Analysis of Variance Reporting

School Name:	Waihi College	School Number:	0114

Strategic Aim NAG1:	Goal 1: Curriculum (Priority Learners) • Implement the intent of NZC • Improve student achievement and progress
Annual Aim:	Focus on Increased Literacy rates • To develop programmes and learning opportunities that focus on Writing which incorporate cross curricular connections • Y7-10 Connected curriculum learning programme (Inquiry based and Key competencies infused) • Improve Māori and Pasifika achievement rates • Improve individual learning pathways through and beyond school
Target:	• Y7 85% at 3p Writing by the end of 2018 • Y8 75% at 3a-4b Writing by the end of 2018 • Y9 75% at 4b-4a Writing by the end of 2018 • Y10 85% at 5b Writing by the end of 2018 • NCEA Level 1 to 85% NCEA Level 2 to 85% • NCEA Level 3 to 75% *NCEA results are for students who participate in a fulltime programme*
Baseline Data:	2017 Year 11 (Level One) – 75% Year 12 (Level Two) – 85% Year 13 (Level Three) – 65%

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

Actions to achieve Targets:
 	
• Literacy Professional Development based on identified needs.
• Use of Teacher Inquiry to improve teacher and use of learning goals in Writing
  • Detailed needs analysis to identify students writing needs and what teachers needed to know and do to address them.
  • Professional Learning
    o Pact Writing
    o How to better scaffold student self-regulation
Year 7 - 9 Action Plan
 	
1. Identify students in target group.
2. Teachers to:
• Identify which of these students are in their class
• Bring examples of writing to Team meeting (across subjects)
• Bring evidence of their practice and how they are improving the achievement of students
• Share successful teaching strategies
• *Talk about successes and evaluate evidence
 	
3. Team to use ARONA student information to:
• Use Pact writing to analyse writing - identify strengths / next steps
• Look at Writing across all ARONA students - any patterns? Highlight what students are doing well, next steps, how parents can help at home.
• Development of an action plan for specific target group.
 	
4. Use team to:
 	
• Unpack PACT writing sets into child-speak rubrics
• construct deliberate acts of teaching - both teaching programs, strategies etc
	See the data in the attached Academic Results report to the BOT
	
	Y7 Close to achieving target
	
	Y8 Achieving Target
	
	Y9 Some distance off the target
	
	Y10 Way off the target
	
	Professional development generated a significant improvement in the ability of teacher to make consistent judgements about the curricular achievement levels of their students.
	
	Teachers understanding of PACT improved which also resulted in learning programmes being amended to better suit the needs of the learners
	
	Collaborative planning and assessment decisions better informed learning and reporting practices
		See the recommendations in the report
		
		The achievement target was unrealistic in one year particularly at Y9/10
		
		On going support and development is to continue.
		
		Different assessment tools used at y9/10
		Year 10 is a weak cohort.
			See the recommendations in the report and in the Charter Goals for 2019

5. Professional Development:

- Are there any particular teachers who have a need to improve their instructional capability? Whole Team Professional Development & individual teachers
- STEPS Spelling program to be introduced to teachers and discussion based on how this program can be used effectively. In 2018, the program will be taken regularly for a maximum of 10 weeks.
- Sharing use of D'ath Spelling program

6. Team / Peer meetings throughout year:

- To inquire into contributing factors for ARONA students
- Teachers to bring evidence of their practice and how they are improving the achievement of ARONA student focussed on ss
- Share successful teaching strategies
- Talk of successes & evaluate evidence
- Explore interventions

Whilst the achievement targets were not attained a significant improvement was achieved

Different assessment tools were used which made comparisons difficult

Steps was a successful programme particularly for the lower level boys

Year 8 ARONA sub level shift
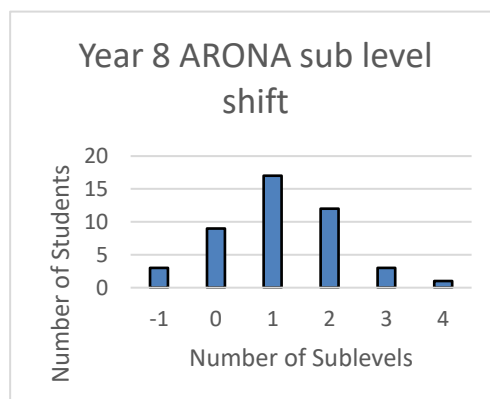
Teachers are much more familiar with the strategies and programmes needed to support ARONA students

Planning for next year:

Lessen the number of teachers a student (particularly ARONA) have to deal with
Writing to be assessed midyear and end of year
Focus on Literacy and Numeracy particularly with ARONA students

Strategic Aim NAG2:	**Goal 2: NCEA** To ensure the % of Waihi College students attaining NCEA (Levels 1, 2 and 3) to match or exceed the National Average for schools.
Annual Aim:	**2018 Aims** Teachers will strive to ensure that 85% of all Y12 students of Waihi College students attain NCEA Levels 2 as a minimum.

Target:	• Level 1 NCEA
	    85% of all students achieve L1 in Year 11
	    • 85% of Maori Students achieve L1 in Yr11
	    • 85% to achieve Literacy and Numeracy.
	    • 5 x E, 21 x M endorsements
	• Level 2 NCEA
	    • 85% of Y12 students to achieve L2 in Y12
	• 5 x E, 15 x M endorsements
	• Level 3 NCEA
	    • 60% of Y13 students to achieve L3 in Y13
	    • 3 x E and 6 X M endorsements
	    • 95% achievement at L1 for all students who leave Waihi College aged 18
	    • UE (Lit/Num)- 95% of all Y13 students who plan to study at University

Baseline Data:	**Baseline NCEA Data:** 2015: L1 84.8%, L2 85.2%, L3 75.5% 2016: L1 80.2%, L2 86.9%, L3 77.1%. 2017: L1 61%, L2 86%, L3 51% **Cohort Data: NCEA Data 2017 (Roll Based)** 75% of all Y11 students gained NCEA L1. 3 gained an Excellence endorsement and 8 a Merit endorsement 85% of all Y12 gained L2. 7 gained an excellence endorsement and 13 a merit endorsement 61% of all Y13 students gained L3. 3 gained an excellence endorsement and 5 a merit endorsement.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

• To target (via discussion by LA and LL) the marginal students in Year 12 and 13 who:
  • Have marginally missed out on their preceding NCEA level. (ART program)
  • Are capable of Merit, Excellence and Scholarship.
• Establish and build both Te Reo and Tikanga courses to support Maori learners
• To ensure that all courses have a minimum of 18 credits. To streamline courses across the lines to better facilitate a balanced timetable.
• For Learning Areas and individual subjects to analyse the 2017 results and identify areas where improvement is needed. These will be both written and verbally presented.
• Encourage teachers to seek feedback regularly on their student progress to generate accurate progress grades.
• Pouako and LL to have open lines of communication with under achieving students/akonga and their whanau/families to make some changes.
• Encourage teachers to use worked examples to aid their progress.
• Encourage a culture of high expectation and NOT labelling students.
• Educate the Year 10's about the expectations around NCEA.
• Encourage students to set personal goals of at least 12/14 credits per subject. Teachers to promote and facilitate endorsement in assessments and target the overall endorsement.
	Great results:
	
	See the attached report
	
	There was an increase in the number of alternative programmes for students to choose more closely based on their interests and future pathways
		Increased teacher understanding of Curriculum levels has helped to amend programmes to suit the learning needs of the students
		
		Increased student understanding of the requirements of NCEA
		
		Close mentoring of Students
			Continuation of current strategies
			
			Work closely with staff to ensure every student get the support they need regardless of ability
			
			Introduction of an interests based learning opportunity to increase enjoyment and engagement with possible NCEA credits attached

• Students are cognisant of the pathways that exist around NCEA and Vocational Pathways.
   o 3+2 Pathways line in the timetable
   o Online/virtual learning opportunities			

Planning for next year:

Super Tuesday Interest based learning opportunities
Regular monitoring and mentoring
Career based interventions

Waihi College
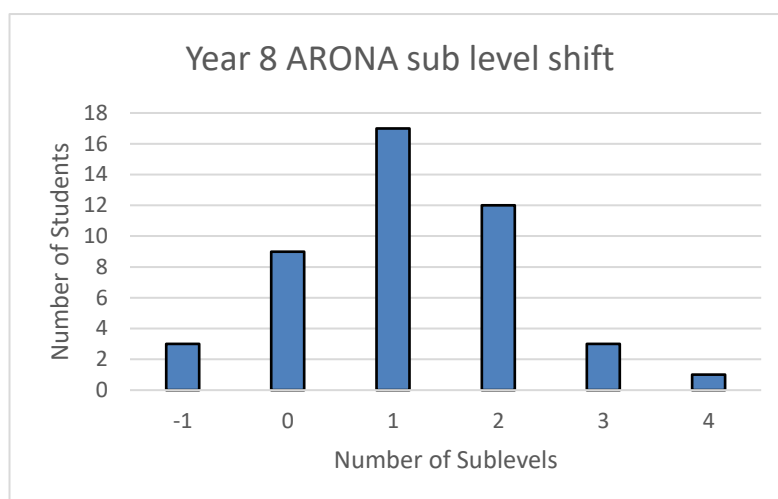# Academic Results 2018
Board Report

BOT Report: Results 2018

Part 1: Year 7&8

	Global Target:	Outcome
Year 7	**85% of Year 7 cohort at 3P** writing by end 2018.	**74/103 which is 71.8% were at level 3P** or above by the end of 2018. 51% of Year 7 students were at or above expected curriculum level (3A and above).

- This was a weak cohort. While the target wasn't met, there was shift in the student outcome from mid to end of year.

	Below	At	Above
Mid Year 2018 99 students	54% 53 students	45 % 45 students	1% 1 student
End of 2018 OTJ 103 students	48.54% 50 students	41.75% 43 students	9.71% 10 students

- The actual curriculum band that a Year 7 student is sitting at is 3a and above. In 2018, 51% of students were at or above this level. 9 students had moved from At to Above, 5 of whom were Māori students.
- 56% of boys were Below the expected standard*
- 52% of Māori were Below the expected standard*

In 2018 we set specific targets aimed at the ARONA students (At Risk Of Not Achieving). In Year 7 they were aimed at students who were below 3P in their writing. These ARONA students were the ones that, with intervention could make progress. The specific target focussed on 35 students and aimed to **accelerate these students by at least 2 sub levels of the curricululm.** 74% of these students made some sort of shift with 48.6% managing to shift by 2 sub levels.

Significant points:

All classes undertook the D'Ath Spelling programme which looks at vocabulary and skills required to remmeber and retain spelling

Two interventions took place during Term 3; STEPS Spelling which showed significant improvement in student spelling and a Gardening and Literacy programme aimed at low level boys in particular.

Of the students who made the most significant gains, this was due to more regualr attendance at school.

	Global Target:	Outcome
Year 8	**75% of Year 8 cohort at L3A** - 4B writing by end 2018.	67/93 which is **72% were at level 3A or above** or above by the end of 2018. 45% of Year 8 students were at or above expected curriculum level (4P and above).
	Pretty much hit the target.	

Contributing factors were that students had now had two years in the waka and better understood expectations, work output and felt more comfortable with the teacher. STEPS programme helpful.

Year 8 ARONA sub level shift

Number of Sublevels	Number of Students
-1	3
0	9
1	17
2	12
3	3
4	1

In 2018 we set specific targets aimed at the ARONA students (At Risk Of Not Achieving). In Year 8 they were aimed at students who were below level 4 in their writing. These ARONA students were the ones that, with intervention could make progress. The specific target focussed on 45 students and aimed to **accelerate these students by at least 2 sub levels of the curricululm.** 73% of these students made some sort of shift with 36% moving by 2 sublevels or more

PART 2: Year 9 & 10

|	Global Target	Outcome
YEAR 9	**75% of Year 9 cohort at L4B – 4A in writing** by end 2018.	**40 out of 85 students achieved at level 4B or above in WRITING (47%)** English department focussed on READING at year 9 and 10. 64.4% of students achieved a curriculum level of 4B or above.
	In 2018 we set specific targets aimed at the ARONA students (At Risk Of Not Achieving). In Year 9 they were aimed at students who were below level 4 in their writing. These ARONA students were the ones that, with intervention could make progress. The specific target focussed on 26 students and aimed to **accelerate these students by at least 2 sub levels of the curricululm.** 10 decreased by 1 or more sub levels, 3 remained the same and 6 moved up by 2 or more sublevels.	
	Comment: • Year 9 is a big emotional and learning change for students who move from the homeroom environment to traditional secondary teaching environments. • Writing was only assessed in English work which meant that there was a narrow selection of material (Year 7&8 written work taken from all homeroom subjects) • Writing level was taken from asTTle testing. This is an excellent assessment tool but does mean that a judgement is made from a one off test rather than a selection of attempts and sources.	
	Actions: • In 2019 all but one Year 9 class is taught English and Social Studies by the same teacher. The other class is taught by 2 teachers who are collaborating together. This means that for 2019 teachers can assess writing in English and Social studies giving a broader range of writing selections.	

- In 2019, the writing will be assessed by a mid and end of year WRITING OTJ rather than a one off test that will comprise writing selections from English, Social Studies and standardised testing.

	Global Target	Outcome
YEAR 10	**85% of Year 10 cohort at L5B in writing** by end 2018.	**Only 19/89 students achieved this goal (21%) according to Term 4 asTTle result**. On the plus side, the reading results really improved with 74.6% of students achieving at Level 5B or above
	In 2018 we set specific targets aimed at the ARONA students (At Risk Of Not Achieving). In Year 10 they were aimed at students who were below level 4B in their writing. These ARONA students were the ones that, with intervention could make progress. The specific target focussed on 17 students and aimed to **accelerate these students by at least 2 sub levels of the curricululm.** 5 increased by 2 or more sub levels, 5 increased by 1 sublevel, 5 remained the same and 2 decreased.	
	Comment: - This year group is a particularly weak year group with poor concentration and listening skills. Many of them struggled to concentrate on the assessment task set (asTTle testing). - Writing was only assessed in English work which meant that there was a narrow selection of material (Year 7&8 written work taken from all homeroom subjects) - Writing level was taken from asTTle testing. This is an excellent assessment tool but does mean that a judgement is made from a one off test rather than a selection of attempts and sources.	
	Actions: - In 2019 writing MID and END of year writing OTJs will be generated using writing material from English and Social Studies. This means that for 2019 teachers can assess writing in English, standardised testing and Social studies giving a broader range of writing selections.	
	Looking ahead: We have introduced a new initiative with all of Year 11 (Super Tuesday) which aims to closely monitor progress and provide opportunities for this weak cohort to succeed focussed on Literacy, Numeracy, Teamwork, Wellbeing and Community.	

PART 3 – NCEA

NZQA have changed the method of reporting.

Numbers based on information published on NZQA reports (Qualifications Report). There are new measures this year for reporting on NCEA achievement. This is outlined below:
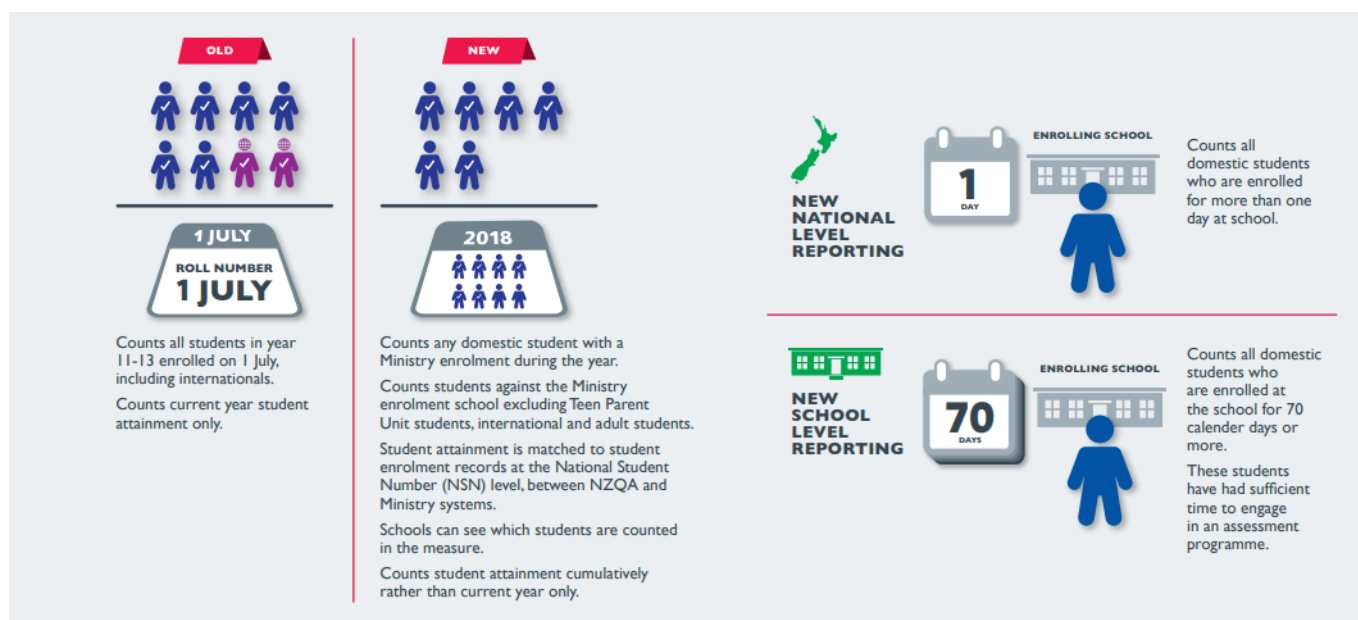
Basically the participation and roll-based stats have been replaced by an enrolment based stat, where all students (excluding international students and those in teen parent units) enrolled in a school for 70 days or more count on a schools achievement statistics – doesn't matter how many credits they are entered in or their attendance for those 70 days.

*This change obviously affects our targets which were based on the old system of participation and roll based enrolments:

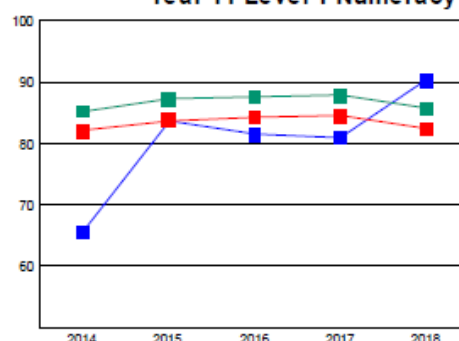| Global Target	Outcome
100% of students participating in a full time Level 1 program of learning achieve NCEA Level 1.	NZQA report back pass rate of 79.6%, JHO pass rate **85.6%.**

YEAR 11 (LEVEL 1)

Year 11 - NCEA Level 1
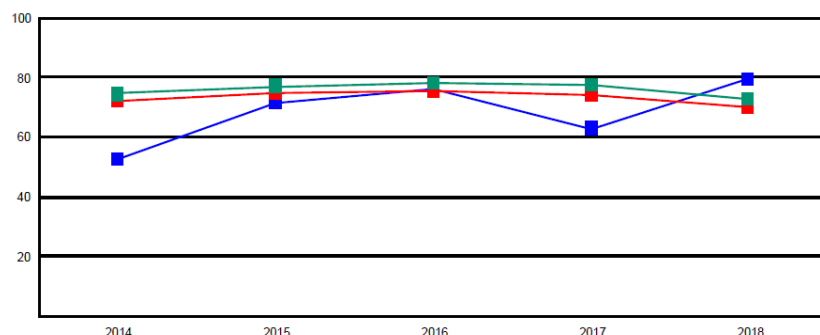
Year 11 Level 1 Literacy

Year 11 Level 1 Numeracy

- School
- National
- Decile Band
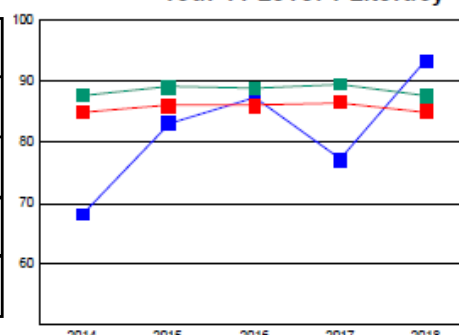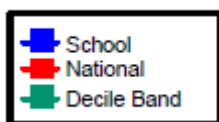
Results by Ethnicity:

	All	Male	Female
NZ Euro (55)	89.10%	87.10%	91.70%
Maori (28)	82.10%	71.40%	92.90%
Pasifika (6)	83%	100%	50%
Asian (4)	75%	100%	0%
Other (4)	50%	0%	66.70%

Results by Gender:

Male	Female
44/53 = 83%	38/44 = 86.3%

Comment: Of the Not Achieved students:

- Pasifika student Baylee Thompson (Alt Ed)
- Other was Stephen Kleynhanus who joined Term 3
- Asian female was Gretchen Nistal (2nd language English) who finished on 79 credits.
- Of the 15 students who failed to achieve, 3 were new to our school in the 2nd half of the year, 1 was in Alternative Education, 1 was schooled through Northern Health School. 2 students finished on 79 credits!

In 2018 a **specific target** was set to assist ARONA students. The specific target was for **10 ARONA students at Year 11 achieve at NCEA L1**. 20 of the 27 (74%) students identified as ARONA achieved NCEA level 1.

Endorsement:

There were 54 course endorsements at Level 1, 50 at Merit and 4 at Excellence.

There were 27 overall Level 1 endorsements, 18 at Merit (13 NZE, 3 Māori, 1 Asian, 1 other)
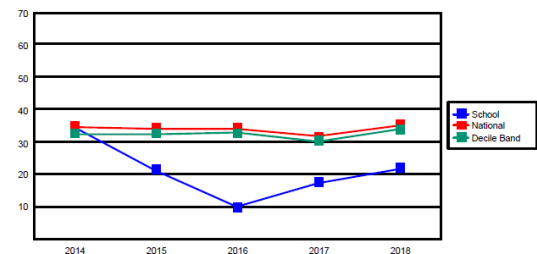
9 at Excellence (4 NZE, 4 Māori, 1 Asian)

While this is still lower than the national rate, it is great to see the improvement and increased emphasis that students and teachers have on achieving top grades.

Really pleasing to see that Māori students are gaining overall endorsement at Excellence

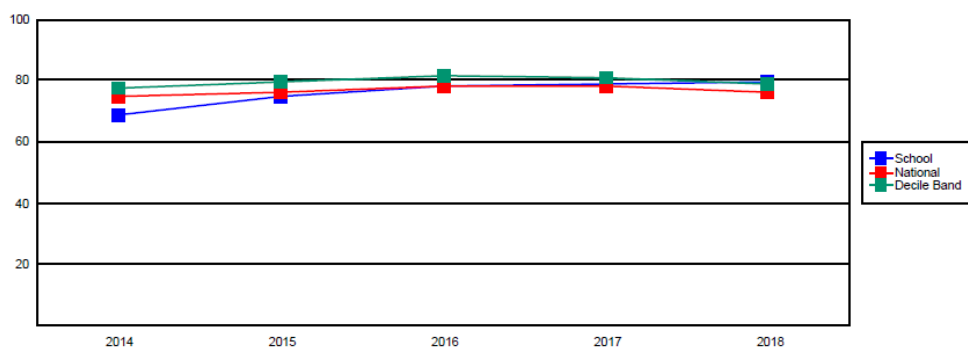**Year 11 NCEA Level 1 - Excellence**
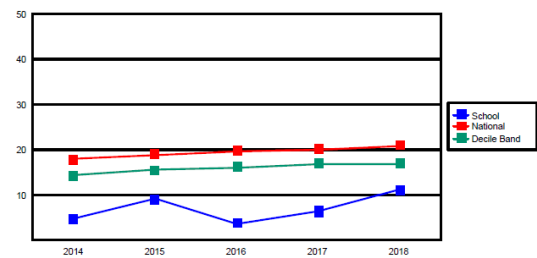
Year 11 NCEA Level 1 - Merit

Year 12 (LEVEL 2)

Global Target	Outcome
85% of students participating in a full time Level 2 program of learning achieve NCEA Level 2.	NZQA report back pass rate of 79.6%, JHO pass rate 84.1%

Year 12 - NCEA Level 2

Results by Ethnicity:

	All	Male	Female
NZ Euro (57)	86%	78.60%	93.10%
Maori (24)	87.50%	87.50%	87.50%
Pacifika (3)	66.70%	na	67%
Asian (3)	66.70%	50%	100%
Other (1)	0%	0%	na

Results by Gender (NZQA):

Male	Female
77.6%	81.8%

Comment: Of the students who not Achieved:

- 2 were international students who had been enrolled in NCEA (Ryusei and Constantin), 1 student was in Alternative Education (Liam Moore), 2 were here for very short space of time (Paea Dalton, Peter Lang), two were high learning needs (Seetia Mills, Christian Baker)

Comment: Nearly all 2018 L2 students that left school during Terms 3 or 4 did so having achieved Level 2 and left for full-time employment, apprenticeships or training courses. If we can retain students for *at least* the first term, they stand much more chance of success.

Comment: In 2018 a **specific target** was set to assist ARONA students. The specific target was for **40 ARONA students at Year 12 achieve at NCEA L2**. 28 of the 40 students achieved NCEA L2. Of the remaining 12 that did not achieve: 2 have considerable learning needs (both have returned for Year 13), 1 has returned to school to complete L2 and 3 and is going for UE, 1 had ongoing health issues and poor attendance (and has now left) and the remaining either did not return for 2018 or left school before the end of Term 1 2018.

Endorsement:

There were 48 Course endorsements at Level 2, 42 at Merit and 6 at Excellence

There were 16 overall endorsements at Level 2 (11 at Merit (9 NZE, 1 Māori, 1 Asian) and 5 at Excellence (3 NZE, 1Pasifika, 1 Māori))
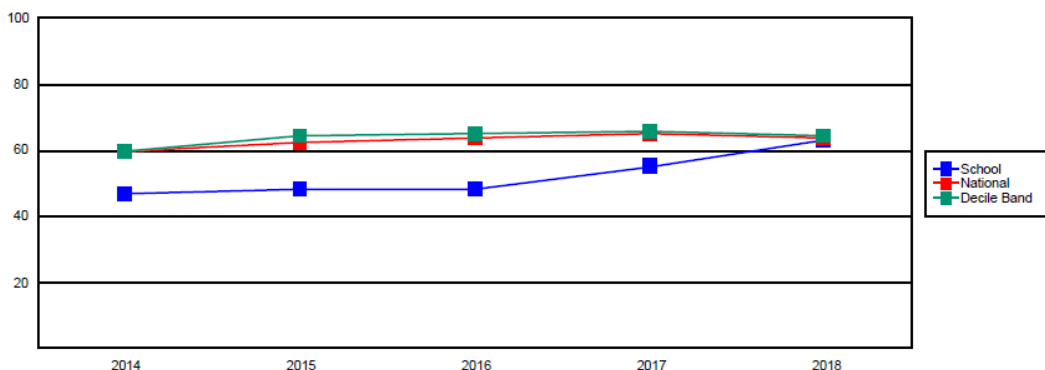
YEAR 13 (LEVEL 3)

Global Target	Outcome
75% of students participating in a full time Level 3 program of learning achieve NCEA Level 3.	NZQA report back rate of 63.5%, JHO pass rate 70.1%.

Year 13 - NCEA Level 3

Results by Ethnicity:

	All	Male	Female
NZ Euro (26)	84.60%	84.60%	84.60%
Maori (24)	58.30%	50%	66.70%
Pasifika (3)	33.33%	na	33.33%
Asian (1)	100%	100%	na
Other (3)	33.33%	0%	100%

Results by Gender (NZQA):

| Male	Female
62.1%	64.7%

Comment:

There were a number of students in Year 13 who did not have the goal of achieving Level 3 but were instead aiming to complete Level 2.

In 2018 a **specific target** was set to assist ARONA students. The specific target was for **12 ARONA students at Year 13 achieve at NCEA L3**. 6 of the 12 students achieved NCEA L3 (1 with UE!). Of the 6 that did not

achieve: 1 left during Term 1 for full time employment, 2 are now studying at Wintec, 1 has been employed full time, 1 suffered from ongoing health issues and 1 is working part-time.

University Entrance:

University Entrance results were at 35%. This number was lower than we were hoping for and there were 5 students who failed to make the standard after the external examinations (1 of these has now been accepted at University).

Year 13 - University Entrance
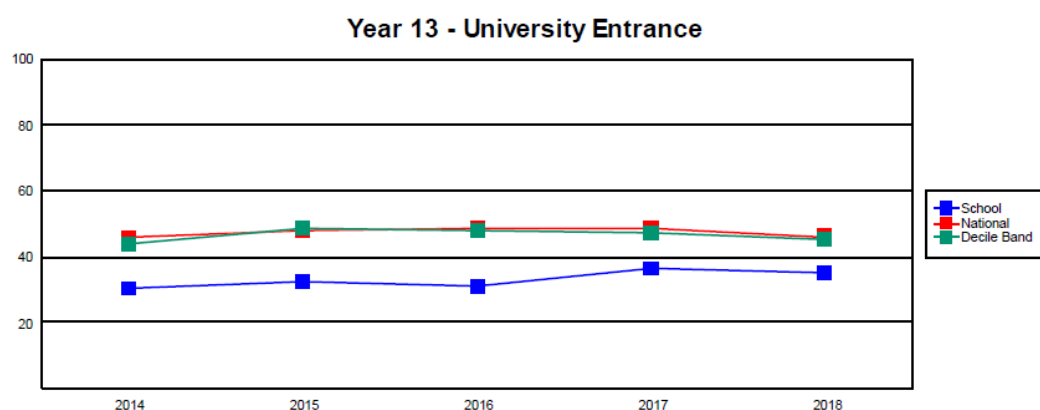
Actions: Courses need to allow more security with internal assessments rather than relying on external assessment. Realistic tracking and monitoring of students. Some are just not able to reach the standard.

Endorsement:

There were 17 Course endorsements at Level 3, 12 at Merit and 5 at Excellence.

There were 8 overall endorsements at Level 2: 4 at Merit (3 NZE, 1 Māori) and 4 at Excellence **(1 NZE, 3 Māori)**