

# KAIKORAI VALLEY COLLEGE: Analysis of Variance 2023



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

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

**Evaluation of the new year 9 and 10 module structure**

The Year 9 & 10 teaching programmes are now both integrated, with classes running as combined year levels. This has been staffed sufficiently. The feedback from HOD's is generally good in terms of engagement of the students who seem more interested in the work they are doing in class. In 2022 there were on average 8.9 pastoral notifications for across years 9&10 compared to 7.6 in 2023. In 2022 when the year 10 cohort first trialled the new curriculum set there was also a drop in yr 10 pastoral notifications. Departments have produced interesting courses for the year 9 and 10 students. Some courses are extremely popular and at capacity. Student feedback on the new year 9 & 10 course structure is generally positive, they appreciate the increase in choice that they have and the interesting course content provided to them.

There have been two reviews of this new 9 and 10 combined programme, and we will carry out a comprehensive review in 2024. We need to evaluate the impact that this combined and half year programme has had on student learning outcomes and make changes (if necessary) accordingly.

**Evaluation of the new year 7 and 8 module structure**

There is little to no change for Y7&8 other than extended time in modules. This has impacted the amount of time students have in their Homerooms as we have not always been able to have the children start in their Homeroom class each day and this is the ideal. This is due to semester change issues. The changes in yr 7 & 8 have been fairly seamless as students have kept the same basic structure and just completed subjects for longer. Students enjoy the practical nature of the classes. This is especially the case at Y7.

**Pathways and Subject Selection**

Students are provided with multiple opportunities to try vocational courses throughout the year. 17 students participated in OSTC in 2023 and participated in Gateway, while many more completed STAR courses throughout the year. Year 12 students also do a work experience module. The career advisor promotes opportunities to visit and learn from local industries and organisations such as SOREC and the Defence Force.

Subject selection has a very clear process to follow and Whānau teachers are given clear guidance and support to help their students select a course of study which is directly related to their areas of interest and career pathway. This is done in conjunction with Whānau during 3 way conferencing in term 3.

All year 13 students were tracked throughout the year in-regard to their academic achievement and interventions were put in place when required. Those year 13's intending to go to University had meetings with the DP and courses were discussed. They were tracked throughout the year, with follow up meetings held when needed. They were not all successful in attaining University Entrance (UE) as advice and opportunities were not always taken up. Information was given to all year 13 about what was needed for UE and the importance of keeping options open was often emphasised by staff. We feel that some of the year 13 students were not really sure if they wanted to go to University and changed their mind part way through the year.

**Reporting of Achievement Data to the BOT**

Achievement data for all year levels is done on a term by term basis. This data is used to inform teaching and learning, for instance: the data from year 7 and 8 testing drives the grouping structure within the class so teaching and learning can be targeted towards the needs of the student. For senior students NCEA data is tracked regularly to identify at-risk students so that a tailored programme can be created to help senior students obtain their NCEA certification. Also, the NCEA data identifies students who have indicated that they wish to progress onto tertiary study (either vocational or university) but may be at risk of not fulfilling the prerequisites for their chosen pathway, regular tracking allows for the early identification of any issues that may arise and be rectified earlier on in the academic year.

The data presented to the BOT is classified by ethnicity, gender and year level. This allows for cross group comparisons to be made and any discrepancies to be identified and acted on. Again, tracking achievement data throughout the year allows for supports to be put in place when required.

**Literacy and Numeracy**

PD has been given to HOD's on how to implement literacy and numeracy teaching into their respective departments. A whole school tracking document was created of which numeracy and literacy skills are taught within the school. Common assessments are used to collect data and drive teaching. For example: comprehension strategies are taught at Y7&8 around making inferences, analysing and synthesising information.

**Year 7 and 8 Reading/Writing and Mathematics**

Reading data from Years 7 and 8 show positive shifts between Term 1 data and Term 4 (shown in blue from Term 1 and black for Term 4). Differentiated learning groups and activities, targeted interventions for priority learners and extensive teacher and teacher aide supports have been utilised and have reaped rewards. Specific teaching of comprehension strategies have been used as comprehension was an area of weakness in early assessments. These shifts are identified in all of our gender and ethnicity data also. A note: for Māori and Pasifika data there are no coloured columns. The first column under a category is Term 1 while the second represents Term 4.

As with our Reading data, our Writing data from Years 7 and 8 show positive shifts between Term 1 data and Term 4 (shown in blue from Term 1 and black for Term 4). Differentiated learning groups and activities, targeted interventions for priority learners and extensive teacher and teacher aide supports have been utilised and have reaped rewards. Specific teaching of writing conventions have been used and the utilisation of student experience and prior knowledge have also been used to drive writing. These shifts are identified in all of our gender and ethnicity data also. A note: for Māori and Pasifika data there are no coloured columns. The first column under a category is Term 1 while the second represents Term 4. We identify, as with

National priorities, that there is still significant work to do with student literacy, especially writing and it is noted that conventional English features have deteriorated and the use of informal language and ‘text message speak’ has become more prevalent in student writing.

Maths data reflects steady progress in many areas, however, our spread of achievement is very broad with students working from Level 1 to Level 5 of the curriculum. Interventions, differentiated learning groups and extra support have been used. Online resources and home learning options have been offered. We have identified basic facts as a huge area of deficiency and plans are in place to further push this as another home learning option to support school learning. Students are progressing, as the comparison graphs show. This is especially the case with male learners, somewhat of a change from previous years. Our highest achieving students, but also our lowest are male learners. Māori and Pasifika learners range from Level 2 to level 5 of the curriculum and our highest achieving student in the cohort identifies as Māori.

**Year 9 and 10 Reading/Writing and Mathematics**

There was an improvement in the percentage of students at year 9 who were writing at curriculum level throughout the year. The same goes with the year 10 writing results. The mathematics results showed that there was a significant improvement in the number of students working at the required level in year 9 algebra (from 14% to 39%) but a drop in number. The year 10 number and algebra results also showed a decrease as the year progressed. There is significant work to do in the collecting of regular achievement data and using it to inform teaching practice at year 9 and 10.

**NCEA Achievement**

As can be seen in the graphs attached the NCEA results for 2023 are pleasing, with the school's achievement rates for NCEA Levels 1, 2 and 3 above National pass rates and well above equivalent Equity Index (EQI) pass rates (EQI has replaced ratings). For a decile 5 (EQI of 490) school to be achieving pass rates higher than the national average is a good achievement. The pass rates for each year level have dipped from 2022, but this is also seen in the nationwide data as well. The only area where the school data is disappointing is in year 13 UE rates. The school has had lower UE pass rates than the national average for some years now, but has been above the equivalent EQI band in 2021 and 2022 but in 2023 it dipped slightly below the equivalent EQI average. This was not due to a lack of trying, as NCEA as data was tracked regularly throughout the year and year 13 students who were not on track to achieve UE were identified. Multiple meetings were held with year 13's last year to encourage them to keep trying for UE, even if they were unsure of whether or not they wanted to go onto University. Unfortunately many of the year 13's chose not to pursue the UE pathway, though many of these students still obtained their level 3 certification.

**Giving Effect to the Treaty of Waitangi**

Māori and Pasifika NCEA achievement is very high. At NCEA level one our Māori and Pasifika achievement rates are well above both the national and EQI rates. At level two Māori achievement rates are again well above both the national and EQI rates while Pasifika pass rates are slightly above the national average and well above the equivalent EQI average. Again, at level 3 the rates for our Māori and Pasifika students are well above both the national and EQI averages. The same applies to the UE pass rates, with both groups well above the national and EQI averages.

We are engaging with Māori whānau by inviting them to whānau hui which are held 2-3 times per year. This is another opportunity for Whānau to discuss with Senior Leaders how their children's progress at KVC and to discuss any issues or ideas they may have. This has proved to be an enjoyable way to engage with whānau.

In terms of curriculum we offer Te Reo Māori classes throughout all year levels, with it being a compulsory subject as a year 9/10 module. Also, we have a kapa haka group up and running, this is well led by senior students, a teacher and a kapa haka tutor.

This year we have engaged a new PLD provider who provides training to staff in Te Ao Māori. Staff have found these sessions informative and engaging.

We continue to start the year with mihi whakatau/powhiri to welcome new students and staff to the school.

# Kaikorai Valley College: Strategic Goals

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

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

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|  | ākonga and providing learning contexts that are meaningful and relevant for their learning | <p>values and what they means. The pride card system (reward) works well and ākonga enjoy the PRIDE drawers held in assemblies.</p> <ul style="list-style-type: none"><li>• The implementation from form classes to whānau 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 whānau times can often be interrupted for administration tasks.</li><li>• Significant refurbishment has taken place around the school over the past 5 years. However many of those just touch the surface and little structural changes are possible given the funding available in our 5YA. The urban farm continues to develop with the addition of learning opportunities, but a lack of funding prevents this from being fully utilised.</li></ul> | <p>students are bringing with them to school</p> <ul style="list-style-type: none"><li>• Kaiako are reminded very regularly about all being on the same page in their dealing with school routines and expectations</li><li>• Support is given to gender diverse ākonga to ensure they and their whānau feel supported</li><li>• Kaiako and Yr 7 &amp; 8 ākonga visit the marae for PLD and learning</li><li>• Science labs and Foods room refurbished</li><li>• LSC office established</li><li>• Urban Farm development continues</li><li>•</li></ul> |  |  |  |  |
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Analysis and Evaluation

**Celebrating School Values**

There has been a real push to further embed the school PRIDE value system into everyday practice at school. The PRIDE card reward system continues to be a successful celebration of students who exhibit these values. There is a strong by-in of this from staff and students, as witnessed by the number of PRIDE cards that are deposited for the prize draw at whole school assemblies. New PRIDE posters and lettering have been created and put up around the school. Also, Head Students spoke about the PRIDE values and what they mean to them.

**Kaiako relationships with Whānau**

Kaiako contacts whānau and invites them to 3-way conferences where students speak about their learning, their goals and aspirations and formulate a plan to achieve these goals. The rate of attendance at 3-way conferences is good, but could be better. More work needs to be done with students on how to articulate what they have learnt and how they can achieve their goals to their whānau at 3-way conferences. Māori and Pasifika family hui held throughout the year, these had good attendance from whānau. These hui were used as ways to strengthen the school-whānau relationships and to provide a safe and relaxed environment for families to interact with the school.

**Kaiako Capability in using Te Reo Māori**

There was a push to support staff to enrol in Te Reo Māori lessons as well as monthly PLD provided to the whole staff. The use of Te Reo Māori is more prevalent in classrooms, based on classroom observations.

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**School Property**

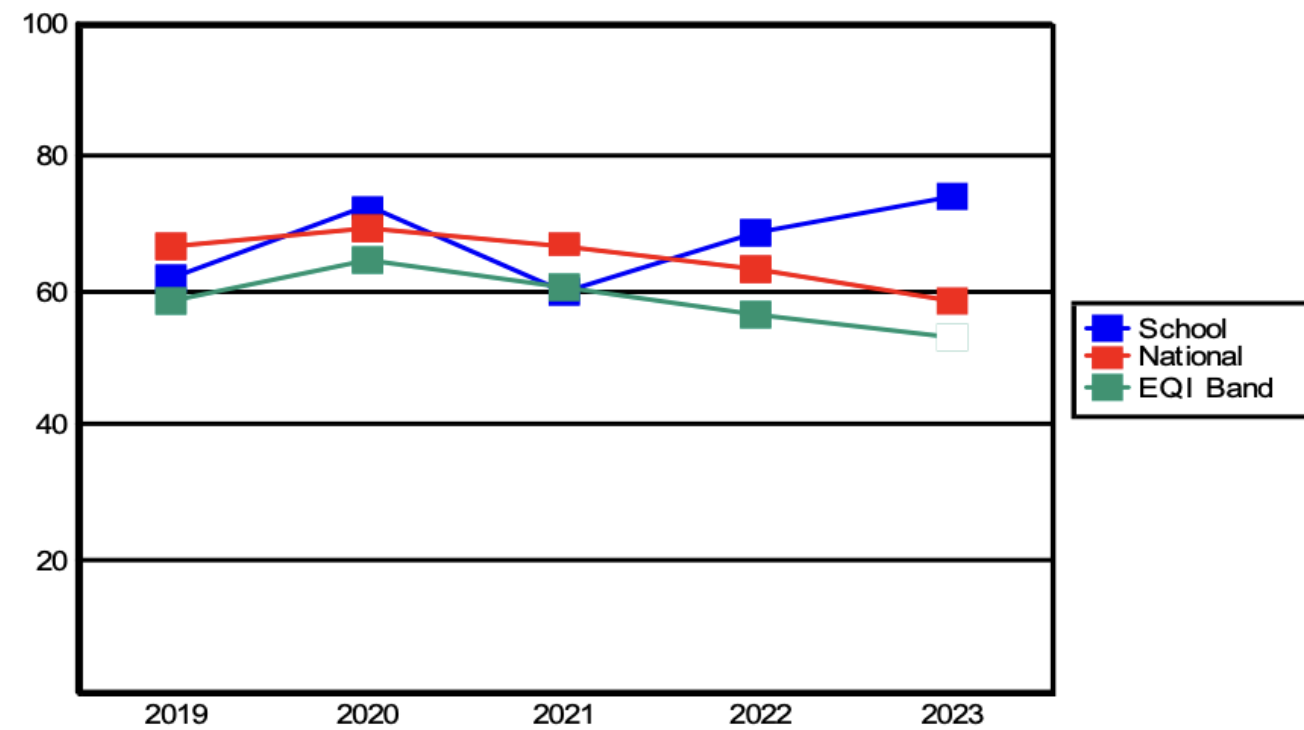
The science labs were upgraded and are looking good and functioning well for staff and students. The grounds are well maintained and a real asset for the school. The Urban Farm is looking good and is used extensively by staff and students and is a real selling point for the school.

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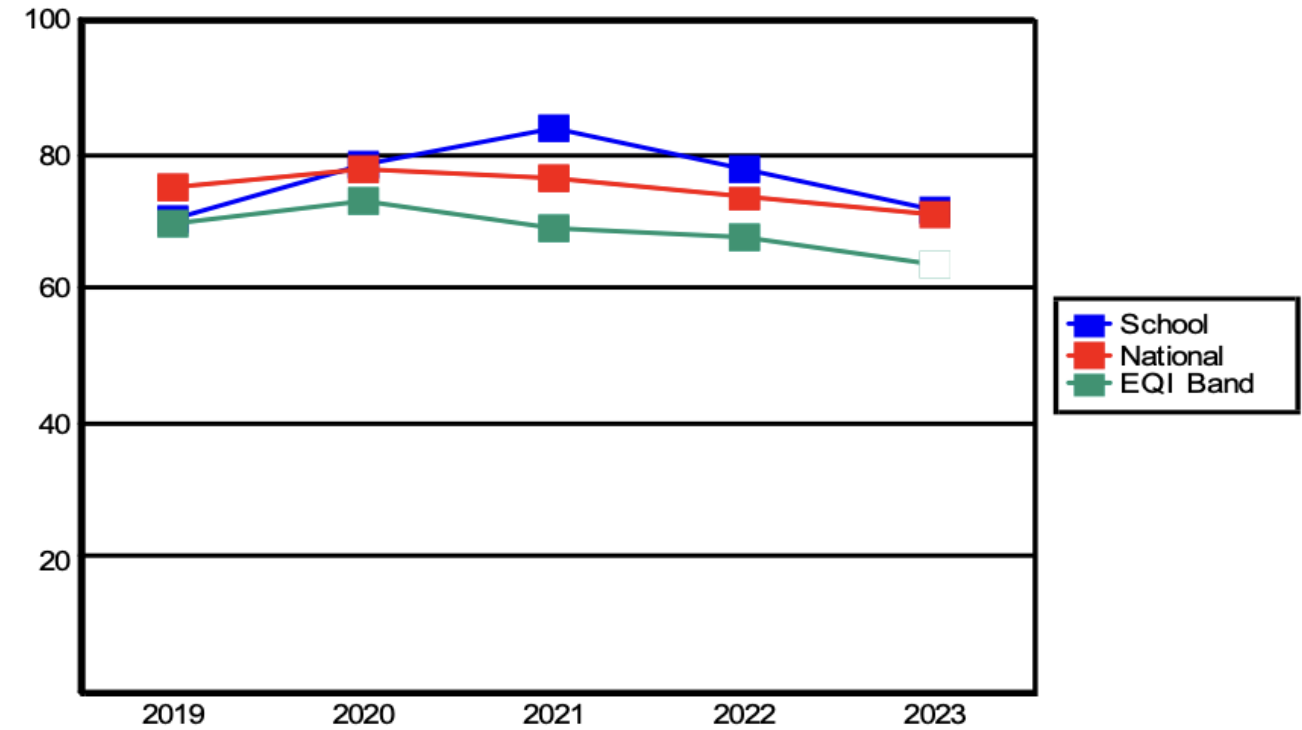
## NCEA Roll Based Data for Domestic Students 2023

| <b>Level 3</b>                  | <b><i>Total</i><br/>(34 students)</b> | <b><i>Males</i><br/>(15students)</b>  | <b><i>Females</i><br/>(19 students)</b> |
|---------------------------------|---------------------------------------|---------------------------------------|---|
| <b>Pass Rate</b>                | <b>67.6%</b>                          | <b>56.3%</b>                          | <b>77.9%</b>                            |
| <b>Endorsed with Excellence</b> | <b>0</b>                              | <b>0</b>                              | <b>0</b>                                |
| <b>Endorsed with Merit</b>      | <b>6%</b>                             | <b>0</b>                              | <b>11%</b>                              |
| <b>University Entrance</b>      | <b>21.5%</b>                          | <b>12.5%</b>                          | <b>27.8%</b>                            |
| <b>Scholarships</b>             | <b>0</b>                              | <b>0</b>                              | <b>0</b>                                |
|                                 |                                       |                                       |   |
| <b>Level 2</b>                  | <b><i>Total</i><br/>(55 students)</b> | <b><i>Males</i><br/>(33 students)</b> | <b><i>Females</i><br/>(22 students)</b> |
| <b>Pass rate</b>                | <b>76%</b>                            | <b>71.9%</b>                          | <b>82.6%</b>                            |
| <b>Endorsed with Excellence</b> | <b>3.6%</b>                           | <b>3%</b>                             | <b>4.5%</b>                             |
| <b>Endorsed with Merit</b>      | <b>12.7%</b>                          | <b>6%</b>                             | <b>22.7%</b>                            |
|                                 |                                       |                                       |   |
| <b>Level 1</b>                  | <b><i>Total</i><br/>(69 students)</b> | <b><i>Males</i><br/>(40 students)</b> | <b><i>Females</i><br/>(29 students)</b> |
| <b>Pass Rate</b>                | <b>71%</b>                            | <b>74.4%</b>                          | <b>66.7%</b>                            |
| <b>Endorsed with Excellence</b> | <b>4.3%</b>                           | <b>2.5%</b>                           | <b>6.9%</b>                             |
| <b>Endorsed with Merit</b>      | <b>13%</b>                            | <b>10%</b>                            | <b>17.2%</b>                            |
| <b>Literacy</b>                 | <b>81.2%</b>                          | <b>79.5%</b>                          | <b>83.3%</b>                            |
| <b>Numeracy</b>                 | <b>73.9%</b>                          | <b>74.4%</b>                          | <b>73.3%</b>                            |

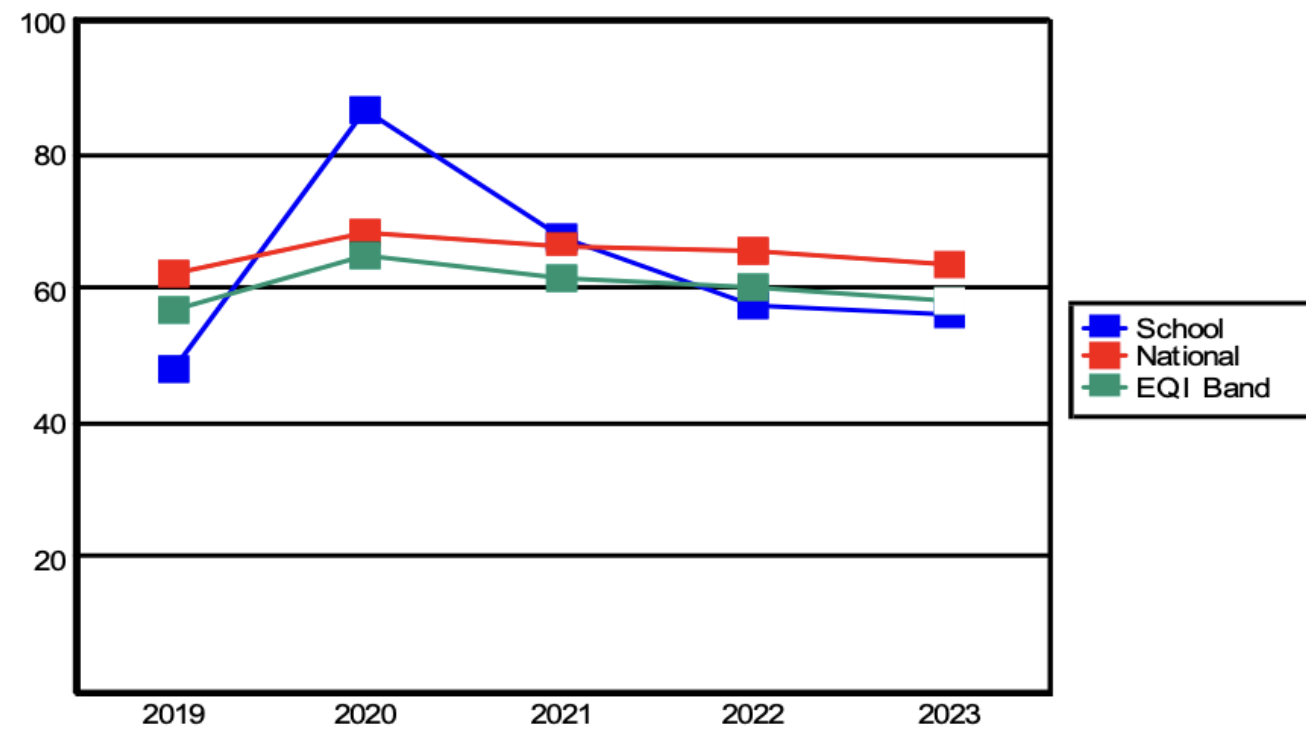
### Year 11 NCEA Level 1 - Male



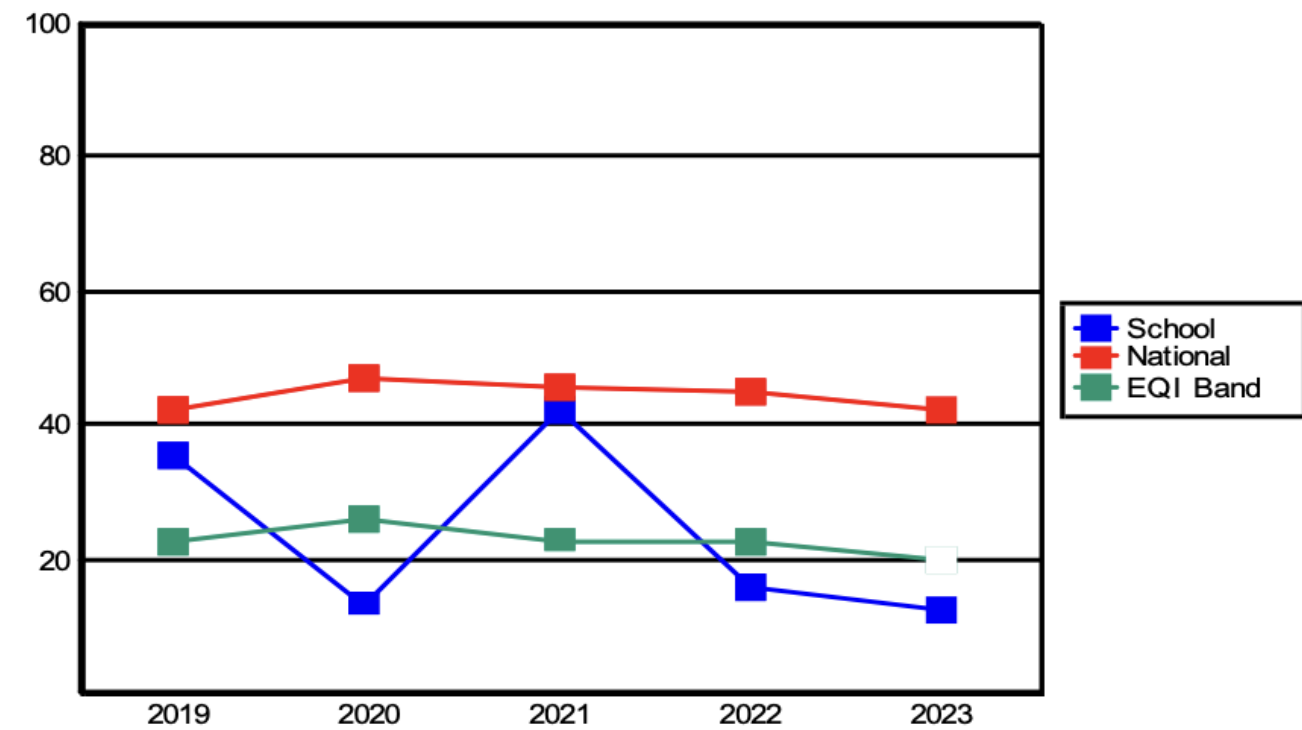
### Year 12 NCEA Level 2 - Male



### Year 13 NCEA Level 3 - Male

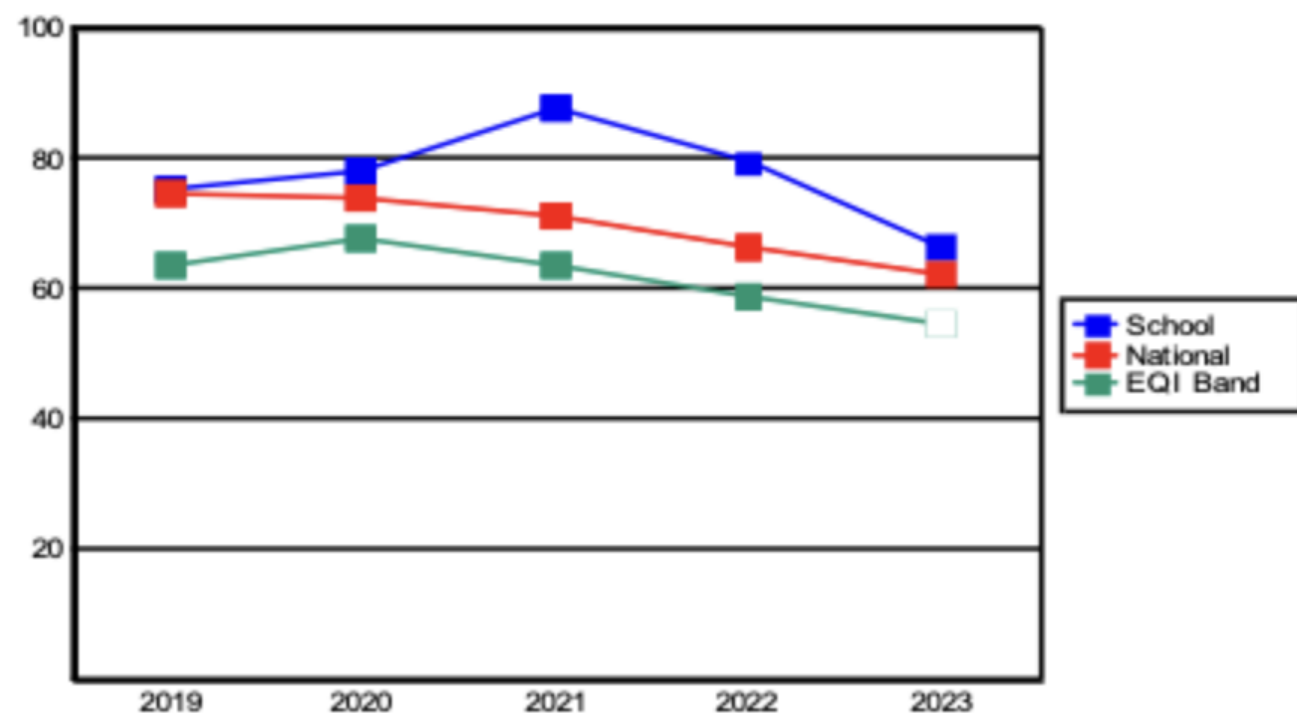


### Year 13 University Entrance - Male

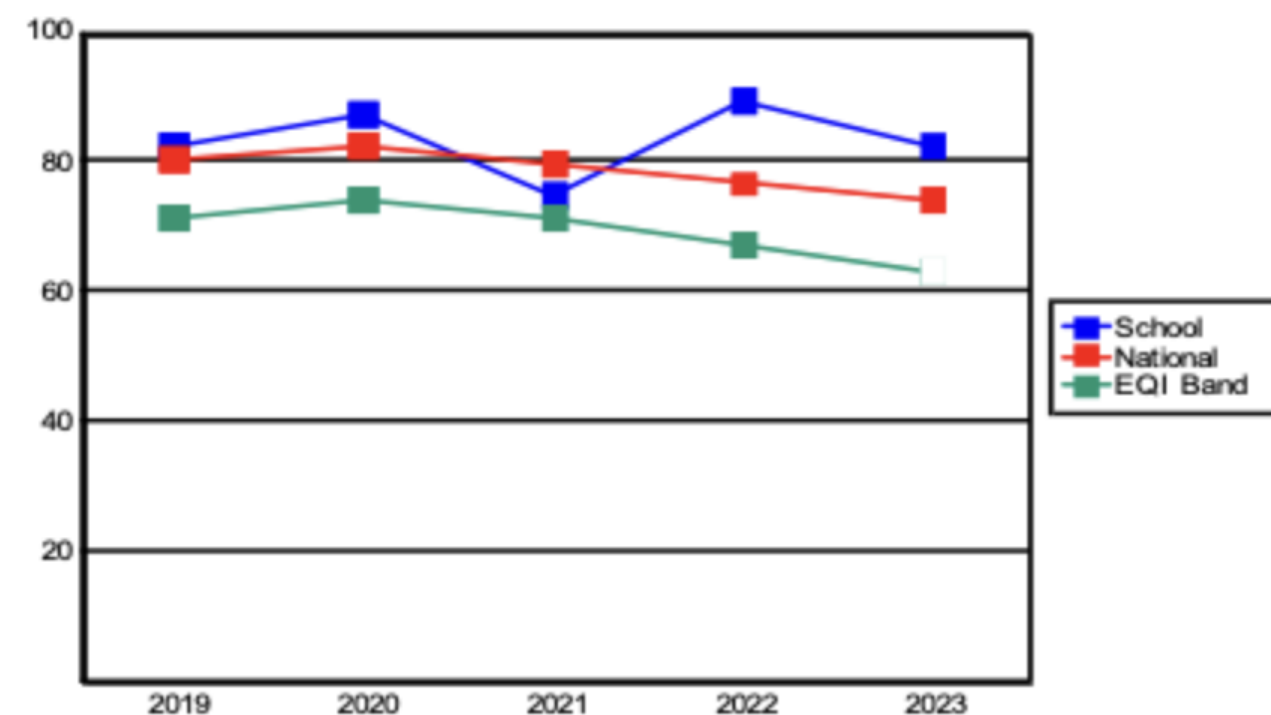




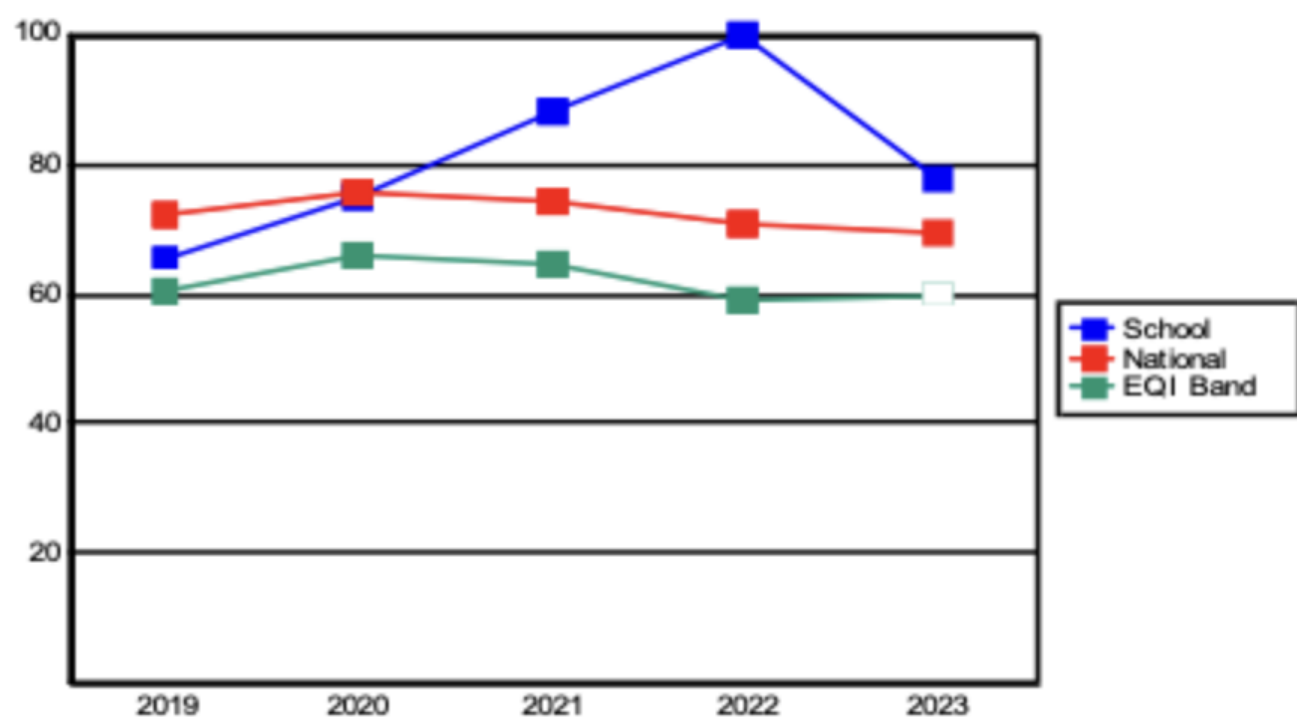
### Year 11 NCEA Level 1 - Female



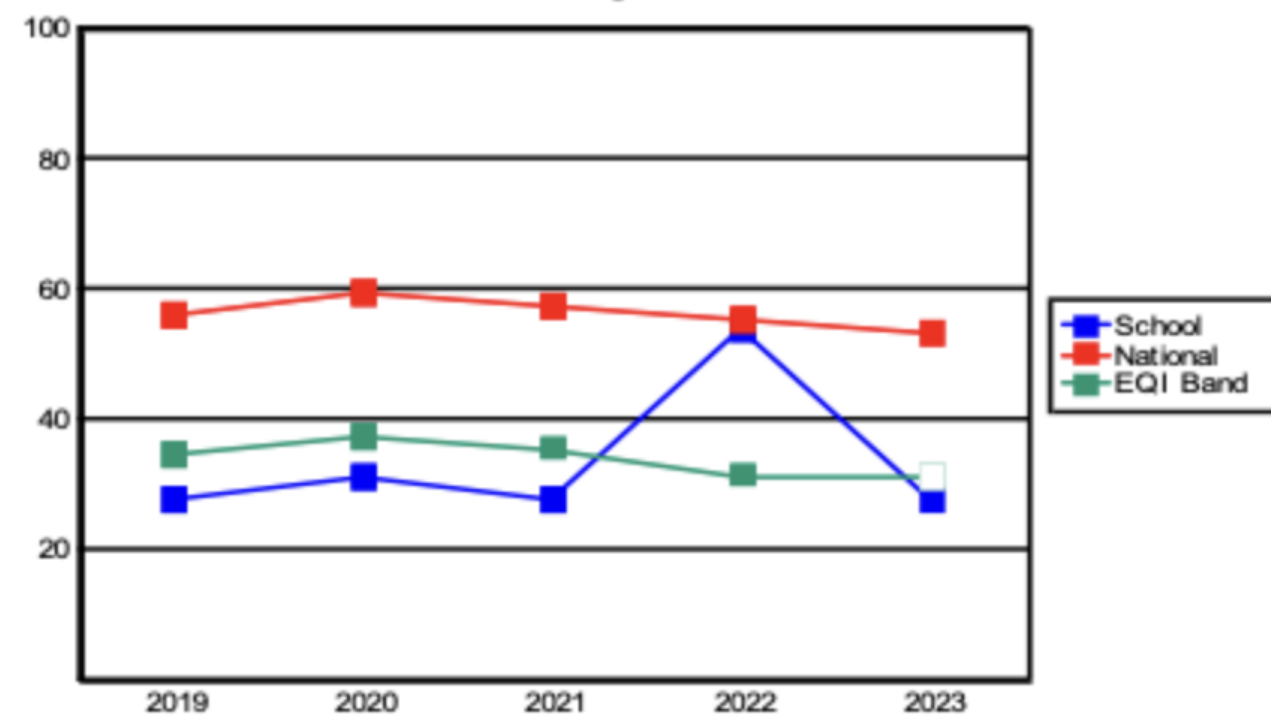
### Year 12 NCEA Level 2 - Female



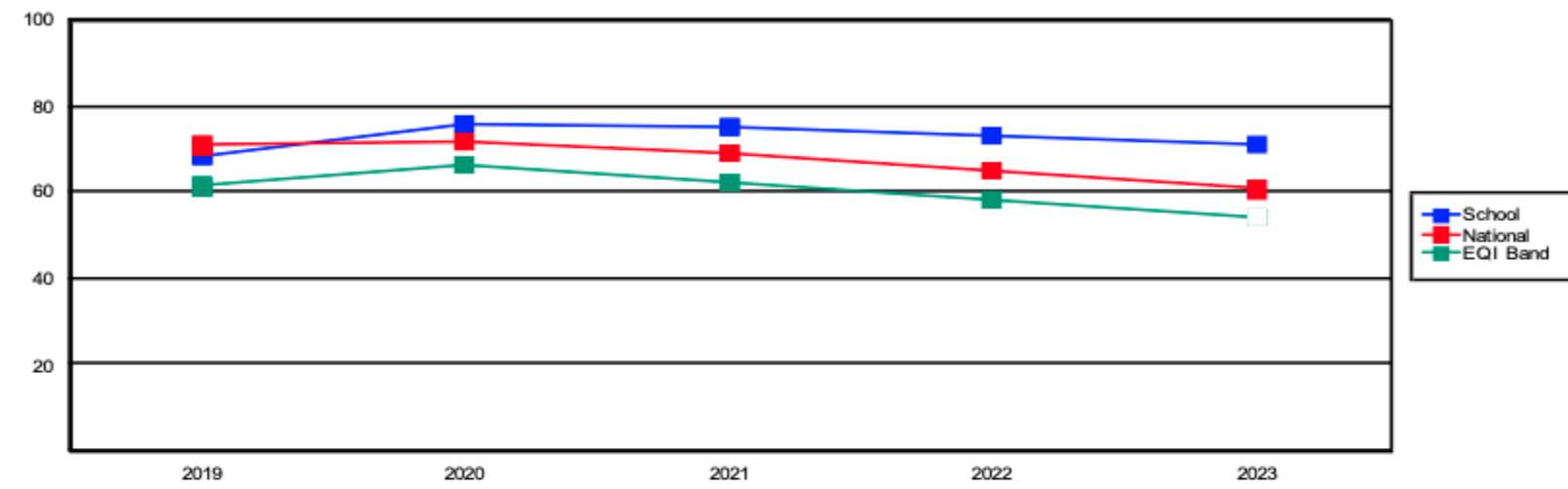
### Year 13 NCEA Level 3 - Female



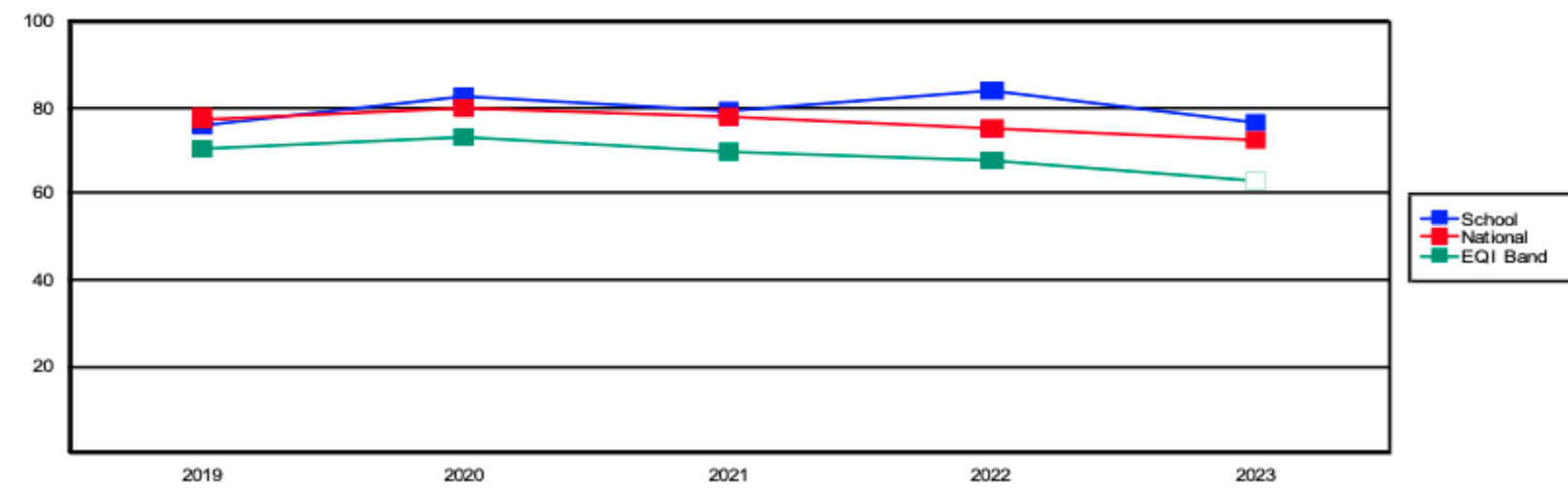
### Year 13 University Entrance - Female



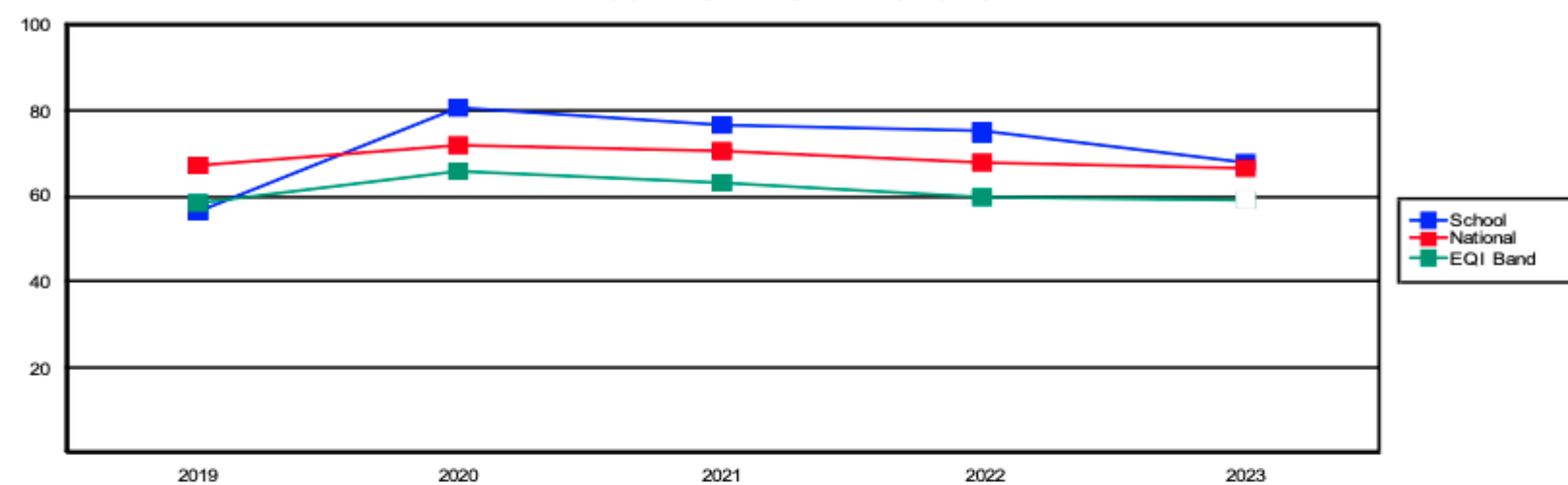
**Year 11 - NCEA Level 1**



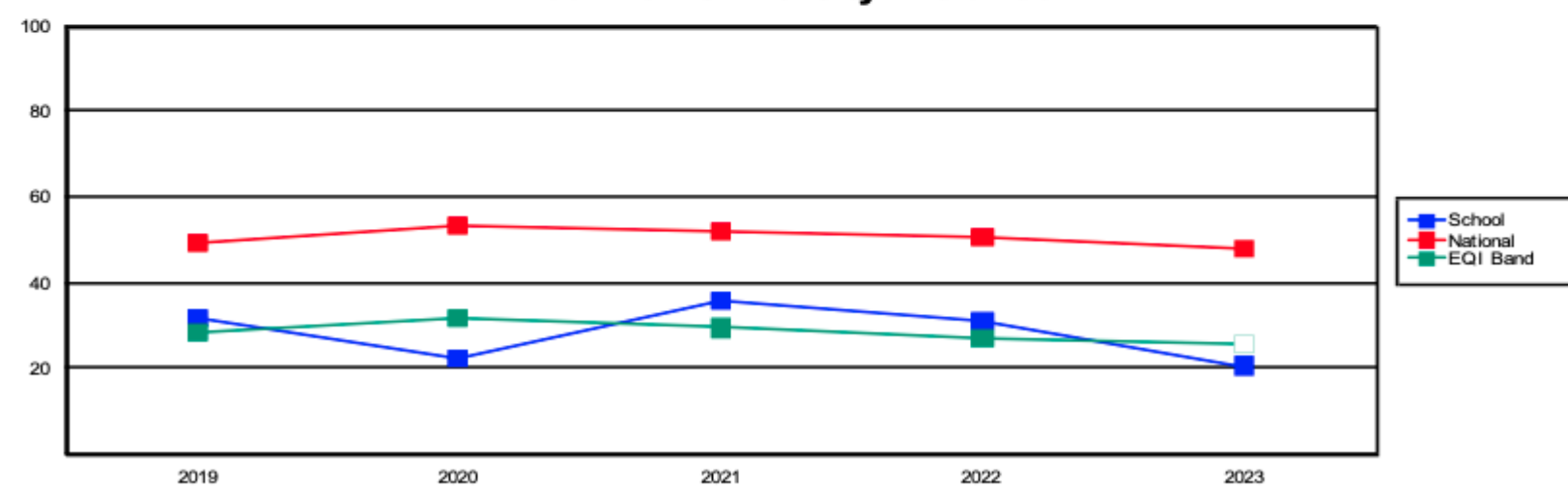
**Year 12 - NCEA Level 2**

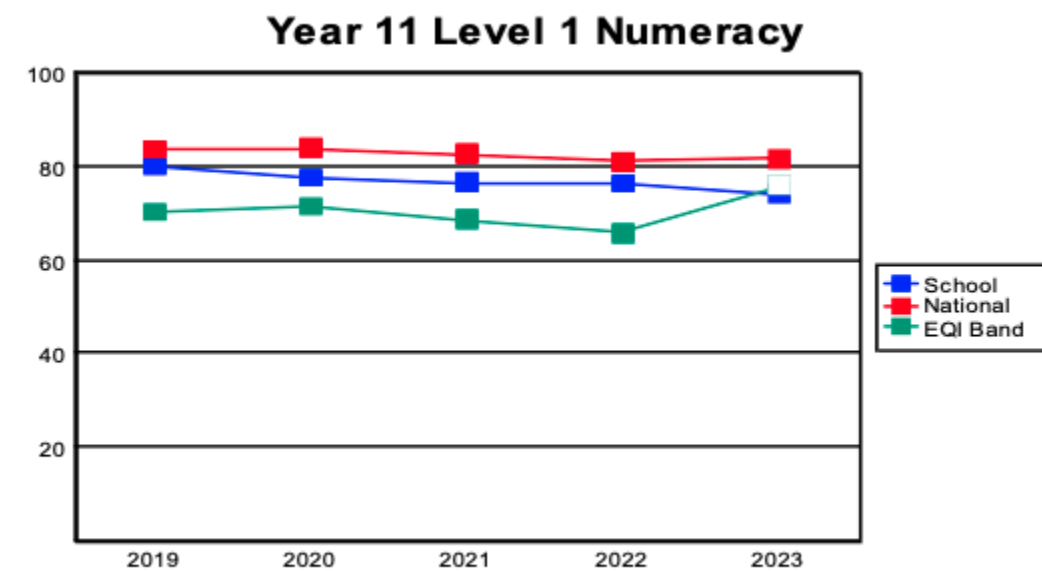
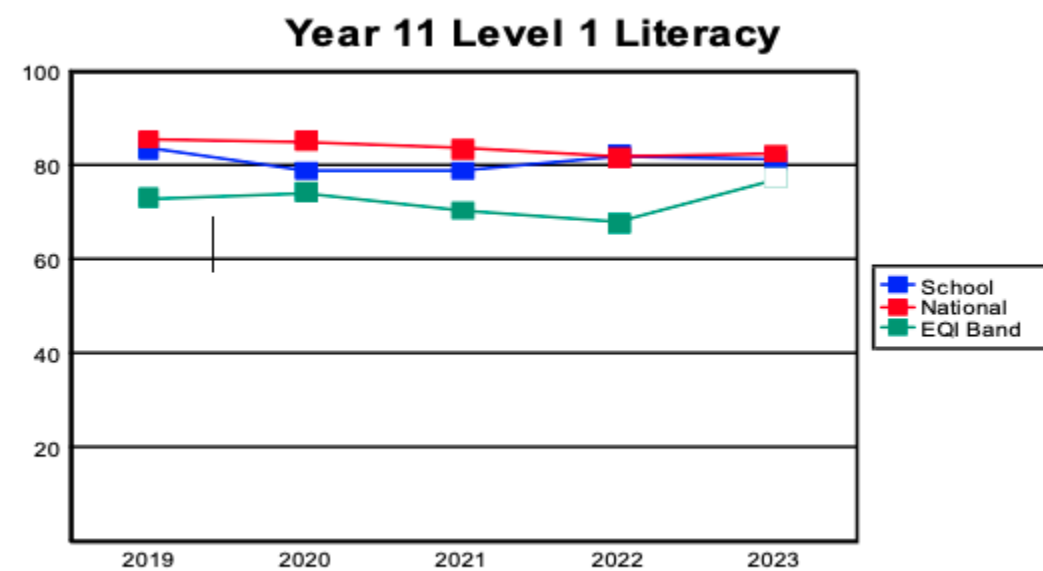


**Year 13 - NCEA Level 3**



**Year 13 - University Entrance**





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

|                     |                     |
|---------------------|---------------------|
| <b>Level 3</b>      | <b><i>Total</i></b> |
| Pass Rate           | 60%                 |
| University Entrance | 20%                 |
|                     |                     |
| <b>Level 2</b>      | <b><i>Total</i></b> |
| Pass rate           | 74.1%               |
|                     |                     |
| <b>Level 1</b>      | <b><i>Total</i></b> |
| Pass Rate           | 64.5%               |

### NCEA Results for participating *International Students*

Note: Few of the international students included in the table below were with us for the full school year.

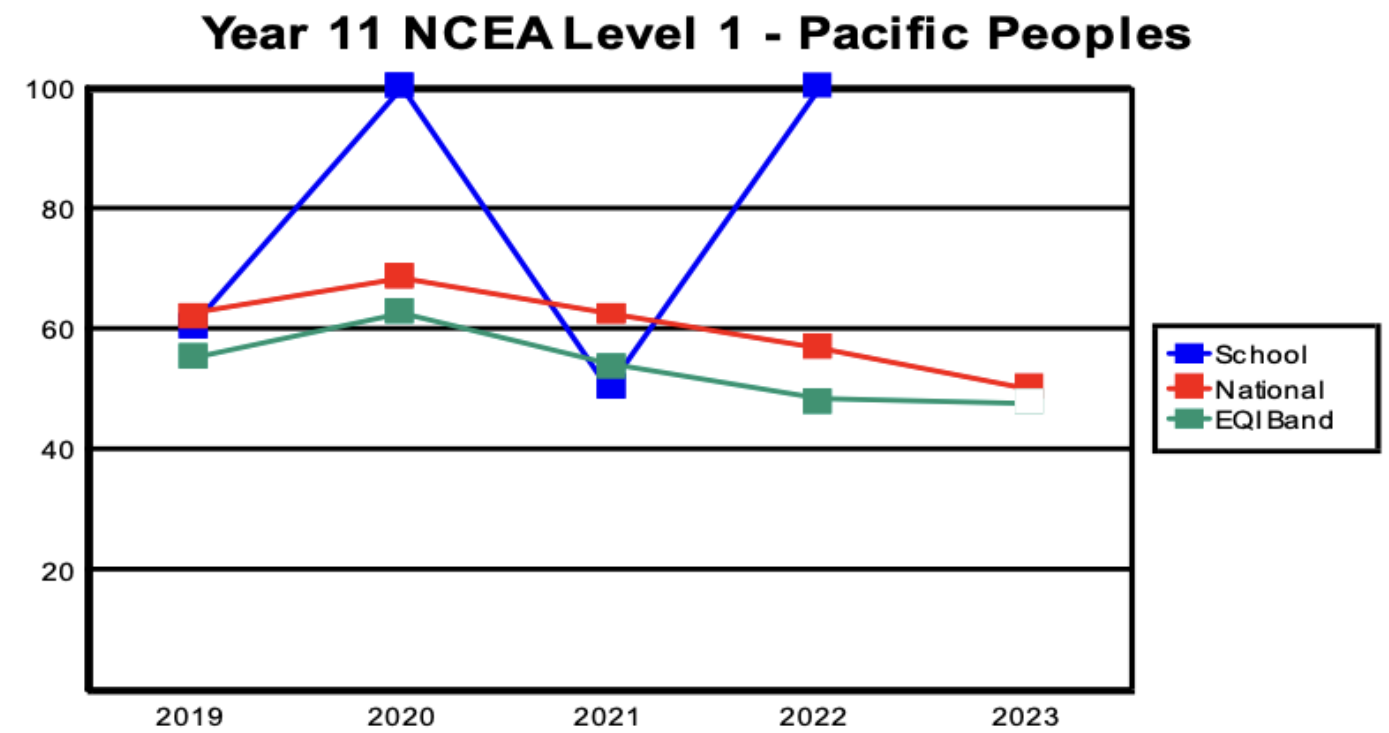
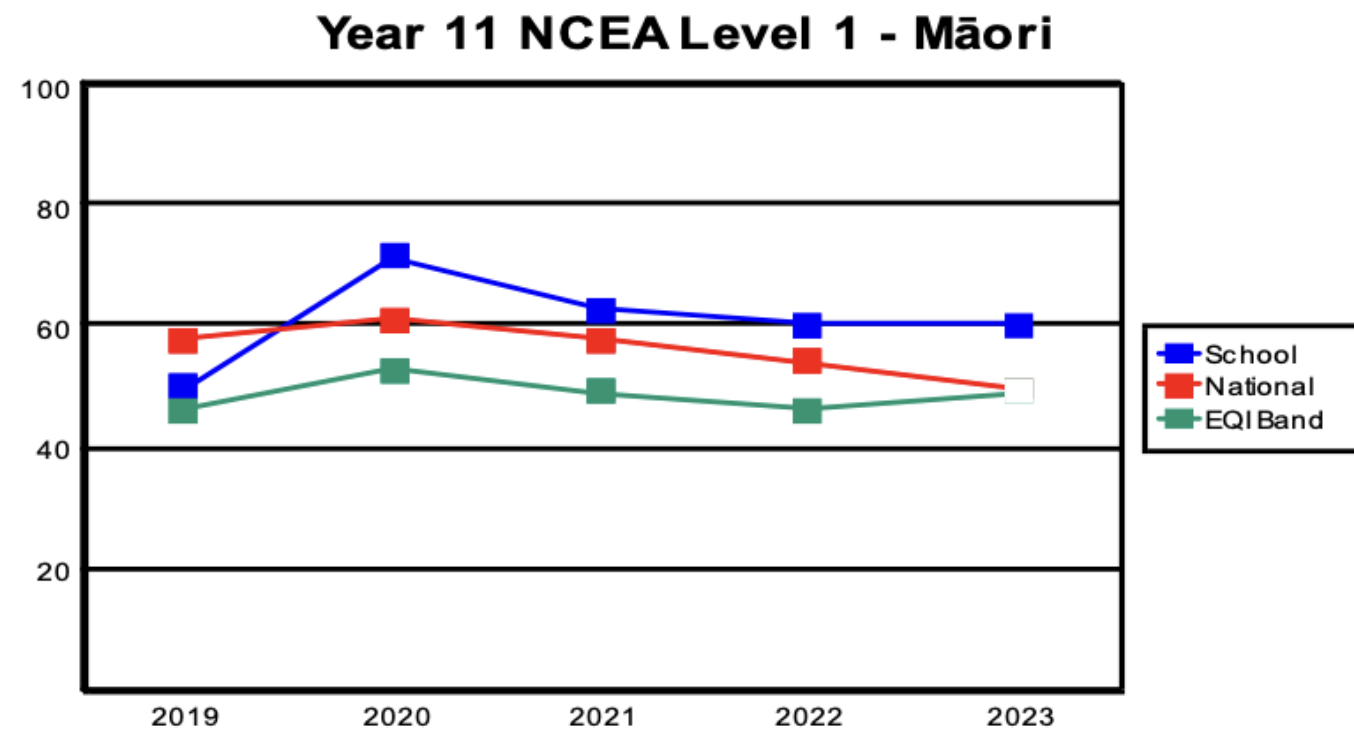
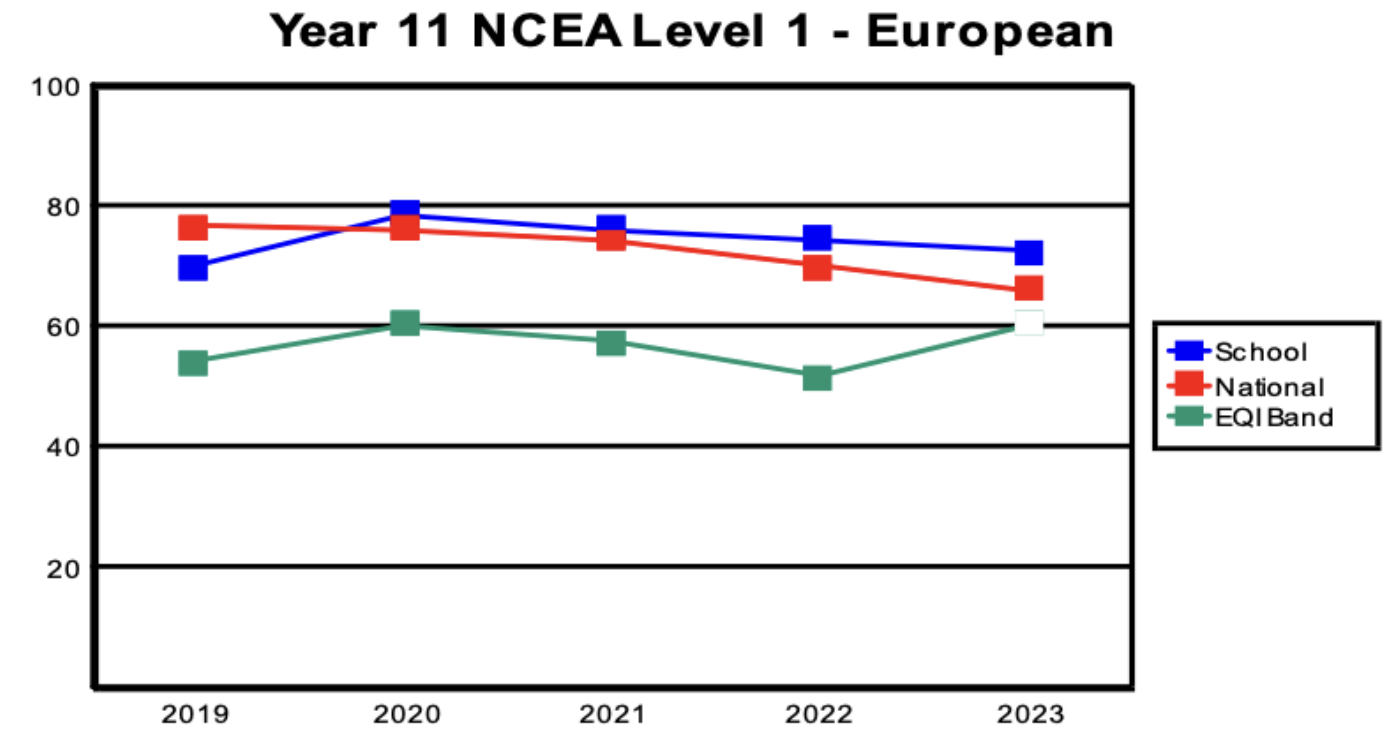
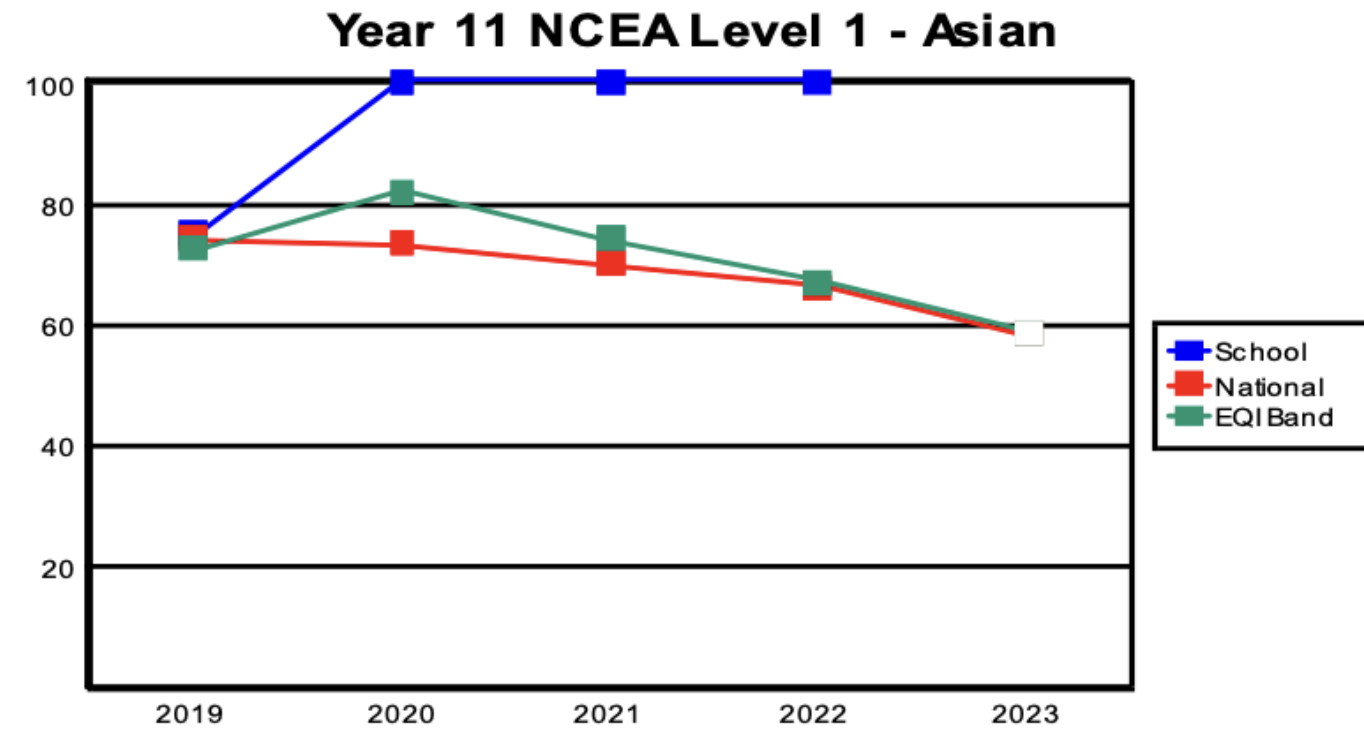
|                             |                     |
|-----------------------------|---------------------|
| <b>Level 3</b> (6 students) | <b><i>Total</i></b> |
| Pass Rate                   | 16%                 |
| Endorsed with Excellence    | 0                   |
| Endorsed with Merit         | 1                   |
| University Entrance         | 0                   |
| Scholarships                | 0                   |
|                             |                     |
| <b>Level 2</b> (7 students) | <b><i>Total</i></b> |
| Pass rate                   | 42.9%               |
| Endorsed with Excellence    | 0                   |
| Endorsed with Merit         | 0                   |
|                             |                     |
| <b>Level 1</b> (10 student) | <b><i>Total</i></b> |
| Pass Rate                   | 20%                 |
| Endorsed with Excellence    | 0                   |
| Endorsed with Merit         | 0                   |
| Literacy                    | 100%                |
| Numeracy                    | 100%                |

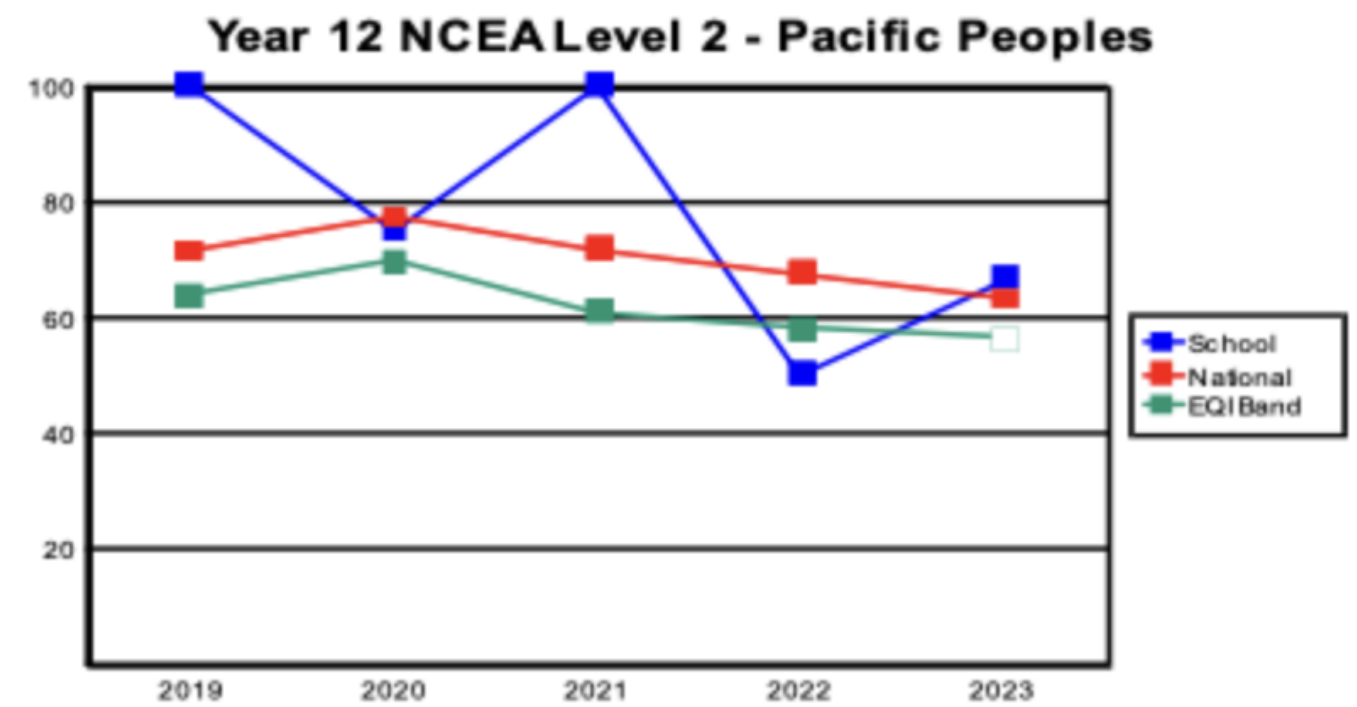
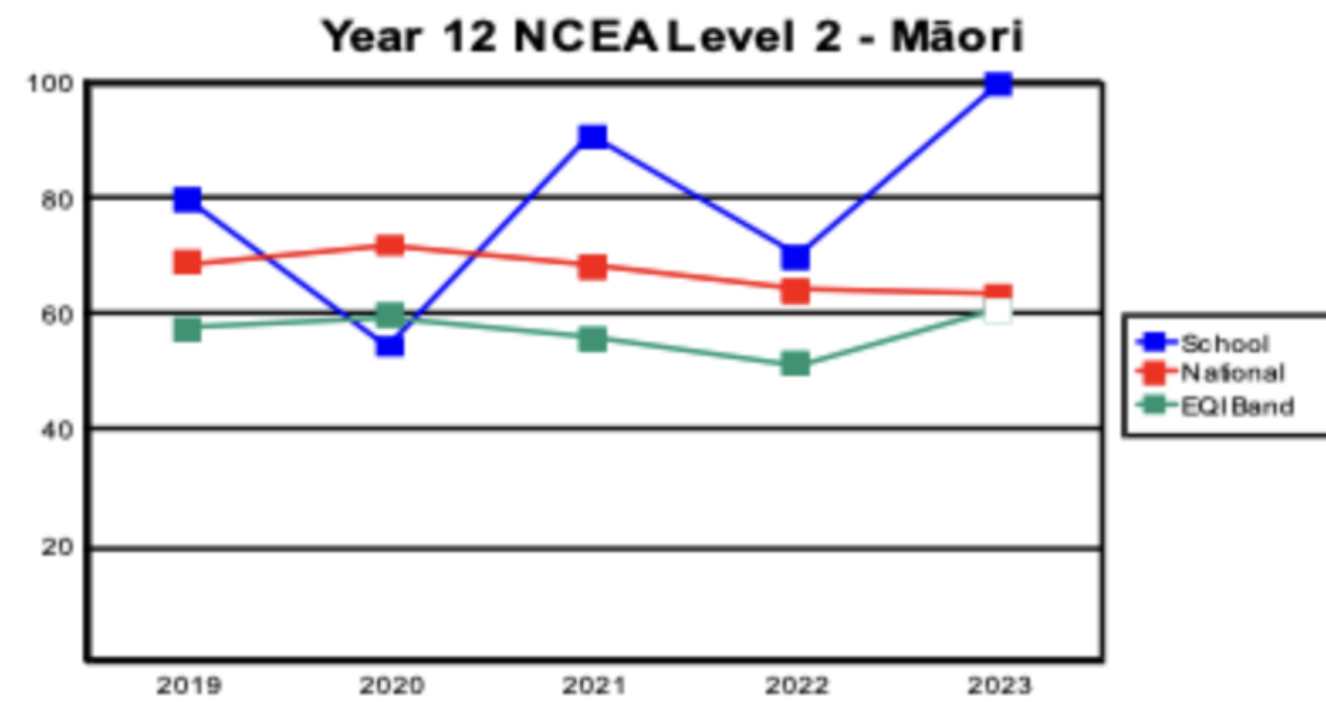
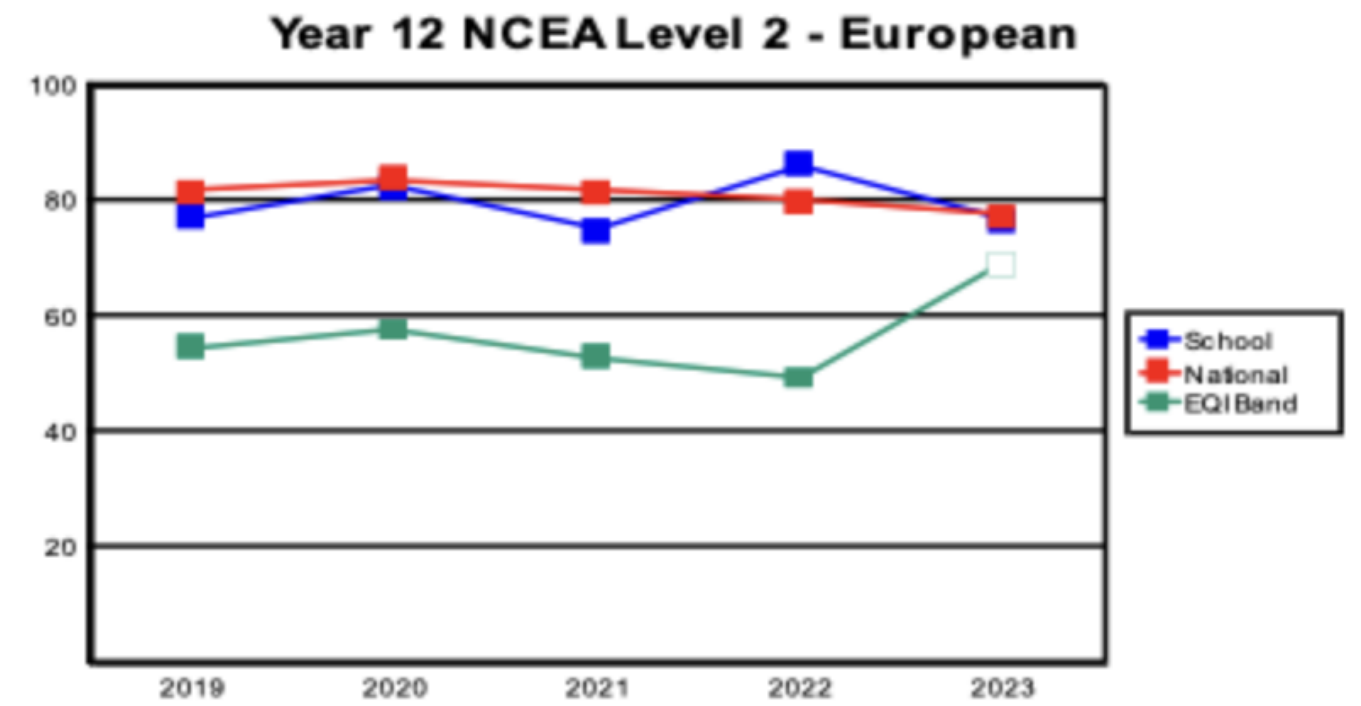
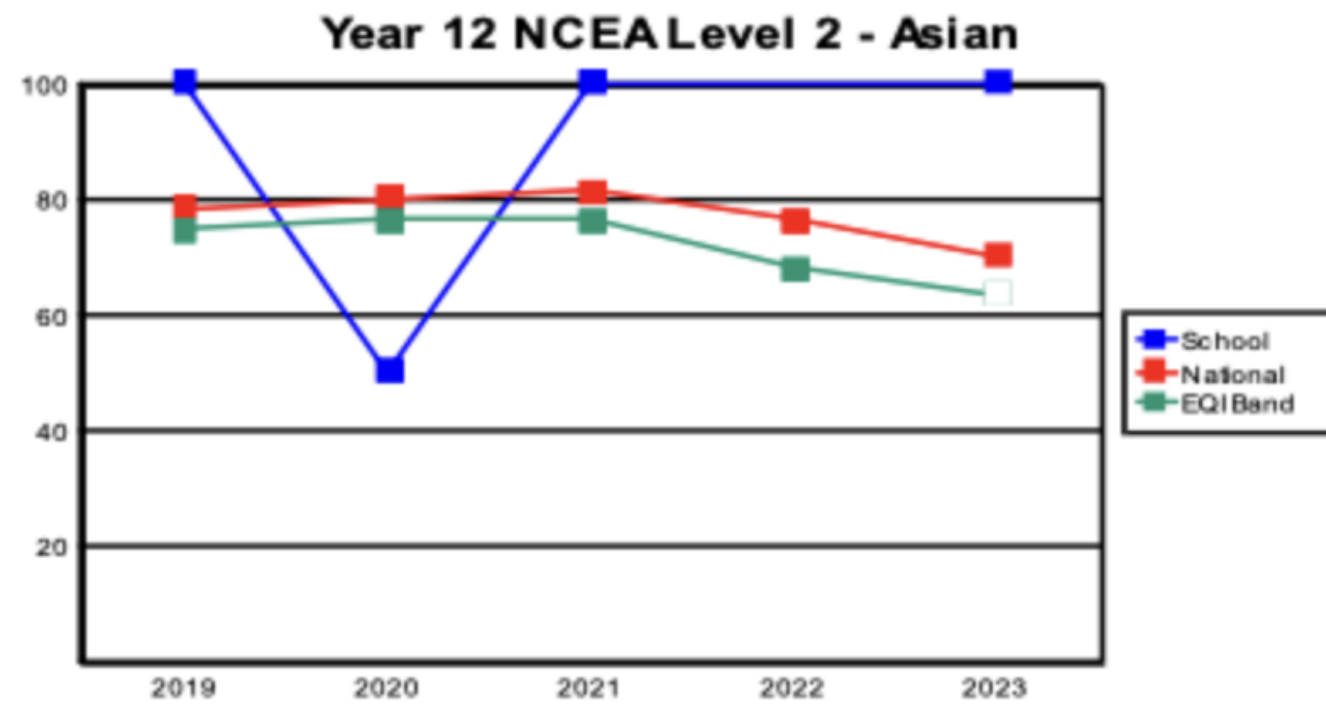
HIGHEST QUALIFICATIONS FOR DOMESTIC LEAVERS 2023

This includes those who leave during the year.

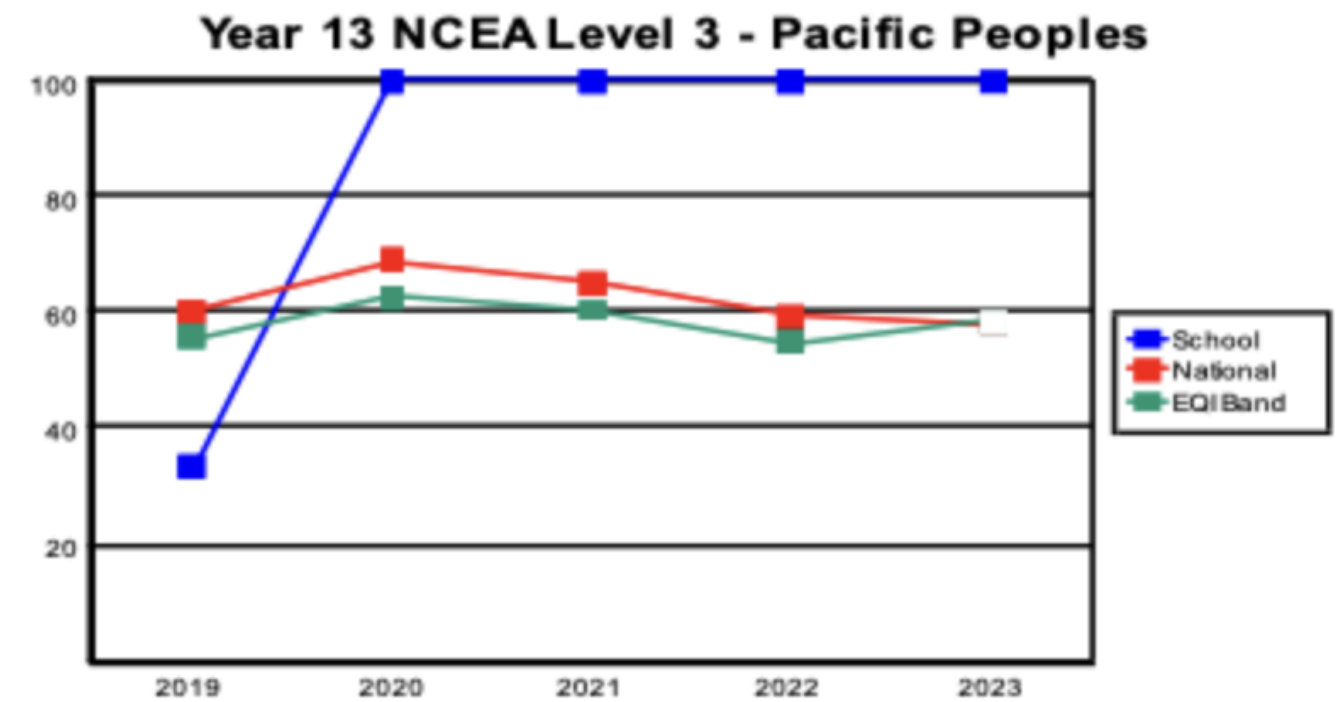
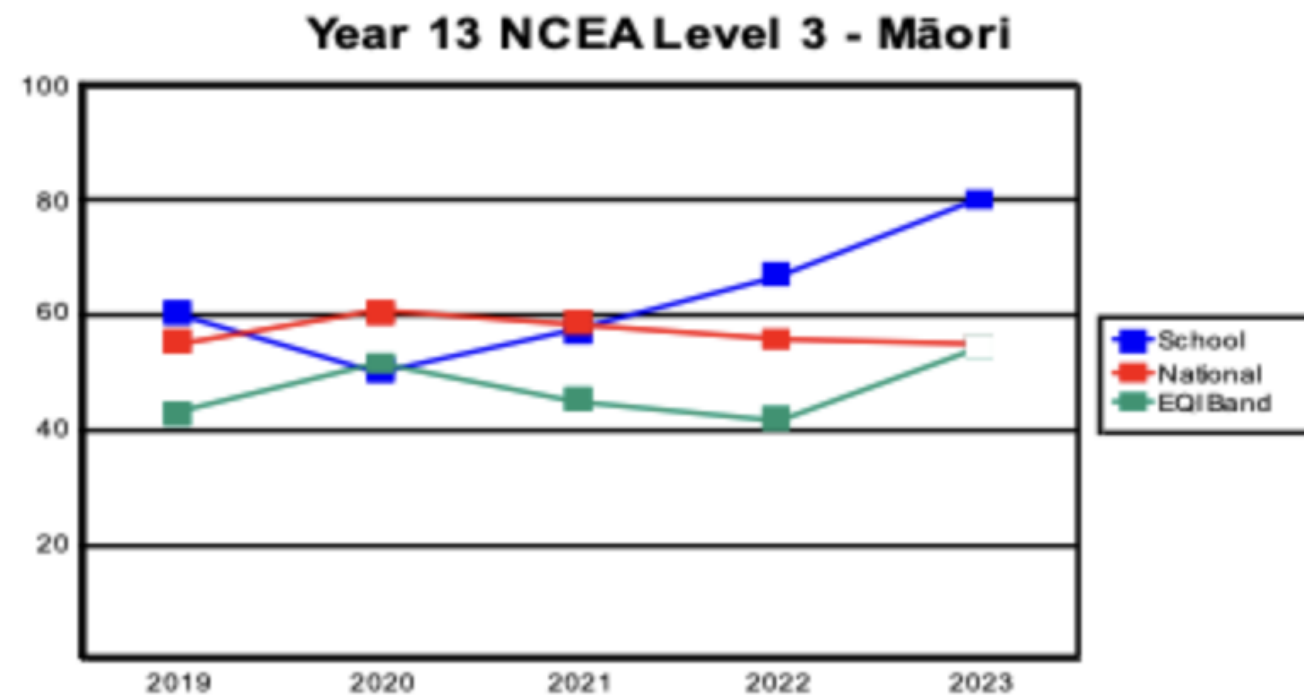
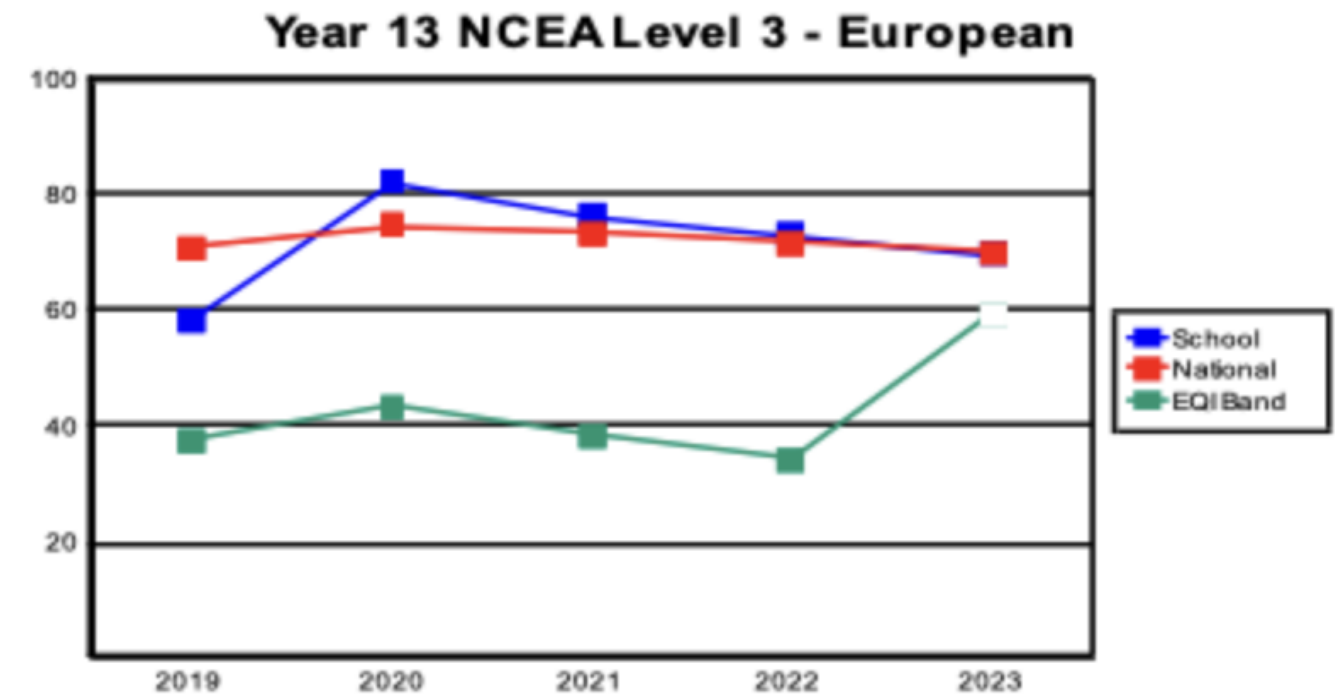
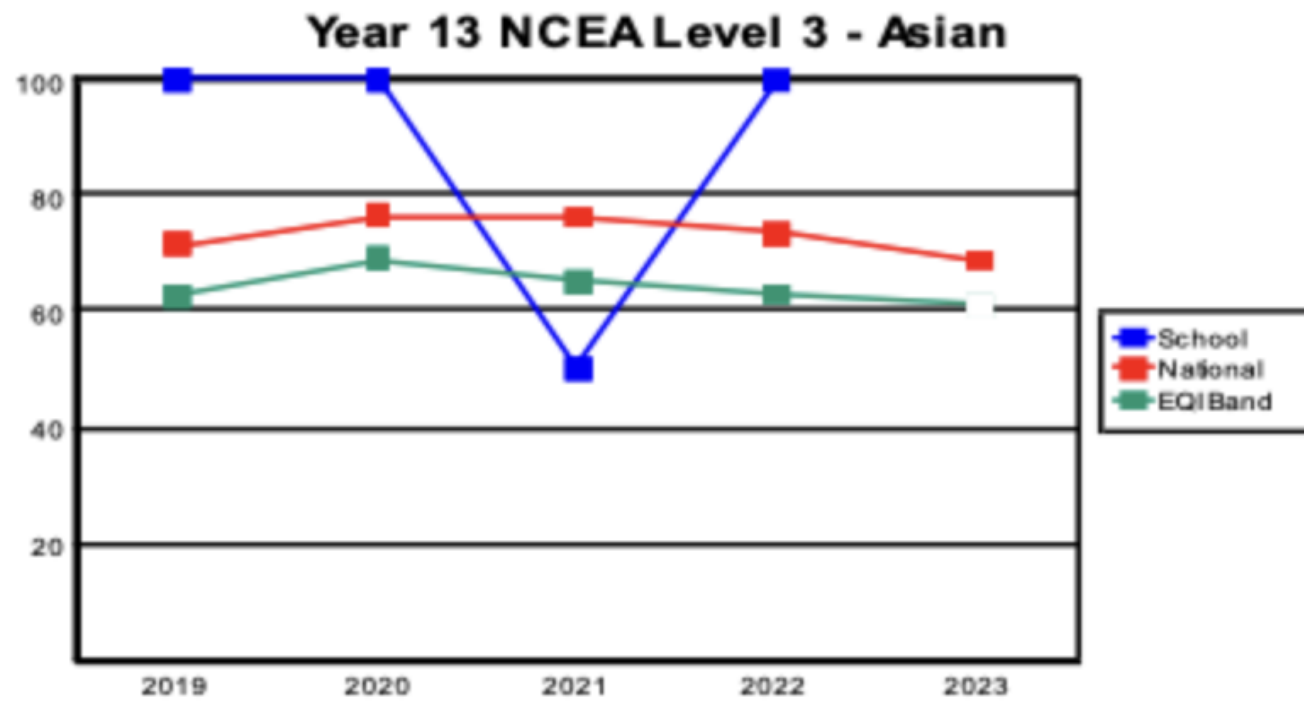
| Qualification | YEAR 13<br>(36 leavers)  | YEAR 12<br>(15 leavers)  | YEAR 11<br>(13 leavers)   |
|---------------|--|--|---|
| UE            | 7  | 0  | 0   |
| Level 3       | 24   | 0  | 0   |
| Level 2       | 11   | 9  | 0   |
| Level 1       | 0  | 4  | 1   |
|               | Leavers Destinations:<br>6 - University<br>11- Polytechnic<br>13- Work<br>3 - Other courses<br>1- Apprenticeship<br>2- Unknown | Leavers Destinations:<br>5 - Polytechnic<br>6- Work<br>1 - Another school<br>1- Health school<br>2- Overseas | Leavers Destinations:<br>2 - Early Exemptions<br>5 - Another school<br>1- Health school<br>3- Alternative Education<br>1 - End of Schooling<br>1- Nen's |

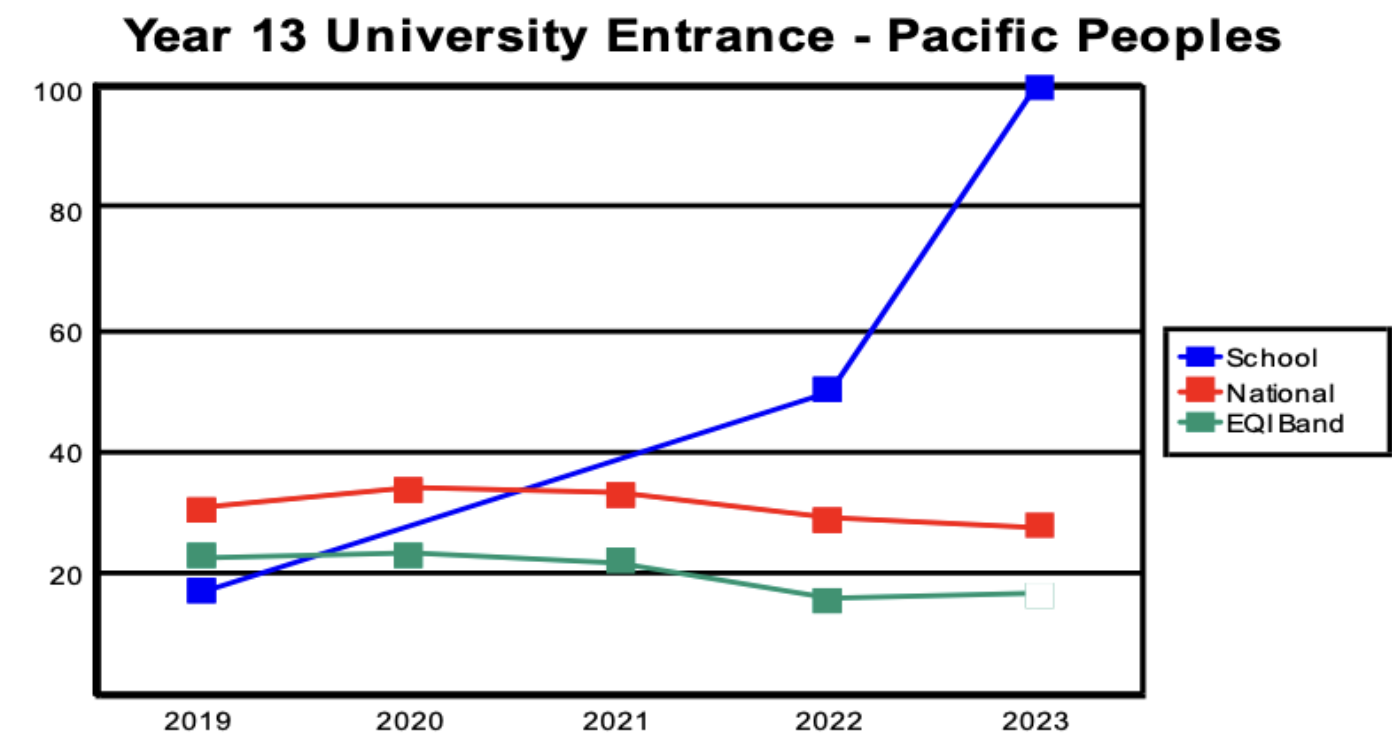
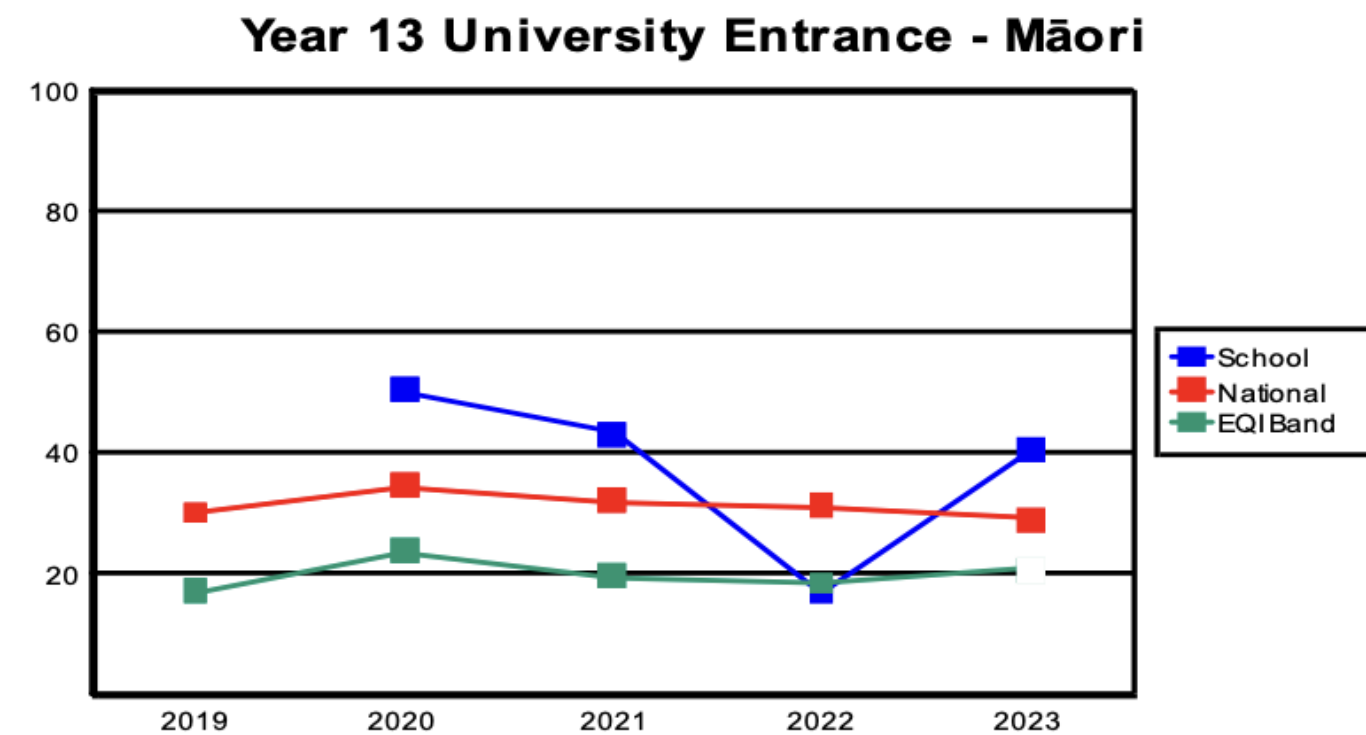
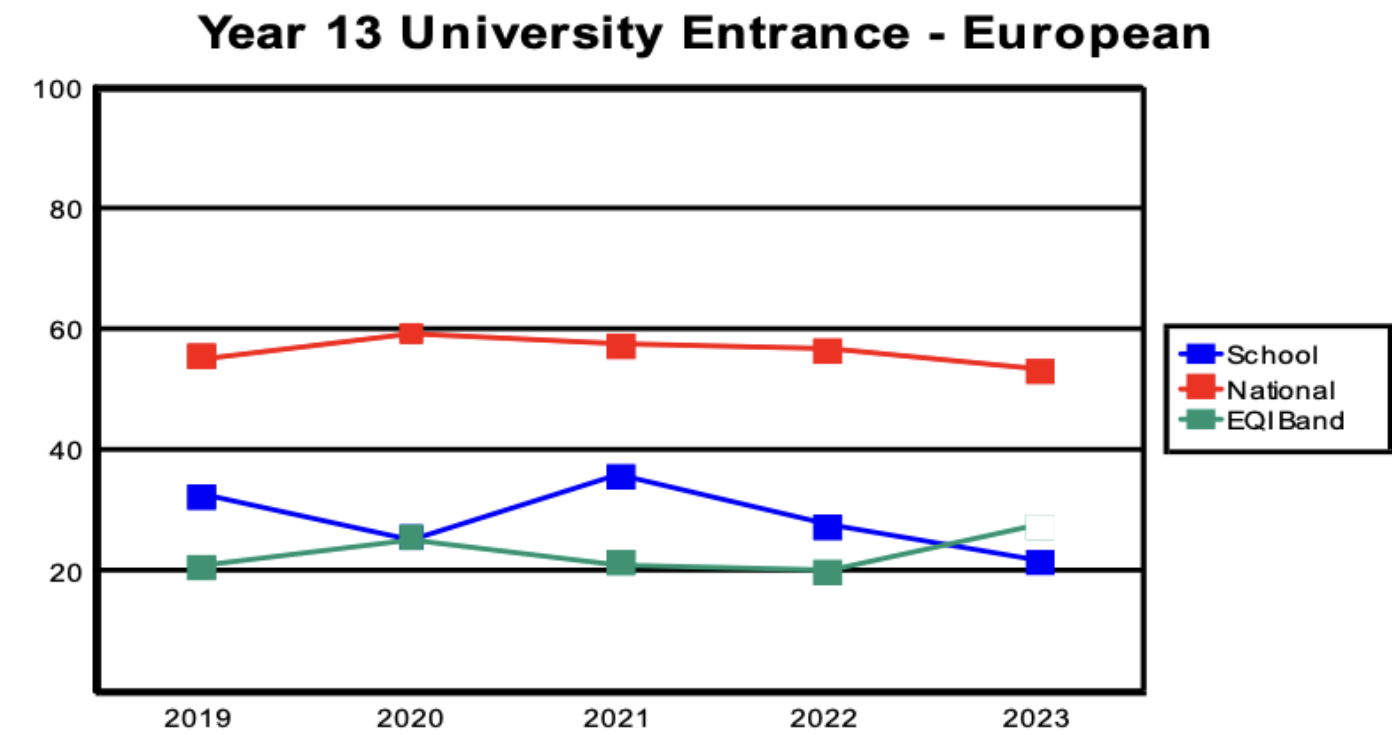
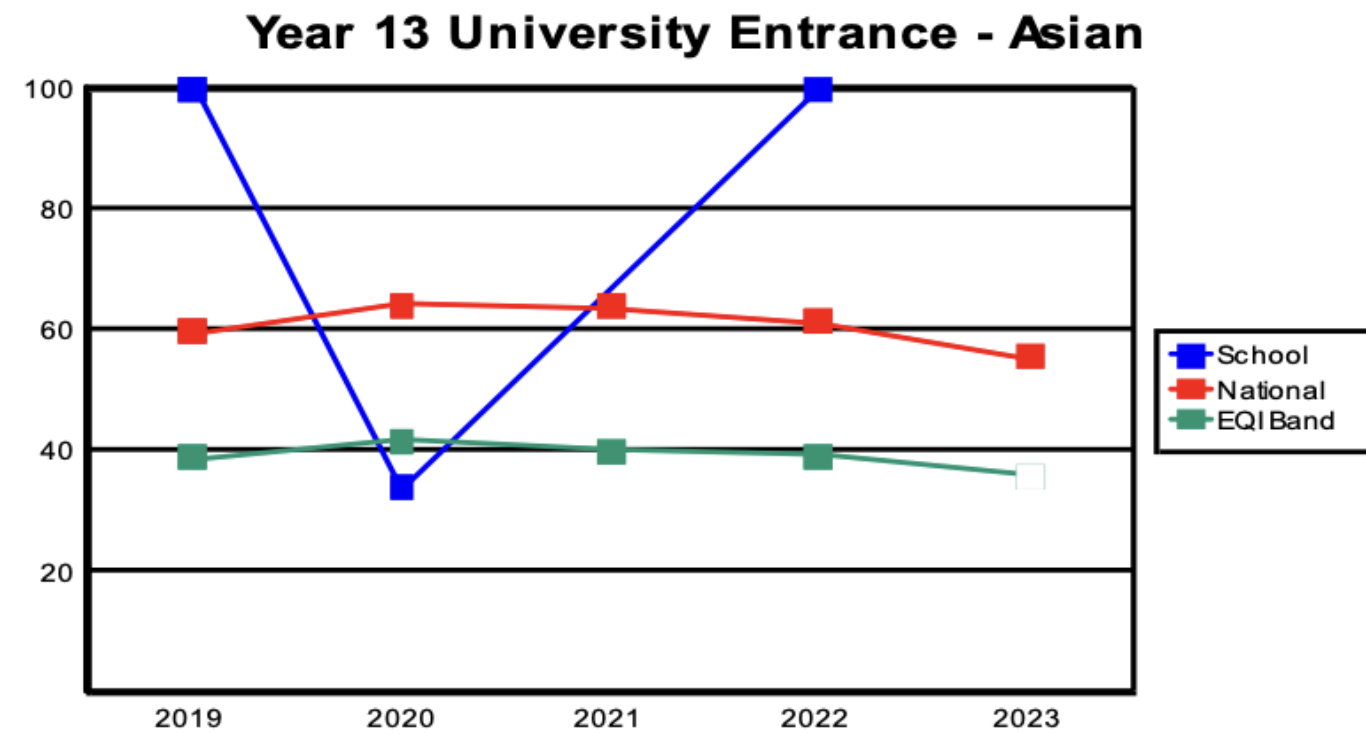
SOME OF THE STUDENTS IN THE BELOW GRAPHS HAVE BEEN INCLUDED IN MULTIPLE ETHNICITIES







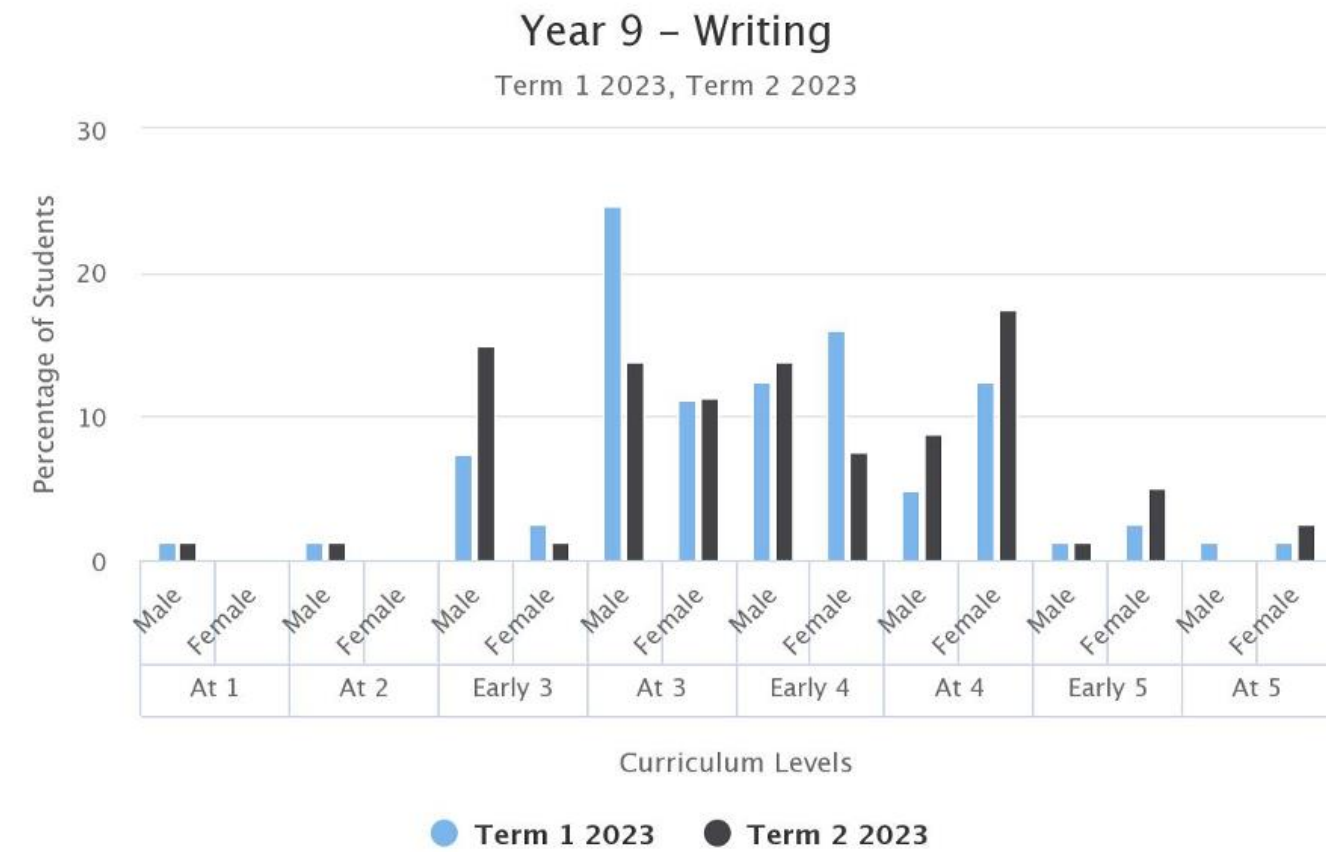
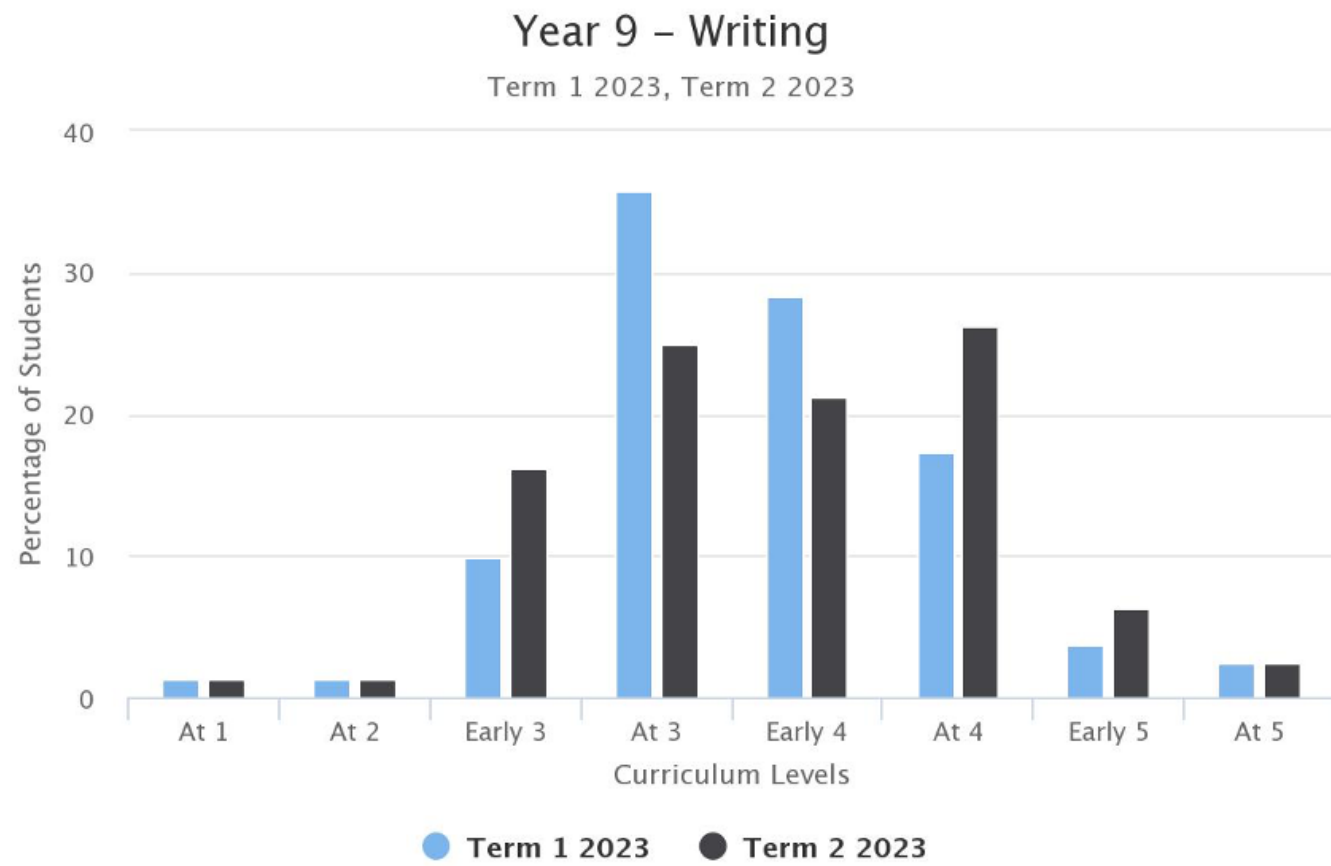




**OVERVIEW OF MĀORI AND PASIFIKA STUDENT ACHIEVEMENT AT NCEA IN 2023**

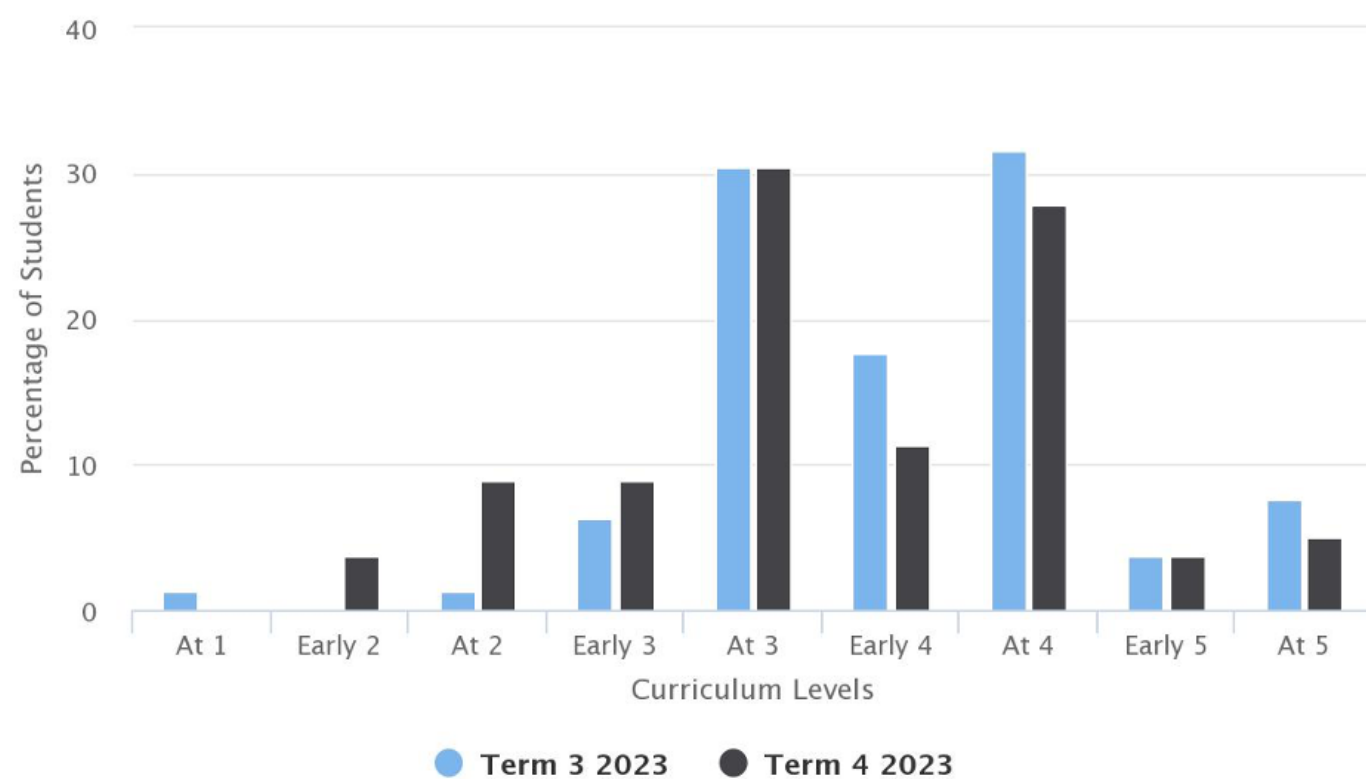
|         | Māori | Pasifika |
|---------|-------|----------|
| Year 11 | 60%   | N/A      |
| Year 12 | 100%  | 66.7%    |
| Year 13 | 80%   | 100%     |
| UE      | 40%   | 100%     |

**Year 9&10 Graphs: (replace with 2023 graphs)**



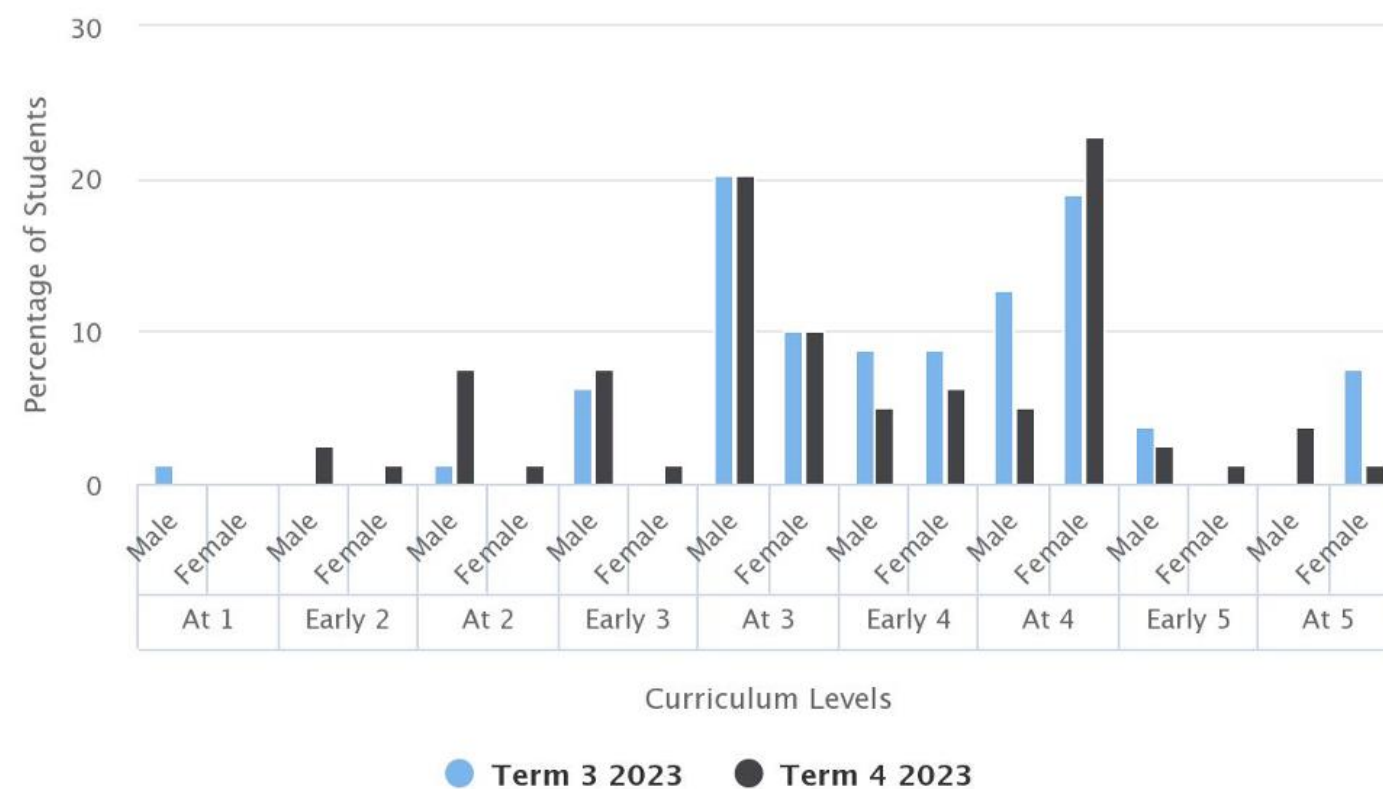
## Year 9 – Writing

Term 3 2023, Term 4 2023



## Year 9 – Writing

Term 3 2023, Term 4 2023

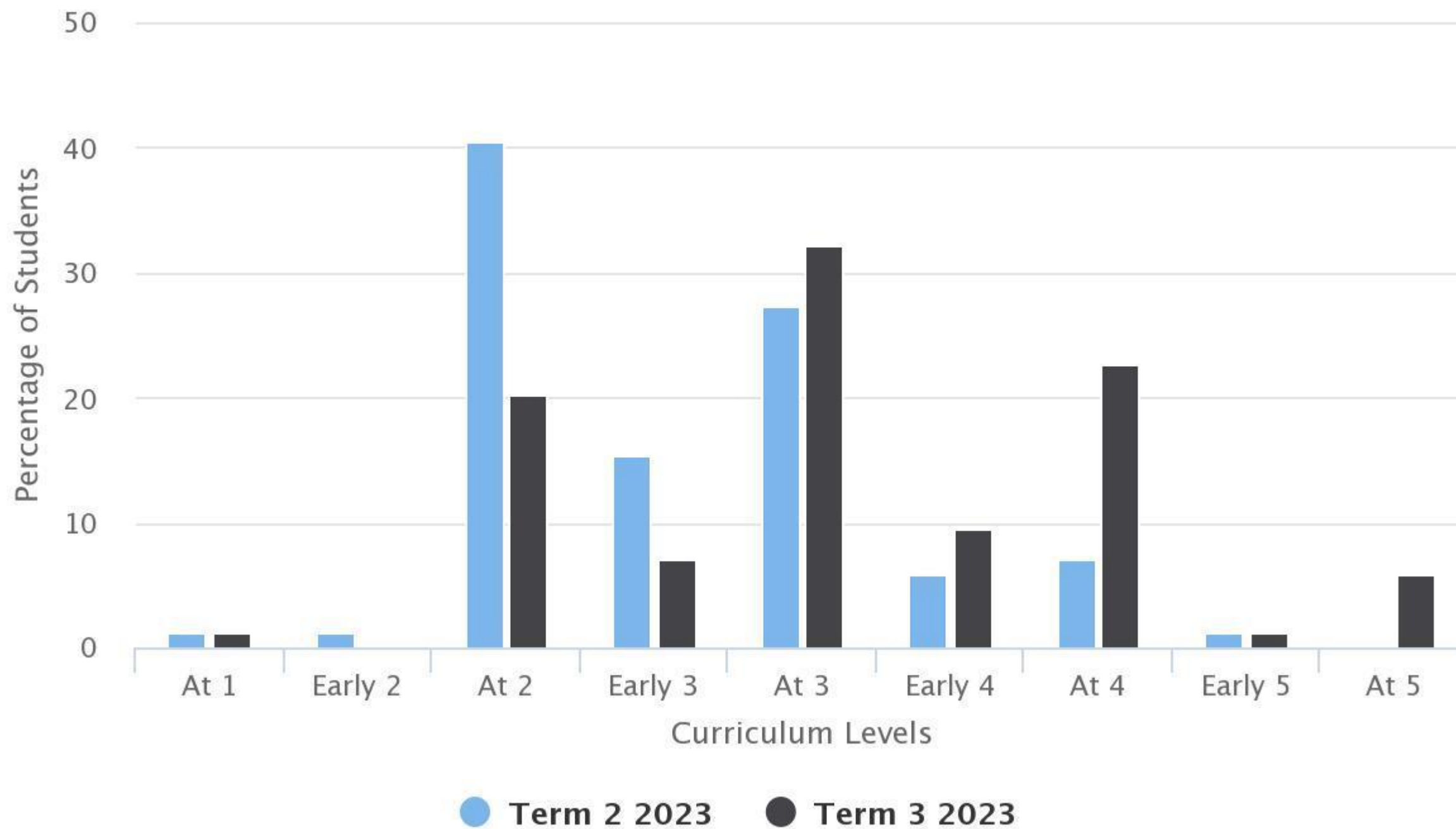


### Year 9 Number Data for 2023

| <u>Curriculum Level</u> | <u>Term 1 %</u> | <u>Term 2 %</u> |
|-------------------------|-----------------|-----------------|
| <u>3 or below</u>       | <u>38</u>       | <u>53</u>       |
| <u>4</u>                | <u>38</u>       | <u>24</u>       |
| <u>5</u>                | <u>24</u>       | <u>23</u>       |
| <u>6</u>                | <u>0</u>        | <u>0</u>        |

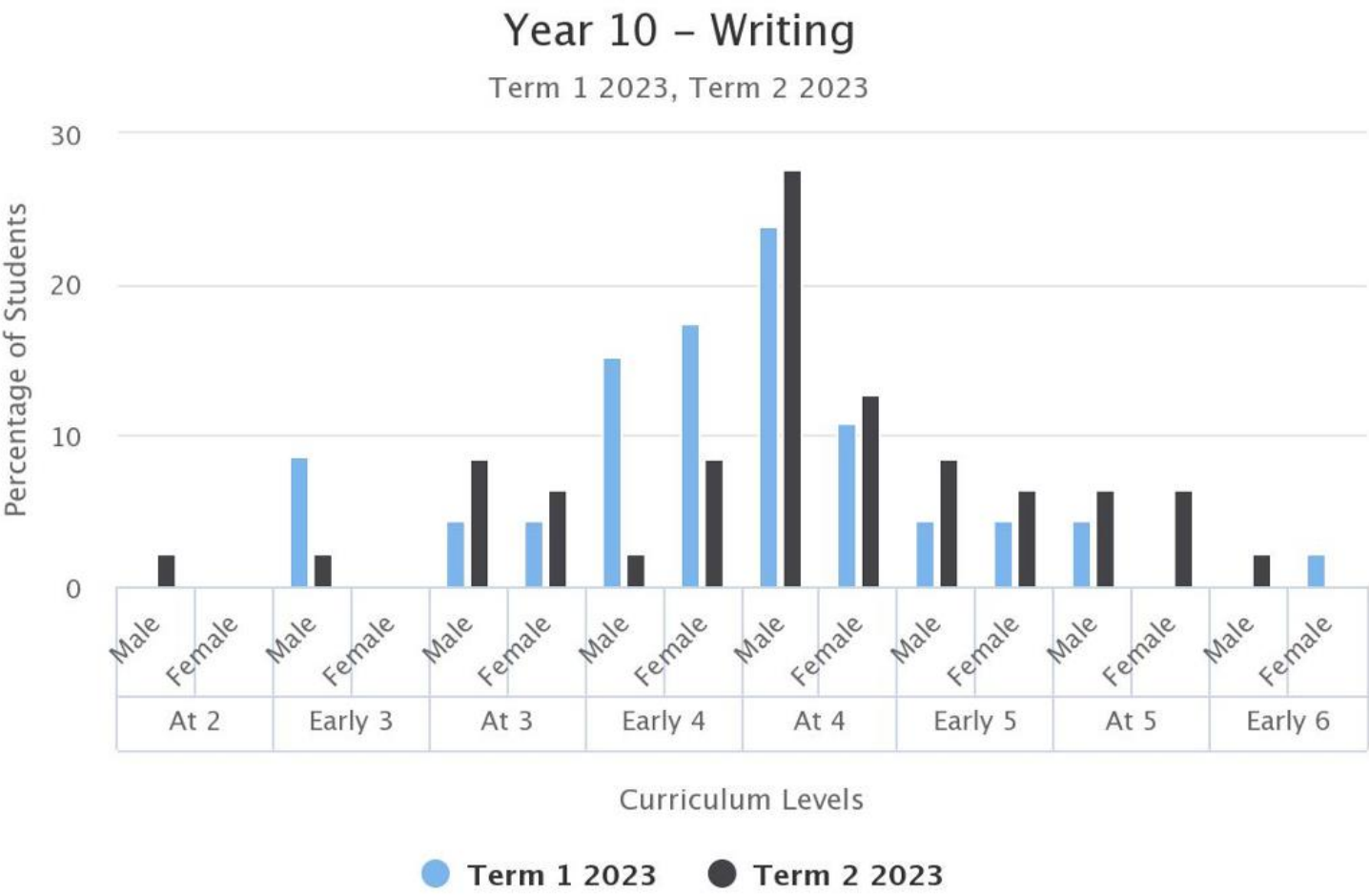
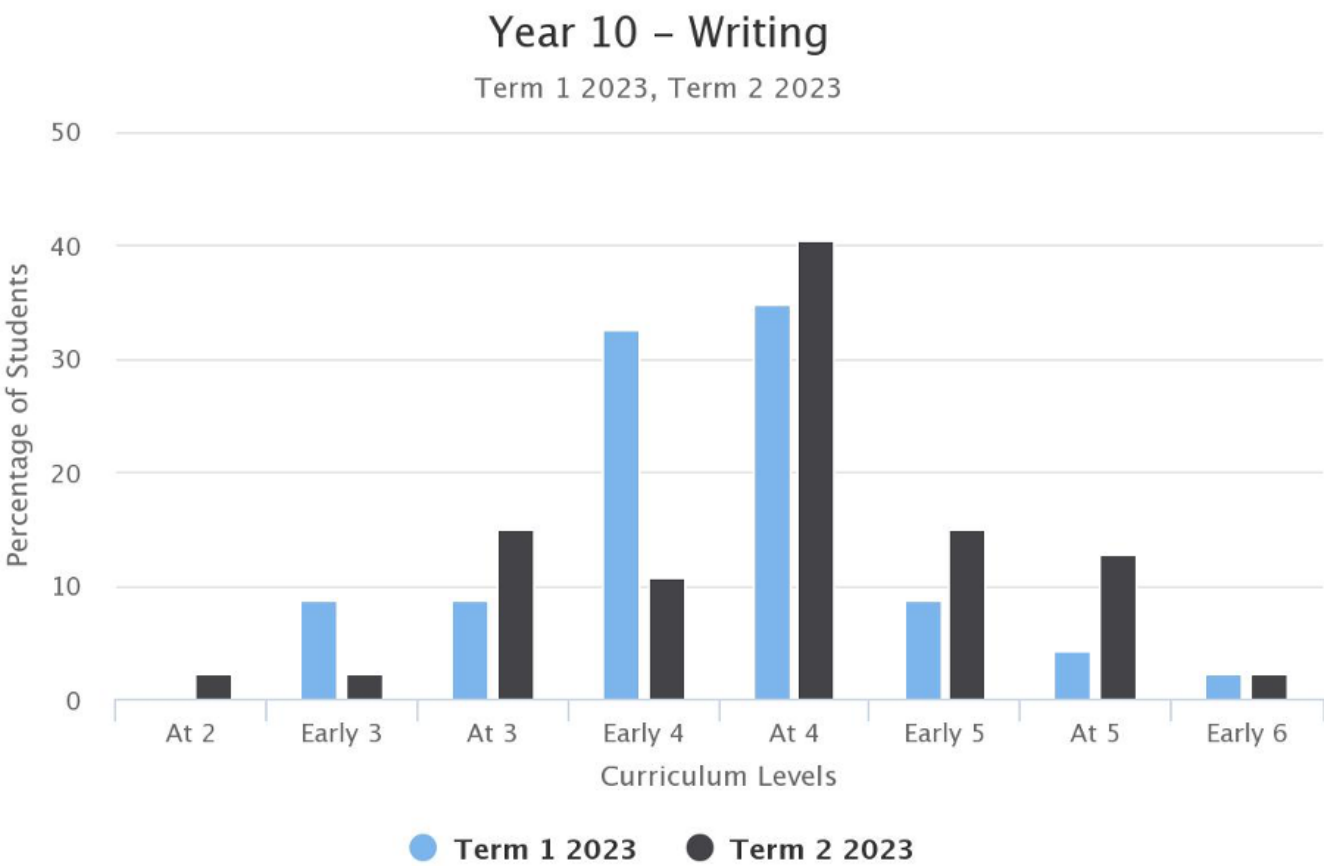
# Year 9 – Algebra

Term 2 2023, Term 3 2023

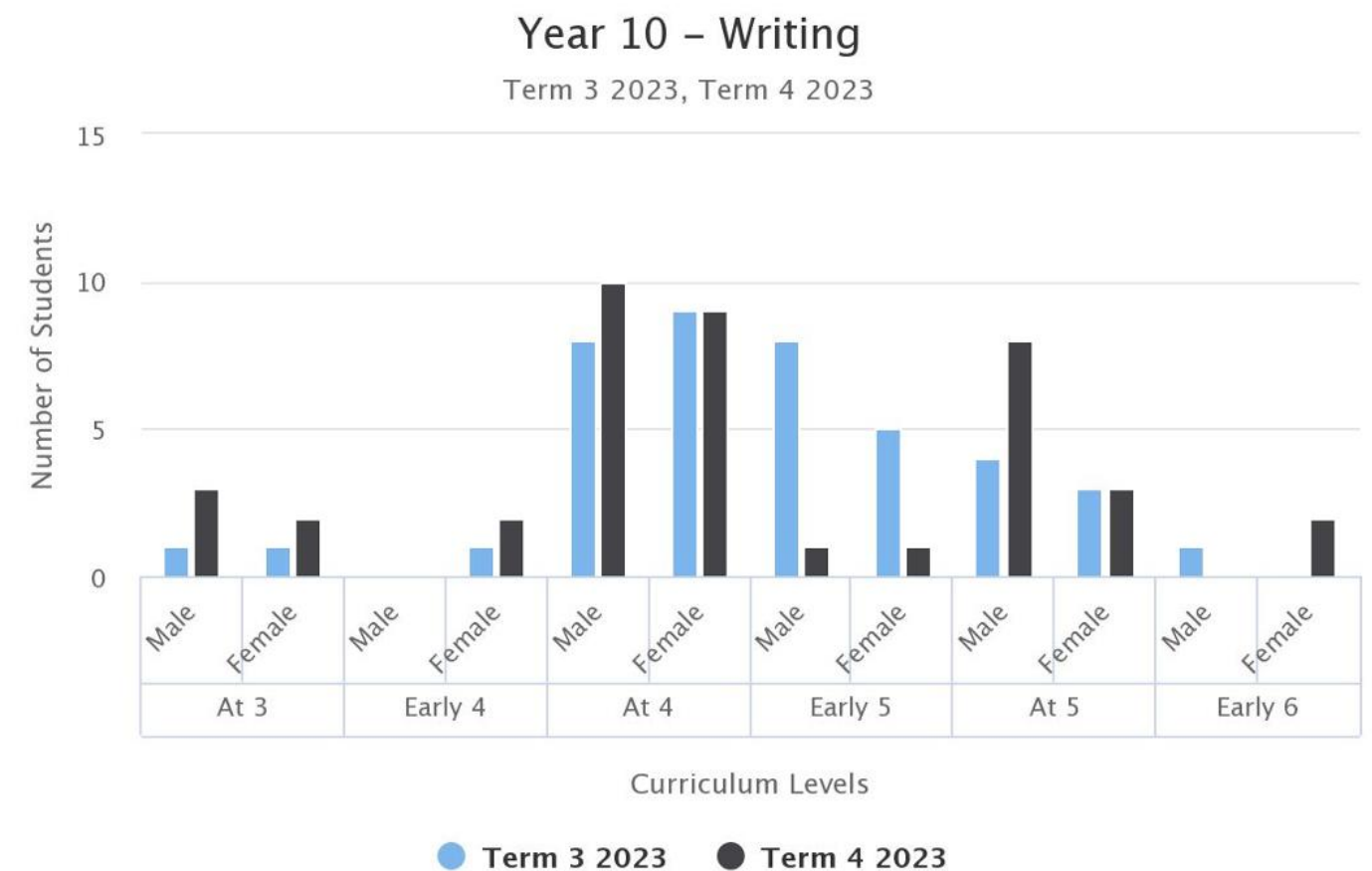
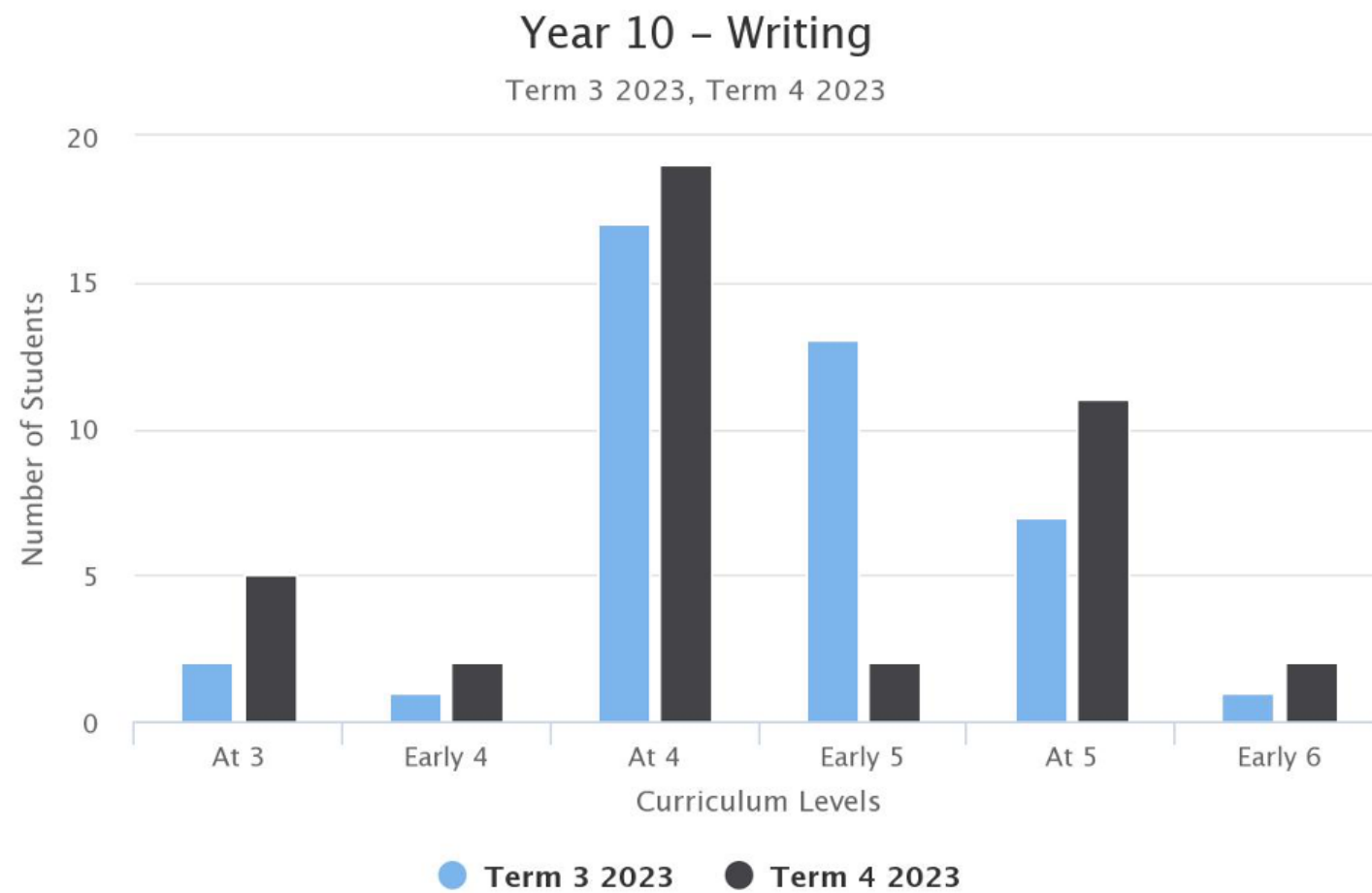


Year 9 Algebra Data for 2023

| <u>Curriculum Level</u> | <u>Term 1 %</u> | <u>Term 2 %</u> |
|-------------------------|-----------------|-----------------|
| <u>3 or below</u>       | <u>86</u>       | <u>61</u>       |
| <u>4</u>                | <u>13</u>       | <u>32</u>       |
| <u>5</u>                | <u>1</u>        | <u>7</u>        |
| <u>6</u>                | <u>0</u>        | <u>0</u>        |

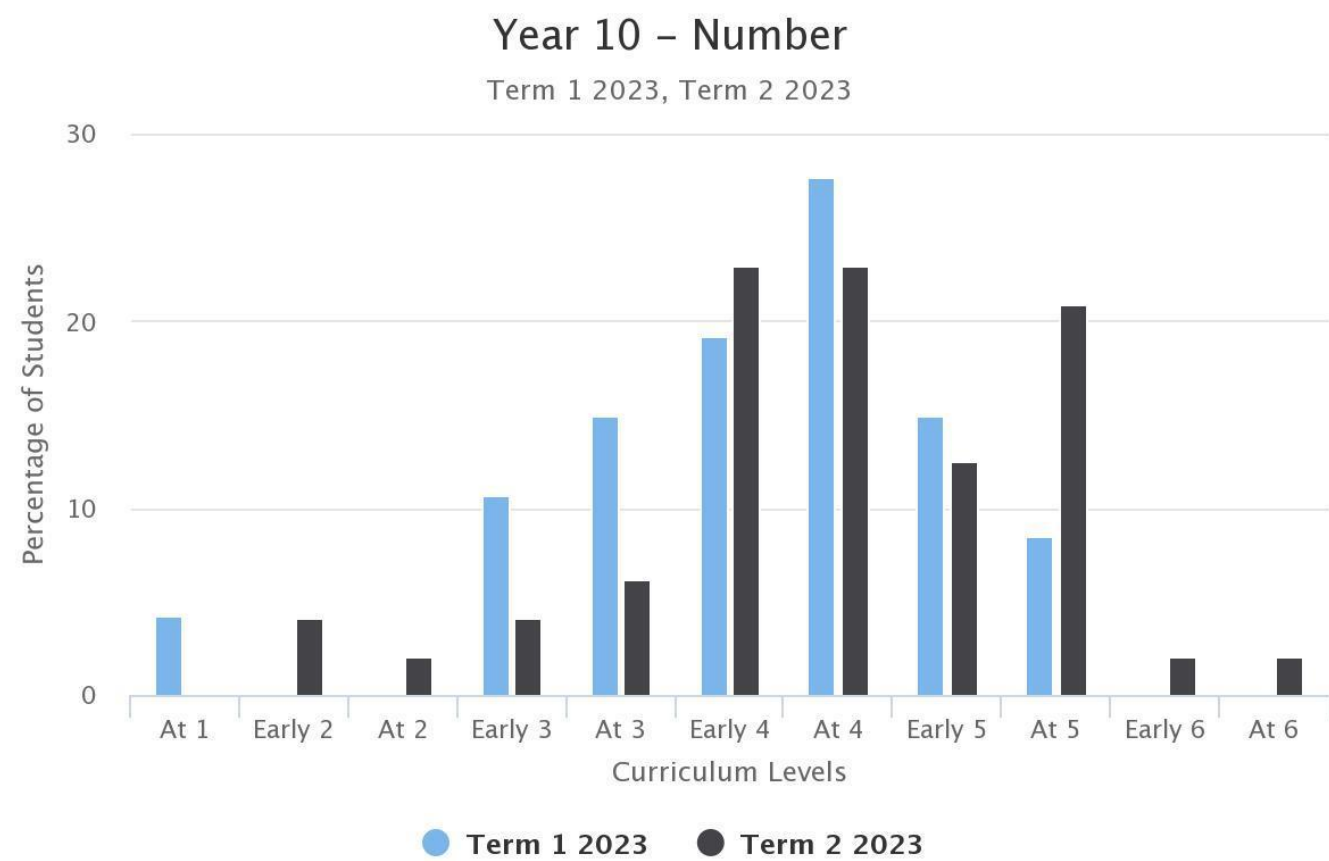






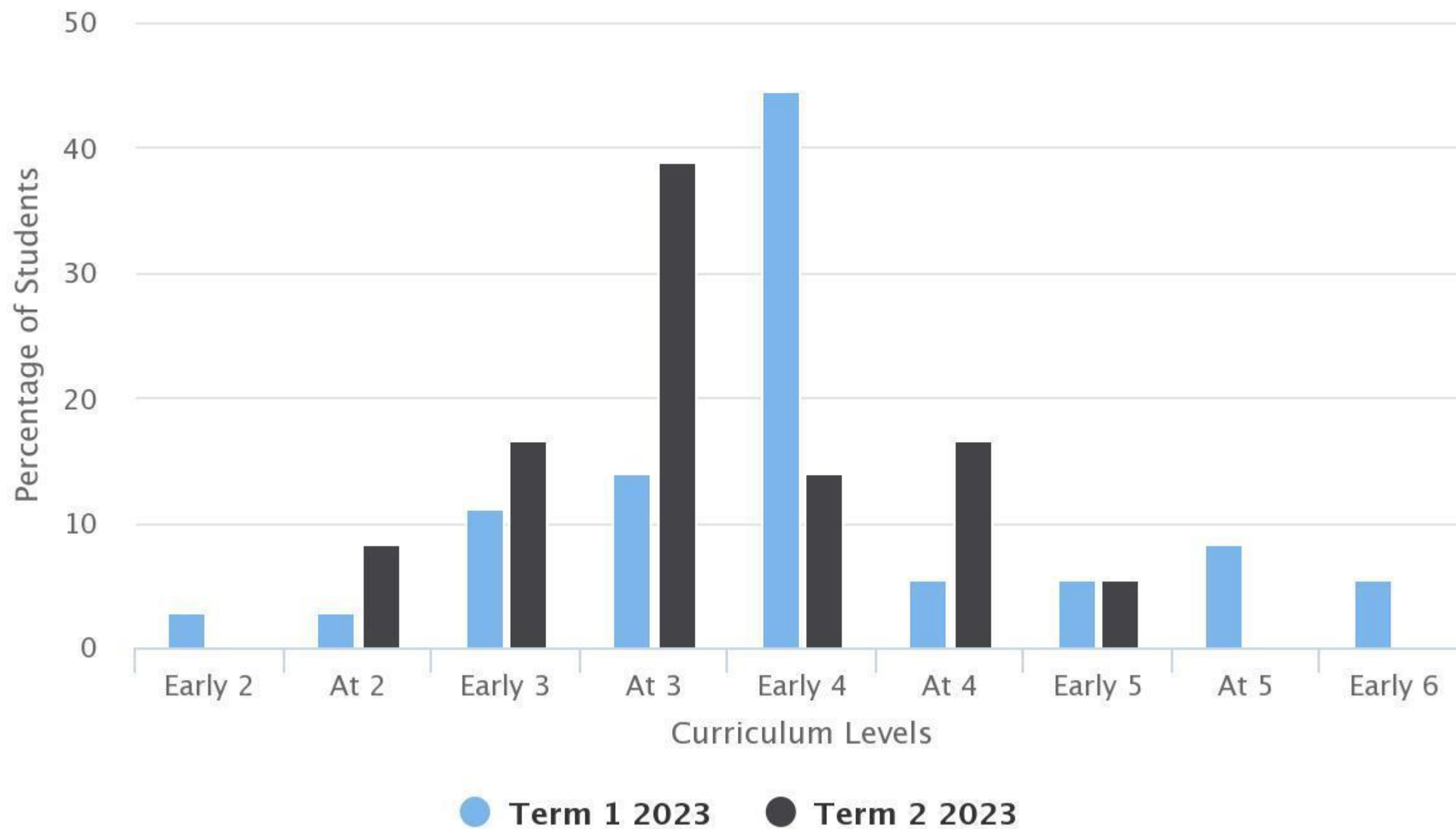
#### Year 10 Number Data for 2023

| <u>Curriculum Level</u> | <u>Term 1 %</u> | <u>Term 2 %</u> |
|-------------------------|-----------------|-----------------|
| <u>3 or below</u>       | <u>77</u>       | <u>60</u>       |
| <u>4</u>                | <u>23</u>       | <u>36</u>       |
| <u>5</u>                | <u>0</u>        | <u>4</u>        |
| <u>6</u>                |                 |                 |



# Year 10 – Algebra

Term 1 2023, Term 2 2023

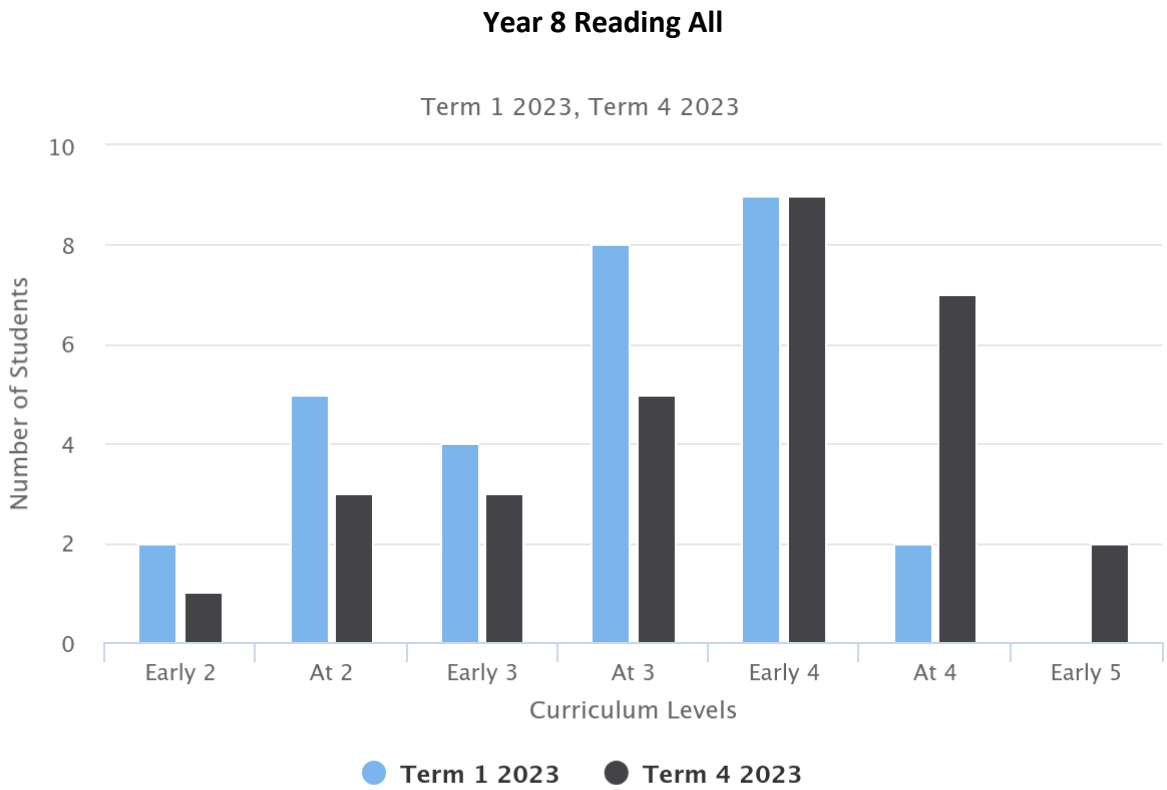
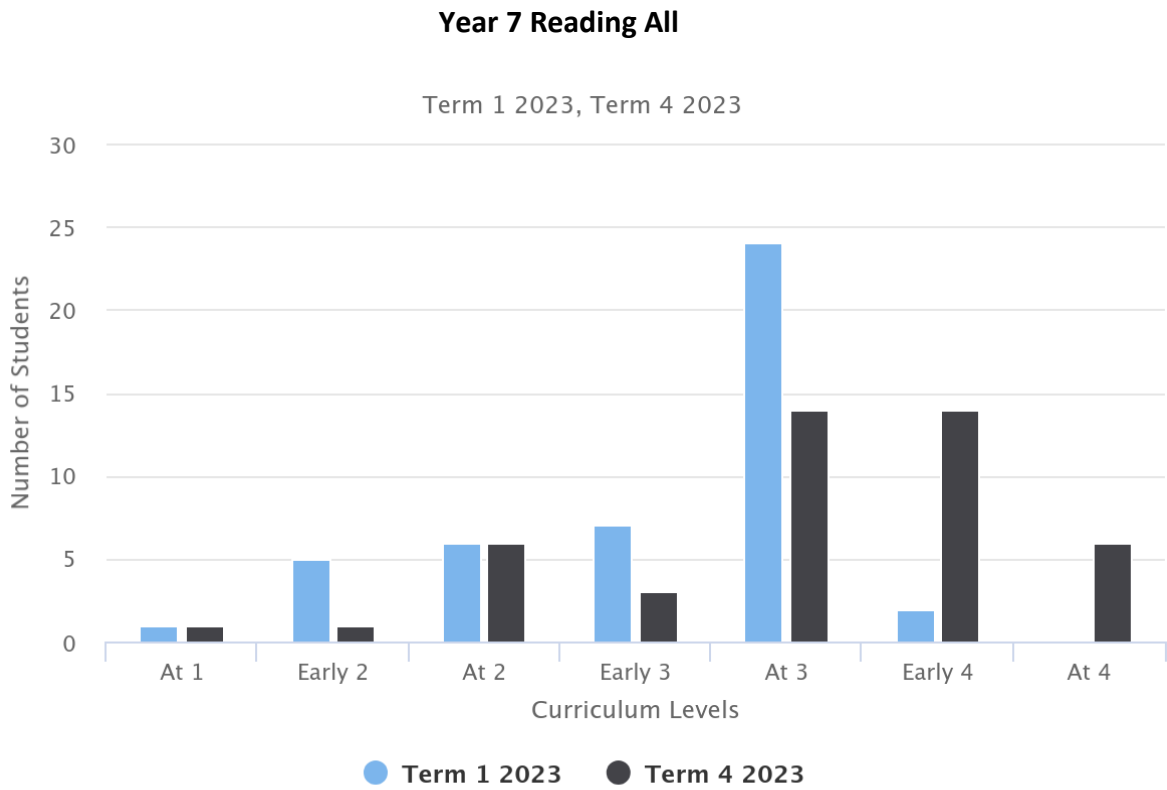


Year 10 Algebra Data for 2023

| <u>Curriculum Level</u> | <u>Term 1 %</u> | <u>Term 2</u> |
|-------------------------|-----------------|---------------|
| <u>3 or below</u>       | <u>30</u>       | <u>63</u>     |
| <u>4</u>                | <u>50</u>       | <u>31</u>     |
| <u>5</u>                | <u>14</u>       | <u>6</u>      |
| <u>6</u>                | <u>6</u>        | <u>0</u>      |

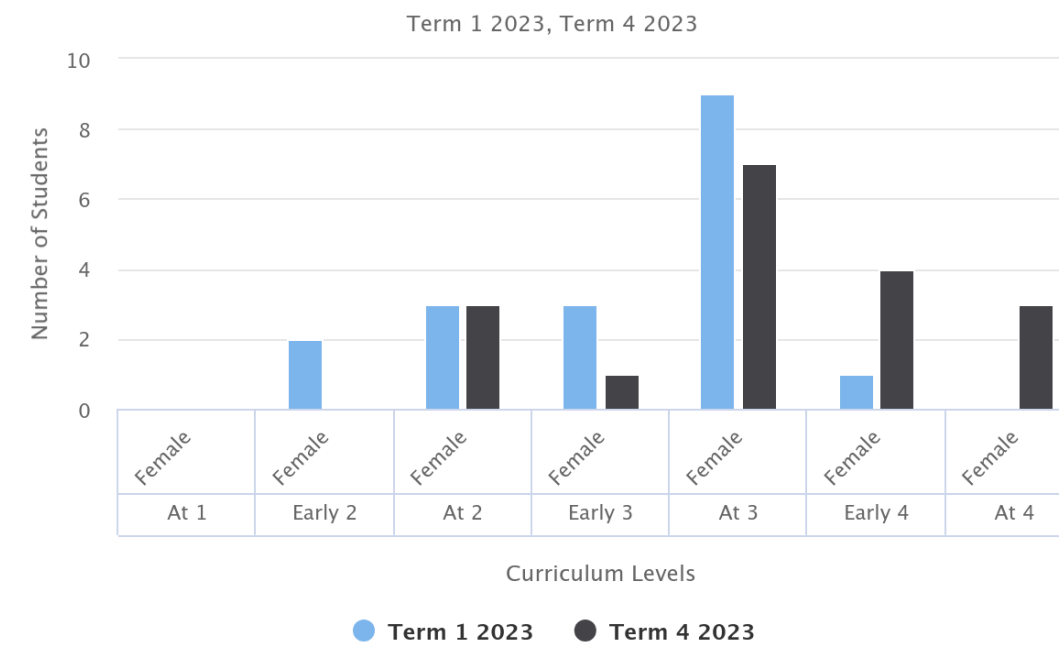
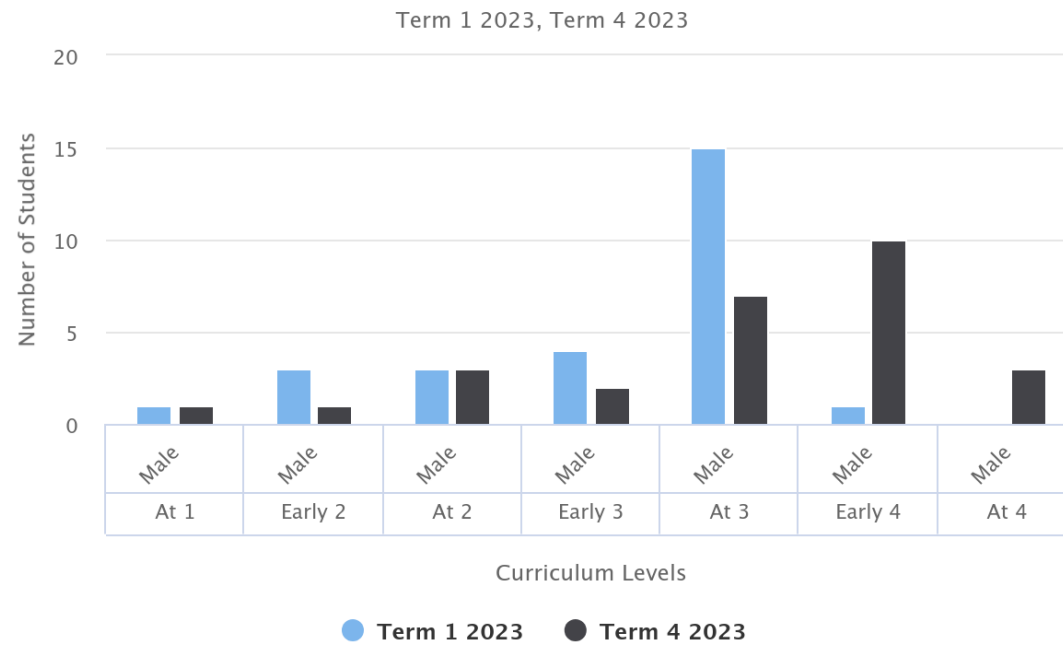
Junior College Overall Tracking Graphs:

Reading Results (Y7&8)

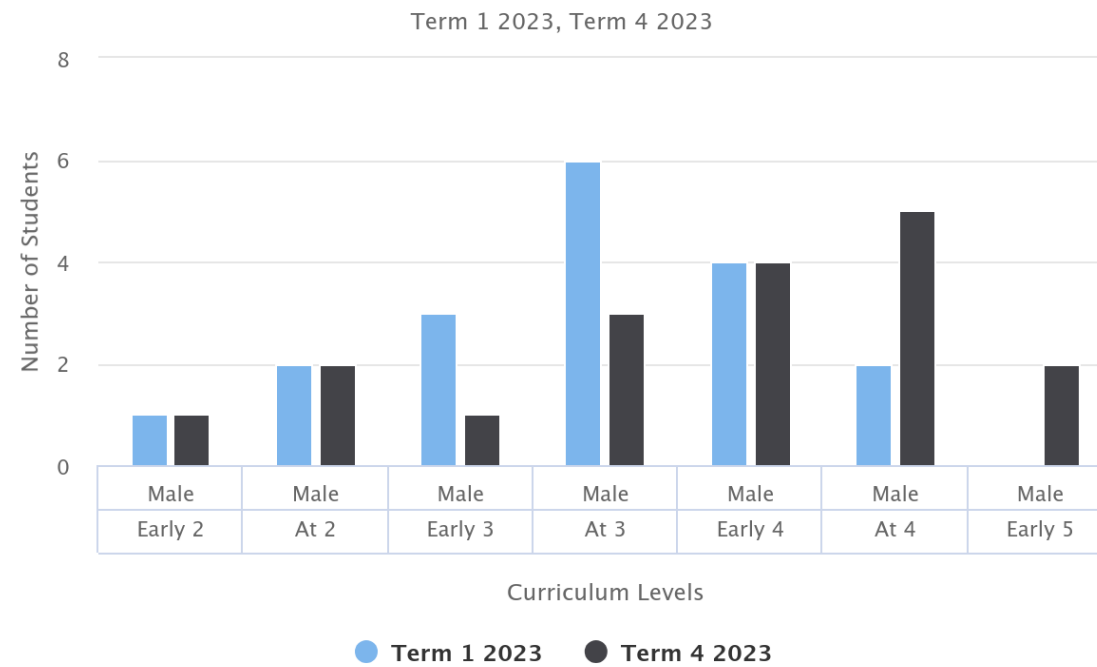


**Year 7 Reading Male**

**Year 7 Reading Female**

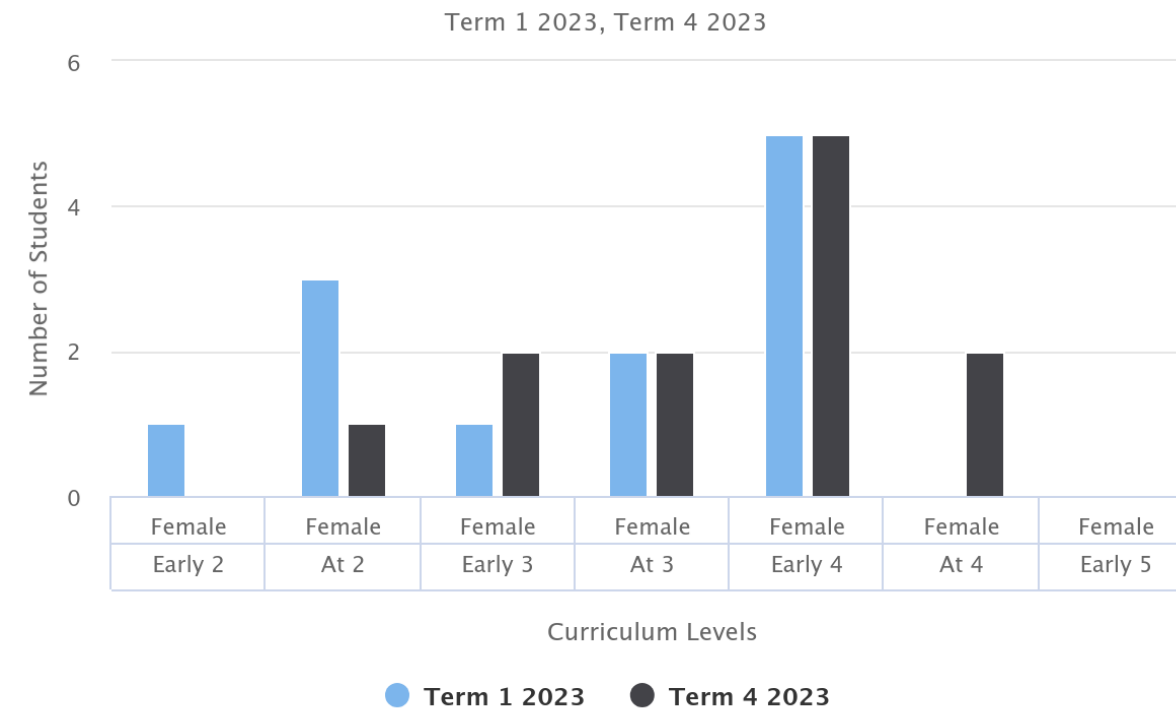


### Year 8 Reading Male

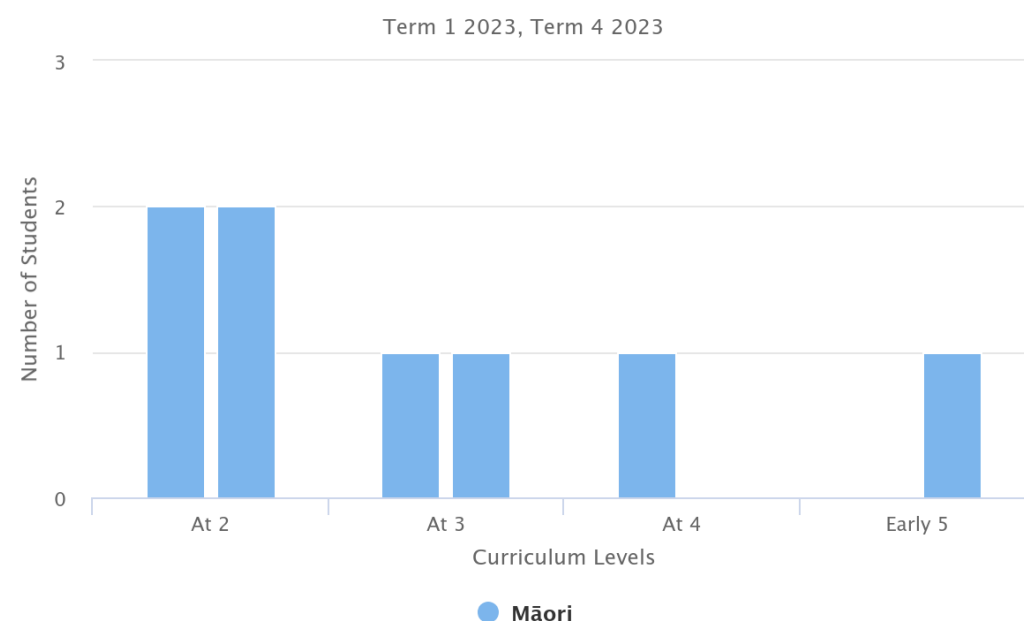
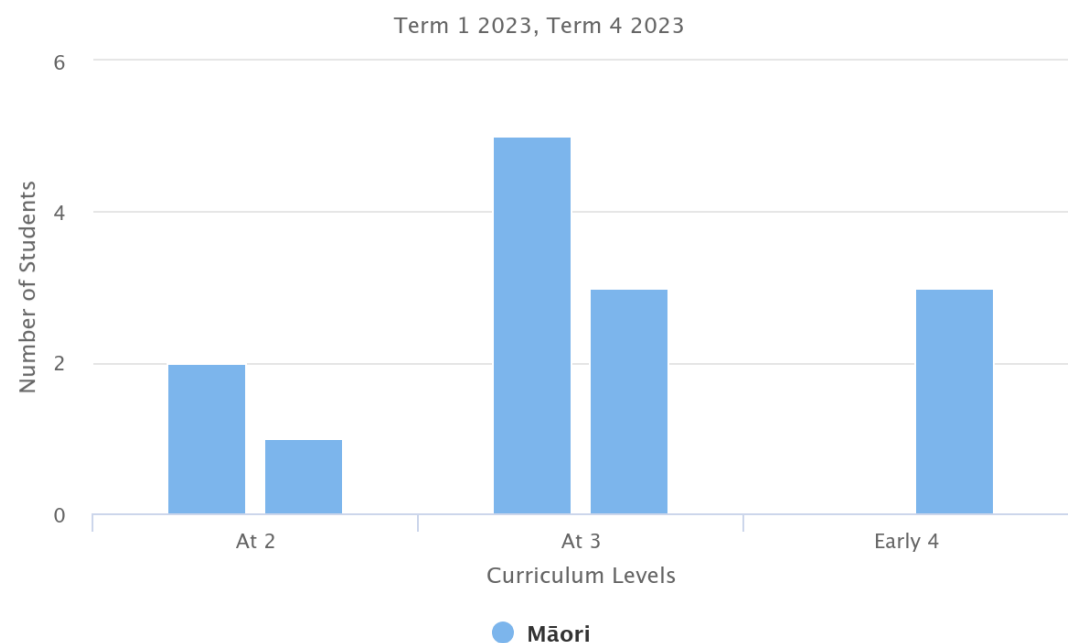


### Year 7 Reading Māori and Pasifika

### Year 8 Reading Female



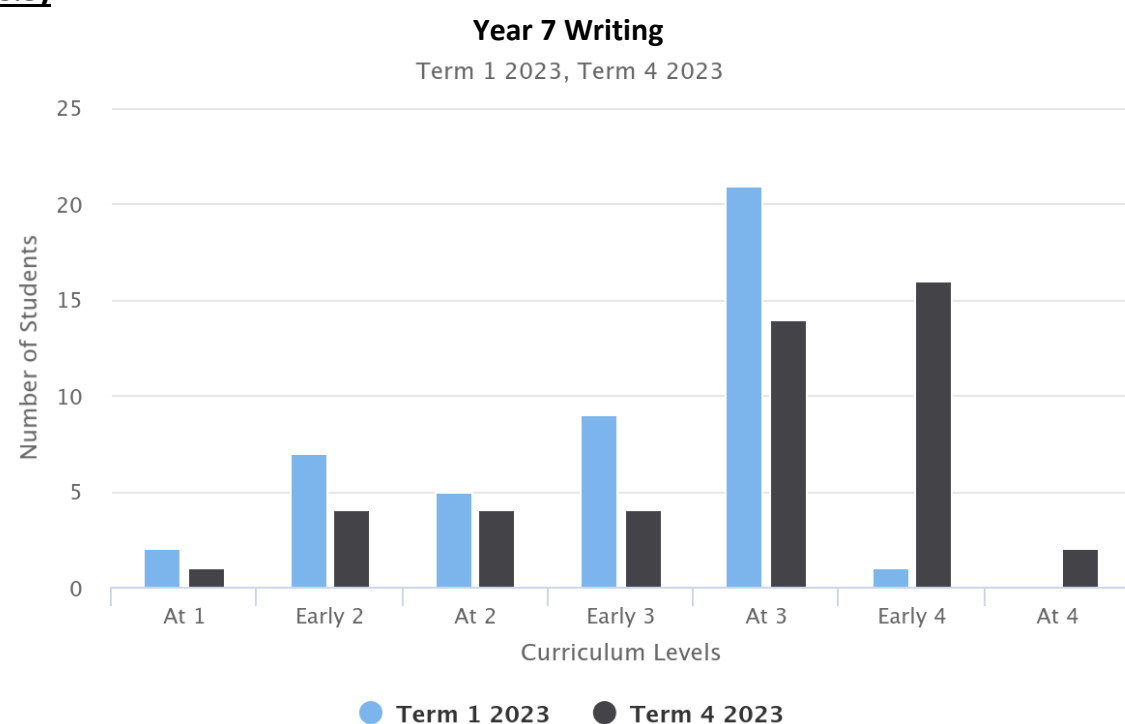
### Year 8 Reading Māori and Pasifika



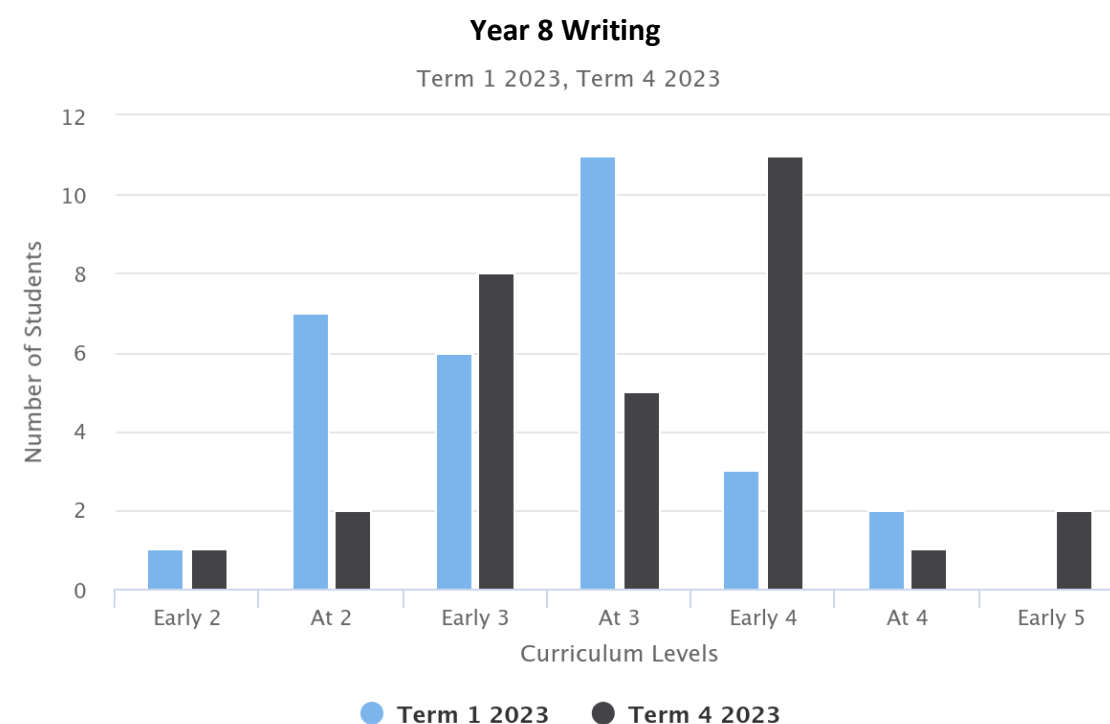
### Analysis:

Reading data from Years 7 and 8 show positive shifts between Term 1 data and Term 4 (shown in blue from Term 1 and black for Term 4). Differentiated learning groups and activities, targeted interventions for priority learners and extensive teacher and teacher aide supports have been utilised and have reaped rewards. Specific teaching of comprehension strategies have been used as comprehension was an area of weakness in early assessments. These shifts are identified in all of our gender and ethnicity data also. A note: for Māori and Pasifika data there are no coloured columns. The first column under a category is Term 1 while the second represents Term 4.

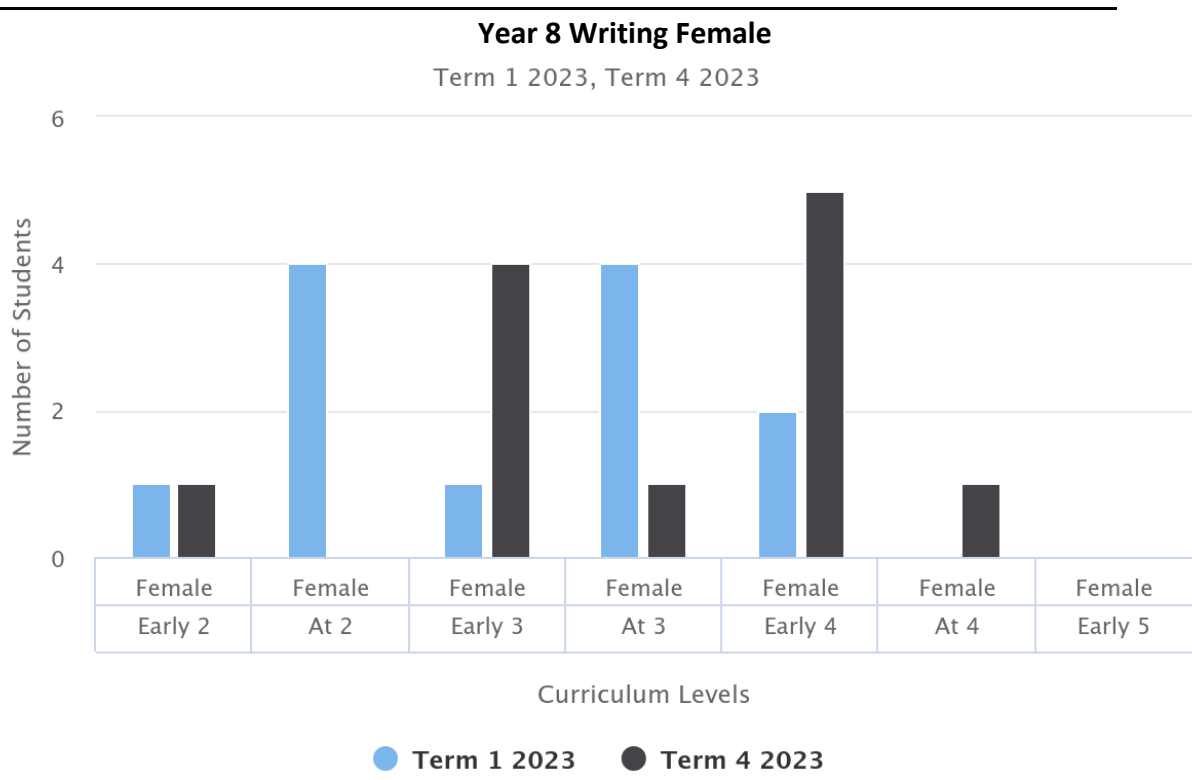
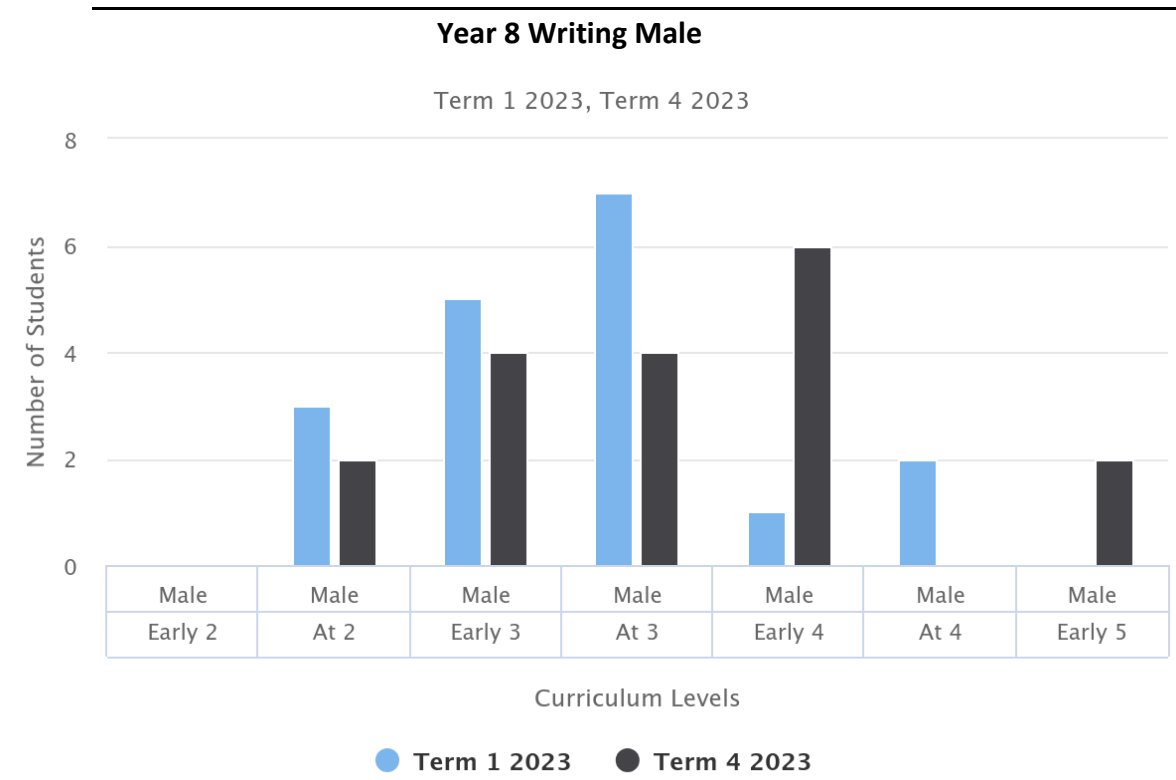
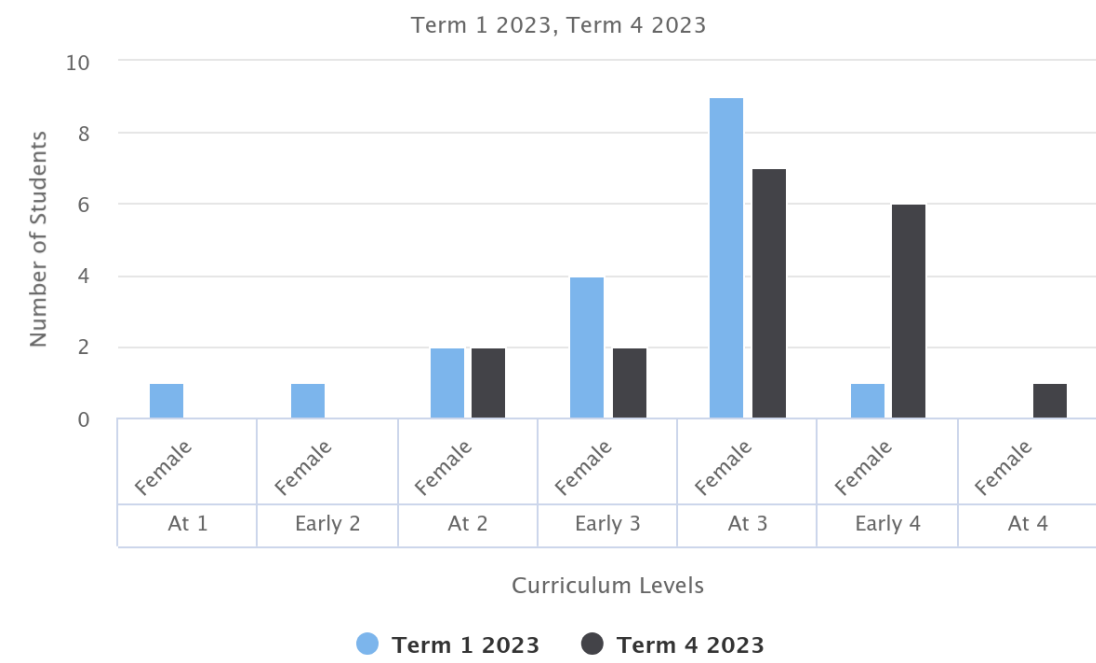
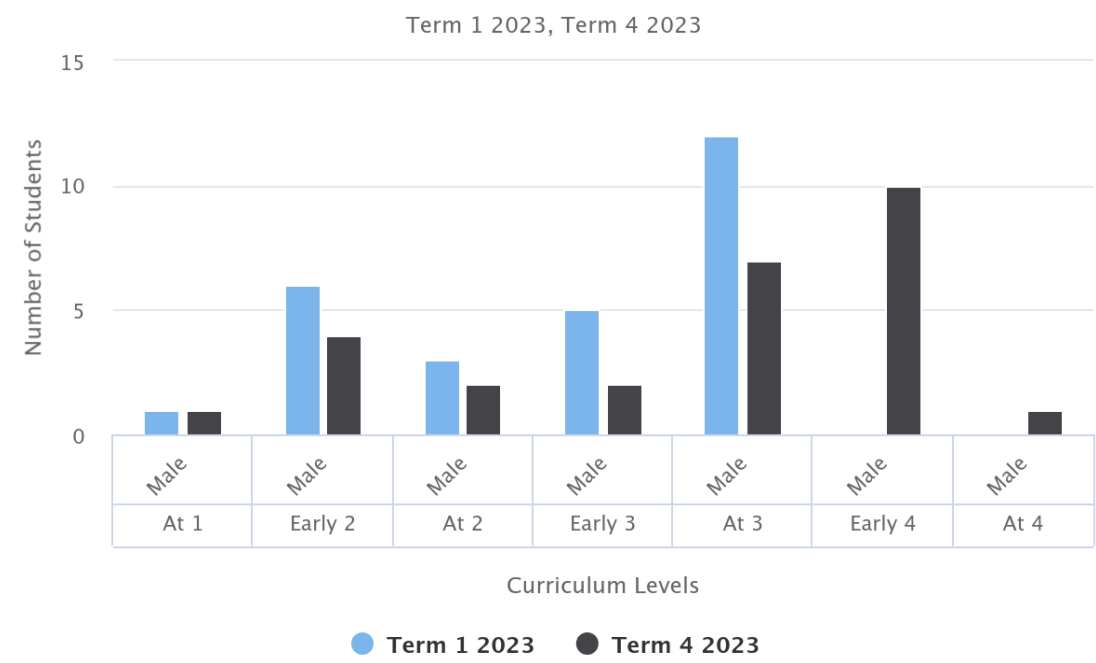
### Writing Results (Y7&8)



Year 7 Writing Male

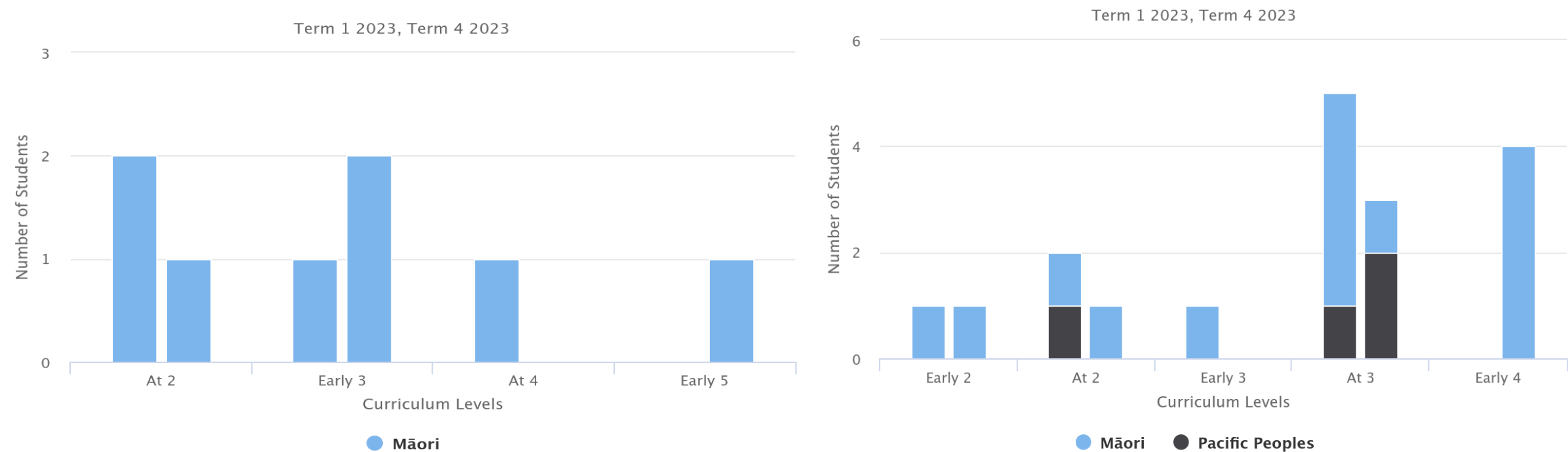


Year 7 Writing Female



**Year 8 Writing Māori and Pasifika**

**Year 7 Writing Māori and Pasifika**

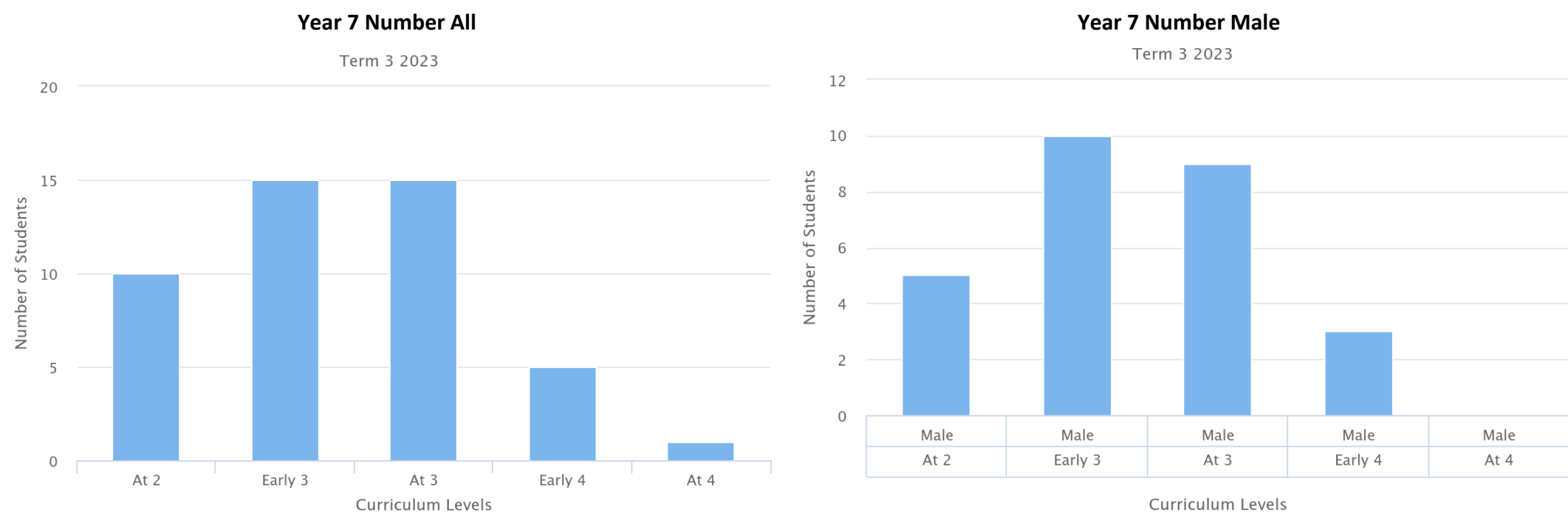


### Analysis:

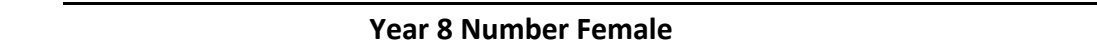
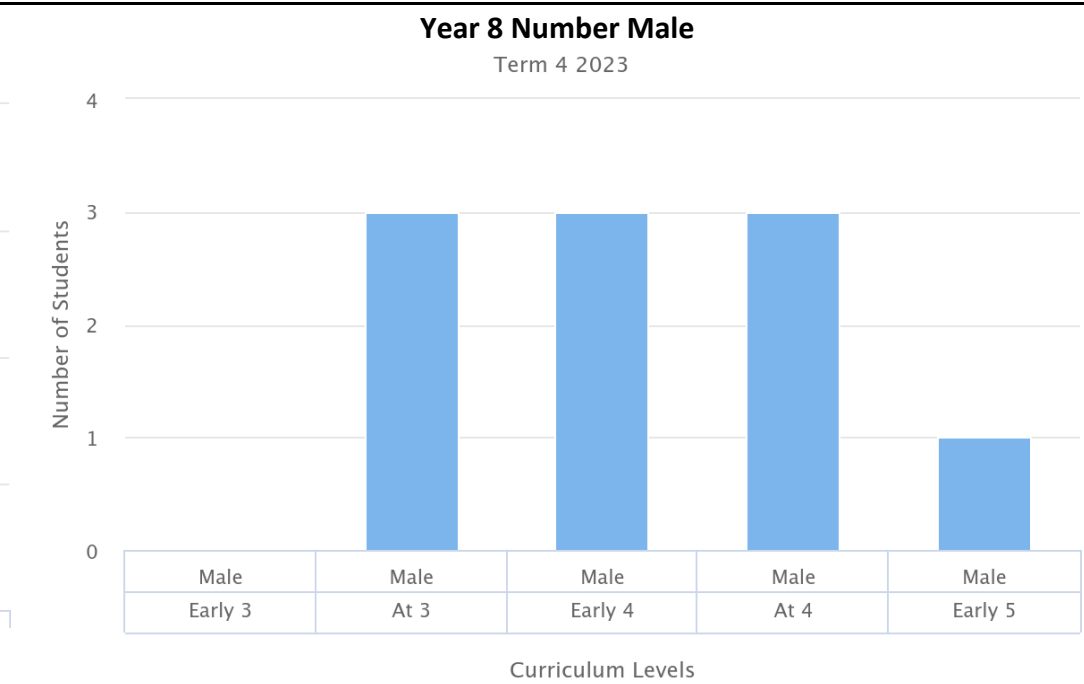
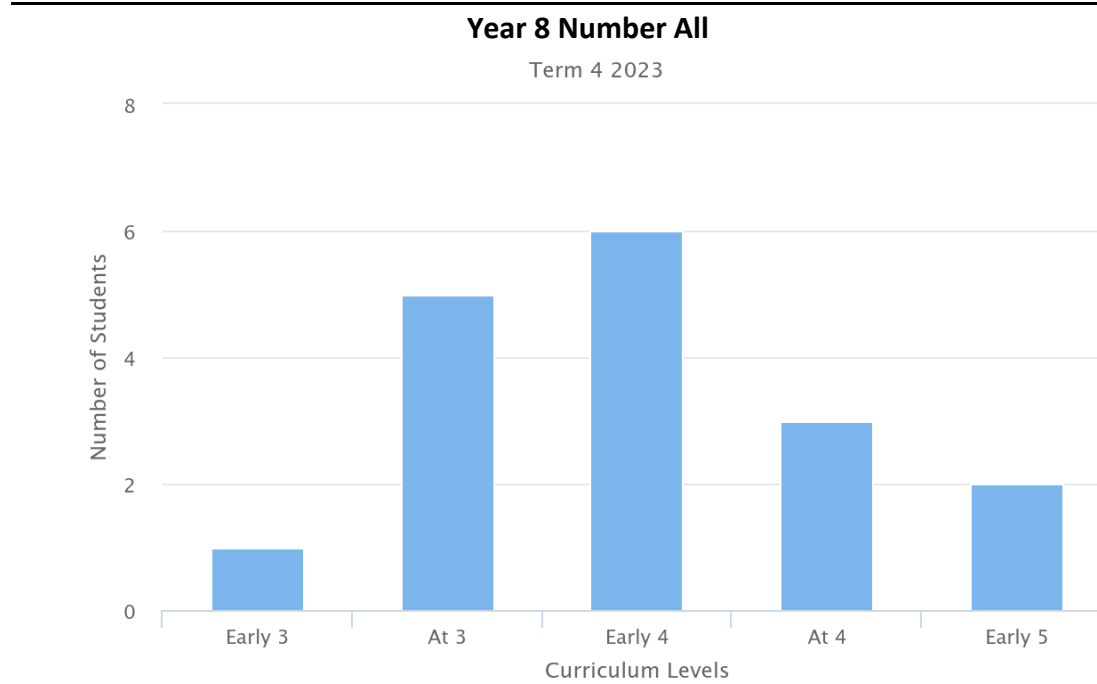
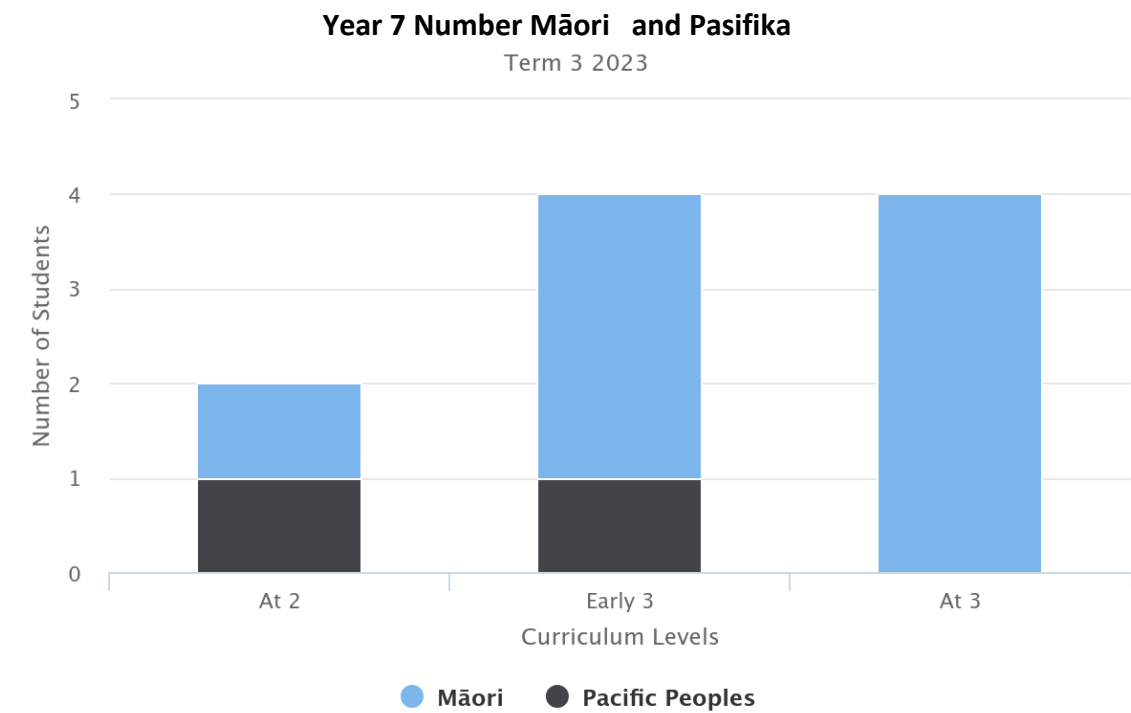
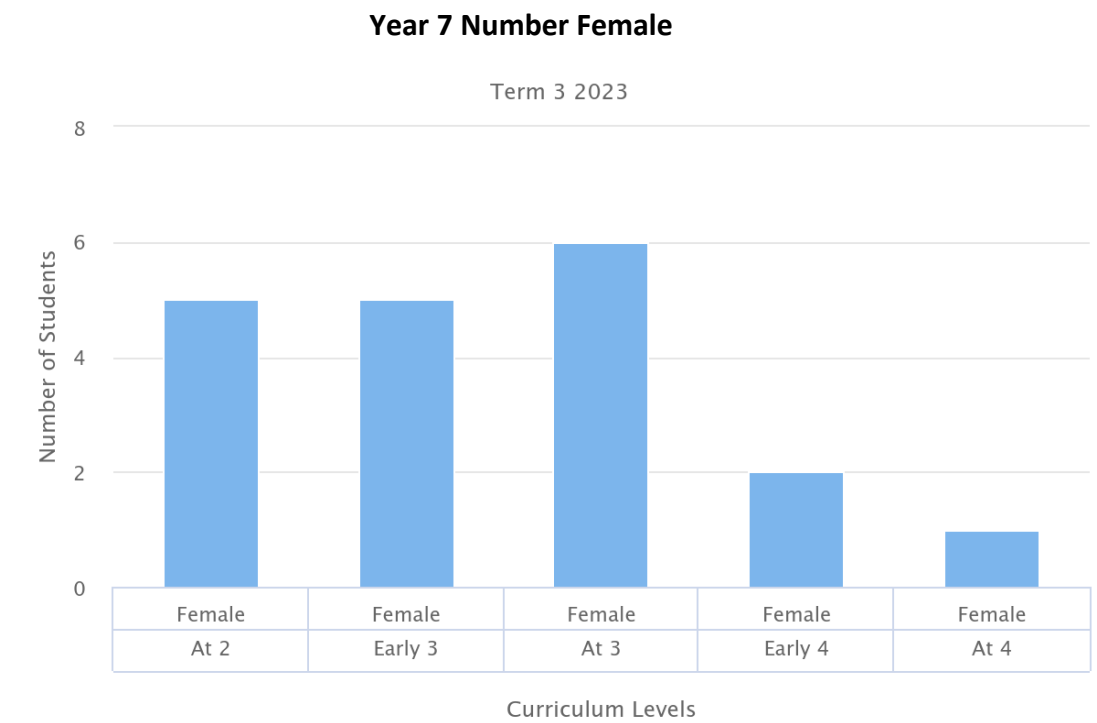
As with our Reading data, our Writing data from Years 7 and 8 show positive shifts between Term 1 data and Term 4 (shown in blue from Term 1 and black for Term 4). Differentiated learning groups and activities, targeted interventions for priority learners and extensive teacher and teacher aide supports have been utilised and have reaped rewards. Specific teaching of writing conventions have been used and the utilisation of student experience and prior knowledge have also been used to drive writing. These shifts are identified in all of our gender and ethnicity data also. A note: for Māori and Pasifika data there are no coloured columns. The first column under a category is Term 1 while the second represents Term 4.

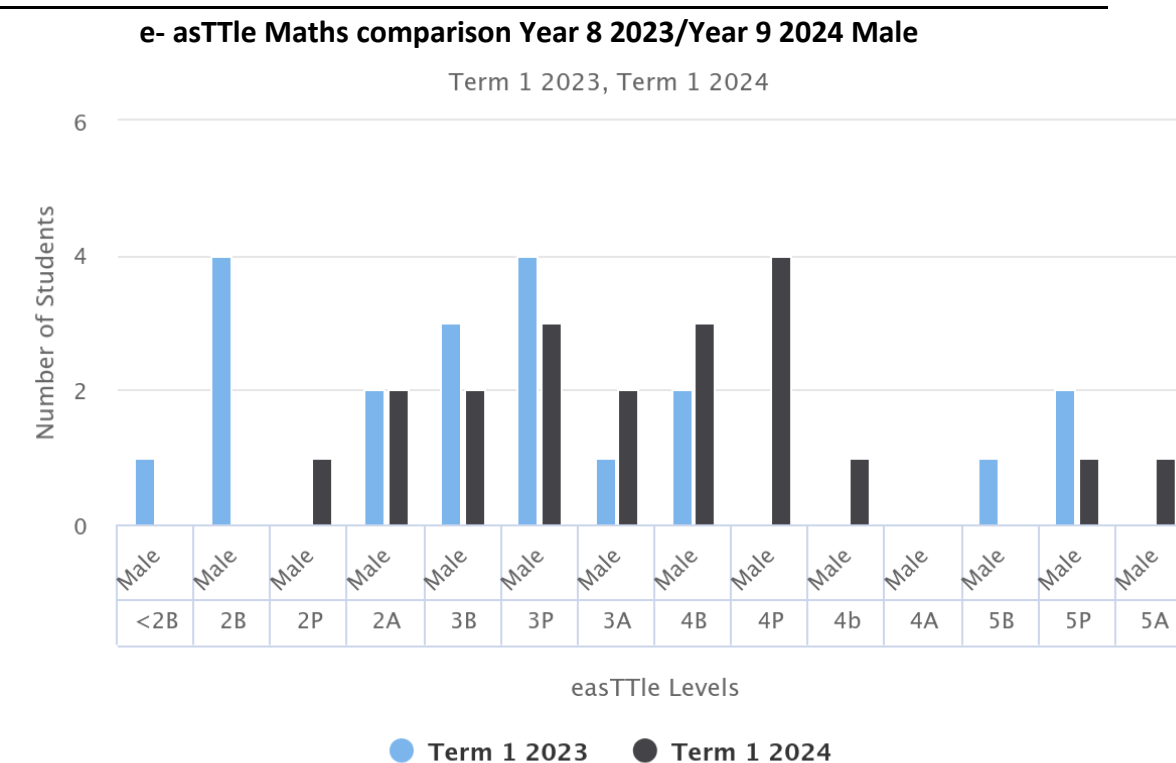
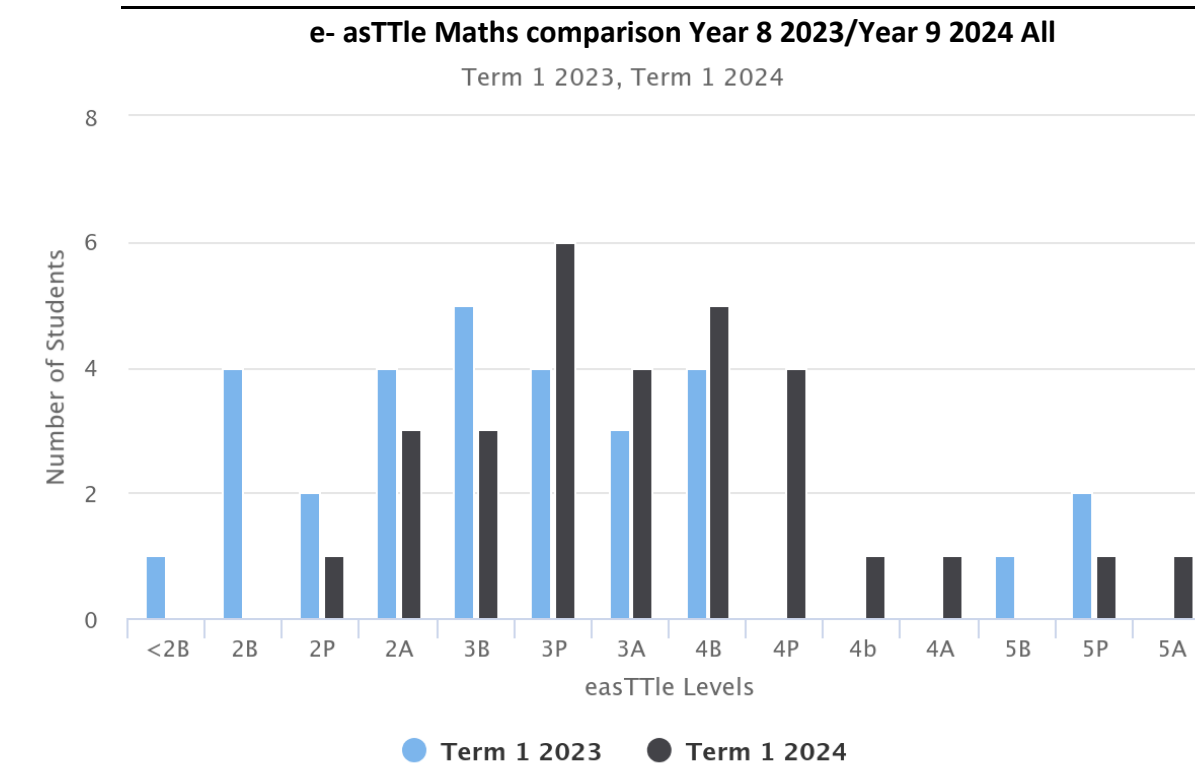
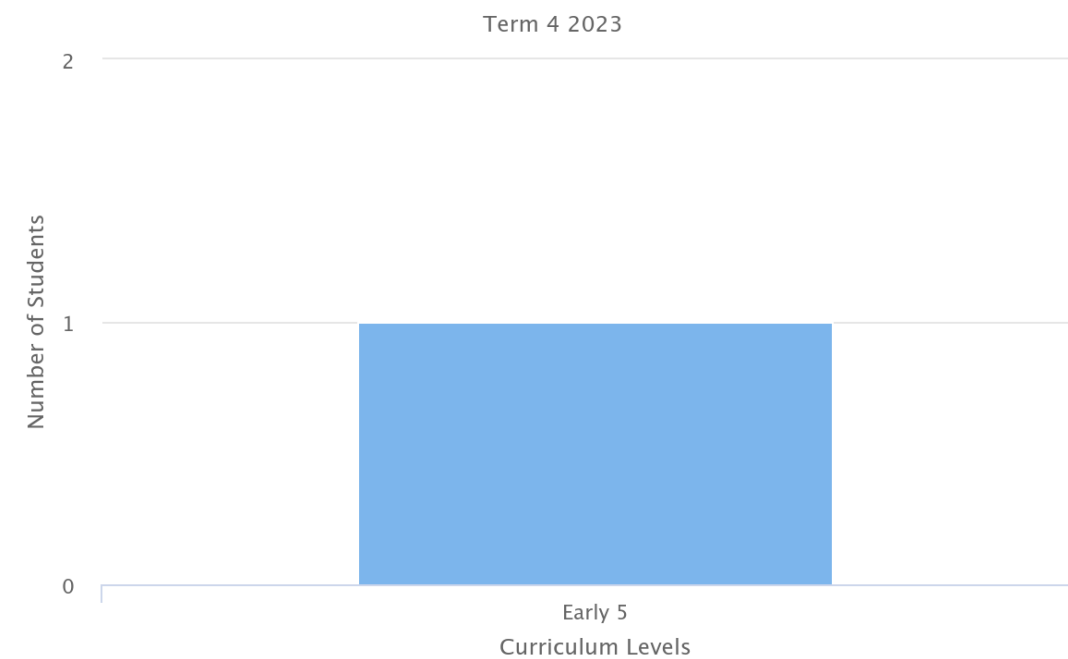
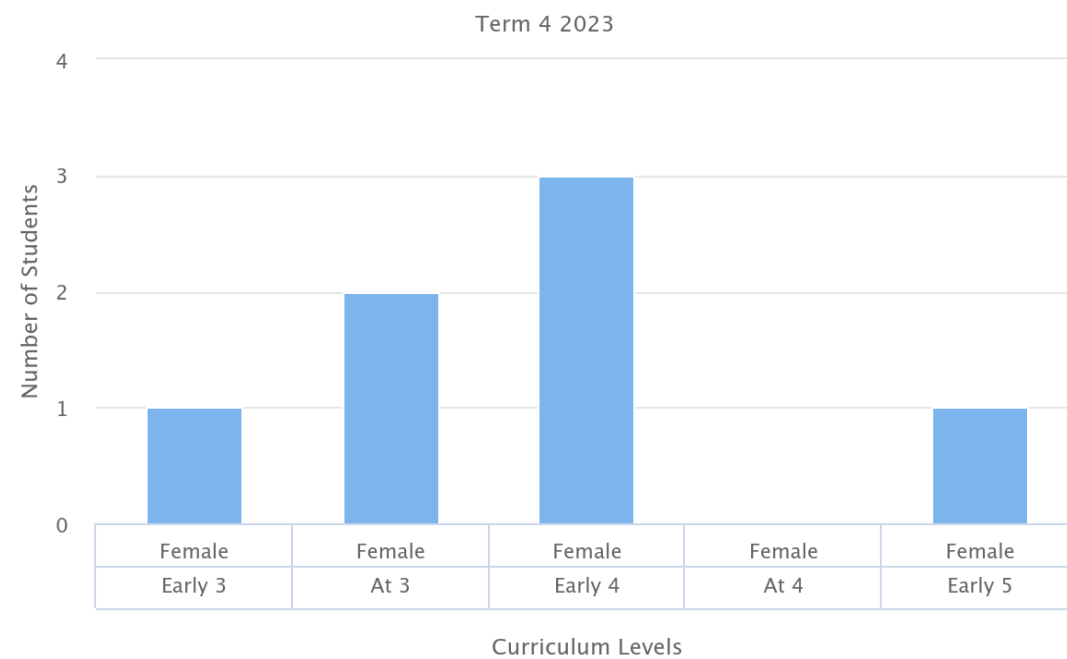
We identify, as with National priorities, that there is still significant work to do with student literacy, especially writing and it is noted that convention English features have deteriorated and the use of informal language and ‘text message speak’ has become more prevalent in student writing.

### Mathematics Results (Y7&8)



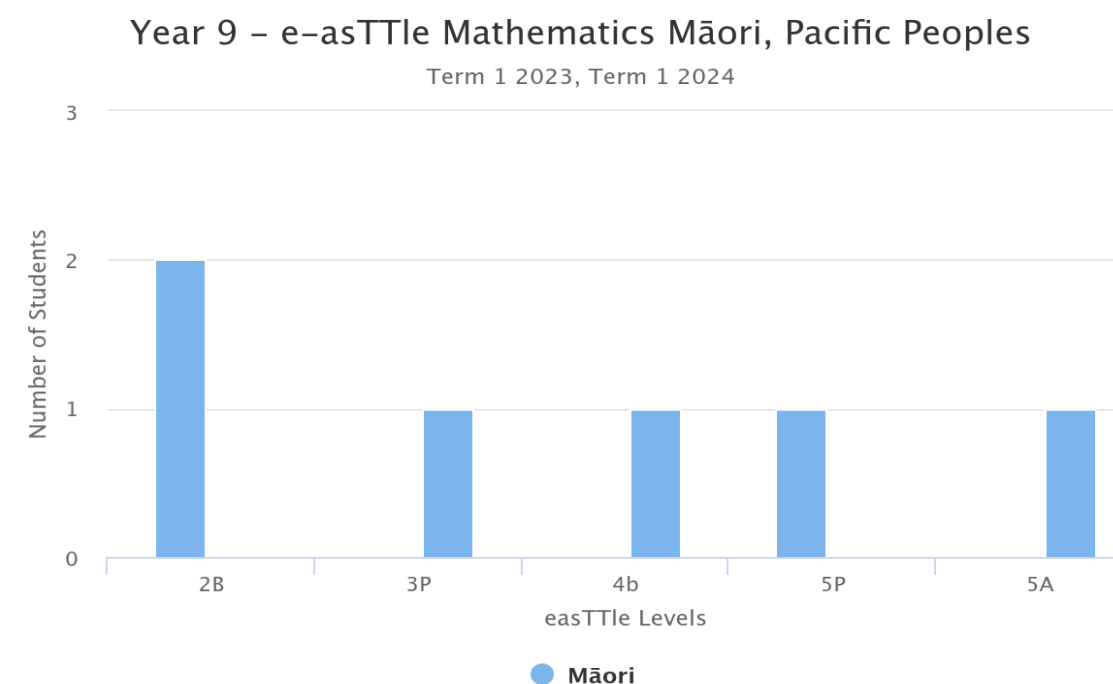
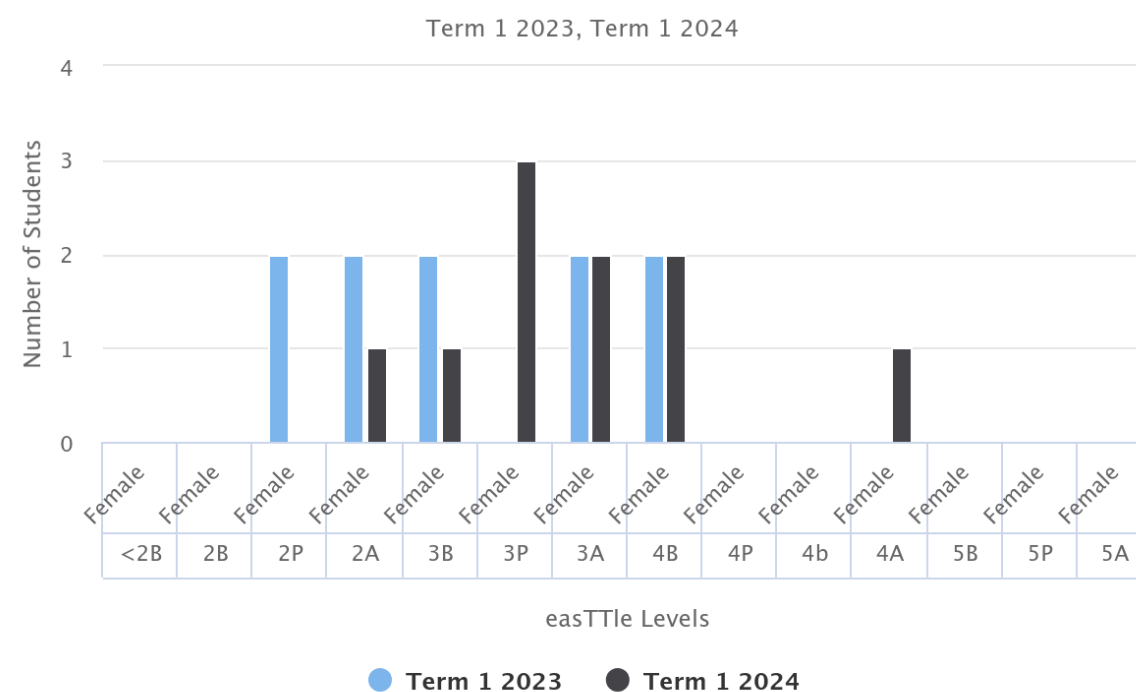






**e- asTTle Maths comparison Year 8 2023/Year 9 2024 Female**

**e- asTTle Maths comparison Year 8 2023/Year 9 2024 Māori and Pasifika**



***Year 7 Graphs reflect the Number grade awarded in 2023. Year 8 Graphs reflect a snap shot of the cohort. We had major issues with getting the data back off the EDGE system and not all student data has been able to be represented. Due to this we have included EasTTle Maths data from the start of Year 8 and the start of Year 9 in 2024 to show student progress.***

#### **Analysis:**

Maths data reflects steady progress in many areas, however, our spread of achievement is very broad with students working from Level 1 to Level 5 of the curriculum. Interventions, differentiated learning groups and extra support have been used. Online resources and home learning options have been offered. We have identified basic facts as a huge area of deficiency and plans are in place to further push this as another home learning option to support school learning. Students are progressing, as the comparison graphs show. This is especially the case with male learners, somewhat of a change from previous years. Our highest achieving students, but also our lowest are male learners. Māori and Pasifika learners range from Level 2 to level 5 of the curriculum and our highest achieving student in the cohort identifies as Māori.