

# ANALYSIS OF VARIANCE 2019

## ACHIEVEMENT DATA 2017-2019

	2019						2018						2017					
	All	Male	Female	Maori	Eur	Pacific	All	Male	Female	Maori	Eur	Pacific	All	Male	Female	Maori	Eur	Pacific
Level 1	46.7	45.7	48	32.5	84.6	42	59.2	62.5	63.3	47.9	84	50	81	72.7	90	72.5	95	0
Level 2	59.7	56.3	63.3	52.5	76.2	50	72	56	88	63.3	85.7	0	69.4	78.9	63.3	51.9	86.7	100
Level 3	26.5	6.7	42.1	5.3	43.8	0	50	28.6	57.9	33.3	63.6	40	36.7	25	50	35.7	46.7	0
UE	23.5	0	42.1	5.3	37.5	0	30.8	28.6	31.6	11.1	45.5	20	20	18.8	21.4	14.3	26.7	0

## CHARTER SUMMARY 2019

<p><b>Vision Statement</b></p> <p style="text-align: center;"><i>Always prepared to meet challenges through participation, positivity and passion.</i></p>	<p>Mission Statement</p> <p style="text-align: center;"><i>We give our students opportunities to strive for excellence, through meaningful learning.</i></p>	<p><b>Values Statement</b></p> <p style="text-align: center;"><i>Kia Hiwa Ra – Always prepared to show manaakitanga with:-</i></p> <p style="text-align: center;"><i>Pride ~ Respect ~ Integrity ~ Positivity</i></p>
<p style="text-align: center;"><b>Strategic Goals 2019</b></p> <p>Goal1: Ensure academic and learning achievement to the highest level for each student</p> <p>Goal 2 Provide a range of academic, cultural and sporting opportunities for each student to participate and achieve</p> <p>Goal 3 Ensure consistent, high quality teaching practice;</p> <p>Goal 4 Ensure effective and active communication pathways between school and community is maintained;</p> <p>Goal 5 Provide a safe, caring environment for each student – Manaakitanga</p> <p>Goal 6 Prepare students for life beyond school;</p> <p>Goal 7. Ensure effective management of school resources, to maximise positive outcomes for students.</p>	<p style="text-align: center;"><b>Annual Goals 2019</b></p> <ol style="list-style-type: none"> <li>1. To further develop the quality and consistency of teaching practice.,</li> <li>2. To support student achievement.</li> </ol>	<p style="text-align: center;"><b>Annual Targets</b></p> <p>Target 1 Identify priority learners who are at risk of not achieving NCEA level 1 and put strategies in place to support successful completion of this qualification. 85% of those identified students will have achieved NCEA level 1 by the end of 2019</p> <p>Target 2 The achievement rate of Maori students at NCEA level 1 will increase in comparison to 2018 NCEA L1 results</p> <p>Target 3 An identified group of year 9 students who are below or well below curriculum level 2 &amp; 3 in reading will have progressed more than 2 sub-levels in asTTle</p>

## Analysis of variance of Priority At risk NCEA Level 1 Learners


<b>STRATEGIC AIM</b>	Ensure academic and learning achievement to the highest level for each student																																																																														
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<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>• Identification based on attendance rate and mid- year credit total,</li> <li>• Tutorials offered during external exams</li> <li>• Contact made with parents on a more regular basis.</li> <li>• Year level Dean intervention</li> </ul>																																																																														
<b>REASON FOR VARIANCE</b>	<ul style="list-style-type: none"> <li>• 50% seriously low attendance rate.</li> <li>• Majority not achieving literacy or numeracy requirements</li> <li>• Pastoral records show a pattern of non-compliance and lack of motivation</li> <li>• No support programme in place.</li> </ul>																																																																														
<b>NEXT STEPS</b>	<ul style="list-style-type: none"> <li>• Identify at risk students earlier</li> <li>• New vertical where system</li> <li>• Create a new position Manukura a Akonga ( Senior Student Dean)</li> <li>• Develop a Literacy and numeracy base learning programme..</li> <li>• Update and strengthen the attendance process.</li> <li>• Employ a Guidance Counsellor to support social issues of our youth</li> </ul>																																																																														

## Analysis of variance Level 1 Maori Student Achievement

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<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>Learning Areas targeted Maori student achievement</li> <li>Aspects of Maori succeeding as Maori was introduced by HOD Maori</li> <li>He Maori, te maori- a goal set to make Maori in its many forms, normal at Te Kuiti High School.</li> </ul>																																																																								
<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>Only at Achieved level is 2019 percentage on a par with 2018..</li> <li>Merit &amp; Excellence endorsements more in 2018 than 2019</li> <li>Nearly double Not Achieved in 2019 than 2018</li> <li>Percentage of female success larger than males.</li> <li>Combination of low attendance, engagement and leaving school early saw low 2019 results, not only for Maori but for whole school</li> </ul>																																																																								
<b>REASON FOR VARIANCE</b>	<ul style="list-style-type: none"> <li>Mainstream pedagogy not suiting Maori learners.</li> <li>Subjects of choice not being able to be accessed.</li> <li>2018 student numbers low</li> </ul>																																																																								
<b>NEXT STEPS</b>	<ul style="list-style-type: none"> <li>Introduce of Poutama Pounamu</li> <li>Engage whanau, iwi and marae more to support their rangatahi and as many ways as they can</li> <li>The importance and significance of attaining NCEA Qualifications as a means to accessing their future to be emphasis</li> <li>Introduce a local curriculum</li> </ul>																																																																								

## ANALYSIS OF VARIANCE Year 9 Reading

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<b>ACTIONS</b>	<ul style="list-style-type: none"> <li>● Early term 2 testing and 2018 primary school testing revealed wide discrepancy of ability.</li> <li>● Te Puawaitanga continued in 2019 and catered for the first 8 on the above list,</li> <li>● Te Puawaitanga was supported by a full time teacher and teacher aide, and ran intervention programmes such as boxing once per week in Te Awamutu, horticulture and tikanga Maori and community projects. Very strong support and relationships built with parents and caregivers.</li> <li>● Restructure of Teacher Aides had them supporting more students</li> <li>● Continued to progress one of the major CoL achievement challenges of targeted Writing.</li> <li>● Progressing Individual development plans.</li> <li>●</li> </ul>																																																																																										
<b>OUTCOMES</b>	Targets 41.1% - Progressed 2 or more sub-levels 35.3 % - Progressed 1 sub-level 11.8 %- No progress																																																																																										
<b>REASONS FOR VARIANCE</b>	<ul style="list-style-type: none"> <li>● It was the students who were not in Te Puawaitanga that made no or little progress.</li> <li>● Challenges of bottom streamed class hindered 17 to 20.</li> <li>● No real individual support given students not in Te Puawaitanga.</li> <li>● School practices</li> </ul>																																																																																										
<b>NEXT STEPS</b>	<ul style="list-style-type: none"> <li>● No streaming in year 9</li> <li>● Re staffing of Te Puawaitanga</li> </ul>																																																																																										

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- New transition programme from Primary to secondary school will see more contact with contributing schools which will instill more confidence in sharing of information and a stronger relationship built base with students.
  - Learning support coordinator will be established.