

Waihi College

Analysis of Variance 2019

Year 7&8

Global Targets:

- ★ 85% of Year 7 cohort at 3P writing by the end of 2019
- ★ 75% of Year 8 cohort at 4P writing by the end of 2019

What happened at why? Next Steps.

GT1: 78% of the Year 7 cohort achieved the goal of writing at Level 3P or above by the end of 2019. This meant that our target was NOT met.

GT2: Only 30% of the Year 8 cohort achieved the goal of writing at Level 4P or above by the end of 2019. This meant that our target was NOT met.

Comment: Year 7 and 8 had been using PACT (teacher judgement from a variety of different sources) to make overall judgements prior to 2019 and had moved to asTTle assessment (test) in line with Year 9 and 10. This was a new method of testing for many of the staff in the Year 7 and 8 area and for some students, they found the test environment very stressful.

asTTle testing for writing was based around a theme that was not part of the context that the students were learning in and this will have had an effect on their understanding and motivation.

Students often delivered quality work in class but could not reproduce this in test situations.

While end of year judgements also included multiple sources, asTTle contributions also had to be considered and lowered the overall end of year judgement.

Writing did develop well throughout the year with students scoring particularly well in ideas but low in sentence structure. Punctuation was known but not always applied and this really affected test results (no proofreading or editing allowed)

Year 7: The overall number of students who were at or above the national expected level (3a or above) for Writing in Year 7 was 47%. This is not unexpected as writing results across all schools continue to struggle. Some students dropped a sublevel and this can be due to a number of factors (type of assessment, new school, different assessor, collection of evidence method etc)

The difference in male and female writing levels in Year 7 showed female students achieving at a higher level with 55% of females at or above the expected level compared to 37% of males.

Comparison between European and Māori writing showed narrowing margins (European 47% at or above compared to Māori students who had 46% of students at or above the expected level). These results reinforce the style context and concept of local curriculum delivered at Year 7&8

Year 8: Males were still lagging behind Females in writing with 17% of female students above the expected level compared with just 3% of males. At the other end of the spectrum, 80% of males actually sit below the national expected level while only 55% of females fell into this category.

Specific Targets:

- ★ To shift Year 7 students (5) who are less than 2a in Mathematics by 2 sublevels by the end of 2019
- ★ To shift Year 8 students (8) who are less than 3b in Mathematics by 2 sublevels by the end of 2019
- ★ To shift Year 7 and 8 'Intervention Needed' (IN) students by 2 sublevels in writing by the end of 2019

There was a small difference in the performance of European and Māori writing success which is a testament to the programme of learning taking place in the waka based around local curriculum. Pasifika students and Asian students were all below the expected level (too small a cohort number to compare)

Next Steps:

- ★ Create ability/level based writing groups
- ★ Use of asTTle marking grid throughout the year for all writing tasks to increase student (and teacher) familiarity
- ★ Work with the English department so that official asTTle writing tasks are linked to what is being taught in class (where possible)
- ★ Continue to upskill staff on asTTle assessment.

ST1: Of the 5 students who were less than 2a in Mathematics, 2 made progress of 3 or more sublevels, 1 stayed the same and 1 regressed one sublevel.

ST2: Of the 7 students who were less than 3b in Mathematics (that remained at Waihi College by the end of 2019), 6 made progress of at least 2 sublevels in Mathematics. The other student progressed by 1 sublevel.

Comment: 55% of students in Year 7 were performing at or above the expected national level by the end of 2019. There was little difference in male/female success nor between European and Māori students.

54% of the students in Year 8 were performing at or above the expected national level by the end of 2019. Male students were slightly lagging behind the female students. There was little difference between European and Māori performance. During the year, students were taught according to their ability. Te Arawa waka had 2 pairs of teachers working at particular curriculum levels whereas Tainui had 4 streamed classes. Some of the positives to this was that teachers could teach specific skills and strategies to the group at one curriculum level rather than having to differentiate through many levels. Students felt comfortable that they were successful within their ability level and so discussion and buy in was greater.

Next Steps:

- ★ Increased use of recap starter questions and skill based warm ups at the start of each lesson including a focus on times tables
- ★ Use planning time to generate more diverse mathematics resourcing
- ★ More problem solving activities are needed at each curriculum level
- ★ More professional development needed for new teachers
- ★ Continued splitting of classes into ability levels

ST3: Of the 46 Year 7&8 students who were identified as needing intervention (IN), 28 made progress in writing, 12 stayed the same and 6 students ended the year on a lower curriculum level in writing.

Comment: This was actually a really good result and was the result of lots of hard work by staff to encourage students to 'have a go' rather than be fearful of making mistakes.

The new testing experience of asTTle was difficult for students and teachers and many of the students who were identified as IN students are the students who do not enjoy test situations or having their work checked (particularly in writing). Students who failed to move a curriculum level did so for a number of reasons including absenteeism, lack of interest in some of the writing task contexts, low confidence levels after repeated 'failures' at writing (start of year writing asTTle test gave very poor results)

Next Steps:

- ★ Boost students confidence to 'have a go' and to persevere in their writing, editing and revision process. Inclusion of asTTle marking schedule to show how writing is marked and next stage of development
- ★ Better context for writing assessment that relates to the topics covered in class time
- ★ Continue to upskill staff on asTTle and use of teacher aides in encouragement of IN students.

Year 9&10

Global Targets:

- ★ 65% of Year 9 students will achieve level 5b or above in end of year writing OTJ
- ★ 50% of Year 10 students will achieve at or above level 5p or above in end of year writing OTJ

What happened at why? Next Steps.

GT1: 43% of students achieved a level of 5b or above in end of year writing OTJ by the end of 2019. This meant the target was NOT met

GT2: 23% of students achieved a level of 5p or above in end of year writing OTJ by the end of 2019. This meant that the target was NOT met.

Comment: These results are disappointing in terms of meeting the targets that were set. Contributions to the shortfall were:

- ★ lack of teacher ownership of literacy 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.
- ★ Despite this target being communicated to staff and in particular the English department, the department focussed on reading (more on this later) in the hopes that as students read more, they would develop their ideas and vocabulary and interest in the written word, hence leading to more confidence in attempting more complex writing examples

While the results were disappointing in terms of meeting these global targets, it is clear that these targets were unrealistic and a result of the learning teams (DP and LLs) inexperience in setting targets. By far a better way of measuring student success is the SHIFT in their learning (1 sublevel showing progress and 2 sublevels showing acceleration (ERO definition) over a year). When we look at these results for both writing and in particular reading we see a much better story of success in our learners.

If we look at success in these terms (based on comparing Mid and End of year judgements):

- ★ 59% of Year 9 students showed progression or acceleration in writing
- ★ 85% of Year 9 students showed progression or acceleration in reading
- ★ 61% of males in Year 9 showed progression or acceleration in writing (this is particularly encouraging that the boys are keeping up with the girls)
- ★ 60% of females in Year 9 showed progression or acceleration in writing
- ★ 63% of European students showed progression or acceleration in writing at year 9. This compared with 65% of Māori to show progression or acceleration in writing at year 9. Perhaps this was because the writing tasks were linked to the social studies context the students were studying?

An interesting factor to note here is that for all but one class these students had an English teacher for both English and Social Studies. Perhaps this gave more attention to detail in writing in the non-English subject.

- ★ 46% of Year 10 students showed progression or acceleration in writing (this means that 54% of students stayed the

same or went down which is an issue that needs addressing)

- ★ 78% of Year 10 students showed progression or acceleration in reading
- ★ Progress of males and females was similar
- ★ There was little difference between achievement of European and Māori learners

Next Steps:

- ★ Writing mileage books taken from class to class so that writing portfolio is built up
- ★ Focus on writing in as many different forms as possible (not just essay)
- ★ English teachers are providing a wider range of 'low stakes' short writing activities for year 9 & 10
- ★ For this Year 10 cohort going into Year 11, an additional Pathways class with focus on Literacy was introduced for NCEA Level 1

Specific Targets:

- ★ To shift the Year 9 'Intervention Needed' students (35) by 2 sublevels in writing by the end of 2019 based on mid and end of year OTJ
- ★ To shift the Year 10 'Intervention Needed' students (25) to at least 5p in writing by the end of 2019 based on mid and end of year OTJ

ST1: 4 of the 18 Year 9 students (22%) who remained at Waihi College for 2019 who were identified as needing intervention shifted by 2 sublevels (acceleration). This meant the target was NOT met.

Comment: Of the 18 Year 9 students who remained until the end of the year, 39% made progress of 1 sublevel meaning an overall 61% of students made some sort of progress in writing. This is pleasing considering that these students are often the least engaged, in particular with writing.

Proof reading mats were not taken up by other departments but the writing mileage books were started by the end of 2019. Again the fact that the Year 9 students were taught by an English specialist for 2 lines (29% of their contact time) must have contributed to shifting these students.

Note that the students are still not at the national expected level.

ST2: 6 out of 26 of the Year 10 students (23%) who remained at Waihi College for 2019 who were identified as needing intervention shifted by 2 sublevels (acceleration). This meant the target was NOT met.

Comment: Of the 26 Year 10 students who stayed for the whole year, 19% of students shifted by 1 sublevel, 27% by 2 or more sublevels meaning that 46% of the students identified as needing intervention made progress or acceleration. 16% of students who were identified as needing intervention decreased by 2 or more sublevels indicating that there is still lack of buy in, motivation and student confidence in writing. Students who are already disengaged are not confident to give writing a go and experience more failure so simply fail to engage in writing at Year 10.

Next Steps:

- ★ Continuation of writing mileage books
- ★ Year 10 class specifically targeted for learning support and collection of writing (and reading) evidence
- ★ Year 10 class of learning support taught in 2 lines by one teacher who can nurture students and provide a 'safe learning space' where they feel confident and successful
- ★ Increased focus on writing now that reading is showing good progression

Other Comments on Year 9 and 10

Good progress was made by students in other core subjects of Social Studies, Science, Health and Physical Education. It is important to note the poor performance of the Mathematics department. This was due to lack of expertise and leadership in the department and the consequent lack of buy in from the students. 2020 sees an almost completely new department which

is far better organised, resourced and staffed with fully trained mathematics teachers!

Year 11, 12 and 13 (NCEA)

Global Targets:

- ★ 80% of Year 11 students to achieve NCEA Level 1
- ★ 85% of students to achieve NCEA Level 2
- ★ 70% of Year 13 students to achieve NCEA level 3

***For detailed statistics, please view PDF Principal Reports in HOD Analysis NCEA folder**

GT1: 78% of students in Year 11 achieved NCEA Level 1. This meant that the target was NOT met.

Comment: Despite the target not being met, this was an outstanding achievement. This cohort was particularly difficult in terms of high learning, pastoral and behavioural needs.

- ★ 81% of students gained Literacy at Level 1
- ★ 85% of students gained Numeracy at Level 1

It is important to note the importance of Super Tuesday in the success of Literacy and Numeracy with Term 3 and 4 being devoted to catching up students who were in danger of not gaining literacy, numeracy or both.

Of the 20 students who failed to gain NCEA Level 1:

- ★ 3 students were on Section 71
- ★ 3 students were attending Northern Health School
- ★ 2 students were attending Alternative Education
- ★ 1 student is enrolled in the Memphis Centre at Waihi College
- ★ 2 left school to be homeschooled through Te Kura
- ★ 3 students had less than 35% attendance
- ★ 1 student was uplifted by Oranga Tamariki and did not return for the rest of 2019 (though has returned for 2020)

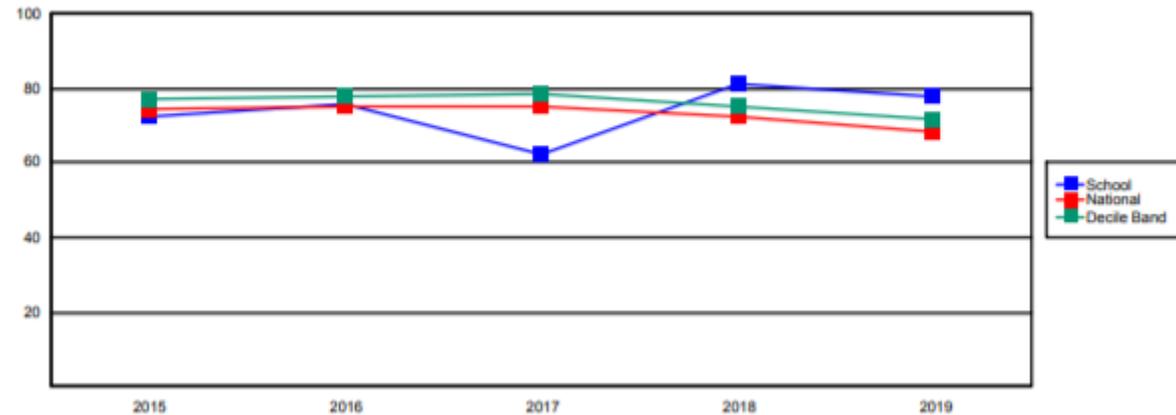
This makes our statistics considerably worse than the actual success that occurred in 2019. This must be attributed to the good teaching and constant chasing of this cohort. Progress was closely monitored with Literacy and Numeracy progressions and students had a plan worked out for them by Term 3 of how they were going to achieve success. (important to note that this was done by the LL and the ST team; would have been significantly helpful to have Pouako taking ownership of this)

The pass rate of 78% was higher than the national and comparable decile results for 2019

Male and female pass rates were almost identical.

Māori (72% pass rate) underperformed compared to European (80% pass rate)

Year 11 - NCEA Level 1



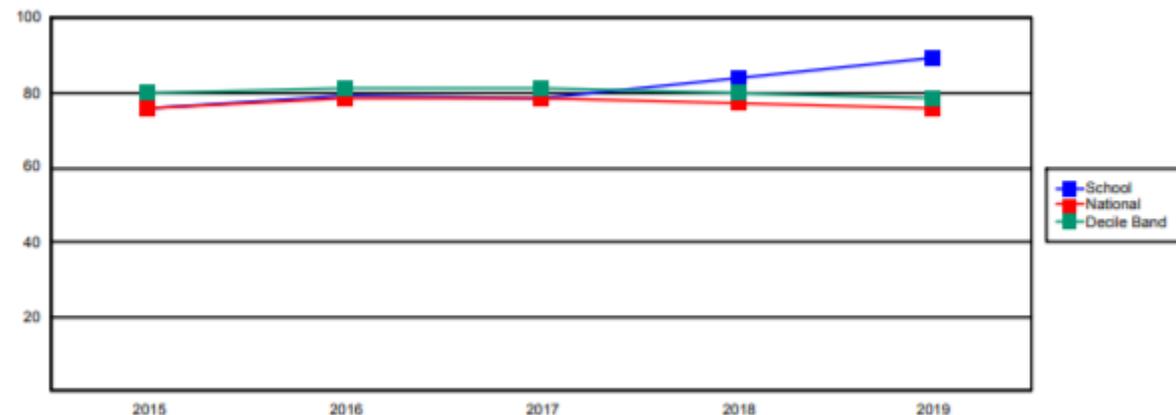
GT2: 90% (89.8%) of students in Year 12 achieved NCEA Level 2. This meant that the target WAS met.

Comment: This result was very pleasing with the results far above both national and comparative decile schools.

- ★ 88% of male students gained NCEA Level 2
- ★ 92% of female students gained NCEA Level 2
- ★ 91% of European students gained NCEA Level 2
- ★ 85% of Māori students gained NCEA Level 2
- ★ 80% of Pasifika students gained NCEA Level 2 (4 out of 5 students)

Again constant monitoring, tracking and keeping students through study leave (by DP, LL) certainly helped students to pass. The keeping of students past study leave is not always popular with students (and teachers). The onus always falls on the same reliable and flexible teachers whose workload increases considerably at this time. However, this practice provides an essential safety net for students to guarantee NCEA Level passes. When NCEA analysis of external v internal is done, this further emphasises the importance of no study leave. (external results are considerably less successful for some subject areas)

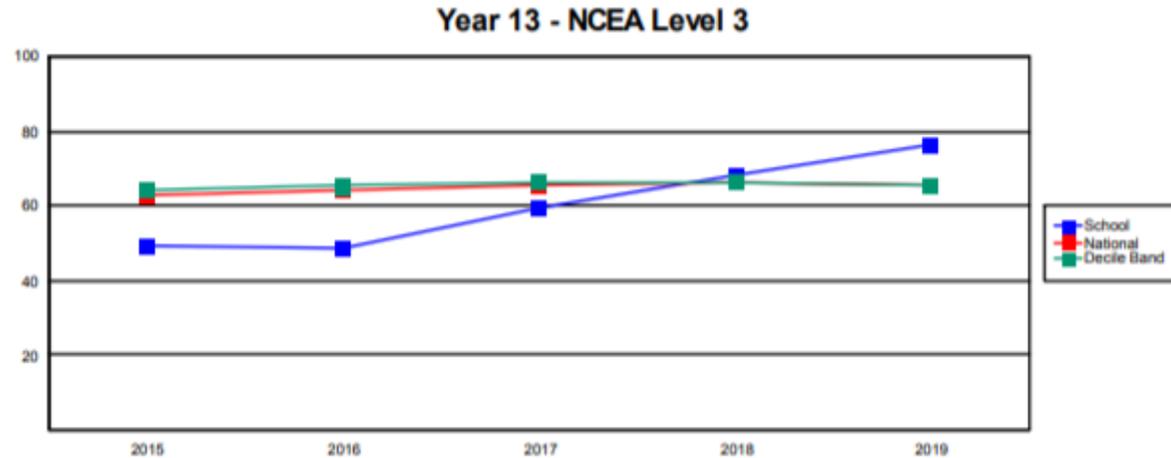
Year 12 - NCEA Level 2



GT3: 76% of students in Year 13 gained NCEA Level 3. This meant that the target WAS met.

Comment: This result was pleasing in that Level 3 is a difficult qualification to achieve. While NCEA Level 3 is designed as a pathway to tertiary studies, there are a number of students who choose to stay on at school to attempt level 3 with no desire to attend tertiary studies. There are also a number of students who stay at school to continue with sports, leadership positions, waiting for job opportunities etc but do not intend to achieve NCEA Level 3. All students who attend for 70 days are included in these statistics.

Tracking, conversation and planning was essential in the success of this cohort.



★ 84% of female students gained NCEA Level 3

★ 68% of male students gained NCEA Level 3

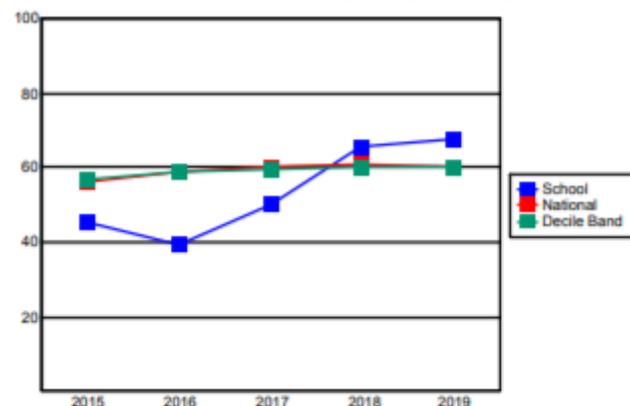
This difference is large and shows the success of female students at Level 3. Perhaps this is due to the high literacy expectation at NCEA Level 3. Perhaps it is due to the different career aspirations of students with males successfully moving into Trades and not requiring NCEA Level 3 as a benchmark of success.

Despite the lower levels of success of male students, Waihi College students (male) still outperformed the national and comparable decile schools.

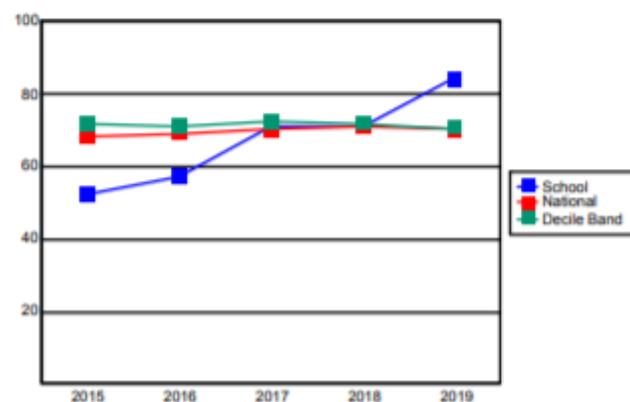
Specific Targets:

- ★ To get 75% of the students identified as 'Intervention needed' to pass NCEA Level 1
- ★ 5 Excellence and 12 Merit Level endorsements
- ★ 85% of students identified as 'Intervention Needed' to pass NCEA Level 2
- ★ Of the 26 students who have indicated they would like to achieve University Entrance, 17 will gain University Entrance
- ★ To achieve 8 Merit and 4 Excellence endorsements at NCEA Level 3

Year 13 NCEA Level 3 - Male



Year 13 NCEA Level 3 - Female



ST1: Of the 40 students identified as needing intervention to succeed, 33 achieved NCEA Level 1 (82.5%). This meant that the target WAS met.

Comment: Of the 7 students who did not achieve NCEA Level 1, 7 (100%) of them had left Waihi College during the year (1 to another school, 1 uplifted by Oranga Tamariki, 2 left school (Te Kura), 1 was on Northern Health School and 1 left school at 16 years old)

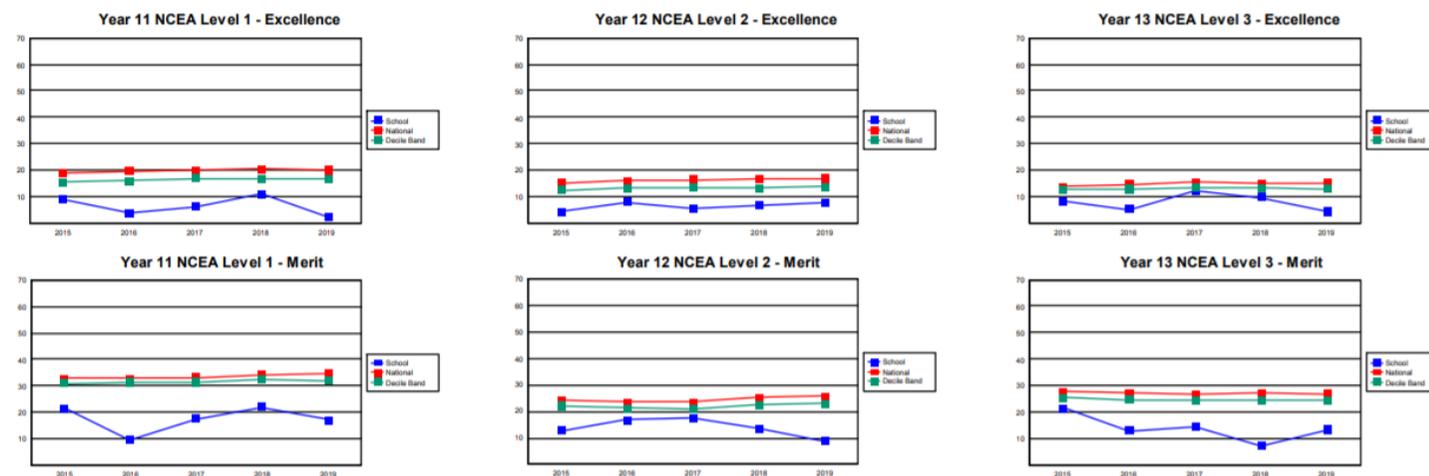
This was an excellent success rate, largely met by constant tracking and support. Students were identified early, offered additional courses, mentoring and literacy/numeracy support through ST and study leave.

ST2: There were 16 Level 1 Overall NCEA Endorsements (14M, 2E) and 24 Subject Endorsements. There were 9 Level 2 Overall NCEA Endorsements (2M, 7E) and 32 Subject Endorsements. There were also 4 students who gained Vocational Pathways Endorsements (the first we have ever gained at Waihi College). This meant the target WAS achieved.

Comment: Then considering the number of endorsements, it is important to consider the motivation to gain endorsement.

This is very much a personal (and family) decision rather than something a student can be persuaded into. The overall number of endorsements at Waihi College is pleasing.

When the endorsement data is presented by NZQA, it is important to understand how they are calculated. Neither subject nor vocational pathways endorsements are included in the data. The percentage of endorsements is calculated from the number of students who passed that particular NCEA level so is very dependant on the success of the cohort (a low pass rate could in fact yield a high endorsement figure!)



Endorsement rate is likely to be a focus for 2020.

ST3: 100% of the students identified as needing intervention gained NCEA Level 2. This meant that the target WAS achieved.

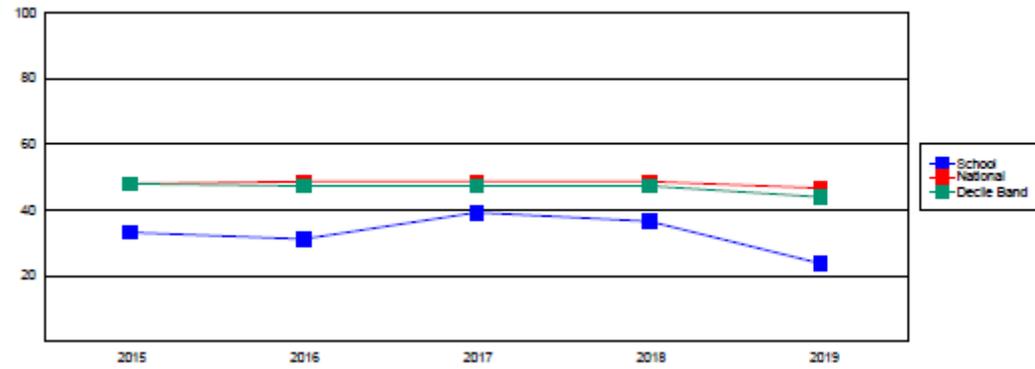
Comment: Constant monitoring, tracking, conversation, additional courses and knowing the students really well allowed for some excellent interventions and success for all these students.

ST4: 14 of the 26 students who showed an interest in gaining University Entrance at the start of the year achieved this (a further 2 gained this through summer school). This meant that the target was NOT met.

Comment: This result was completely expected and there were no surprises. Of the students who indicated they were interested in gaining University Entrance, some were interested in this as 'something to keep up their sleeve' rather than a definite desire to attend University.

It is important to remember that the motivation for completing Year 13 and NCEA Level 3 is not just to go to university. Each year it is more important to look at the success of the students that need to get UE rather than looking at the whole cohort. This considerably lowers the statistics (see graph below)

Year 13 - University Entrance



ST5: At NCEA Level 3 there were 5 Merit and 2 Excellence endorsements at NCEA Level 3. This meant that the target was NOT met.

Comment: There were 20 subject endorsements at NCEA Level 3.