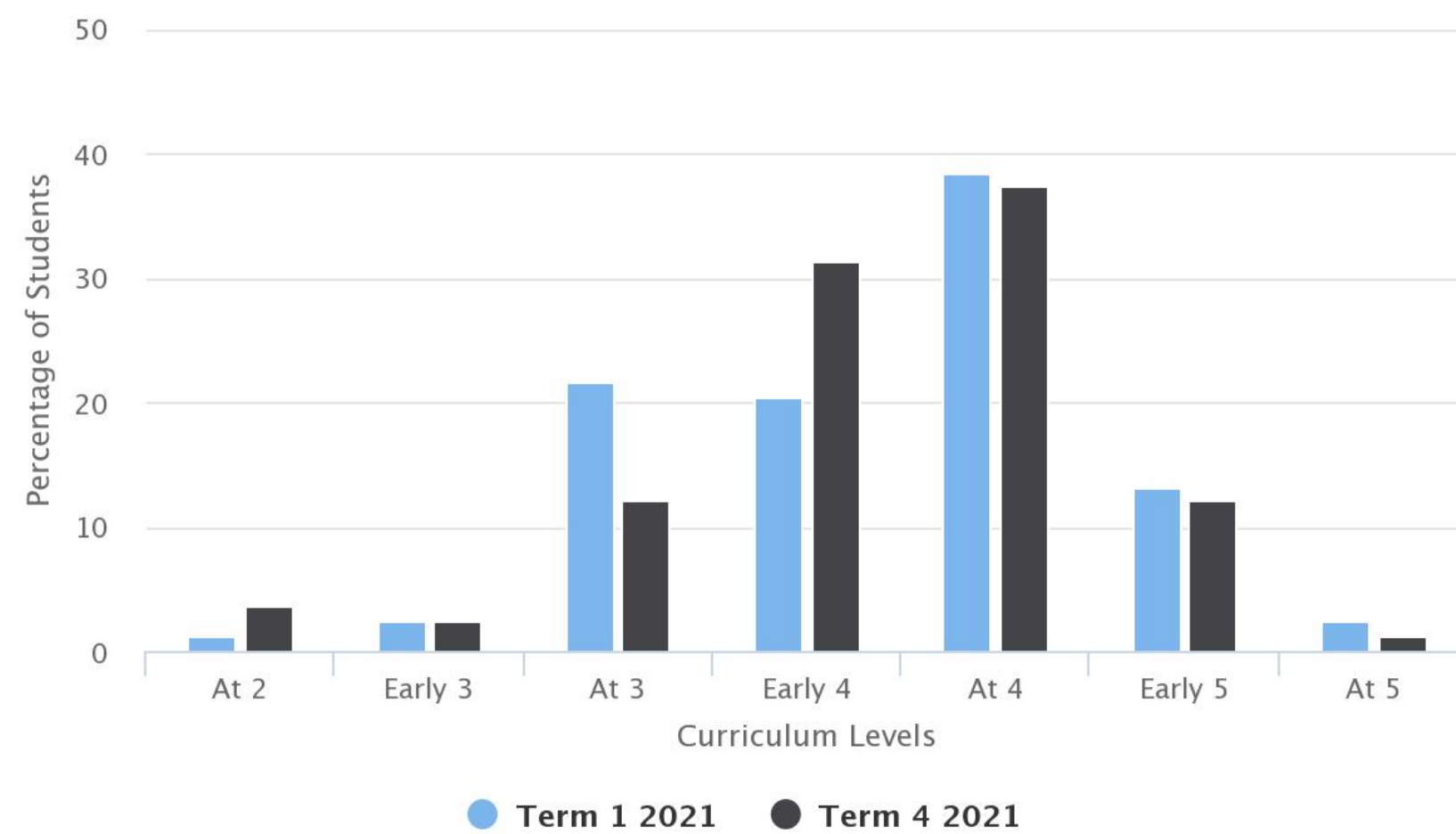
## Year 9 – Writing

Term 1 2021, Term 2 2021, Term 3 2021, Term 4 2021



# Year 9 – Number

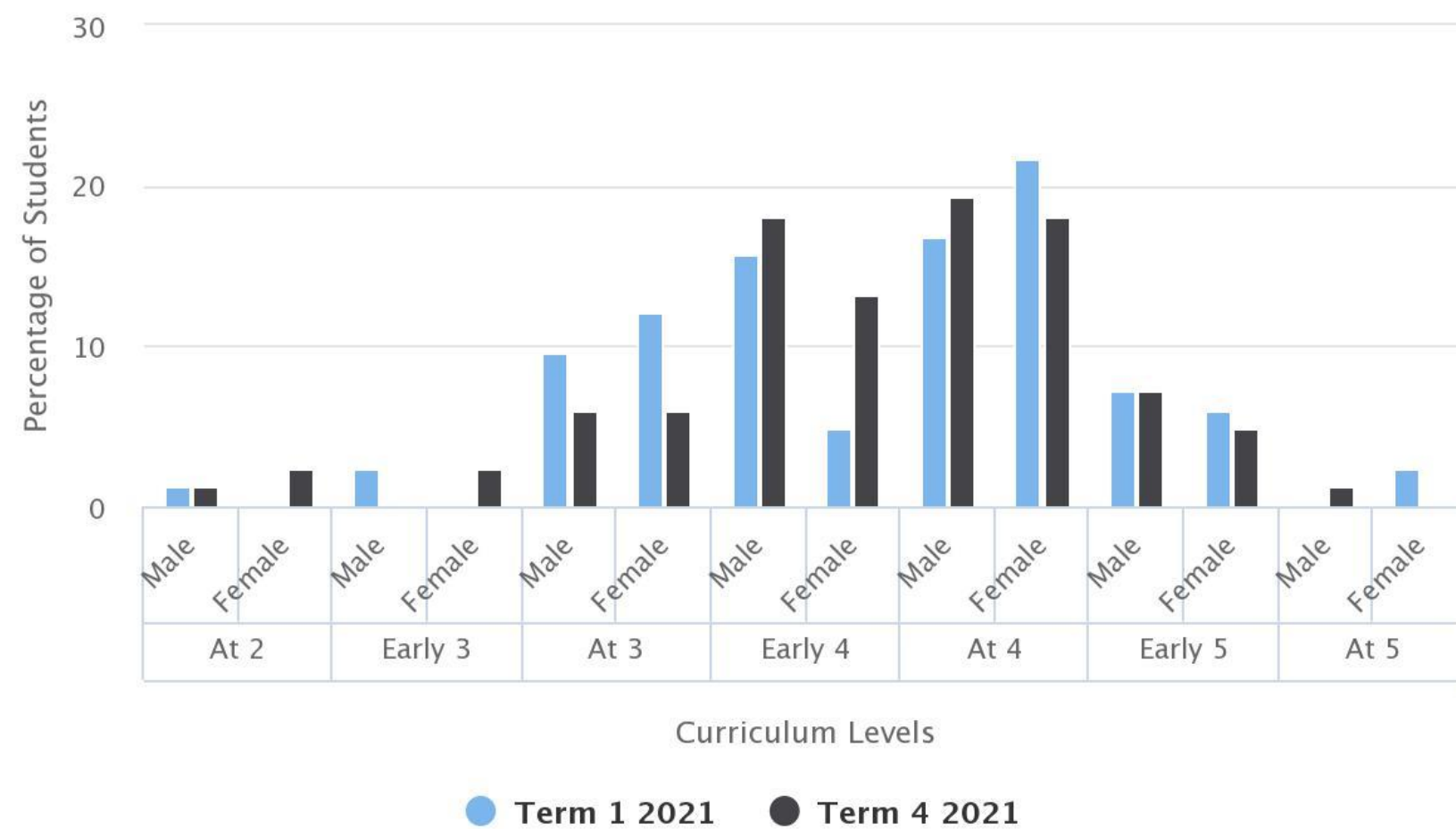
Term 1 2021, Term 4 2021





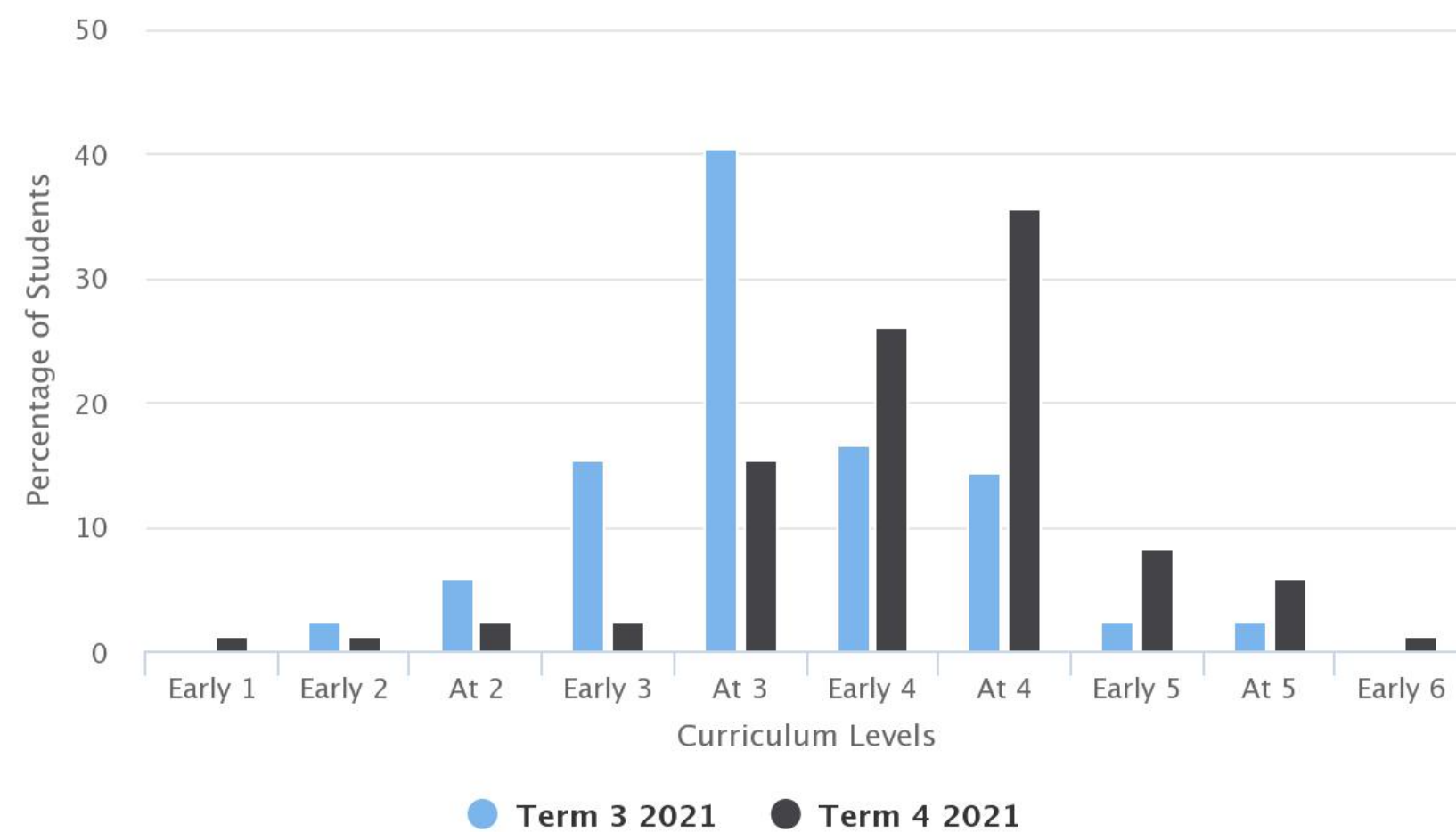
# Year 9 – Number

Term 1 2021, Term 4 2021



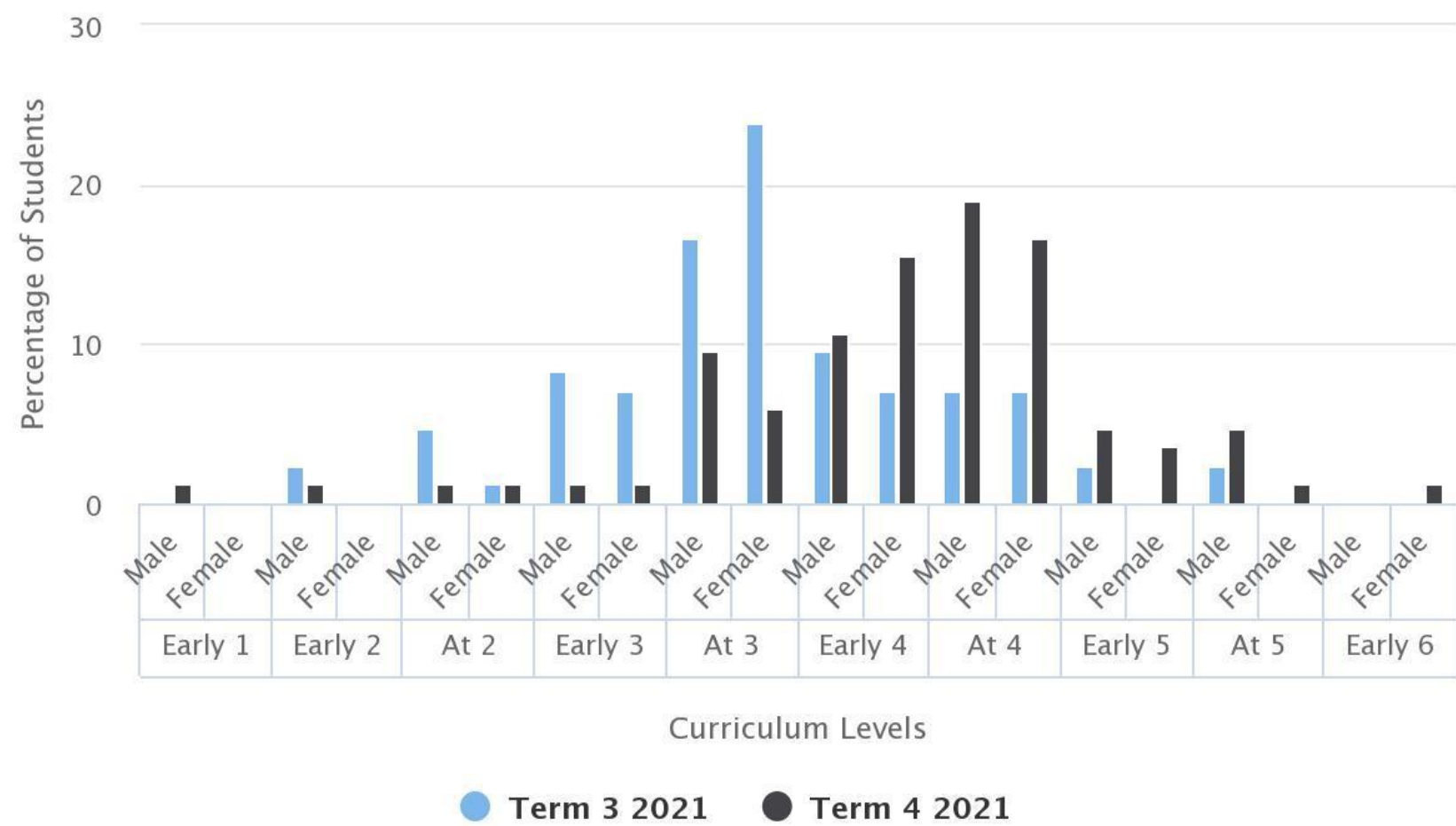
# Year 9 – Algebra

Term 3 2021, Term 4 2021



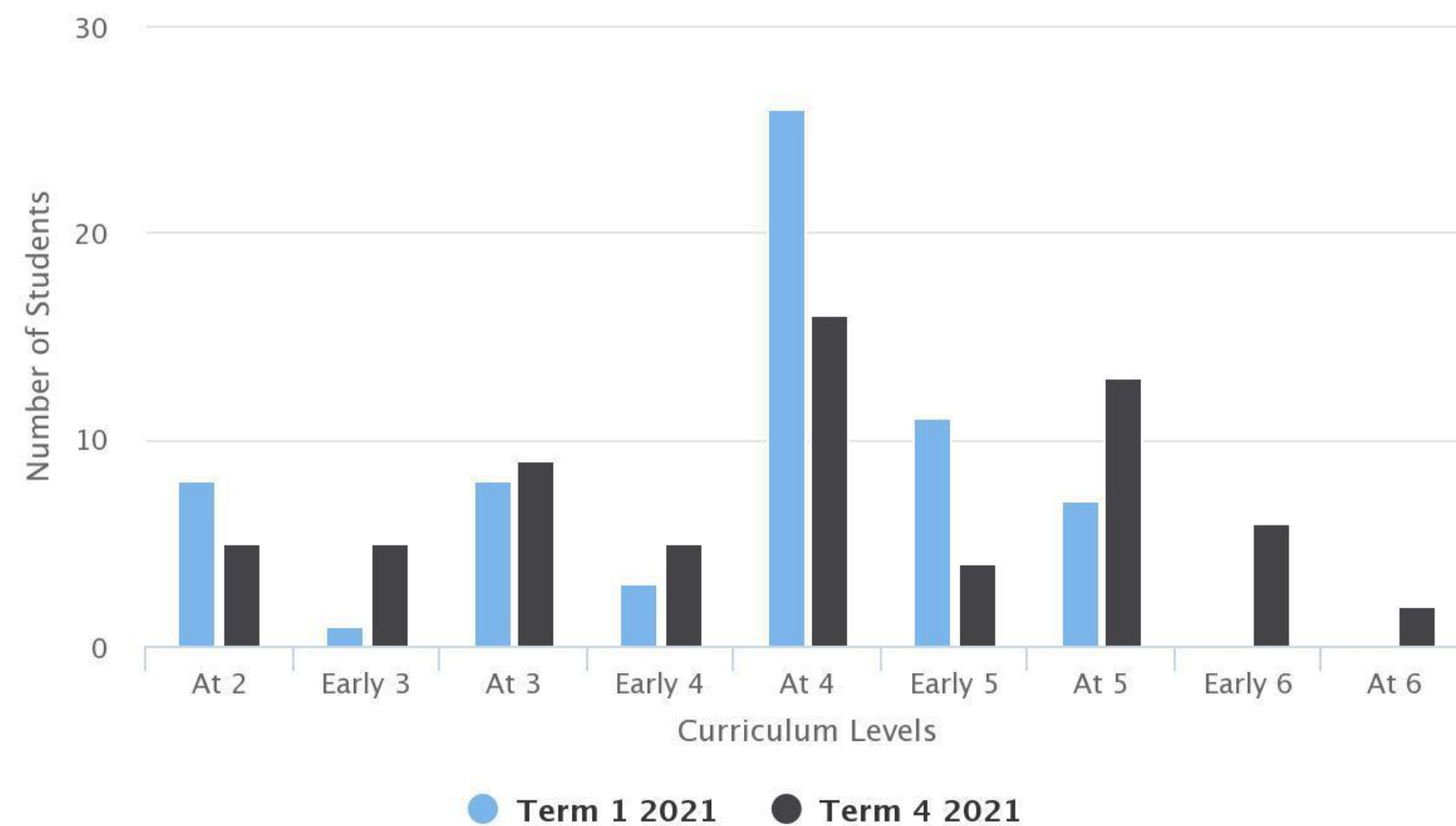
# Year 9 – Algebra

Term 3 2021, Term 4 2021



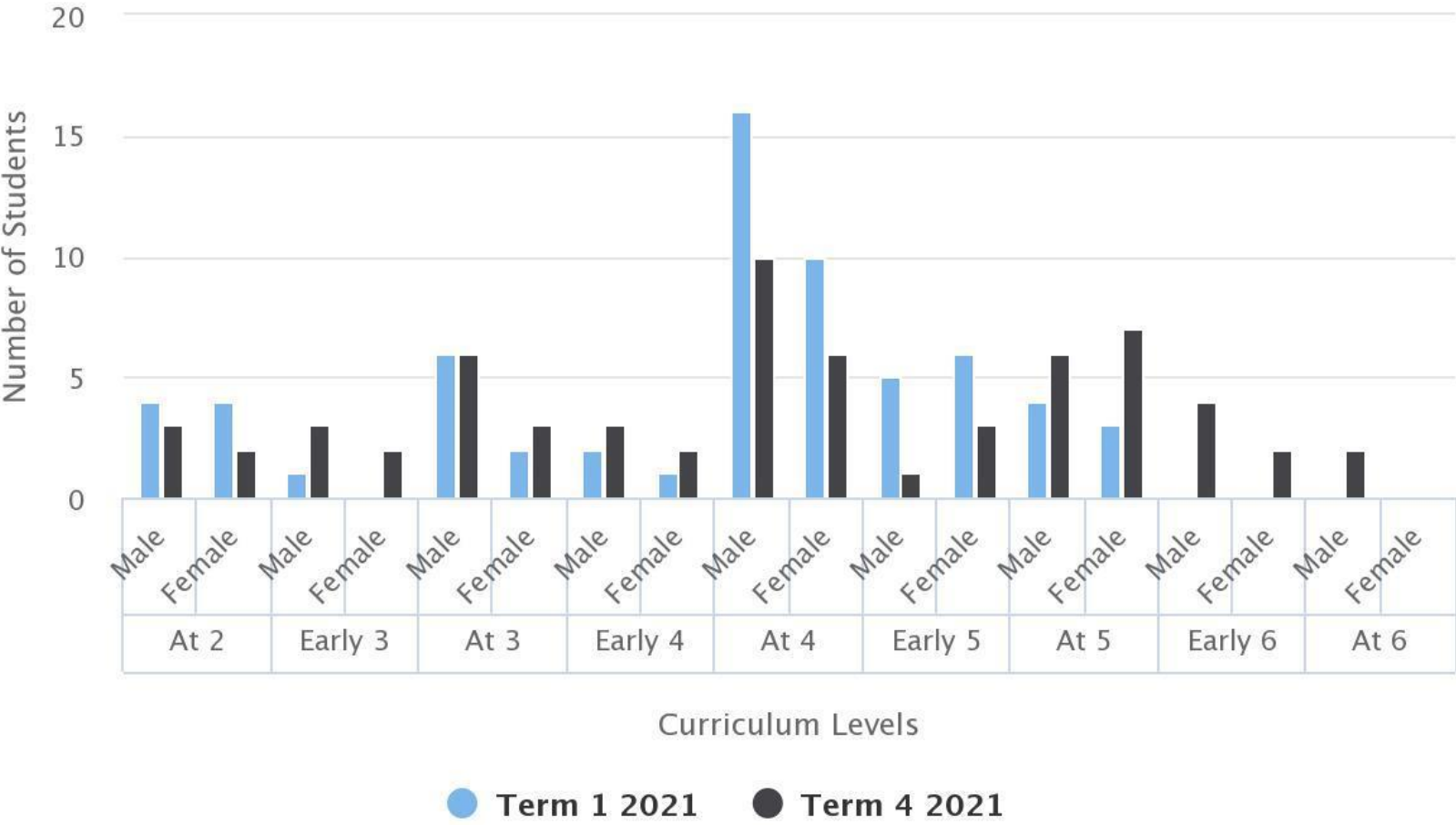
# Year 10 – Reading

Term 1 2021, Term 4 2021



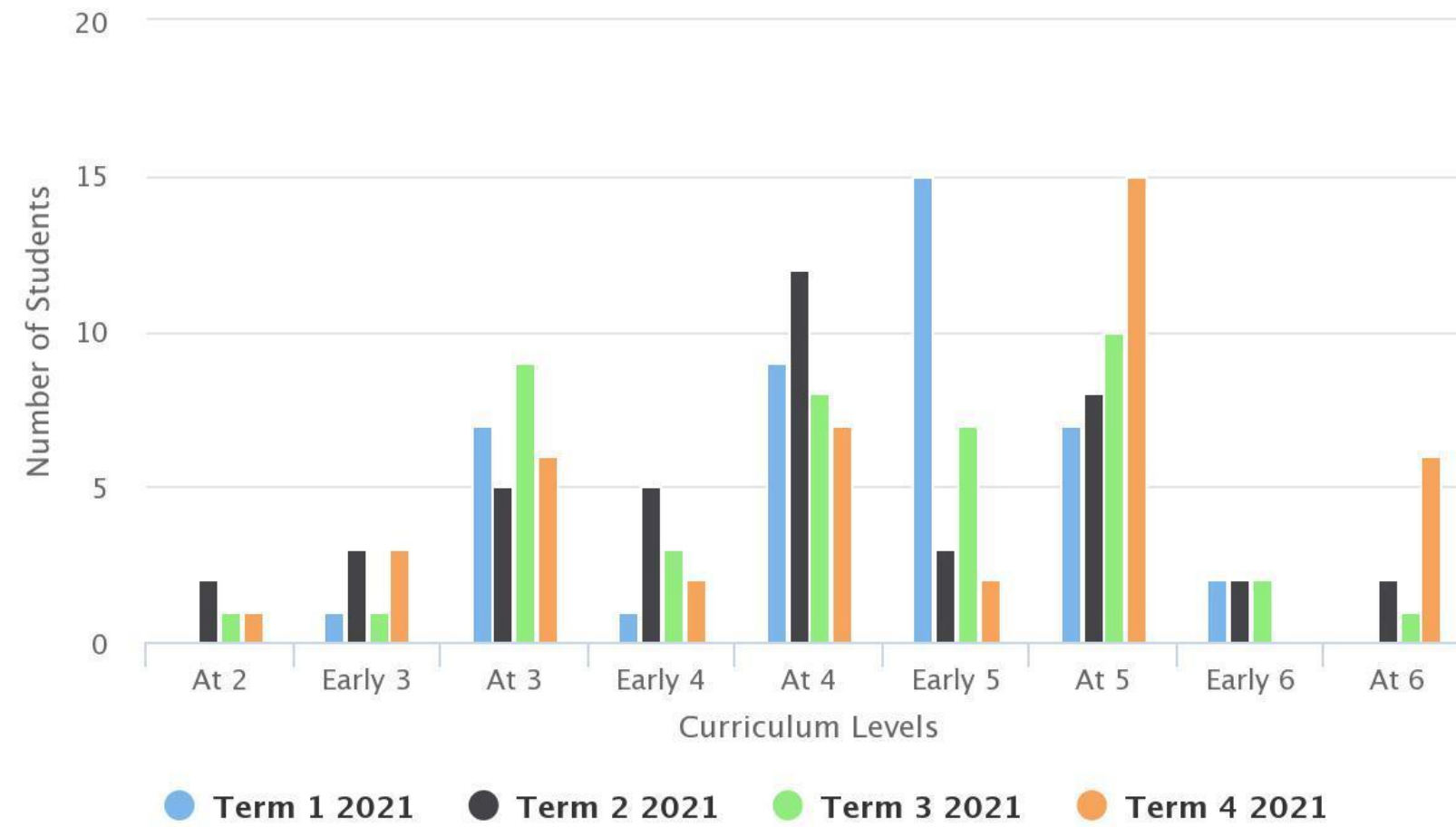
# Year 10 – Reading

Term 1 2021, Term 4 2021



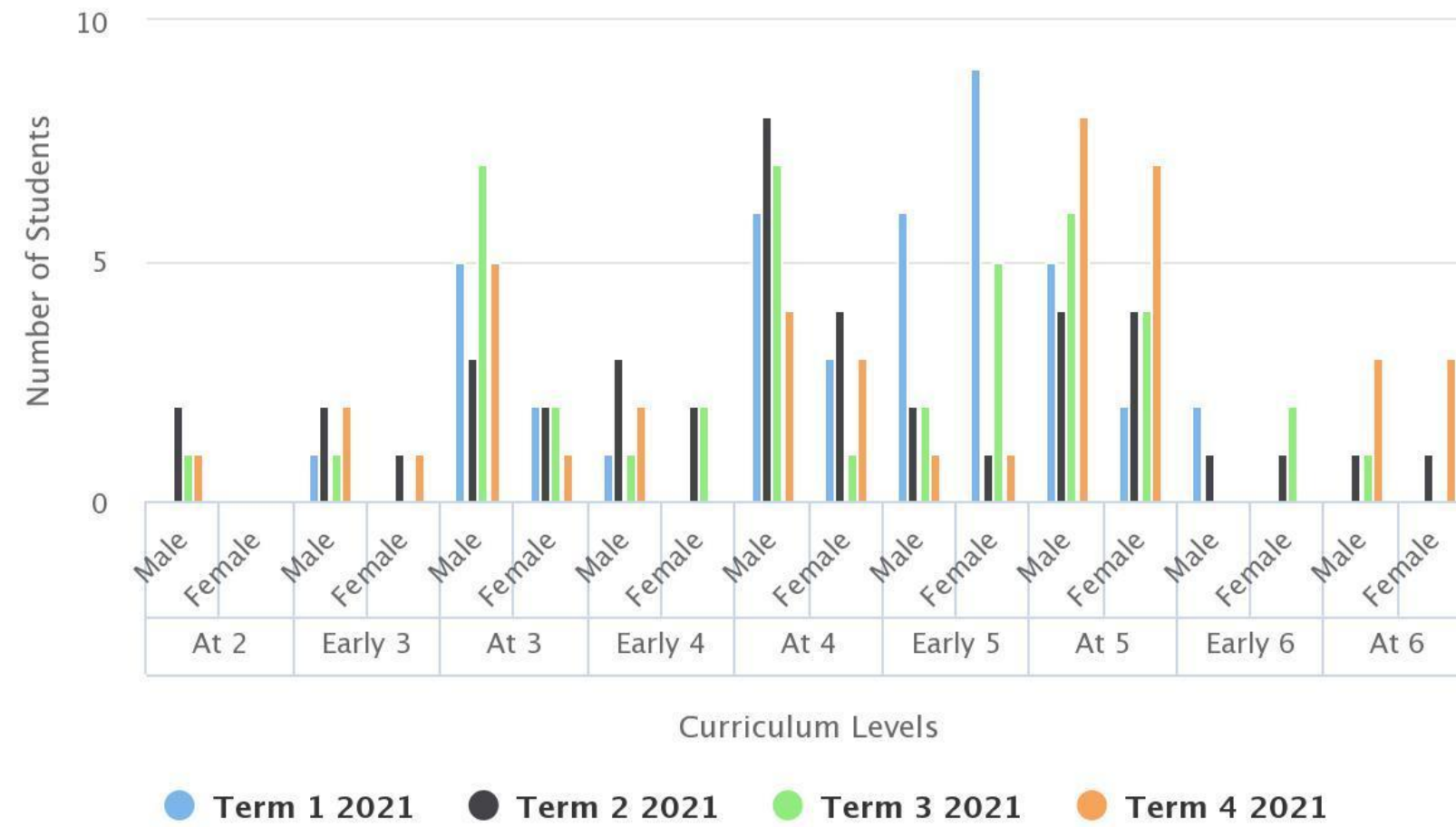
## Year 10 – Writing

Term 1 2021, Term 2 2021, Term 3 2021, Term 4 2021



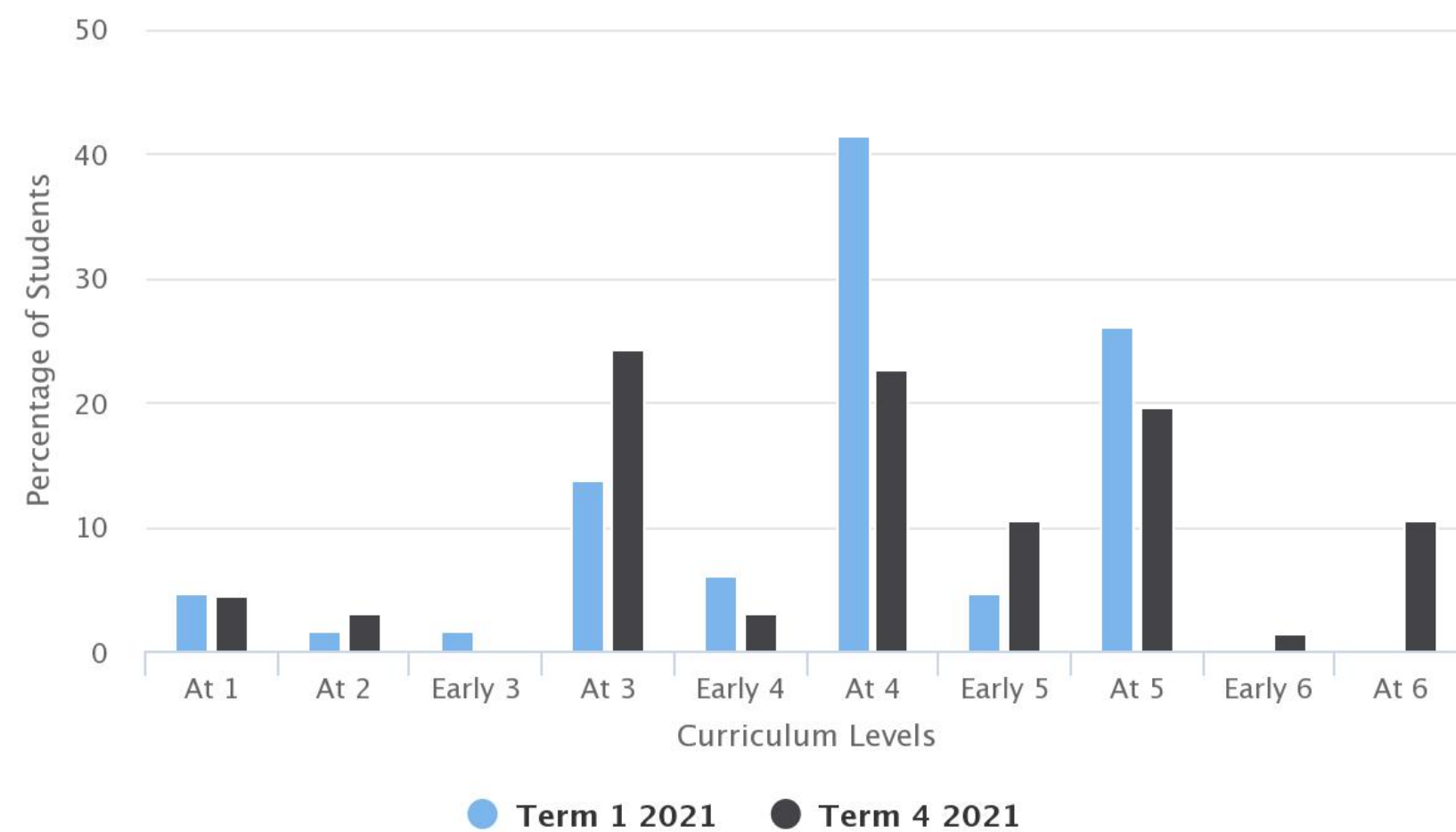
## Year 10 – Writing

Term 1 2021, Term 2 2021, Term 3 2021, Term 4 2021



## Year 10 – Number

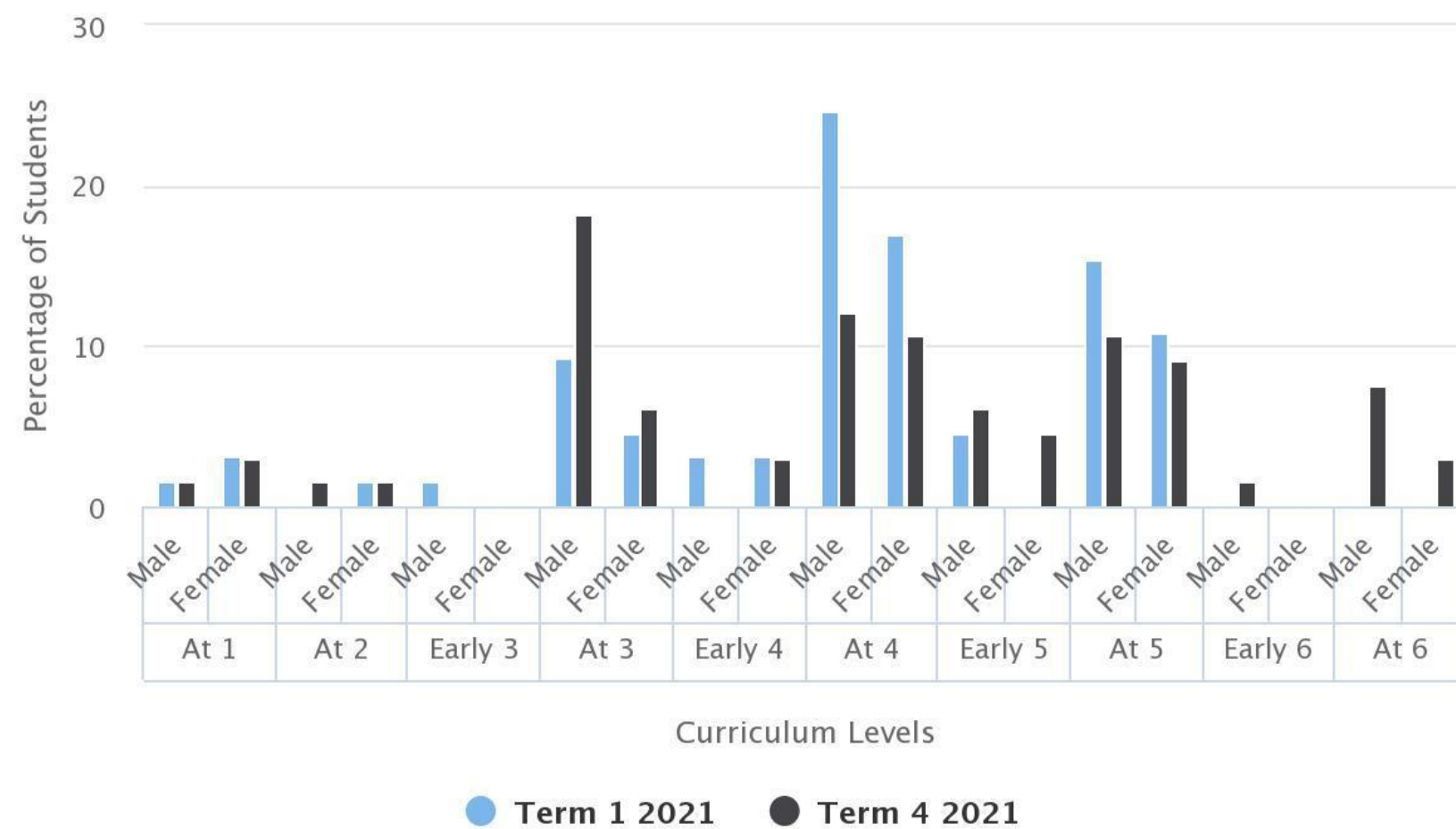
Term 1 2021, Term 4 2021





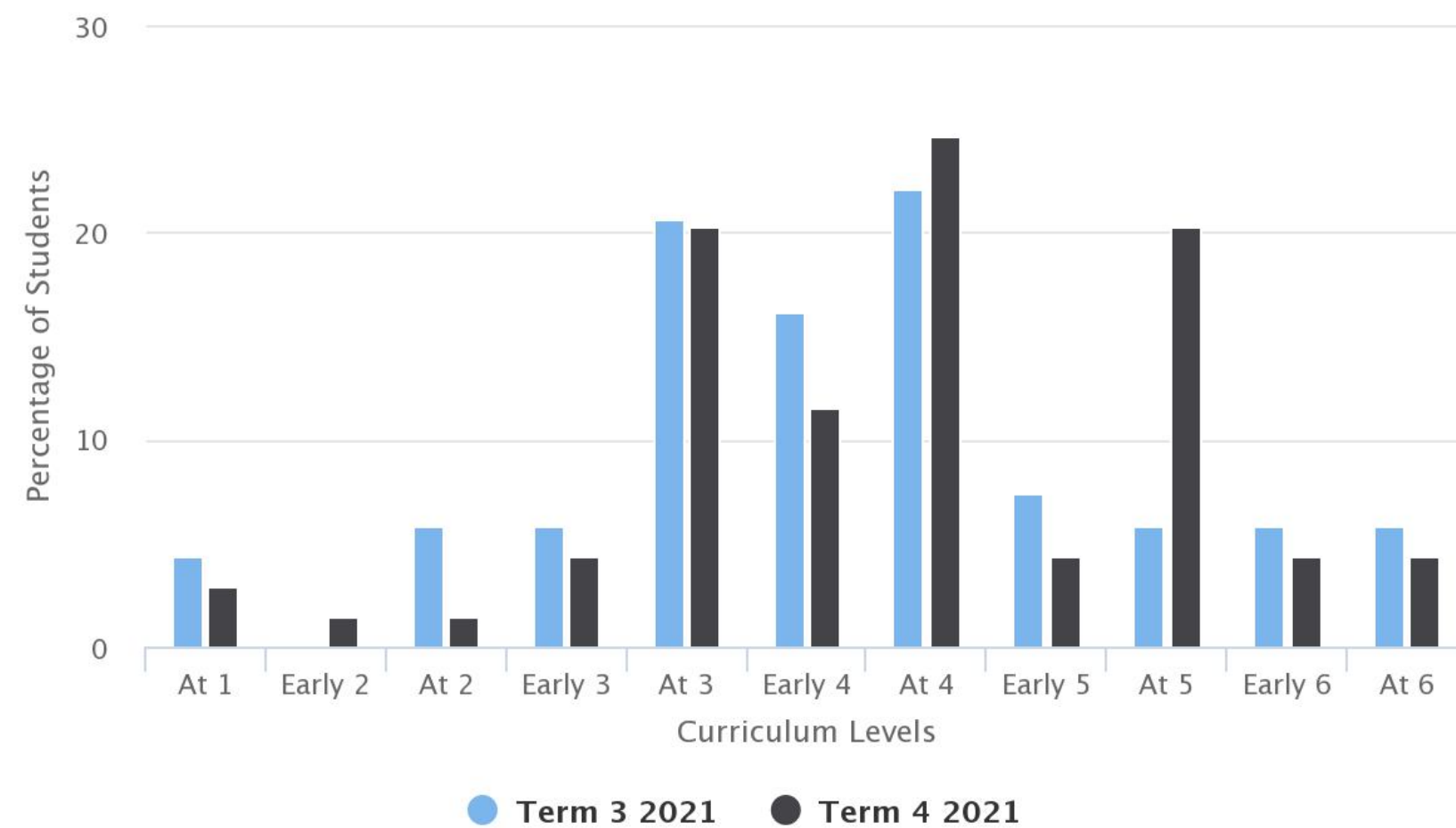
# Year 10 – Number

Term 1 2021, Term 4 2021



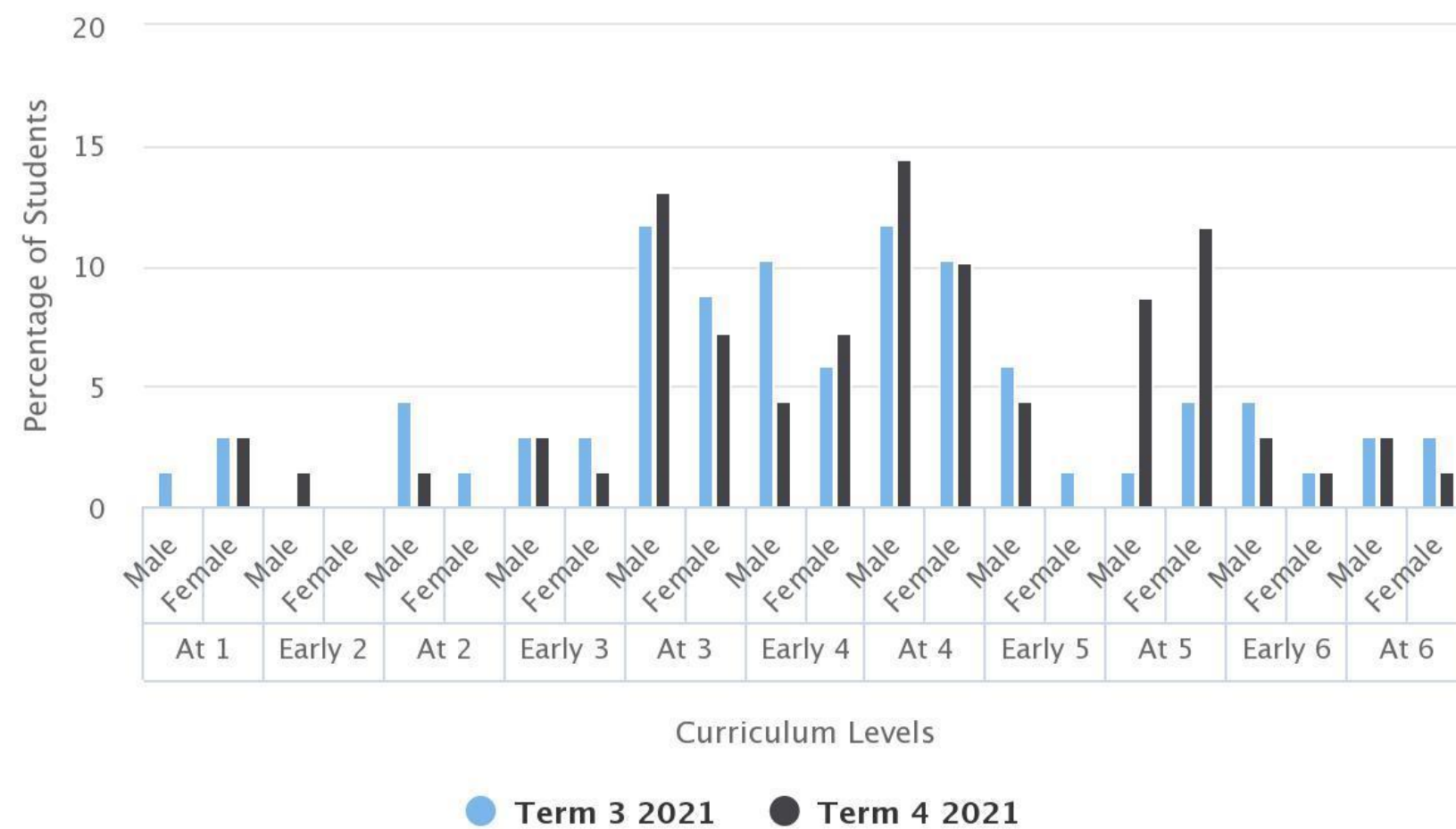
## Year 10 – Algebra

Term 3 2021, Term 4 2021



# Year 10 – Algebra

Term 3 2021, Term 4 2021

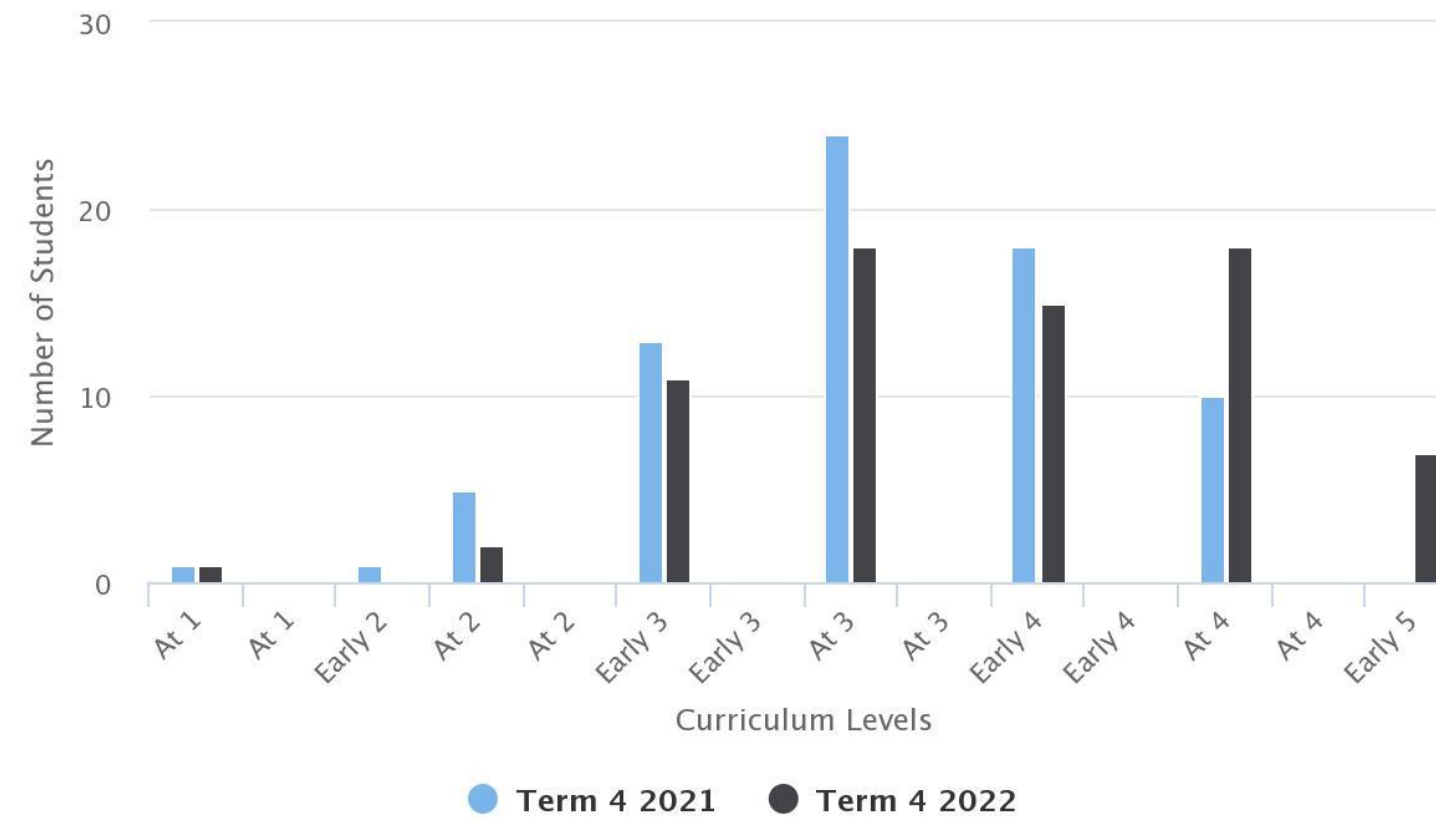


Junior College Overall Tracking Graphs:

Reading Results (Y7&8)

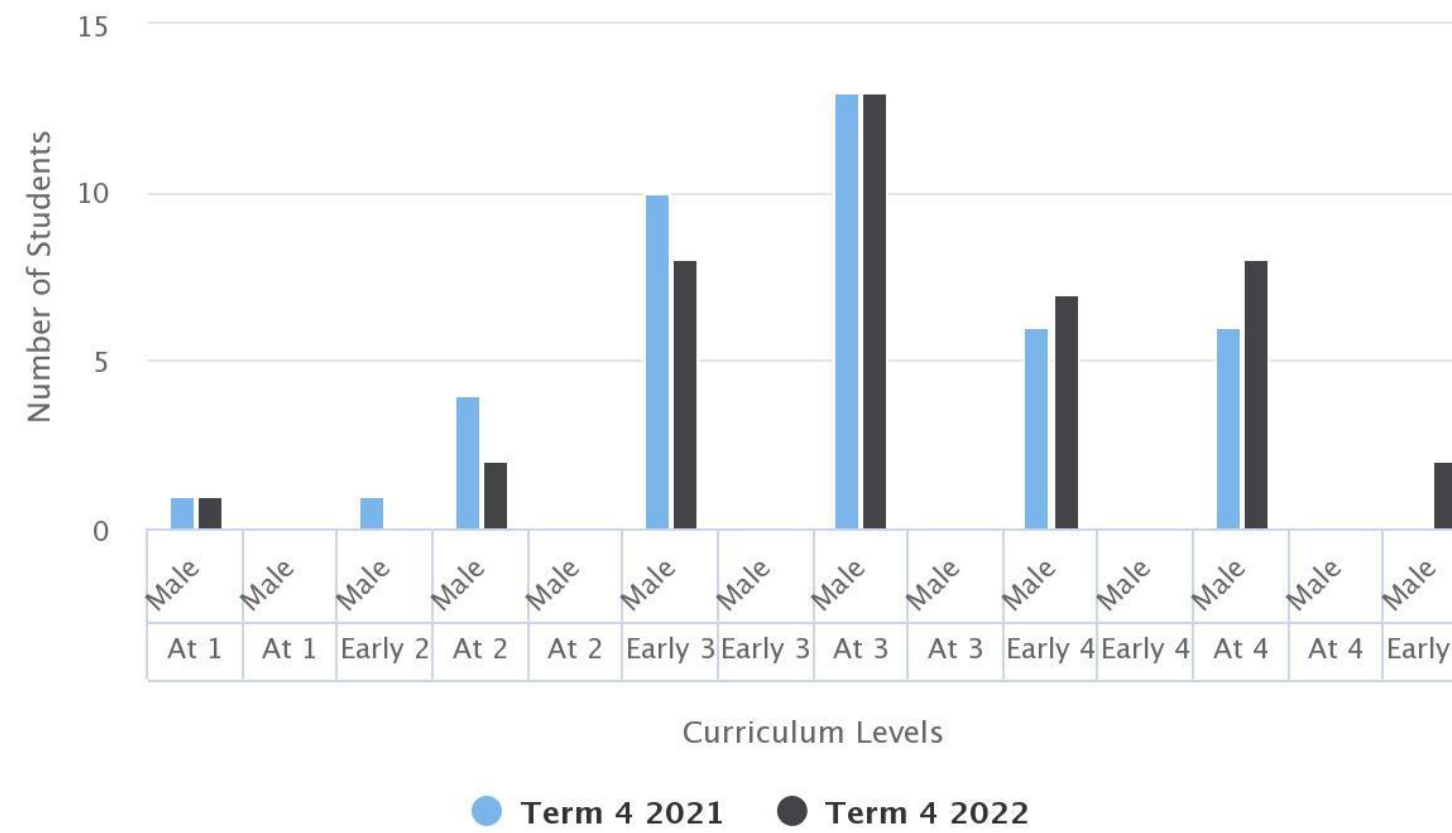
## Year 8 – Reading

Term 4 2021, Term 4 2022



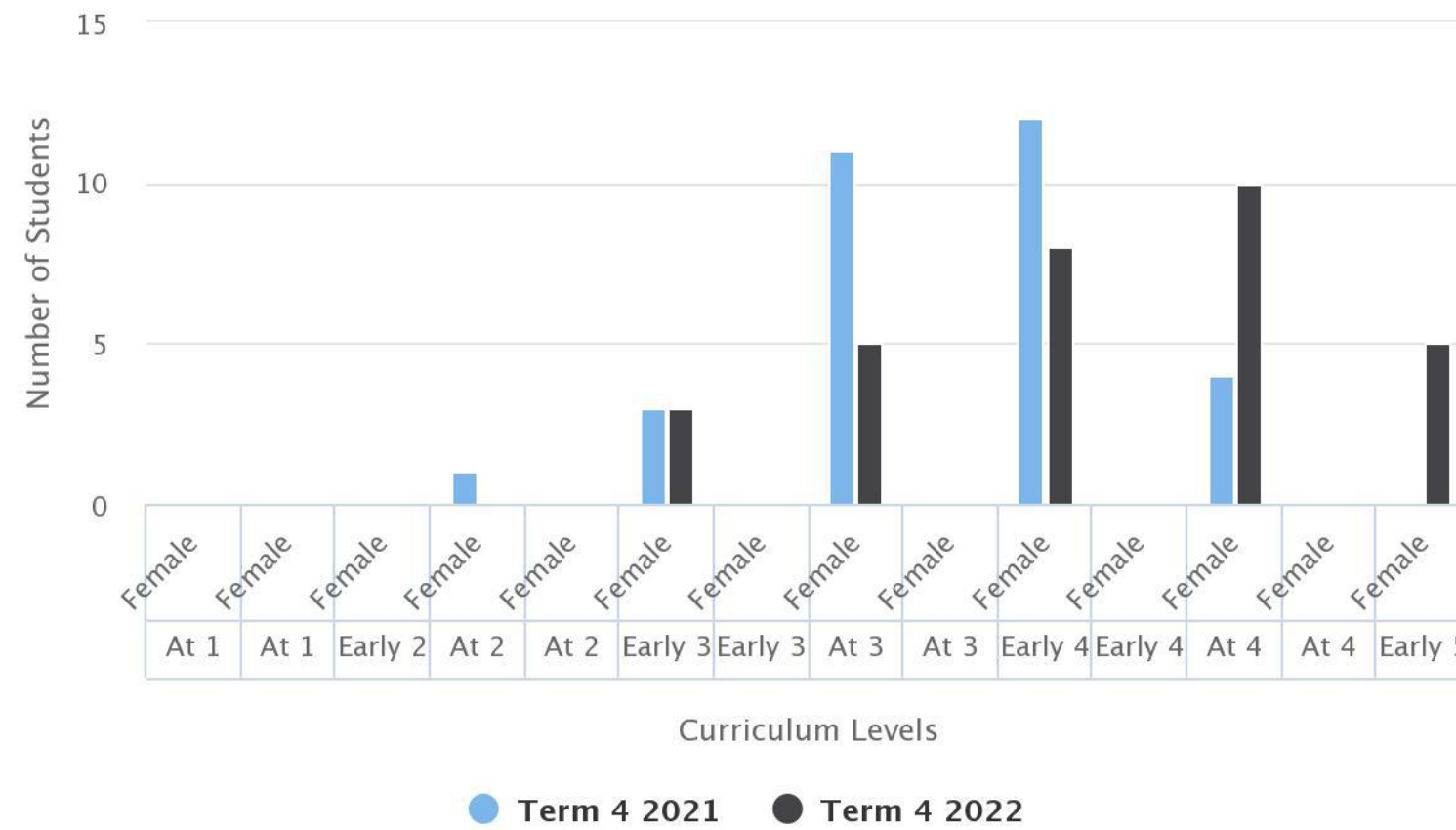
## Year 8 – Reading Male

Term 4 2021, Term 4 2022



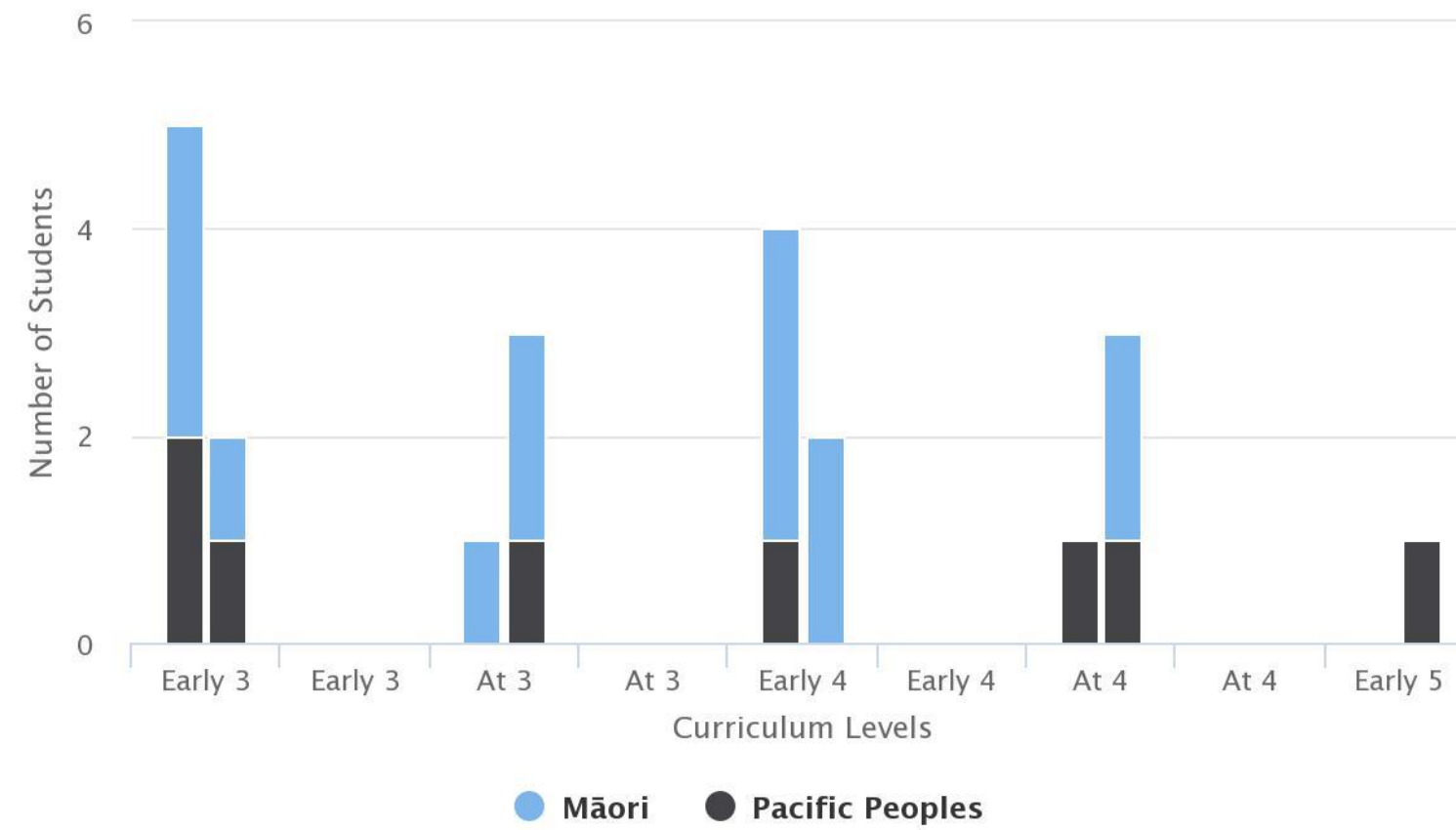
## Year 8 – Reading Female

Term 4 2021, Term 4 2022



## Year 8 – Reading Māori, Pacific Peoples

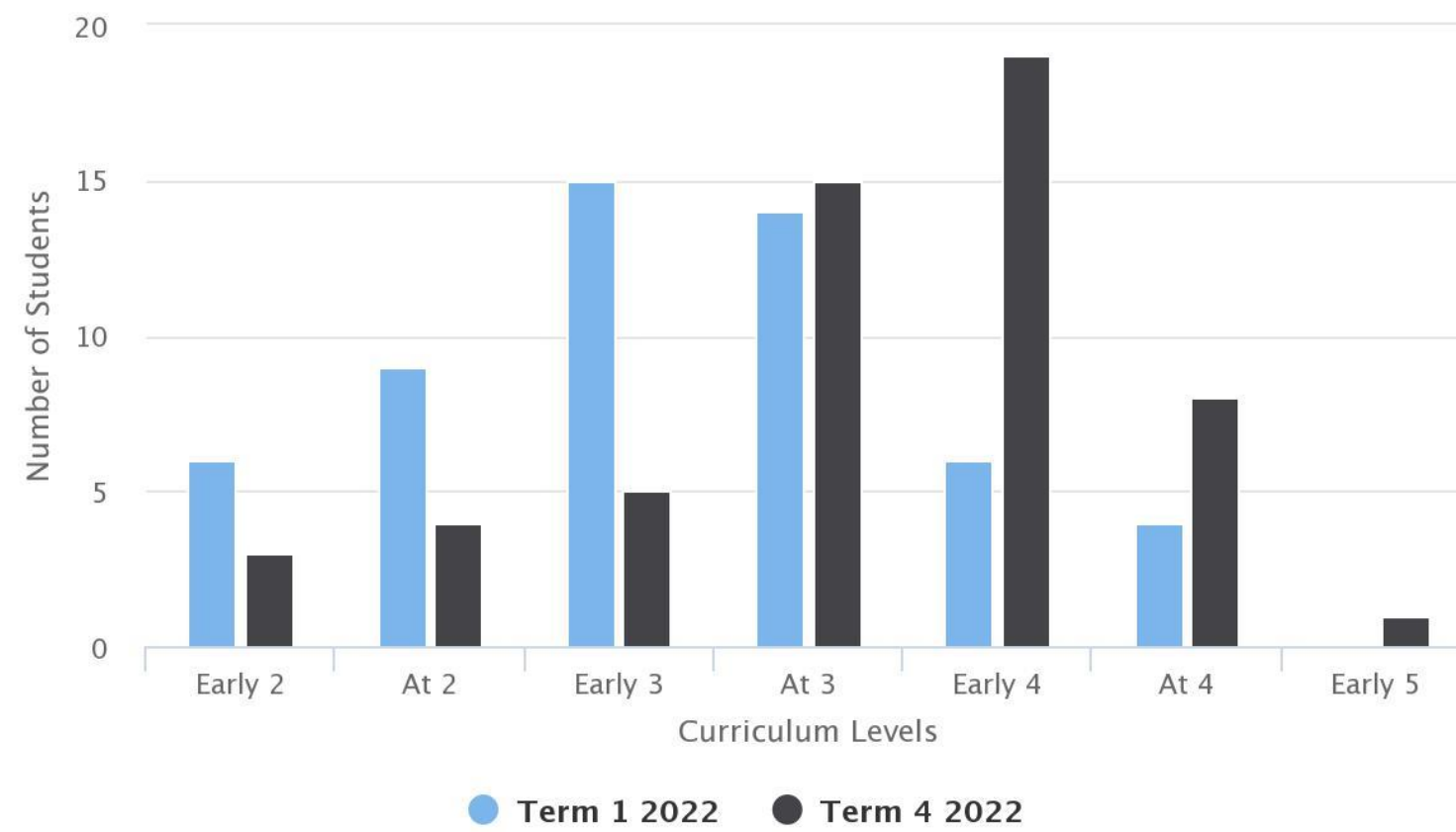
Term 4 2021, Term 4 2022





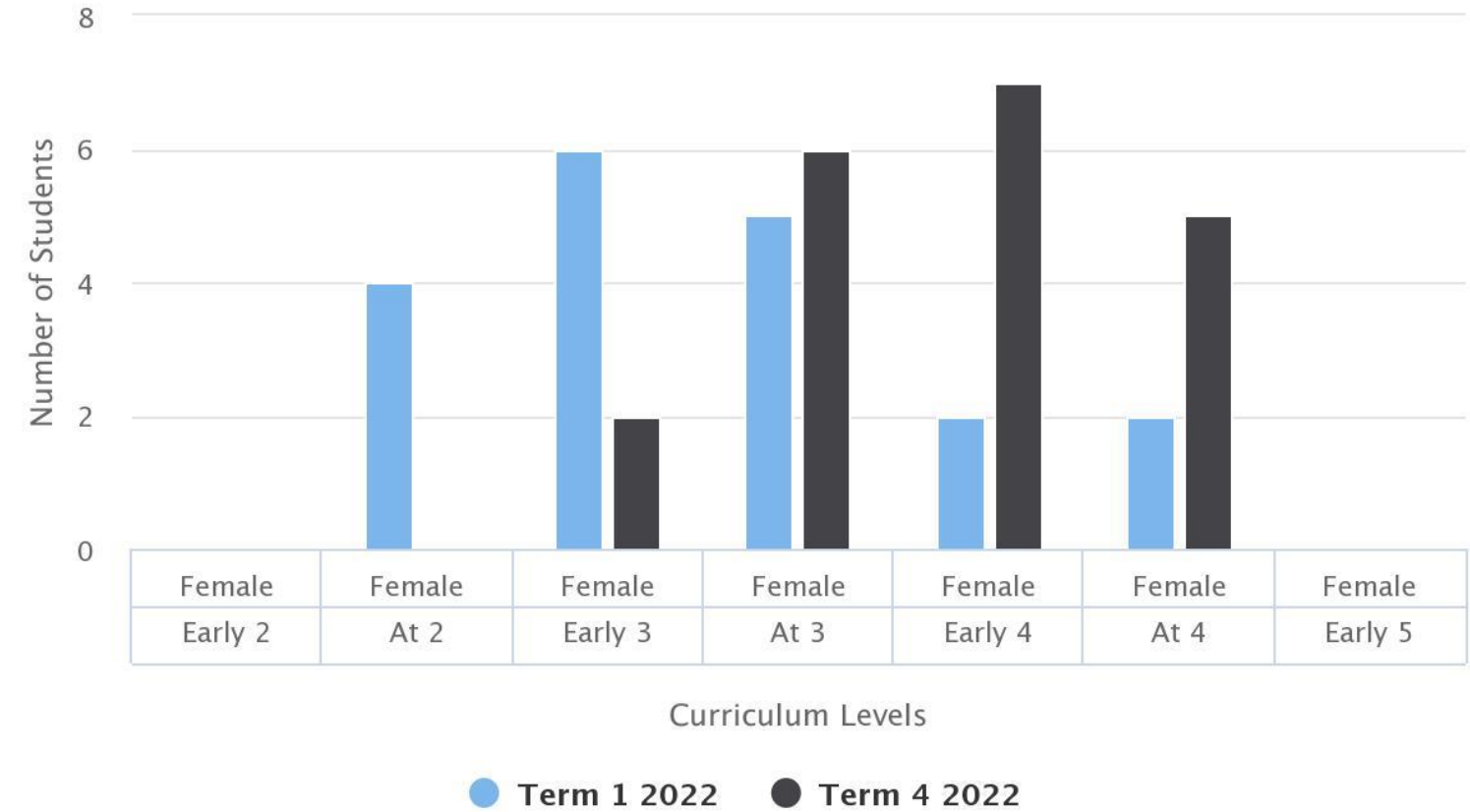
## Year 7 – Reading

Term 1 2022, Term 4 2022



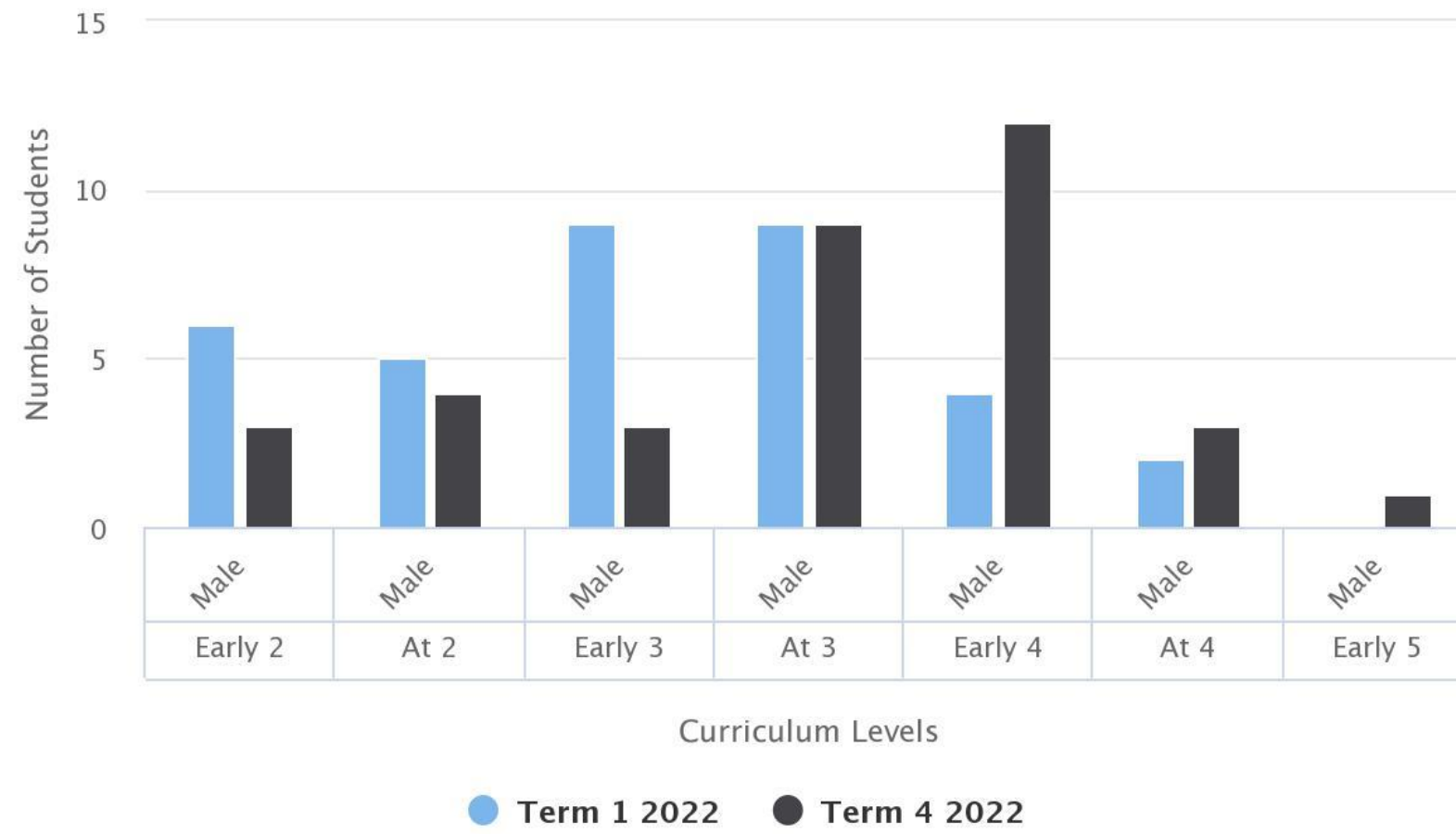
Year 7 – Reading Female

Term 1 2022, Term 4 2022



## Year 7 – Reading Male

Term 1 2022, Term 4 2022



## Year 7 – Reading Māori, Pacific Peoples

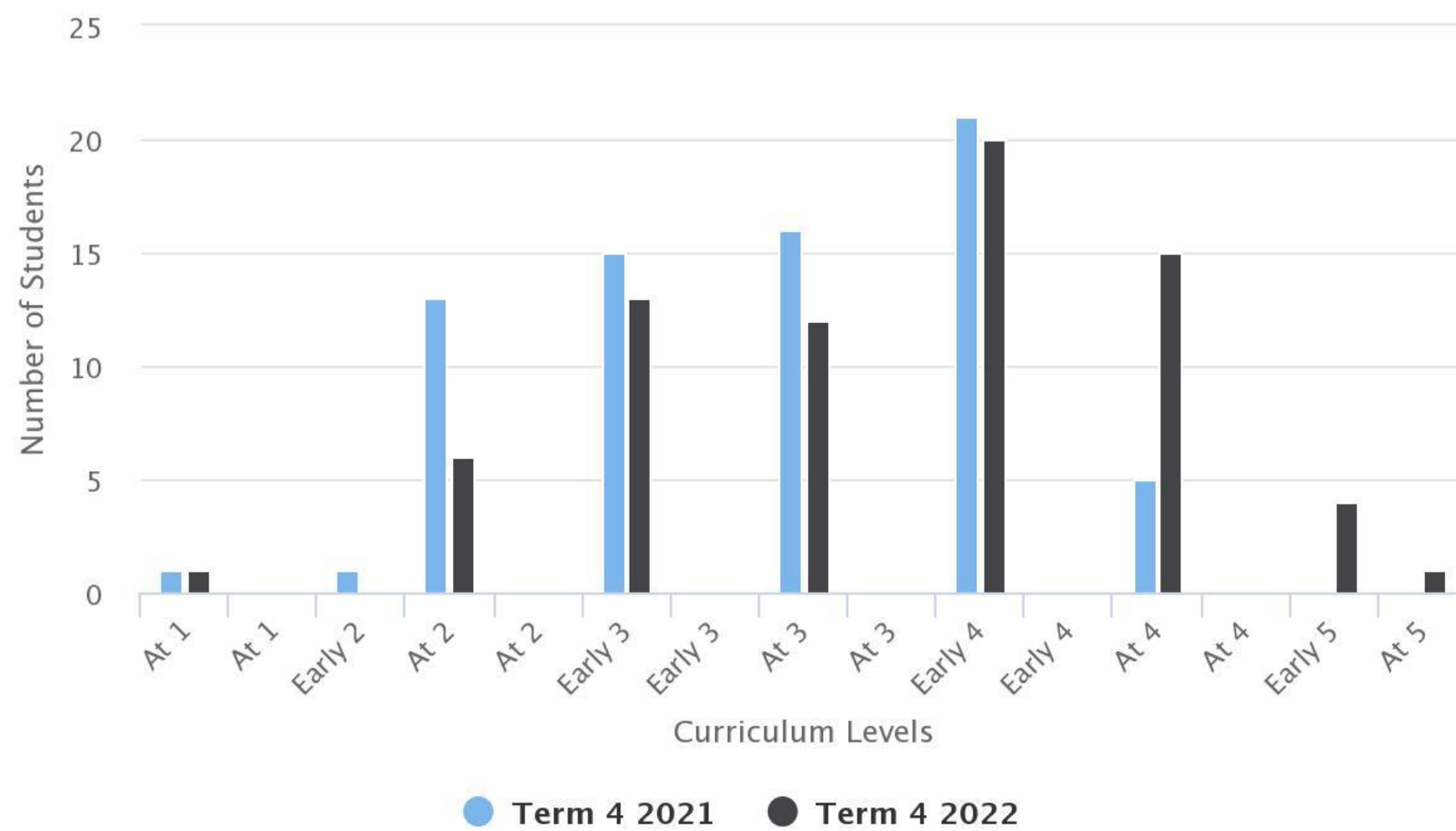
Term 1 2022, Term 4 2022



Writing Results (Y7&8)

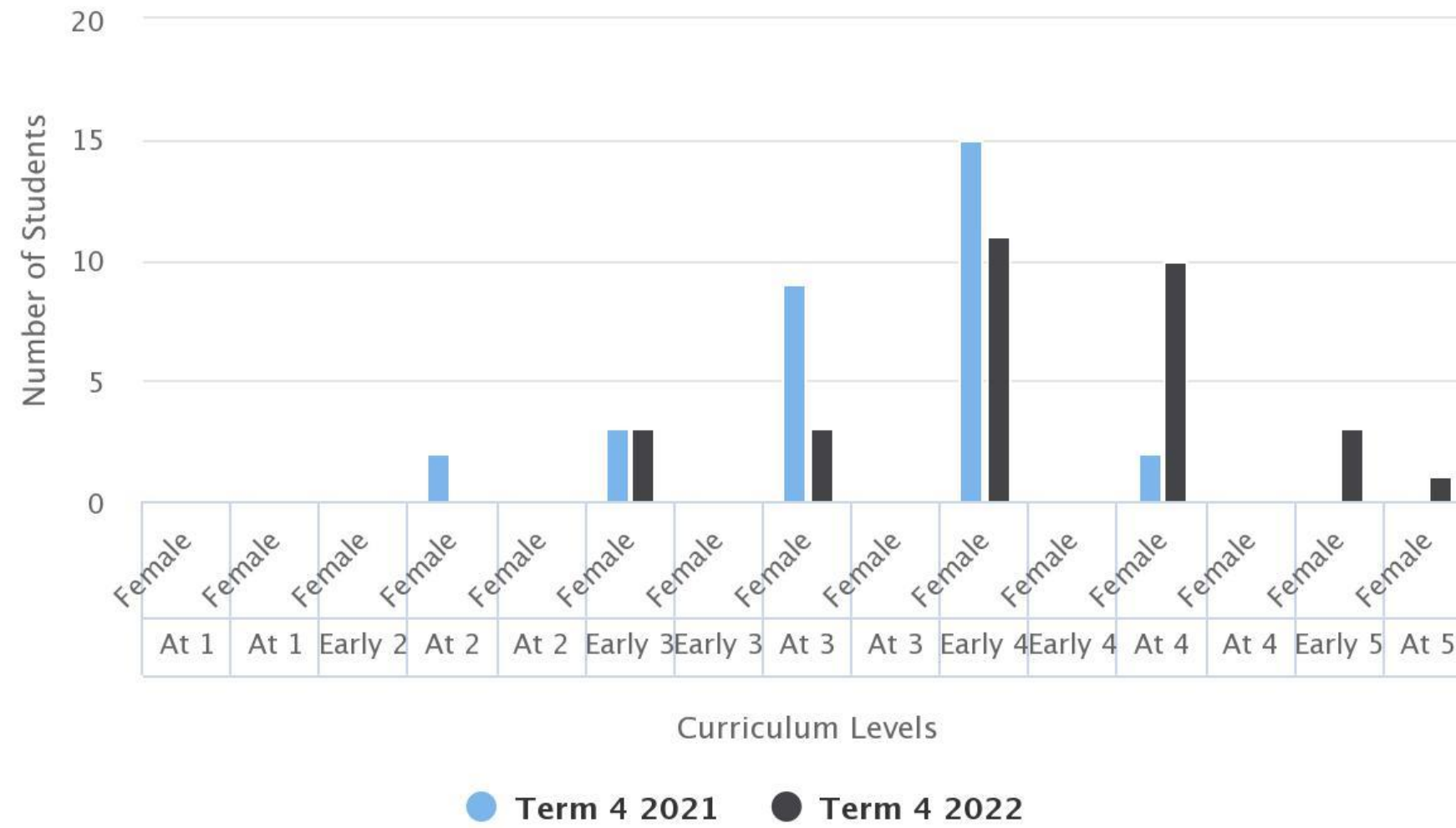
## Year 8 – Writing

Term 4 2021, Term 4 2022



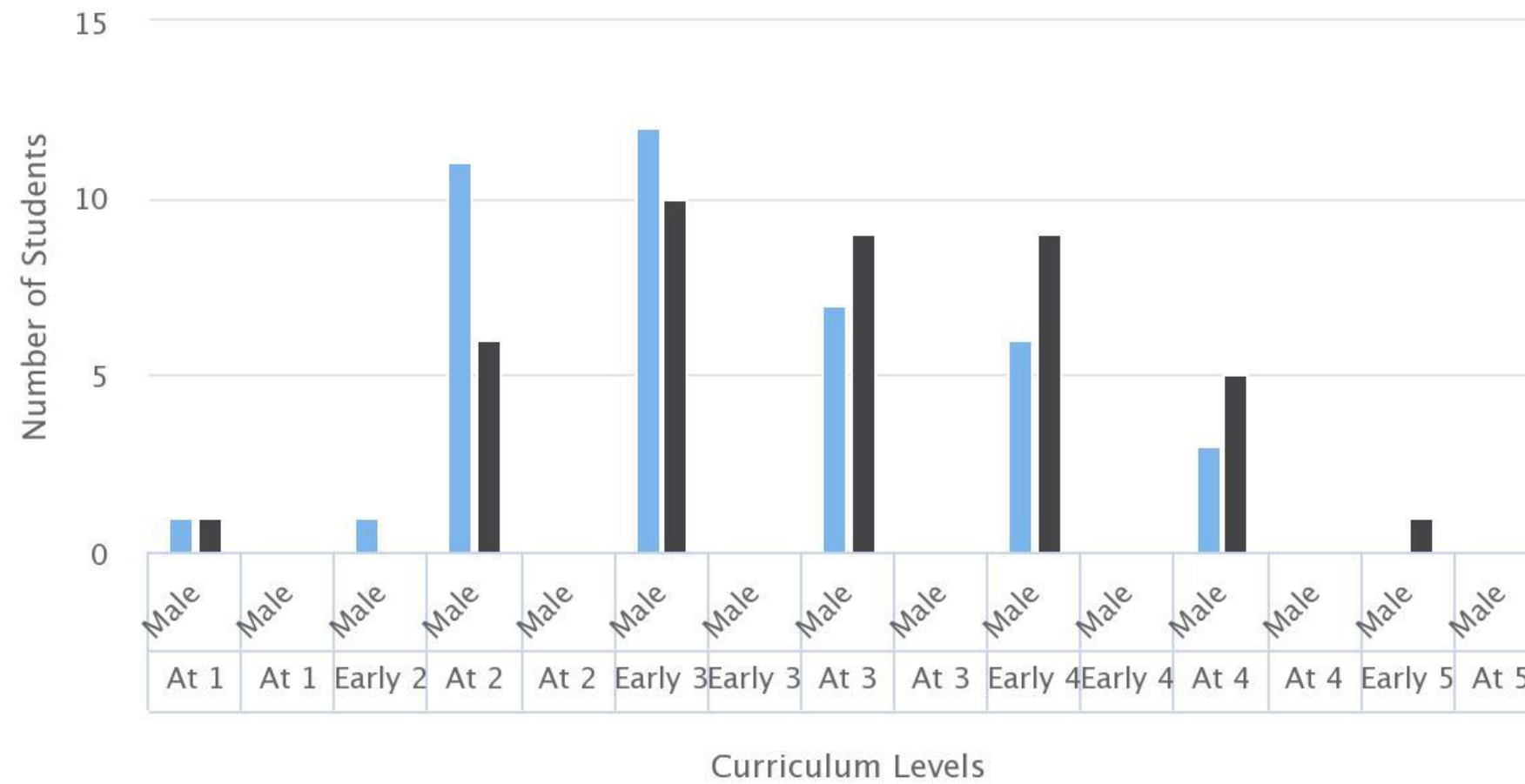
# Year 8 – Writing Female

Term 4 2021, Term 4 2022



# Year 8 – Writing Male

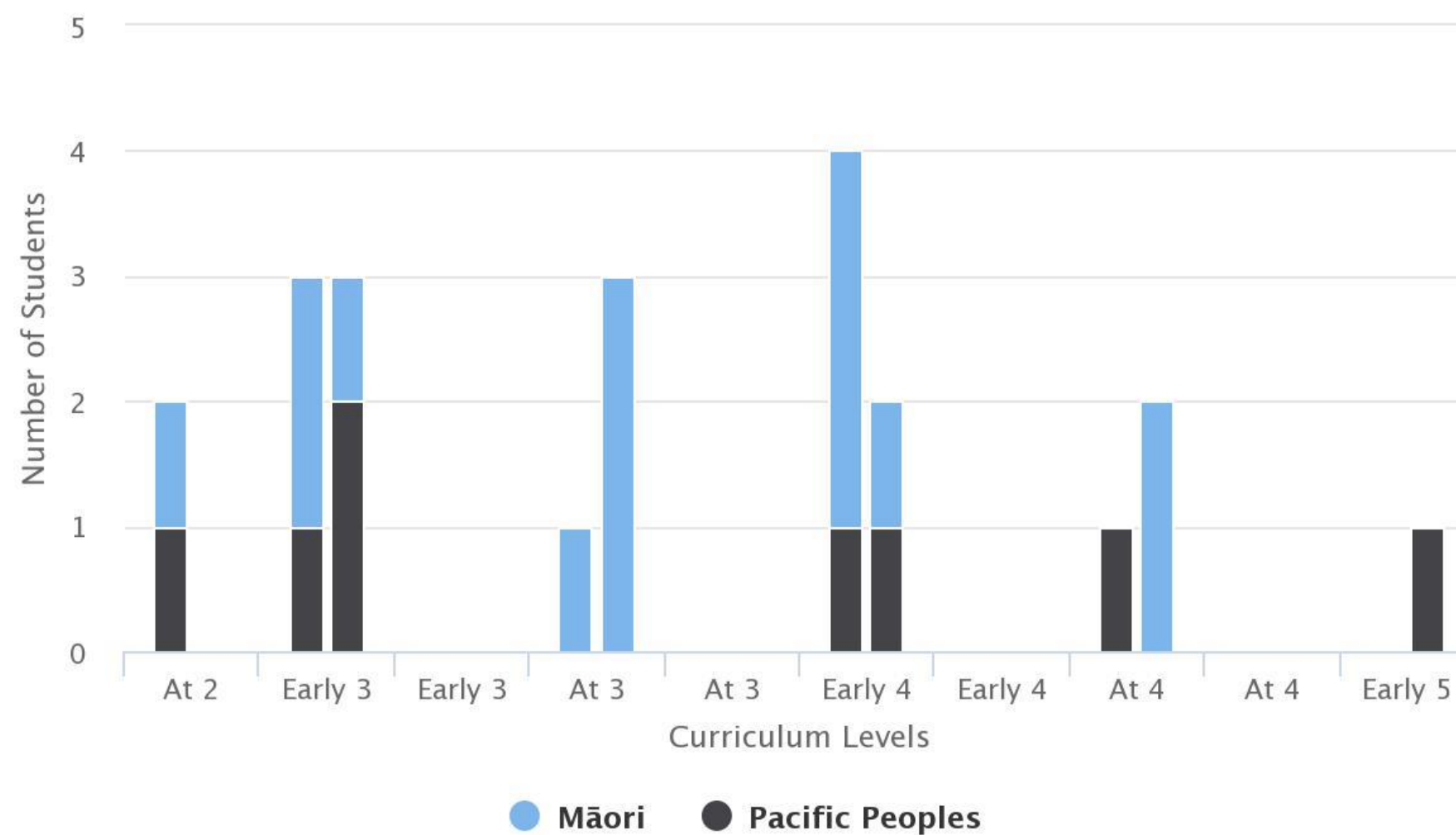
Term 4 2021, Term 4 2022



● Term 4 2021 ● Term 4 2022

## Year 8 – Writing Māori, Pacific Peoples

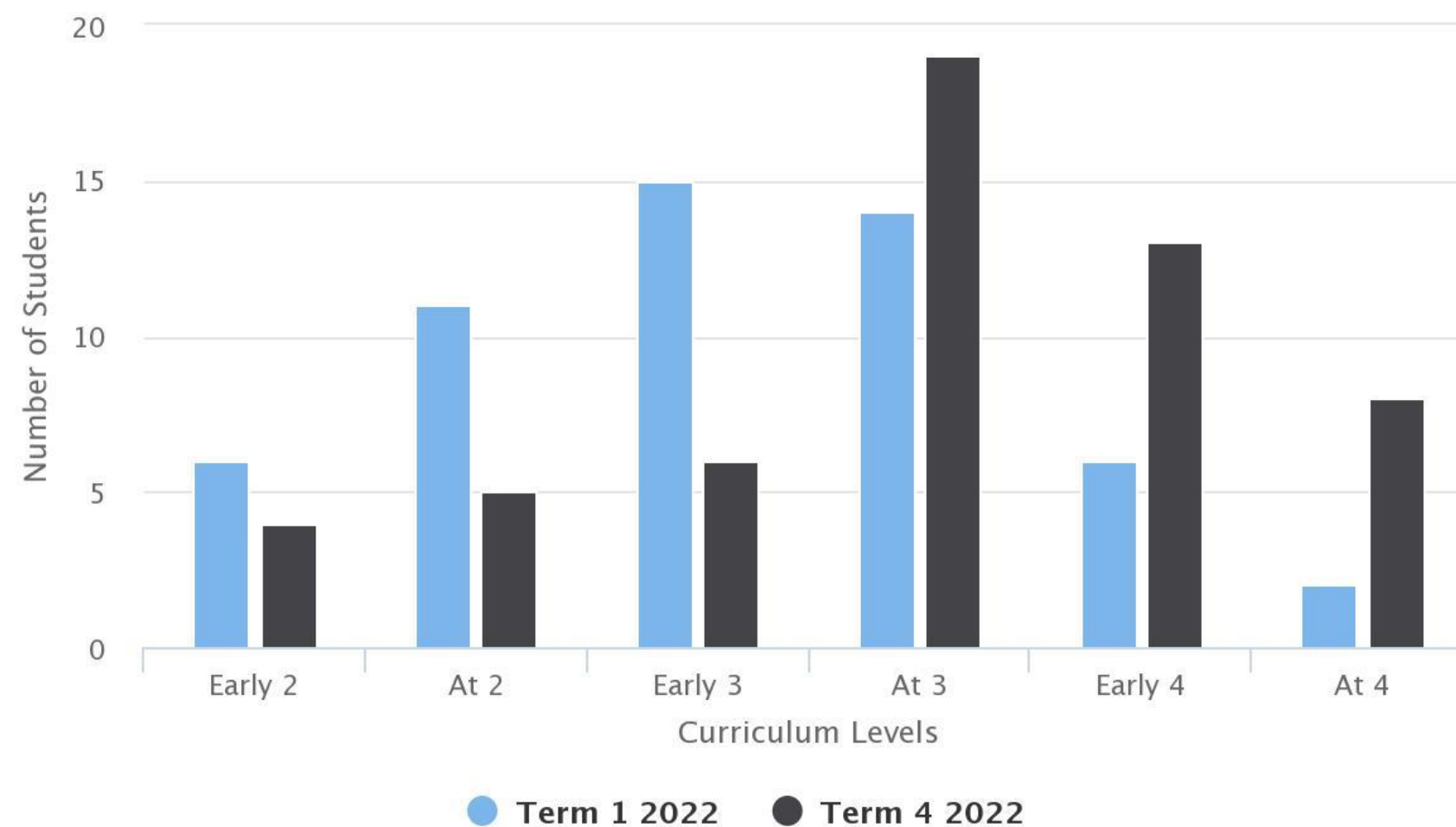
Term 4 2021, Term 4 2022





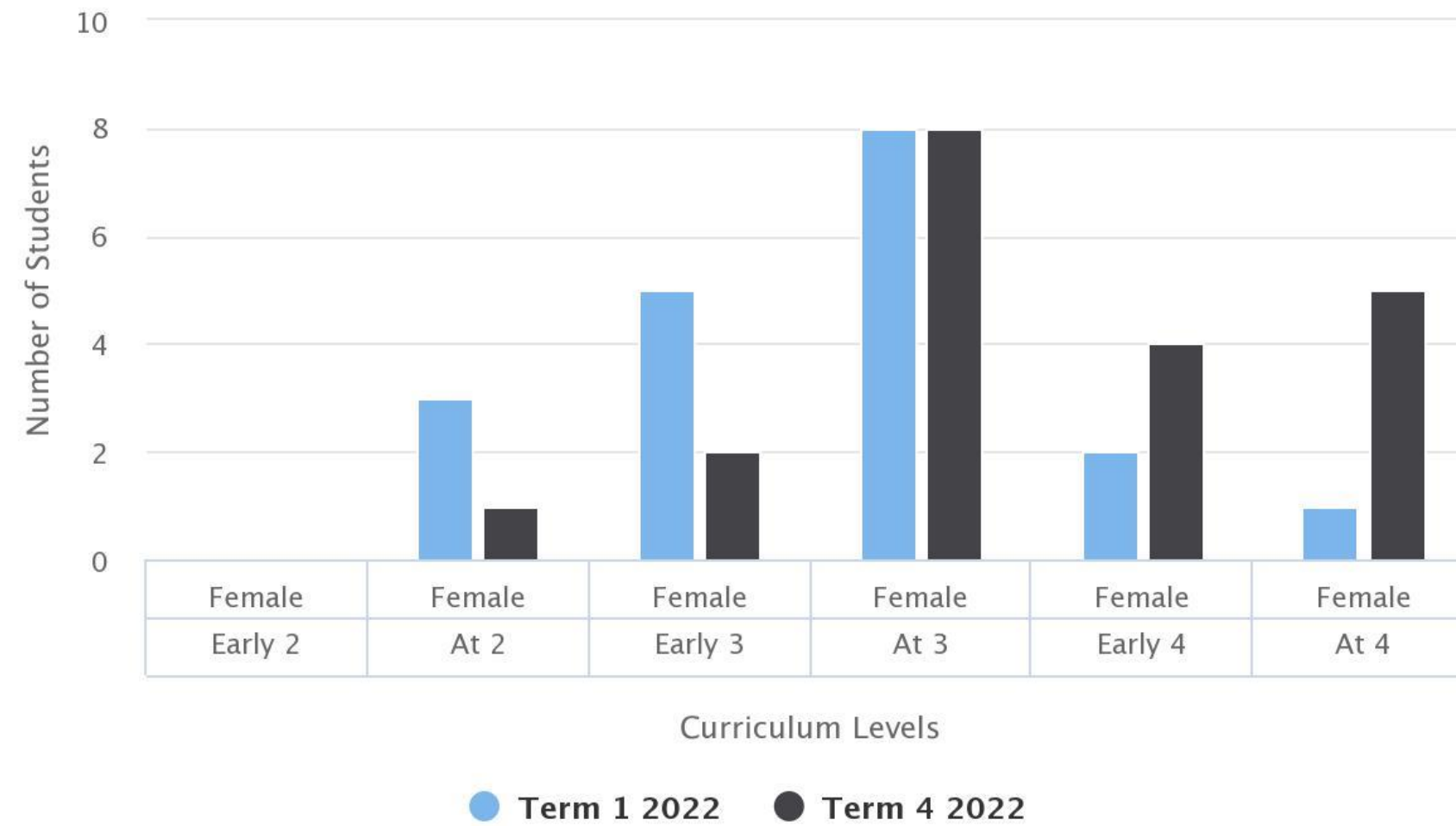
# Year 7 – Writing

Term 1 2022, Term 4 2022



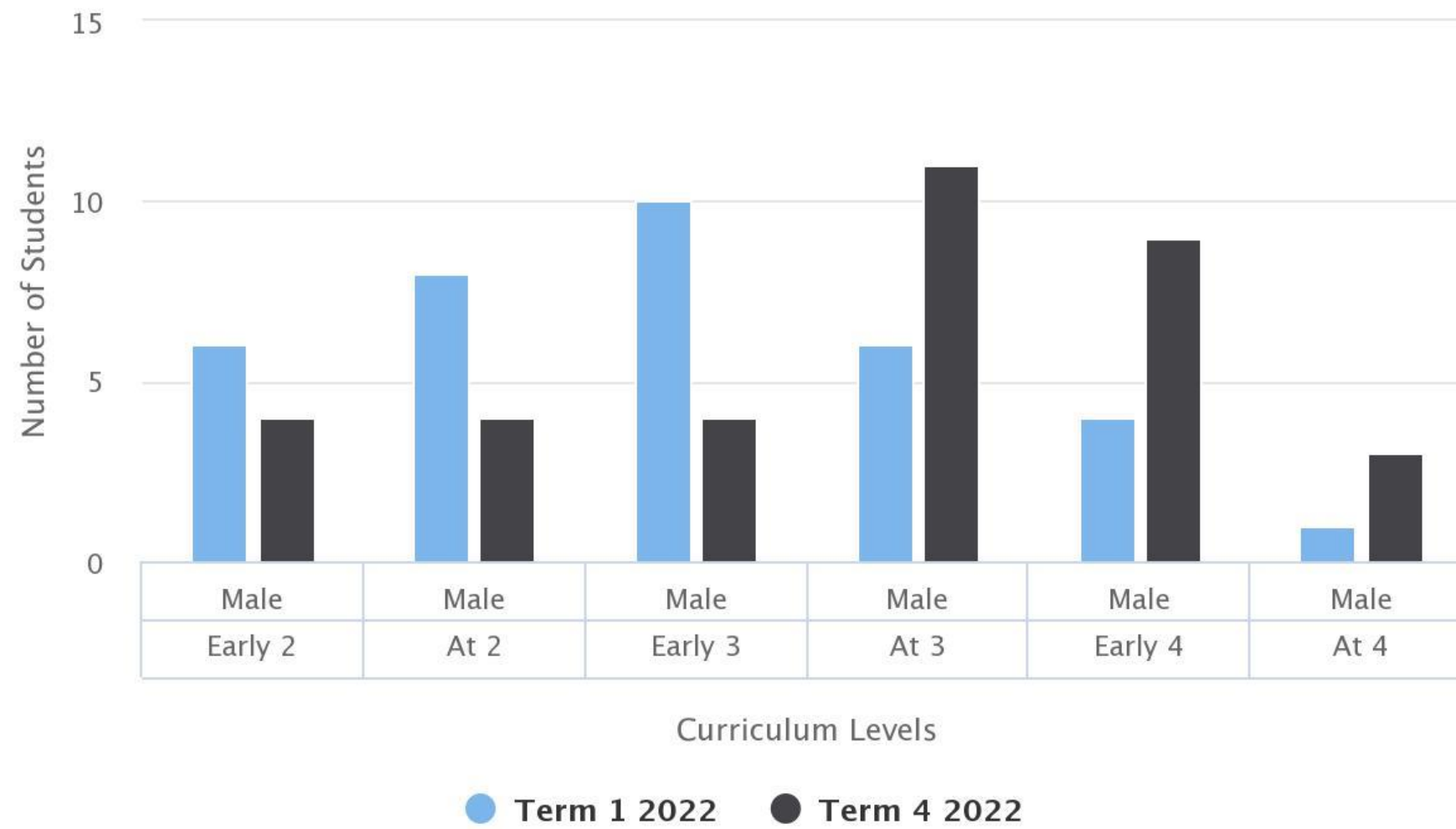
## Year 7 – Writing Female

Term 1 2022, Term 4 2022



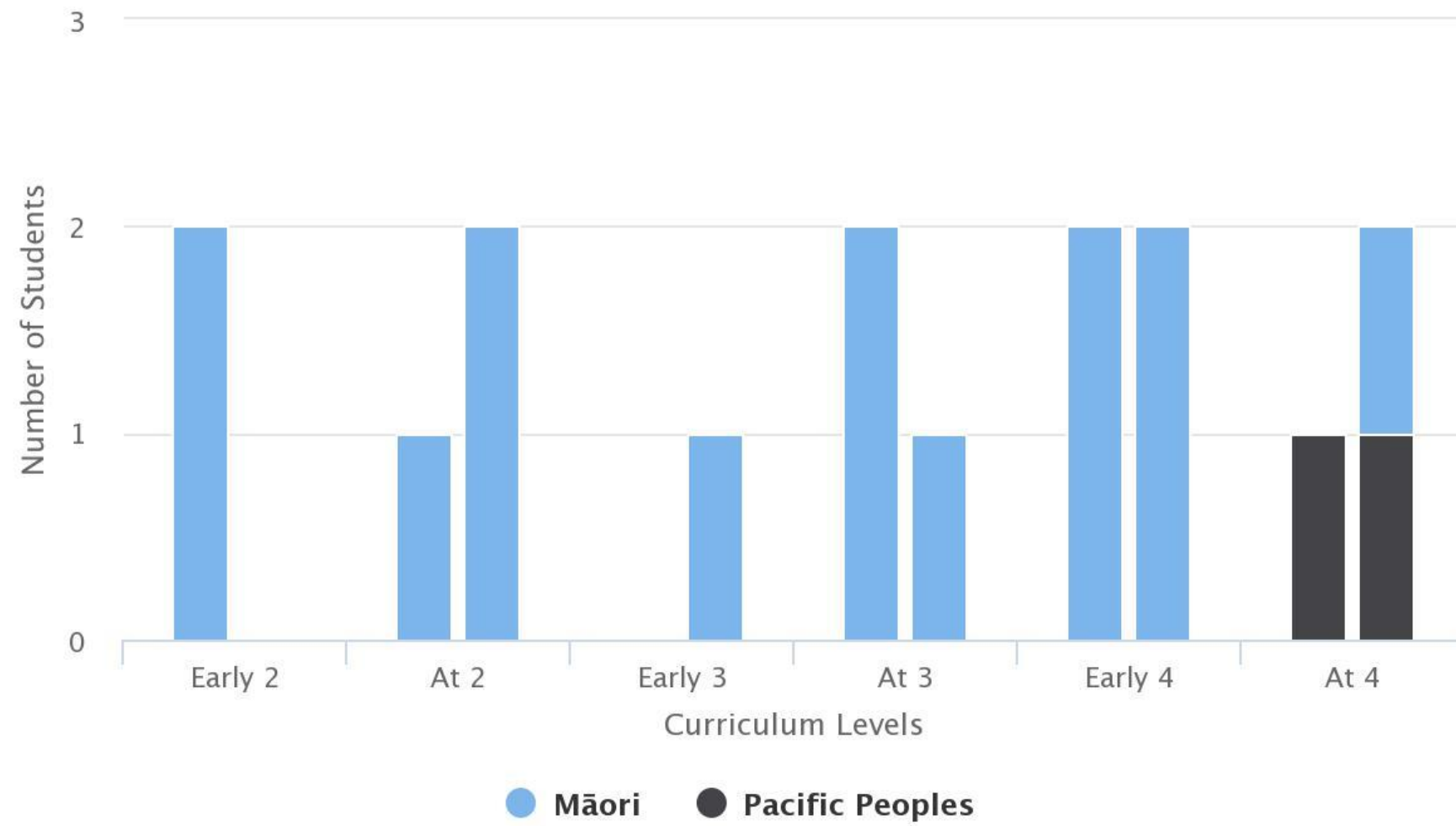
## Year 7 – Writing Male

Term 1 2022, Term 4 2022



## Year 7 – Writing Māori, Pacific Peoples

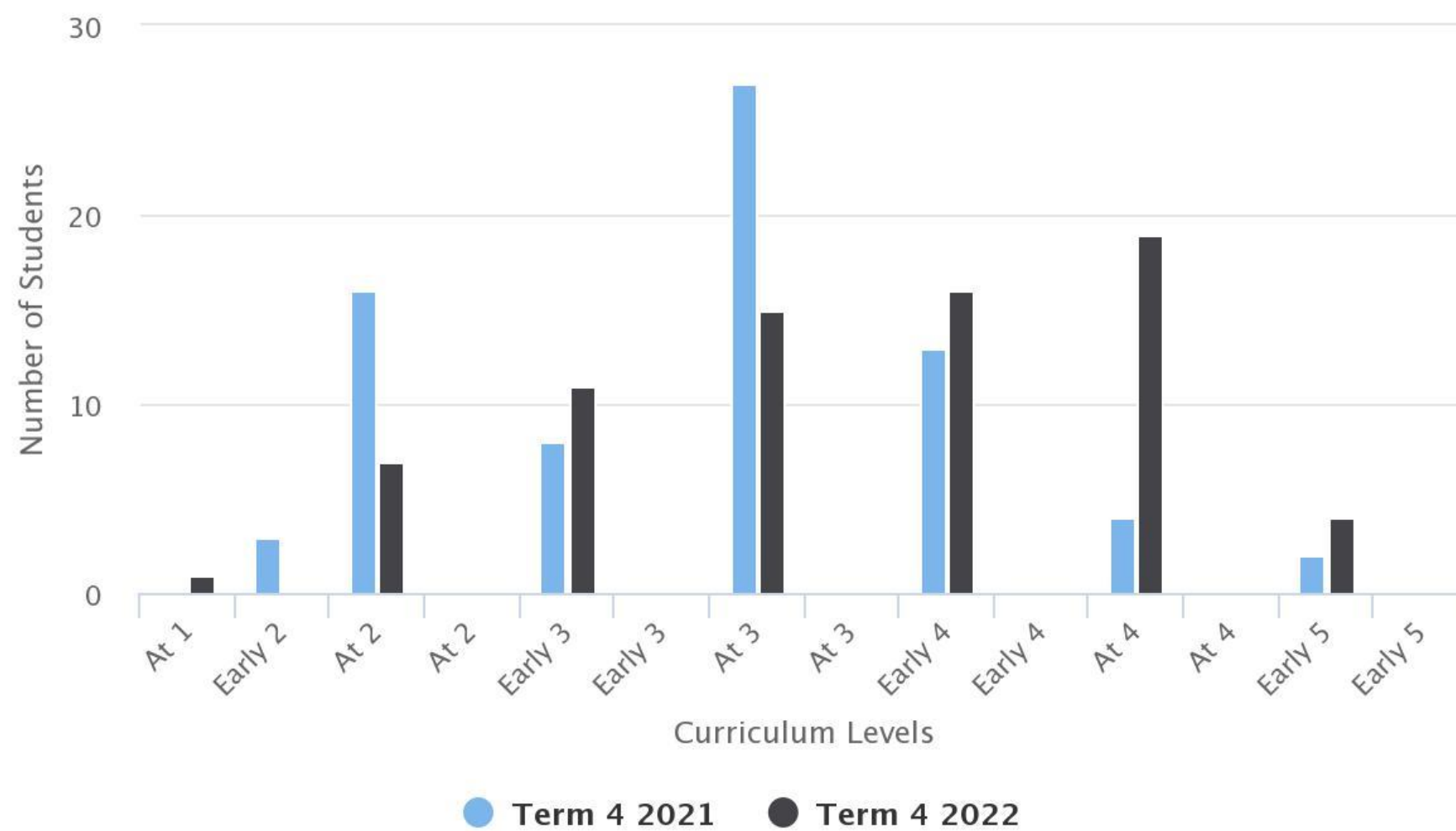
Term 1 2022, Term 4 2022



## Mathematics Results (Y7&8)

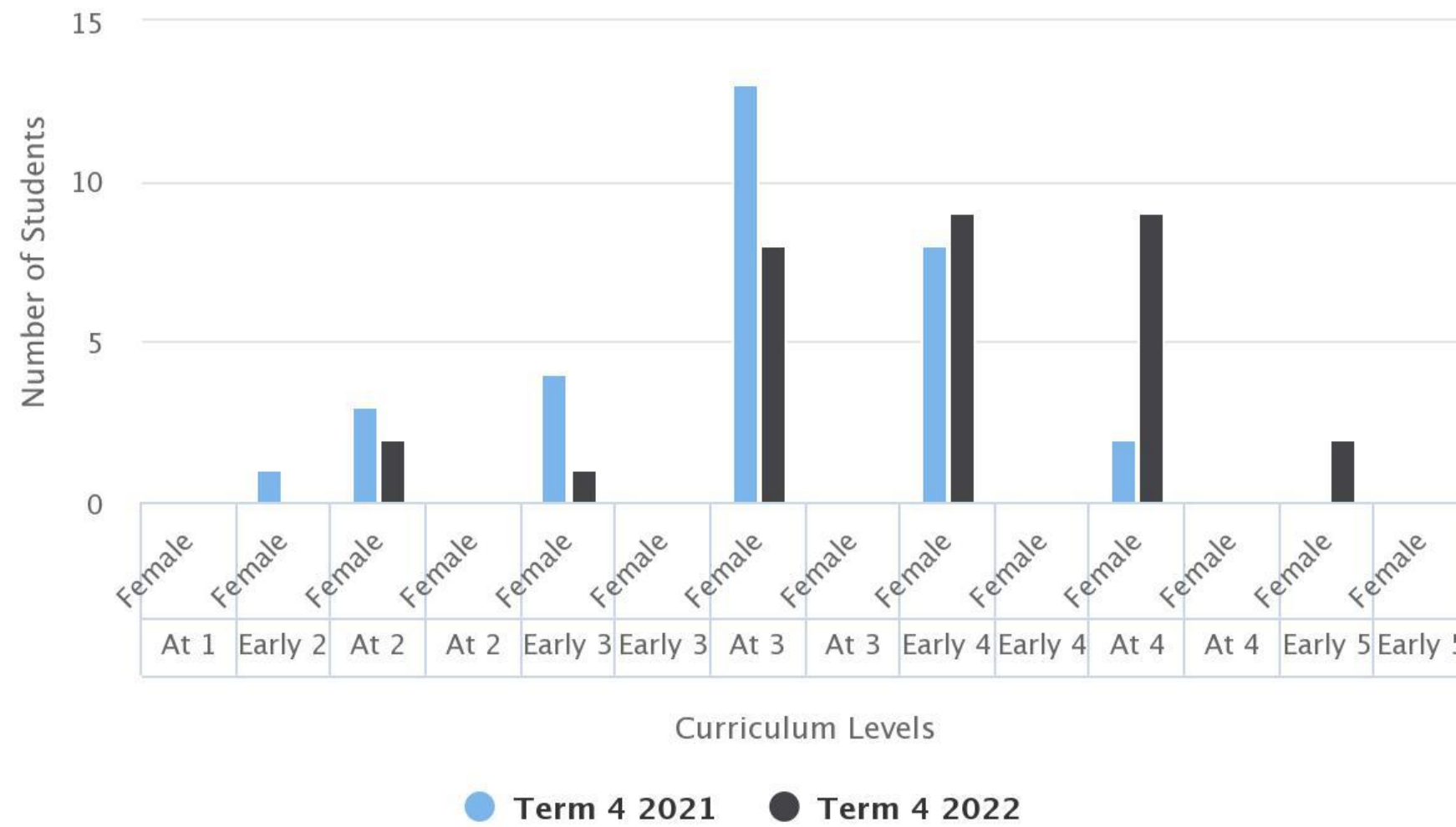
# Year 8 – Number

Term 4 2021, Term 4 2022



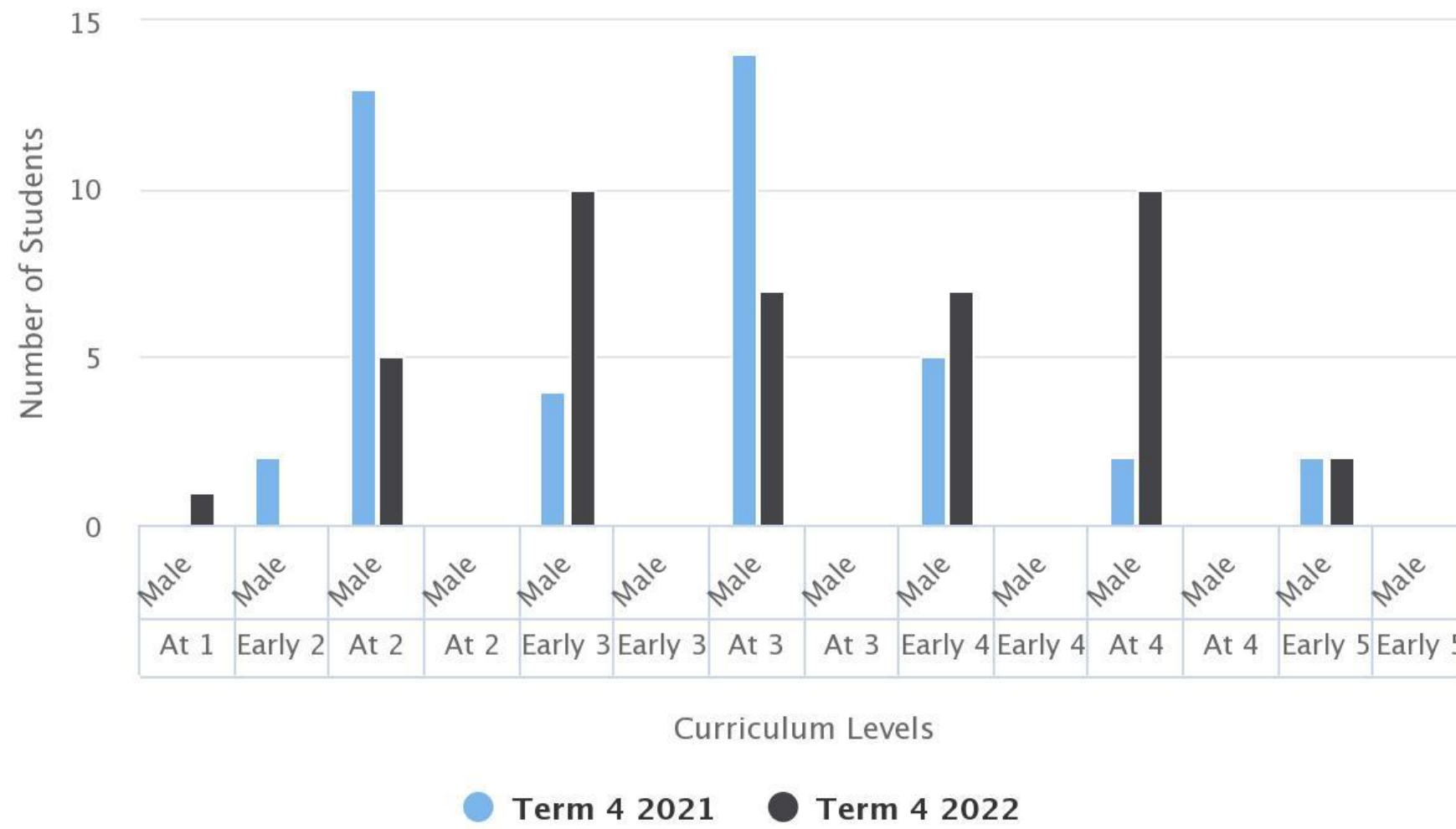
## Year 8 – Number Female

Term 4 2021, Term 4 2022



# Year 8 – Number Male

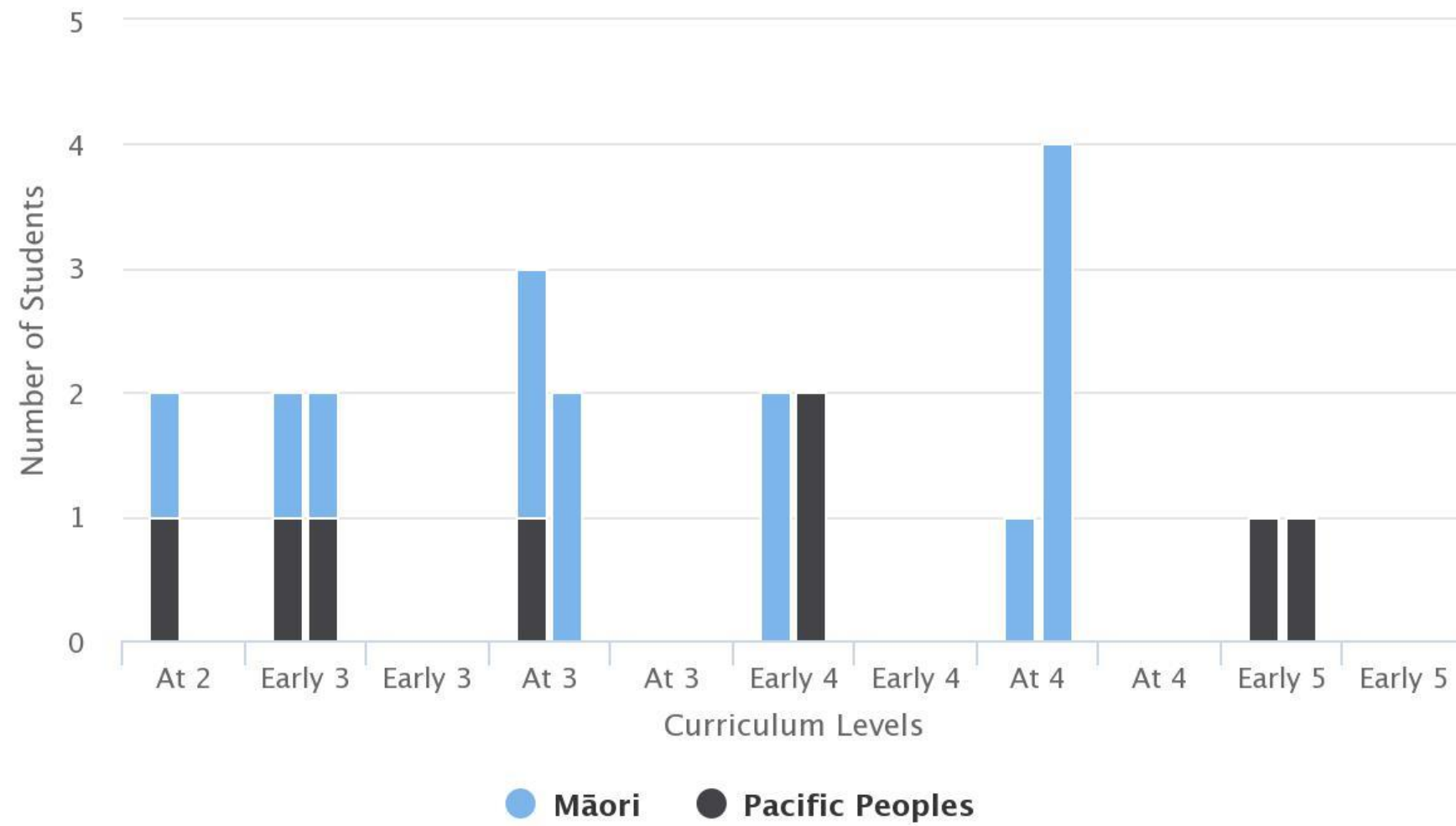
Term 4 2021, Term 4 2022





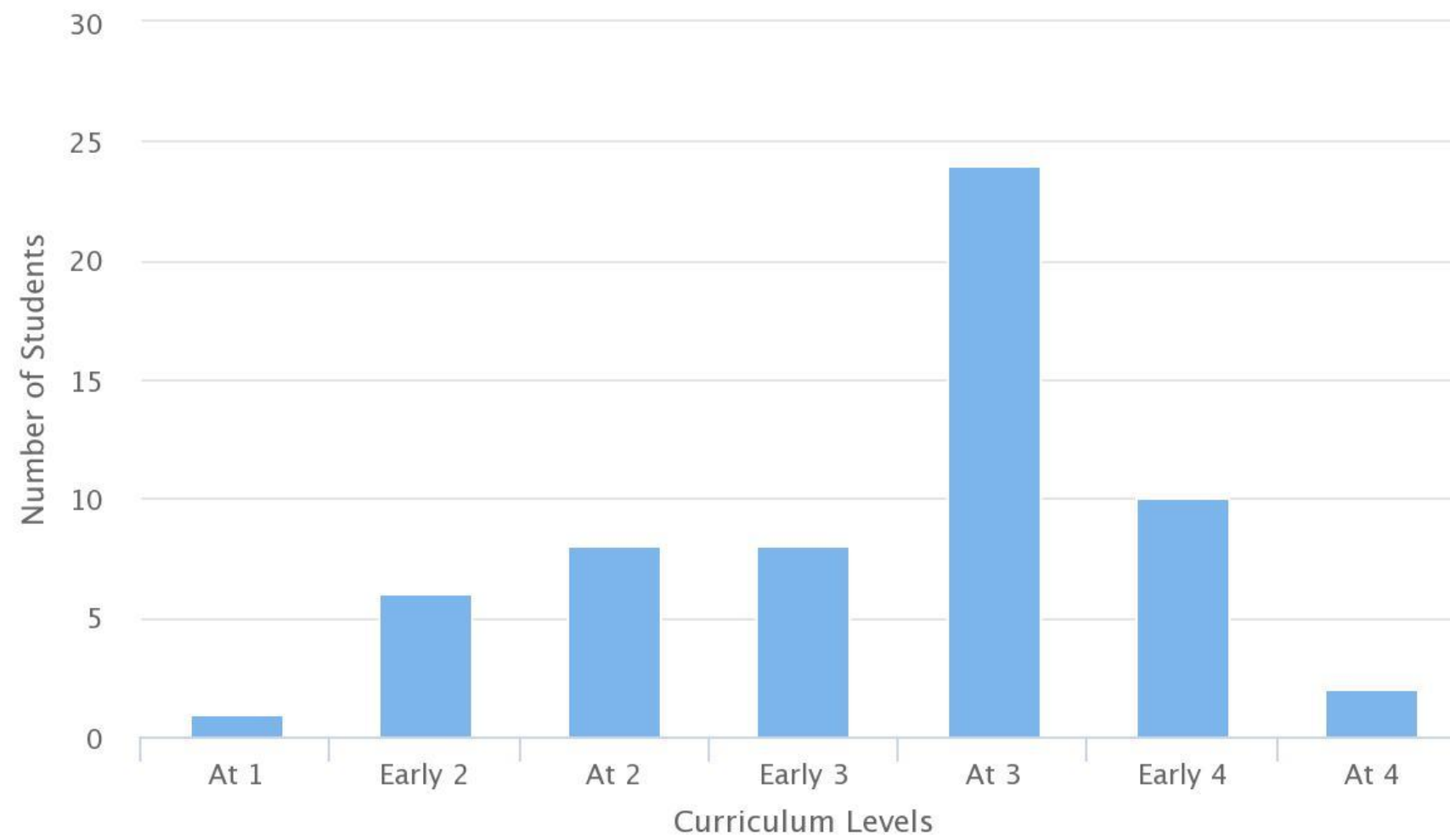
## Year 8 – Number Māori, Pacific Peoples

Term 4 2021, Term 4 2022



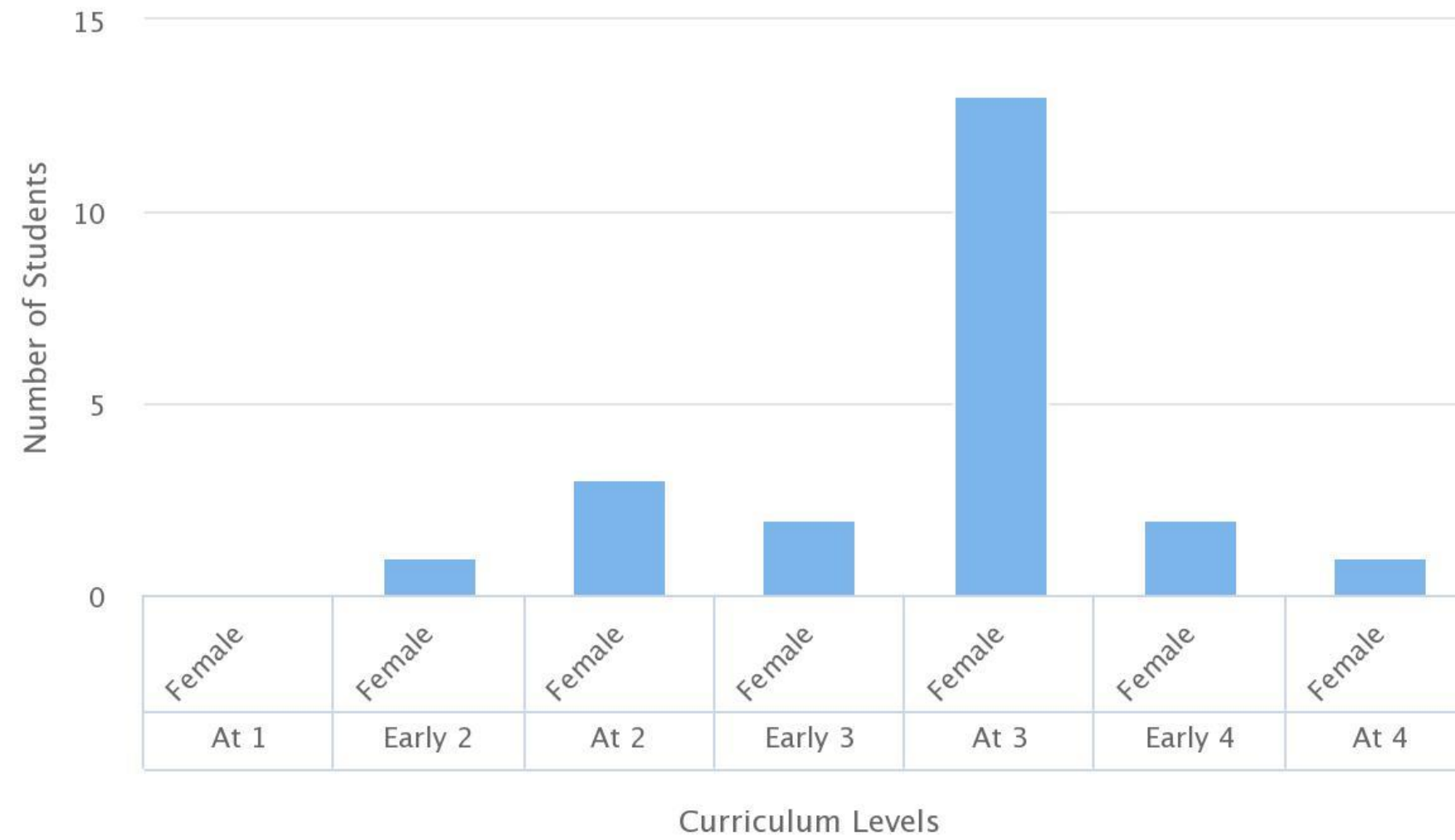
## Year 7 – Number

Term 4 2022



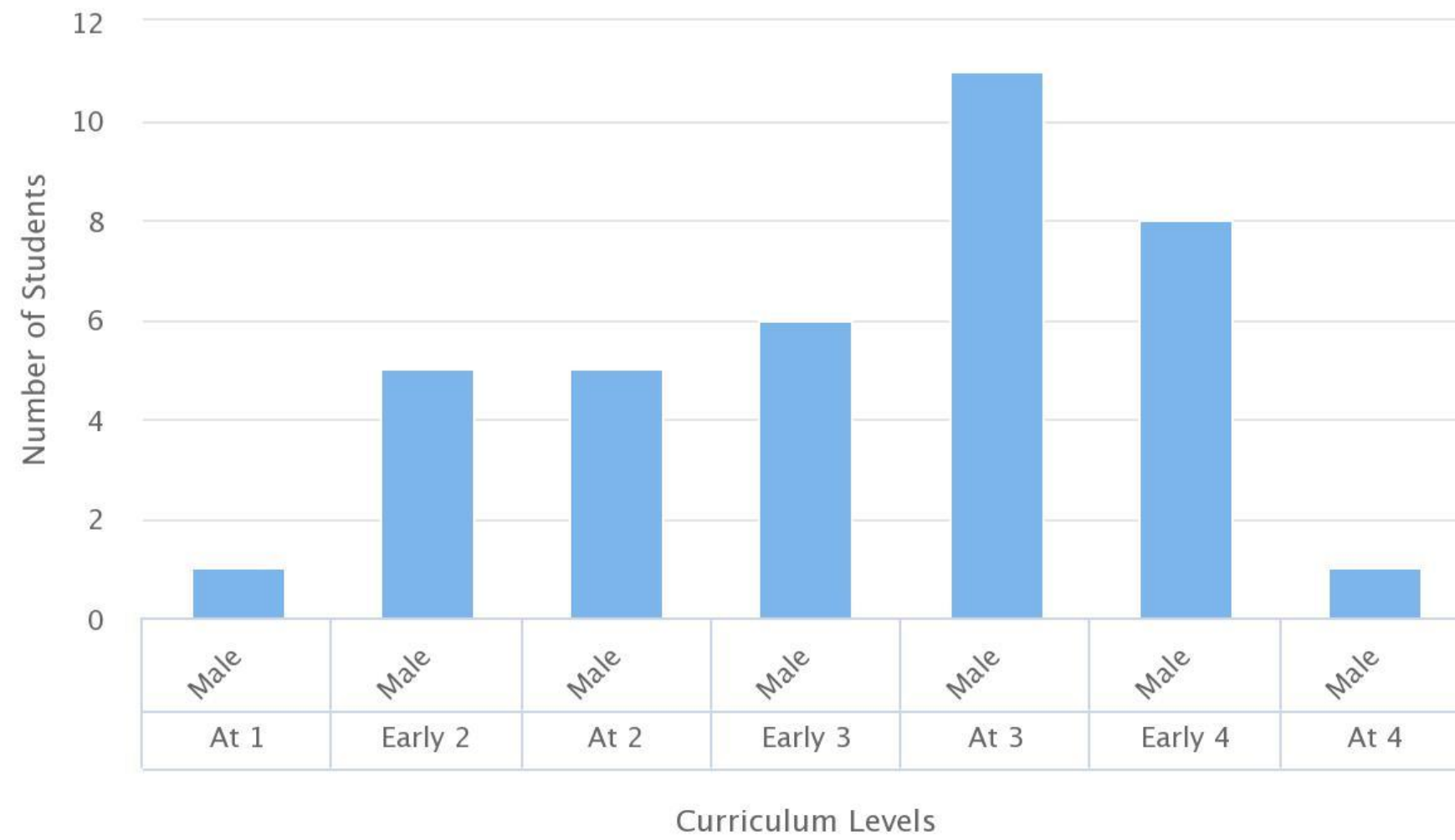
## Year 7 – Number Female

Term 4 2022



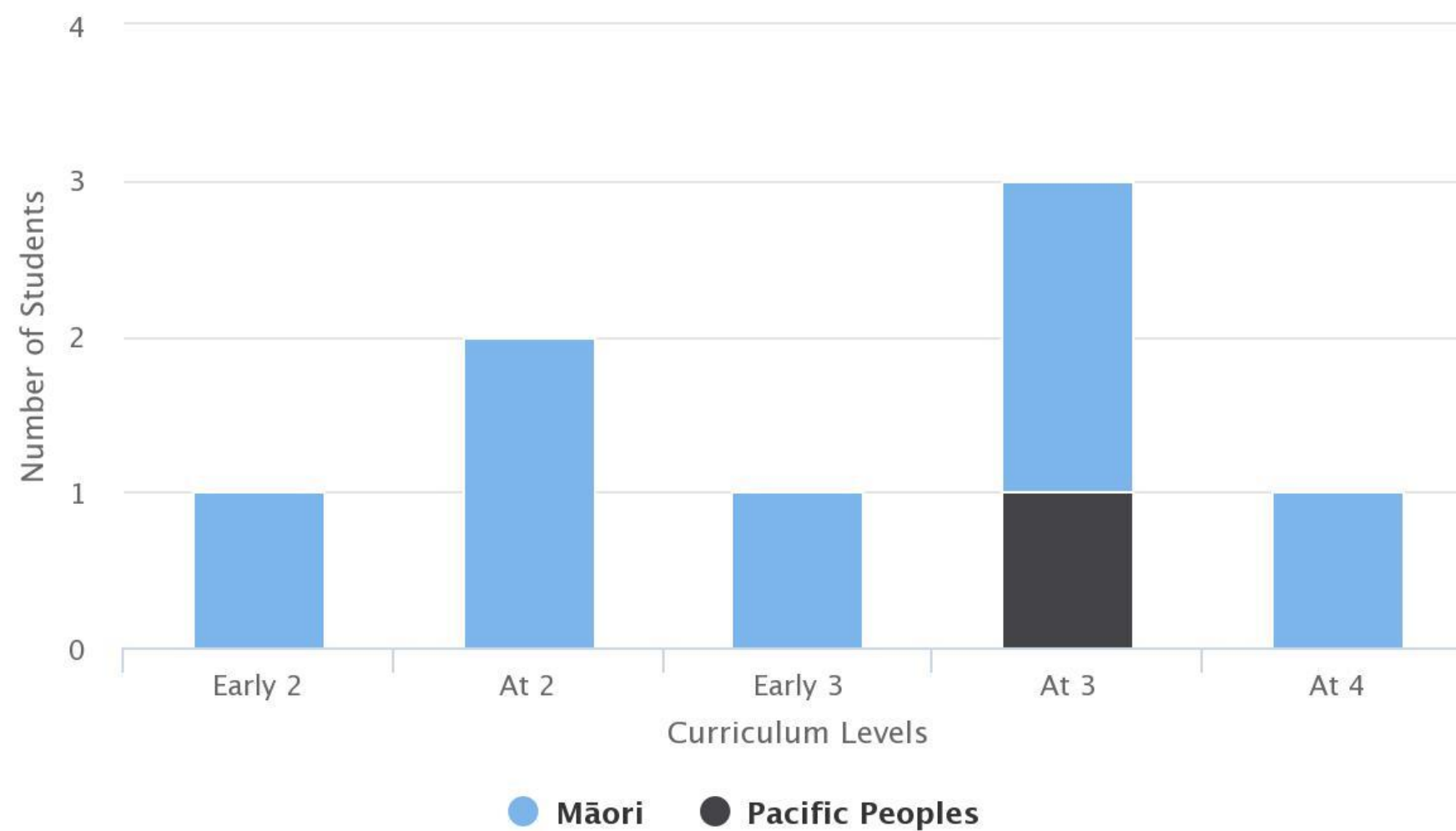
# Year 7 – Number Male

Term 4 2022



## Year 7 – Number Māori, Pacific Peoples

Term 4 2022



***Year 7 Graphs reflect the Number grade awarded in 2022. Year 8 Graphs reflect the comparison between Number obtained in 2021 and 2022.***