



KAIKORAI VALLEY COLLEGE: Analysis of Variance 2021

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>
			2021	2022	2023		
All ākonga at KVC are achieving to their highest potential as unique individuals of Aotearoa	<ul style="list-style-type: none"> Quality teaching and leadership are making a difference. Kaiako are setting high expectations for individual ākonga by focusing on strength based learning Whole school PLD is provided for staff in differentiating work for those with special needs The wider LS team are very responsive to identified needs or weaknesses Dept's, in conjunction with the LSC develop programmes and resources for ākonga working at Level 1 or 2 of the curriculum 	<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> Staff will develop and implement strength-based learning practices across the school to meet individual student needs. Development of differentiated curriculum work plans for students with special educational requirements 	<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> Motivational PLD is given to all teaching staff around the use of positive language when discussing their achievements. Work is differentiated to map student needs, Focus is on what they CAN achieve Regular reminders are given to staff about focussing on the positives and using the right language in conversations and communications home Senior ākonga are channelled into appropriate courses Whānau, as partners are encouraged to support their child in areas of weakness 	<ul style="list-style-type: none"> Data is showing a lift in performance of year groups and individuals. Improved engagement is seen in classroom activities, particularly in priority learners and ākonga with special learning needs. There is a reduction in off task behaviours, referrals for undesired behaviours. Student, staff and community surveys show improved outcomes in engagement, wellbeing and how ākonga feel about the school. Ākonga have higher levels of pride in themselves and the school
	<ul style="list-style-type: none"> Ākonga (student) progress is being monitored at all Year levels, with particular emphasis on at risk ākonga including: Maori, Pasifika, international, ESOL ākonga and those with special needs both at the lower and upper ends of student achievement 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. 	<ul style="list-style-type: none"> Progress is monitored, but tracking data is not always made the best use of to inform next steps 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 	<ul style="list-style-type: none"> Improve and embed systems and processes for data collection and analysis that clearly demonstrate shifts in learning, for whole cohorts, and individual ākonga 	<ul style="list-style-type: none"> Programmes of learning for cohorts are being adapted to bring about improvements in identified areas of weakness Individual weaknesses are being supported with interventions The SMT and Board are receiving concise and informative achievement data 	<ul style="list-style-type: none"> Identified gaps are shrinking 	<ul style="list-style-type: none"> A schedule of data entries points is given to HODs to ensure timely data entry across the school. DP/Aps are monitoring that data is being entered HODs continue to develop skills in reading and analysing this data have this provided Principal develops skills to become proficient at extracting this data for reporting purposes 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) The additional COVID funding allocation is being used to alleviate some of the pressure points in the first half of the year. 	<ul style="list-style-type: none"> Board reports are concise and informative, painting the picture of student achievement at each year level Data allows staffing and resources to be channelled into areas of weakness. Maori and Pasifika success is being measured academically as well as through whanau and fono korero
		<ul style="list-style-type: none"> Māori ākonga feel valued and have pride in their cultural heritage, and are achieving to their highest potential as Māori. Pasifika ākonga feel valued and have pride in their cultural heritage, and are achieving to their highest potential as Pasifika 	<ul style="list-style-type: none"> All staff will demonstrate an understanding of basic Māori tikanga, and be using correct Māori language and pronunciation when addressing ākonga 	<ul style="list-style-type: none"> Māori tikanga, Mātauranga Māori and te ao Māori will be woven into general classroom practice 	<ul style="list-style-type: none"> Expand cultural practice and understanding across all aspects of school life. 	<ul style="list-style-type: none"> Kaiako are becoming much more confident in their use of Te Reo Kaiako understand what success for Maori means A staff mentoring team is established All staff engage in PLD around the correct pronunciation of commonly used Maori language, names and phrases PLD also addresses what success for Maori means. All tchg staff visit the marae for PLD Year 7 & 8 ākonga visit the marae 	<ul style="list-style-type: none"> 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

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • A new module structure is designed for Year 7 & 8 ākonga • A new engaging, localised curriculum package is planned for 2022 in Yr 9 & 10 	<ul style="list-style-type: none"> • New modular structure at Years 7 & 8 and curriculum in Years 9 & 10 is implemented • PLD learnings are weaved into curriculum design and classroom practice 	<ul style="list-style-type: none"> • Revised curriculum delivery is imbedded in Yrs 7-10 	<ul style="list-style-type: none"> • The curriculum investigation is completed and presented to the staff and Board • Planning for a new Year 7 & 8 modular structure and curriculum design at Yrs 9 & 10 is undertaken by relevant staff • This will be engaging, and will include localised curriculum 	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Ākonga in Years 11 – 13 are accessing multiple opportunities to gain the credits required and are being provided with career and pathway planning 	<ul style="list-style-type: none"> • 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. • Some are not always making the best choices around coursing, career and/or pathway planning • Kaiako have only engaged in one day of NCEA training around the changes in NCEA moving forward 	<ul style="list-style-type: none"> • Career planning and goal setting is discussed in each whānau conference • OSTC opportunities are advertised and some students directed to these • Ākonga are made aware of vocational pathways • UE pass rate improves to 35% 	<ul style="list-style-type: none"> • Ākonga are making well informed subject choices • Ākonga are guided to apply in OSTC and vocational courses • Kaiako engage in PLD training days for L1 and/or L2 NCEA • UE pass rate improves to 40% 	<ul style="list-style-type: none"> • Identified and appropriate ākonga are enrolled in OSTC and vocational courses • New L1 NCEA courses implemented. • Kaiako engage in PLD training days for L2 NCEA and planning is undertaken for new L2 courses 	<ul style="list-style-type: none"> • Ākonga are self-selecting OSTC and vocational courses • Kaiako engage in PLD training days for L1 NCEA and planning is undertaken for new L2 courses • All NCEA teaching staff are involved in two NCEA Teacher Only days • Subject selection in the senior school is scrutinised by DP, Deans and whānau kaiako at an early enough time to intervene if necessary • Ākonga capable of achieving UE are encouraged to make this a goal 	<ul style="list-style-type: none"> • Ākonga are more aware of career/study pathways and are selecting courses accordingly • More recognition is given to vocational awards • Staff are prepared and confident in delivering the new standards

Analysis	Evaluation
<p>Overall we are pleased with progress against this goal and believe we are in a strengthened position of knowing just where students are at in their learning through the collection of data.</p> <p>We are now 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 has met or superseded targets set by departments at Levels 1 - 3. This is partly due to the strenuous efforts put in by many kaimahi 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 with the assistance of Ms Walveart, Mr Reddington and Mr Murphy.</p> <p>The curriculum investigations were completed and a semester system proposed. Ākonga and whānau received the recommendations with some enthusiasm and planning is well underway. It will mean a newish TT after six months into 2022 due to the changeover.</p> <p>When the proposals were placed in front of kaiako there was general acceptance that this was a sensible pathway to head down that may bring about increased levels of engagement. It is hoped that if all goes well that this can then be introduced into Year 9 in 2023, thus freeing up the TT even more and perhaps allowing for an even wider variety of choices.</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>Resources were prepared and provided to kaiako for ākonga who are working at a much lower level. Ther LSC and her staff assisted in this preparation and provided support for kaiako who are dealing with a vast breadth of academic levels in their classrooms. Kaiako in Years 7 & 8 are very accomplished at dealing with these broad abilities due to their primary training.</p> <p>Kaiako continued to develop their skills in understanding of tikanga and additional PLD was provided. Emphasis has been placed on curriculum design that challenges kaiako to further refresh courses to make learning relevant and culturally appropriate to all.</p>	<p>Ākonga in Years 7 & 8 have made significant progress in core subjects as evidenced below in the Reading, Writing and Number graphs. Of those who were below the expected levels at the start of the year a significant number have made marked progress. Maori and Pasifika progress has been very pleasing and the top academic achiever at Year 7 is a student of Pasifika descent. While our Number data shows a large number of students working below the expected level at both Y7 and Y8, data shows pleasing value added and progress within curriculum levels.</p> <p>All Year 7 & 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. Anecdotally, kaiako are told by ākonga that they very much enjoy this module system. Kaiako likewise enjoys 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.</p> <p>In Year 9 reading results are mixed. There is a shift of results from Term 1 to Term 4 with a number of students moving levels. There are still a significant number of students reading below the expected level. The male / female pattern is similar to previous years where females usually have higher levels. There were small numbers of Maori students in this cohort with good movement of students but too many students below the expected level.</p> <p>Year 9 ākonga made strong progress in writing skills. Each group of students from Early Level 3 to At Level 5 have shifted up a level. A significant number of students are still At Level 3 and Early Level 4. On the whole, females are achieving more highly than males. Maori student's writing results show strong progress made over the duration of the four terms.</p> <p>Year 9 Maths results can be interpreted as positive. 60% of students were at or above Level 4 at the end of the year. In the Number strand there was a positive shift with 68% at or above Level 4 at the start of the year and 82% at or above Level 4 at the end of the year. In the Algebra strand there was a very positive shift with 35% at or above Level 4 at the start of the year and 78% at or above Level 4 at the end of the year. Overall females performed above males. 92% of Maori students were at or above Level 4 in Number and 83% of Maori students were at or above Level 4 in Algebra.</p> <p>The Year 10 reading results show a significant overall improvement during the year however, there has been a downward trend in reading results compared to previous years. The strongest readers were boys which fit with this cohort. There are many students who have foundational level reading skills. There is a large spread of reading levels in Maori students within this cohort.</p> <p>Overall the majority of students are below the expected Year 10 level in writing. A number of students are at Level 3. A large number of students were at Early Level 4 and moved to Level 4 so progress has been made. Females in this cohort have stronger writing skills, overall.</p> <p>Year 10 Maths results are mixed. In Number there is evidence of improved performance overall and a positive improvement in learning. However, the majority of students are working At Level 4 or below and a significant number of students are working at Level 3 or below. Males are performing better than females. There is a 'normal' spread in the performance of Maori students.</p>

	<p>In Algebra there is, again, evidence of improved performance overall from Term 3 to Term 4. In Algebra the most significant number of students are performing at Early Level 4 and At Level 4. Again, there is 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 low overall with a small proportion achieving at Level 5 or above. There is some evidence of progress during the year.</p> <p>The design of the new Year 10 semester system was finalised with students going through a selection process towards the end of the year. This process went very smoothly and there was real enthusiasm amongst the student body. Teachers have been given significant time to plan these courses so it will be interesting to see the evaluation at the end of this year after implementation.</p> <p>Our Year 11, Level 1 NCEA results were on a par with last year with a pass rate of 75% (76% 2020) and above both the national and decile 5 pass rates. Students were thoroughly tracked throughout the year. During 2021, 23 students completed extra courses on work and life skills. Six of the students needed the credits gained in those courses to pass level 1. Seven of the students are yet to gain level 1, but with the extra courses should hopefully gain level 1 in the future. All of these students gained some level 2 credits to kick start 2021. A small group of 6 students were offered an alternative programme for term 2 focussing on literacy and numeracy.</p> <p>Our pass rates for Year 12, Level 2 were once again very strong at 79.2% (82% 2020) and above the national pass rate and at the decile 5 pass rate.. 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.</p> <p>The Year 13 (Level 3) saw 76.8 % of students gain level 3, slightly lower than the 81% result last year but still well above both the national and decile 5 pass rates.. The University Entrance pass rate remains low at 35.7% (target 35%) and is up 13% on the previous year, so is heading in the right direction. We remind ourselves that many of the year 13 cohort are on a vocational pathways trajectory. Of those students who studied a course eligible for university entrance, 75% gained UE.</p> <p>32 students studying at the Otago Secondary Tertiary College and 29 studying 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 as less and less students are opting for a course leading to University.</p> <p>18 students gained a Vocational Pathways award in 2021, up from 14 students in the previous year.</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 challenges but due to this being the second year we feel kaiko and ākonga were better prepared due to some careful and strategic planning on everybody's part.</p> <p>The introduction of Whānau groups in 2020 has allowed for closer scrutiny of each student's progress and the relationships with whānau continues to strengthen.</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"

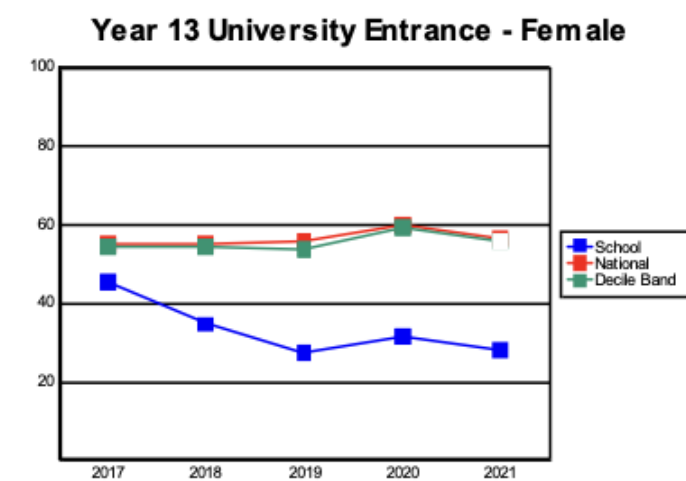
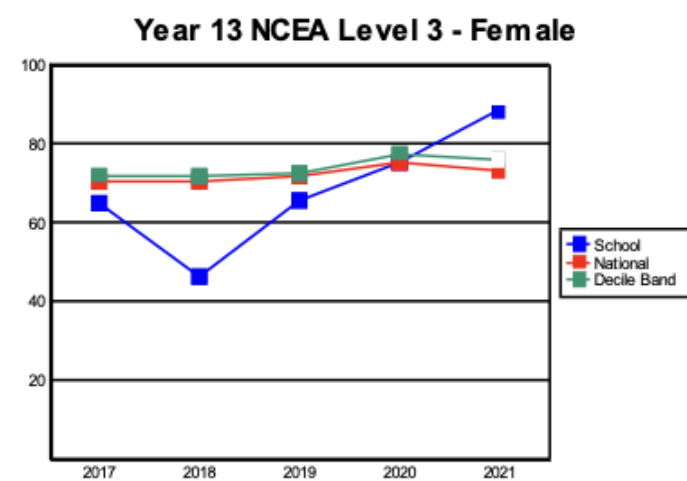
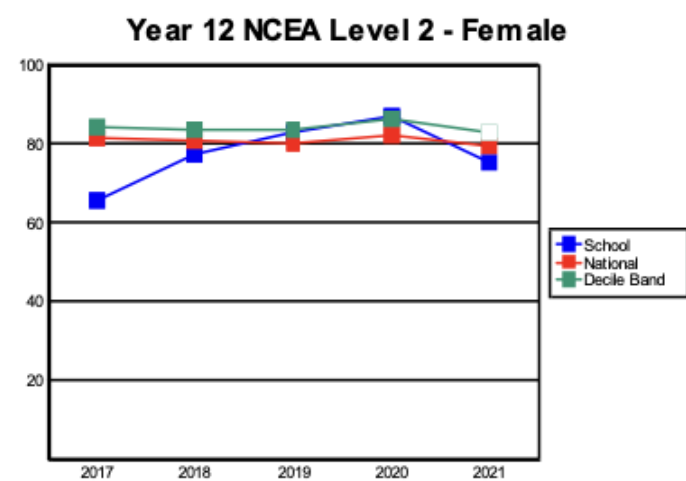
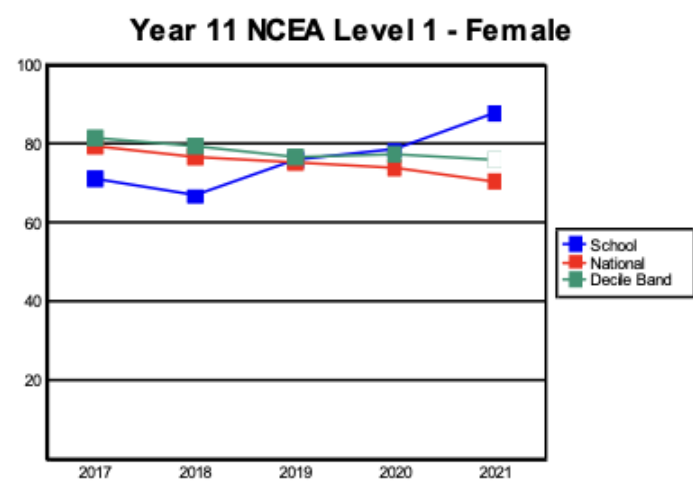
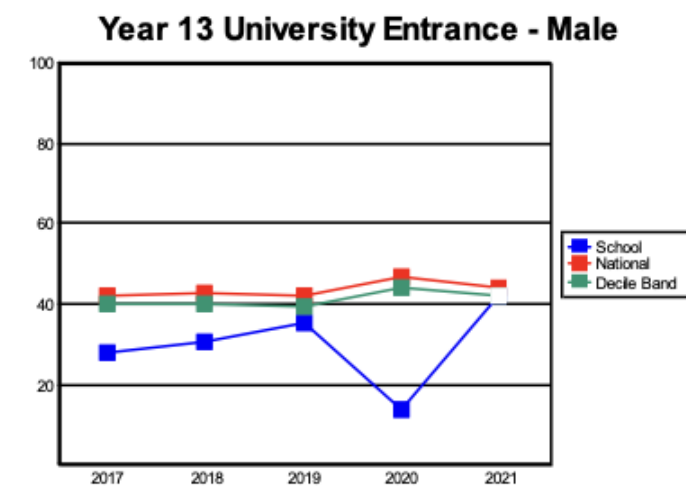
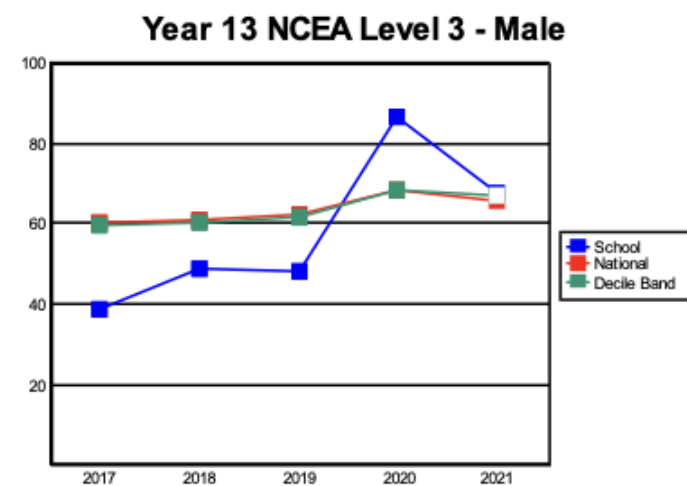
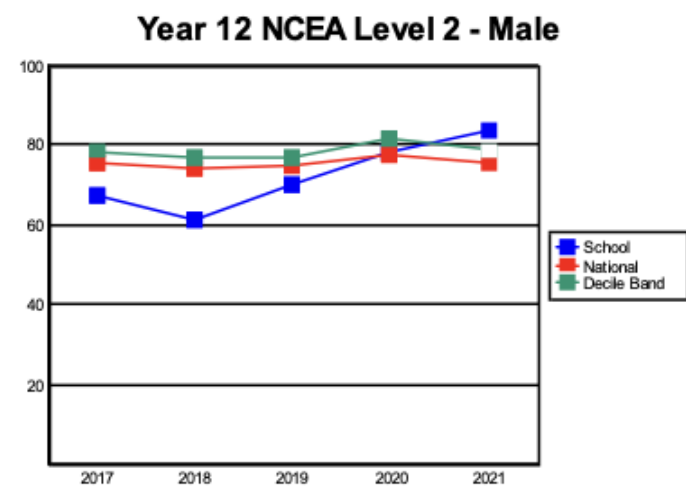
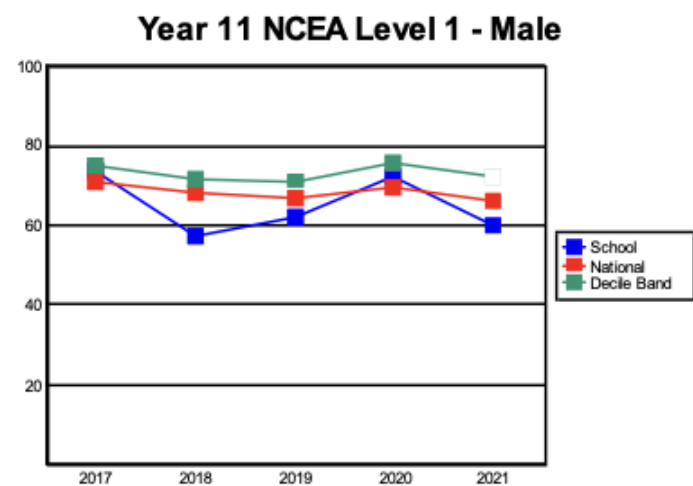
Strategic Goal 2		What does the data say?	Strategic Plan - What we are going to do over the next three years to achieve this Strategic Goal.			Annual Plan	Monitoring
<i>What do we want to achieve? Aspirational, inspirational and long term.</i>	<i>What will this look like if we get it right?</i>	<i>Where 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>
			2021	2022	2023		
School culture at KVC means everyone holds a special place; are valued, feel safe and equipped to achieve their aspirations	<ul style="list-style-type: none"> • Ākonga (ākonga), with their whanau, are at the centre of education • School Culture reflects local tikanga Māori, mātauranga Māori, and te ao Māori. • KVC is a place where there is a true sense of belonging, regardless of ability, ethnicity, or family circumstance. • Ākonga conduct and behaviour exemplifies the schools values • Every student is comfortable in who they are and what success means for them • Ākonga and kaiako are confident in the use of te reo in everyday conversations (i.e. normalised) • Signage around the school immediately identifies the bicultural heritage of NZ • 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 • The schools facilities, including the urban farm, are utilised to their fullest extent to provide learning opportunities that support an innovative curriculum • Interactions between different age groups within the school is strengthened to include break times and house activities. • 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 	<ul style="list-style-type: none"> • 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. • There also needs to be further development with kaiako and ākonga in understanding of what success means for them and their whanau • 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 • There is little bicultural signage around the school. The only references you may notice are around school values and in school notices • 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 & 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 what they means. The pride card system (reward) works well and ākonga enjoy the PRIDE drawers held in assemblies. 	<ul style="list-style-type: none"> • The three way partnership with ākonga, kaiako, and whanau is strengthened through multiple methods of communication, including hui/fono, three way conferences, and korero. • Staff PLD around the correct pronunciation of students and local place names is provided. • 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 • The karakia is used on a weekly basis without prompts • The school values are relaunched with new signage around the school • Emphasis is placed on using the school values in conversations with students for correction purposes • Kaiako engage in PLD and implement restorative practices • Where possible Kaiako are well informed about the presenting issues students are bringing with them to school • Kaiako are reminded very regularly about all being on the same 	<ul style="list-style-type: none"> • 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. • 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 • Restorative PLD continues and practices are embedded • Ākonga, Kaiako and whanau/fono voice on school culture is sought • Various carpets replaced around school • Refurbishment of boys toilet block in gymnasium 	<ul style="list-style-type: none"> • The use of te reo is becoming commonplace at KVC 	<ul style="list-style-type: none"> • Engage with MOE to provide PLD for kaiako in restorative practices • Ask our school Kaiārahi to provide school wide PLD in use of te reo • Support and approve kaiako undertaking individual PLD in te reo • Establish clear links with local marae • Organise annual visits by groups from the school to the marae • Principal diaries and communicates regular reminders to kaiako about expectations and the use of restorative practices in resolving behaviour issues • Head ākonga speak about values in assemblies • New signage in te reo is put up around the school • Kaiako are actively inviting whānau/fono to three way conferencing 	<ul style="list-style-type: none"> • Te reo is more audible around the school and in class observations • Kaiako are more confident in the use of te reo (surveyed) • All PLD is delivered • Kaiako complete individual course in te reo • Ākonga are clearly able to articulate school values • Kaiako are referring to the values in their correction. (ākonga voice) • Signage is up • Attd numbers at three way conferences is in the high 80s to 90-% • Students are better equipped to talk about their learning • Whānau/fono feel engaged in child's learning (survey) • School property is looking more modern • There is a good working relationship with the marae • 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

		<ul style="list-style-type: none"> • 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. • 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. The urban farm continues to develop with the addition of learning opportunities, but a lack of funding prevents this from being fully utilised. 	<p>page in their dealing with school routines and expectations</p> <ul style="list-style-type: none"> • Support is given to gender diverse ākonga to ensure they and their whanau feel supported • Kaiako and Yr 7 & 8 ākonga visit the marae for PLD and learning • Science labs and Foods room refurbished • LSC office established • Urban Farm development continues • 				
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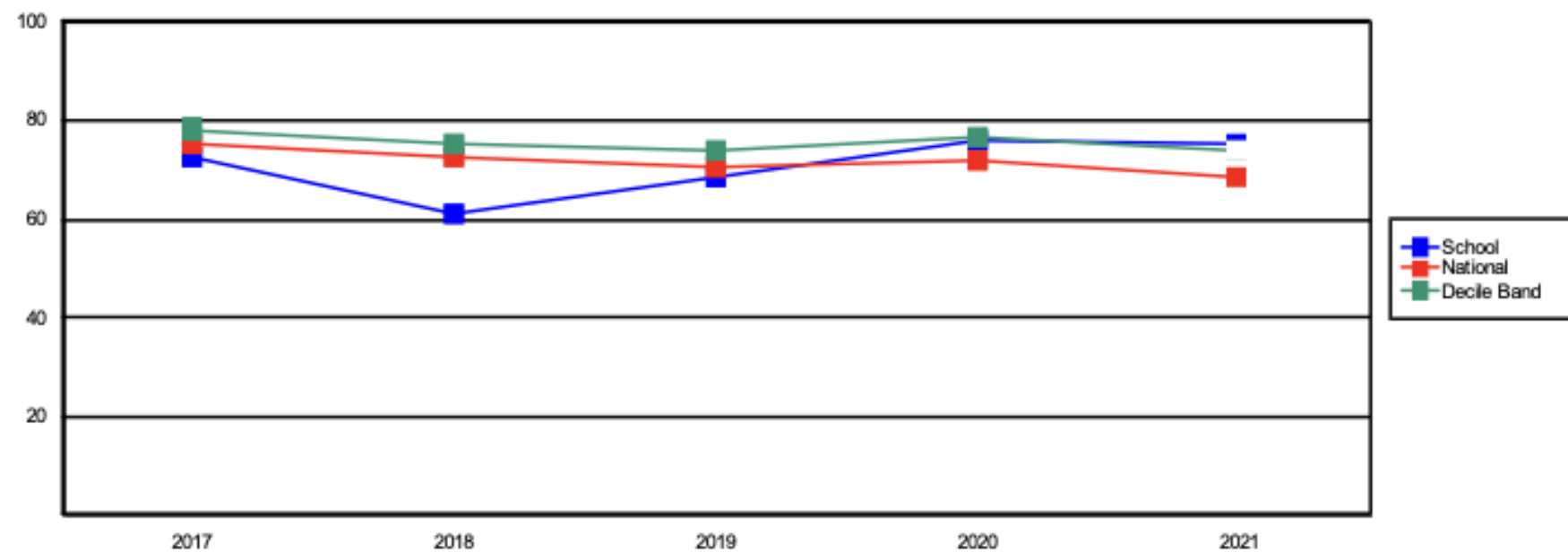
Analysis	Evaluation
<p>While some progress has been made towards this goal it would be only fair to say that 2021 presented us with some real challenges in terms of school culture and ākonga management. There are multiple reasons for this and some of the ākonga coming to KVC come with very complex issues that need to be catered for.</p> <p>The number of stand downs, suspensions and exclusions was up on the previous year and was a matter of discussion with the MOE who have offered some assistance for 2022.</p> <p>This, on top of another year affected by COVID, left Kaiako feeling very tired and exhausted by the end of the school year.</p> <p>Emphasis continues to be placed on PB4L practices and this was supported with PLD planned on restorative conversations.</p> <p>Staff and student well-being initiatives are being undertaken and regular student PRIDE draws as well as a staff PRIDE draw 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 once again placed 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>Movement on some of our building projects has been slow with renovations to both the science labs and Foods room still to get to the tender process. The LSC office is now complete and a new playground for the Junior College is under construction. The age of our infrastructure continues to place significant pressure on the spending ability on new projects.</p>	<p>Being the second years of whānau groups saw relationships between kaiako and whānau strengthened even further. It was great to see ākonga more involved in the ownership of their learning.</p> <p>As reported above, significant emphasis was placed on tikanga and the speaking of Te Reo and this is no longer the exception but more becoming the norm. Emphasis has been placed on this in the design of the Year 10 semester courses as well as the development of the new NCEA courses. It is the main goal for 2022 as we seek people's voice into further developments. A very significant PLD application has been approved for 2022/3 and this will see facilitators coming into the school to provide assistance.</p> <p>A Professional Development session on Mātauranga Māori with a local focus was run for staff. A shared drive folder of resources has been developed for staff to share</p> <p>2021 saw a very significant number of kaimahi (20%) moving on from the school at the end of the year. This is for multiple legitimate reasons. It does however, present some challenges in welcoming new kaimahi and bringing them on board with the direction we want to see the school moving in. These challenges are exciting ones and are being looked forward to.</p>

NCEA Roll Based Data for Domestic Students 2021

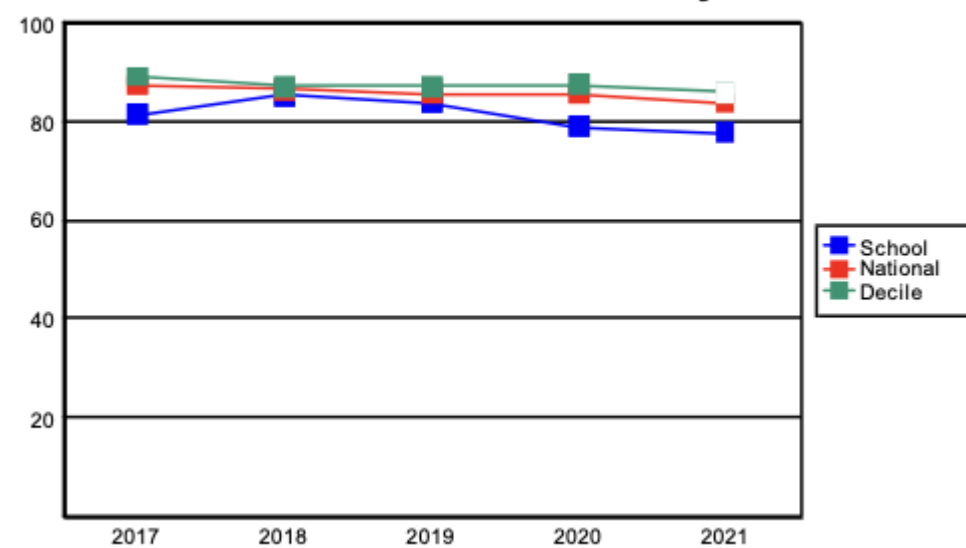
Level 3	<i>Total</i> <i>(55 students)</i>	<i>Males</i> <i>(30 students)</i>	<i>Females</i> <i>(25 students)</i>
Pass Rate	77%	68%	88%
Endorsed with Excellence	5	5	0
Endorsed with Merit	6	5	1
University Entrance	36%	42%	28%
Scholarships	4	4	0
Level 2	<i>Total</i> <i>(52)</i>	<i>Males</i> <i>(25 students)</i>	<i>Females</i> <i>(27 students)</i>
Pass rate	79%	84%	75%
Endorsed with Excellence	3	1	2
Endorsed with Merit	4	1	3
Level 1	<i>Total</i> <i>(75)</i>	<i>Males</i> <i>(33 students)</i>	<i>Females</i> <i>(42 students)</i>
Pass Rate	75%	60%	88%
Endorsed with Excellence	3	1	2
Endorsed with Merit	13	4	9
Literacy	78%	66%	88 %
Numeracy	76%	63%	88%



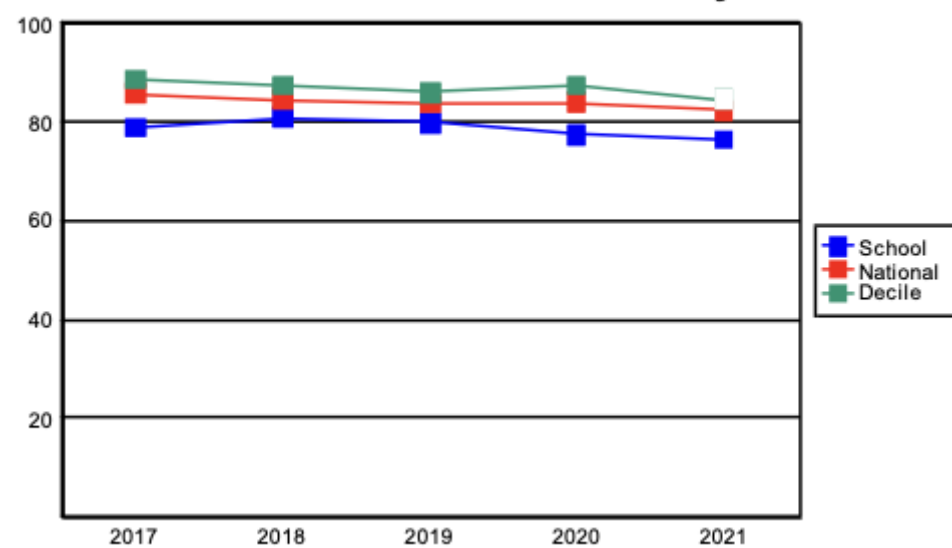
Year 11 - NCEA Level 1



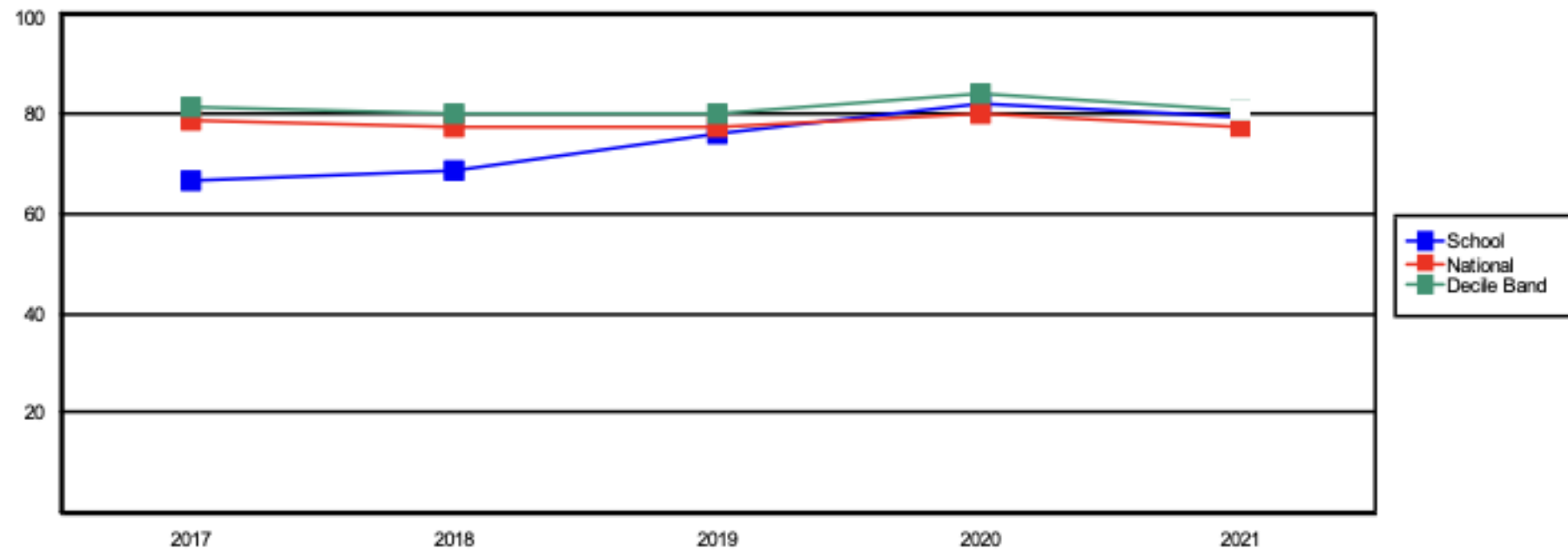
Year 11 Level 1 Literacy



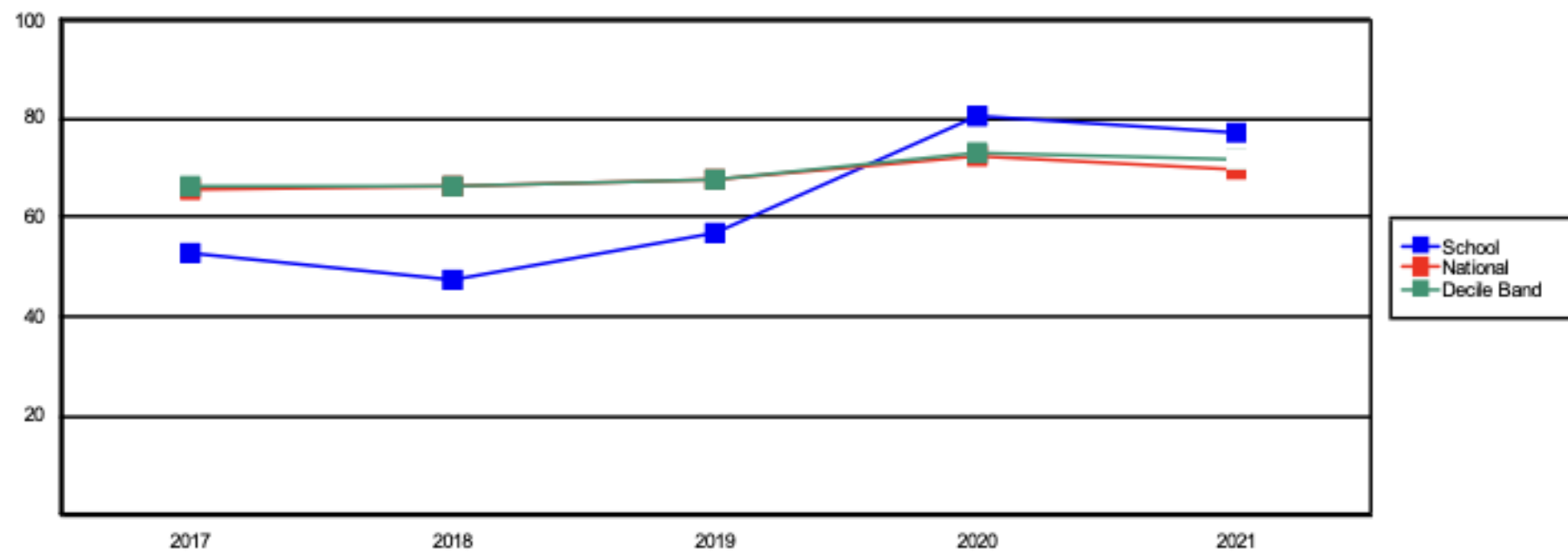
Year 11 Level 1 Numeracy



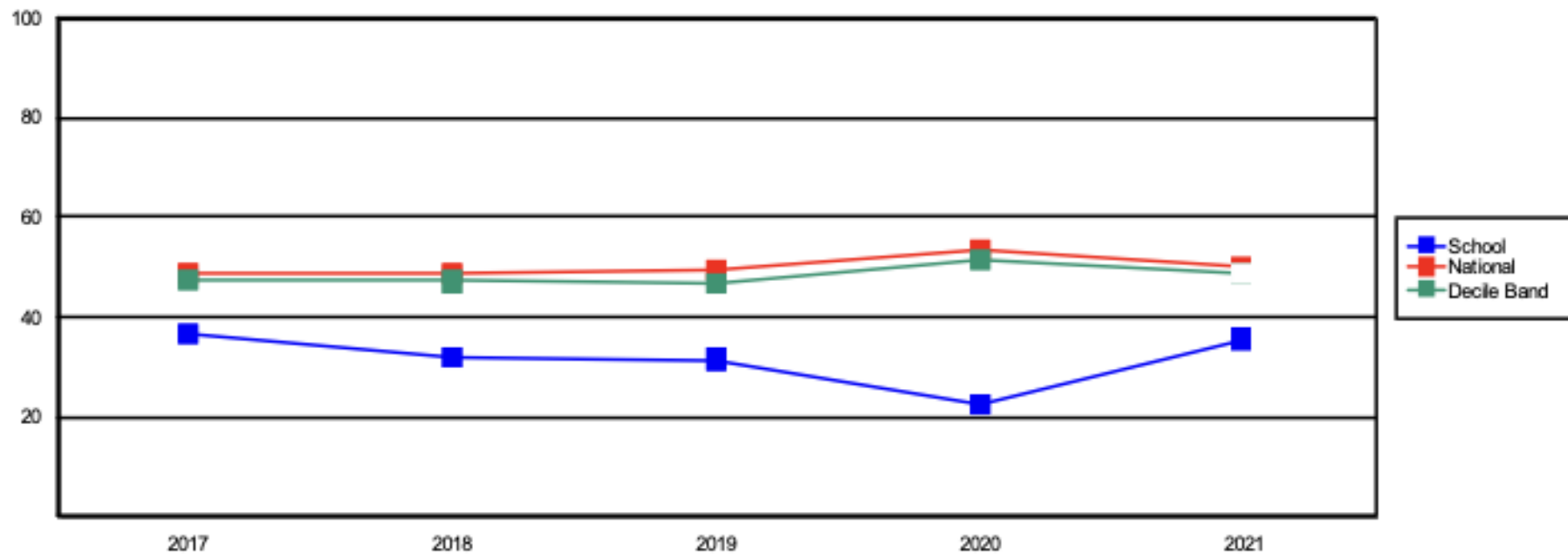
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



NCEA Results for all Participating Domestic and International Students

Level 3	<i>Total</i>
Pass Rate	82.%
University Entrance	39%
Level 2	<i>Total</i>
Pass rate	81%
Level 1	<i>Total</i>
Pass Rate	76%

NCEA Results for participating *International* Students

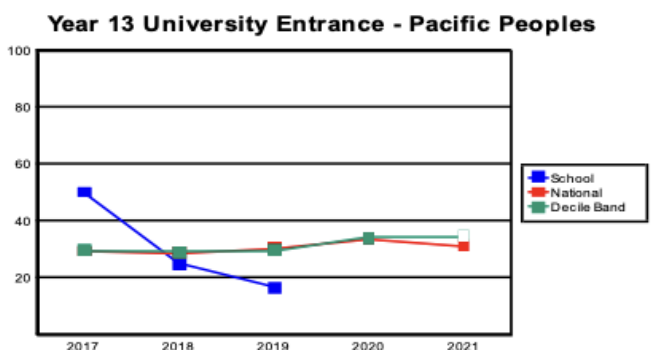
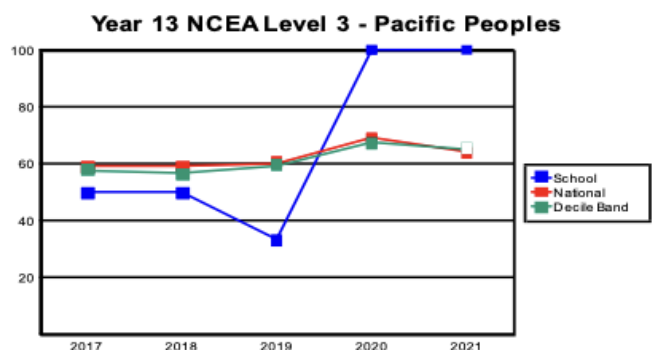
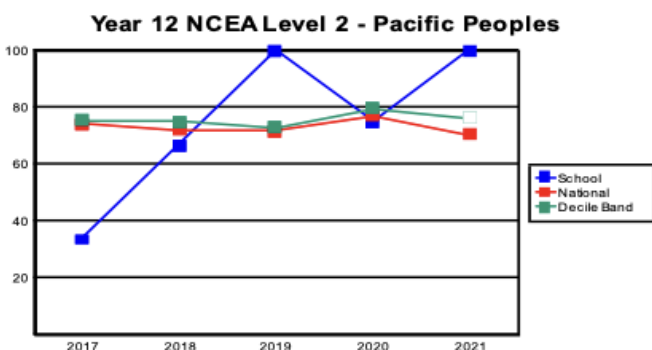
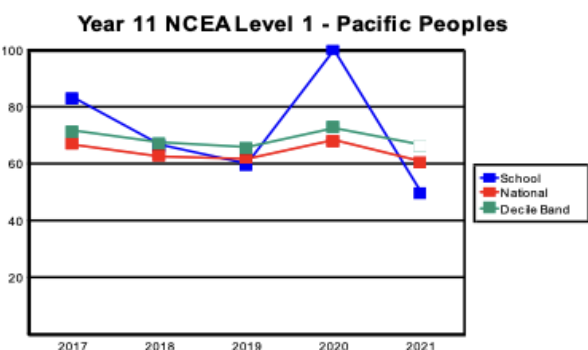
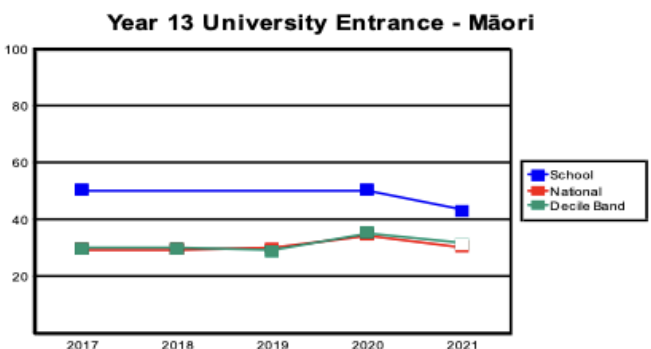
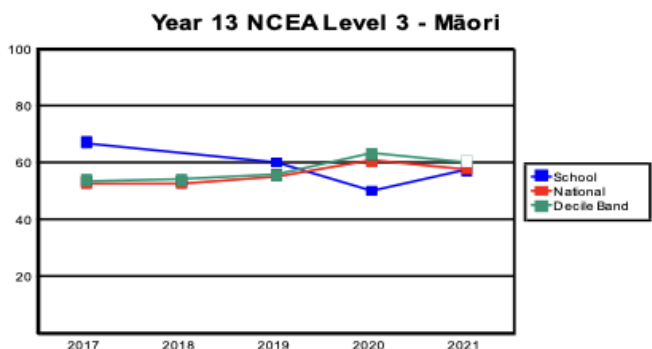
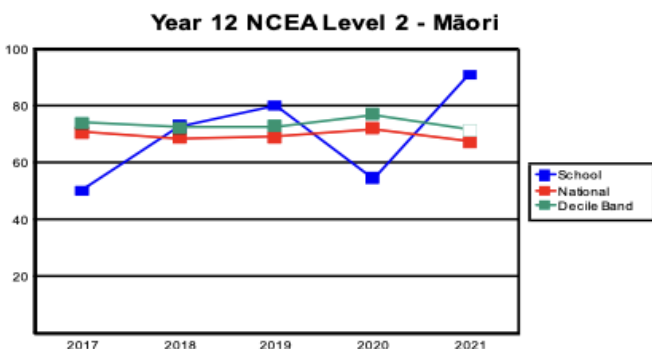
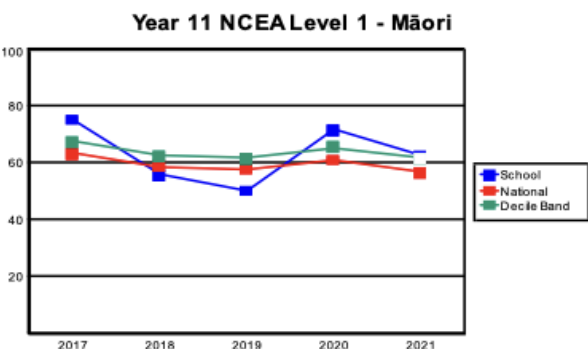
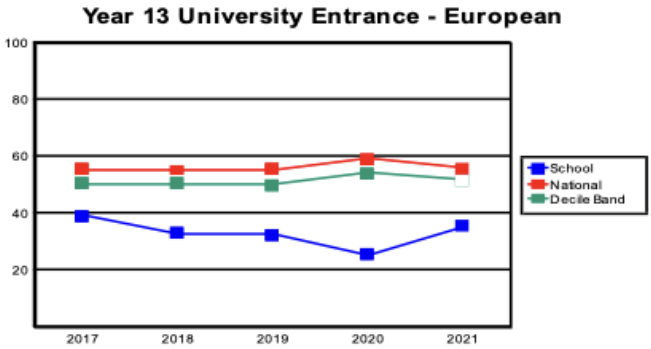
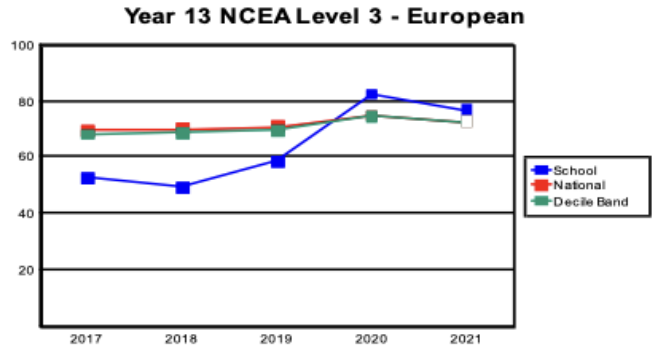
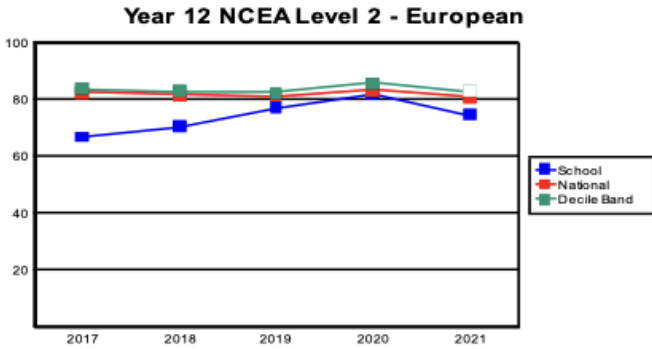
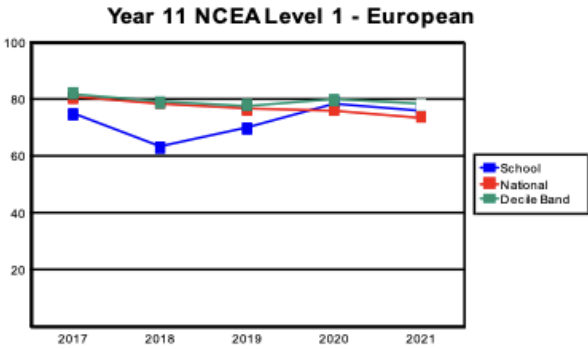
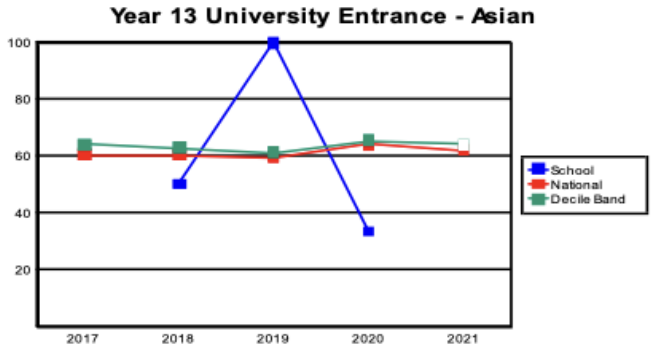
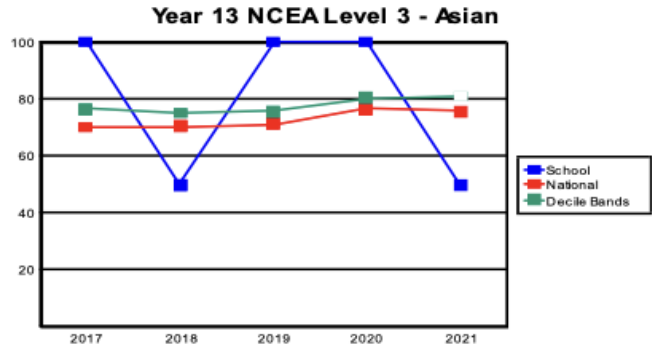
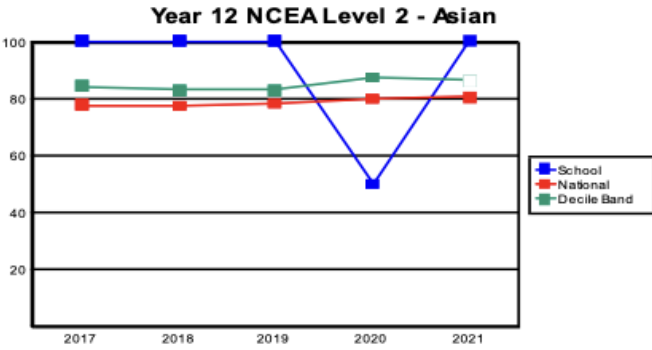
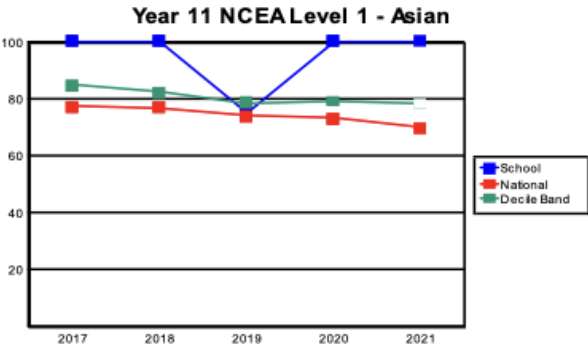
Level 3 (8 students)	<i>Total</i>
Pass Rate	100%
Endorsed with Excellence	1
Endorsed with Merit	1
University Entrance	50%
Scholarships	0
Level 2 (2 students)	<i>Total</i>
Pass rate	50 %
Endorsed with Excellence	0
Endorsed with Merit	0
Level 1 (1 student)	<i>Total</i>
Pass Rate	100%
Endorsed with Excellence	0
Endorsed with Merit	0
Literacy	100%
Numeracy	100%

HIGHEST QUALIFICATIONS FOR DOMESTIC LEAVERS 2020

This includes those who leave during the year.

YEAR 13 (55 leavers)	YEAR 12 52 students (18 leavers)	YEAR 11 75 students (22 leavers)
UE 19	0	0
Level 3 23	0	0
Level 2 10	12	0
Level 1 0	5	9
No Qualification 1 Leavers Destinations: 17 - University 10 - Polytechnic 13 - Paid employment 0 - Armed Forces 2 - Apprenticeship 2 - Other courses 1 - Training services such a CCT, life skills 4- Gap year 6 - Unknown 7 - International	2 Leavers Destinations: 0 - Transferred to a new school. 1 - Alternative Education. 10 - Course 2 - Paid employment 0 - End of schooling 4 - Unknown 1 - Back overseas	13 Leavers Destinations: 3 - transferred to a new school. 8 - Alternative Education. 2 - Health school 1 - End of schooling 1 - Other training course 2 - Moved town 3 - Unknown 1 - Back overseas 1- Paid Employment

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

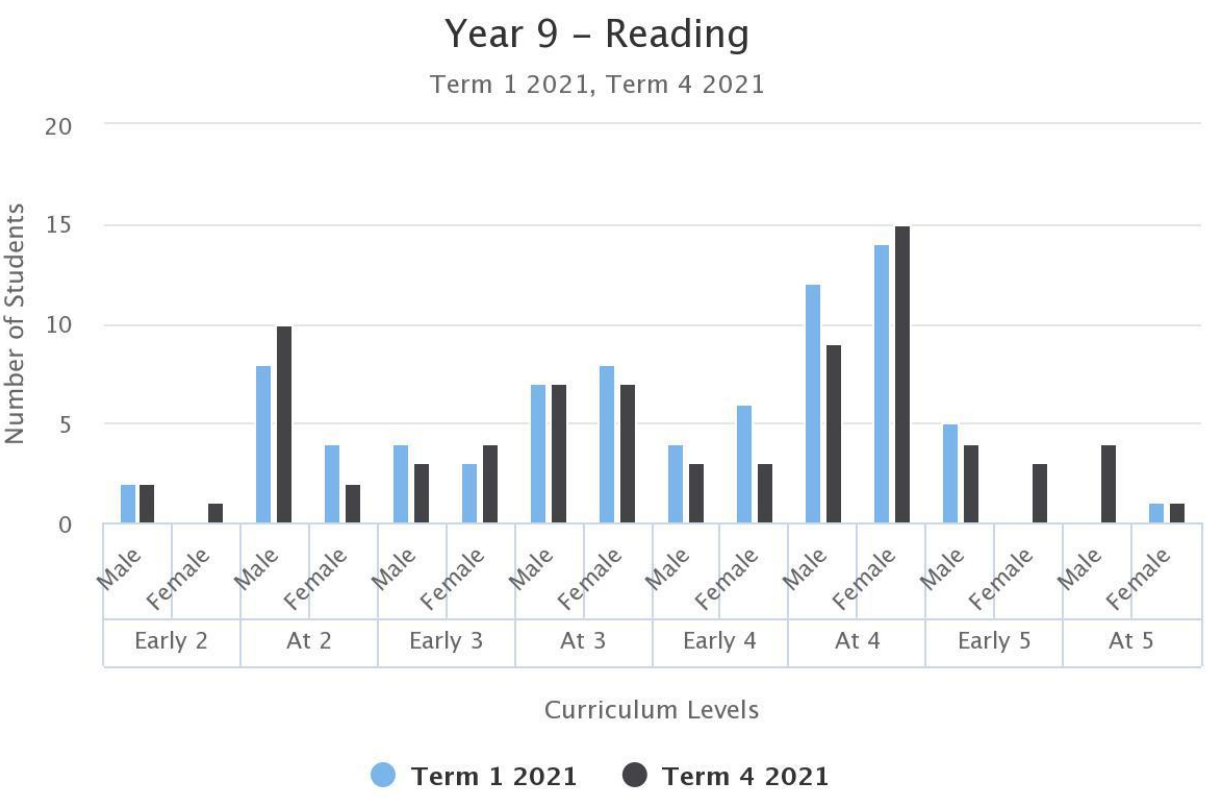
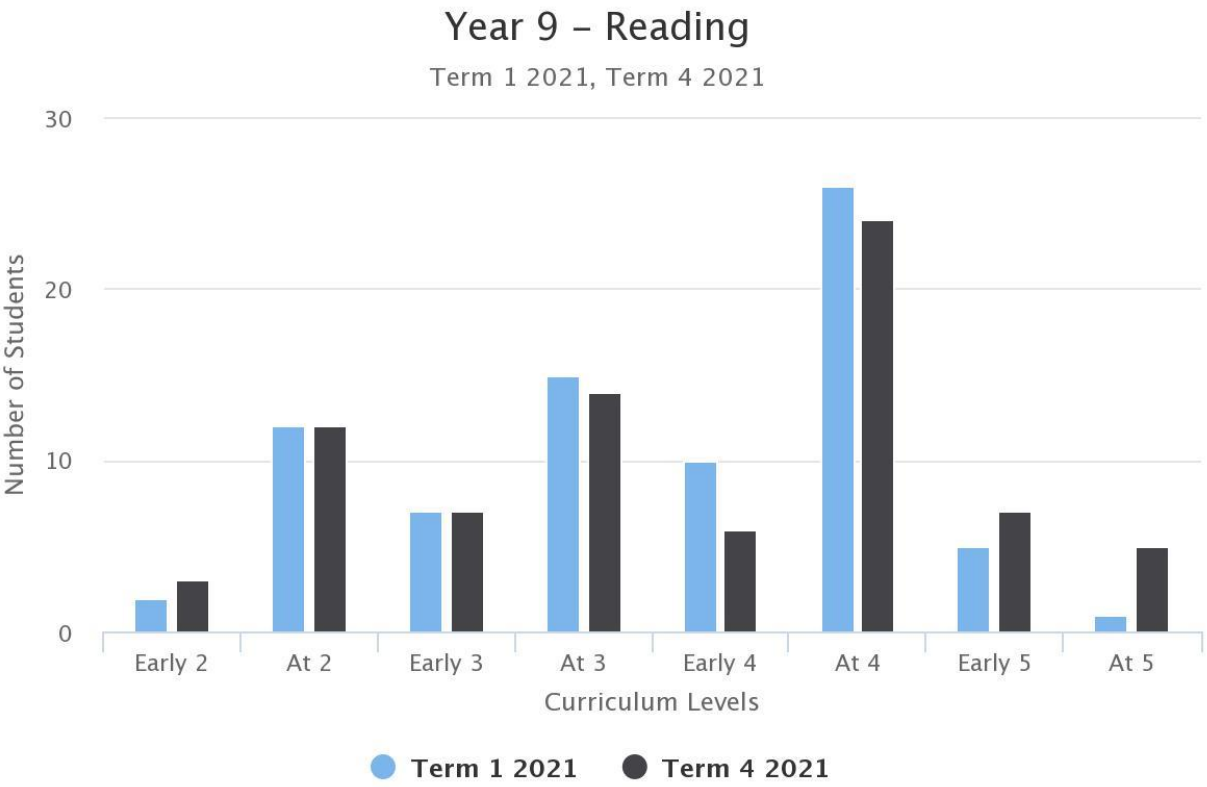


OVERVIEW OF MĀORI AND PASIFIKA STUDENT ACHIEVEMENT AT NCEA IN 2021

	Māori	Pasifika
Year 11	<p>10/16 Students gained NCEA Level 1. 1 Merit Endorsement</p> <p>Of the 4 students that did not gain level 1: 1 Student left mid year. 2 Health School 2 Alternative Education 1 Changed schools</p>	<p>1/3 Students gained NCEA Level 1.</p> <p>Of the 2 students that did not gain level 1 both were engaged in Alternative Education</p>
Year 12	<p>11/12 Students gained NCEA Level 2</p> <p>The 1 student that did not gain level 2 was an ORS student</p>	<p>2/2 Students gained NCEA Level 2 1 Merit Endorsement</p>
Year 13	<p>4/7 Students gained NCEA Level 3 1 Merit Endorsement</p> <p>3/7 Gained UE</p> <p>2 of the 3 that did not gain level 3 passed level 2 in 2021. The third left school in April.</p>	<p>3/3 Students gained NCEA Level 3</p> <p>0/3 Gained UE</p> <p>2/3 Gained a Vocational Pathways award.</p>

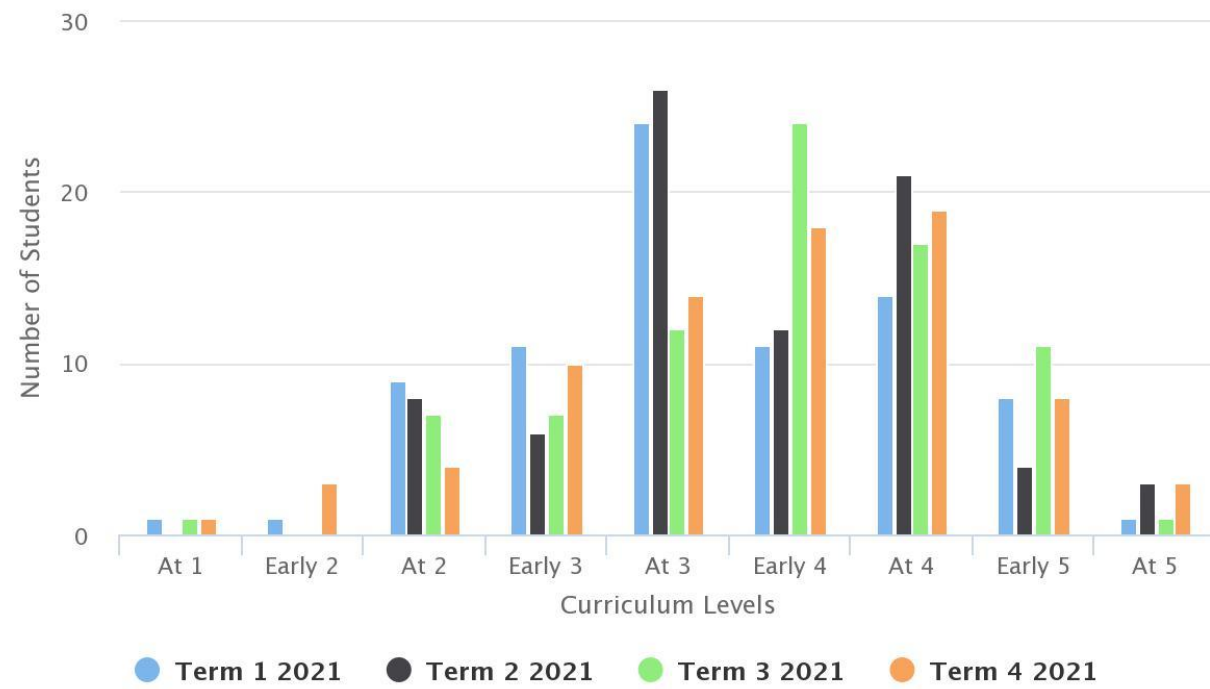
Year 13 Targets		
Years 13 Based on those entered for 60 or more credits at Level 3, 70% of students will achieve	80.6% of all students gained level 3. 96.8 % of those entered for 60 or more credits at Level 3, gained level 3.	Well Met
Year 12 Targets		
Year 12 Measured on roll based data (includes ORS 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

Year 9&10 Graphs:



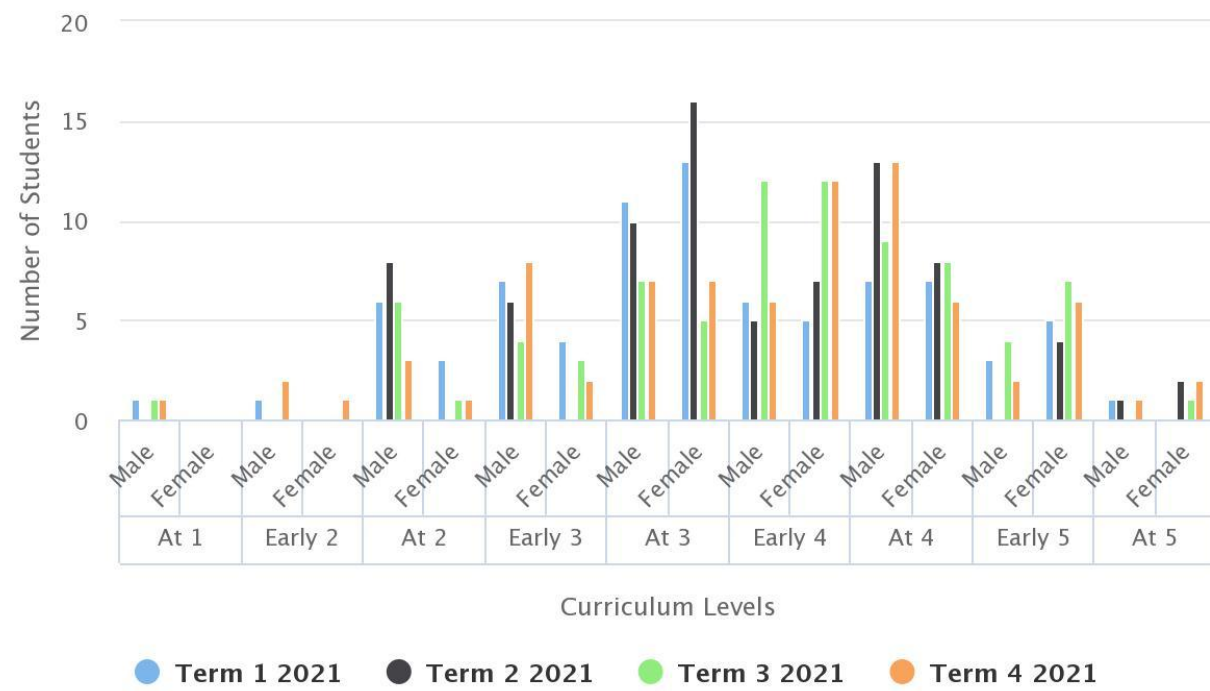
Year 9 – Writing

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



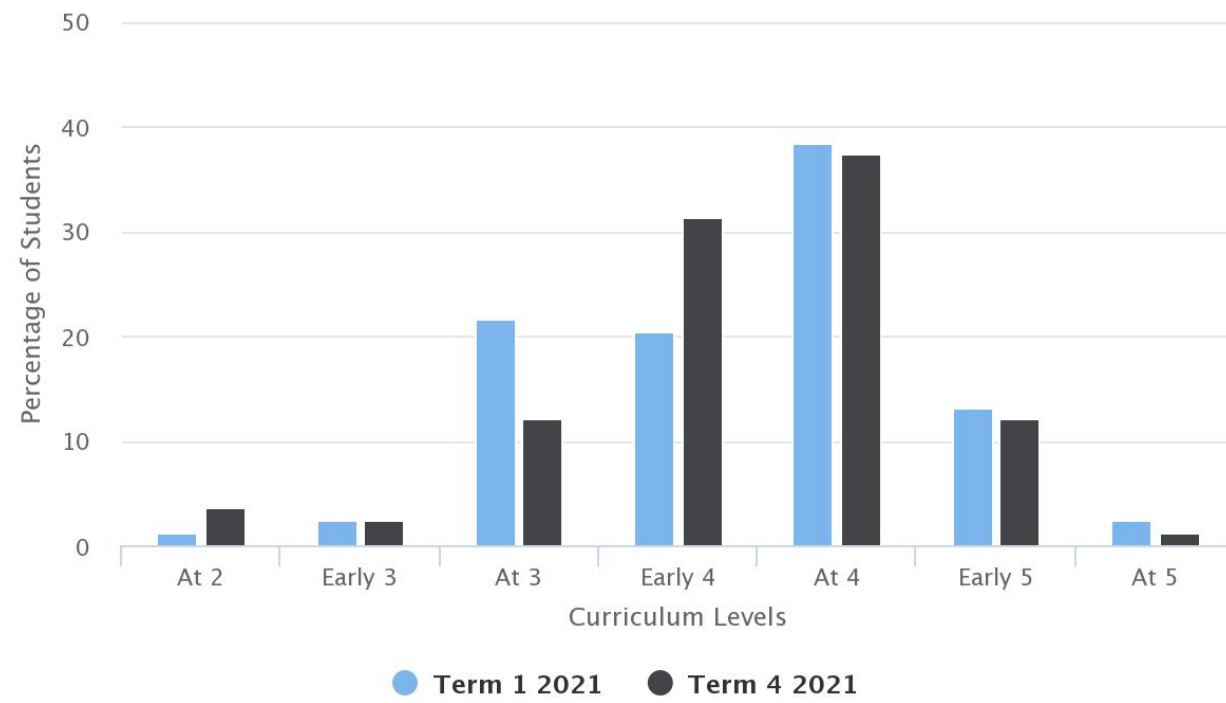
Year 9 – Writing

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



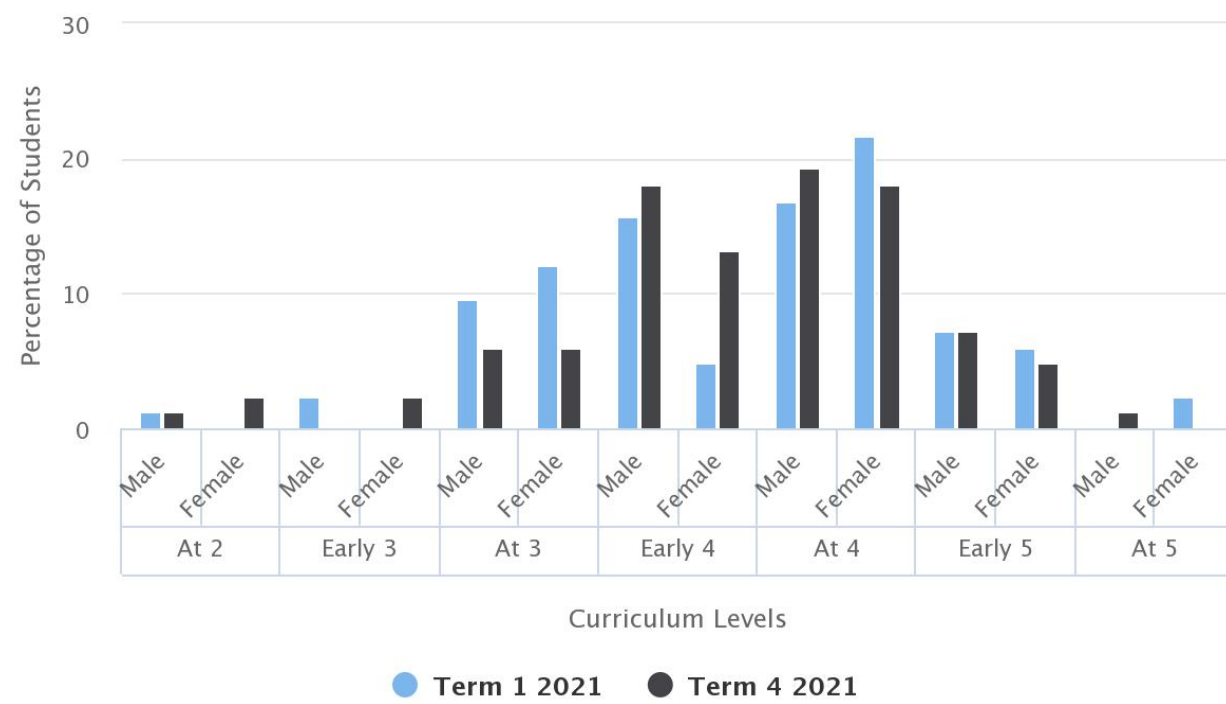
Year 9 – Number

Term 1 2021, Term 4 2021



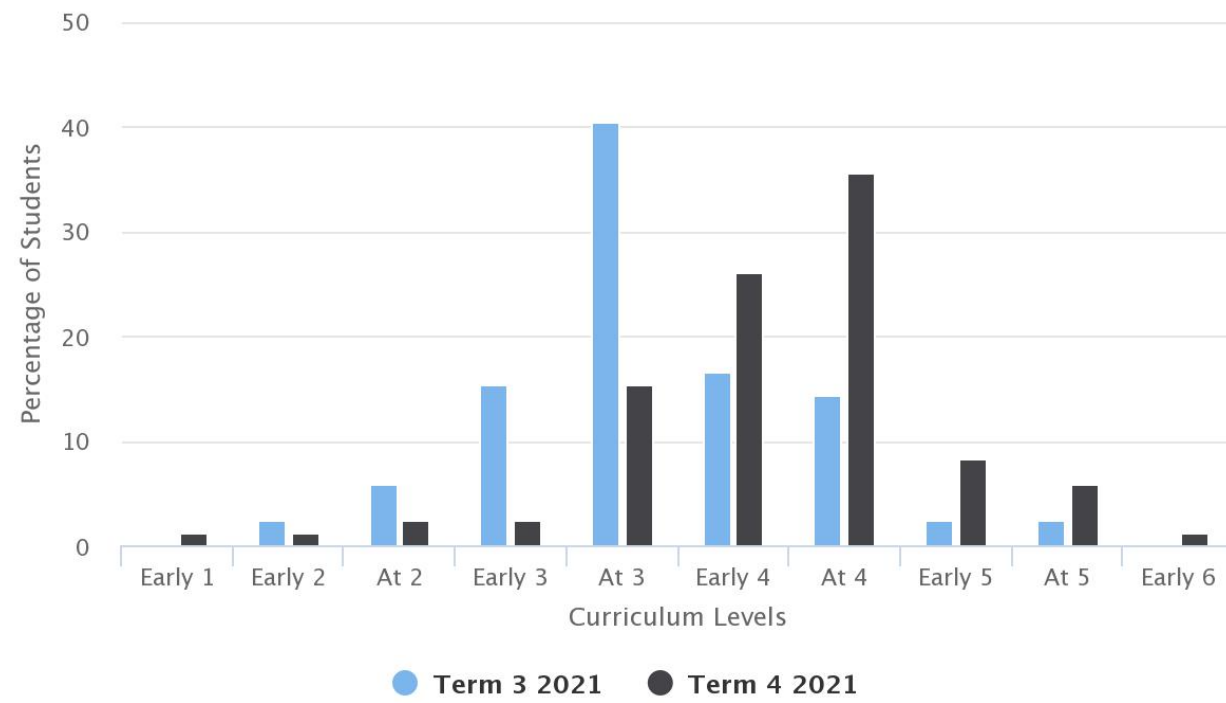
Year 9 – Number

Term 1 2021, Term 4 2021



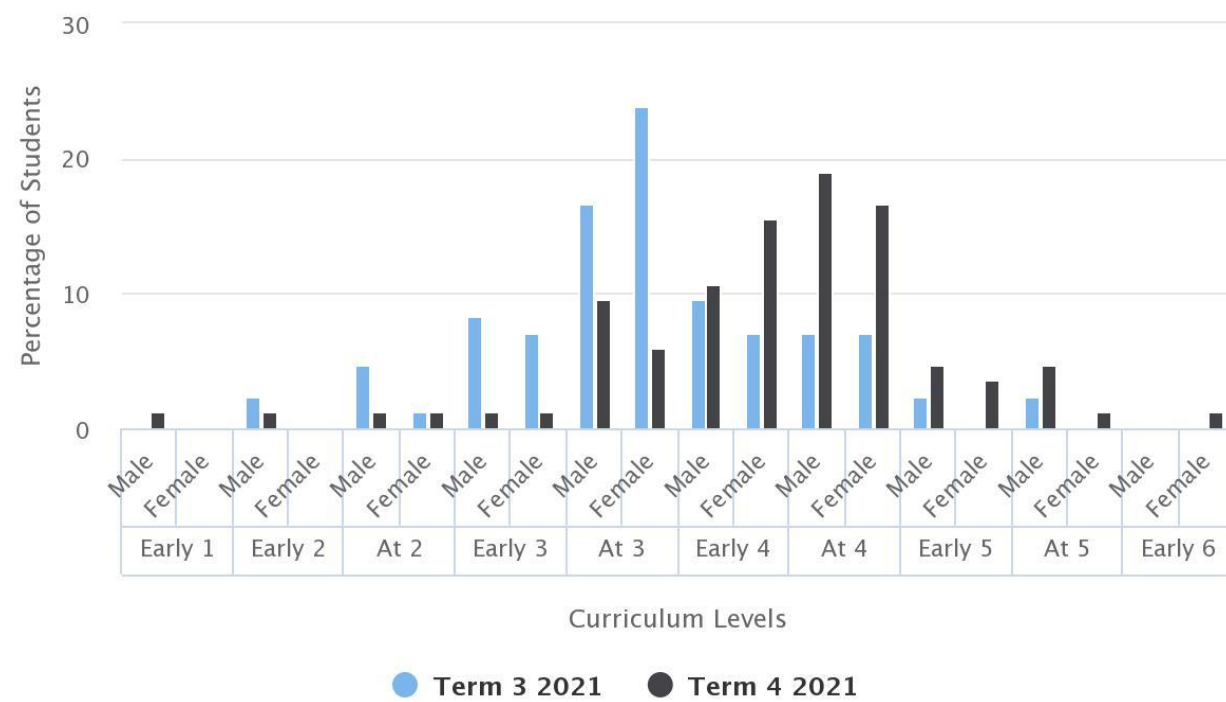
Year 9 – Algebra

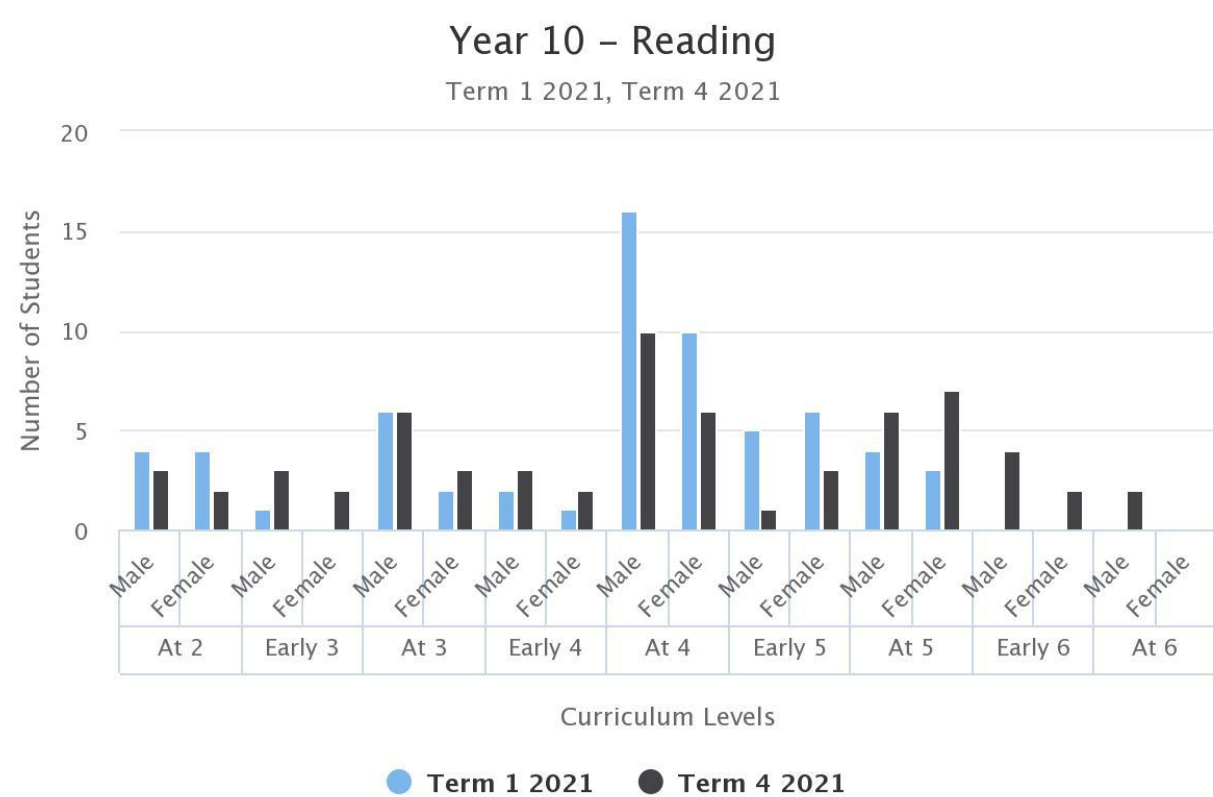
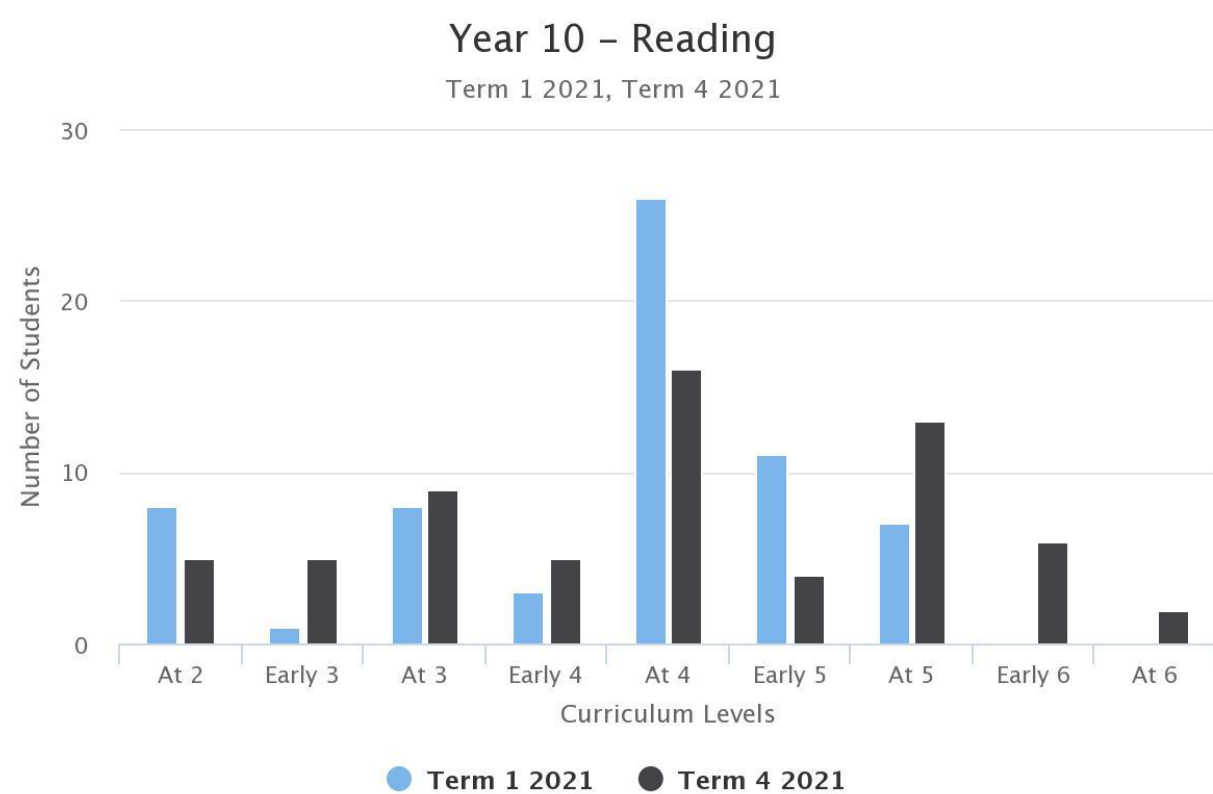
Term 3 2021, Term 4 2021



Year 9 – Algebra

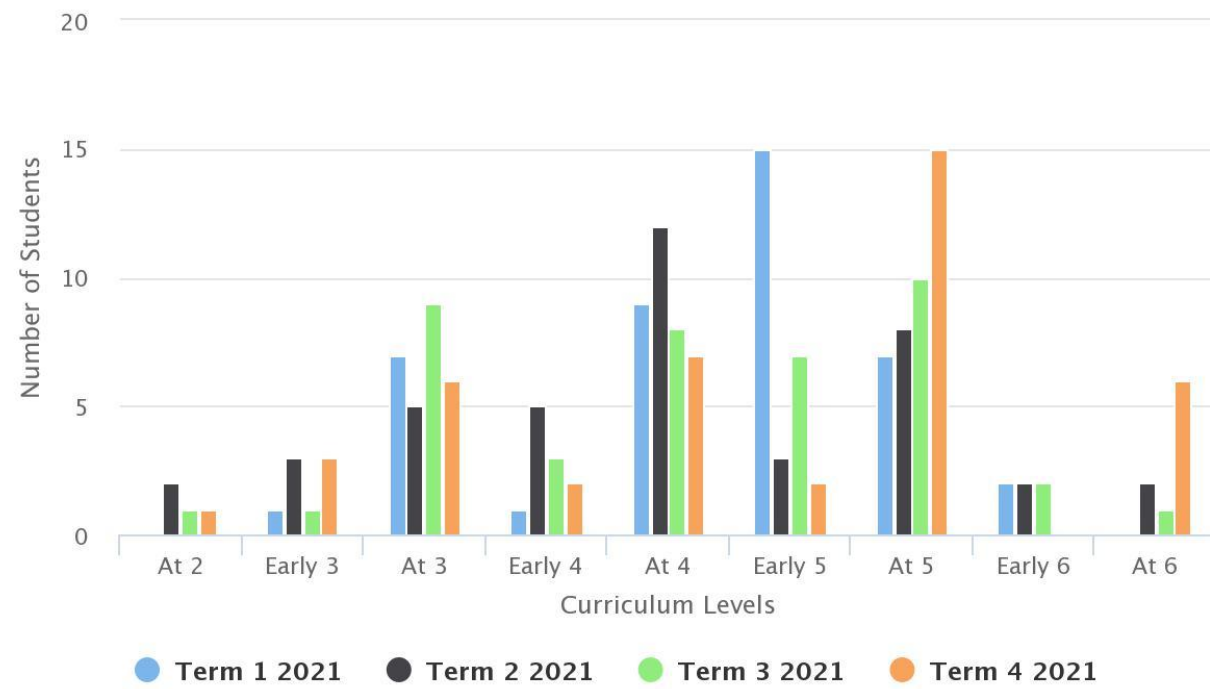
Term 3 2021, Term 4 2021





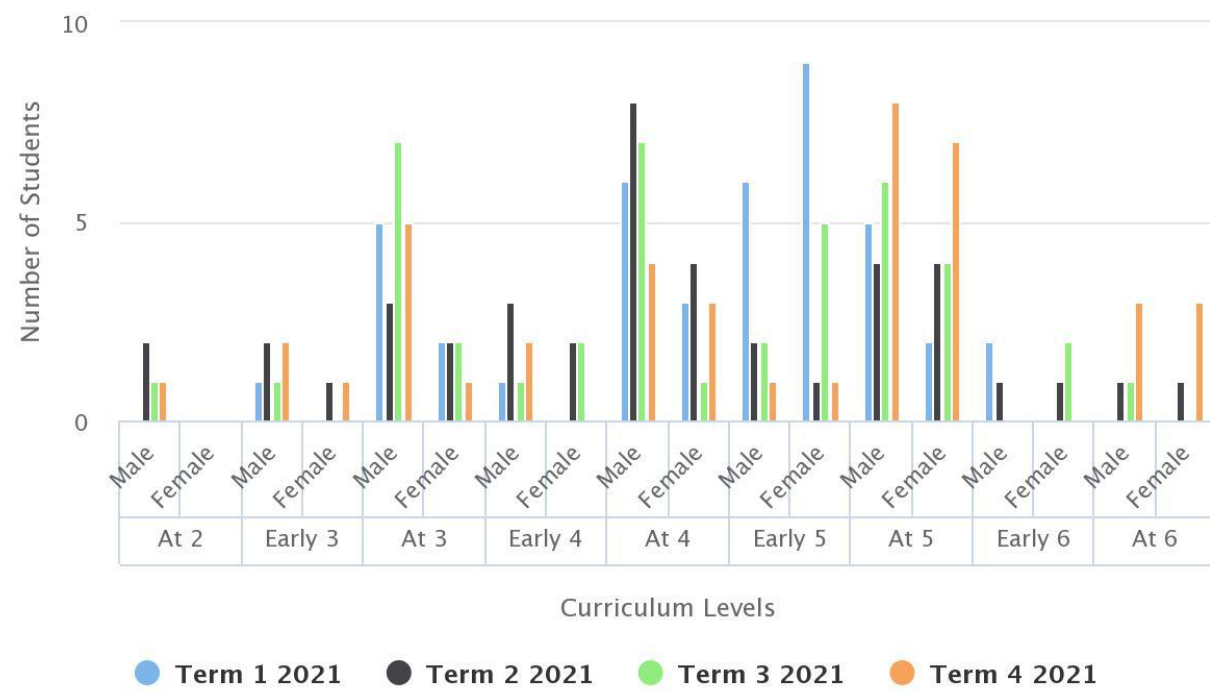
Year 10 – Writing

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



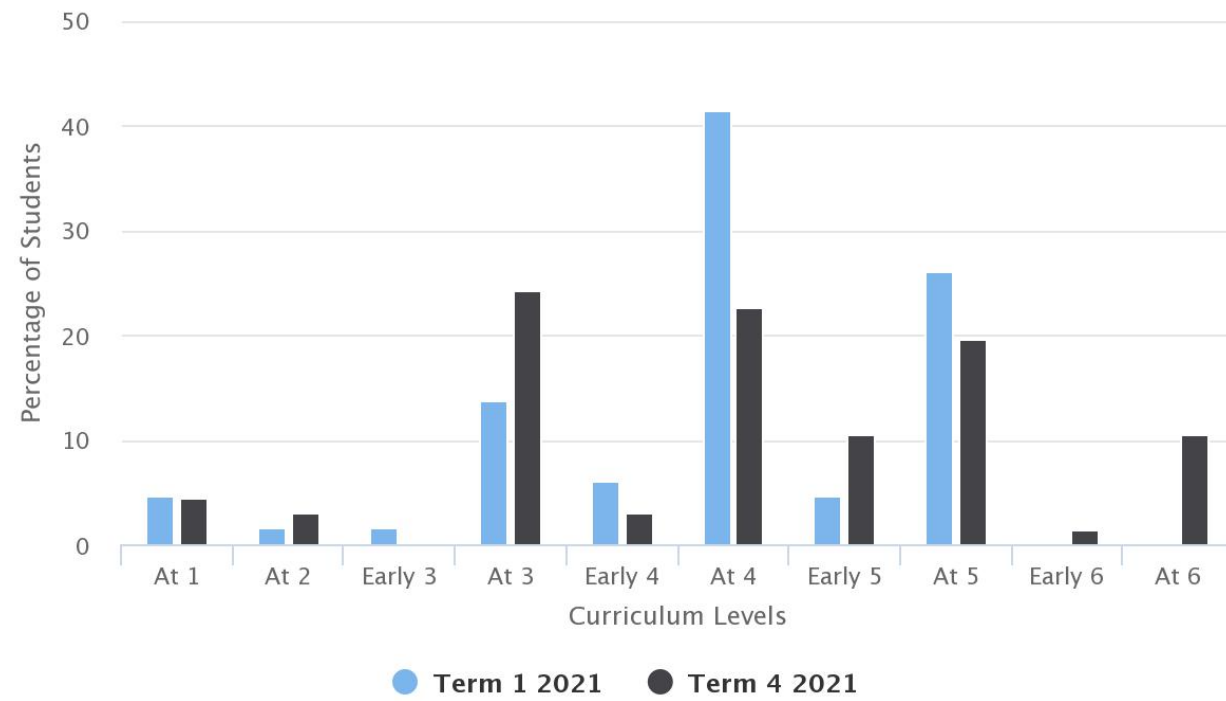
Year 10 – Writing

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



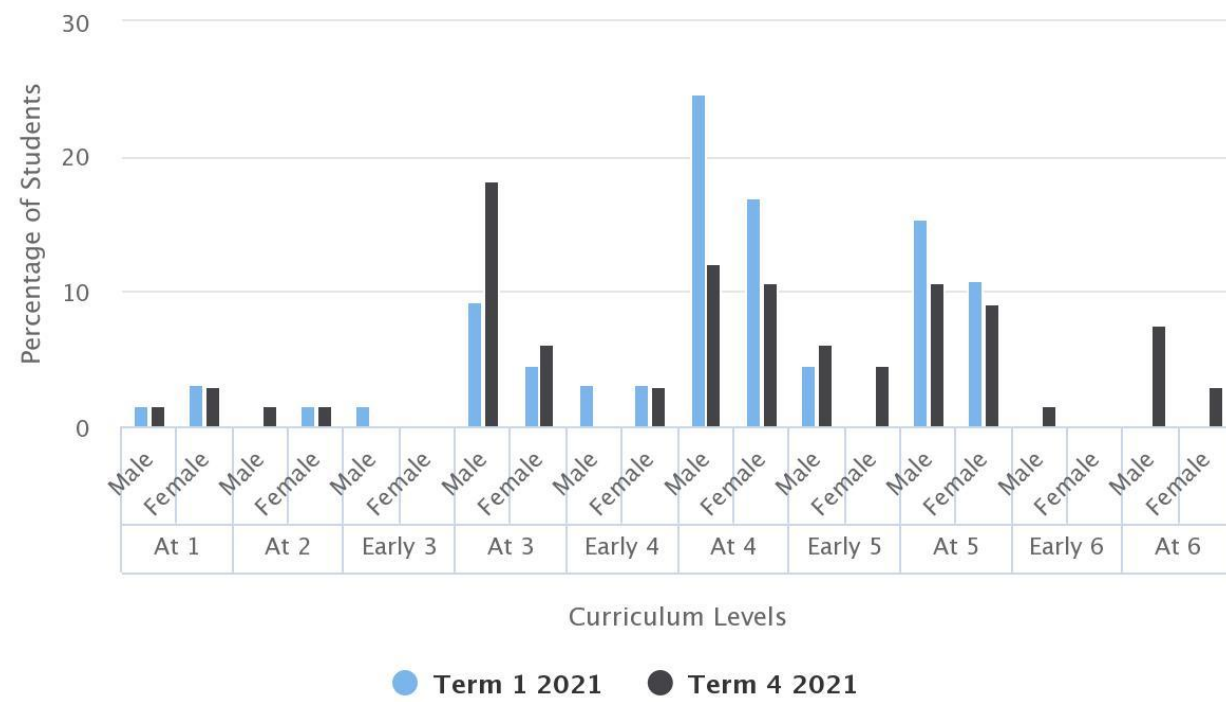
Year 10 – Number

Term 1 2021, Term 4 2021



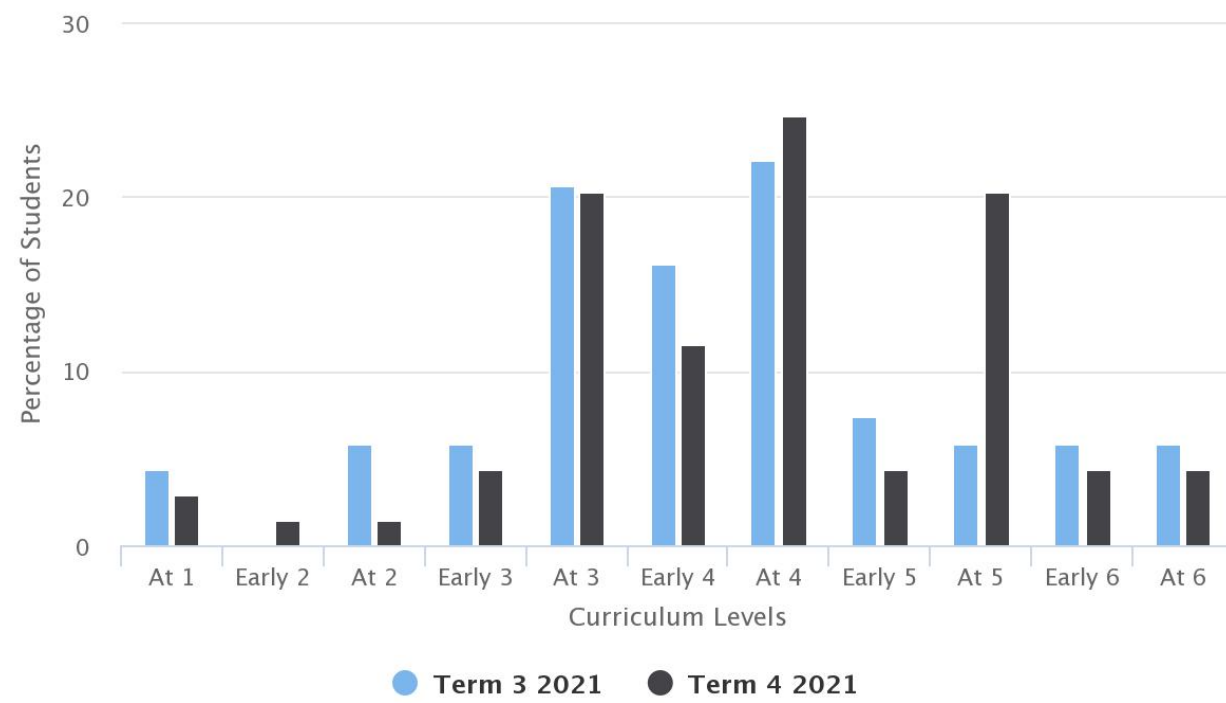
Year 10 – Number

Term 1 2021, Term 4 2021



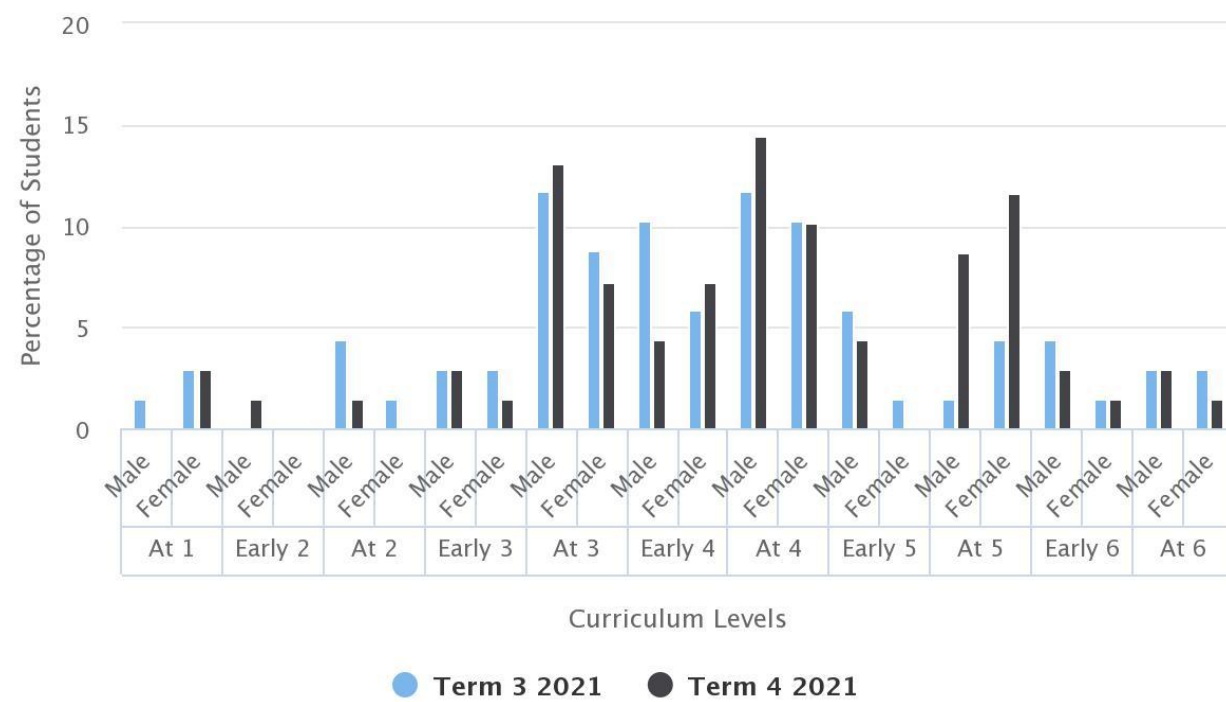
Year 10 – Algebra

Term 3 2021, Term 4 2021

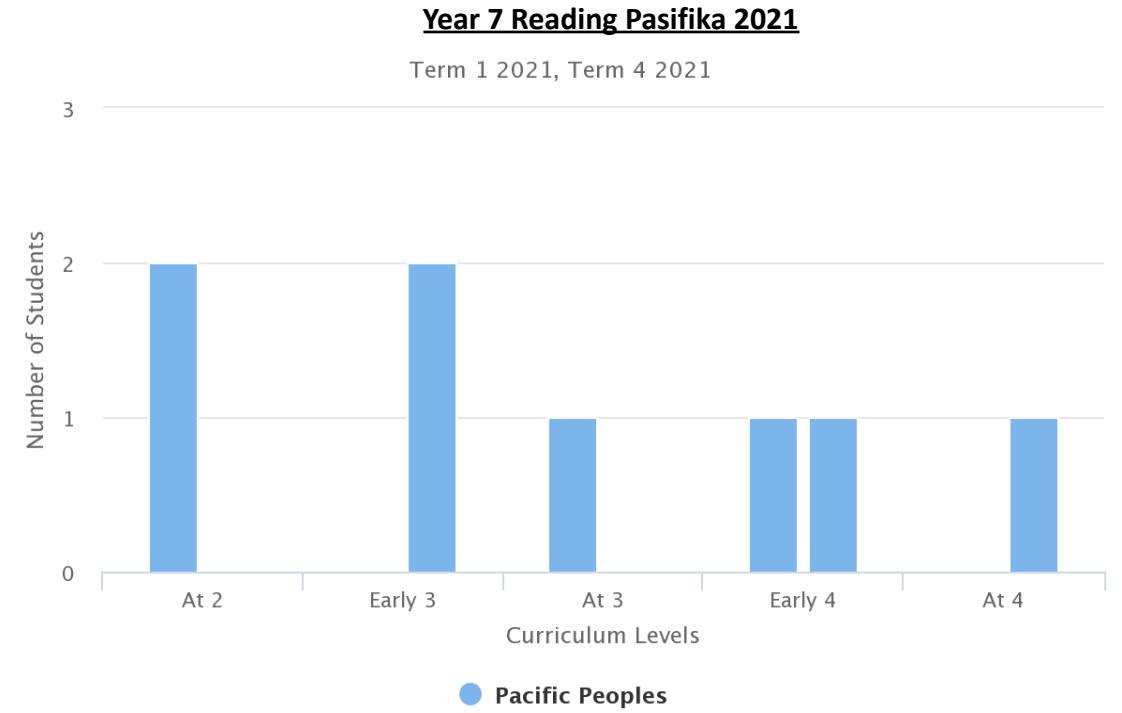
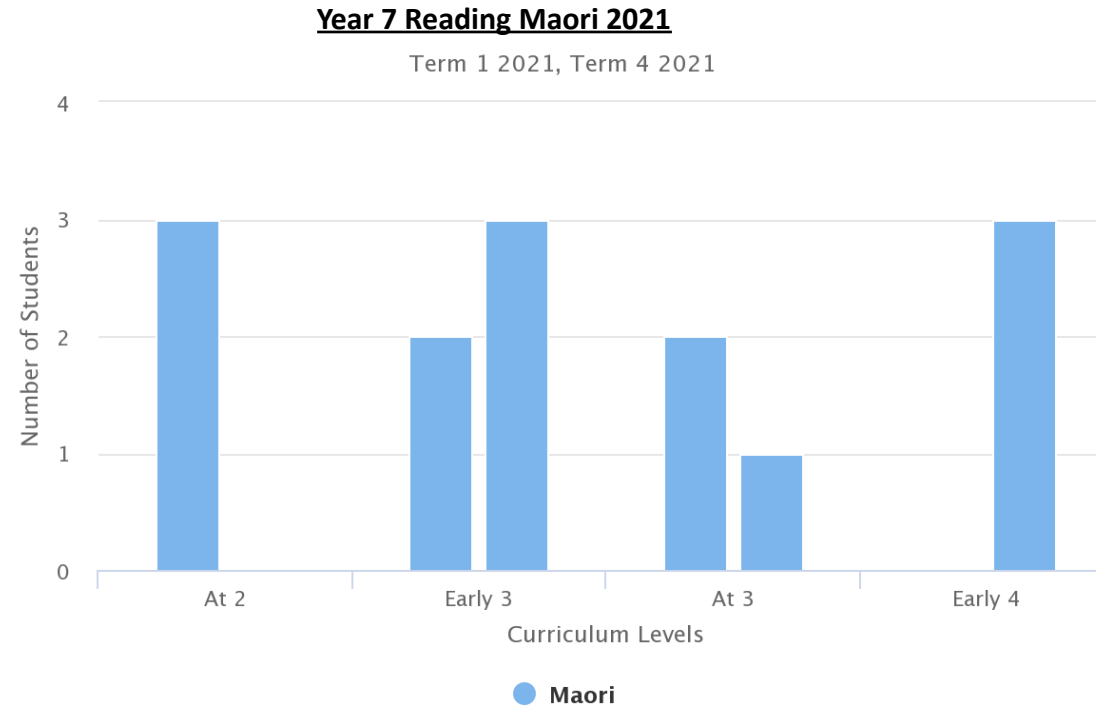
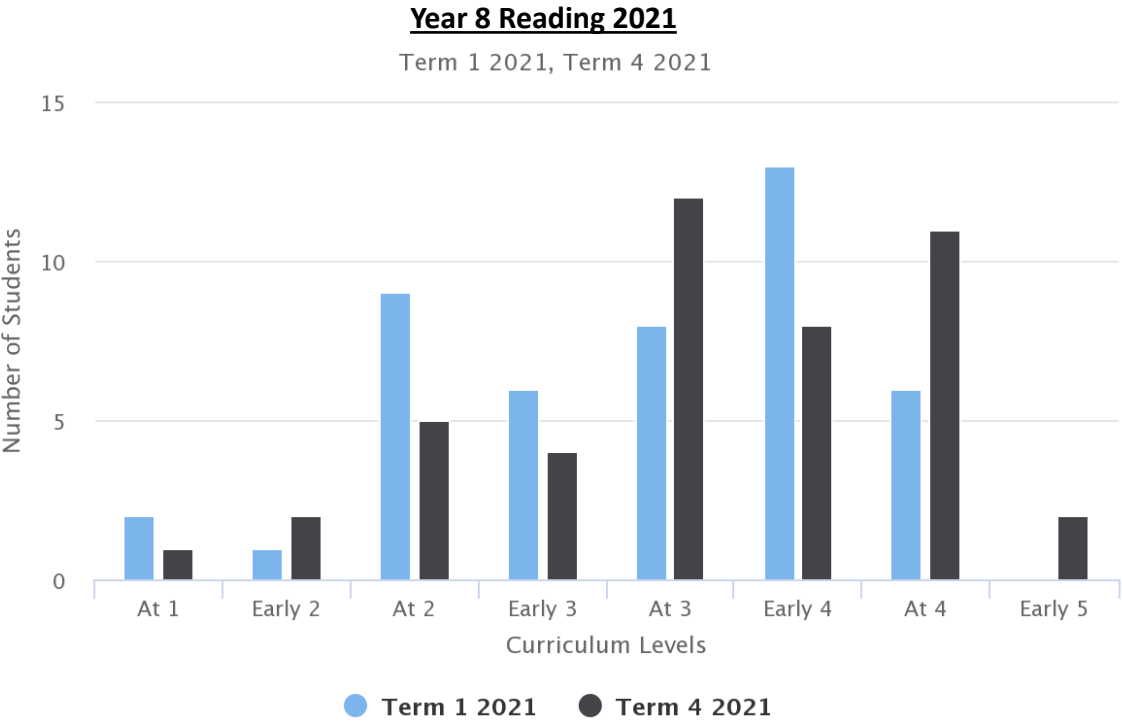
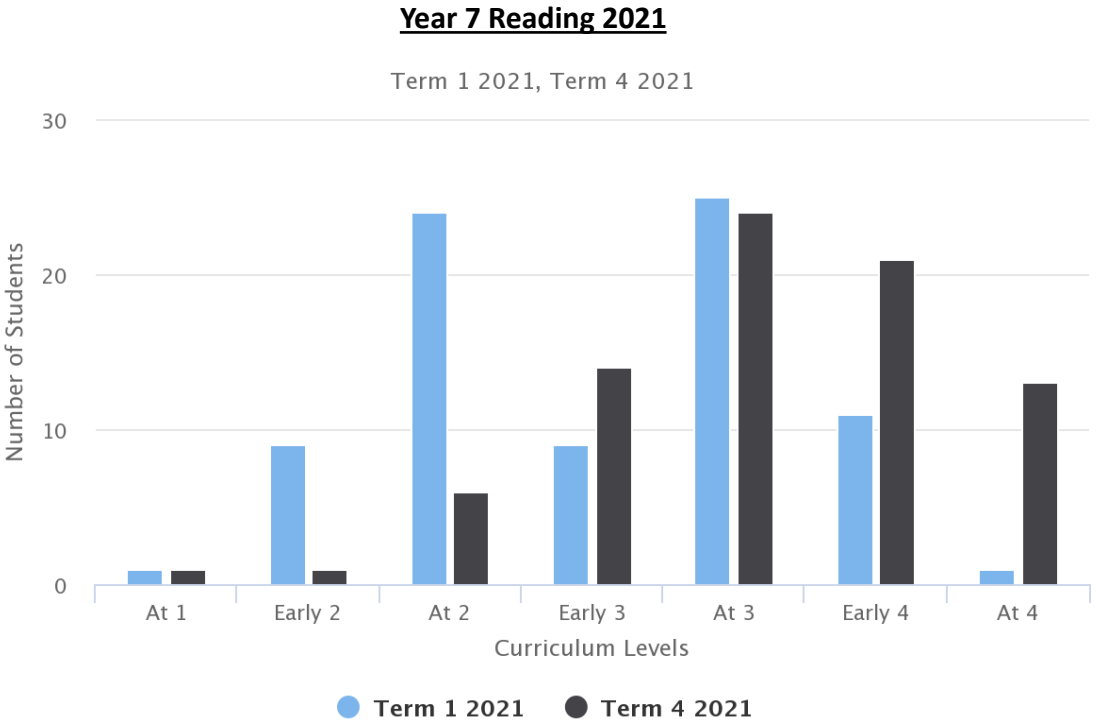


Year 10 – Algebra

Term 3 2021, Term 4 2021

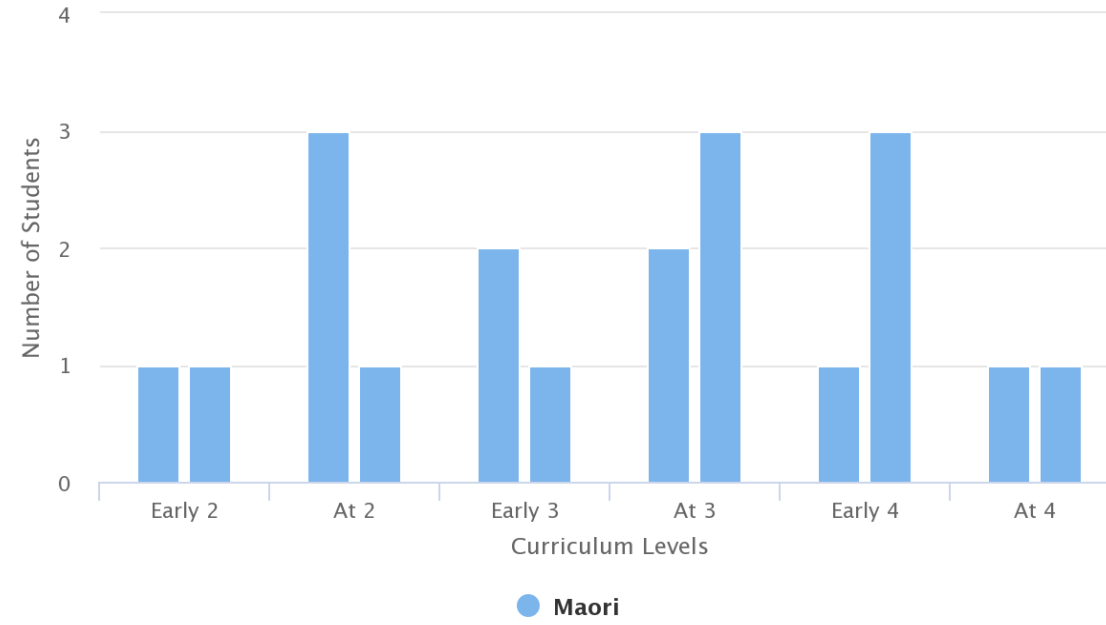


Junior College Overall Tracking Graphs:



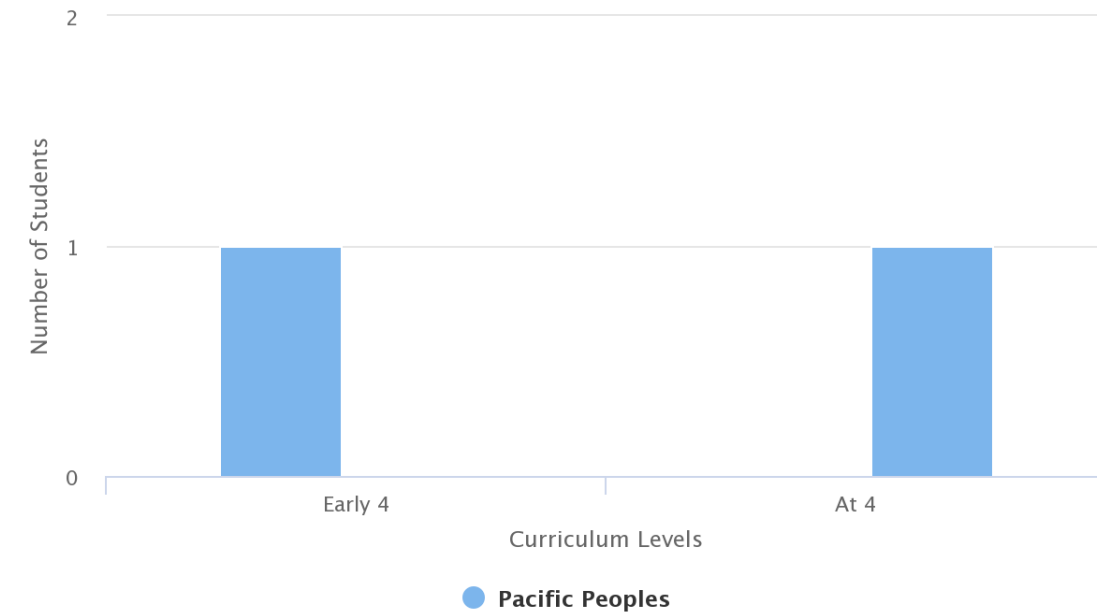
Year 8 Reading Maori 2021

Term 1 2021, Term 4 2021



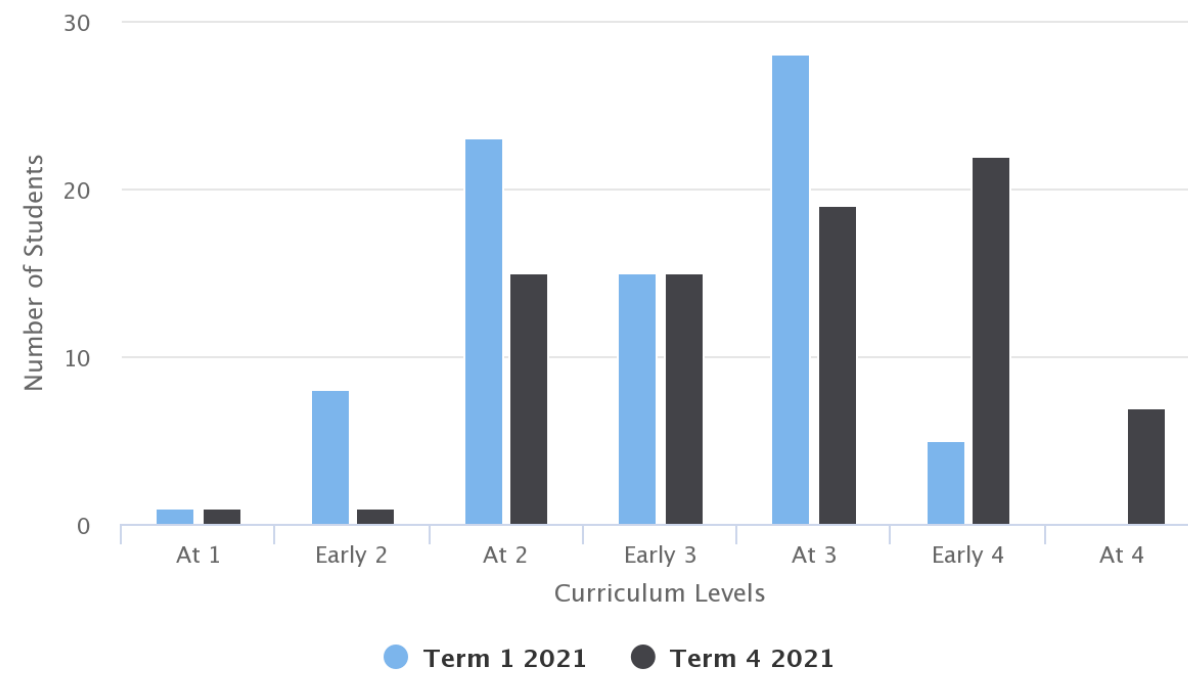
Year 8 Reading Pasifika 2021

Term 1 2021, Term 4 2021



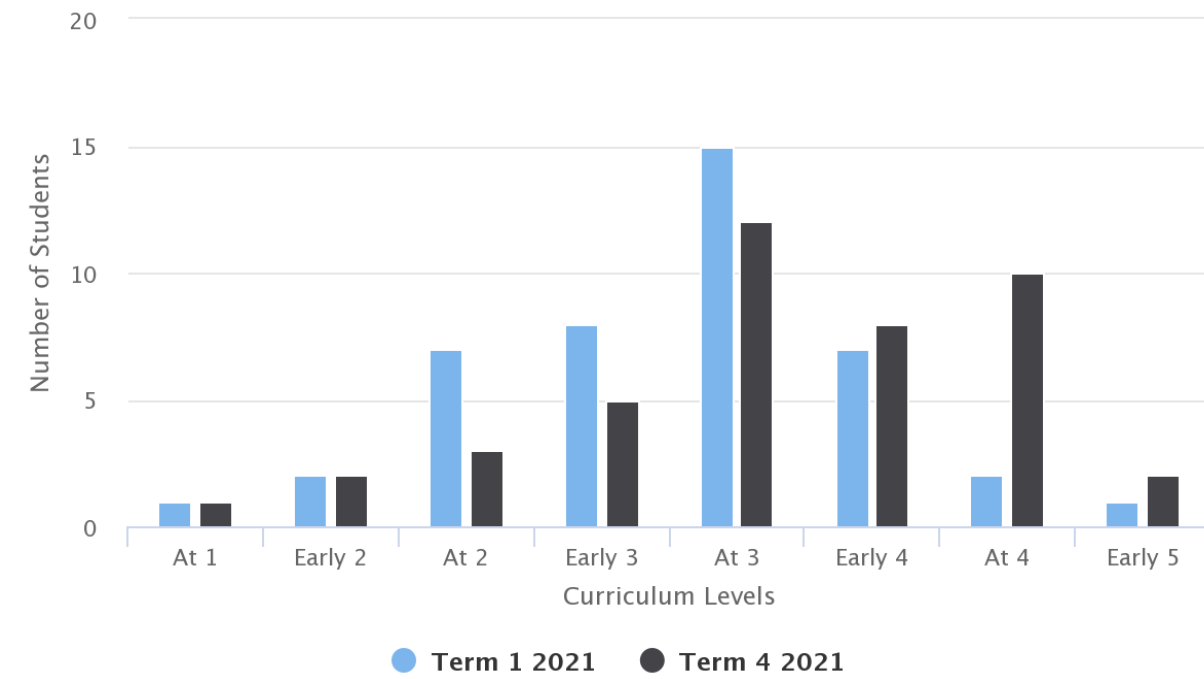
Year 7 Writing 2021

Term 1 2021, Term 4 2021

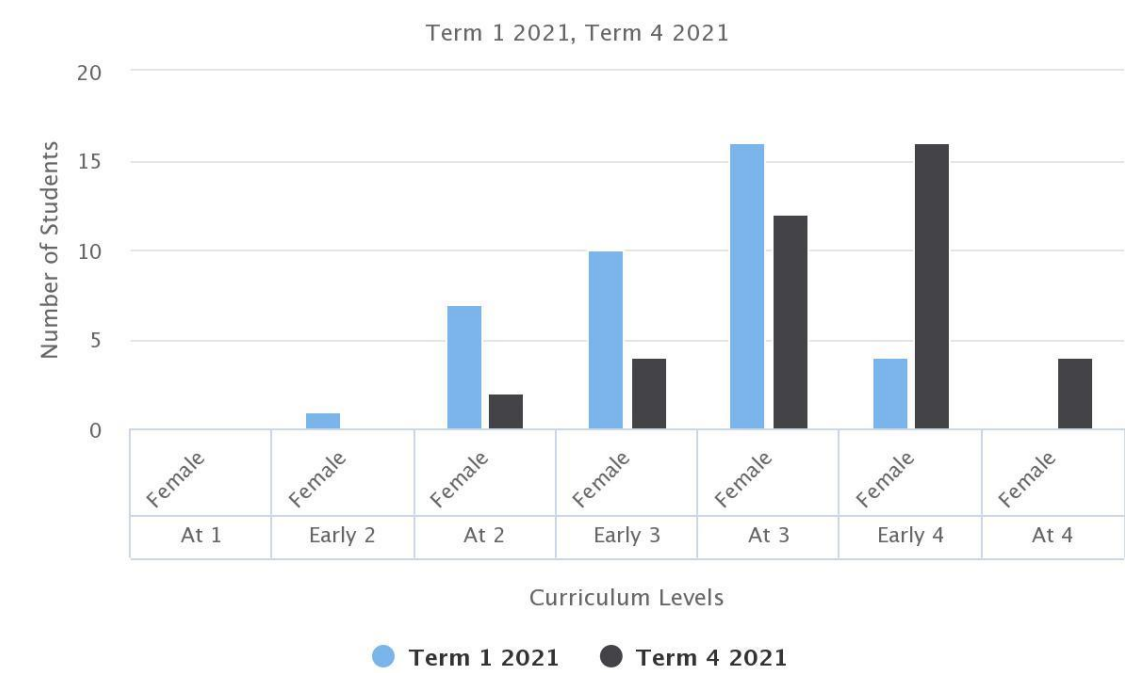


Year 8 Writing 2021

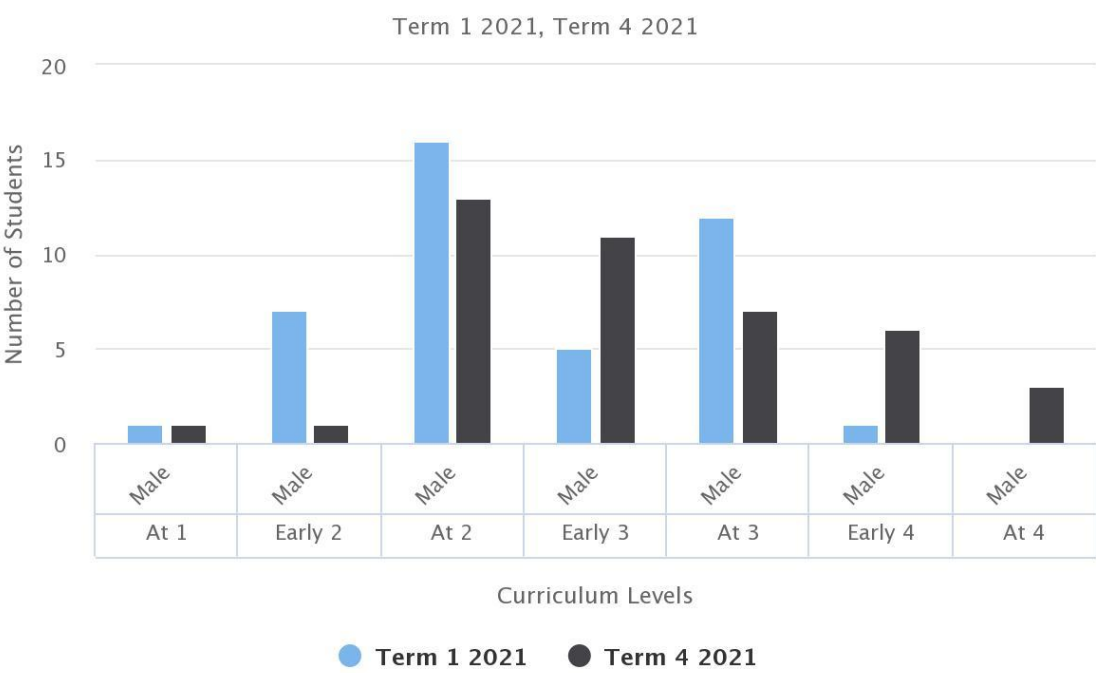
Term 1 2021, Term 4 2021



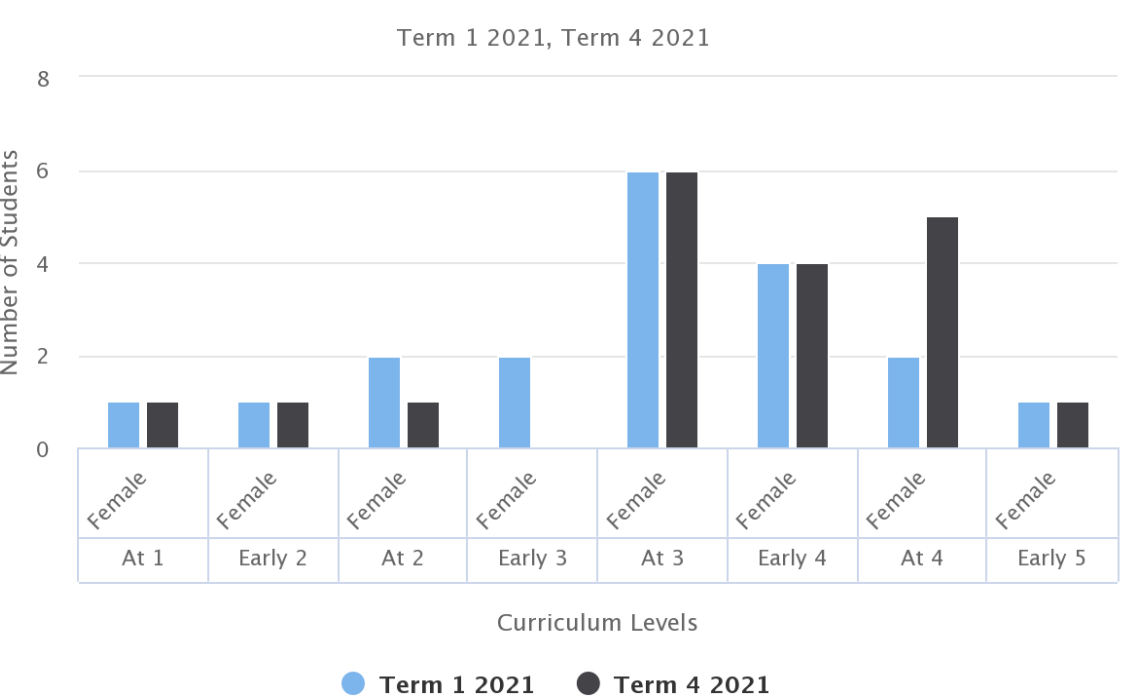
Year 7 Writing Female 2021



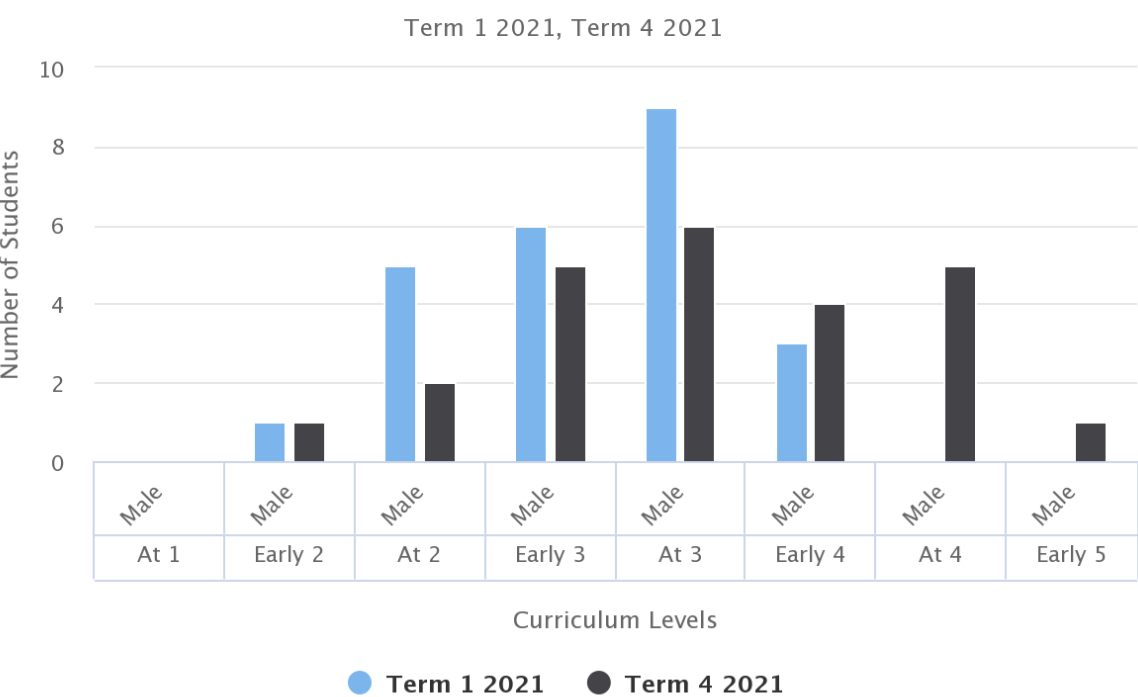
Year 7 Writing Male 2021

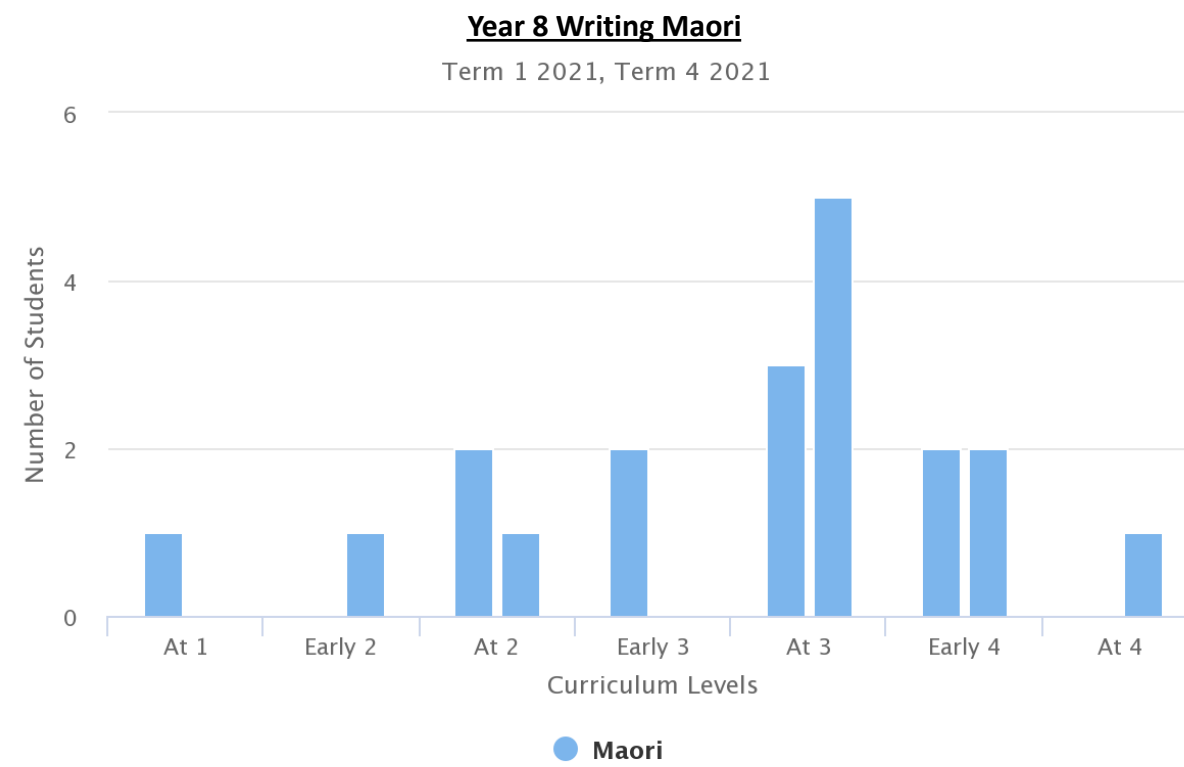
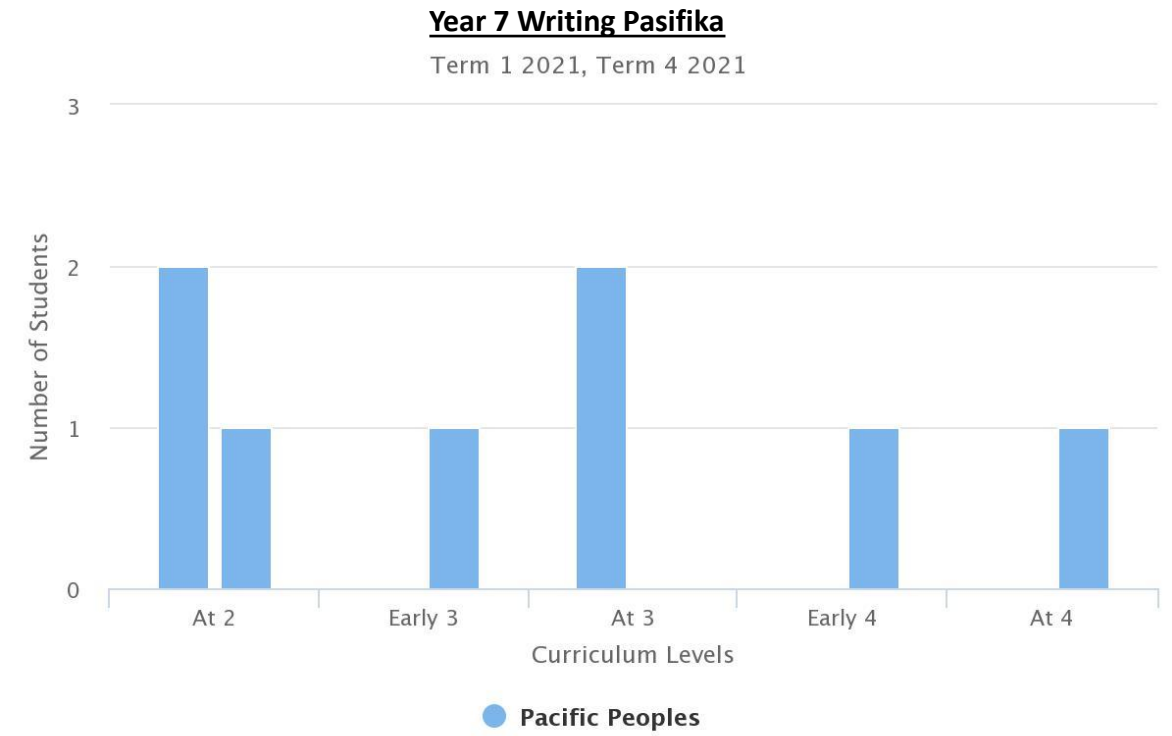
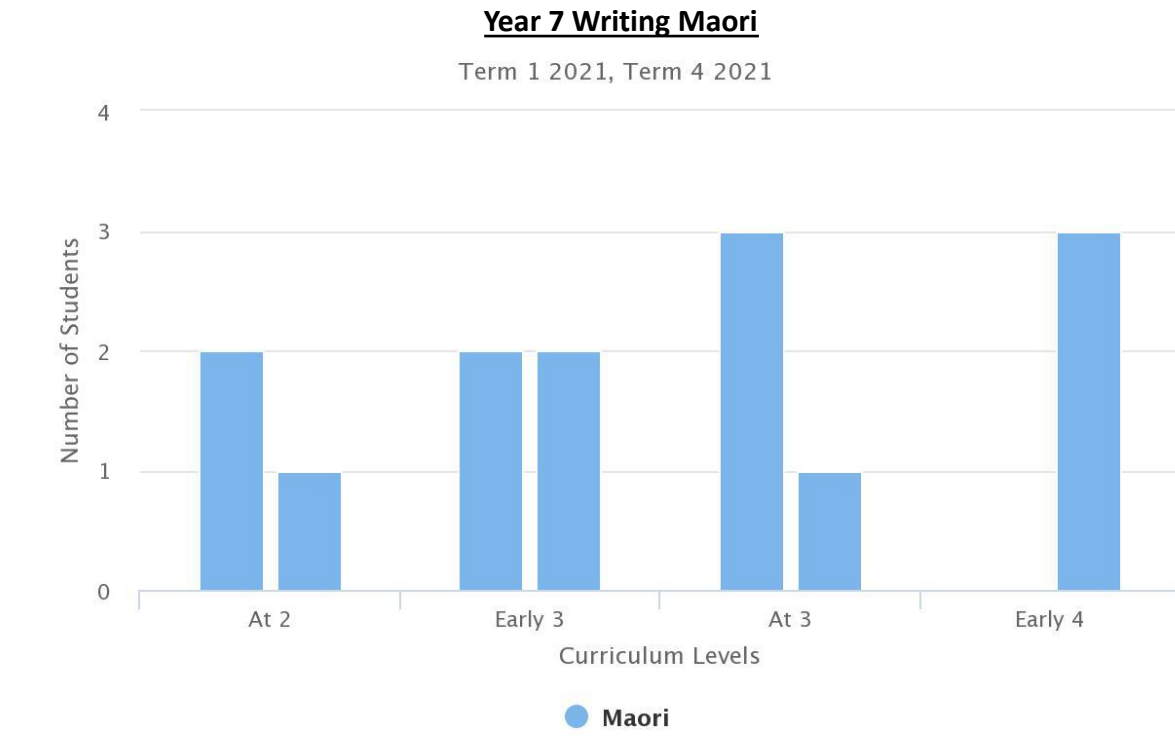


Year 8 Writing Female

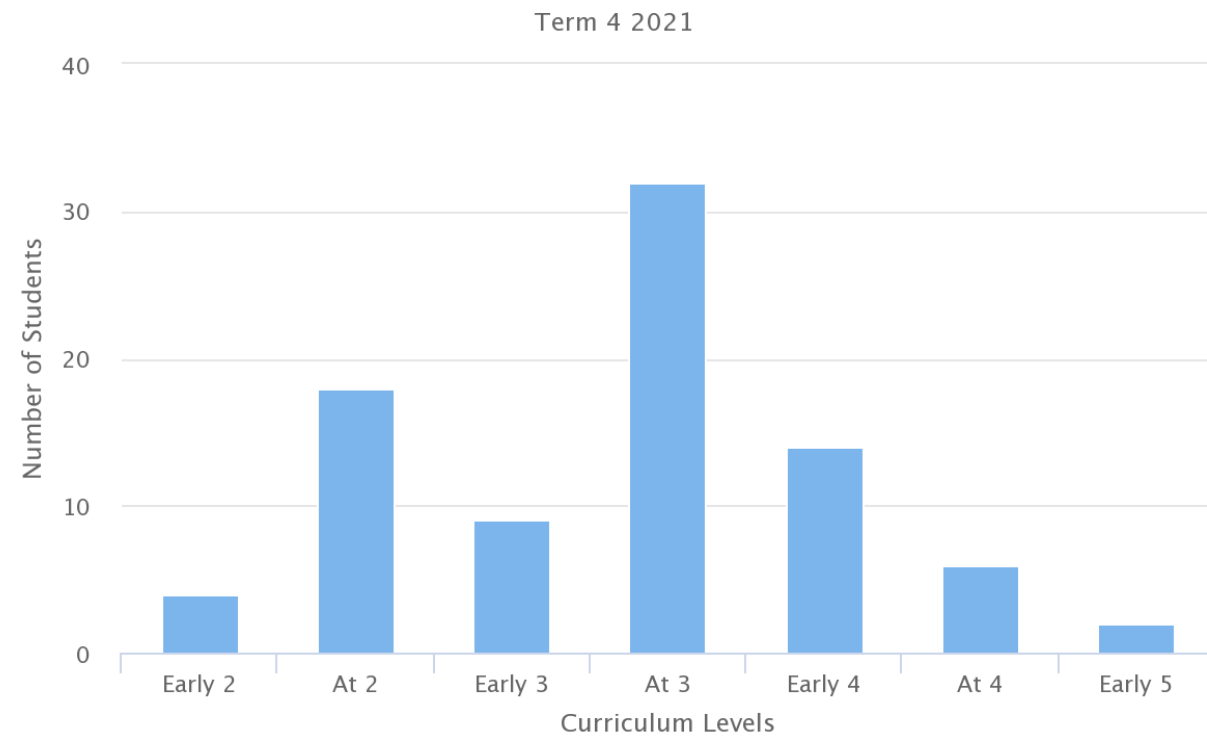


Year 8 Writing Male

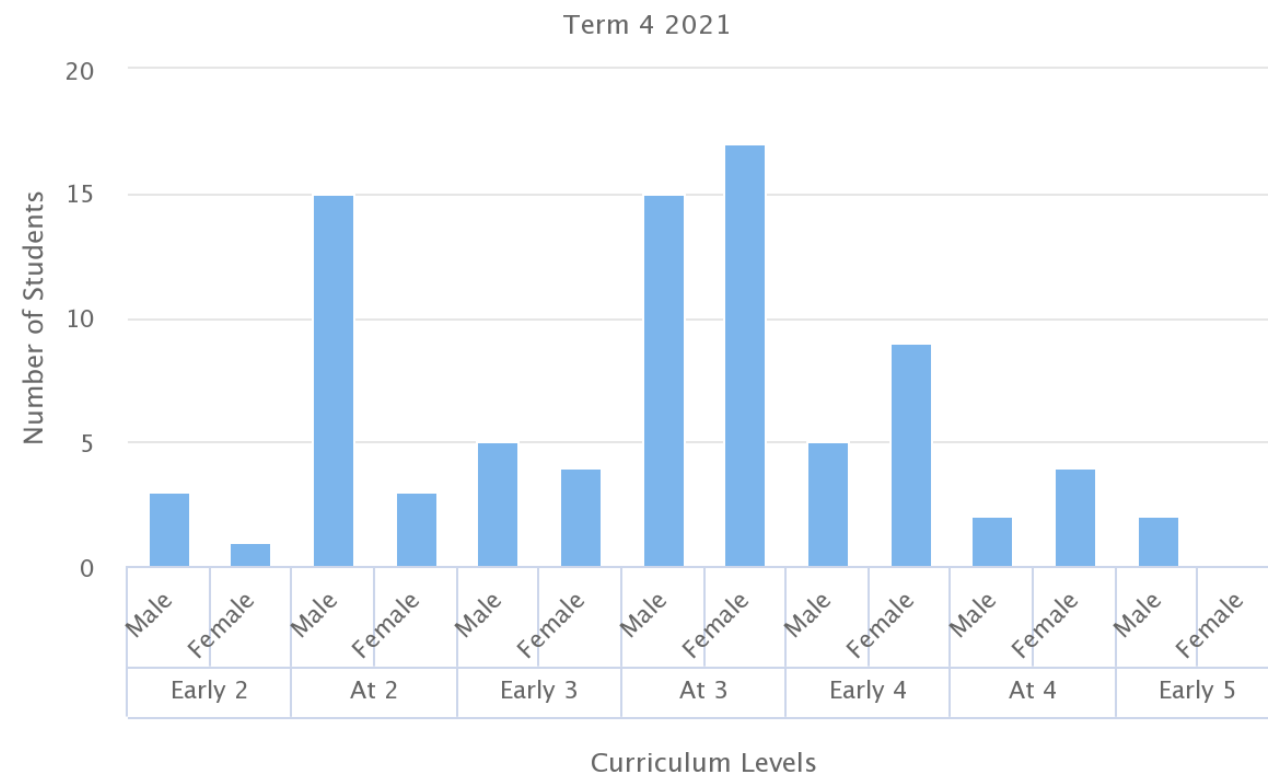




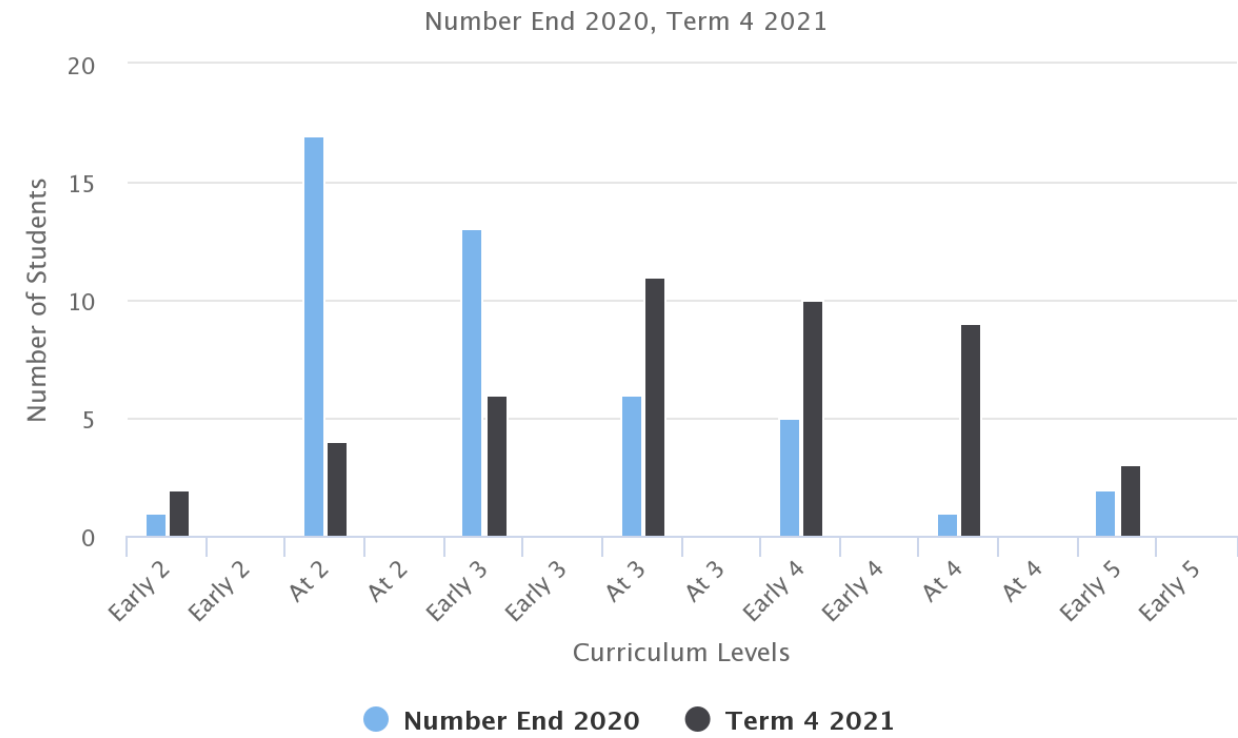
Year 7 Number 2021



Year 7 Number Male/Female Comparison 2021



Year 8 Number 2021



Year 8 Number Female 2021

