

# WAIHI COLLEGE



Analysis of variance reporting



**Board of Trustees and Senior Management for the year ended  
December 2023.**



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## Year 7/8 Targets

**Literacy**

Global: For our Year 7 & 8 students to be achieving comparably to all schools in New Zealand in Reading and Writing

Specific: To shift Year 8 IN students by 2 sublevels in Reading and Writing

**Action Plan**

As a collaborative Year 7 & 8 team, to develop a literacy program which:

- Focuses on an assigned Literacy aspect each term.
- Shares key teaching points and resources at the beginning of each unit of work.
- Teachers share evidence of their teaching practice and how they are improving the achievement of students, with an emphasis on IN (Intervention needed students)
- Develops and strengthens the “buddy teaching” system, where teachers are working together to plan, develop resources and experiences.
- Uses Waihi College Literacy models.

As a base to the Literacy program, the following deliberate acts of teaching will be actively and regularly taught:

- Reading to students
- Handwriting
- Vocabulary
- Spelling Program

Within classroom, teachers to:

- Create and teach needs-based reading groups.
- Use a variety of teaching and learning styles.
- Identify and actively teach vocabulary students will need to understand or explain ideas.

**2023 End of Year Report**

The 2023 Year 7 & 8 Academic Targets were not met:

20% of Year 8 IN students shifted 2 sublevels in Reading.

46% of Year 8 IN students shifted 2 sublevels in Writing.

Curriculum Shift EOY 2022- EOY 2023	-3	-2	-1	0	+1	+2	+3	+4	+5
<b>Reading</b>	0	1	2	12	1	2	1	1	
23 Students									
<b>Writing</b>	2	0	1	3	6	6	1	3	1
26 students									

Please note - 3 students left through the year.

**Year 7 & 8 Strategic Plan Report: 2023**

In 2023, the Year 7 & 8 team used a literacy program which focused on an assigned Literacy aspect each term. The “buddy teaching” system, where teachers work together to plan, and develop resources and experiences was encouraged. Year 7 & 8 IN students did not undertake any out of class intervention programs - their program was solely class based.

Year 7 & 8 staff were involved in Literacy Professional Development each month with the rest of the Waihi College staff, run by the Literacy Leader.

This involved:

- Vocabulary
- Literacy Resources
- Escape Room
- Introduction to CAA Writing Assessment
- Using AI

As a base to the Year 7 & 8 Literacy program, the following deliberate acts of teaching were to be actively and regularly taught:

#### Reading to Students

Chapter Chat and #nzreadaloud were utilised by some teachers to support their reading to students. This was successful and became the base to their reading program. Other teachers read high interest books, or books related to the current topic.

#### Handwriting

Some teachers used handwriting cards. The lack of regular lessons and consistency appears to have influenced students handwriting formation, fluency and attitude. One teacher used “The Write Lesson”, implementing daily short whole class handwriting lessons. Handwriting in this class, has improved in legibility, fluency and application to other written tasks.

#### Spelling Program: “The Code”

In Terms 1 - 3, 2023. the Year 7 & 8 team were involved in the Year 7 & 8 Literacy support professional development run by RTLb’s, Fiona Knyvett and Ally Twiss. The key focus was to introduce The Code (Liz Kane) , a systematic approach to teaching spelling and to support teaching staff to implement it within their daily literacy programs. The RTLb program consisted of:

- two professional development programs with the Year 7 & 8 team.
- in-class visits and observations of teachers teaching “The Code”, followed by meetings with individual teachers.
- support with resources - The Code handbook, Sound Check workbooks and Sound Swap resources, The Code professional development course (one teacher)

Waihi College supported this initiative by:

- Providing resourcing for materials (handbooks, games etc) and providing release and course costs for two teachers at The Code workshop
- Professional development costs for one teacher to attend Writing Workshop (???) during school holidays.

Year 7 & 8 teachers worked in teaching pairs to prepare and teach whole class The Code lessons, based on pre-testing information.

#### Vocabulary

	<p>Due to time constraints, the active teaching of vocabulary was not taken. The teaching of vocabulary remained something that was done within a unit / topic. It was also taken as part of The Code program.</p> <p><u>What worked well:</u></p> <ul style="list-style-type: none"> <li>● Regular timetabled teaching periods (3 - 4 times per week).</li> <li>● Having feedback and feed forward from external providers.</li> <li>● Preparing our own resources - this forced us to create our own content, and in doing so, become more knowledgeable.</li> <li>● Liz Kanes professional development two-day course</li> <li>● Working in teaching pairs</li> </ul> <p><u>Challenges:</u></p> <ul style="list-style-type: none"> <li>● Finding and prioritizing the time for “The Code” and working within the constraints of the timetable</li> <li>● “The Code” testing process (phonological awareness and word tests) was onerous. It took the first term to complete.</li> <li>● Creating “The Code” teaching resources to teach at each level took a lot of effort and is continuing.</li> <li>● Finding an appropriate way to record students' progress in “The Code” - both in a spreadsheet form, when more than one class is involved, and in KAMAR, as a record of progress.</li> <li>● Teachers lack knowledge and confidence in teaching literacy at Levels 1 - 3.</li> <li>● Supporting new and inexperienced staff</li> </ul>
<p><b><u>Next steps</u></b></p>	<ul style="list-style-type: none"> <li>● More teachers attending Liz Kanes’ “The Code” 2-day workshops.</li> <li>● Use of The Write Lesson to ensure consistency and understanding of how to teach handwriting – along with scheduled regular short lessons.</li> </ul>
<p><b><u>Recommendations:</u></b></p>	<ul style="list-style-type: none"> <li>● Develop and strengthen guided group reading programs and techniques within regular classroom programs, especially those at lower levels.</li> <li>● Purchase of lower-level texts based on structured literacy.</li> <li>● Support staff to implement small group literacy programs targeted at student's individual needs. Remove the need for withdrawal programmes.</li> <li>● Use external providers and Learning Support Coordinators to help support programs.</li> </ul>

**Year 9 & 10**

**Target 1:**

**To improve the engagement of students in Y9 and Y10:** Students used to experience year 9 in a traditional silo format of 5 CORE subjects and 2 ROTATIONS. ✓

The new format of Year 9 and 10 is in experience, project based learning with reduced teacher interactions across the 2 year period. This is to foster better relationships and whanaungatanga with less teacher transitions across the two years. This should also ensure that cross curricular linkages are made through local curriculum contexts. There is also a big focus around experiential learning and getting students out of the classroom more for authentic learning experiences.

Year 9 and 10 technology team are focusing on using the technology process where students are encouraged to problem solve rather than restricted to one domain of skill learning. This will build knowledge and allow students to look at big picture thinking. Students will also engage with all technology staff and more students building teamwork and engagement.

Year 9 & 10 Science team looking at hands on learning in the wider Waihi College environment to help increase engagement and understanding.

In 2022, Year 9 core classes were created specifically around the learning styles of students, including several 'active' classes, matched up where possible with teachers that suited those classes. This was due to an identified need around student behaviour and a lack of engagement in learning leading to lower than expected results. There was a strong push for staff to spend time developing positive relationships with their students, including delaying academic learning at the start of the year for several weeks to help develop their class cultures.

In 2023, these students became the Year 10 cohort and the classes stayed relatively the same, with a continued aim (where possible) to stick with teachers that suited each class. The shift in academic achievement of these classes will be mentioned below in the evidence for Target 2.

Unfortunately, due to timetable and staffing constraints, the same concept was only partially implemented in the 2023 Year 9 cohort, nowhere near the level that we would have liked.

**Who is responsible?**

Year 9&10 teachers

All teachers of Year 9&10  
Year 9&10 Team/ATE, SSM, NCL

Technology teachers

**Deliberate Strategies to meet target:**

- Teaching teams across Year 9 and 10 to foster whanaungatanga and encourage cross curricular learning.
- Classes created based on learning & teaching styles.
- Collaborative local curriculum.
- More experience based learning especially outside of the classroom (learning in the real world and applying learned skills and knowledge outside of the classroom)
- Collaborative teaching and learning of technology to encourage problem solving and teamwork

**Shift from:**

- Students who are fearful of the move from Year 7&8 homeroom
- Students who learn solely from in class activities
- Student are reliant on teacher to guide their learning and so disengage in authentic thinking of their own problem solving methods

**Shift to:**

- Students who have a safe learning environment with teachers who are strongly invested in the students learning through strong relationships
- Students who can apply the learning in class to solve problems and then go out to test their learning.
- Students are involved in their learning and are happy to take risks, try new things, find out more about their learning

**Evidence of Improvement:**

- Year level engagement survey (raw baseline data taken from 2022 Science survey (Royal Society survey (Science Teaching Leadership Programme)).
- Anecdotal evidence from 2022 Y9 students and parents that they enjoyed the year and that they got to experience lots outside of the classroom.
- Large number of Year 10 students choosing to take on the challenge of sitting NCEA Level 1 assessments within their core classes. This was on top of sitting the NCEA Literacy and Numeracy corequisite assessment tasks.
- 2023 Year 10 camp - anecdotal evidence from staff and students that this had been one of the best Year 10 camps for a while. Great student involvement and teamwork. Little to no behaviour incidents.

**Target 2:**

**To shift the WIN, RIN and MIN by at least 1 sublevel and accelerate them by 2 sublevels:** These students are *almost* ready for success but are falling short of where their optimum learning should be. With a little bit of encouragement, support and structure they should reach a level that makes them prepared for literacy and numeracy corequisites (upcoming NCEA)

**Who is responsible?**

ATE/SSM

MWL/ACK, and Lit/Num Teachers

All teachers

English/Maths/SLT

**Deliberate Strategies to meet target:**

- Classes created based on learning & teaching styles.
- Deliberate acts of teaching literacy and numeracy skills, with students grouped in levels with targeted teaching.
- Use of school wide initiatives and PD in reading, writing and numeracy to ensure consistency of practice in all classrooms - "literacy and numeracy skill of the month"
- Year long tracking of achievement and shifts in learning (asTTle testing, mid and end of year OTJ)

**Shift from:**

- Students who are sitting just below the expected level and so not tracking to meet the requirements for NCEA (literacy/Numeracy corequisite)

**Shift to:**

- Students who are at the expected level of reading, writing or numeracy AND have the confidence and student agency to be able to take on functional literacy and numeracy in the real world and attempt the NCEA corequisite in the same year that they attempt NCEA

**Evidence of Improvement:****Year 10**

These students were placed in 'learning-style' based classes at the start of Year 9, which continued in Year 10 as the cohort moved into 2023. Several of the classes were aimed at students needing a more 'active' style of teaching, at times deviating from set learning schedules and programmes. During this time period, there has been a positive shift in all 3 main academic areas, with the RIN, WIN and MIN students showing a higher average shift than the cohort in each area.

Core teachers would implement interest based programmes based on their judgement of how best to improve student engagement and learning, maintaining a flexible approach and putting the students first during their planning. Below is a table showing the average curriculum level shift for Year 10's over the 2 year period these classes have been operating. Intervention students and students placed in more active classes demonstrated a slightly bigger shift compared to the whole cohort. For many of these students, this meant further catching up to the level of their peers after falling behind in years prior.

<b>Average Curriculum Sub-Level Shift - Year 10 (2 Year Period)</b>				
	<b>Year 10</b>		<b>Year 10 Intervention Students</b>	
<b>Reading</b>	Cohort:	<b>2.1</b>	Cohort:	<b>2.4</b>
	'Active' Classes:	<b>2.4</b>	'Active' Classes:	<b>2.8</b>
<b>Writing</b>	Cohort:	<b>2.7</b>	Cohort:	<b>3</b>

	<b>Year 10</b>		<b>Year 10 Intervention Students</b>	
<b>Reading</b>	Cohort:	<b>2.1</b>	Cohort:	<b>2.4</b>
	'Active' Classes:	<b>2.4</b>	'Active' Classes:	<b>2.8</b>
<b>Writing</b>	Cohort:	<b>2.7</b>	Cohort:	<b>3</b>

	'Active' Classes: <b>2.8</b>	'Active' Classes: <b>2.8</b>
<b>Mathematics</b>	Cohort: <b>2</b>	Cohort: <b>2.3</b>
	'Active' Classes: <b>2.5</b>	'Active' Classes: <b>2.6</b>

### Further Year 10 Evidence

2023 was unique for many Year 10 students, as we decided to offer a number of NCEA Level 1 standards due to the upcoming 2024 change in how NCEA works at Level 1. This was to help improve their understanding of the NCEA system and to also give them a potential head start on credits as we were not 100% sure how the roll-out of the new NCEA Level 1 system would go.

Whilst NCEA Level 1 standards are at a higher curriculum level than the typical Year 10 programme, a large number of students decided to take on the challenge and give them a go. The table below shows ranges of credits gained, and the number of students in each range.

NCEA Level 1 Credits gained by Year 10's in 2023					
Credits Gained	0-9	10-19	20-29	30-39	40+
No. of students	21	15	20	25	2

### Literacy and Numeracy

In 2023 Year 10 students were also offered the opportunity to sit the new Common Assessment Activities required to gain the NCEA Level 1 Numeracy and Literacy corequisite. As a result of this, a significant number of Year 10 students have achieved NCEA Level 1 Literacy and/or Numeracy prior to their move into Year 11.

Current Year 11 students who gained Literacy or Numeracy as Year 10's in 2023		
	Literacy	Numeracy
No. of students.	46	52

### Year 9

As mentioned previously, due to a number of restrictions the 2023 Year 9 cohort was not able to fully replicate the 'learning style' based classes of the 2022 cohort, however the overall teaching and learning programme was very similar across both years. The academic shift in Reading and Writing was equivalent to the previous cohort, however there was a much smaller shift in Mathematics curriculum sub-levels.

The Intervention students for this cohort made the same shift as the rest of their peers, with only the RIN students performing slightly ahead of the cohort.

**Average Curriculum Sub-Level Shift - Year 9 (1 year period)**

	Year 9		Year 9 Intervention Students	
<b>Reading</b>	Cohort:	<b>1.35</b>	Cohort:	<b>1.4</b>
<b>Writing</b>	Cohort:	<b>1.2</b>	Cohort:	<b>1.2</b>
<b>Mathematics</b>	Cohort:	<b>0.7</b>	Cohort:	<b>0.7</b>

### Looking ahead:

Despite successes and shifts in a number of areas, there is still a group of students in each cohort that will struggle with passing the NCEA Level 1 Numeracy and Literacy corequisites by the time they leave Waihi College. This may be a reflection of their current academic level, engagement level or they may be students that have limited time in school due to work experience or trades/gateway (Year 11). A number of students from the 2023 Year 10 cohort have transitioned into the Te Ara Hou programme in Year 11 this year, where they focus on supporting learning that they might have missed through the week due to courses out of school. Some students are also completing their Literacy and Numeracy requirements via portfolio during their time in Te Ara Hou. These students have shown increased engagement levels as they feel supported in their learning, especially in areas of need.

As the option of NCEA Literacy & Numeracy portfolio based assessment will no longer be available in 2024, consideration must be given to potential pathways for students to ensure they transition out of school with the skills needed to enter the workforce or move on to further study. This process may need to begin at Year 9 & 10 for some students, to help enhance their opportunity for success.

### Recommendations:

- Continue with experiential learning focus to support student engagement.
- Where possible, continue with classes that suit the learning & teaching style of staff and students.
- Adapt current programmes to fit with Te Mātaiaho - the upcoming NZ curriculum refresh.
- Develop a programme that will support learning pathways for those Year 9 & 10's who are disengaged, need intervention or are not on full-time programmes.

## Year 11-13 NCEA

### Target 1:

**To improve the success of students in Year 11:** That of the 106 students in Year 11, 90% of students will gain 80 credits by the end of 2023 (this excludes the international students who are not completing NCEA and the 2 ORS funded students whose goal is not NCEA achievement).

#### Who is responsible?

JHO (organisation of courses and students)  
KMO - Urban Orienteering  
SFI - Hospitality Unit

**Deliberate Strategies to meet target:** Year 11 students have the biggest mountain to climb in terms of credits and these are often very slow to come in. Students become disheartened and frustrated about the lack of NCEA progress.

- Introduction of Year 11 Mini project to give students a credit boost of approximately 15 credits in the first week of school. STAR



<p>JHO tracking</p> <p>JHO mini project mid year (ITS and STAR funding)</p> <p>All teachers of NCEA courses</p>	<p>funding of Get group course for all Year 11 students plus 2 in school mini projects. Mini project repeated with new teaster courses at mid point of year should give a boost of credit but also an opportunity to experience more vocational pathways</p> <ul style="list-style-type: none"> <li>● Ongoing tracking of learning throughout the year identifying students where intervention is needed</li> <li>● Introduction of new Pathways support programme Te Ara Hou (A new path). This programme with specifically target those students who are at risk (low attendance, desire to leave school) to ensure that they can leave with a qualification and transition into the workplace</li> </ul>
<p>Shift from:</p> <ul style="list-style-type: none"> <li>● Negative mindset of students thinking that they are making little progress; for most they are on less than 10 credits at the end of Term 1 - they see that this a 'quarter of the year' gone and that they haven't made much progress. This often sets the students as feeling that they are failing.</li> <li>● At the end of the year, we often complete a catch up. Staff (and students) sometimes perceive this as 'cheating'.</li> </ul>	<p>Shift to:</p> <ul style="list-style-type: none"> <li>● Students start the year with a minimum of 15 credits. Any additional credits during Term 1 should get the students over 20 at the end of Term 1 making them feel like good progress is being made. This is a more positive approach for students and will hopefully give them the momentum to continue with learning</li> <li>● We <i>should</i> be able to avoid the catchup at the end of the year which is high pressure for staff and isn't the best learning environment for students</li> </ul>
<p><b>Evidence of Improvement:</b> JHO to continually track and release (and celebrate) NCEA results at the end of Term 1 and onwards. Regular reminders in 11ST will keep students on track and reminders to staff for one internal per term will ensure that there is a regular rollover of student credits.</p> <p>Less students at the end of year catch up programmes held during study leave.</p> <p>More students achieving NCEA Level 1 in a timely way.</p> <p><b>NCEA Results at Level 1</b></p> <p>The pass rate of students in 2023 at NCEA Level 1 was 74.3%. This includes all students who were in the cohort who were enrolled in Year 11 at Waihi college for 70 days (including weekends and holidays). This result is significantly lower than the target set.</p> <p>However, this includes students who are in Alternative Education, ORRS funded, students who have left school, non attenders and students who have emotional or learning diversities that prevent them from engaging in classes and therefore assessment.</p> <p>Of greater interest is the number of students who stayed at Waihi College and/or an intervention was possible. Of the 84 students who remained in full time education at Waihi College with attendance of over 75%, 76 gained NCEA Level 1. This is a 89.4% pass rate showing that if we can keep students in school and engaged for the whole year, they are in general successful at their NCEA level.</p> <p>In 2023 there was no difference between male and female achievement rates</p>	

In 2023, European achievement was 77.5% compared to Māori achievement which was 65.1%. This is a significant difference and needs addressing. What barriers do Māori learners have at Waihi College that prevent them from achieving as well as Europeans?

Having said that, the success level of 65.1% was 15% higher than the national success rate and 11% higher than the school equity index band. This is still not good enough but worth pointing out that Māori at Waihi College can be successful.

There were 4 Merit Level Endorsements and 3 Excellence Level Endorsements at NCEA Level 1. This is very much student and whanau push and these students should be congratulated. 2024: JHO to push this and track this more closely in case there are students who are close but falling just short.

### **Positive attitude**

There was a positive attitude towards learning for the majority of our students. This was helped by the kickstart project at the start of the year which was a good boost to get the students on their NCEA journey.

### **Career and Pathway guidance (CGR and Te Ara Hou)**

Advice and strong guidance from the Careers and Pathways team meant that students at risk (and often those that weren't) were supported through additional catchup classes/work experience/courses of interest based on their career needs. Students who were on work experience and trades academies were moved out of subjects they were not thriving in and moved into Te Ara Hou which was specifically designed to support learning.

For many of our students in Year 11 who were certain they were leaving school and moving into the workforce or to tertiary studies the support of the Careers and Pathways team often enabled students to get both Level 1 and 2 before leaving in a successful transition.

### **Avoid the end of year catch up**

The constant tracking and monitoring of student progress meant that there was a reduced number of students requiring catch up at the end of the year. This was dominated by Numeracy which has been a common theme over the last few years (literacy being gained from many subjects, but Numeracy narrowed into the mathematics field).

## **Target 2:**

**Literacy and Numeracy. That 90% of students in Year 11 will achieve Level 1 Literacy and Numeracy by the end of 2023**

### **Who is responsible?**

JHO (tracking and monitoring)  
ACK and MWL (Literacy and Numeracy assistance)

### **Deliberate Strategies to meet target:**

- Tracking of Literacy and Numeracy.
- Catch up sessions from mid year onwards in Super Tuesday. Following the 1st semester of Super Tuesday, students who have completed Literacy and Numeracy OR are tracking to complete Literacy and Numeracy will choose alternative experience based courses. Students who still have work to do on Literacy and Numeracy will stay in Super Tuesday course for a supported learning programme
- Students in Year 11 will have the option to complete the 2nd CAA if they want to
- Students have been targeted according to ability with an emphasis on student placement in classes. Foundation Mathematics has been allocated 3 teachers with an average class size of 18 to ensure closer teacher student interactions  
Pathways (literacy) classes have been timetabled for 1st period every day to ensure that students have regular literacy interaction.

Shift from: Literacy and Numeracy being a barrier to student success and a catch up at the end of the year (or the following year).	Shift to: Students getting support to successfully manage Literacy and Numeracy with intensive help from experts. This will ensure that students are actually functionally able, not just producing enough evidence to get over the line.
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**Evidence of Improvement:**  
**All students will have achieved Literacy and Numeracy by senior prize giving and the start of study leave.**

The pass rate for Literacy for Year 11 students in 2023 was 86.1%. The pass rate for Numeracy for Year 11 students in 2023 was 83.2%. This includes all students who were in the cohort who were enrolled in Year 11 at Waihi college for 70 days (including weekends and holidays). This result is significantly lower than the target set. However, this includes students who are in Alternative Education, ORRS funded, students who have left school, non attenders and students who have emotional or learning diversities that prevent them from engaging in classes and therefore assessment. These results mean that we did not reach the target set.

Of greater interest is the number of students who stayed at Waihi College and/or an intervention was possible. Of the 84 students who remained in full time education at Waihi College with attendance of over 75%, only 5 students did not gain both literacy and numeracy. This means that for students who stayed engaged in learning 92.9% gained both Literacy and Numeracy (albeit that there was a Numeracy catch up at the end of the year). It is also worth noting that the pass rate for Literacy and Numeracy in Year 12 and 13 was 100% which shows that, even for the students who may have found it hard in Year 11, the students get there in the end (sometimes they just need more time)

**Target 3:**  
**Year 12 - that 90% of students who complete a full year of Level 2 courses will achieved NCEA Level 2 AND be confident in their career/learning pathway for the future.**

<p><b>Who is responsible?</b>          JHO (tracking and monitoring)</p> <p>KMO and CGR (senior hub and careers advice)</p> <p>Pouako</p>	<p><b>Deliberate Strategies to meet target:</b></p> <ul style="list-style-type: none"> <li>● Slow, in depth selection process of subjects</li> <li>● Tracking of achievement throughout the year</li> <li>● Use of Senior Hub to guide and support students to find a career/learning pathway that gives them focus for their study and success</li> <li>● More direct contact with Pouako (learning advisors) around learning and tracking of achievement (parent/teacher conversations, involvement in option selection etc)</li> <li>● Availability of additional courses from outside providers depending on interest and need</li> <li>● Support of Whanau class to encourage and plan learning programmes for Māori students</li> <li>● That students are taught with a local context that allows them to identify with the learning and the opportunities that present from the local community and context of learning</li> <li>● Continuation of Super Tuesday with emphasis on learning new skills, communication and experiencing the workplace</li> <li>● Tracking of NCEA Level 2 endorsements with regular update of tracking chart</li> </ul>
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	<ul style="list-style-type: none"> <li>● Promote Vocational Pathways Awards and monitor progress towards VPA</li> <li>● Introduction of new Pathways support programme Te Ara Hou (A new path). This programme will specifically target those students who are at risk (low attendance, desire to leave school) to ensure that they can leave with a qualification and transition into the workplace</li> </ul>
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<p>Shift from: students finding the step up to NCEA Level 2 difficult with subjects that they haven't thought through in terms of career path or success in that subject</p> <p>Students having little idea of what their pathway is after school (be it in school and education or in the workplace)</p>	<p>Shift to: Year 12 students achieving at Level 2 and knowing their career pathway and learning goals for the following year.</p>
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**Evidence of Improvement:**

The pass rate of students in 2023 at NCEA Level 2 was 95.1%. This includes all students who were in the cohort who were enrolled in Year 12 at Waihi college for 70 days (including weekends and holidays). This result is above the target set.

This success rate is also higher than the national average (72.5%) and schools within our equity index (74.4%)

Of greater interest is the number of students who stayed at Waihi College and/or an intervention was possible. Of the 69 students who remained in full time education at Waihi College with attendance of over 75%, 100% gained NCEA Level 2. Again this shows that if we can keep students in school and engaged for the whole year, they are in general successful at their NCEA level.

European pass rates at NCEA Level 2 in 2023 were 98.4% compared to Māori achievement which was 90.6%. This shows that while there is a disparity the gap has closed for Māori at Level 2 compared with Level 1. This is largely due to the increased variation of courses at NCEA Level 2, opportunities to work outside of school and better relationships with teachers.

At NCEA Level 2 there were 4 Level 2 Merit Endorsements, 3 Level 2 Excellence Endorsements and 5 Vocational Pathways Awards.

For the students who left Waihi College during 2023, each left with a destination be it full time work, apprenticeship or further education of some sort. This is a testament to the knowledge base set up by the SLT/Careers/Pathways team and the excellent relationships and trust built up with students and whanau.

Students in Year 12 were included in presentations and workshops from tertiary institutes and encouraged to complete Trades and/or Gateway placements which allowed them to progress to their next pathway within the community, the workforce or tertiary education.

**Target 4:**

**Year 13** - That 85% of students in Year 13 will achieve NCEA Level 3 AND be confident in their career/learning pathway for the future.

<p><b>Who is responsible?</b></p>	<p><b>Deliberate Strategies to meet target:</b></p>
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<p>CGR (careers advisor) - which students require UE and are they in the correct courses?</p> <p>KMO and CGR (senior hub and careers advice)</p> <p>Pouako</p> <p>JHO (tracking and monitoring)</p>	<ul style="list-style-type: none"> <li>● Identification of students who wish to pursue future study (UE, course requirements) - note that this is not restricted to UE as many of our students have course requirements that are not traditional UE.</li> <li>● Assistance to students who want to find work/apprenticeship/study after school</li> <li>● That students are taught with a local context that allows them to identify with the learning and the opportunities that present from the local community and context of learning</li> <li>● Slow, in depth selection process of subjects</li> <li>● Tracking of achievement throughout the year</li> <li>● Use of Senior Hub to guide and support students to find a career/learning pathway that gives them focus for their study and success</li> <li>● More direct contact with Pouako (learning advisors) around learning and tracking of achievement (parent/teacher conversations, involvement in option selection etc)</li> <li>● Availability of additional courses from outside providers depending on interest and need</li> <li>● Support of Whanau class to encourage and plan learning programmes for Māori students</li> <li>● Continuation of Super Tuesday with emphasis on learning new skills, communication and experiencing the workplace</li> <li>● Tracking of NCEA Level 3 endorsements with regular updates.</li> </ul>
<p>Shift from: Students completing Year 13 with little direction and unsure of what to do next (therefore drifting in school for a year)</p> <p>Shifting from attitude that only purpose of NCEA Level 3 is for University Entrance.</p>	<p>Shift to: Students who are confident to pursue NCEA Level 3. That students in Year 13 have a clear goal to achieve their next steps (this might be work, apprenticeship, polytechnic or university).</p>
<p><b>Evidence of Improvement:</b></p> <p><b>That students in Year 13 have a high success rate in NCEA Level 3 and that they all have a route to work/further education after school.</b></p> <p>The pass rate of students in 2023 at NCEA Level 3 was 68.4%. This includes all students who were in the cohort who were enrolled in Year 13 at Waihi college for 70 days (including weekends and holidays).</p> <p>Waihi College has always maintained that Year 13 is not just about gaining Level 3 and/UE. The goal of Year 13 is for students to know 'where to?' from here. For those interested in going to University or gaining Level 3, this is carefully tracked and for those who want to mature and stay at school for learning (but not necessarily to gain Level 3), we are careful about finding the right pathway for them.</p> <p>2023 saw a huge decline in student numbers in Year 13. The very small cohort of students had a significant number of students leave school part way through to higher education or work. This has a huge impact on the overall calculated NCEA success rate.</p> <p>This success rate is also slightly higher than the national average (66.8%) and schools within our equity index (73.0%).</p>	

The pass rate for European students at NCEA Level 3 was 59.3%. The pass rate for Māori students at NCEA Level 3 was 77.8%. This is a dramatic difference. Undoubtedly the retention of Māori students to the end of Year 13 helped these numbers and the support of the whanau class was crucial to this. It is important to point out that this was a very small cohort (only 23 students by the end of the year) and so these results are worth taking with a grain of salt.

All students in Year 13 were tracked closely for Literacy, Numeracy, UE Literacy and UE Entrance. Interviews and information were collected on all students and the pathway for them leaving school was mapped carefully. Increased support from tertiary institutes (in particular Waikato University and Toi Ohomai) meant that students were confident about the next steps into tertiary education and were supported not just in applications but with ongoing mentoring.

In 2023, 44.7% of students at NCEA gained University Entrance. For students who identified that they would like to go to University all but 3 gained UE. For the 3 who failed to gain UE, they all were accepted into bridging courses and will begin their University journey once this is completed.