

Waihi College Analysis of Variance 2020

Year 7&8

Global Target:

GT1. 60% of Year 8 cohort at 4P writing by end 2020

GT2. 75% of Year 7 cohort at 3P writing by end 2020

Specific:

ST1. To shift the Year 7 and 8 'Intervention Needed' students by 2 sublevels in Writing by the end of 2020

What happened and Why? Next Steps

GT1: 27% of the Year 8 cohort were writing at curriculum level 4P by the end of 2020. This meant our target was NOT met.

GT2: 68% of the Year 7 cohort were writing at curriculum level 3P by the end of 2020. This meant our target was NOT met.

ST1: Of the 62 students who were identified as 'Intervention Needed', 76% made a curriculum shift of +1, +2 or +3 curriculum levels. 24% of the students identified as 'Intervention Needed' failed to shift or progress a curriculum level.

Comment: While neither of the global targets were met, there were improvements in the writing of the Year 7 cohort with 39% of students showing progress (1 sublevel) and 11% showing acceleration (2 or more sublevels) over the half year spread (mid year to end of year judgement). In Year 8, a full year shift which is a far better measure of progress could be calculated and in 2020, 51% of students in Year 8 showed progress (1 sublevel) and 16% showed acceleration (2 or more sublevels).

A number of specific practices were introduced to improve writing at Year 7&8. Teachers were becoming more familiar with easTTle testing and were developing the practice of giving student feedback based on their results and next steps (more on this later). Specific lessons were identified for paragraphing, tenses and punctuation with other session of more freedom to develop ideas. Templates were used to scaffold learners for narrative and persuasive speeches and the writing programme was intergrated and embedded into the Social Studies programme focussed on Local Curriculum.

There is no doubt that the effects of COVID-19 had an effect on the students learning in 2020. However this was not all bad. Student voice was collected with the following factors students feeling were advantageous:

- Students not being influenced by peers - able to socially distance themselves and focus on learning, rather than peers
- Could choose when and how they wanted to learn at home
- Supportive home environment & home structures. Able to utilise parent / sibling knowledge and experiences more readily. Parents involved in students learning - knew what they were doing, and took an interest as it was place-based. Support / rewards were more readily available at home.
- Less work and the ability to develop a topic that interested them more fully.
- Writing Journals were excellent

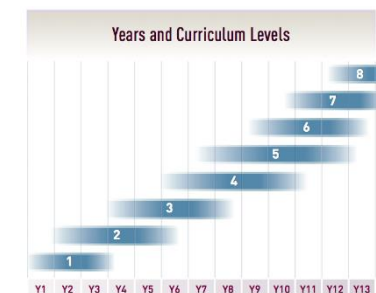
Other students found the experience of home learning very stressful and struggled not just with learning at home but also returning to school after lockdown. Some of the contributing factors were:

- Lack of device and / or internet access
- Difficulties accessing information (internet speed, lack of passwords, restricted access, unable to use platforms effectively)
- Insufficient space at home

- Family / Home circumstances not conducive to learning
- Personal / family stress
- Lack of adult support
- Insufficient self motivation
- Ready access to other gaming choices, more attractive option than school work

Next Steps:

- Students have been allocated classes according to their natural learning styles. For 2021, there are 6 mainstream classes: 6 classes (mixed ability) at Year 7&8 operating in a modern learning environment with shared/fluid teaching. 2 single cell classes (1 with learning support and one mixed ability) offer a more structured learning environment for students who suit this learning style. These classes share planning, resources based around the local curriculum. There is only 1 new member to this team this year which makes it the most stable it has been for several years. This means that the local stories and the practices to improve learning (and writing in particular) are more embedded. There is also a rumaki class that has teaching via māturanga māori.
- Rather than focus on a definitive one curriculum level as being a measure of success, a wider scope of banding will be introduced to better reflect the levels illustrated in the national curriculum document. There will also be more focus on the progression of the students with 1 full year shift being measured in terms of progress (1 sublevel) or acceleration (2 or more sublevels)
- Yearlong, school wide professional development in using easTTle for writing (reading and mathematics) ensuring confidence in curriculum level assignment and next steps for students
- Focus on the students who are in need of intervention (those just below the achievement level) and the students who are identified as High Learning Needs (there are a significant number of students this year, 2021)



Year 9&10

Year 9

Global Target:

GT1. That all students will be at curriculum level 4A **OR** will have moved by 2 curriculum sublevels over the last 12 months in Writing by the end of 2020

GT2. That all students will be at curriculum level 4A **OR** will have moved by 2 curriculum sublevels over the last 12 months in Reading by the end of 2020

What happened and Why? Next Steps

Year 9.

GT1. 29% of the Year 9 cohort were at curriculum level 4A or above in writing at the end of 2020. This meant that this part of the target was NOT met. 37% of the students in Year 9 moved by 2 or more sublevels by the end of 2020. This meant that the target was NOT met.

GT2. 49% of the Year 9 cohort were at curriculum level 4A or above in reading at the end of 2020. This meant that this part of the target was NOT met. 35% of the students in Year 9 moved by 2 or more sublevels by the end of 2020. This meant that the target was NOT met.

<p>Specific Target: ST1. To shift the students identified as Intervention Needed (IN students) (40 students) by at least 1 sublevel in Writing, Reading and Mathematics</p> <p>Year 10</p> <p>Global Target: GT1. That all students will be at curriculum level 5P OR will have moved by 2 curriculum sublevels over the last 12 months in Writing by the end of 2020 GT2. That all students will be at curriculum level 5P OR will have moved by 2 curriculum sublevels over the last 12 months in Reading by the end of 2020</p> <p>Specific Target: ST1. To shift the students identified as Intervention Needed (IN students) (35 students) by at least 1 sublevel in Writing, Reading and Mathematics OR to achieve at curriculum level 4P in Writing, Reading and Mathematics</p>	<p>ST1. Of the 36 students in Year 9 identified as needing intervention, 19 (53%) students increased by 1 or more sublevels in Writing. Of the 36 students in Year 9 identified as needing intervention, 23 (64%) students increased by 1 or more sublevels in Reading.</p> <p><u>Year 10</u> GT1. Only 7 (11%) of students in Year 10 reached the target of being at Level 5P in Writing at the end of 2020. This meant that this part of the target was NOT met. 25% of the students in Year 10 moved by 2 or more sublevels. GT2. 28% of students in Year 10 reached the target of being at Level 5P in Reading at the end of 2020. This meant that this part of the target was NOT met. 33% of the students in Year 10 moved by 2 or more sublevels. ST1. Of the 31 students identified as needing intervention, 84% moved by at least 1 sublevel in Writing, 68% moved by at least 1 sublevel in Reading and 42% moved by at least 1 sublevel in Mathematics.</p> <p>Comment: These results are disappointing in terms of meeting the targets that were set. Contributions to the shortfall were:</p> <ul style="list-style-type: none"> • Lack of teacher ownership of literacy outside of English lesson and in particular writing across subjects, leaving the responsibility to the English teachers. This means that writing was only assessed in the context of English teaching ie. Essays. There are many examples of good writing in other subjects (Social Studies, Science etc) where students have more knowledge, interest and skill but the writing isn't assessed, the context knowledge is. • The effects of learning at home during COVID-19 lockdown. This was especially difficult for students in Year 9 and 10 who lacked the maturity and direction of NCEA students and the compliancy of Year 7&8 students who had just one homeroom teacher to deal with. Students in Year 9 and 10 were particularly affected on the return to school with apathy and lack of motivation (in particular for writing) <p>Next Steps</p> <ul style="list-style-type: none"> • Use Writing Mileage Books to collect evidence of writing in all subjects • Connected Curriculum planning meetings directed in class groups to facilitate interesting planning specific for the class/student interests and need and to allow cross curricula conversation about student progress and learning • Use of proof reading sheets to encourage independent checking of writing • Introduction of WINs (writing intervention) and NINs (numeracy intervention) for identified students based on 2020 data. This is specific targeting in areas that students are only just underperforming. • Yearlong, school wide professional development in using easTTle for writing, reading and mathematics ensuring confidence in curriculum level assignment and next steps for students • Introduction of literacy (and numeracy) tasks into subjects outside of English specific classes to encourage writing and reading in all areas of the curriculum • Increased use of local curriculum to encourage student interest, buy in and engagement.
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Year 11, 12 and 13 (NCEA)

Year 11

Global Target:

GT1. 80% of Year 11 students to pass NCEA Level 1

Specific Targets:

ST1. Literacy and Numeracy: There are 100 students in Year 11.

To get 80% of students NCEA L1 Literacy (10 literacy credits) and NCEA L1 Numeracy (10 Numeracy credits)

ST2. At Risk Students: There are 30 students in Year 11 who are at risk of Not Achieving identified by being on average less than curriculum level 4P in Reading and Writing.

- Target for 2020 is to get 75% of students identified as 'Intervention Needed' L1 Literacy and L1 Numeracy
- 60% of students identified as 'Intervention Needed' NCEA Level 1 (and Level 2 over 2 years)

ST3. Endorsement Target (level and course endorsement). There are 17 students in Year 11 who were at curriculum level 5P or above at the end of Year 10. 10 students to gain level and/or subject endorsement in 2020

ST4. Priority Student Achievement:

75% of Māori and Pasifika students to achieve NCEA Level 1

Year 12

Global Target:

GT1. 85% of Year 12 students to achieve NCEA Level 2

Specific Targets:

ST1. Literacy and Numeracy: There are 99 students in Year 12

To get all students NCEA L1 Literacy (10 literacy credits) and NCEA L1 Numeracy (10 Numeracy credits)

ST2. School Leavers:

To ensure that identified school leavers (Year 13 and some Year 12 students) reach their target of required credit to allow them to complete their intended further education

ST3. Endorsement Target:

- To gain 10 level and/or subject endorsement in 2020
- To achieve 5 Vocational Pathways Awards

ST4. Priority Student Achievement:

- 80% of Māori and Pasifika students in Year 12 to achieve NCEA Level 2

Year 13

Global Target:

GT1. 70% of Year 13 students to achieve NCEA Level 3

What happened and Why? Next Steps

Year 11

GT1. 86% of the Year 11 cohort achieved NCEA Level 1 during 2020. This meant the target WAS MET.

ST1. 87% of students achieved NCEA Level 1 Literacy and Numeracy during 2020. This meant that the target WAS MET.

ST2. 85% of students who were identified as needing Intervention achieved NCEA Level 1 (and so Level 1 Literacy and Numeracy). This meant our target WAS MET

ST3. 18 NCEA Level 1 Merit and 2 NCEA Level 1 Excellence endorsements were achieved in 2020. This meant our target WAS MET

ST4. 72.7% of Māori and 83.3% of Pasifika students gained NCEA Level 1 during 2020. This meant that the target WAS MET for Pasifika but NOT met for Māori.

Year 12

GT1. 86.5% of Year 12 students achieved NCEA Level 2 during 2020. This meant that the target WAS MET.

ST1. There are still 3 students who progress into Year 13 without Level 1 Literacy. This meant that the target was NOT met.

ST3. 11 NCEA Level 2 endorsements were achieved in 2020 (2 Excellence and 9 Merit). This meant that the target WAS MET.

ST4. 80.6% of Māori and 50% of Pasifika students gained NCEA Level 2 during 2020. This meant that the target WAS MET for Māori but NOT met for Pasifika (small cohort so statistics are unfavourable).

Year 13

GT1. 75% of Year 13 students achieved NCEA Level 3 during 2020. This meant that the target WAS MET.

<p>Specific Targets</p> <p><i>ST1. School Leavers:</i></p> <ul style="list-style-type: none"> • Of the 34 students who have indicated they want to achieve University Entrance, 25 will achieve this • Of the 12 students who have indicated they have a requirement into further study, all will achieve this goal • To ensure that all school leavers have developed an exit strategy into the work place or further study <p><i>ST2. Endorsement Target:</i></p> <ul style="list-style-type: none"> • To achieve 6 level and/or subject endorsements in 2020 <p><i>ST3. Priority Student Achievement:</i></p> <p>70% of Māori and Pasifika Year 13 students to achieve NCEA Level 3</p>	<p>ST1. 25% of Year 13 achieved UE. However, not all students wanted to follow a pathway that required UE. Of the 34 students who identified at the start of the year that they would require UE, only 2 students failed to achieve this goal. This meant that the target WAS MET.</p> <p>ST2. 13 NCEA Level 3 endorsements were achieved in 2020 (6 Excellence and 7 Merit). This meant that the target WAS MET.</p> <p>ST3. 82.4% of Māori and 66.7% of Pasifika students gained NCEA Level 2 during 2020. This meant that the target WAS MET for Māori but NOT met for Pasifika (small cohort so statistics are unfavourable).</p>
<p>Comment and Next Steps:</p> <p>2020 was one of the most successful years of achievement in NCEA at Waihi College. Students at NCEA were certainly more mature and able to continue their learning during the COVID-19 lockdown and for most teachers, NCEA students became a priority.</p> <p>Students were only allowed to have study leave once they had passed their NCEA level and teachers were asked to provide additional learning programmes to ensure that students wouldn't 'fail'. This was especially important during the stresses of 2020 and we (Waihi College) were determined to focus on our students wellbeing and not allow them to fail.</p> <p>Students had more buy in to vocational courses and understood the merit in learning that these experience based subjects offered and learning was directed at long term rather than credit gathering.</p> <p>Student support from LSC and support team was great with whole year group and specific learning needs addressed</p> <p>Learning Leader and DP tracking and interventions were thorough and intense throughout the year.</p> <p>Next steps to ensure further, ongoing success in NCEA include:</p> <ul style="list-style-type: none"> • Implementation of more structured marking and moderation procedures that will ensure internal assessments are accounted for and tracking of student success (or intervention) is more obvious earlier in the year. • Introduction of new courses (Senior Hub and Kia Tipu Te Rākau) that are multilevel, interest based learning programmes that offer transition and supported learning programmes both for mainstream students or students who wish to complete their students with a Te Ao Māori perspective. • Mathematics department has gone through a review and has new approach to students achieving NCEA Level 1 Numeracy (which has been a sticking point for us in the past) • Ongoing and regular tracking of students throughout the year (Learning Leader and DP of Learning) 	