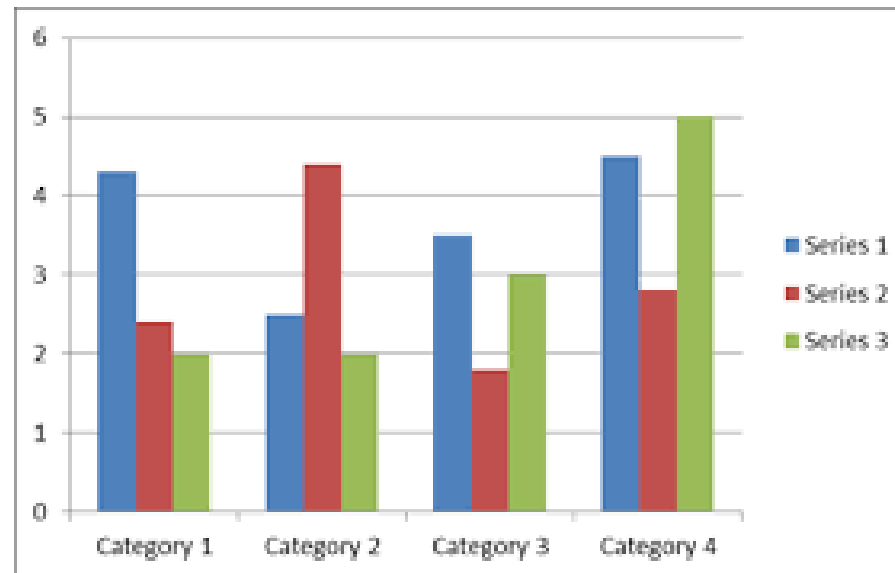


KAIKORAI VALLEY COLLEGE



Analysis of Variance Report

2020

Kaikorai Valley College: Annual Goals

KVC = Kaikorai Valley College
HoD = Head of Department

SMT = Senior Management Team
SCT = Specialist Classroom Teacher

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Goal 1: To set measurable targets that demonstrate progressions of learning for achievement across the school

- Measured against roll based data (includes ORS funded and LS students) for domestic students, the school achieves a 70% pass rate at Level 1 and 2
- Based on those entered for 60 credits or more at Level 3, 70% of students will achieve
- Student progress (added value) is able to be demonstrated using baseline data across core subjects from Years 7 to 10
- KVC monitors Māori/Pasifika achievement ensuring these students are on a par or better than NZ/European students
- Work with the Urban Farm continues with further activities/opportunities coming online
- To seek alternative funding sources for the Urban farm
- To introduce and develop the role of Learning Support Coordinator (LSC) at KVC in way that provides additional assistance and support for students with learning difficulties

Current State/background:

Up to 2018, percentage targets had been set for each Year level against either curriculum levels or NCEA that were set externally by MOE and ministerial expectations (e.g. national standards and NCEA targets of 85%). These targets may well be achievable in some schools but were completely unrealistic for schools that were catering for cohorts where student progress was a much larger picture. From 2019 onwards, KVC began to set targets that were far more realistic and were based on historical data, all while still being aspirational.

KVC also has a significant percentage (5%) of academic targets that are very different ie. ORS funded students. Likewise international students who often come into the country with limited English and do not begin to perform well until they have been with us for 12 - 18 months.

At Years 7 – 10 around we would prefer to move away from one off assessment tasks/activities and base decisions on OTJ's that look at added value.

Having conducted research in 2019 into mentoring/tutor groups we are implementing whānau groups in 2020 where we are asking students and whānau to take much more responsibility/ownership of a student's learning. Three-way conferencing will form part of that process and we are hopeful this too will have an impact on achievement.

The school's Urban Farm has been a base for new teaching and learning opportunities now for four years. With the employment of a farm manager in 2019, we are planning for more activities/learning opportunities to come online in 2020, thus extending its scope for student achievement.

In 2019 the NZ govt funded the first "tranche" of Learning Support Coordinators (LCS) in schools across NZ. KVC was very fortunate to be part of a secondary schools' cluster that saw us become a recipient of an LSC in our school. This is a new role and will evolve over time, but will allow us to devote more time and resources to those students who we identify as having learning difficulties and who require further support.

| Target – by the end of 2020 | Actions | Personnel Resources | Review |
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| <p>All teaching staff will set SMART achievement targets for ākonga at the beginning of each topic, unit of work or standard.</p> <p>This will also include targets set for priority learners that aim for accelerated progress. The targets set below do not include those students in the Brathwaite Centre (Special Needs). Individual targets shall be set for these students.</p> <p>Years 13 By the end of December 2020 - Based on those entered for 60 credits or more at Level 3, 70% of students will achieve Level 3.</p> <p>Years 11 & 12 By the end of December 2020 - Measured against roll based data for domestic students (which includes ORS funded and LS students), the school achieves a 70% (National average) pass</p> | <p>Data collected across Years 7 - 10 will all be against <i>curriculum levels</i> allowing for a measure of progression of learning (added value).</p> <p>In Years 7 - 10 in the core subjects class profiles will be used to measure progression from the start of the year to a midpoint and end of year.</p> <p>However, all teachers of full year subjects will also be required to generate a profile of their class that demonstrates their knowledge of ākonga.</p> <p><i>Other measures</i> such as asTTLe, PAT, Probe and Stanines may be used to support progression of learning. If used, there will need to be consistency across all year levels.</p> <p>ALL teachers will set targets against <i>strands of the curriculum</i> as agreed by each department, and submit these to the Head of Curriculum by the end of March. These will be reported in grade summaries three or four times per year.</p> | <p>All teaching staff Data administrator HOD/TICs A.R.T. Coordinator Gateway/OSTC coordinator whānau Teachers Teacher Aides SMT</p> | <p>Achievement data Unit evaluations Regular reports to BoT Dept reviews Parent portals Updates on strategic goals to BoT Dept annual reports Annual variance report</p> <p>Students in Years 7 - 10 are being tracked in English, Mathematics, Science and Social Studies. All four year levels have a common item tracked for each of these subjects so progress can be measured over the four year years of tracking.</p> <p>The first round of tracking for Senior students (yrs 11-13) NCEA results occurred in term</p> |

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| <p>rate at Level 1 and 70% pass rate (a 5% lift from Level 1, 2018) at Level 2.</p> <p>Year 10 Reading, Writing and Mathematics: By December 2020 Reading - Based on last year's data 80% of all students are beginning to work at mid Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data 80% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Mathematics - Based on last year's data 70% of all students are beginning to work at an early Level 5 stage of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 4 will be beginning to work at Level 5 by December 2019.</p> <p>Year 9 Reading, Writing and Mathematics: By December 2020 Reading - Based on last year's data 85% of all students are beginning to work at</p> | <p>They will also monitor the achievement of Māori and Pasifika students to ensure they are not being left behind.</p> <p><i>Individual targets</i> shall be set for those students identified as priority learners (not performing at the expected level).</p> <p>Individual targets must be measurable and based on achievement against curriculum levels. These targets must look to <i>progress learning</i> across more than one curriculum level.</p> <p>Each Essential Learning Area (ELA) will be responsible for ensuring data is inputted <i>to the SMS</i> within one week of an assessment activity being marked and moderated.</p> <p>Each of the assessment points (Beg, Mid and End of year will be entered by all staff into the school's SMS by given deadlines.</p> <p>The SMT will explore with staff ways in which it might minimise the demands of <i>reporting</i> to parents, e.g. parent portals.</p> <p>Work with the Urban Farm continues to widen its scope of learning opportunities and connections with partnering schools are strengthened.</p> <ul style="list-style-type: none"> • identify staffing required to support this initiative. • establish priorities for farm in 2020 • Bring stock onto farm • explore other funding sources beyond 2020 • provide reporting milestones to OCT. | | <p>2. Many of those deemed at risk were offered STAR courses to learn some useful employment skills and earn some extra credits.</p> <p>A second round of tracking in term 3 resulted in another round of STAR courses being offered to specific level 1 and 2 students.</p> <p>The third round of tracking in term 4 resulted in targeted students being kept at school to finish work.</p> <p>8 students were involved in a Maori and Pasifika mentoring group. 6/8 gained their qualification.</p> <p>NCEA targets were well met with a 75.8% pass rate at level 1, a 80.9% pass rate at level 2 and 80.6% pass rate at level 3.</p> <p>97% of level 3 students who entered for 60 or more level 3 credits gained NCEA level 3.</p> <p>Karen Flett our LSC had been involved with many students and their families. She regularly attends pastoral meetings where information about students at risk are</p> |
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| <p>Level 4 stage of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data 70% of all students are beginning to work at Level 4 stage of the curriculum or higher by the end of the year.</p> <p>Mathematics - Based on last year's data 70% of all students are beginning to work at Level 4 stage of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 3 will be beginning to work at Level 4 by December 2020.</p> <p>Year 8 Reading, Writing and Mathematics:</p> <p>By December 2020</p> <p>Reading - Based on last year's data (50% at or above the expected level) 65% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p> <p>Writing - Based on last year's data (44% at or above the expected level) 65% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p> | <p>Learning Support Coordinator (LSC)</p> <ul style="list-style-type: none"> • A Learning Support Coordinator will be appointed. If required, a new SENCO appointment will be made. • Accommodation for this new appointment/s will be provided (MOE). • A process for regular reporting to the SMT/Board will be established. • Staff will be informed of ways in which to make referrals and seek support • PLD will be provided through regular Monday meeting schedules • Data will be recorded/provided that demonstrates student progress | | <p>discussed and plans of action developed.</p> |
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| <p>Mathematics - Based on last year's data (34% at or above the expected level) 60% of all students are working at Level 4 of the curriculum or higher by the end of the year.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 2 will be beginning to work at Level 3 by December 2019.</p> <p>Year 7 Reading, Writing and Mathematics: By December 2020 - 75% of all students are beginning to work at an early Level 4 stage of the curriculum or higher by the end of the year in Reading, Writing and Mathematics.</p> <p>Accelerate the learning of students working more than one curriculum level below the expected level e.g. students beginning to work at Level 2 will be beginning to work at Level 3 by December 2020.</p> | | | |
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| Analysis | Evaluation |
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| <p>Once again we are pleased with progress against this goal and believe each year we find ourselves in a stronger position of knowing just where students are at in their learning, with this being supported by data.</p> <p>We are now in a position of being able to demonstrate added value from year</p> | <p>The decision made a number of years ago to roll based data does not provide for a level playing field when comparing data across the city. However, unfortunately it is this data that parents sometimes use when making decisions for the future schooling of their children.</p> |

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| <p>to year in core subjects, as well as making judgements of progress within a year. NCEA performance has met or superseded targets at Levels 1 - 3, due to the strenuous efforts put in by staff in a year that has been like no other. as expected.</p> <p>Progress on the Urban Farm continues to gain momentum, with visiting groups and further interaction with contributing schools. 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.</p> <p>The curriculum investigations were somewhat interrupted which has meant the findings are due to be presented in the first half of this year rather than the end of last.</p> <p>See analysis data below</p> | <p>Along with Bayfield High school, KVC draws in between 80 - 90% of the cities ORS funded students. All of these students, as well as those who come with learning challenges, count in our data now, pulling our percentage pass rates down. Some would argue that this is deficit thinking. Not so! We are very proud of what we achieve with our akonga and continue to celebrate their successes.</p> <p>There is no doubt that we are recognised across the city for the great work we are doing with students who have real learning needs.</p> <p>Our Year 11, Level 1 NCEA results exceed our projected target of 70%, with a pass rate of 75.8%. Students were thoroughly tracked throughout the year. In terms 3 and 4, fifteen students completed extra courses on work and life skills. Eight of the students needed the credits gained in those courses to pass level 1.</p> <p>Our pass rates for Year 12, Level 2 was very strong at 82.4%. Again the thorough tracking of students and time spent ensuring students were coursed to match their level of ability and interest helped. Many students gained valuable skills through STAR courses. Eight students completed an extra work skills course in term 4. Four students relied on the extra credits earnt in the course to pass level 2.</p> <p>The Year 13 (Level 3) target was well surpassed with 96.8% of students who completed a full year 13 course of 60 or more credits, gaining level 3. And 80.6% of all year 13 students gained level 3. The University Entrance pass rate was low at 22.6%. However, many of the year 13 cohort were on a vocational pathways trajectory. Of those students who studied a course eligible for university entrance, 75% gained UE.</p> <p>16 students studying at the Otago Secondary Tertiary College and 20 studying a Gateway courses demonstrates our commitment to allow students to access Vocational Pathways. Demand for Gateway and STAR courses continues to outstrip supply. This has had a negative effect on our University Entrance pass rates over the last four years which has continued to decline as less and less students are opting for a course leading to University.</p> <p>The extensive tracking of students in Years 11, 12 and 13 done throughout the year, and the work of the careers advisor sourcing many alternative</p> |
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| | <p>opportunities for identified students to gain skills and credits has positively impacted the results of our students.</p> <p>The introduction of Whanau groups and the closer scrutiny each student was under from the whanau teacher may have had an impact on the improvement of the NCEA results across the board, but there is no numerical evidence of this at this time.</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: Annual Goals

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Goal 2: To implement whānau groups, a new reporting system, three-way conferencing and timetable changes that were investigated in 2019

- Whānau groups are introduced along guidelines provided and staff are supported in these new roles
- A whānau facilitator is appointed and will provide resources to assist teachers
- Regular PLD and time slots are provided/given to allow teachers to develop their skills and feel more confident
- A to L reports and grade summaries are developed to provide students and whānau with additional information about student progress
- Three-way conferencing is facilitated, which allows students and whānau to feel much more involved in learning conversations and there is real ownership from all parties involved
- A new timetable structure is implemented
- A mentor of Māori/Pasifika students is appointed
- The House system is strengthened through whānau groups

Current State:

After extensive research and investigation in 2019, recommendations were made to staff and the Board for 2020, around the introduction of whānau groups, a new reporting system, three-way conferencing and timetable changes. These have been widely discussed with staff and students and whānau were informed through a brochure sent into every home.

With any change model, it is important to provide resourcing and support for all staff and students affected, so that they can feel confident in the process and see the benefits for them, as well as their learning and achievement.

| Target – by the end of 2020 | Strategy | Personnel Resources | Review |
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| The SMT or its delegates will have provided: <ul style="list-style-type: none">• a supporting environment in which to implement these changes | A whānau facilitator position will be advertised and an appointment made from within the school. | Purchase of MyMahi A regular Monday time slot for PLD Activity resources | Quarterly updates to the Board mtgs through principal reports |

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| <ul style="list-style-type: none"> resources that are helpful and provide direction in facilitating whānau groups the MyMahi database that allows tracking to occur a Māori/Pasifika mentor to monitor and guide these students <p>ALL teaching staff will have:</p> <ul style="list-style-type: none"> been involved in running a whānau group of 10 - 12 students assigned to houses been recording student progress in A to L reports under two headings '<i>Managing Self</i>' (Effort) and '<i>Relating to Others</i>' (Behaviour). written a comment that includes feedback and feedforward for all students they teach at least once per term generated grades summaries as per the school calendar facilitated three-way conferences as per the school calendar, and in doing so coach students to drive those conversations attended all PLD opportunities provided around the whānau groups and other initiatives listed in this goal | <p>School funded PLD sessions around whānau groups will be a regular feature on the school calendar and facilitated by the whānau leader and SMT.</p> <p>Part of these will be sharing stories about what is going well in other groups as well as challenges faced.</p> <p>MyMahi will be purchased and available to all whānau teachers as well as administrators. This programme includes resources. PLD from an external provider will be facilitated.</p> <p>A calendar of events/themes will be created so that all whānau groups are covering the same materials.</p> <p>A Māori mentor will meet regularly, during assembly times with Māori/Pasifika students to add another layer of pastoral care and mentoring.</p> <p>Whānau groups are created using the House system. These groups include as many of the BC students as possible.</p> <p>A floater will be part of the system to ensure relievers are supported in taking whānau groups.</p> <p>A new TT is developed to provide times for whānau meetings to happen at least twice per week, sometimes three times per week. Lunchtimes are all made the same length to avoid confusion from day to day.</p> <p>An initial script will be provided to whānau teachers to support them in introducing themselves, as well as inviting them along to the first of the three-way conferences.</p> | <p>calendared days for three-way conferences</p> <p>whānau Facilitator</p> <p>All teaching staff</p> <p>Data administrator</p> <p>whānau Teachers</p> <p>SMT</p> | <p>Whānau groups were established and implemented at the beginning of the year. All have 11 or less students and one teacher who will stay with them through Y9-13.</p> <p>A new timetable structure was implemented to accommodate whānau time. There are 3, 25 minute slots. 2 are dedicated whānau times and one is a revolving assembly time.</p> <p>Every whanau class has a "buddy class" within the same house groups. This means if a staff member is absent, there is a consistent plan in place. Also, the groups sometimes get together for activities.</p> <p>Michelle Bennett was appointed whānau facilitator and organised a multitude of resources for whānau teachers to use. Resources are shared centrally on a shared Google drive. Many short PLD sessions on activities for whānau time were provided.</p> <p>The first set of 3-way conferences resulted in a huge increase in</p> |
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| | <p>Three-way conferences are calendared. Initial scripts are to be provided to staff to guide these conversations and these will be discussed in a staff PLD session before conferences take place.</p> <p>Staff will only be required to write two comments, once per term, for each student they teach. Guidelines will be provided for this. They can do this at any point during the term, enabling them to manage workload.</p> <p>Some firm guidelines are given around report comments to be written as well as suggestions for proofreading. This will be discussed in a full staff meeting.</p> <p>Days will be set aside on the school calendar for these three-way conferences providing staff with significant time allowance in an effort to reduce workload.</p> | | <p>parent/caregiver engagement with over 80% of parents/caregivers attending. The second set of interviews which were subject based also had an noticeable increase in parent/caregiver engagement.</p> <p>Michelle Bennett and Margaret Beagley are attending MyMahi PLD.</p> <p>A plan was made for the use of mymahi so that staff were using the same resource at the same time. An effort was made to make the lessons relevant to the time of year. For example - study skills before exam time.</p> <p>Further planning and use of mymahi is a key focus for 2021.</p> <p>During Covid and the lockdown the advantages of the similar whānau group was evident. Teachers had a smaller group to stay in contact with.</p> <p>The new reporting system was developed with new custom reports designed for both juniors and seniors. These reports give grades</p> |
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| | | | <p>only. Each term a grade summary report was sent home. The attitude to learning reports were modified to have two grades; Managing Self and Relating to Others. Learning comments were written on the attitude to learning reports at least once a term.</p> <p>Whanau teachers were provided with A to L print outs and encouraged to have regular discussions with students.</p> <p>Assembly seating was changed so that students sit in house areas and in their whānau groups. This has helped support the House structure and spirit. An attendance House cup, presented each term to the House with the highest attendance was also introduced. The numbers and mix of year levels in each House were balanced as much as possible.</p> <p>Antonia assumed the role of Māori/Pasifika mentor. A group of students were appointed as a Māori/Pasifika committee to help with and promote events.</p> |
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| | | | A student and staff survey was done on whanau groups in term 4 and some tweaks will be made for 2021 around timing and purpose. |
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| Analysis | Evaluation |
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| <p>Staff and students have embraced whanau groups on the whole. Some areas of strength include every staff member taking a group and the house group structure plays a more recognisable role in the school.</p> <p>Students especially, and staff, are very keen to develop more to do during whanau times and are keen to spend more time with other groups from their house. The tug of war competition was well enjoyed.</p> <p>The role of the house leader will be further developed.</p> <p>The dramatic increase in the attendance at three way conferences (doubling) is proof in itself of the engage of whanau/fono in the school/students/whanau partnership.</p> | <p>The idea of creating a sense of belonging had been developing among staff and continues to grow. For some staff, this role is quite different from what they are used to. Staff have been encouraged to “play to their strengths” and autonomy of the direction of whanau groups has been encouraged.</p> <p>More will be done in 2021 to develop a unified understanding of the purpose of whanau groups including the teacher and students' unique roles within their group.</p> <p>The use of Mymahi will be a PLD focus in 2021.</p> |

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Goal 3: Curriculum Design

- The school explores/investigates the design of its Year 9 & 10 curriculum with a view to bringing about higher levels of student engagement and a more integrated programme that better prepares students for NCEA. This will include a close look at the current modular/elective system.
- Teaching pedagogy, very closely tied into the previous bullet point.
- Look at what is being offered in the Ag/Hort/Science curriculum area that has clearer links to the Urban Farm

Current State:

Research would suggest that there is a direct correlation between student engagement and achievement. It could also be argued that highly engaged students are less likely to be involved in wayward behaviour. Over the past few years the school has been considering ways in which it may make the curriculum more engaging for students. We have heard that several schools have redesigned their curriculum at Years 9 & 10 to make them more engaging. KVC would like to take the opportunity to look at some of these schools to see what they have done and whether that could work in our context. This work was begun in 2019, however, when the investigations team saw the magnitude of other investigations and potential changes decided to park this investigation until 2020.

| Target – by the end of 2020 | Strategy | Personnel Resources | Review |
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| <p>Will have surveyed students and other key stakeholders about the relevance of our current Year 9 & 10 curriculum and any possible changes that might bring about higher levels of engagement.</p> <p>Visited other schools to look at their changes to curriculum delivery at Year 9 & 10. What brought that about, how well was it received by students and community, what were the teething</p> | <p>Discuss with the Board and staff the motivation behind this goal early in the year.</p> <p>The school explores/investigates mentoring/tutor groups.</p> <ul style="list-style-type: none"> • Discuss investigation with staff and the motivation of this research. • Establish a team of interested staff. • Team considers any other written research on this topic. • Survey students about motivators for success, self monitoring, | <p>\$5000</p> <p>Board</p> <p>SMT</p> <p>All teaching staff</p> <p>HOD/TICs</p> <p>Investigating team</p> | <p>Ongoing reports to Board through reporting against Strategic goals</p> <p>The start of progress towards this goal was delayed until after the lockdown period.</p> <p>Expressions of interest for staff who would be interested in being part of the investigation team were</p> |

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| <p>problems, things that went really well and things they might have done differently.</p> <p>Considered teaching pedagogy/practices tied into these new curriculum structures.</p> <p>Whilst visiting these schools, consider their modular structure in Year 9 as well as their reporting regimes and if there is a less labour intensive way of reporting to parents.</p> <p>Will have explored options around Ag/Hort standards and how these may tie into learning opportunities of the Urban Farm.</p> | <ul style="list-style-type: none"> • Write up specific questions and issues we are wanting to investigate in visiting schools. • Visit schools across NZ who have adopted innovative programmes. Listen carefully to their stories and the results of such a move. Also listen to the barriers that need to be overcome. • Look at timelines of implementation. • Report findings back to wider staff. | <p>asked for. A number of staff put their names forward. SMT discussed the names and settled on the following - Mike Waterworth, Janette Potter, Peter Dodds, Debbie Wilson, Bronwyn Wilson-Dale, Brigita Biondic and John Downes. The group recognises experience, and represents a range of subject areas and both core and module subjects.</p> <p>A timeline for the investigation was developed with the plan at this stage being any changes/innovations decided on will be planned for in 2021 and implemented in 2022.</p> <p>A mandate for the investigation was developed in SMT and has been shared with both the investigation team and the full staff. The investigation will look at both the year 7 to 10 core curriculum as well as the module structure.</p> <p>The initial stages of the investigation was around research with the group identifying and examining curriculum innovations and identifying ideas we want to</p> |
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| | | | <p>investigate further because they might be of value to KVC.</p> <p>An analysis (strengths/weaknesses/opportunities) of KVC's current junior curriculum, by the full staff, was completed over two staff meetings.</p> <p>The investigation team created a short list of schools we thought would be a value to visit. In November four staff members (Mike Waterworth, Janette Potter, Debbie Wilson and Peter Dodds) made a two day investigation trip around the south of the North Island, visiting 4 schools. The 4 schools were Aotea College, Kurunui College, Inglewood High School and Spotswood College. We sat down with key staff members and were able to talk about what they were doing with their curriculum and ask questions. We were also able to see their curriculums in action first-hand. This was extremely valuable and provided a huge amount of information and food for thought.</p> |
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| | | | <p>We also have identified several schools of interest that are close to home and are collecting information from them.</p> <p>At the start of 2021 we have made a new timeline.</p> <p>Some initial ideas for curriculum innovations at KVC has been put forward. The curriculum investigation group is going to meet at the end of February/start of March for a two hour session to create an initial proposal. The current plan is to have a first proposal ready to put in front of the staff late in Term 1.</p> |
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| Analysis | Evaluation |
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| <p>Progress has been made towards this goal. The research and information gathering phase of the investigation is generally completed and it has been very informative to see what is happening in other schools. In some ways this has also been good PLD for those involved in the investigations group.</p> <p>There is no doubt that the COVID pandemic has significantly impacted on this goal and has resulted in a shift of the timelines.</p> <p>This will hopefully see a plan to be presented for consultation in the first part of 2021 and if a consensus is reached then planning for implementation completed during the second part 2021, with a view to any proposed changes being put in place in 2022.</p> <p>This will require a considerable effort and commitment of time during 2021.</p> | <p>It was well worth visiting other schools who have already been down the path of changing things around in their junior curriculums and hearing their stories. From these visits it was reasonably clear what would and would not work in our context.</p> <p>Having a variety of curriculum areas represented in the investigation group has also helped keep discussion open and diverse.</p> <p>This is a two year goal that will be able to be evaluated at the end of 2021.</p> |

Kaikorai Valley College: Annual Goals (BD/MW/GR)

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WF = whānau Facilitator

Goal 4: School Culture - Through the introduction of whānau groups there is real focus on caring relationships, PB4L processes and school expectations

- Through the introduction of whānau groups there is a real focus on caring relationships, PB4L processes and school expectations
- Assistance is sought from outside agencies for staff and students in addressing issues of physical violence
- The school provides PLD on restorative practices
- The school makes it a priority in 2020 to improve public perception around student behaviour
- KVC is more "in touch" with its Māori/Pasifika community

Current State:

KVC has very well established behavioural systems that have been refined over the years. This is supported by comprehensive data that informs decision making. A very large majority of staff have embraced the PB4LSW philosophy, however, there is some evidence of a lack of ownership or a punitive approach is still being used on occasion.

Anecdotal data, supported by 2019 stand-down and suspension data, has indicated a rise in incidents of violence as defined in the PPTA's "Safety in Schools toolkit" being: Verbal abuse, written abuse (including text messages or websites), aggressive body language postures or gestures, threats of violence and assault. We believe this has also filtered out into the community and is affecting public perception, which ultimately is impacting on enrolments. Few schools would have the courage to declare this in a strategic plan but at KVC we wish to be proactive and go on the front foot to address this.

One of the motivators behind the move to whānau groups in 2020 is to strengthen the concept of connectedness through relationship building. It is envisaged that with much smaller whānau groups (10 - 12 students) there will be the opportunity to drill down into pastoral concerns and behaviours and work alongside students to develop skills/strategies that help them to deal with conflict/disagreements or differences of opinion.

| Target – by the end of 2020 | Strategy | Personnel Resources | Review |
|---|---|--|---|
| <p>The school has engaged with outside agencies, including the Police, in delivering programmes to students around managing anger and violence, with a particular focus on Years 7 - 10. Whānau groups have been introduced and whānau teachers are very much focusing on patterns of behaviour where violence (as defined above) are prevalent. This includes engagement with the family. Strategies/workons are put in place with the student to support them in making better decisions.</p> <p>The school has undertaken PLD for all staff in restorative practices. KVC has engaged in Tier 2 PB4L training.</p> <p>PB4L strategies have been revisited, including:</p> <p>Behaviour management that focuses on preventing problem behaviours through the development of social skills, reinforcing desired behaviours through teaching, consistent management of inappropriate behaviours, and using data-based assessment and problem solving to address concerns.</p> <p>Stand down and suspension rates have declined.</p> | <p>PB4L team will meet monthly to plan and implement strategies that are developed and recorded in an <i>action plan</i> for 2020.</p> <p>Lesson plans will be provided by the PB4L team and Whānau Facilitator to assist teachers in delivering a consistent approach to behaviour strategies.</p> <p>Whānau teachers are monitoring pastoral data very closely and engaging students and families in conversations around managing self. This may include goal setting as well as seeking counselling support in serious cases.</p> <p>Staff will consistently model the practices they wish to see from students.</p> <p>All behaviour entries will be done on EDGE. Staff will be familiar with the functionality of this programme.</p> <p>New promotional material will be designed and introduced to the school. This may include Te Reo.</p> <p>Restorative PLD is organised for staff and the learnings from this are implemented in teacher practice.</p> <p>PLD opportunities are sought for our deans. MOE Tier 2 of PB4L is explored and engaged with.</p> <p>PB4L will become a regular feature in school assemblies, and school newsletters.</p> <p>Competitions will be developed to reinforce expectations around core values.</p> | <p>PB4LSW team</p> <p>Coach</p> <p>SCT</p> <p>WF</p> <p>All staff</p> <p>whānau teachers</p> <p>SMT</p> <p>Board</p> <p>Community</p> | <p>Ongoing reports to Board through reporting against Strategic goals</p> <p>A whānau hui has occurred and ongoing community consultation with whānau of Māori and Pasifika students has been happening.</p> <p>Greater focus and activities for students around matariki enhanced practices and knowledge of not only Te Reo Māori but also Tikanga and Te Ao Māori.</p> <p>Daily notices feature words of wisdom that related to school values (In the first terms these centered around respect and then kindness). In Term 2 these have all been in Te Reo Māori and English. All values in this term relate to our school values.</p> <p>New signage has been developed to promote school values. These are to be up in all classes at the start of 2021</p> <p>Alumni banners have been created and support the pride</p> |

| | | | |
|--|--|--|--|
| <p>Posters and other visible material are used throughout the school that explains the core values/rules we expect of all people involved in Kaikorai Valley College have been updated.</p> <p>Further functionality in EDGE is being utilised.</p> <p>Parents and caregivers are being contacted after every classroom withdrawal.</p> <p>All staff are fully engaged in the teaching and modelling of appropriate behaviours, and this is embedded into teaching practice.</p> | | | <p>in previous student achievement.</p> <p>Staff PRIDE draws happen each Friday and are well received.</p> <p>Student PRIDE draws have been regular at assemblies.</p> <p>PRIDE cards continue to be well-used and we now have introduced digital versions of these that staff can email out.</p> <p>As a part of Whānau time all groups from Y7-13 have been doing a programme around managing anxiety. This has proved to be very successful.</p> <p>Staff PLD has happened around differentiation, ADHD and Digital initiatives in an attempt to provide greater awareness and outcomes for students and staff.</p> <p>School-wide activities like House days, lunchtime sport and can appeals have fostered school pride, and care and understanding for others.</p> <p>Parent contact has increased with whānau groups and regular meetings and communication from staff.</p> |
|--|--|--|--|

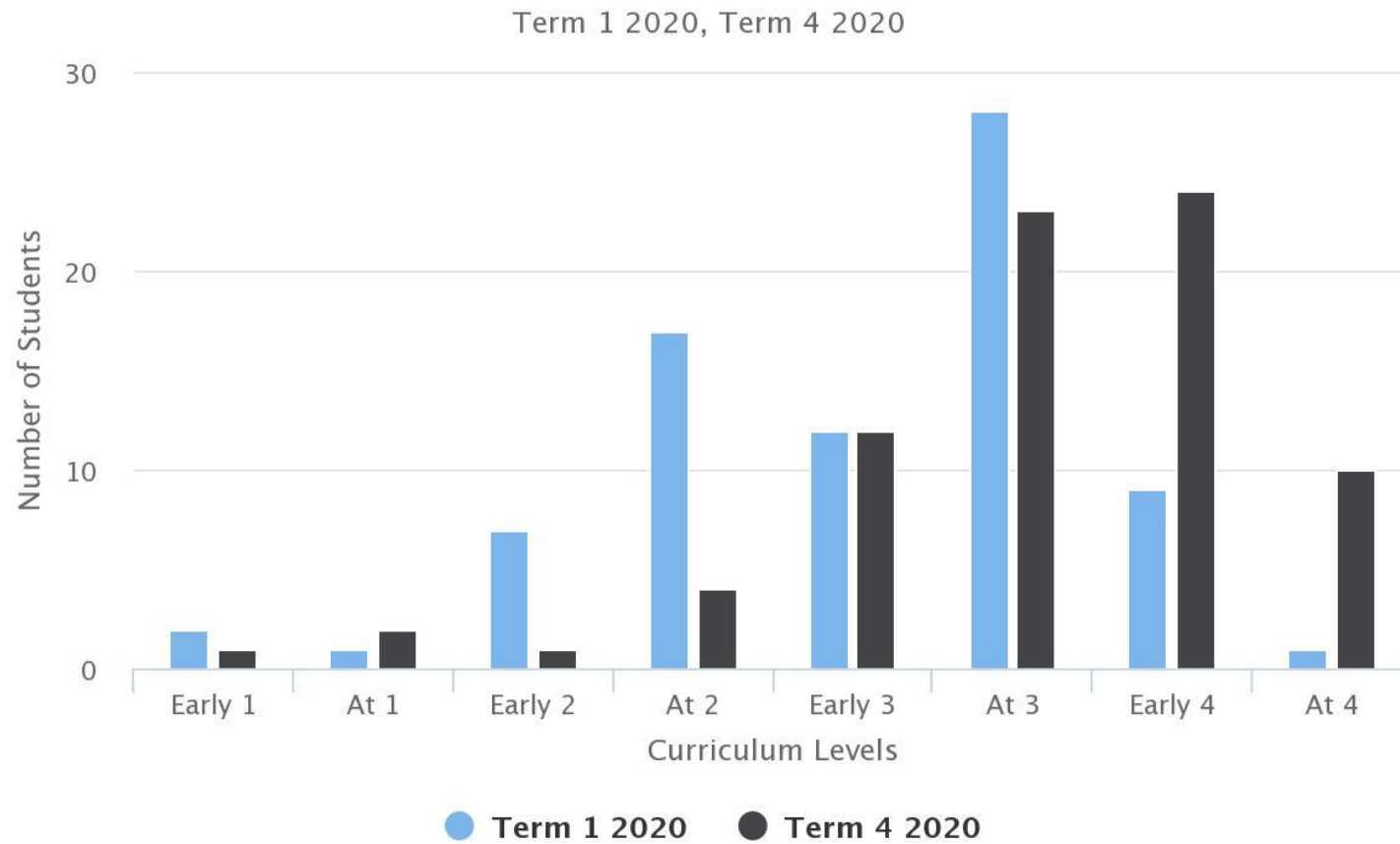
| | | | |
|--|--|--|--|
| | | | <p>Kapa Haka, Cook Island Dancing and Pasifika groups are up and running.</p> <p>Free lunchtime activities like Science club and Theatre Games are offered to all.</p> <p>The new library provides many quiet games and activities for students at break times.</p> <p>School attendance at the midpoint of the year was at over 90% This was celebrated in assembly and prizes were awarded for whānau group and House winners.</p> <p><u>COVID19</u></p> <p>COVID-19 initiatives around wellbeing were regularly communicated to the school community via email and phone conversations from staff and the principal.</p> <p>Regular staff check-ins were made by SMT.</p> <p>Counselling services were available, advertised and recommended to staff.</p> <p>A school-wide focus on wellbeing first was encouraged with families. Work and expectations were modified to cater for students</p> |
|--|--|--|--|

| | | | |
|--|--|--|---|
| | | | <p>and families who were struggling.</p> <p>Hard pack and digital resources were developed and, in many cases, delivered to homes by staff.</p> |
|--|--|--|---|

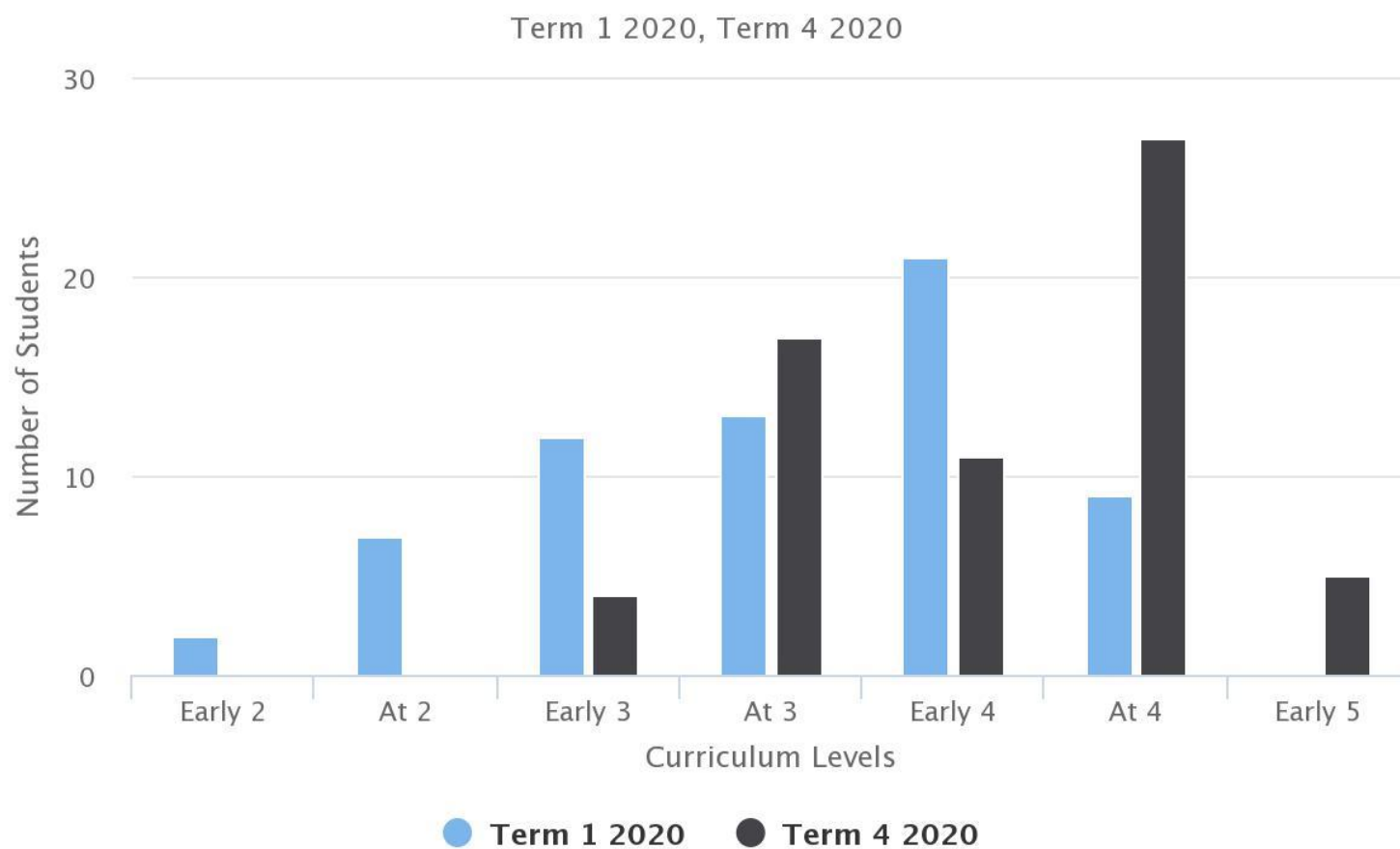
| Analysis | Evaluation |
|--|--|
| <p>We have made significant progress towards this goal and PB4L practices are being further embedded in the day to day operation of the school. Staff are focusing on positive expectations for students and these are being actively taught to students. Steady progress is being made and with the staff PLD planned for the start of the 2021 year around restorative practices, this should further enhance this.</p> <p>Staff and student well-being initiatives are being undertaken and regular student PRIDE draws as well as a staff PRIDE happen regularly. Staff and student successes are celebrated and shared with the community through notices, assemblies and the</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>Covid19 put a considerable strain on everyone in NZ and as a school regular checks were made with staff and students during the lockdown period. Devices were provided, where needed, and hard pack resources were provided. Wellbeing and support networks were recommended and advertised to staff and the wider school community.</p> | <p>With the active teaching of ways of being positive KVC citizens we saw some very pleasing progress around school culture. We still have a number of students who this did not work for and our stand down and exclusion statistics reflected this.</p> <p>PB4L strategies have become well embedded in the daily operations of the school and students understand and support the school values.</p> <p>We are pleased with the way we support our diverse community holistically. We provided extension or learning support opportunities, additional resourcing for students with significant behaviour needs and support and assistance for whanau.</p> <p>2020 saw a strengthening of our school-wide use of te reo and tikanga maori. As these practices become more and more commonplace we will see enhanced outcomes for not only our maori community but the school as a whole.</p> <p>A need for further staff PLD around restorative practices was identified and this is due to happen prior to the start of school for 2021.</p> |

Year 7&8 OTJ Analysis 2020

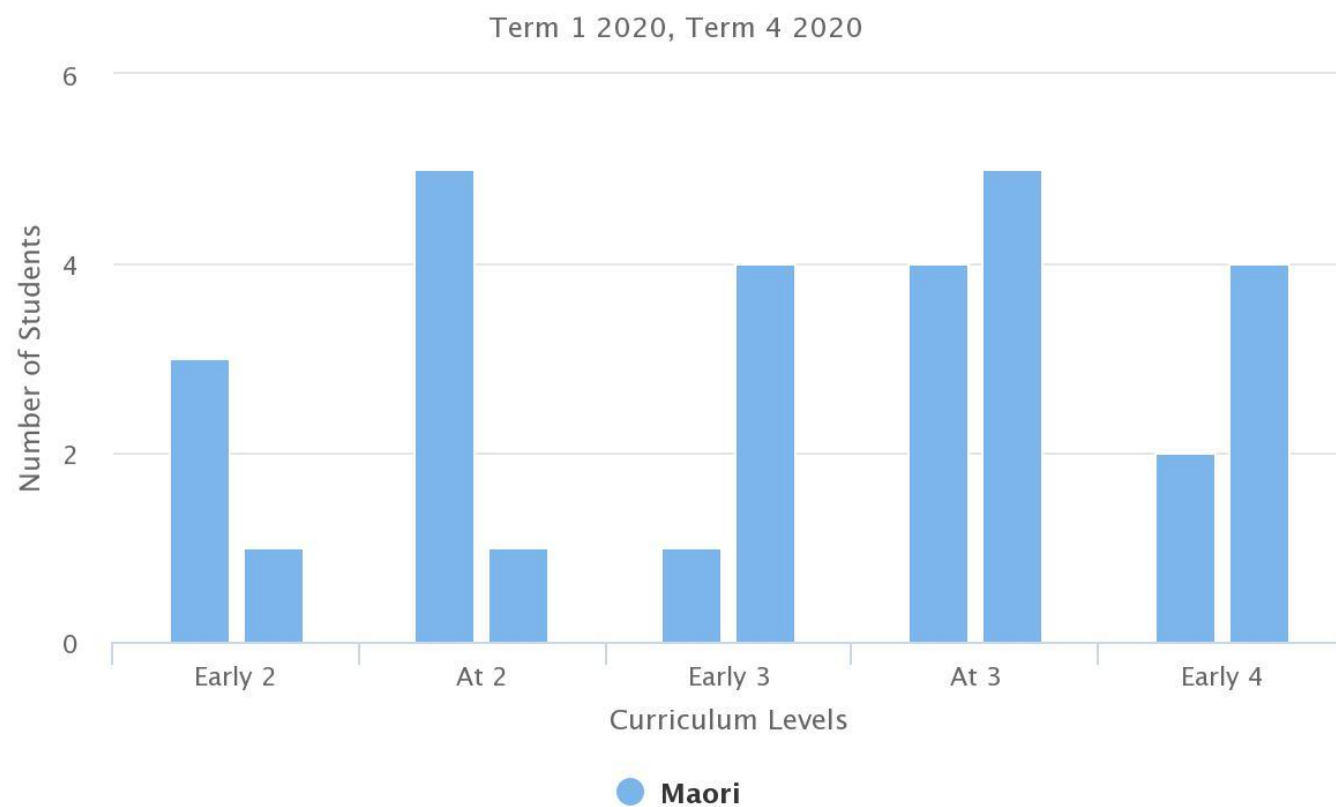
Year 7 Reading 2020 (Male and Female)



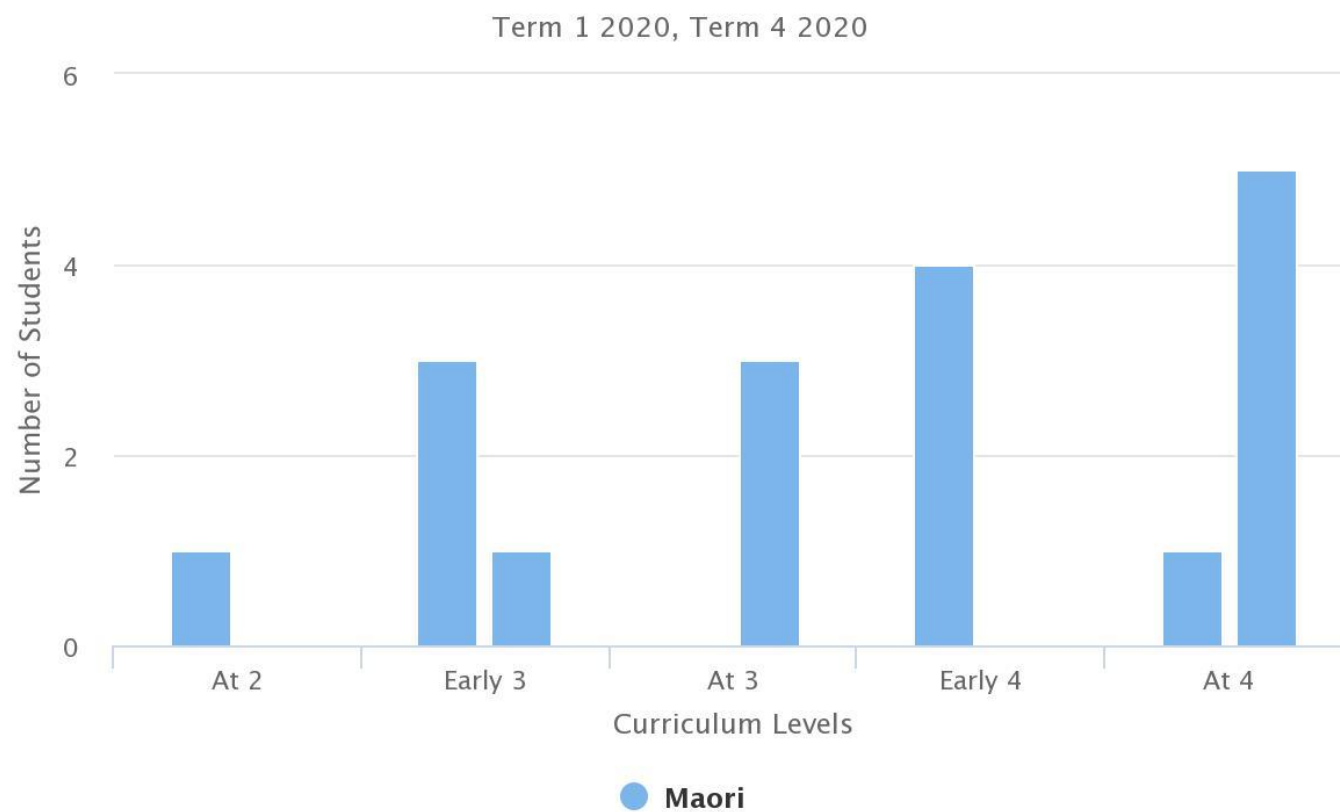
Year 8 Reading 2020 (Male and Female)



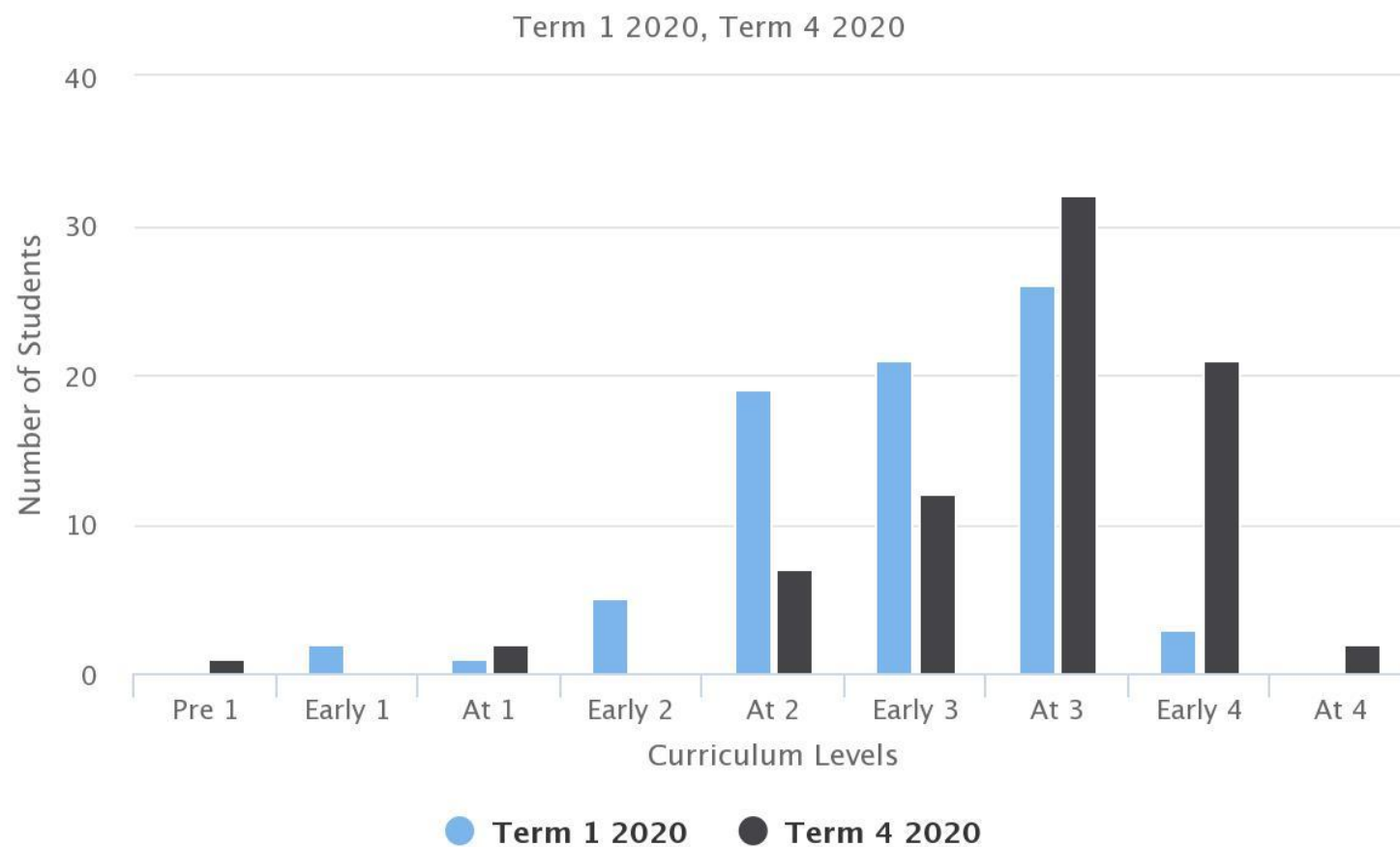
Year 7 Reading 2020 (Māori students)



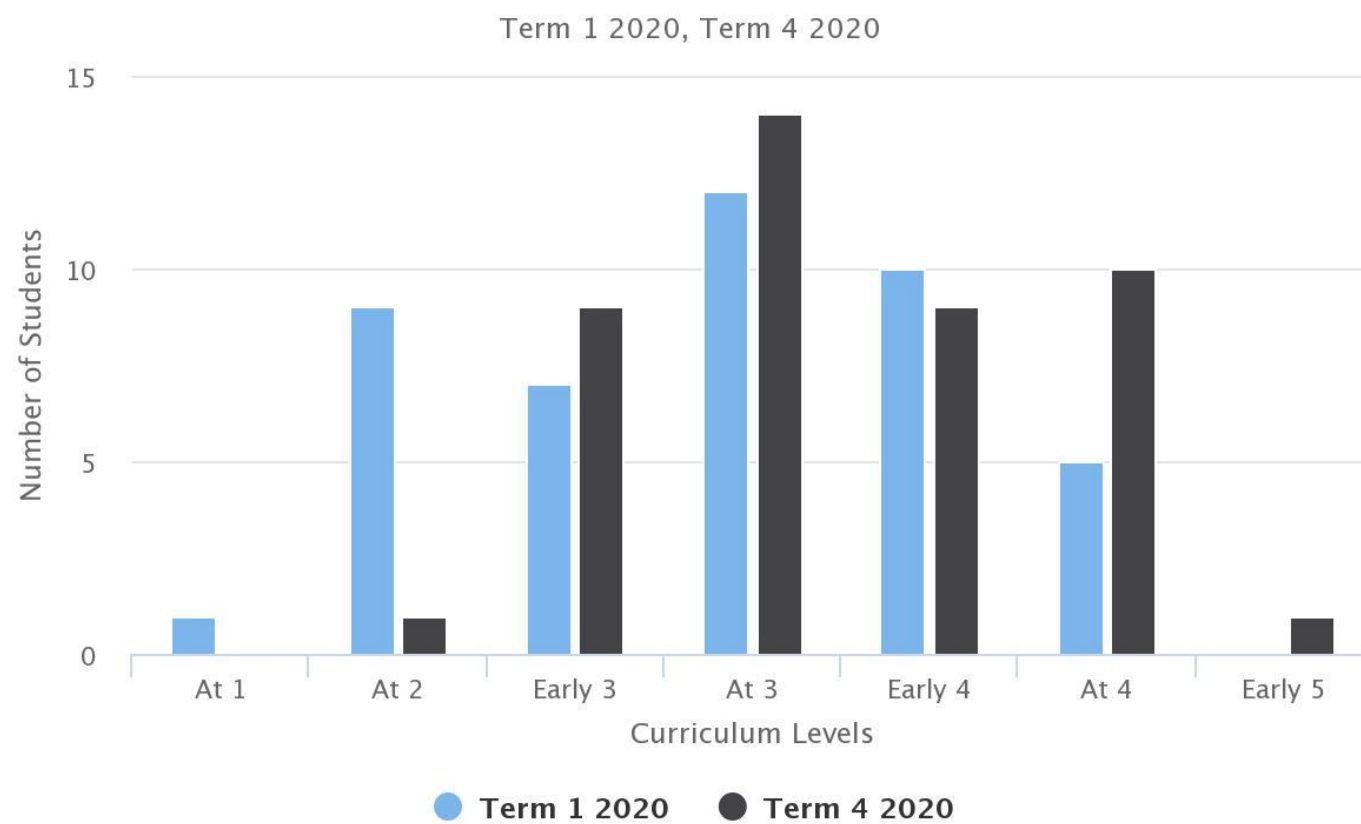
Year 8 Reading 2020 (Māori)



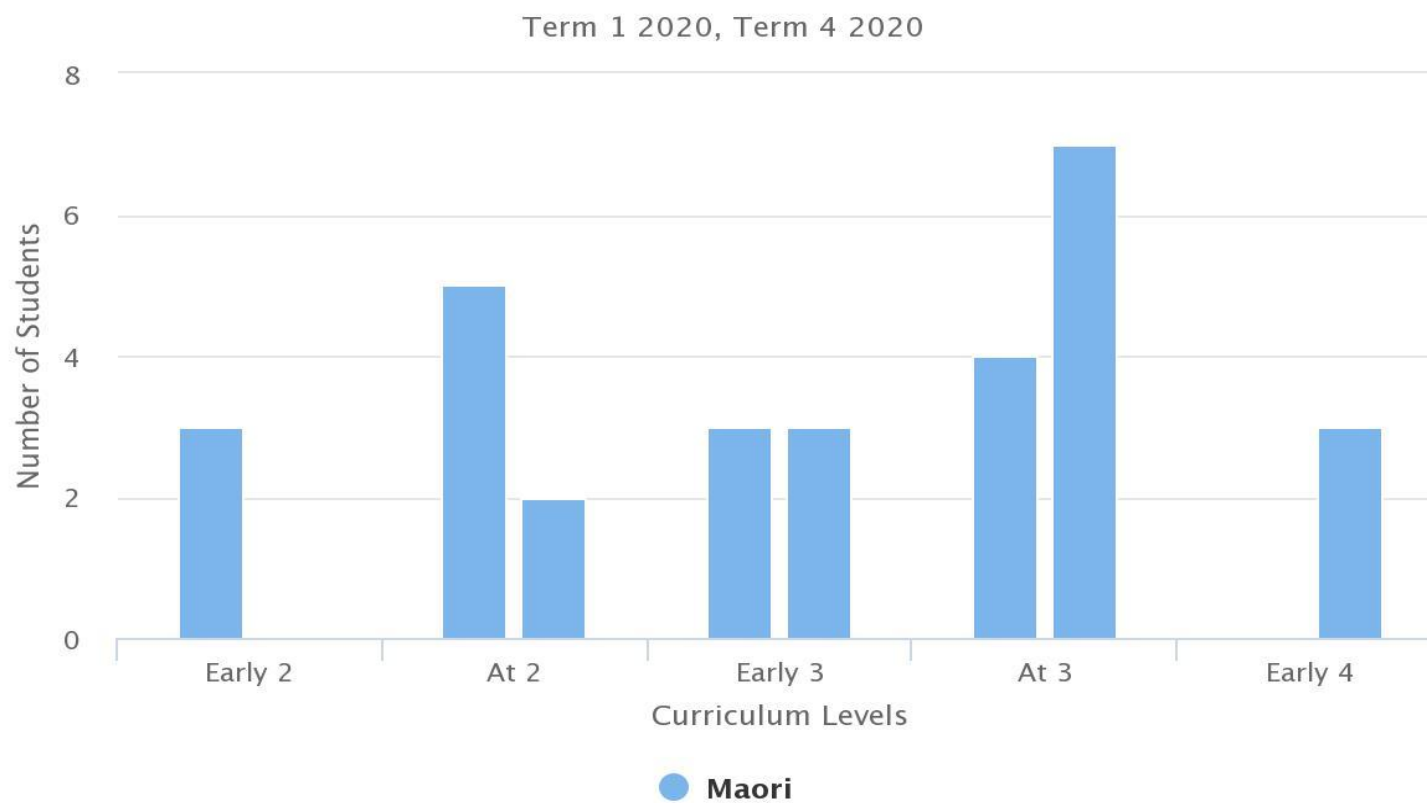
Year 7 Writing 2020 (Male and Female)



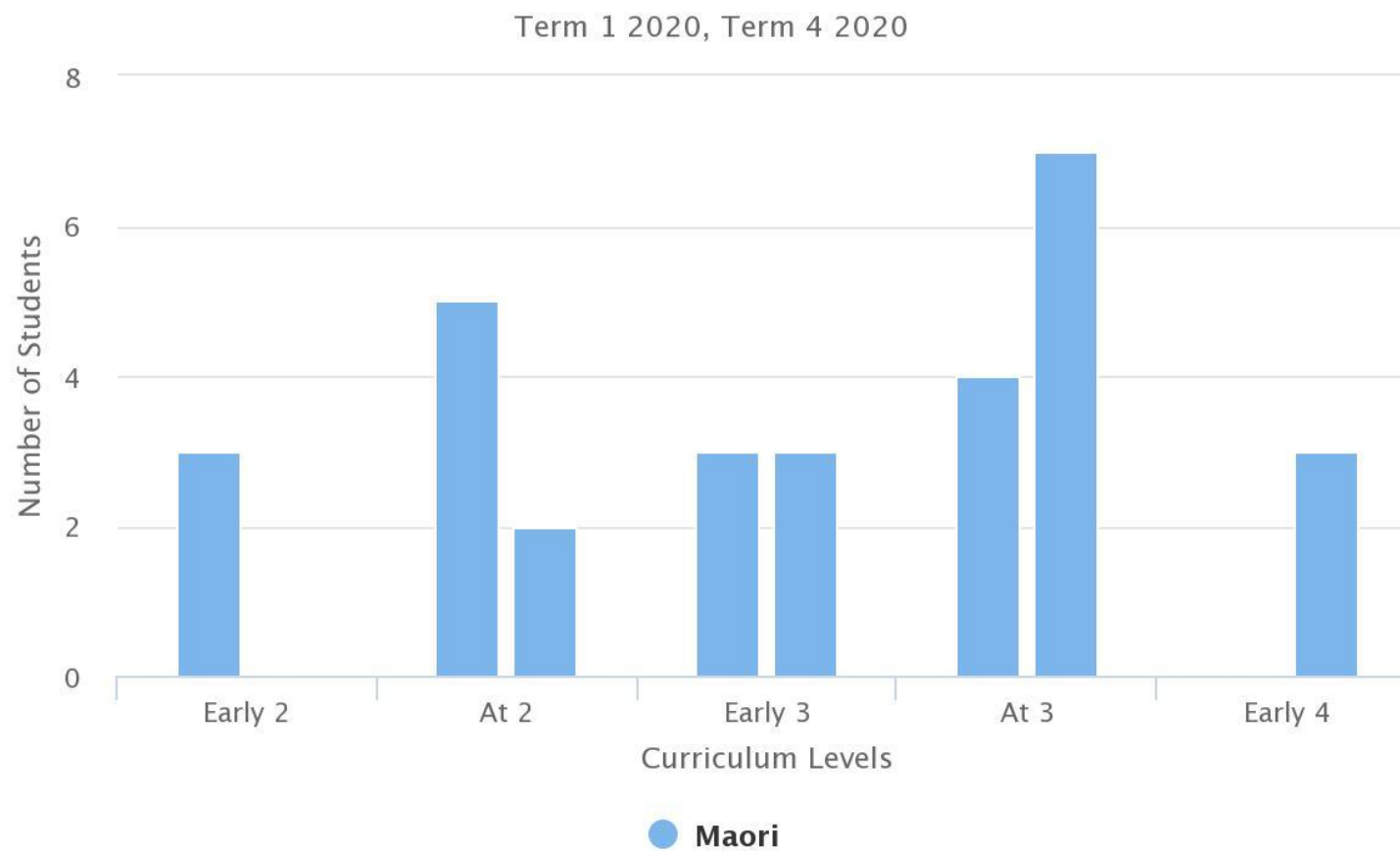
Year 8 Writing 2020 (Male and Female)



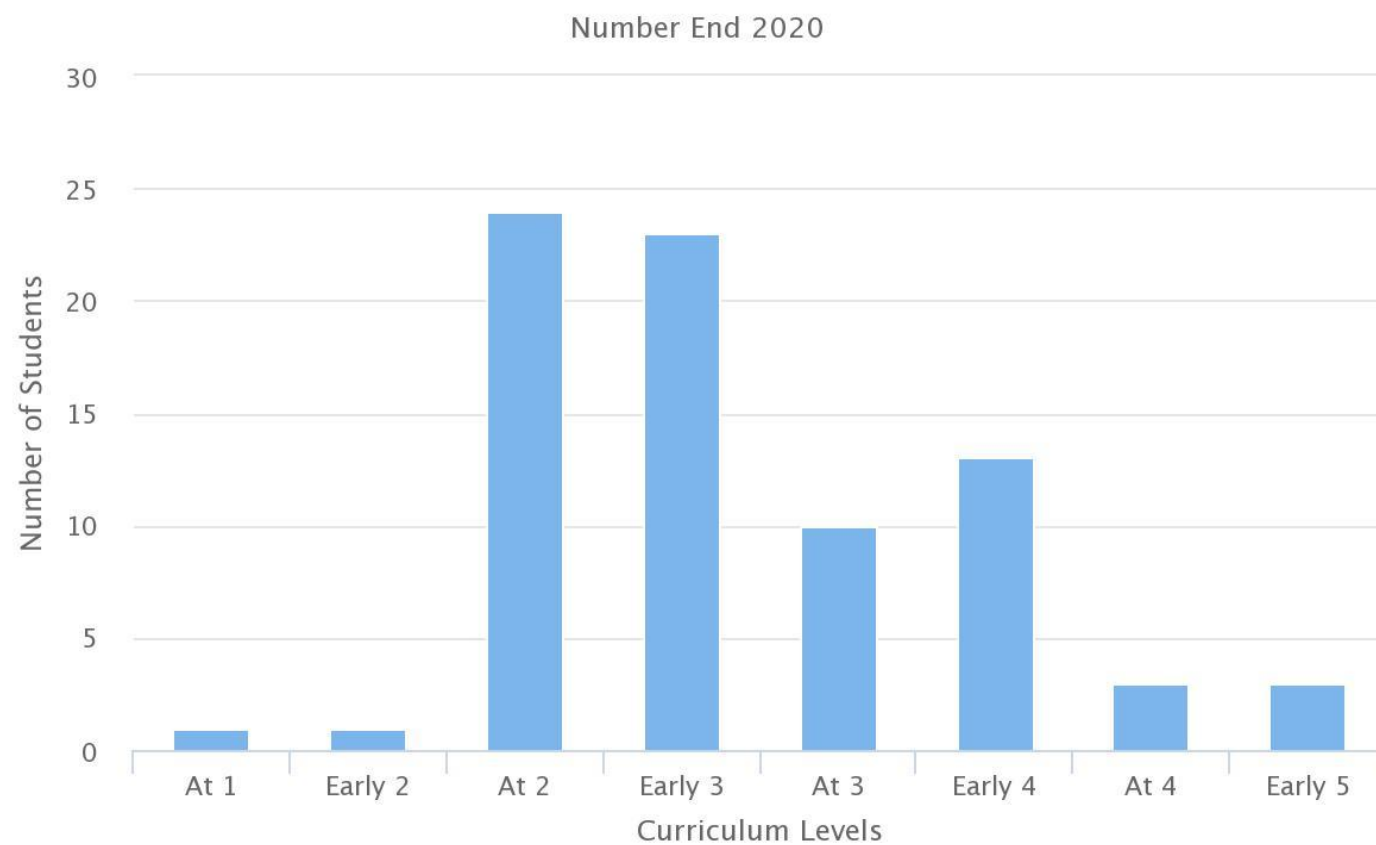
Year 7 Writing 2020 (Māori students)



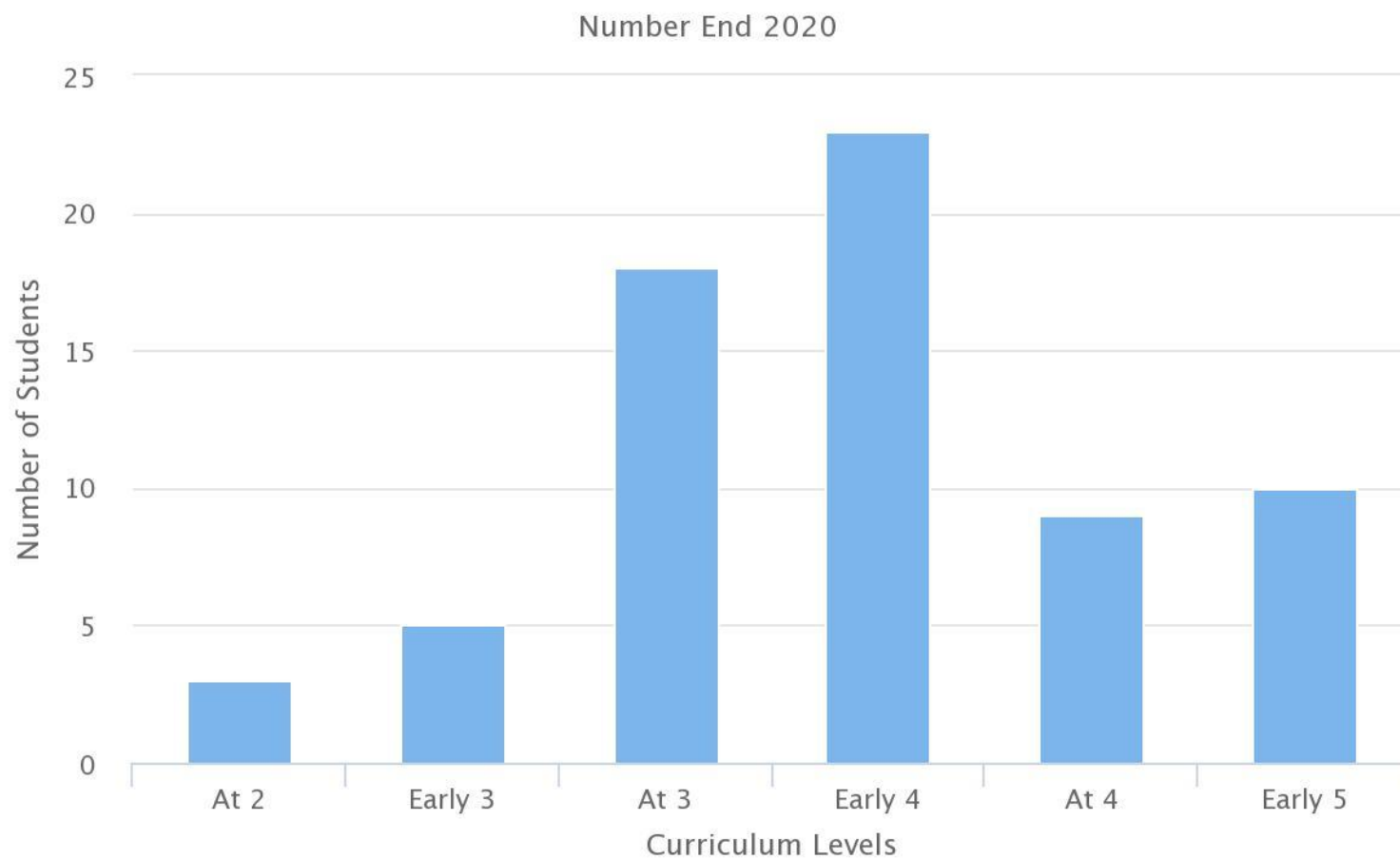
Year 8 Writing 2020 (Māori)



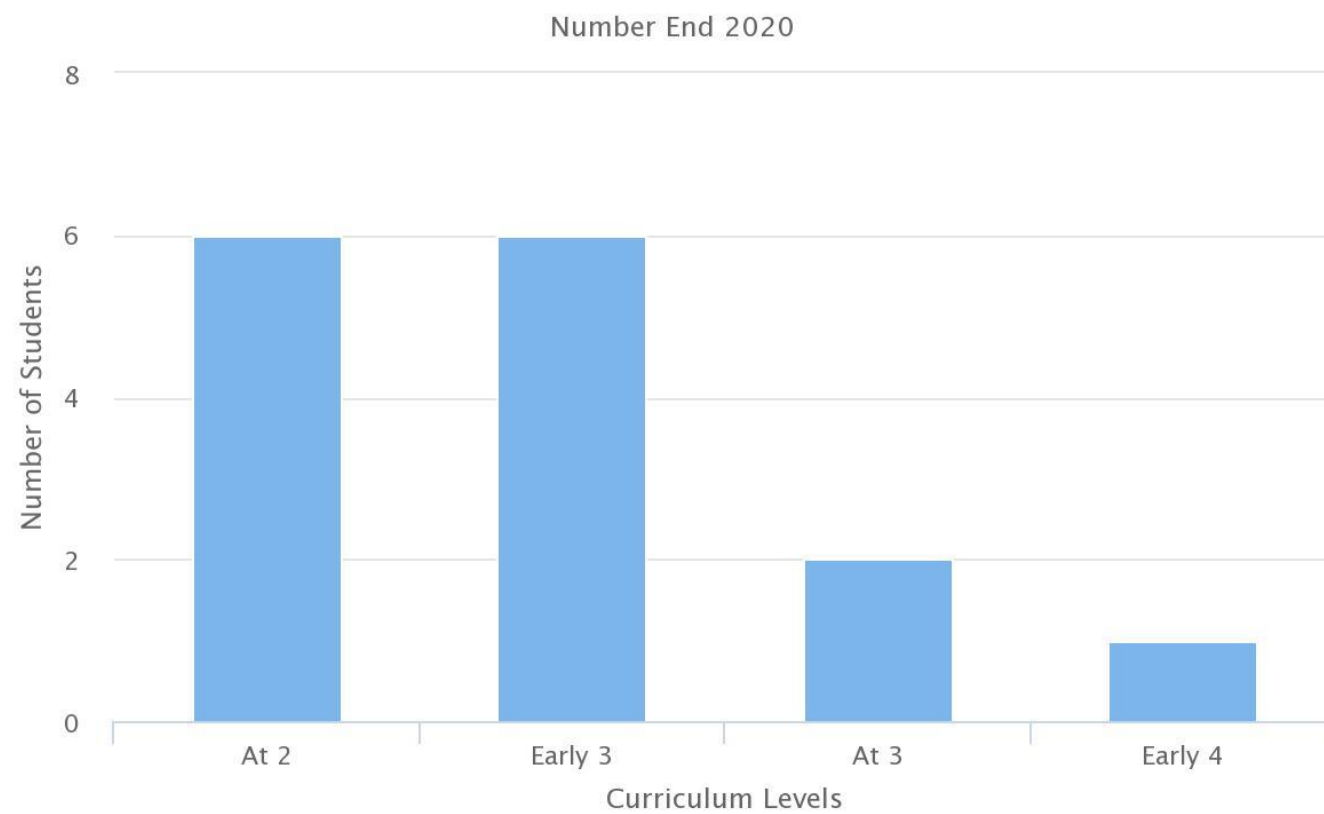
Year 7 Mathematics 2020 (Male and Female)



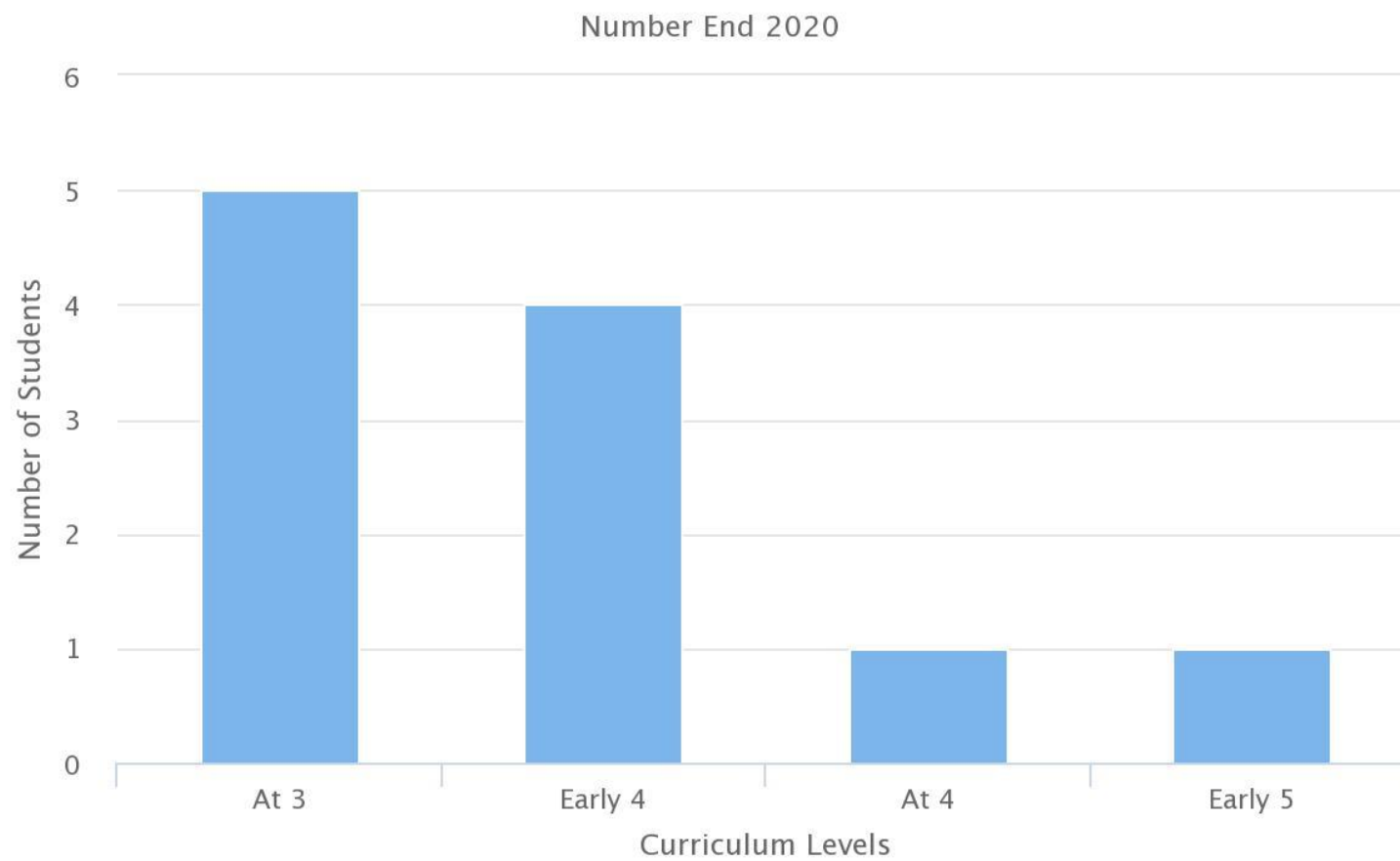
Year 8 Mathematics 2020 (Male and Female)



Year 7 Mathematics 2020 (Māori)



Year 8 Mathematics 2020 (Māori)



Year 7 students should be beginning to work at Level 4 of the curriculum and Year 8 students should be working at Level 4 by the end of the year.

Analysis

Literacy and Numeracy ability across the Junior College is varied, but it is pleasing to see progress across the areas as is evidenced by the whole cohort charts. It can be noted from the spread of curriculum levels that there are, at times, students in classes working across 5 curriculum levels. Careful planning and differentiation is delivered to cater for this.

Although we have low numbers of Māori students these results, while wide-ranging, still trend towards below the expected level; this was especially the case in numeracy. However, we have placed greater emphasis on tikanga and Te reo Māori in the context of lessons and have tried a number of initiatives to accelerate the learning of priority learners.

Intervention programmes for priority learners and extension opportunities have been successful and individuals involved in these groups have had significant success. Our Mathematics extension programme has been particularly successful and we have a very keen, diligent group of high performing mathematicians progressing through to Year 9.

Evaluation

Following recent years' development and progress in writing, a number of different strategies are being employed across classes in 2021. Explicit grouped teaching is continuing in various forms across all three areas of mathematics, reading and writing. Interventions for literacy are happening twice weekly for target groups from each class. We have decided to focus on students working slightly below the expected level as a little extra boost is all that is required to lift their achievement.

In Mathematics, we have decided to group differently for 2021. We have extracted an extension group at Y7 and the other two groups are balanced between students working close to the expected standard and those below. It is hoped by spreading our priority learners further, that we will see further acceleration of learning in numeracy.

The use of technology as a learning tool has been greatly enhanced by the use of Chromebooks (30) that are shared among the Junior College classes. This is enabling us to use Speech to Text, Grammarly and other adaptive programmes to support student learning. Staff PLD and development is ongoing and collaborative in this area.

We adjusted the way we tracked mathematics data in 2020. Instead of recording a range of different areas under the Number strand, we have moved to record one overarching curriculum judgment per strand area. This will allow for cleaner tracking and a clearer picture of where students are at across cohorts. Individual tracking of holes through pathway assessments such as asTTle and IKAN allow for the identification of areas of concern for individual akonga.

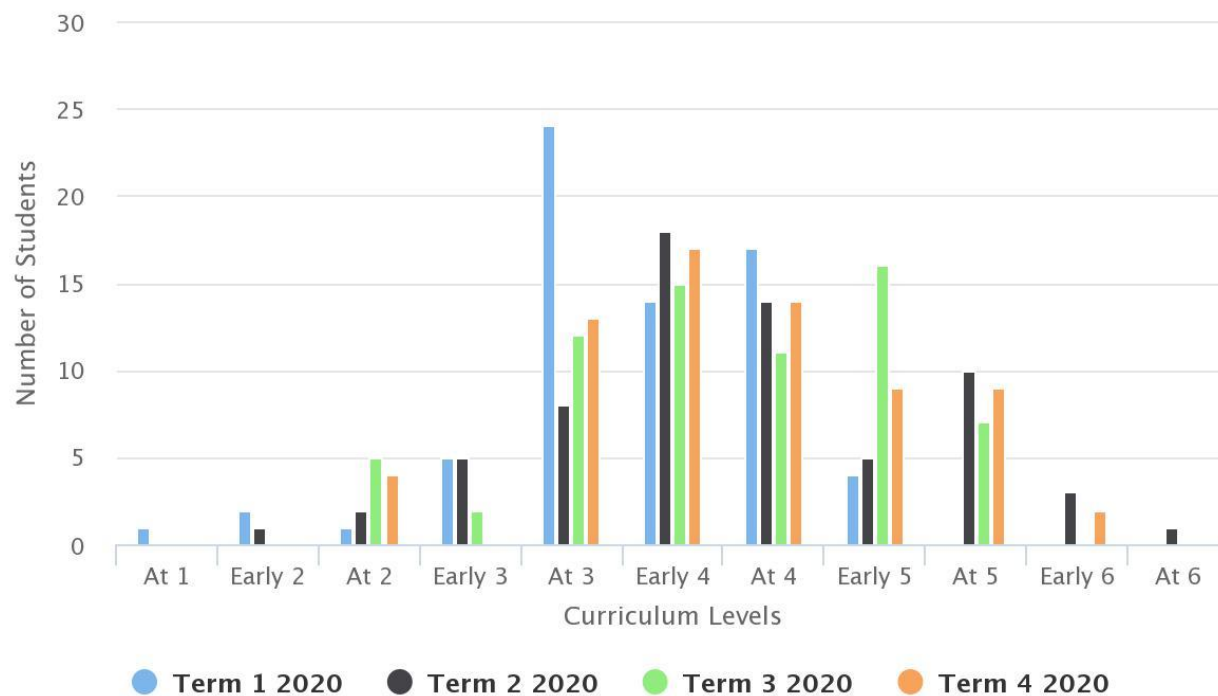
Year 9 Results END 2020

Year 9 Writing

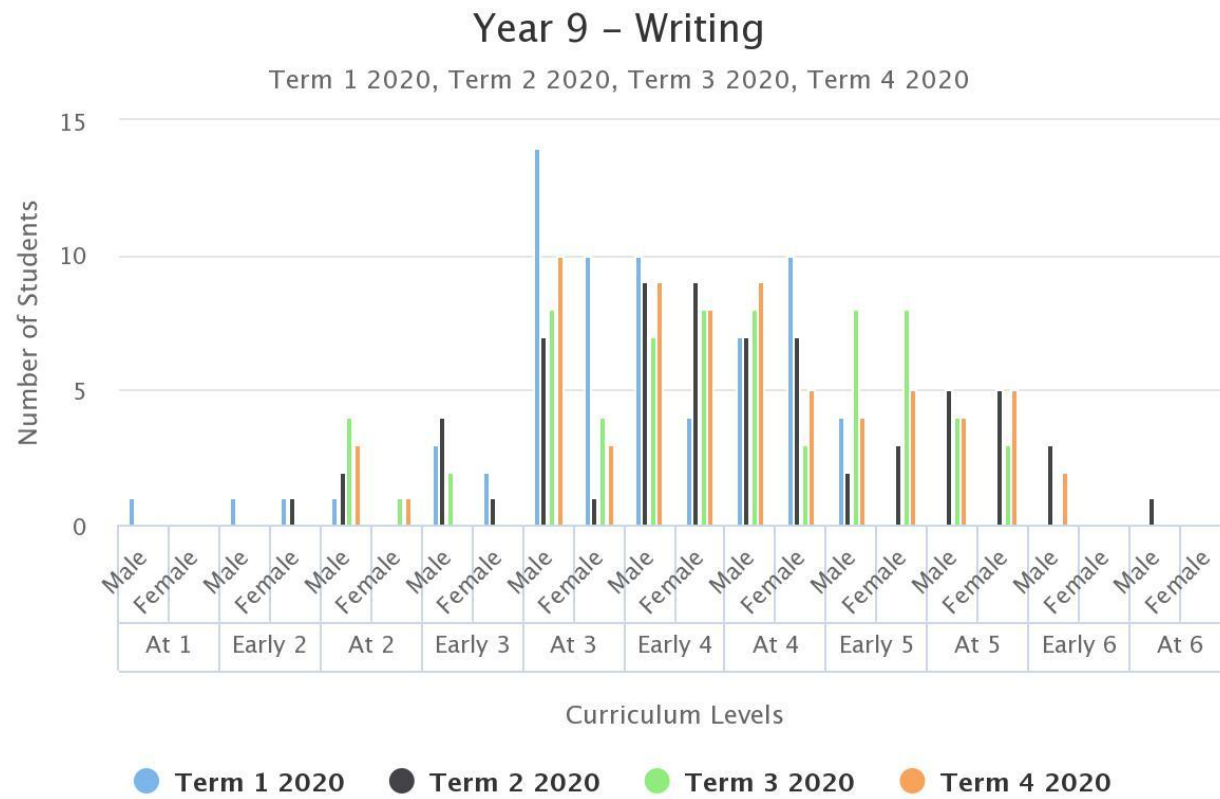


Year 9 – Writing

Term 1 2020, Term 2 2020, Term 3 2020, Term 4 2020

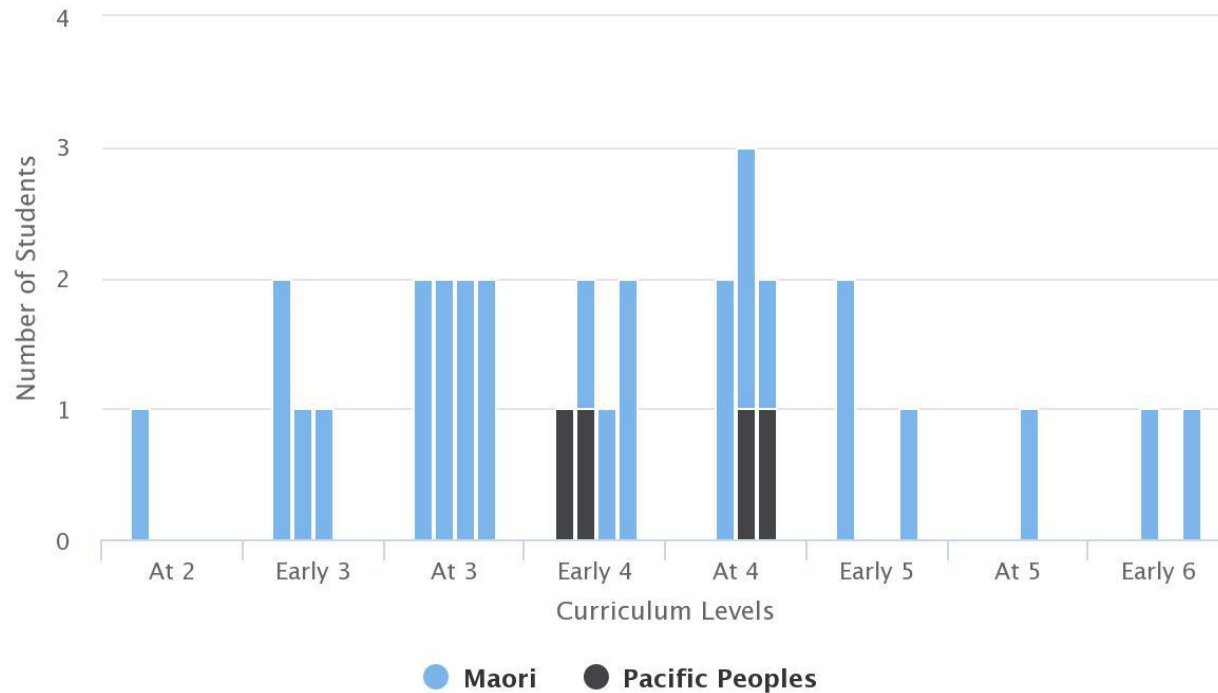


Gender



Year 9 – Writing Maori, Pacific Peoples

Term 1 2020, Term 2 2020, Term 3 2020, Term 4 2020



Analysis and Evaluation

Overall: There has been really good progress over the course of the year with steady rises until the end of the year. The students who are still very low (at L2 or below) are students with ORS funding or special learning needs. The term 1 results are congruent with very little teaching being done before the diagnostic testing that is reflected by the term one, blue line.

We are very pleased by this progress, but as always, we continue to strive for all students to be at or above the expected level.

Key factors to address lower than hoped for achievement are; poor attendance, low work completion and poor organisation. As a

department we follow school procedures where relevant, for example, attendance. For other issues we use measures such as phone contact, email, attitude to learning comments, completing work at break times, suggesting and making digital devices available, using teacher or teacher aide as scribe.

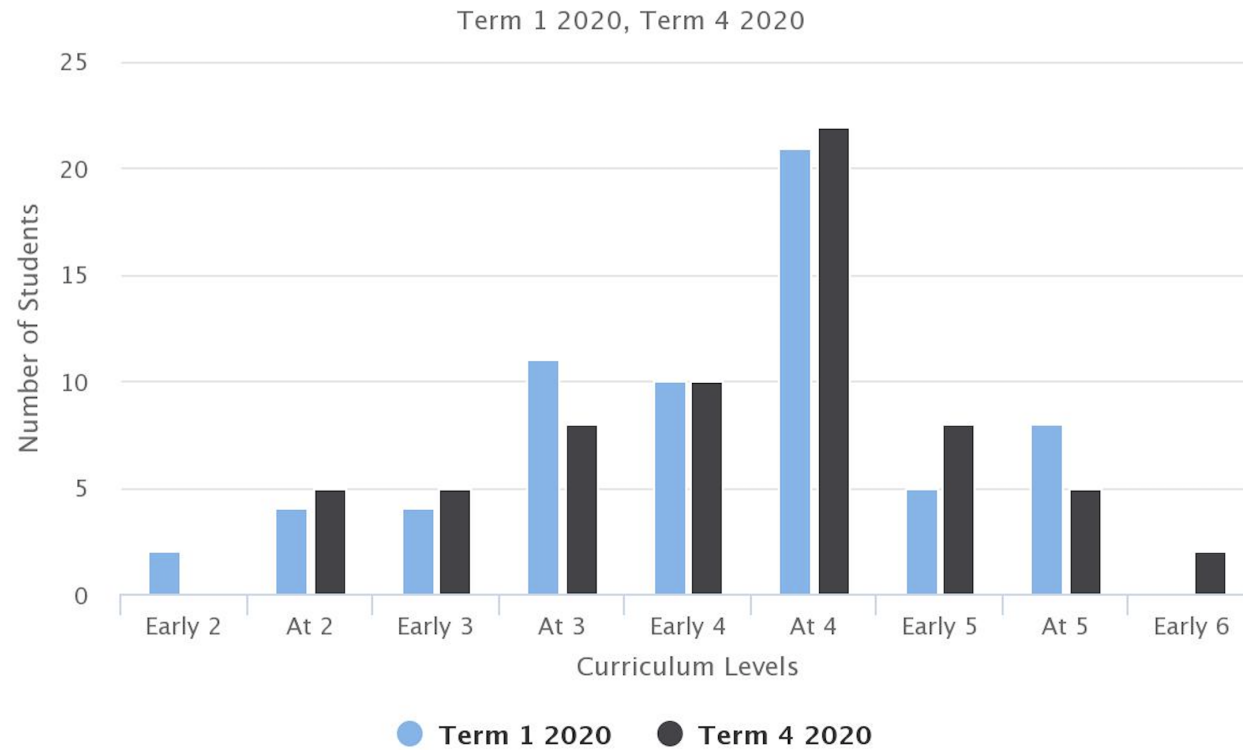
Strategies: Used in class 'assessments' which they tended to take more seriously. We did more than one essay, i.e. a practice one where the class discussed ideas and structure and another essay where students were left to write on their own. With the practice students had starter sentences which helped them to structure and actually start writing. They also did it on paper first then rewrote and edited for a google doc /classroom copy so they did a lot of writing. I also made them accountable for what they had or had not done. We spent a lot of time one on one at the back of the class or alongside students working with them, helping with accuracy or prompting ideas. Often the best phrases or sentences would get read out as great examples...where they nailed it led to pride and a sense of achievement. Quite a lot of verbal ..debating ..speaking on ideas was also done to get them confident with their own ideas.

ADHD/ASD/ODD, which is more prevalent in males, means that our strategies may differ in how we approach learning. Visual cues and visual information is far better received by this group. More engagement is evident when we show a movie of a book adaptation or a YouTube video and this often leads to better responses.

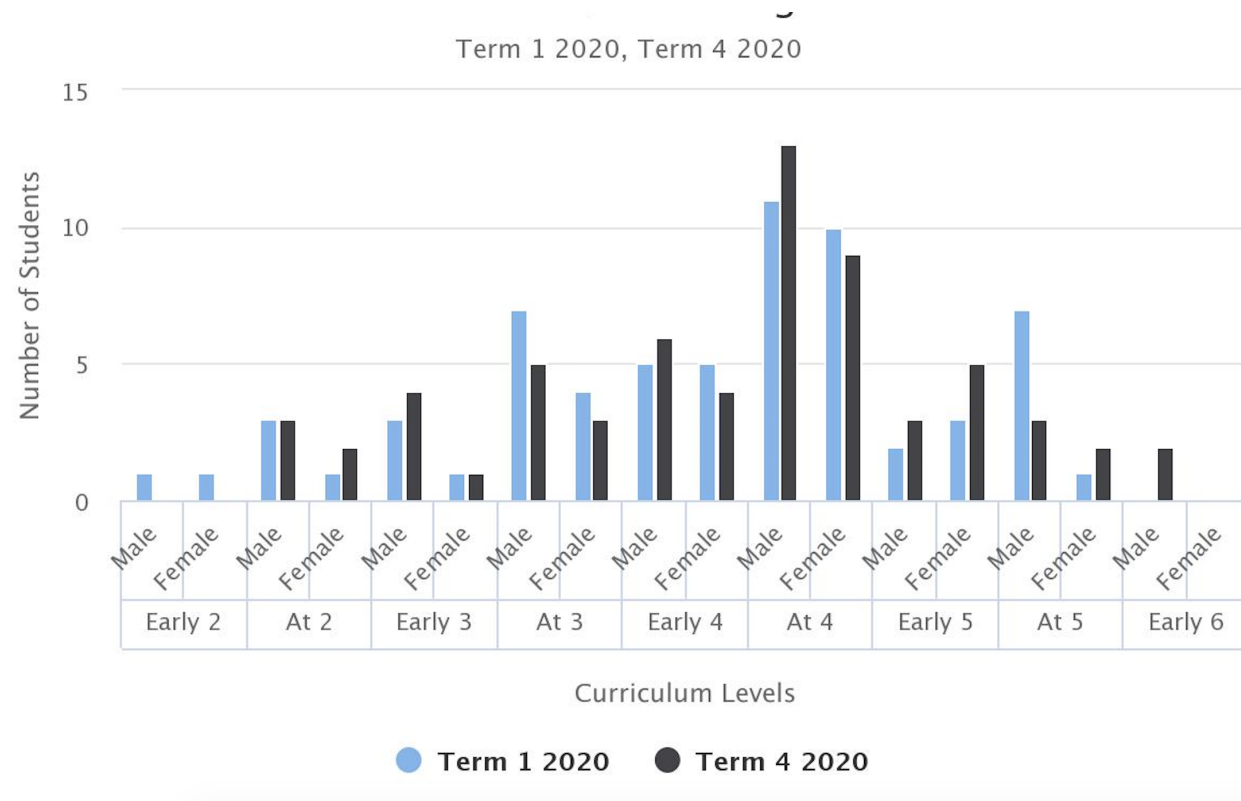
Males tend to span a wider range of curriculum levels, but both males and females make good progress throughout the year. Those who are at levels 2 and 3 tend to make slower progress so the focus is on enjoying the process, but still improve their skills.

Year 9 - Reading

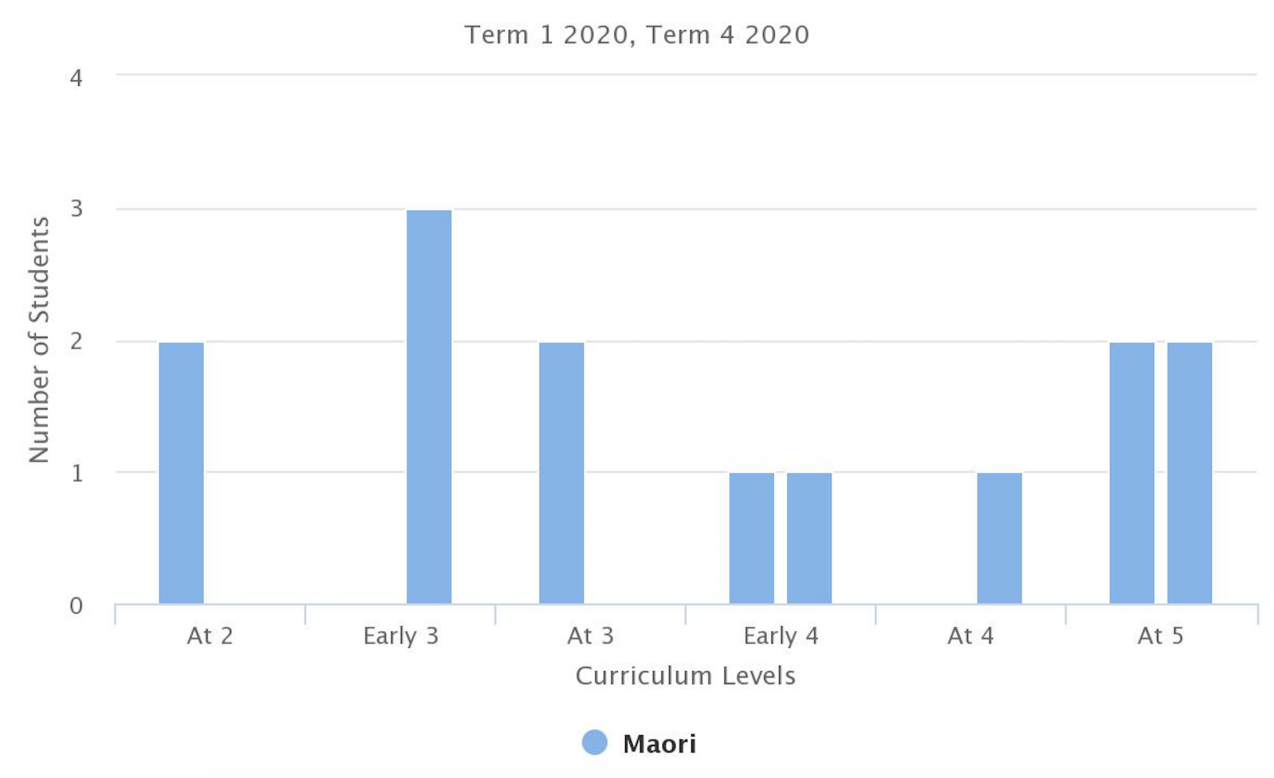
Overall reading performance:



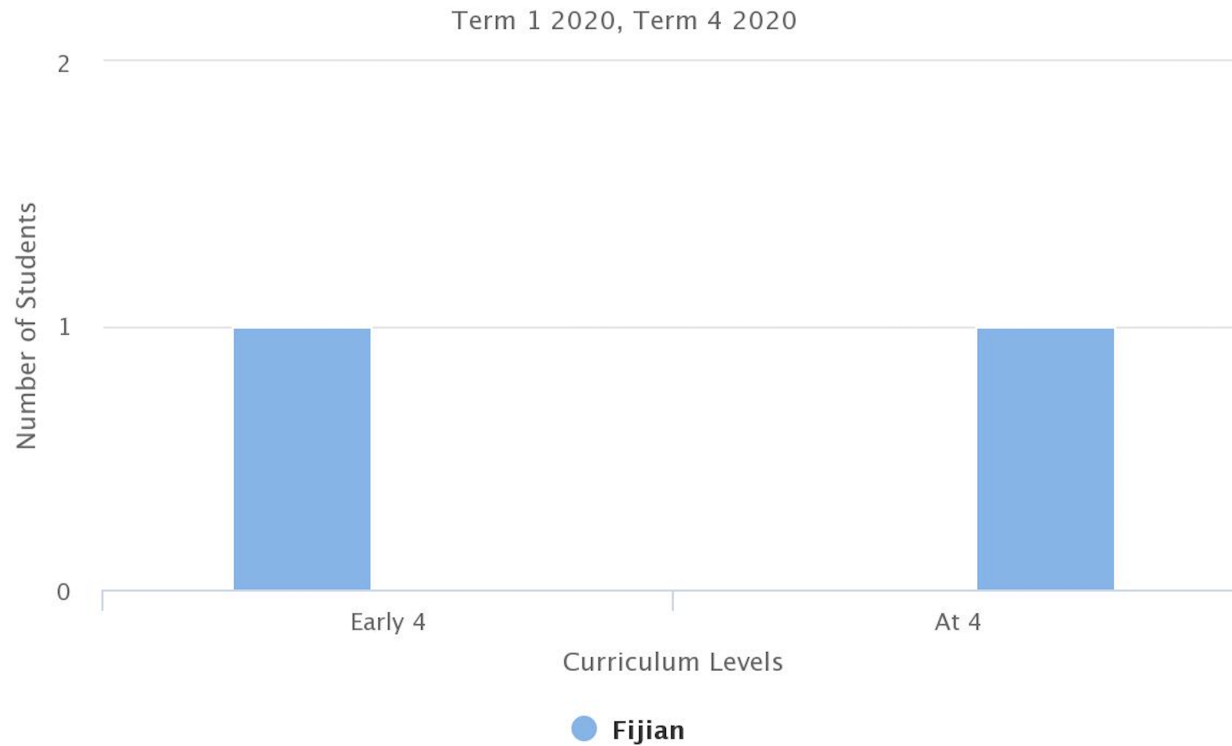
Gender:



Maori



Pasifika peoples



Analysis and Evaluation

The graphs reflect good movement by all students. Some progress is slow, as it often is for students who have reading difficulties. Students who have been unable to learn to read at the same rate as their peers are unlikely to be able to be accelerated up to the expected level.

Overall, the cohort are not strong but they do have a strong top end.

It is disappointing that no Maori students made it to level 6 although it is worth noting that L5 is already above the level expected for

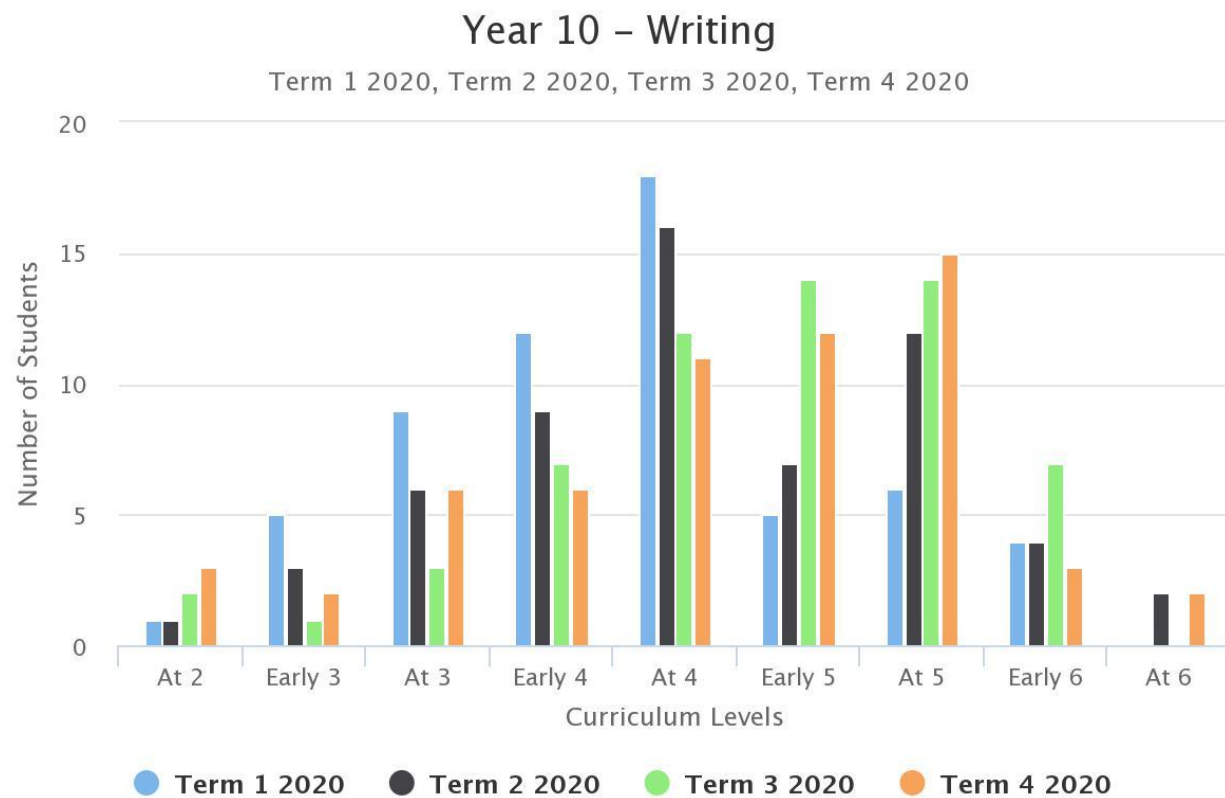
Y9 students.

Teachers do take note of what students are reading and try to encourage students to choose books that extend them.

The recent implementation of closer term by term tracking of students has helped to keep learning, achievement and assessment at the forefront of teachers' minds. We are regularly discussing ideas as students at risk of not achieving in our fortnightly department meetings.

Year 10 Results END 2020

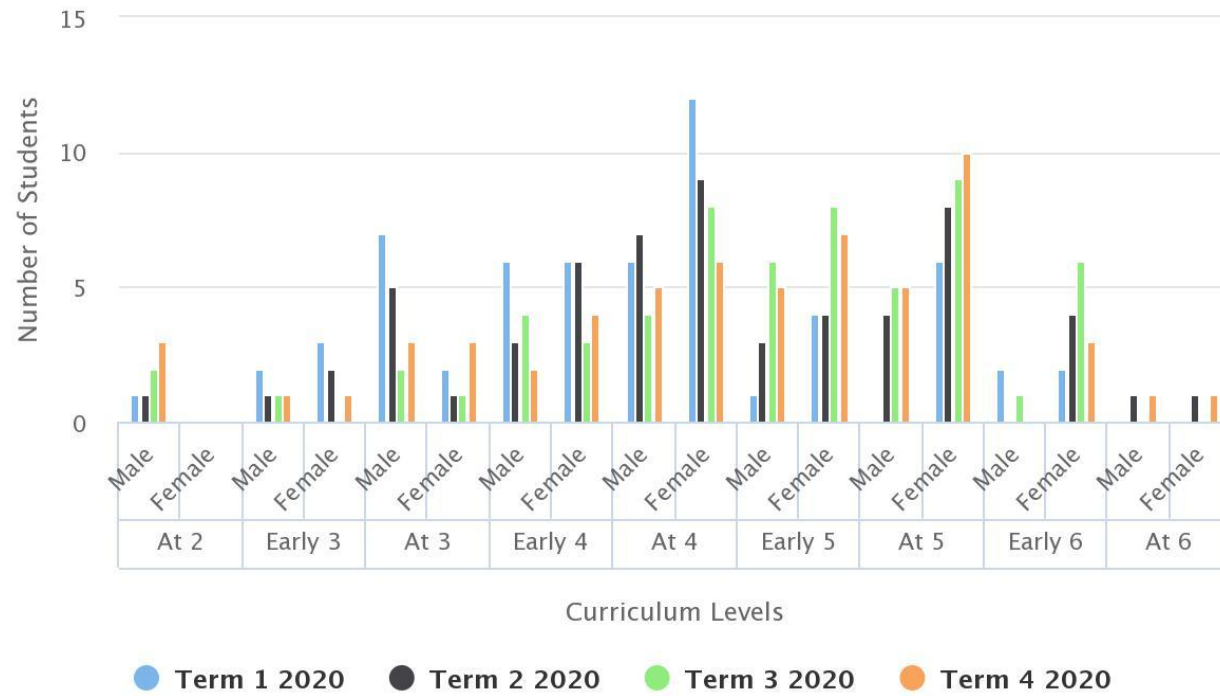
Overall



Gender

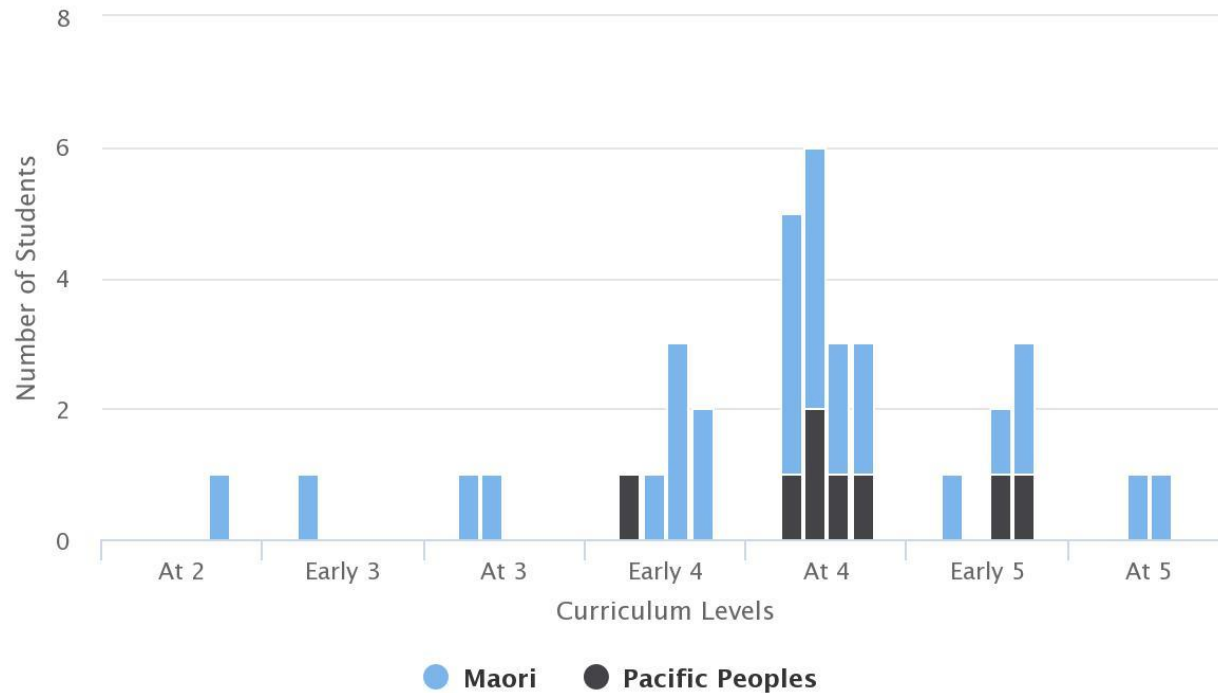
Year 10 – Writing

Term 1 2020, Term 2 2020, Term 3 2020, Term 4 2020



Year 10 – Writing Maori, Pacific Peoples

Term 1 2020, Term 2 2020, Term 3 2020, Term 4 2020



Analysis and evaluation

Overall: At the start of the year most of the cohort were below the level expected of a year 10 student. This cohort has a significant number of students with learning needs. (following on from last year's trend.) Although there were still students below the expected level by the end of the year, the progress was significant with 33 students at or above the expected level.

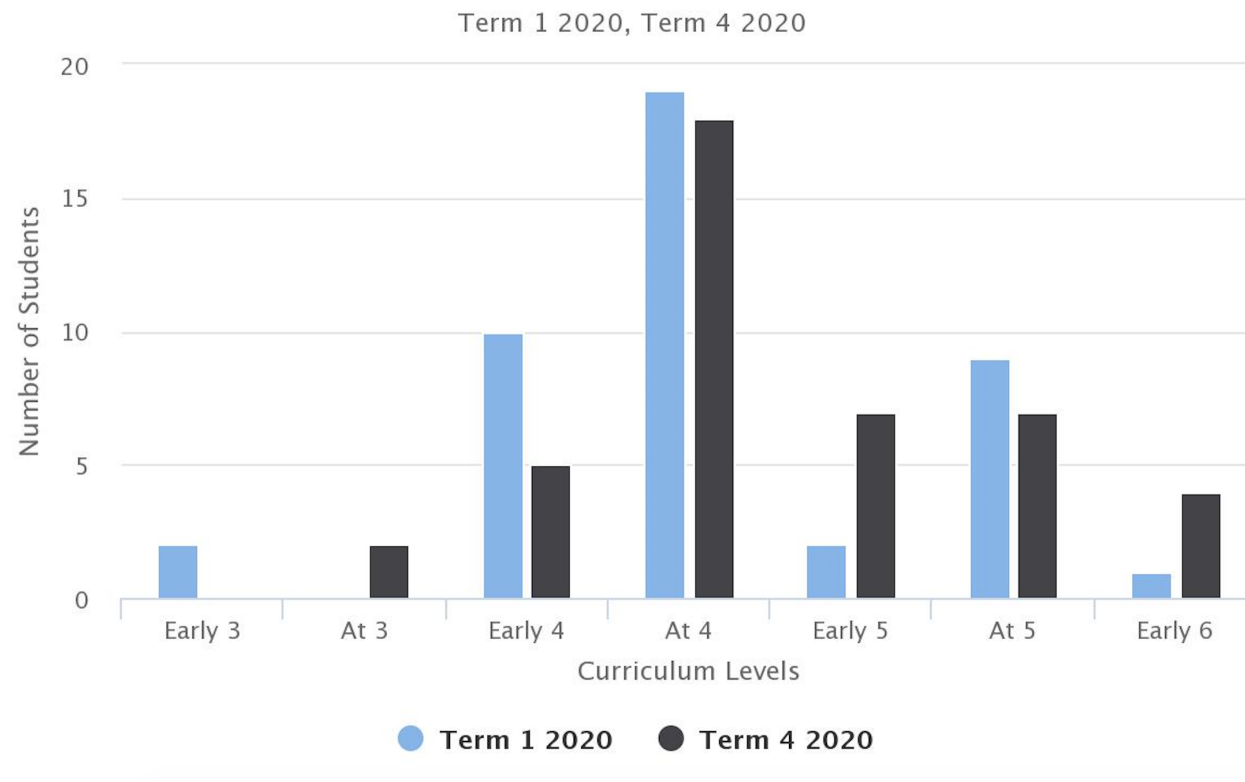
Gender: the trend for this group is that the boys are low. It is predominantly the boys who have the complex learning needs. I have noticed over all levels, (9-13) that male students seem to dominate both the high and low end of the spectrum.

Maori and Pacific Students: Students in both ethnic groups (small numbers for both ethnicities) have shown improvement overall and most

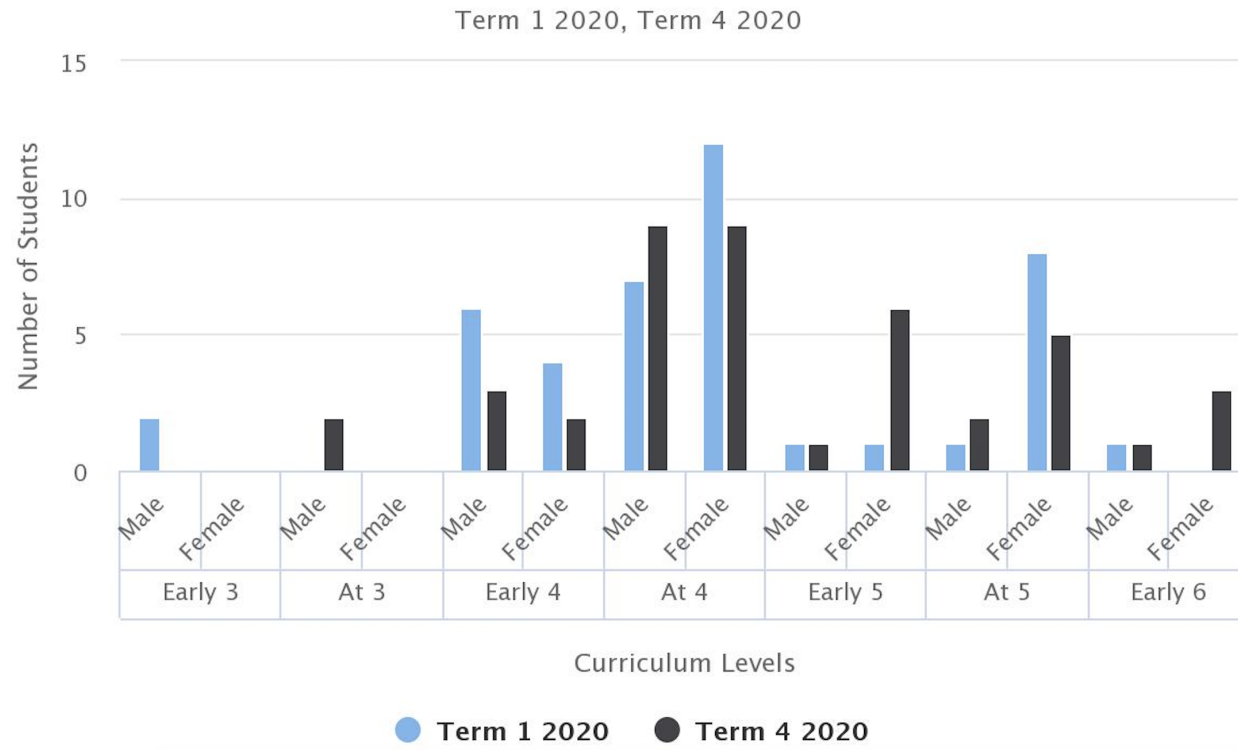
students have advanced Levels over the year. Maori students At level 2 moved up a level to At level 3 by the year. A number of our Maori students were also Early Level 4 and moved into At level 4 by the end of the term, we also had a number of students who were moving into the required Level 5 by the year. Our Pacific students were working at Level 4 and moved to Early Level 5 by the end of the term. A focus for improving these students' results is the need to personalize learning (topics of interest -writing) that engages the student and has cultural significance.

The positive shift is attributed to the department focussing on reading and writing for the past several years. We discuss strategies that work for us in dept meetings. We employ strategies such as scaffolded learning, sentence and topic starters, personalised learning. We make sure that the students are accountable for completing work. We give students options to work on laptops. We continue to be concerned about any student who is still only at Level 2 and early Level 3. The following steps are being put in place in 2021 to try and accelerate these students. We are investigating using more technology. We are seeking support and guidance from our SENCO and Special Needs Dept. Key factors to address lower than hoped for achievement are; poor attendance, low work completion and poor organisation. As a department we follow school procedures where relevant, for example, attendance. For other issues we use measures such as phone contact, email, attitude to learning comments, completing work at break times, suggesting and making digital devices available, using teacher or teacher aide as scribe.

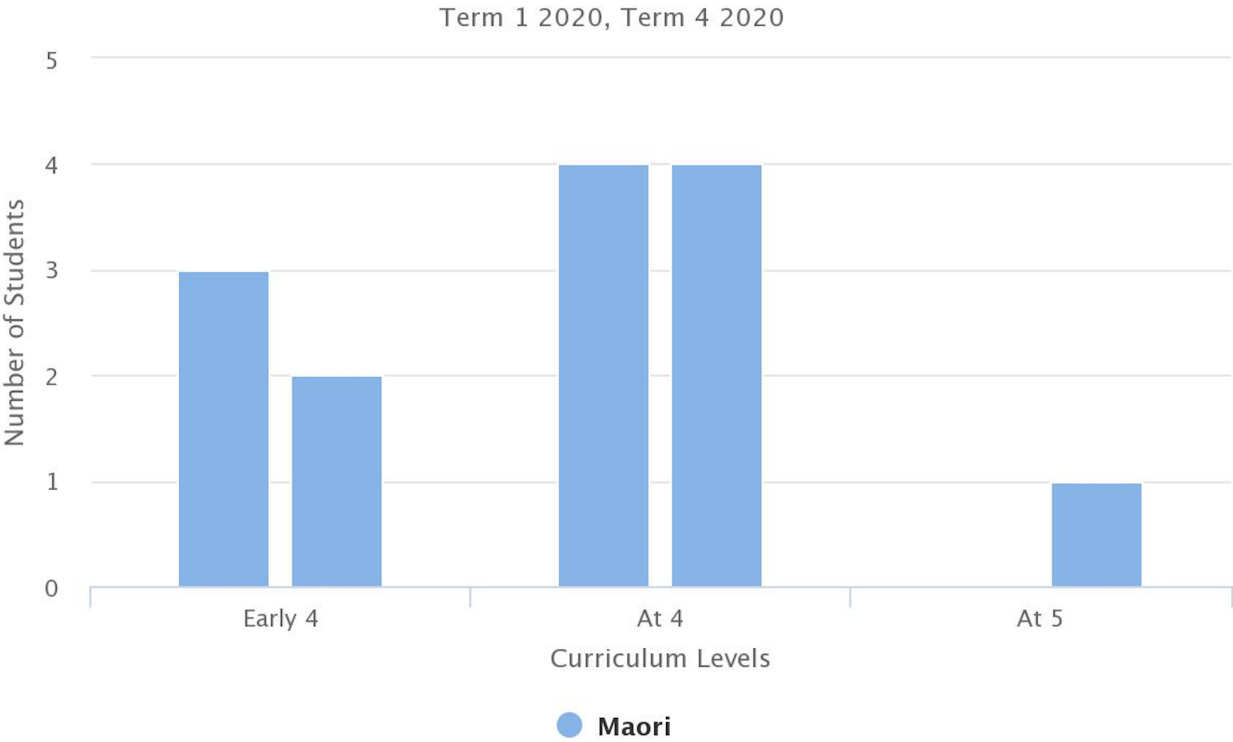
Year 10 Reading:
Overall



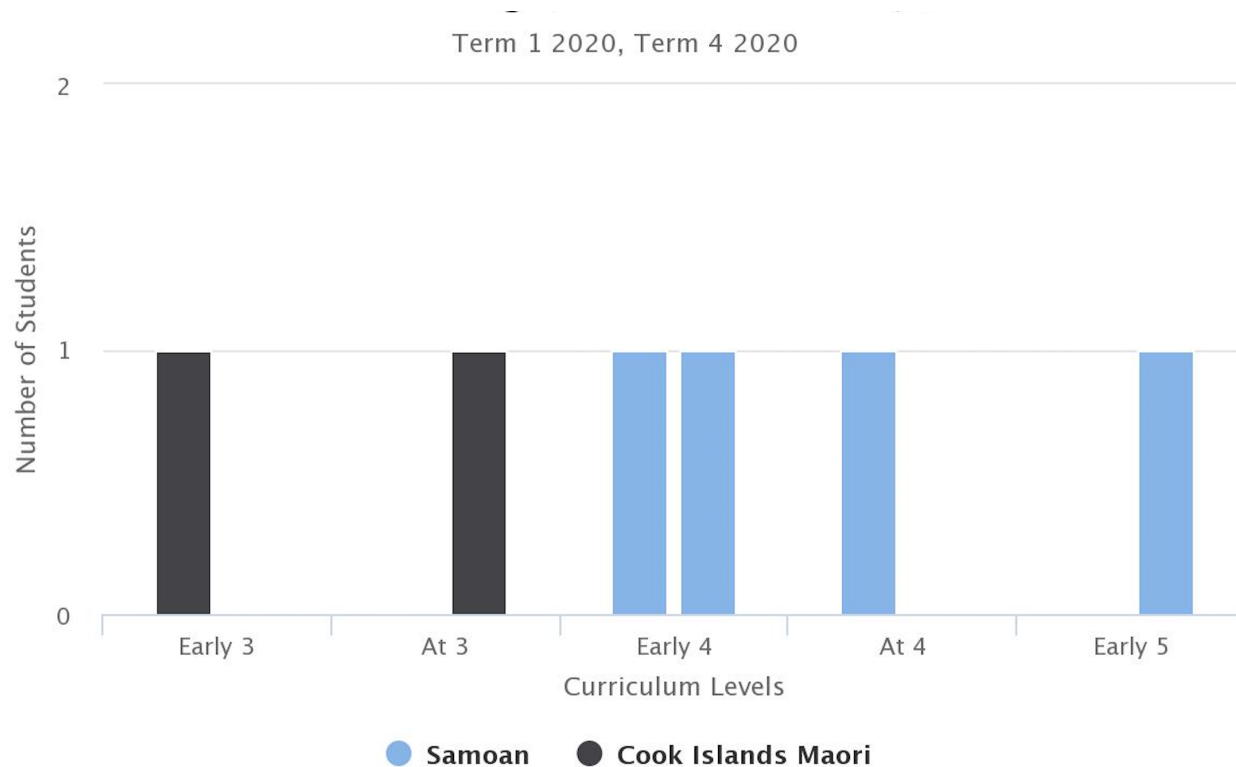
Gender



Maori



Pasifika Peoples



Comments:

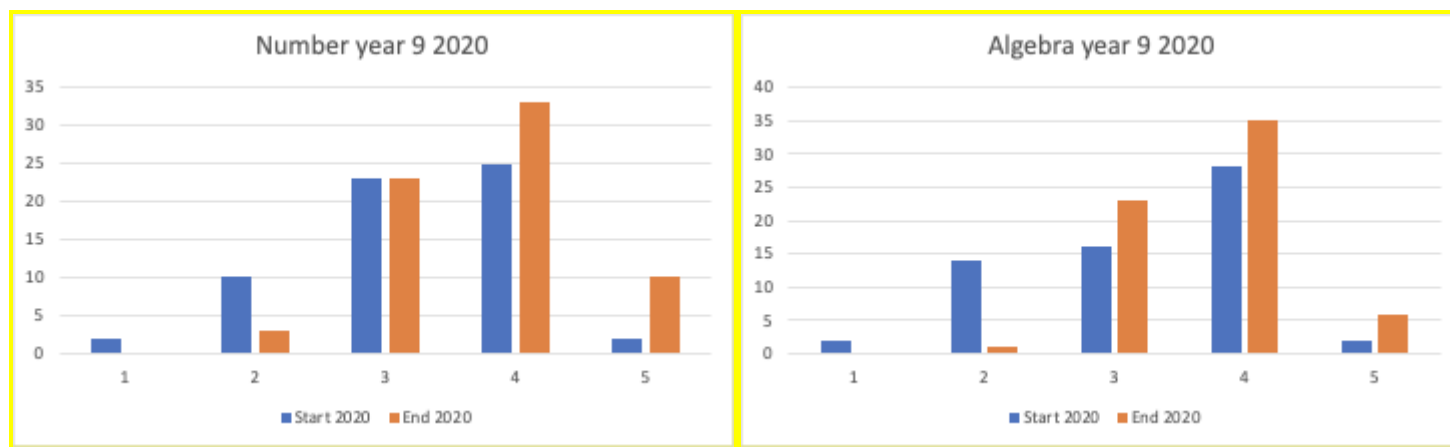
Overall - The graph shows a positive shift and real value added. The positive shift is attributed to the department focussing on reading and writing for the past several years. We spend time reading most days in class and try to improve students' reading mileage. As well as personal reading, teaching programmes have a lot of close reading and exposure to different types, genres and formats of text.

Both Maori and Pacific Island graphs show positive movement over the year. While the Cook Island Maori student is still below the expected level, the graph reflects one student and they did make personal progress.

Mathematics 2020

It is expected Year 9 students should be operating at Level 4 of the curriculum and Year 10 students operating at Level 5 across all the Mathematical strands.

Year 9



Analysis and evaluation

The Year 9 Mathematics results in 2020 were positive. The majority of students were at the required Level at the end of 2020 - 60% at or above Level 4.

As we can see from the graphs, in the Number strand we had a significant positive shift with 43% at or above Level 4 start of year (2020) moving to 62% end of year (2020). In the Algebra strand we saw a very similar shift with 48% at or above Level 4 start of year (2020) moving to 63% end of year (2020). 16% of students were at level 5 for Number and 9% for Algebra end of year (2020).

A very pleasing result was the movement from below Level 3 in Number, with 19% at risk at the beginning of 2020 to 4% at the end of 2020 and In Algebra, 26% at risk at the beginning of 2020 moving to 1% at the end of 2020.

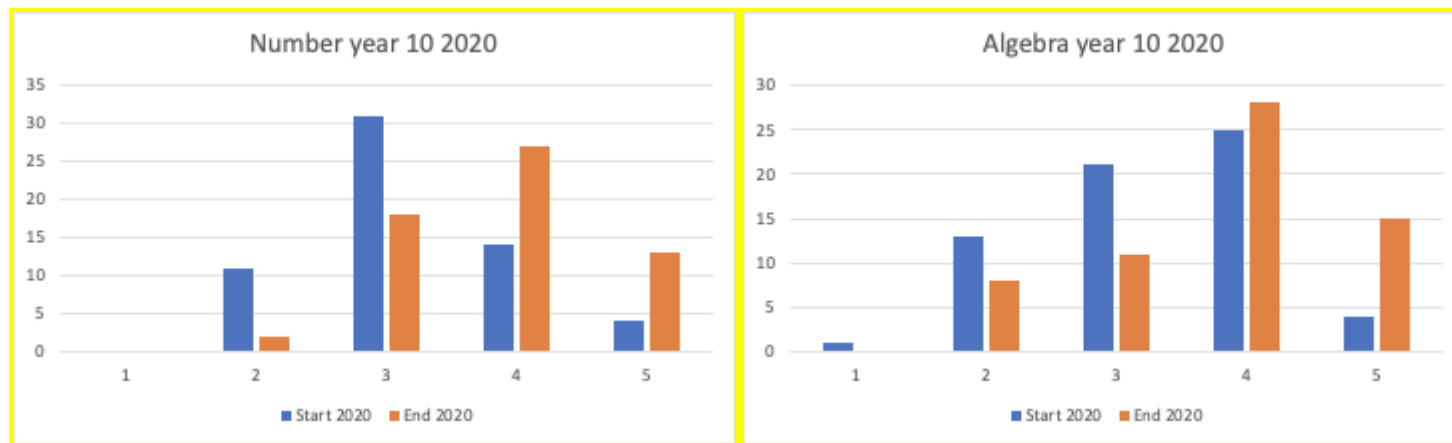
Male / Female Mathematics Levels - 53% of males were at or above the level with 65% females at or above the level.

Māori Mathematics Levels - 55% at or above the level. That is in line with the national level expected for Year 9.

ESOL Mathematics Levels - There are very small numbers of ESOL students in the cohort. 4 students

Pasifika Mathematics Levels- There are very small numbers of Pasifika students in the cohort.

Year 10



Analysis and evaluation

Once again the progress in Year 10 Mathematics in 2020 was an improvement on the previous year, with 25% of students at the required Level for Year 10 at the end of 2020, (level 5 or above) with 60% at or above Level 4.

In the Number strand we had a really positive shift with 6% at or above Level 5 at the start of year moving to 22% by the end of year (2020). In the Algebra strand we shifted from 6% at or above Level 4 start of year to 24% end of year (2020).

A pleasing result from the Year 10 cohort was the movement from below level 3 with 18% at risk at the beginning of 2020 to 43% at the end of 2020 in the number strand, 22% at risk at the beginning of 2020 to 13% at the end of 2020 in Algebra, which was in line for our Curriculum goal for 2020 of Lifting achievement rates of junior Algebra (curriculum level 4/5).

Male / Female Mathematics Levels - 23% of males were at or above the level with 25% females at or above the level.

Māori Mathematics Levels - 25% at or above the level.

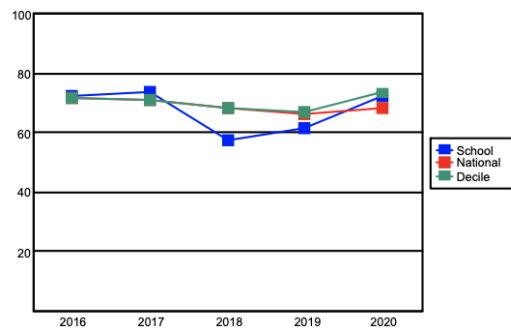
ESOL Mathematics Levels - There are very small numbers of ESOL students in the cohort. 3 students

Pasifika Mathematics Levels- There are very small numbers of Pasifika students in the cohort.

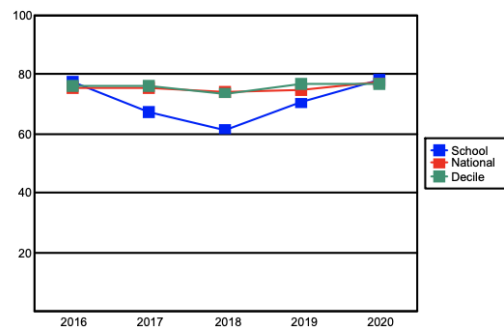
NCEA Roll Based Data for Domestic Students

| | | | |
|---------------------------------|--|--|--|
| Level 3 | <i>Total</i> <i>(25 students)</i> | <i>Males</i> <i>(13 students)</i> | <i>Females</i> <i>(12 students)</i> |
| Pass Rate | 80.6% | 86.7% | 75% |
| Endorsed with Excellence | 1 | 1 | 0 |
| Endorsed with Merit | 6 | 0 | 5 |
| University Entrance | 22.6% | 13.3% | 31.3% |
| Scholarships | 0 | 0 | 0 |
| | | | |
| Level 2 | <i>Total</i> <i>(56)</i> | <i>Males</i> <i>(29 students)</i> | <i>Females</i> <i>(27 students)</i> |
| Pass rate | 82.4% | 78.4% | 87.1% |
| Endorsed with Excellence | 6 | 5 | 1 |
| Endorsed with Merit | 12 | 6 | 6 |
| | | | |
| Level 1 | <i>Total</i> <i>(50)</i> | <i>Males</i> <i>(21 students)</i> | <i>Females</i> <i>(29 students)</i> |
| Pass Rate | 75.8% | 72.4% | 78.4% |
| Endorsed with Excellence | 5 | 1 | 4 |
| Endorsed with Merit | 7 | 4 | 3 |
| Literacy | 78.8% | 82.0% | 86.4 % |
| Numeracy | 77.3% | 73.4% | 86.4% |

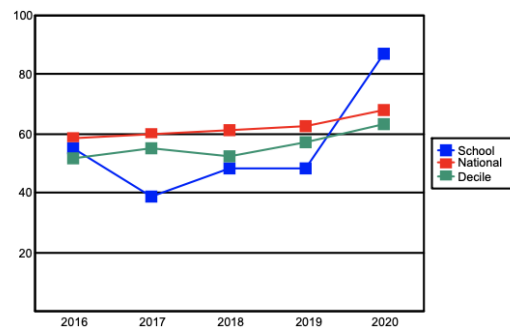
Year 11 NCEA Level 1 - Male



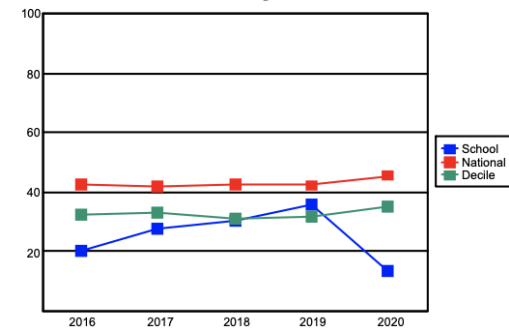
Year 12 NCEA Level 2 - Male



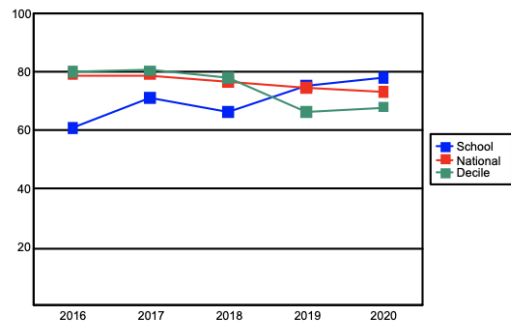
Year 13 NCEA Level 3 - Male



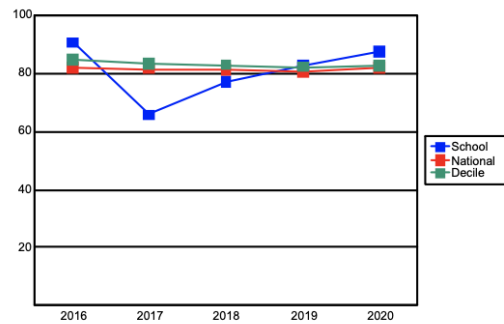
Year 13 University Entrance - Male



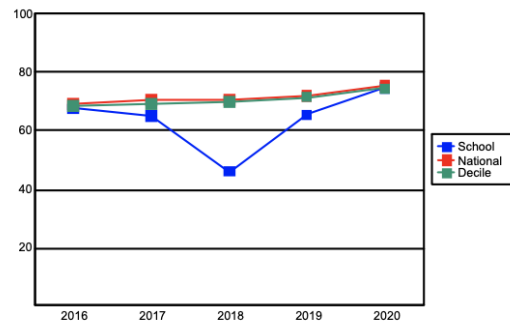
Year 11 NCEA Level 1 - Female



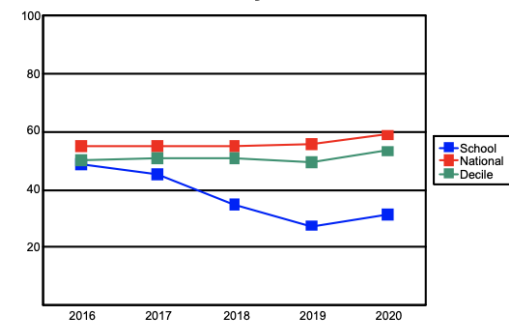
Year 12 NCEA Level 2 - Female



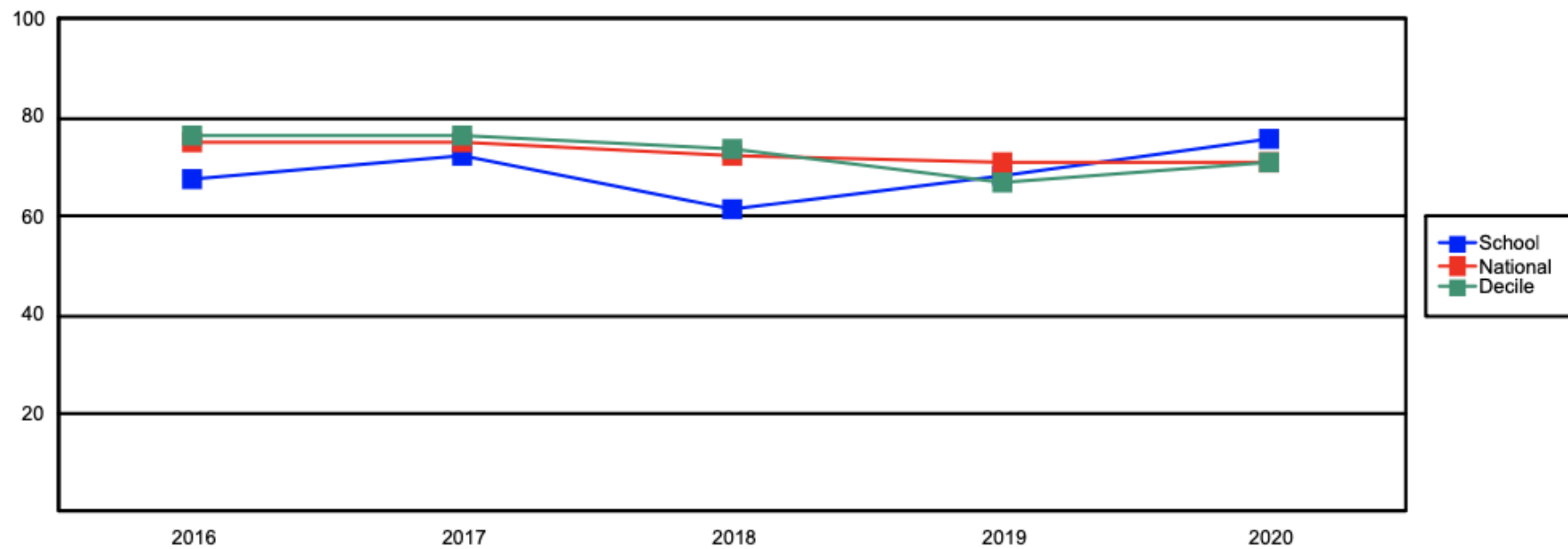
Year 13 NCEA Level 3 - Female



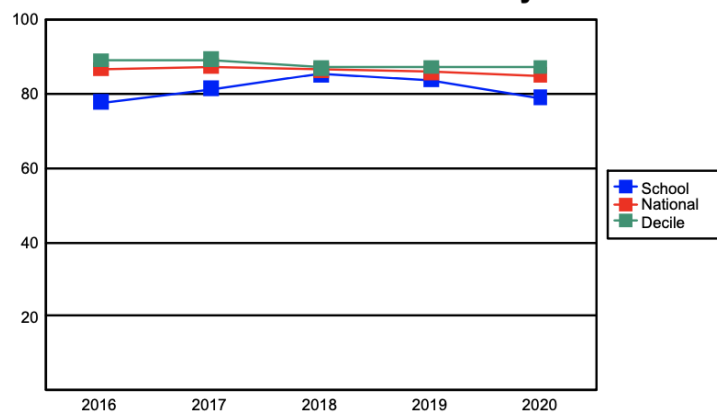
Year 13 University Entrance - Female



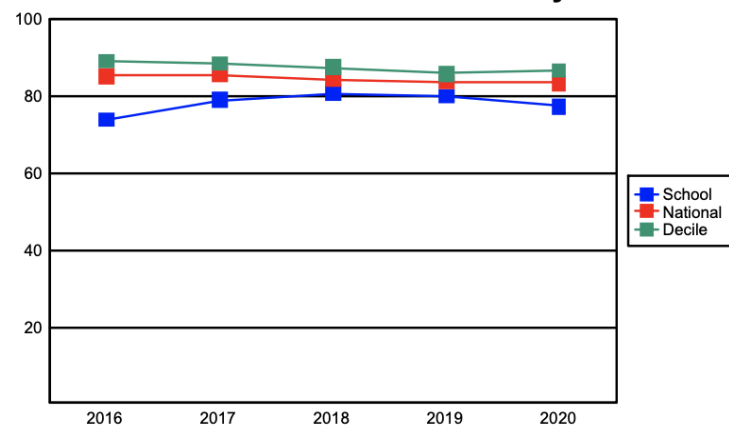
Year 11 - NCEA Level 1

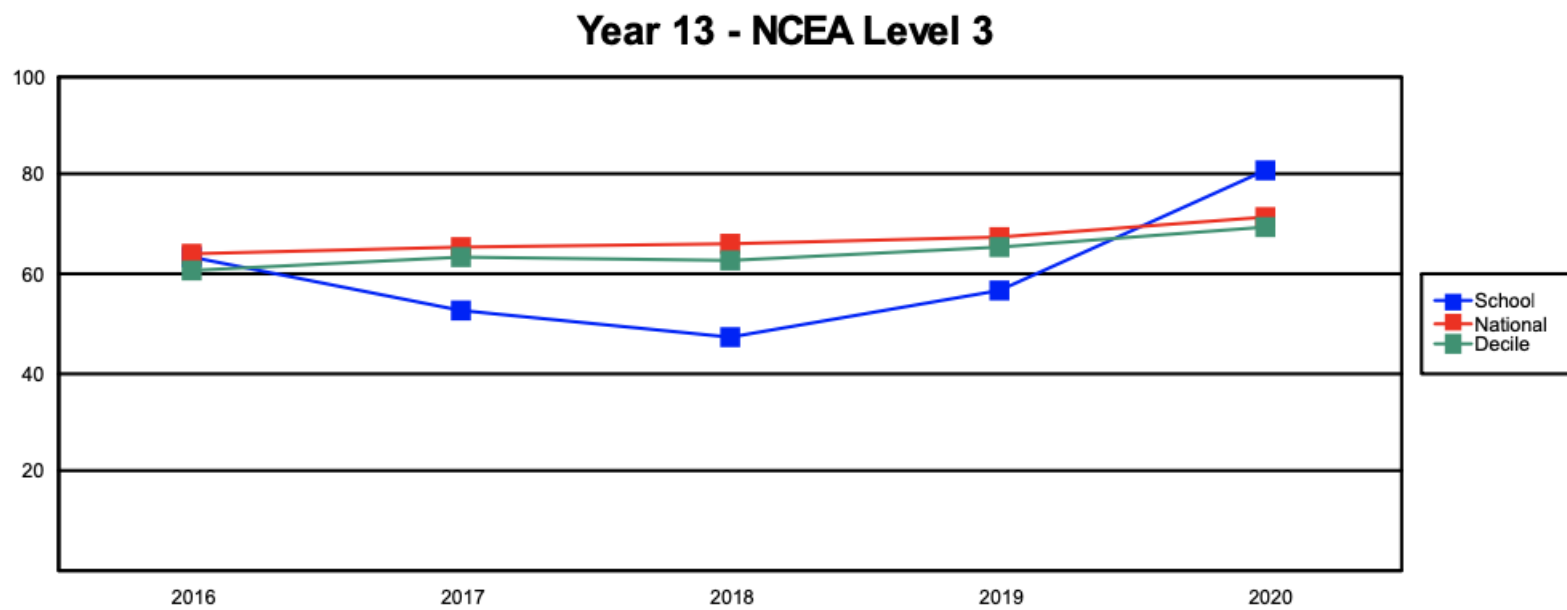
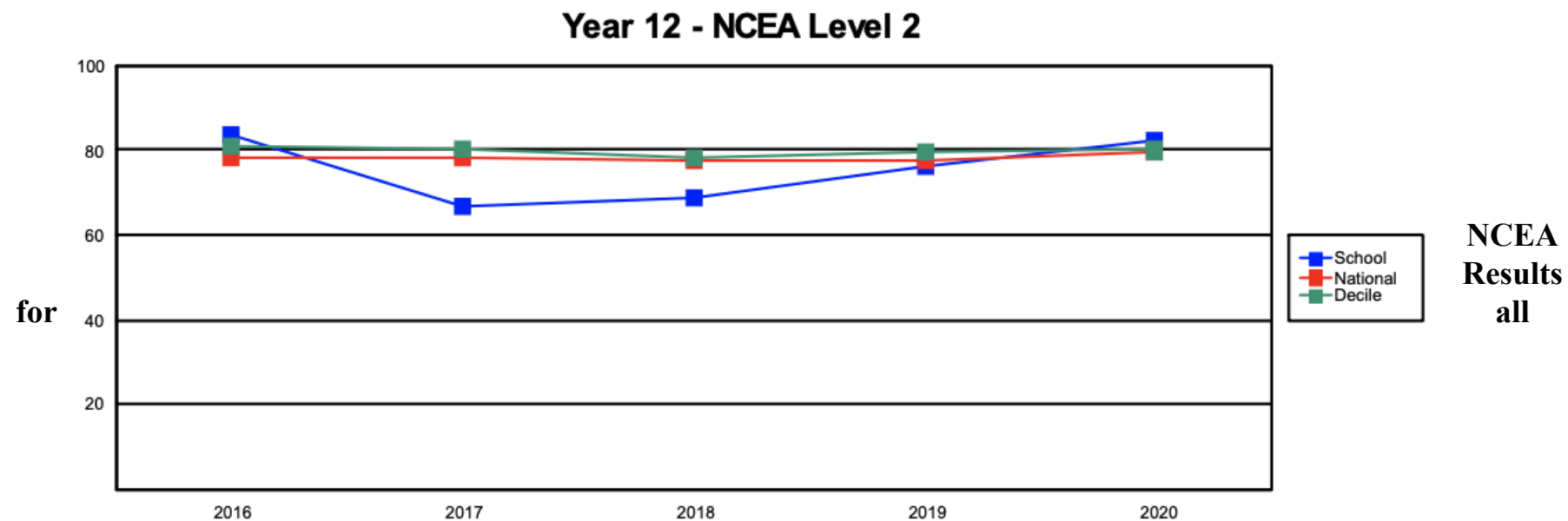


Year 11 Level 1 Literacy

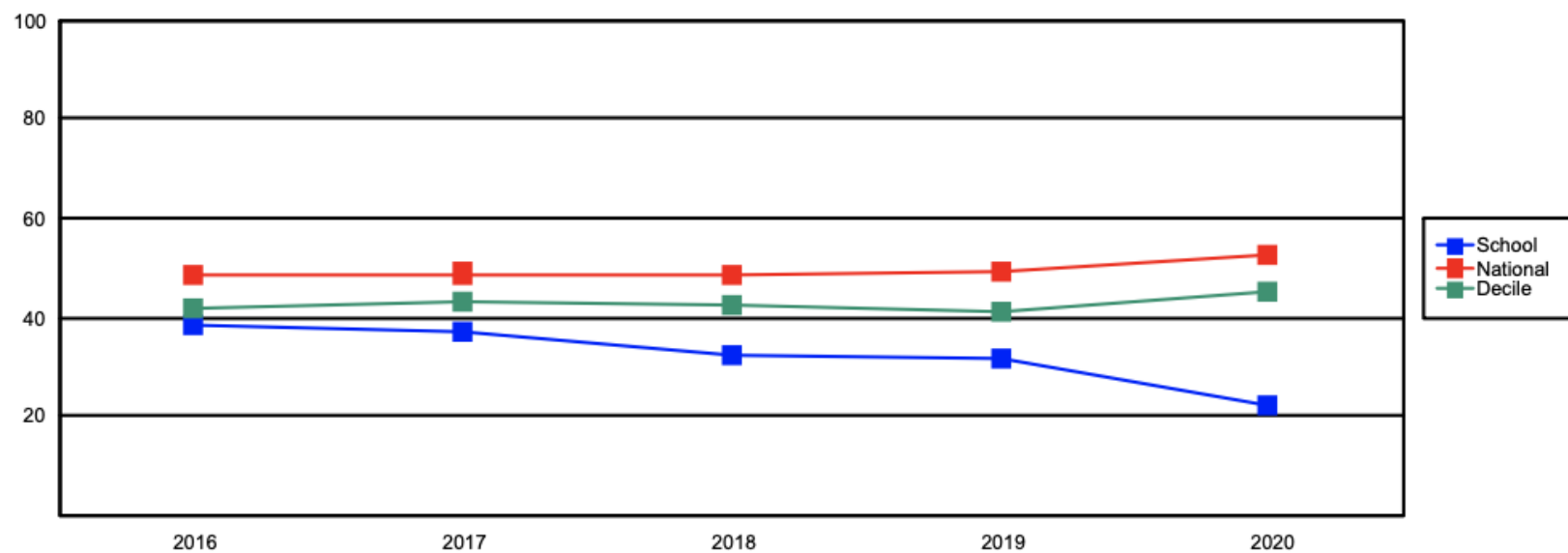


Year 11 Level 1 Numeracy





Year 13 - University Entrance



Participating Domestic and International Students

| | |
|---------------------|---------------------|
| Level 3 | <i>Total</i> |
| Pass Rate | 81.6.% |
| University Entrance | 31.6% |
| | |
| Level 2 | <i>Total</i> |
| Pass rate | 80% |
| | |
| Level 1 | <i>Total</i> |
| Pass Rate | 72.9% |

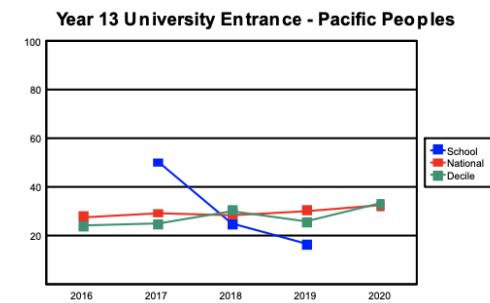
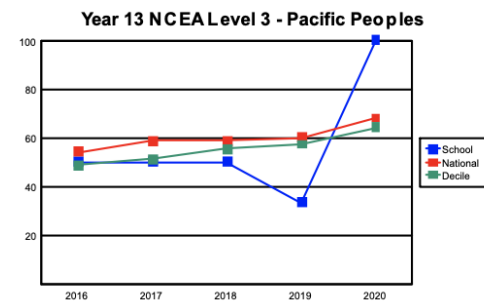
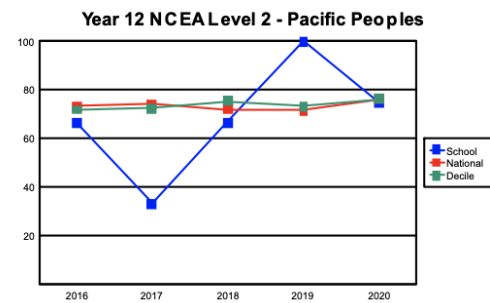
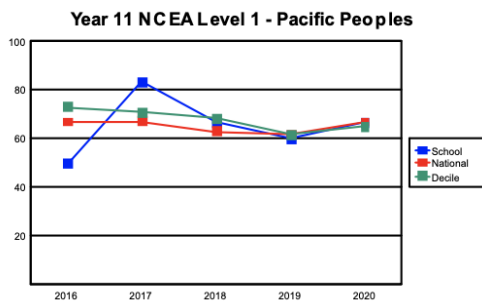
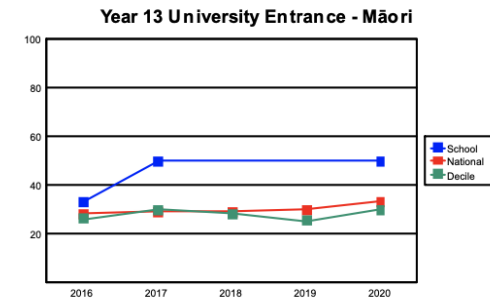
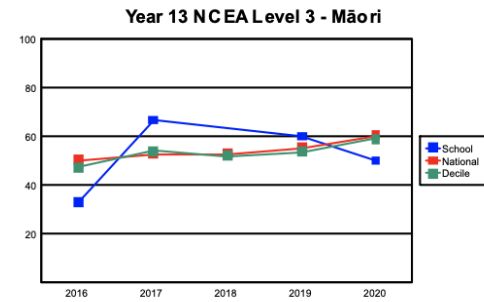
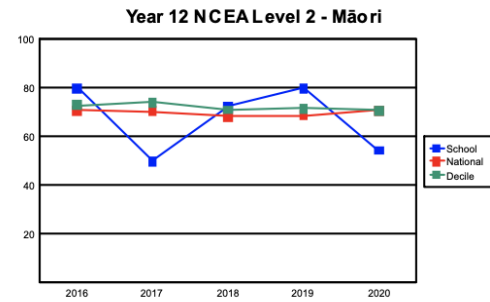
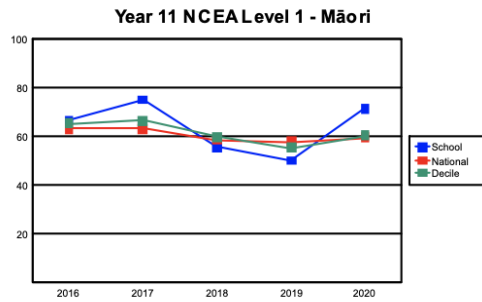
NCEA Results for participating *International* Students

| | |
|--------------------------|---------------------|
| Level 3 | <i>Total</i> |
| Pass Rate | 85.7 % |
| Endorsed with Excellence | 3 |
| Endorsed with Merit | 2 |
| University Entrance | 71.4% |
| Scholarships | 1 |
| | |
| Level 2 | <i>Total</i> |
| Pass rate | 80 % |
| Endorsed with Excellence | 0 |
| Endorsed with Merit | 5 |
| | |
| Level 1 | <i>Total</i> |
| Pass Rate | 40% |
| Endorsed with Excellence | 0 |
| Endorsed with Merit | 0 |
| Literacy | 16.7% |
| Numeracy | 33.3% |

HIGHEST QUALIFICATIONS FOR DOMESTIC LEAVERS 2020

This includes those who leave during the year.

| YEAR 13 (29 leavers) | YEAR 12 68 students (12 leavers) | YEAR 11 66 students (14 leavers) |
|---|---|---|
| UE 7 | 0 | 0 |
| Level 3 18 | 0 | 0 |
| Level 2 4 | 6 | 0 |
| Level 1 0 | 4 | 6 |
| No Qualification 0 Leavers Destinations: 4 - University 11 - Polytechnic 6 - Paid employment 0 - Armed Forces 1- Apprenticeship 1- Te Kura 0 - Training services such a CCT, life skills 0- Gap year 6 - Unknown | 2 One student left during the year due to mental health. Leavers Destinations: 2- transferred to a new school. 0 - Alternative Education. 2 - Course 1- Paid employment 2 - End of schooling 5- Unknown | 8 4 students left for Alternative Education during the year 2 students with complex family needs, left during the year with the support of outside agencies. 1 students has enrolled to further training 1 student we cannot track Leavers Destinations: 3 - transferred to a new school. 4 - Alternative Education. 3 - End of schooling 2 - Other training course 1 - Moved town 1 - Unknown |



Some of the students in the above graphs have been included in multiple ethnicities

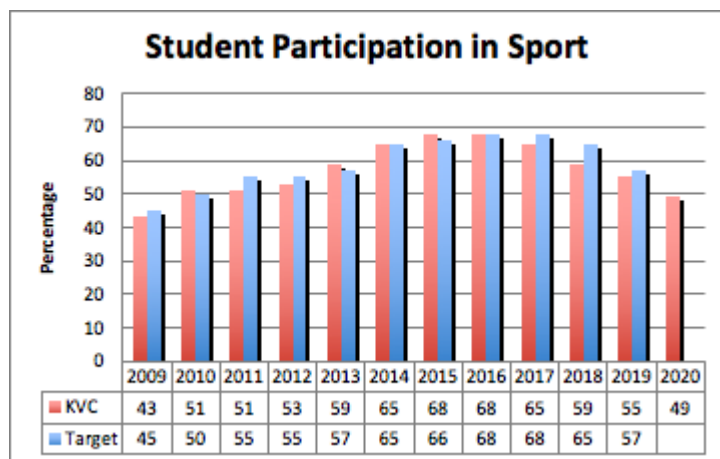
OVERVIEW OF MĀORI AND PASIFIKA STUDENT ACHIEVEMENT AT NCEA IN 2020

| | Māori | Pasifika |
|----------------|---|---|
| Year 11 | <p>10/14 Students gained NCEA Level 1. 3 Merit Endorsement</p> <p>Of the 4 students that did not gain level 1: 2 Students left mid year. 1 ORS 2 did not get numeracy</p> <p>2/3 students were mentored gained level 1</p> | <p>2/2 Students gained NCEA Level 1. 2 Gained Merit Endorsements</p> |
| Year 12 | <p>6/11 Students gained NCEA Level 2 1 Merit Endorsement 1 Excellence Endorsement</p> <p>Of the 5 students that did not gain level 2: 1 Left mid year 1 was working on and gained level 1 1 Did not gain numeracy 1 Did not sit all of his external exams The student that did not gain Level 2 left mid year. 1 gained value work skills</p> <p>3/6 students mentored gained level 2</p> | <p>3/4 Students gained NCEA Level 2 1 Merit Endorsement</p> <p>The student who did not gain level 2 was working towards level 1</p> |
| Year 13 | <p>1/1 Students gained NCEA Level 3 with a Merit Endorsement</p> <p>1/1 Gained UE</p> | <p>1/1 Students gained NCEA Level 3 0/1 Gained UE</p> |

| Year 13 Targets | | |
|--|---|----------|
| Years 13 Based on those entered for 60 or more credits at Level 3, 70% of students will achieve | 80.6% of all students gained level 3. 96.8 % of those entered for 60 or more credits at Level 3, gained level 3. | Well Met |
| Year 12 Targets | | |
| Year 12 Measured on roll based data (includes ORS funded and LS students) for domestic students, the school achieves a 70% pass rate at Level 2. | 82.4 % of domestic students included in the roll-based data gained Level 2. This was a fantastic result. | Well Met |
| Year 11 Targets | | |
| Year 11 Measured on roll based data (includes ORS funded and LS students) for domestic students, the school achieves a 70% pass rate at Level 1. | 75.8 % of domestic students included in the roll-based data gained Level 1. | Met |

This has been funded through a grant application.

The introduction of conversations with the local constable, the student and their whanau when stood-down or suspended for verbal abuse or physical violence is also proving to be a preventative measure..



As we can see from this graph the school failed to meet its target for participation. While the percentages are not as high as years gone by, this downward trend is indicative of national trends. The percentages are also representative of Years 9 - 13 only. Our participation rates at Years 7 & 8 are considerably higher. The challenge for us is to keep these students involved as they get older.

One of the most pressing issues is the increase in numbers of students more interested in gaming which for some is a legitimate interest and worthwhile skill, particularly if this is a career path for them.

The school roll took a dip in 2020 at around 470. Fortunately we were able to maintain staffing levels even with the pandemic coming during the year. These

numbers can effect subject choices and just occasionally we will lose a student to another school as a consequence. Numbers for 2021, however, have bounced back significantly with the highest number of domestic students since 2012. A larger Year 13 has certainly contributed to this number.

BoT Chair's Signature:

Principal's:

Date: 24/2/20

