

Analysis of Variance for 2020

Annual Report Targets

1. Striving for personal excellence

NCEA Results

- a) Increasing the proportion of students gaining Excellence and Merit awards in NCEA level 1, 2 and 3 from 28% to at least 40% of the cohort.

There were less endorsements in 2019 despite our annual plan focus. We will survey Year 12 and 13 students for feedback their aspirations and strategies to support. Financial scholarships will continue to be offered. Faculties are identifying and supporting those students capable of gaining endorsements.

NOT ACHIEVED: 30% of students gained a Merit or Excellence Award. This was an improvement of 6% on 2020. Year 11 and 12 Merits were above Decile 8 Merit statistics and Year 13 Excellences were within 2%. Excellence at Level 1 and 2 were well below the Decile 8 figures. This will be a focus for our student lead Academic Council. We will also target support for Excellence at Year 11 with our NCEA mentors.

Achievement in Year 9

- a) A measurable improvement in Year 9 Literacy

We will use our tracking tool to measure this. Extra teacher aide and funding for Multi Lit is being provided.

ACHIEVED: Using our tracking graphs the proportion of students in year 9 At or Above was 25% at the start of the year and 41% at the end of the year. Our goal for 2021 is to further lift the literacy level of this cohort in Year 10.

Wellbeing, Inclusive and Culturally Responsive Practice

- a) Enhancing our support for diverse learners – implementing principles of Universal Design for Learning across all curriculum delivery.

Professional development will be provided for HOF's through an outside agency. This will then be developed through faculties.

ACHIEVED: A range of PLD was provided for staff linked to Kāhui Ako work and in school focus. Our Term 3 differentiation focus was most effective with faculties exploring and sharing best practice to all staff.

- b) A measurable increase in school pride/belonging across Year 7-10.

We have made a significant pastoral change to vertical forms or Whānau Groups. We are also revisiting PB4L strategies. The aim is to improve belonging, connection and respect.

ACHIEVED: There was measurable improvement for Year 7 to Year 13 across almost all 9 questions asked in our Wellbeing Survey, the most significant positive change for a number of years. This is a great result that we believe is strongly linked to our move to vertical form Whānau Groups. In Year 10 to 13 almost every question showed more than a 5% upward shift in wellbeing for students. Only in Year 10 did the sense of belonging decrease, although the 8 other measures all increased.