

Analysis of Variance

Annual Report 2024

Performance Against the Strategic Plan

Strategic Goals for 2021 - 2024

1. All students will progress and achieve to their highest educational potential through quality teaching and learning, safe environments and positive relationships.
2. Māori students will enjoy educational success as Māori and fulfill their personal and educational potential.
3. Pasifika students will enjoy educational success as Pasifika and fulfill their personal and educational potential.
4. All Learning Support Students will achieve to the best of their ability.
5. The board, staff, whānau, iwi and community will be engaged in supporting our ākonga in their learning and growth.

Teaching and Learning Goal 1 for 2024

Improvement Plan: Teaching and Learning

Strategic Goal 1:

All students will progress and achieve to their highest educational potential through quality teaching and learning, safe environments and positive relationships

Annual Target:

By the end of Year 10, students are achieving in reading and writing at Level 5 or above of the NZ curriculum

Analysis

This analysis relates to our current Y11 students in 2025 and their performance across Y9 and Y10, with the literacy target of Strategic Goal 1.

This goal was initially aimed to develop students' literacy to a level that they are ready for NCEA level 1. With our changes to the Y11 programme in 2024, this report focuses on literacy and numeracy-related assessments that measure students against the national curriculum level in the junior school. The analysis covers the progression from the entrance testing for this cohort as Y8 in 2022 to the end-of-year testing as Y10 in 2024.

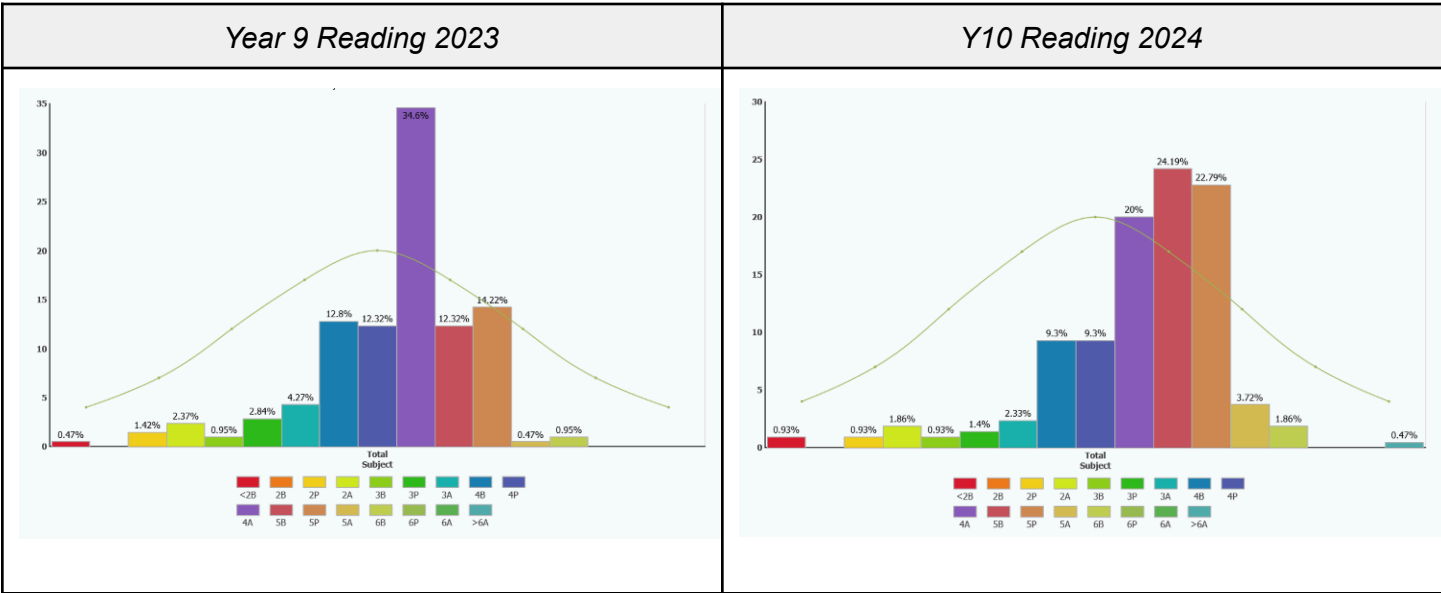
The data collected and reflected here shows progression for reading and writing using asTTle reading and writing tests. They are assessed against curriculum levels. AsTTle uses a range of categories within the curriculum level from beginning to proficient and advanced categories. In addition to asTTle reading and writing, we also assess listening, as well as punctuation and grammar through Progressive Achievement Tests (PAT). And finally, we also have the NCEA Literacy Common Assessment Activity (CAA) results for both reading and writing to help us assess student progression and outcomes. NCEA Literacy covers foundational literacy and sits at Level 4/5 of the New Zealand Curriculum, indicating that a student has full control over Level 4 and is ready to work at level 5.

Generally, we expect students to work at curriculum level 4 in Year 9 and curriculum level 5 in Year 10. This goal expects that all students will be working at or above 5B for reading and writing for asTTle results and that the majority of students would achieve their NCEA L1 literacy in their Y10 year.

Reading:

AsTTle reading testing is conducted at the **start** of the school year - Y9 2023 and Y10 2024. The Literacy (CAA) Common Assessment Activity was offered to this cohort in May 2024 and then again in September 2024. Please note that the asTTle reading and writing graphs have different keys. The reading graph starts with <2b and it is the red bar you are looking at which is the 5b one. ■

asTTle results at a glance:



Statistical Comparison:

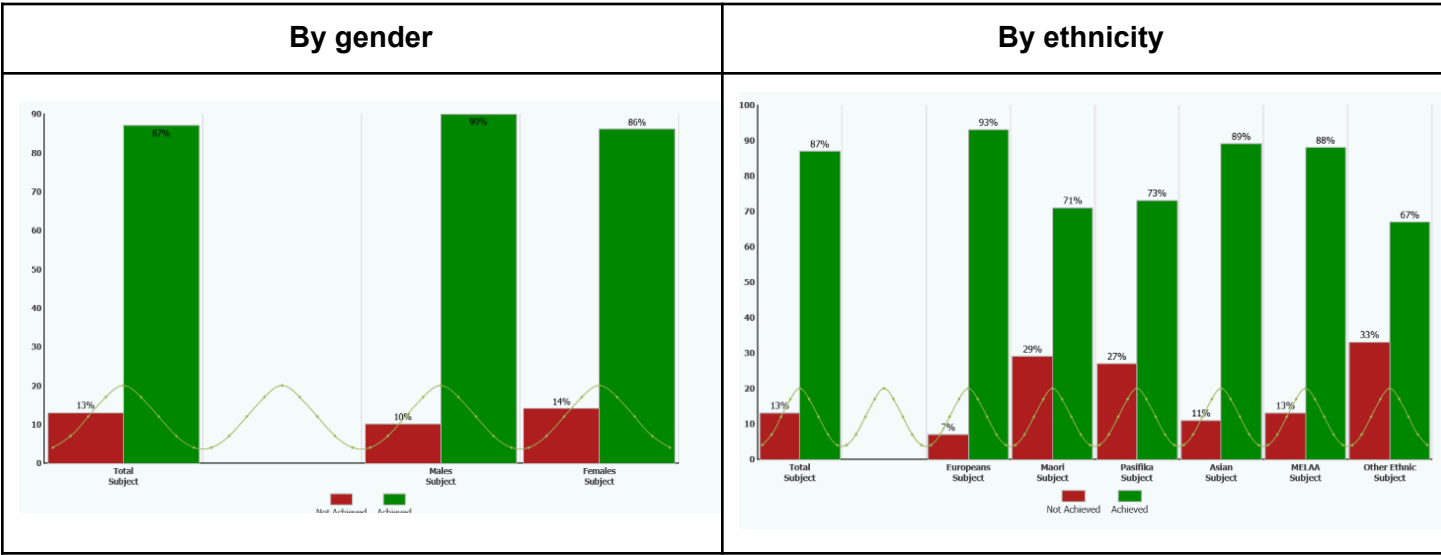
The following statistics show where our students are at the start of Y9 and Y10.

% working at 5B and above	Yr 9 results 2023	Yr 10 results 2024
All Y10 students	29%	54%
Male	27%	49%
Female	30%	57%
Māori	27%	55%
Pacific	34%	51%

The results above reflect the progression made across the year for reading literacy between the start of their Y9 schooling to the start of Y10. We do not conduct another reading test at the start of Y11.

Reading Common Assessment Activity (CAA) results at a glance:

US 32403: Demonstrate understanding of ideas and information in written texts




Statistical Comparison:

	Y10 reading CAA results 2024	
	School Results	National
All Y10 students	85%	70%
Male	88%	67%
Female	82%	72%
Māori	76%	51%
Pacific	73%	68%

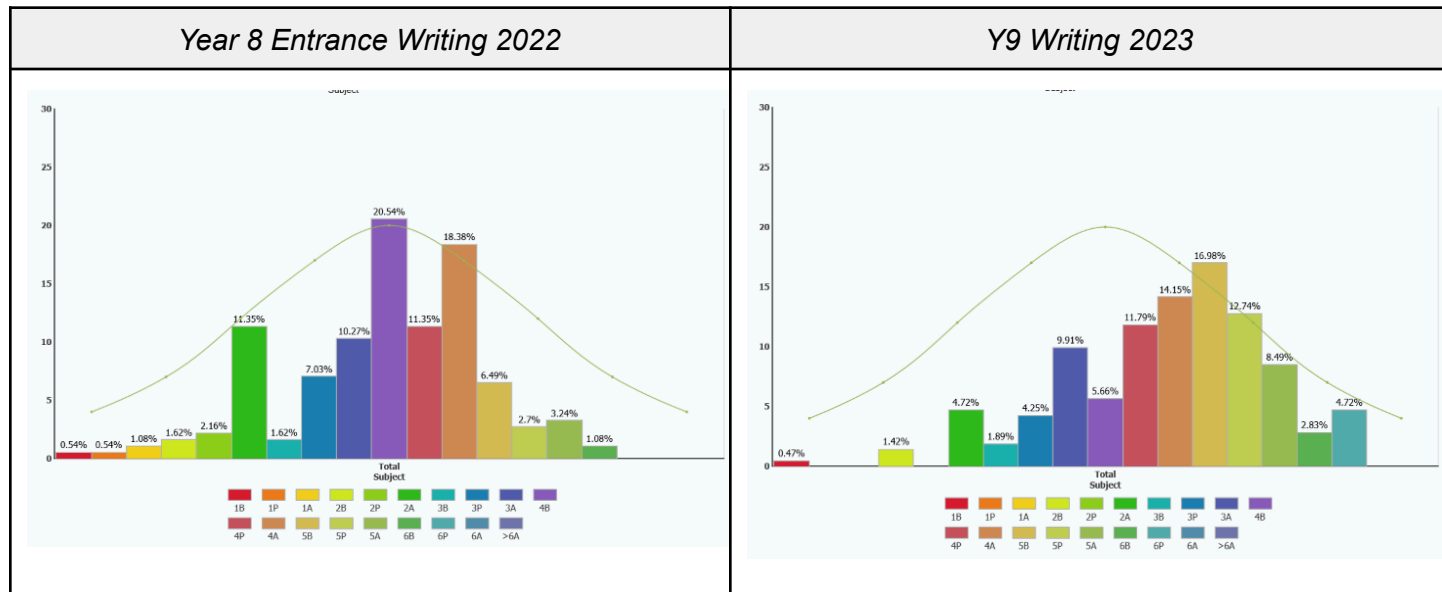
The success of the reading CAA can be seen when comparing our data against the national data. We are well ahead of the national data for all the groupings considered. It was great to see the result for the boys. In our asTTle reading data they were one of the lower-performing groups but this has not been the same with the reading CAA. Some interesting considerations are if boys prefer the test-like conditions of the CAA and/or simply that the deliberate shifts the English faculty adjusting their Y10 programmes had this impact.

Writing:

AsTTle writing testing is conducted at the **end** of the school year - Y8 entrance test 2022 and Y9 2023. The Literacy (CAA) Common Assessment Activity was offered to this cohort mid-year 2024 and then again in September 2024.

Please note that the asTTle reading and writing graphs have different keys. The writing graph starts with 1B and it is the yellowish bar you are looking at which is 5b. 

Results at a glance:



Statistical Comparison:

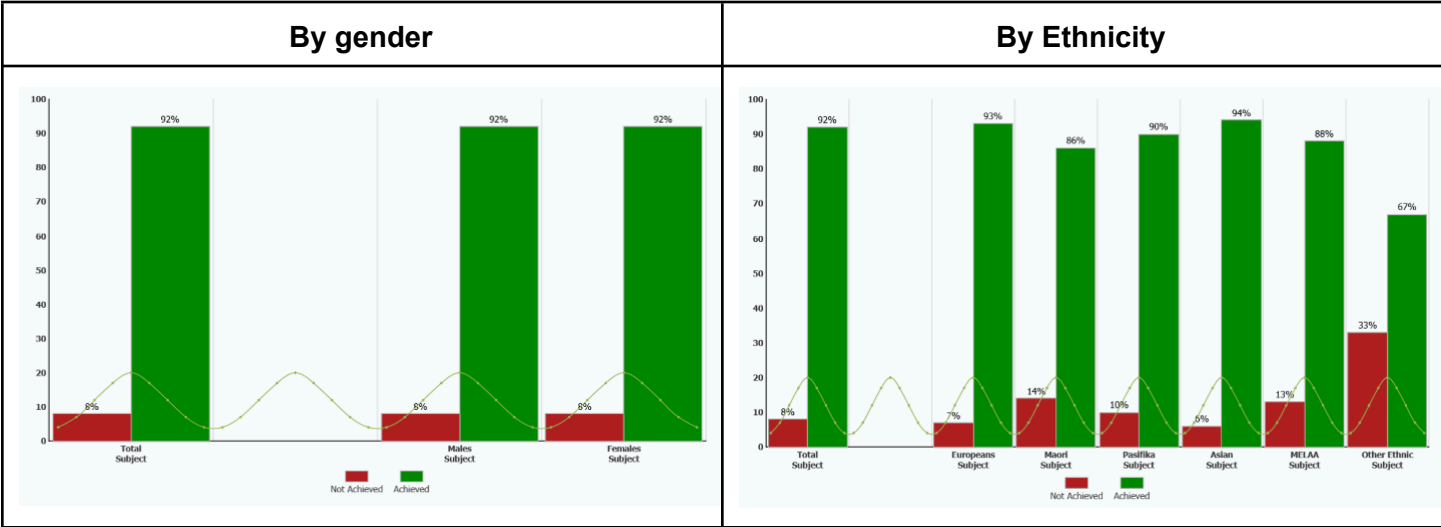
The following statistics show where our students are at the start of Y9 and Y10. Please note, however, that these asTTle writing tests are conducted as an entrance test when students are finishing their Y8 school year and then again at the end of their Y9 year. We do not do an asTTle writing test at the end of Y10 as they had already participated in two writing CAA's during that year.

% working at 5B and above	Yr 8 entrance results 2022	Yr 9 results 2023
All Y10 students	14%	46%
Male	8%	36%
Female	21%	57%
Māori	15%	53%
Pacific	0% (+20 % sitting on 4A)	33%

The results above show the progression across one year. We can clearly see that more girls were achieving at higher levels in the asTTle writing than boys. Pasifika results show that by the end of 2023, one third were attaining our target but we need to remember that the number of students in this data set is low with 18 learners identifying as Pasifika. The result of this is that one person's results can make a 7-8% variation in data. It is interesting to compare this data with the writing CAA results.

Writing Common Assessment Activity (CAA) results at a glance:

US 32405: Write texts to communicate ideas and information



	Y10 Writing CAA results 2024	
	School Results	National
All Y10 students	89%	66%
Male	89%	61%
Female	88%	72%
Māori	93%	55%
Pacific	90%	54%

Statistical Comparison:

Again, some really positive results here when comparing our results against national data. The data speaks for itself. It shows clear improvement from our asTTle testing and shows us attaining well above national comparisons in the CAA.

In conclusion, the annual target being that ‘by the end of Year 10, students are achieving in reading and writing at Level 5 or above of the NZ curriculum’ has been met in part. To achieve this goal, would require all students to be working at Level 5 and above by the end of 2024. Not all of this cohort are working at Level 5. However, the vast majority are. Our results for the NCEA reading and writing CAA’s are pleasing and while there is always room for improvement, we are achieving results which are well above national comparisons.

The success of the Literacy CAA's are a direct result of some deliberate actions that have been taken by the Literacy Lead, Jenny Brown and the wider English faculty. Some of our professional time in 2024 was also targeted towards whole-school literacy approaches. In addition to this, we have been involved with the Accelerated Literacy Learning (ALL) programme, and used specialist services such as RTLB and Shannon Hennig of Inclusive Communications to enhance our practice.

Of this cohort, 6 students did not attempt the literacy CAA's. The reasons mainly being related to an individual's attendance issues or they may be ESOL/ELL students who have limited literacy skills and were not deemed ready to sit the CAA's.

Of this cohort in 2025, there are 51 students still to attain their literacy qualification. 13 of this group are either new to us this year or were attending other alternative education sites last year. Students who have not yet achieved the reading and writing CAA will be given further literacy support and will have two further opportunities to attain these in 2025. These students have also been placed in Y11 literacy and numeracy semester courses to give additional targeted support.

We continue to recognise the importance and value of literacy skills. There is a strong correlation between reading and writing. When students read, they build on and extend the literacy learning that they need to be successful writers. They transfer their growing understanding from their reading to their writing and vice versa. We continue to work with the students so that they too can see and understand these important connections.

Next steps:

- The data we collect continues to allow for clear identification of students who are still below 5B. The Literacy Lead coordinator is well aware of which students need additional support. Close monitoring will continue to occur throughout the year.
- Students who have not yet attained the NCEA Literacy Common Assessment Activities (CAA) by the end of 2024, will be offered further opportunities in Year 11. In addition to this, in 2025, there is a first half English semester course which targets literacy skills.
- In 2025, we are offering Y10's only one opportunity to attempt the CAA - this being the September assessment period. We want to ensure students have a positive experience with the CAA by being in a position to undertake this test where they are ready and confident.
- The Literacy Lead is now a member of the Professional Learning Committee and has been compensated accordingly.
- The Literacy Lead who has specific responsibility for improving literacy across the school will launch a School-wide Approach to Literacy which identifies common strategies to use across all faculties. A literacy workshop will be offered to staff during our Professional Learning programme and faculty support will continue to be given to keep improving reading and writing skills.
- As we move to new strategic goals in 2025, targets around literacy through the analysis of our reading and writing data will continue.

Improvement Plan: Teaching and Learning
Strategic Goal 1: <i>All students will progress and achieve to their highest educational potential through quality teaching and learning, safe environments and positive relationships</i>
Annual Target: <i>Academic goals as set out in the table below are achieved.</i>

Table 1 - Academic Goals

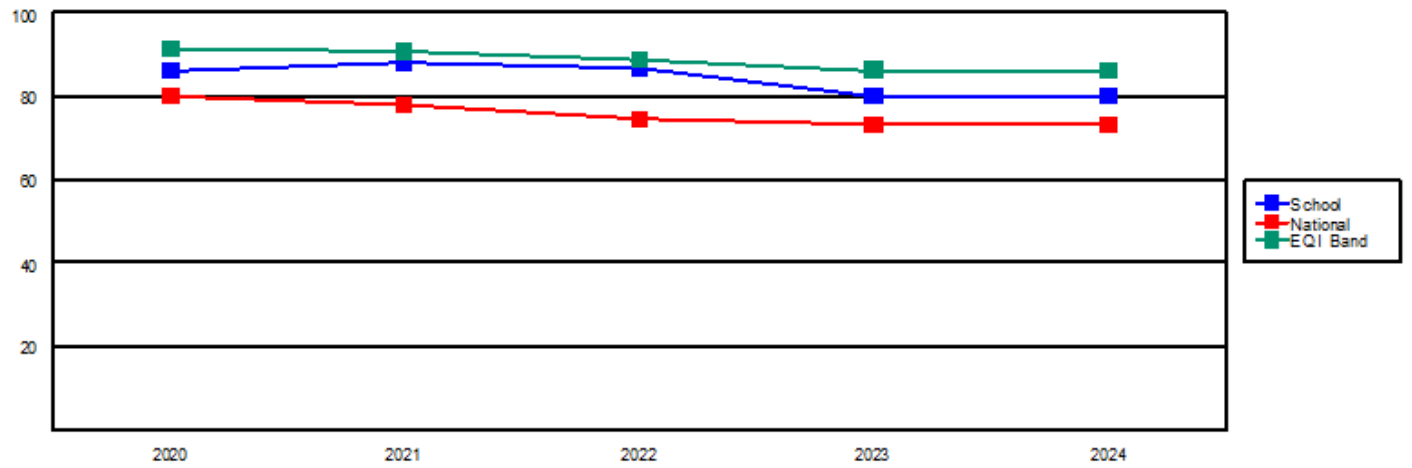
<i>New Zealand Qualifications</i>	<i>All Students</i>	<i>Māori</i>	<i>Pasifika</i>	<i>With Merit / Excellence</i>
NCEA Level One	80%	80%	80%	70%
NCEA Level Two	80%	80%	80%	55%
NCEA Level Three	70%	70%	70%	45%
University Entrance	60%	60%	60%	-

NCEA results for 2024

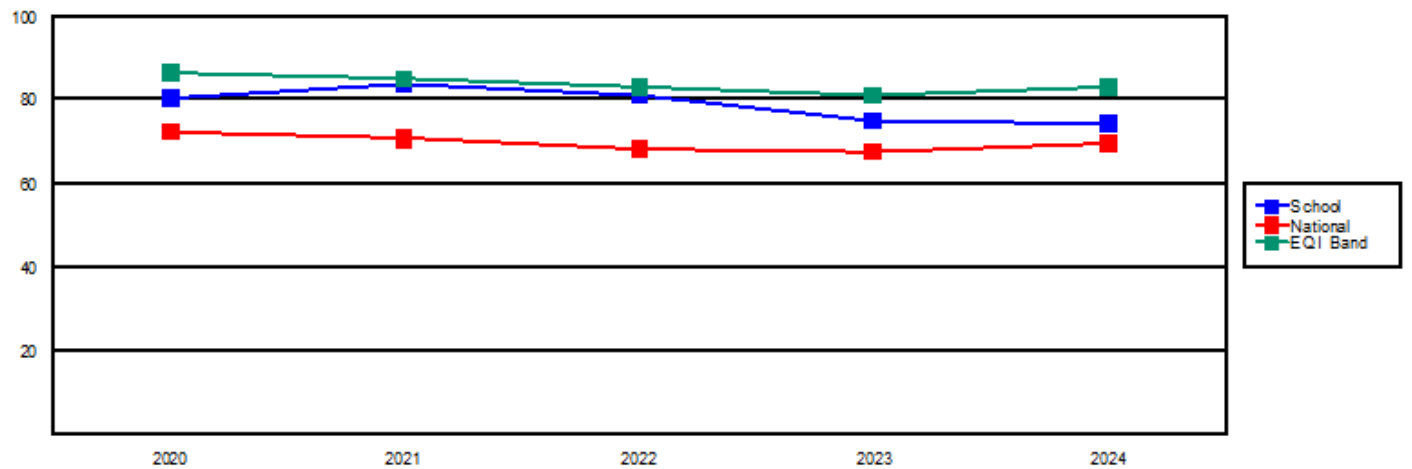
The NCEA results for 2024 are included in the graphs below. This is the data as extracted from NZQA and it includes all of our learners who were enrolled. This includes our ORS funded students and our International students, some of whom do not enrol in sufficient credits to gain the qualification. We are compared against our school equity index which is a measurement of social disadvantage (or advantage).

We have achieved our goal at NCEA Level 2 and we sit at 75% and 64% for UE. Whilst this indicates we did not reach all targets, we have sustained our results from 2023-2024 and sit consistently above national averages.

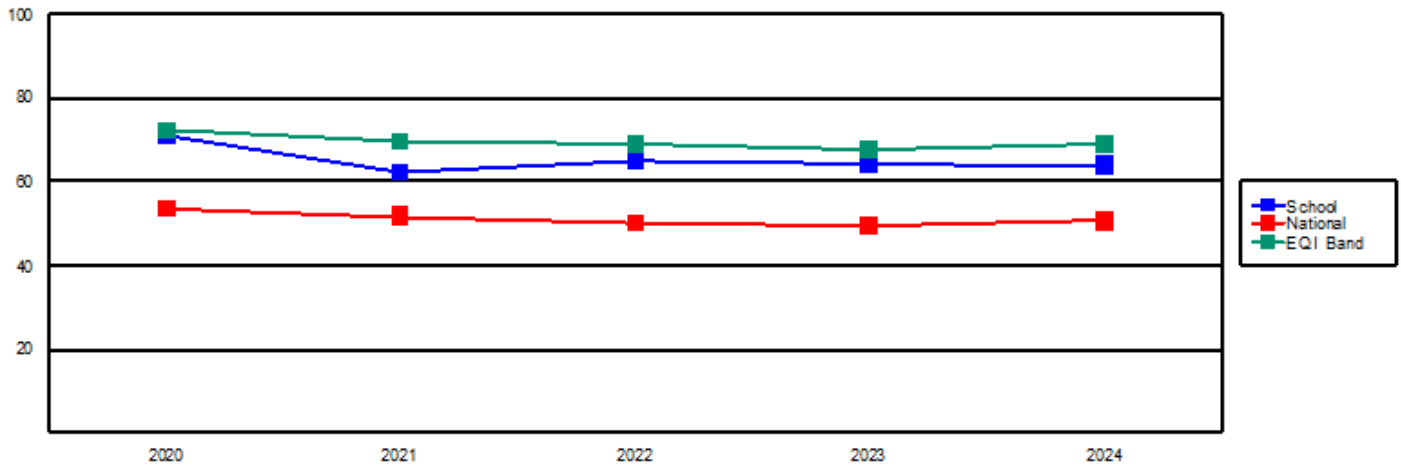
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Improvement Plan: Teaching and Learning

Strategic Goal 2: *Māori students will enjoy educational success as Māori and fulfill their personal and educational potential.*

Annual Target: *All Māori students are engaged and achieving success as Māori.*

Across our kura in 2024, leadership from our ākonga was an outstanding highlight. Our young people led as head students, executive members, leaders in the newly established Pou Aoraki role and across the kura.

Ngā manu Kōrero participation, Kapa Haka involvement, Kī-o-rahi nationals, Waka Ama and the weekly assembly leadership were all significant in the engagement and achievement of our ākonga.

2024 saw a planned pause in the delivery of Te Ao Haka, with the focus shifting towards securing the right staffing and structure for a successful relaunch in 2025.

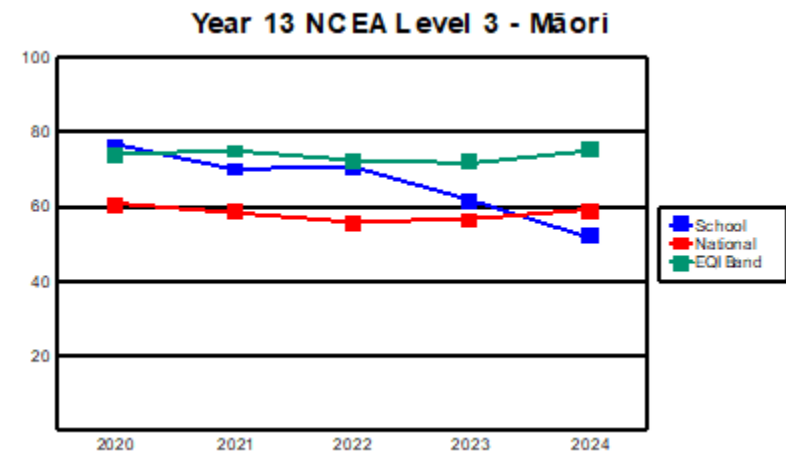
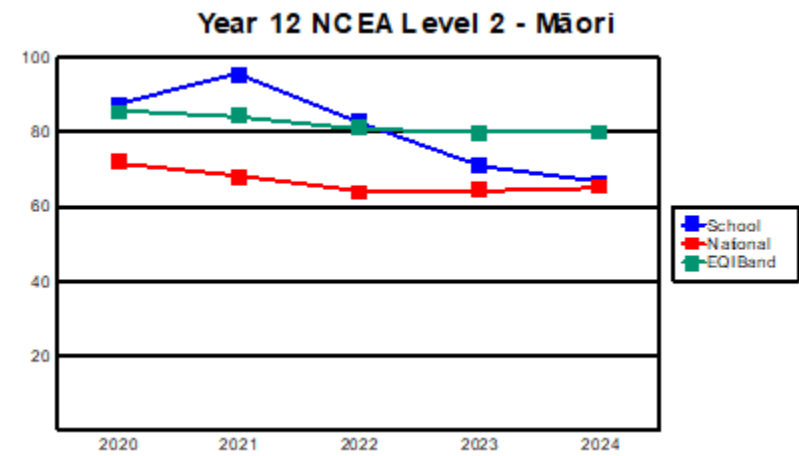
The main kaupapa for 2024 was the very successful Te Ao Mārama Haerenga ki Rarotonga 2024. This trip had been in the works since Term 2 of 2023, providing 26x of our senior reo Māori students the opportunity to reconnect with and trace the steps of their ancestors, as they made their way from Hawaiki to Aotearoa.

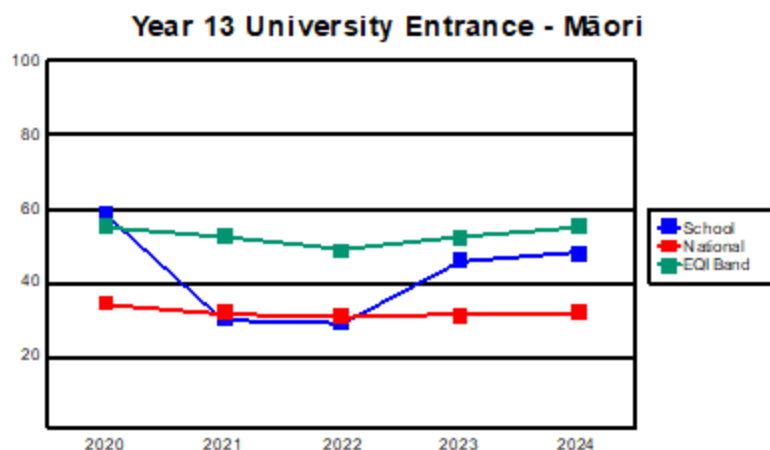
NCEA Results

Our results for NCEA reflected the success of our pedagogical approaches and academic support. Whilst not at the set target, our ākonga Māori achieved NCEA results above national averages.

Year	Level 2	Level 3	UE
2020	87.5	76.5	58.5
2021	95.7	70	30
2022	82.9	70.6	29.4
2023	71.1	61.5	46.2
2024	66.7	52	48

National Comparisons:





Next steps:

We will continue to work together to develop our school connections with iwi and with Ngā Hau e Whā in Newlands. The development of a revised **Te Ao Mārama Framework**, and implementing this for our whare, and in turn, the kura will be a focus for 2025.

Te Ao Haka has returned in 2025 and we have introduced a new course - Hā, Hauora Aotearoa, with the focus on learning about looking after our wellbeing and the wellbeing of others in the context of Hauora.

In addition, our professional learning focus will continue to be on strengthening our teaching and learning in a culturally responsive way to ensure we meet the needs of our Māori ākonga across all areas of the school.

Improvement Plan: Teaching and Learning

Strategic Goal 2: Pasifika students will enjoy educational success as Pasifika and fulfill their personal and educational potential.

Annual Target: Pasifika students are engaged and supported to achieve success not only as a Pasifika student but as a respected member of the school community.

A Pasifika Learning Advisor was appointed which enabled greater emphasis to be placed on academic and mentoring intervention. We continued to celebrate Pacific identity, individual and collective student success, and provide information and opportunities for future career pathways.

We valued building a greater connection with Pasifika families and appreciate the work that the newly established Pasifika parent komiti did throughout the year but in particular the support given to the Polyclub. This was the strongest performance we have seen in recent years and we were all proud of the effort, energy and enthusiasm they brought to the Stage in both the Fiafia night and at Te Kiwa Nui PolyFest.

NCEA Results

Year	L1 Literacy	L1 Numeracy	L1 NCEA	L2 NCEA	UE Literacy	L3 NCEA
10	72%	50%				
11	70%	83%				
12	100%	100%	91%	64%	64%	
13	100%	100%	100%	100%	86%	27%

While there is still some way to go with equity in our results we are making some great progress. In 2024, most Y10 students are given the opportunity to sit the Literacy and Numeracy Common Assessment Activities (CAA). Of those Pasifika students that sat it the Reading CAA there was a pass rate of 73% compared to 68% nationally. The Writing CAA had a 90% pass rate compared to 54% nationally. The Numeracy CAA had a pass rate 50% compared to 31% nationally. Of the 5 students who have not attained these standards yet, 3 did not attempt them. It is great to see that literacy and numeracy is being achieved for most learners by the time they leave the school.

For some students attaining a qualification may take two years and they might end up getting L2 and L1 at the same time. Looking at our Y12 Pasifika cohort, 77% attained L1 in their Y11 year, with a further three picking it up in their Y12 bringing that total to 91%. Looking at the Y13 cohort, we can see that all students have attained their L1 and L2 NCEA qualification, however, nine of the Y13 Pasifika students left without attaining L3.

Next Steps

Our next steps as a school are to strengthen the monitoring of our Pasifika achievement at the NCEA level. We will also look to strengthen the role of our Pasifika Learning Advisor.

Work continues to provide academic mentoring and future pathways to support students.

We will also continue to build our Poly club performances and ensure that the leadership and engagement continues across the school.

Improvement Plan: Teaching and Learning
Strategic Goal 2: <i>All Learning Support Students will achieve to the best of their ability.</i>
<p>Annual Target: <i>Developing an age appropriate integrated Life skills programme focusing on key competences, and that embraces the progression model of Te Mātaiaho, designed for those who experience learning at a sensory level.</i></p> <p>Rationale: <i>The key differences between the outcomes model vs the progression model is:</i></p> <ul style="list-style-type: none"> • <i>Outcomes model = "You need to achieve this by this age."</i> • <i>Progression model = "Here's what you can do now, and here's your next step – no matter your age or year level"</i> <p><i>The progression model puts the child at the centre of their learning and is mana enhancing</i></p>

Summary of Initiatives and next steps

A draft Life Skills framework has been developed.

Units of work within the framework give a broad outline of the topics to be included. These will need to be added-to over time and in response to the needs of students who join the cohort.

Staff need opportunities to engage with the framework, provide feedback and add to it. This will be explored further in Term 2 2025. Going forward the framework will support staff to have increased confidence in planning and delivering life skills units using progression models.

The programme so far has been well-received by students and whānau, particularly where students have experienced visible success and increased independence. It has also helped with focusing on development of IEP goals.

The SPEC framework has proven flexible and appropriate, particularly for students working at a range of phases. We shall continue to look at the themes and levels offered by the programme and how they connect with our students.

Embedding Te Mātaiaho progressions has encouraged a shift from task completion to tracking developmental gains over time.

The use of rubrics to monitor key competencies has improved the quality of learning evidence for IEP meetings and external reporting.