

TARAWERA HIGH SCHOOL

**ANALYSIS OF VARIANCE 2019
WHAT'S NEW IN 2020**

STRATEGIC GOAL

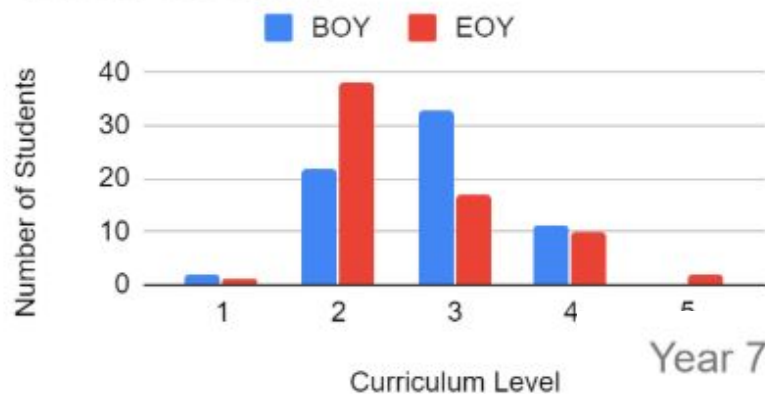
**TO INCREASE LITERACY AND NUMERACY LEVELS
ACROSS THE SCHOOL**

Reading/Writing/Math End of Year	Well Below	Below	At	Above
Year 7	3B or less	3P-3A	4B	4P+
Year 8	3P or less	3A-4B	4P-4A	5B+
Year 9	4B or less	4P-4A	5B	5P+
Year 10	4P or less	4A-5B	5P-5A	6+

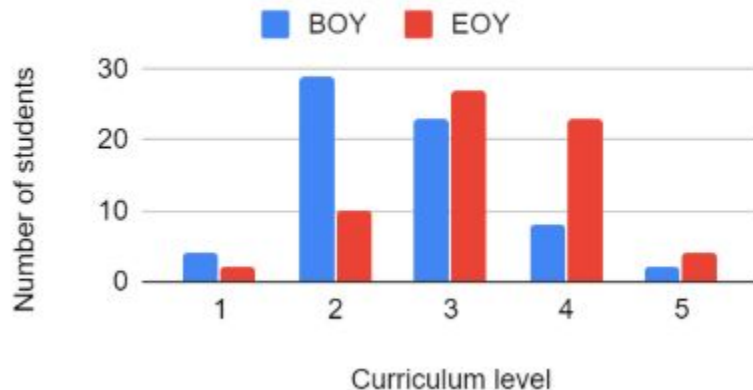
E-Asstle

JUNIOR BEGINNING & END OF YEAR COMPARISON - YEAR 7

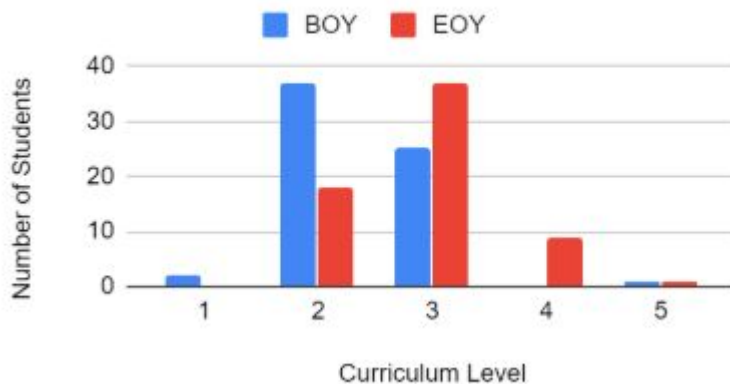
Year 7 Reading



Year 7 Writing



Year 7 Maths



ACCELERATED PROGRESS - 2 OR MORE SUBLEVELS IN E-ASTTLE

2020 - YEAR 8 STUDENTS

Year 7

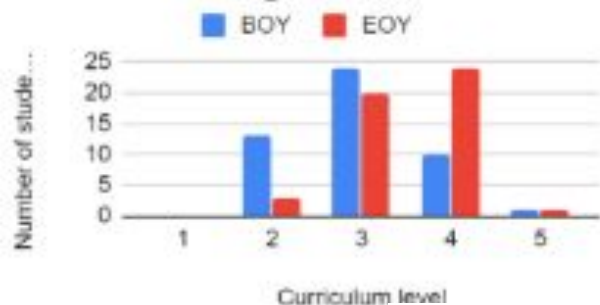
	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of students that were Maori that showed accelerated progress
Reading	7%	7%	10%
Writing	24%	33%	48%
Math	20%	25%	40%

EOY E-ASSTLE	BELOW WELL BELOW	AT	ABOVE
READING	56	2	10
WRITING	39	15	12
MATHS	55	7	3

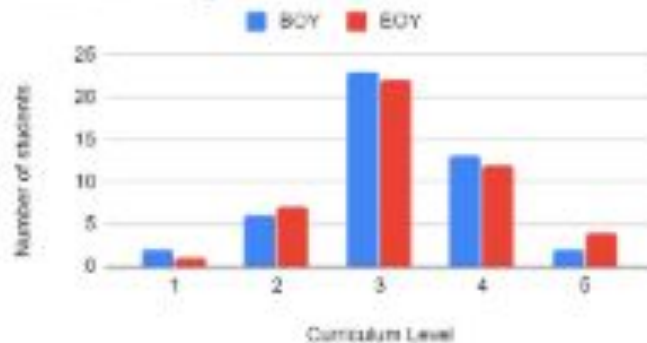
EOY E-ASSTLE -

JUNIOR BEGINNING & END OF YEAR COMPARISON - YEAR 8

Year 8 Reading



Year 8 Writing



Year 8 Math



ACCELERATED PROGRESS - 2 OR MORE SUBLEVELS IN E-ASTTLE 2020 - YEAR 9 STUDENTS

Year 8

	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of Maori students that showed accelerated progress
Reading	42%	8%	42%
Writing	17%	9%	22%
Math	58%	22%	70%

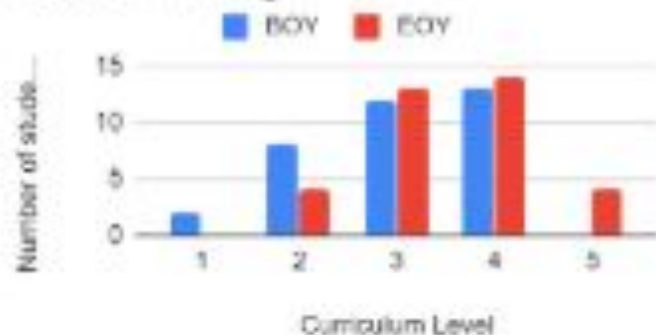
EOY E-ASSTLE	BELOW WELL BELOW	AT	ABOVE
READING	33	14	1
WRITING	40	2	4
MATHS	44	2	4

JUNIOR BEGINNING & END OF YEAR COMPARISON - YEAR 9

Year 9 Reading



Year 9 Writing



Year 9 Math



ACCELERATED PROGRESS - 2 OR MORE SUBLEVELS IN E-ASTTLE

2020 - YEAR 10 STUDENTS

Year 9

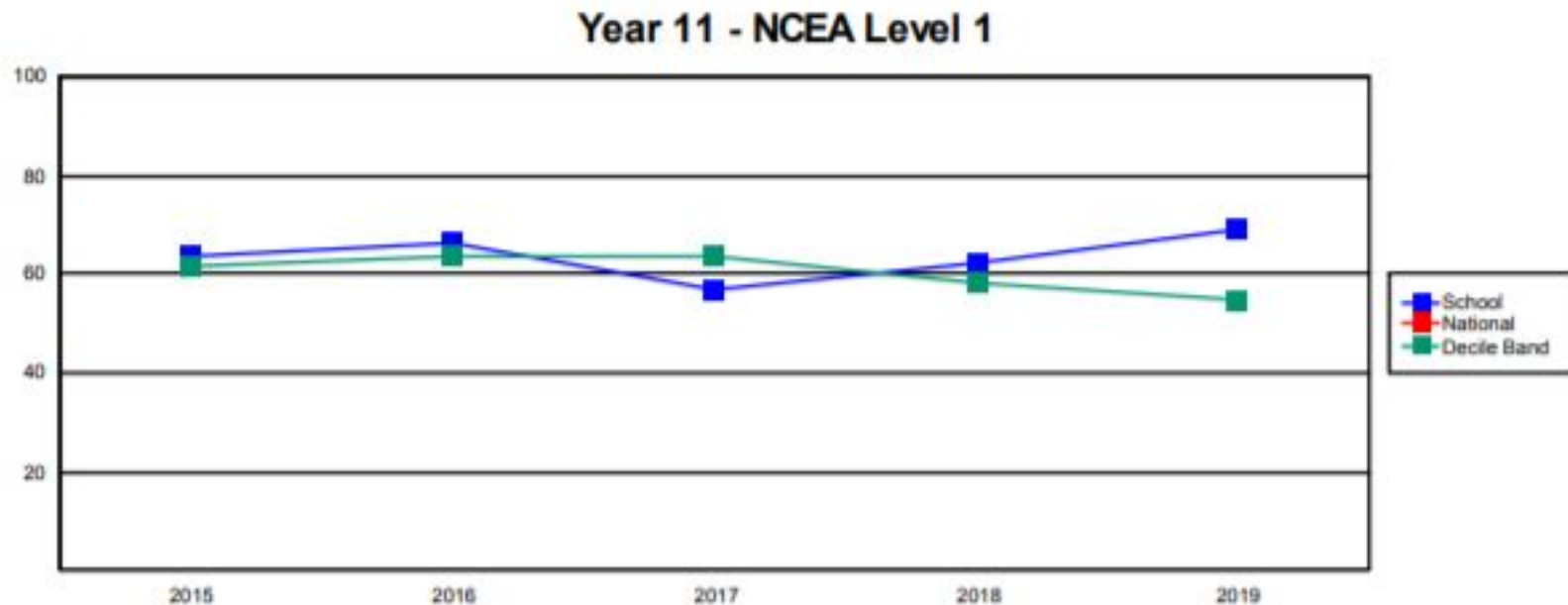
	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of students that were Maori that showed accelerated progress
Reading	9%	7%	11%
Writing	17%	29%	31%
Math	11%	14%	16%

EOY E-ASSTLE	BELOW WELL BELOW	AT	ABOVE
READING	50	4	
WRITING	31	3	1
MATHS	50	3	4

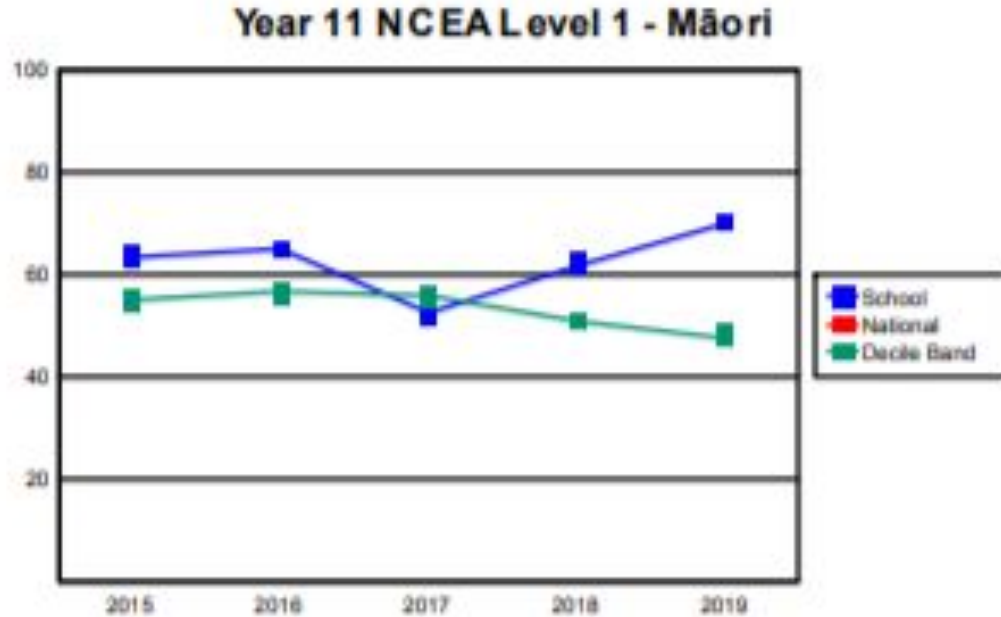
ACADEMIC ACHIEVEMENT 2019 - ENROLMENT BASED

ACADEMIC	YEAR 11	YEAR 12	YEAR 13	YEAR 13
YEAR	NCEA L1	NCEA L2	NCEA L3	UE
2014	58.7	66.0	59.5	24.3
2015	60.9	60.0	49.0	6.1
2016	66.2	72.0	56.0	20.0
2017	57.6	72.5	32.6	9.3
2018	60.5	64.6	63.9	22.2
2019	69.2	65.6	75.6	19.5
Decile 1-3	55.1	67.0	57.5	27.6

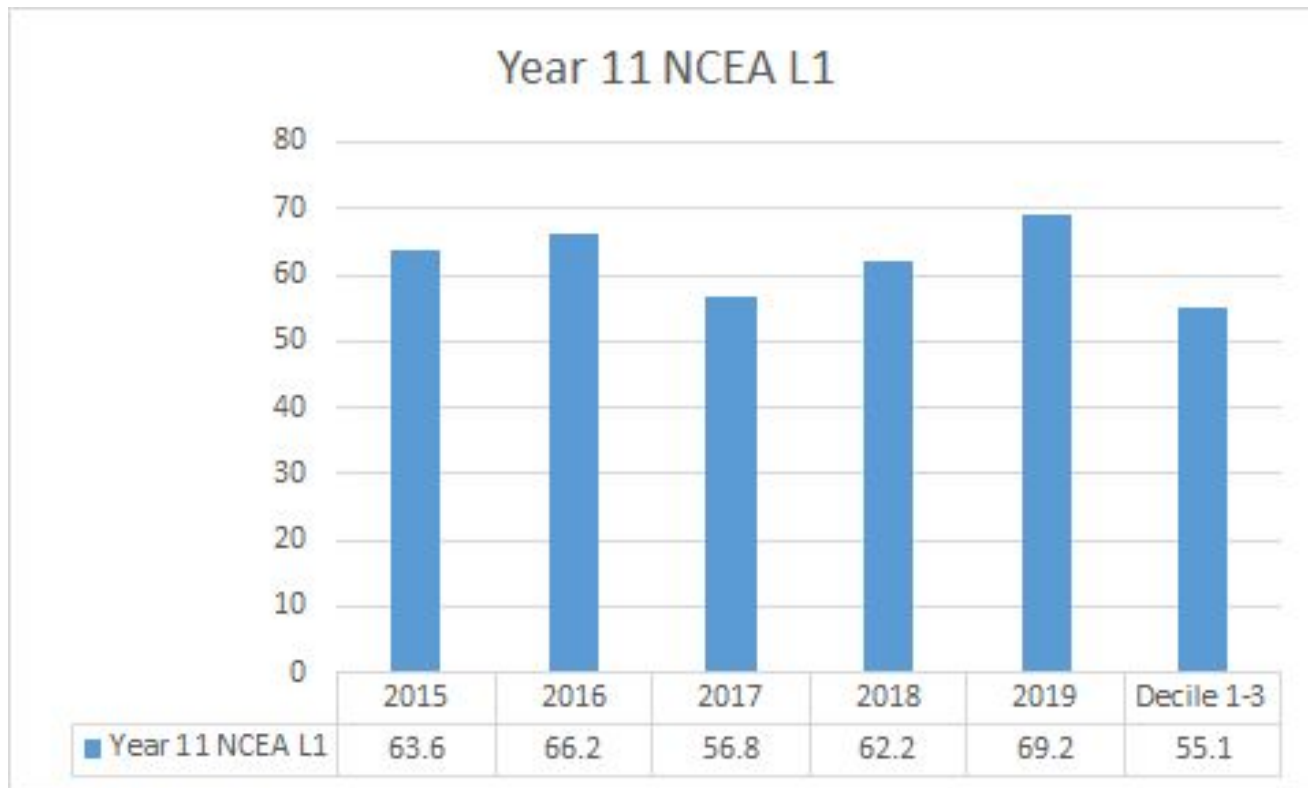
YEAR 11 - NCEA LEVEL 1



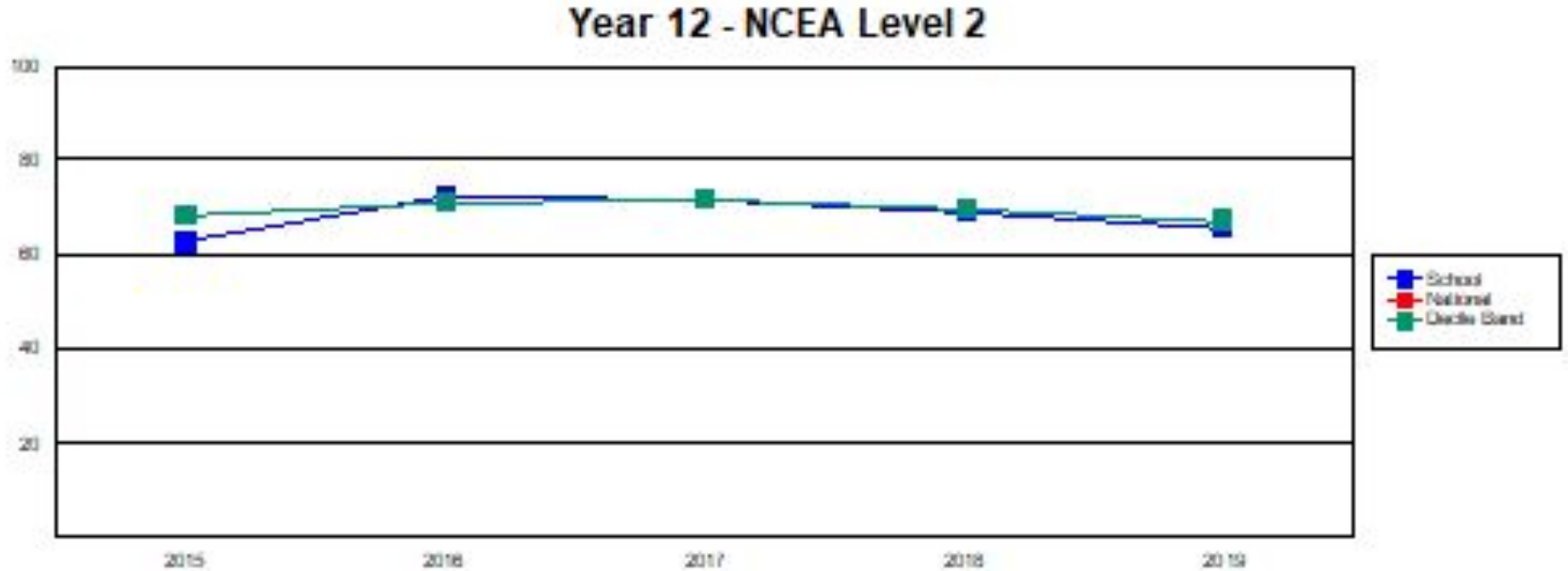
YEAR 11- NCEA LEVEL 1 - MĀORI



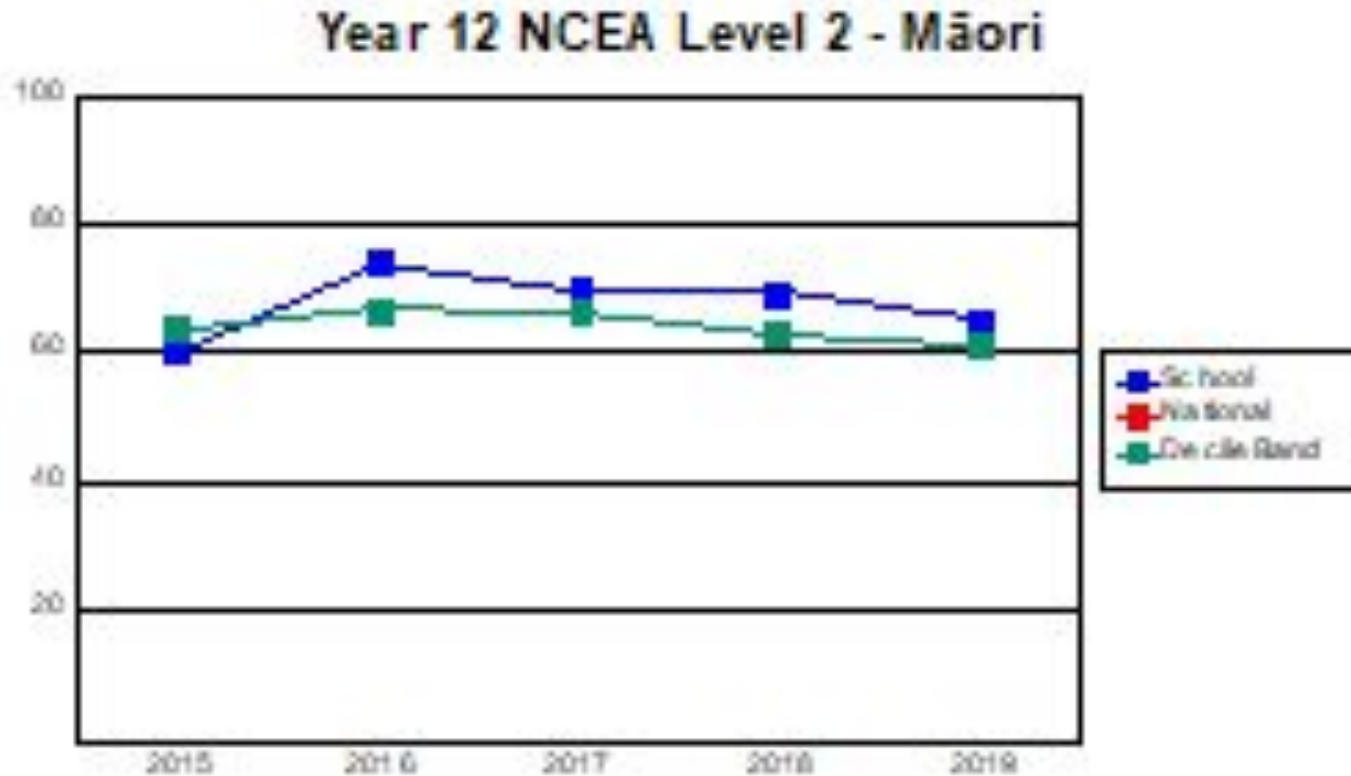
YEAR 11- NCEA LEVEL 1 - 2015 - 2019 DECILE 1-3 AVERAGE



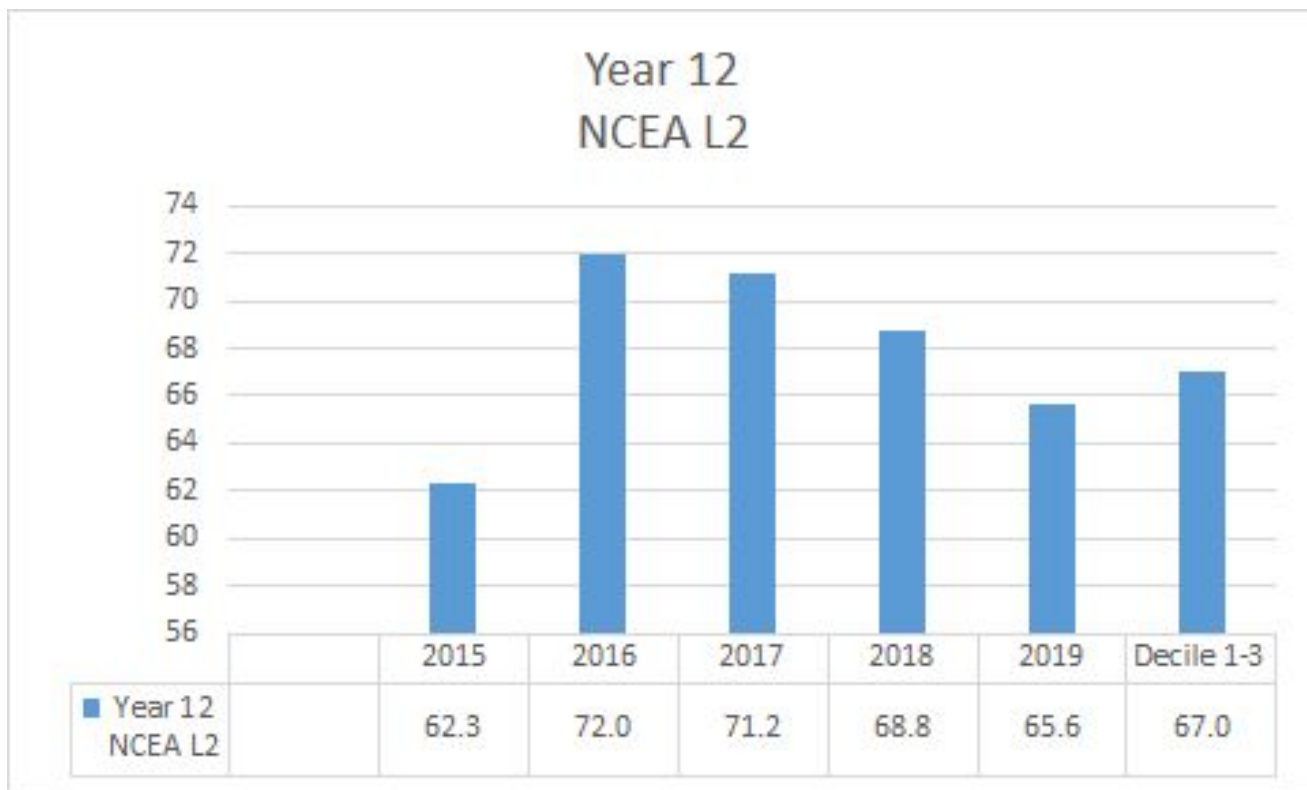
YEAR 12 - NCEA LEVEL 2



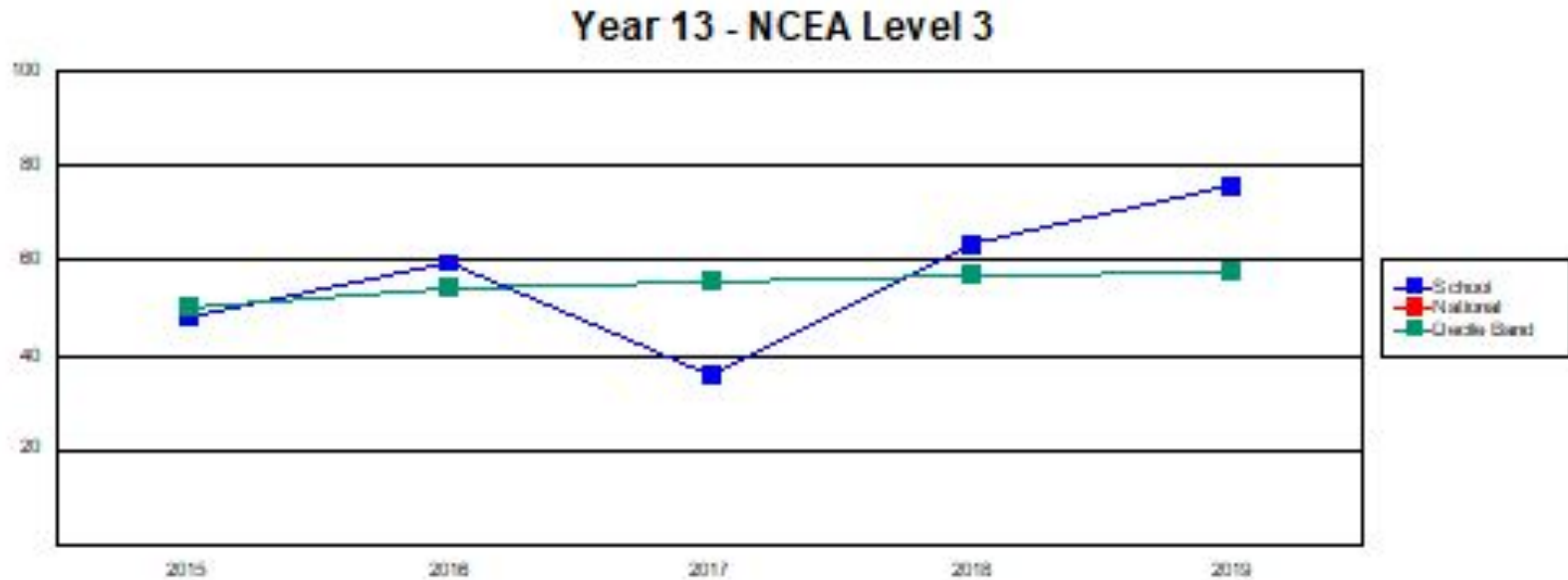
YEAR 12 - NCEA LEVEL 2 - MĀORI



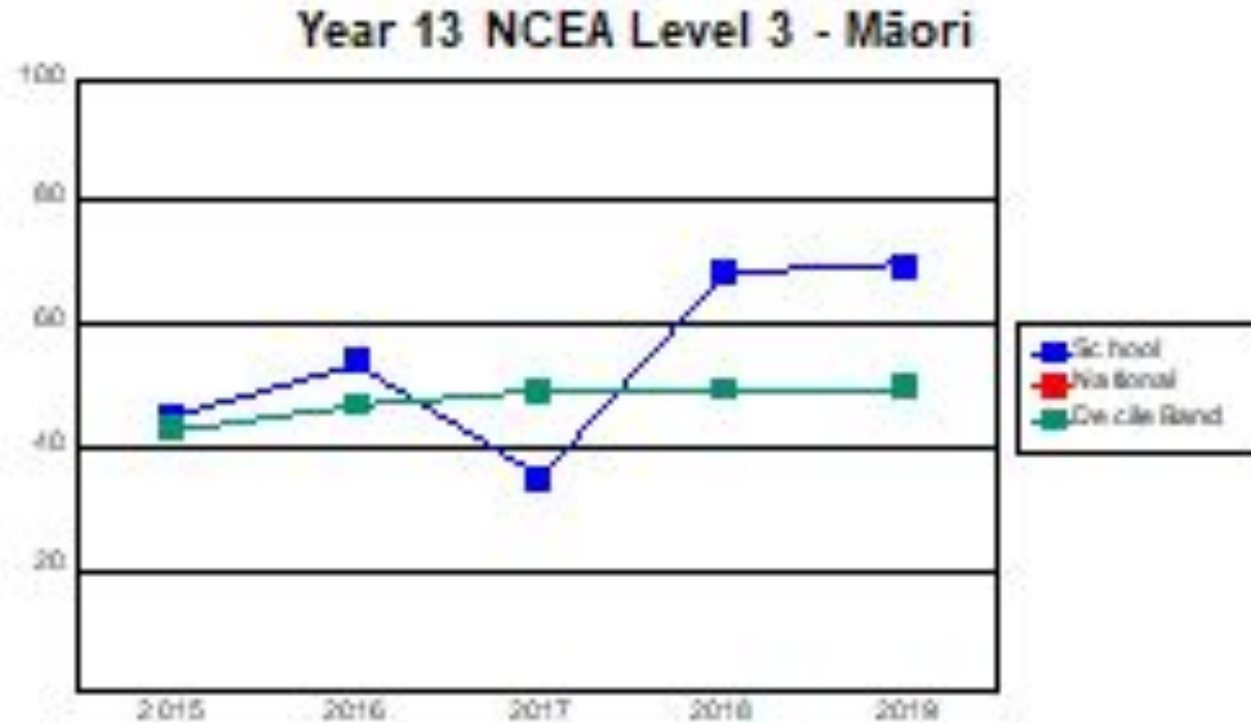
YEAR 12 - NCEA LEVEL 2 - 2015 - 2019 DECILE 1-3 AVERAGE



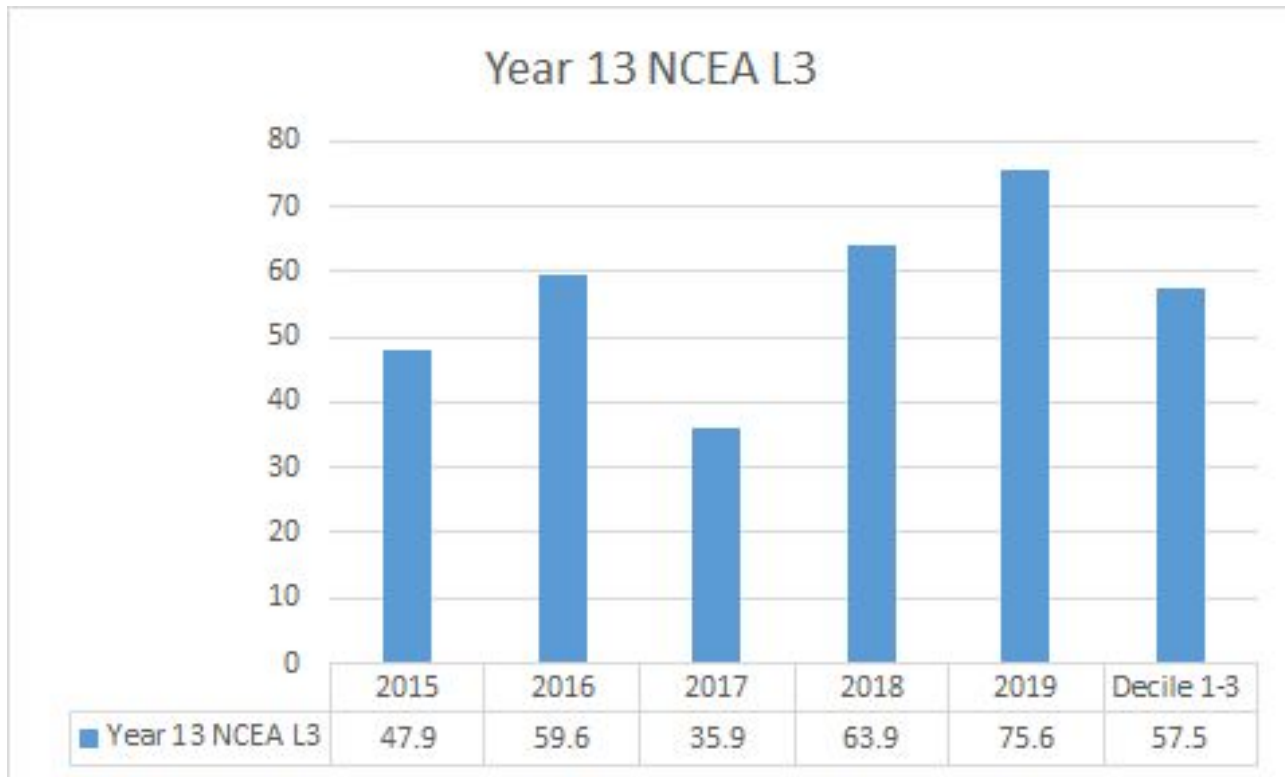
YEAR 13 - NCEA LEVEL 3



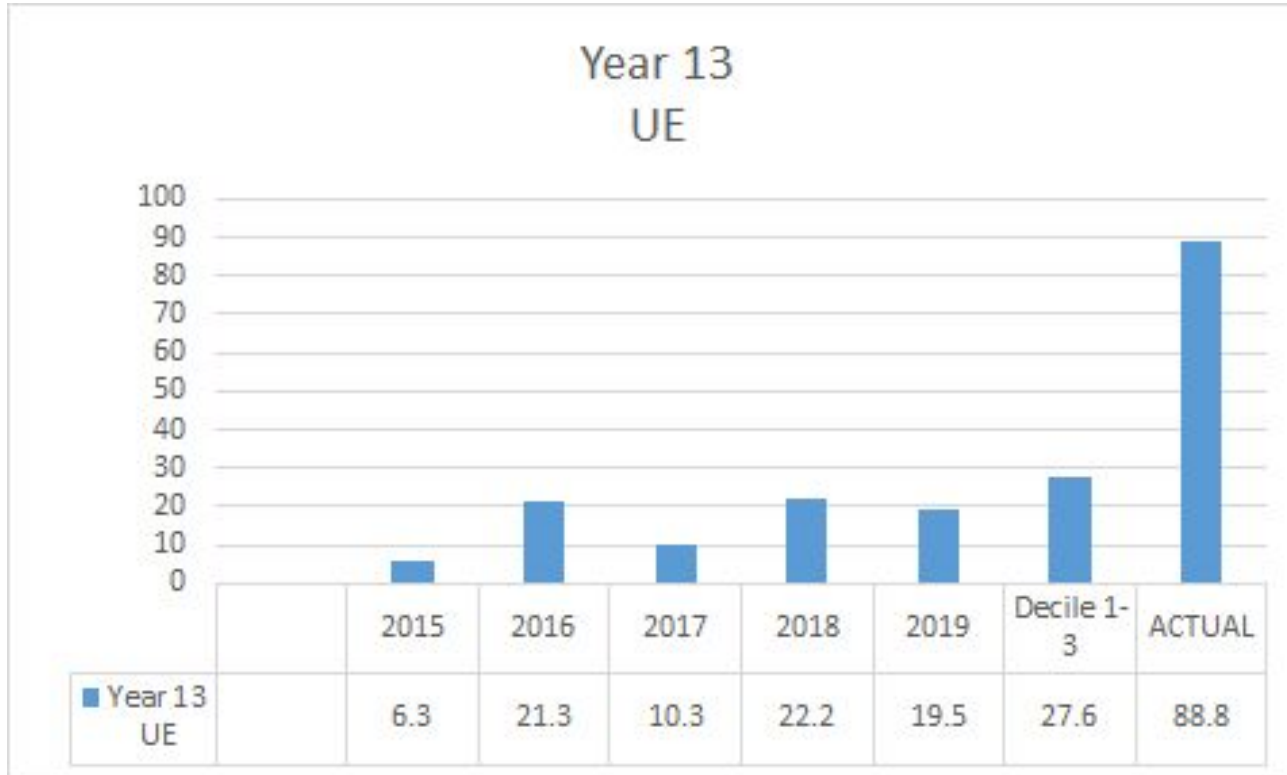
YEAR 13 - NCEA LEVEL 3 - MĀORI



YEAR 13 - NCEA LEVEL 3 - 2015 - 2019 DECILE 1-3 AVERAGE



YEAR 13 - UNIVERSITY ENTRY



2019 TARGETS

- 70% of Year 8 students will be working at or above curriculum levels in Reading, Writing and Mathematics.

- **Actual** (EOY E-Asstle)

Reading – 31% at or above /accelerated learning– 50%

Writing – 13% at or above /accelerated learning– 26%

Maths – 12% at or above /accelerated learning– 78%

Reason for Variance

- Generally, students come into our school extremely low
- For some, poor attendance
- For some, poor attitude to learning
- For some, staff changes

2019 TARGETS

- 85% of school leavers have attained NCEA Level 2
- **Actual 65.6% / Decile 1-3 - 67%**

Reason for Variance

- All but 2 students who remained at school achieved NCEA Level 2
- 24 leavers – 70 day leavers – students who attended 1 term or more in statistics

NEXT STEPS

All teachers

- Quality Teaching and Learning
- Continually reflective of your own practice
- Student centred curriculum (ALEC)
- Lesson / Day Planning – range of differentiated activities and outcomes.
- Learning Intentions and Success Criteria
- Introduction of TJAC credits – year 9 & 10
- Follow up promptly for students of concern
- Access to relevant Professional Learning both internally and externally.

Teachers of Junior Students

6 teachers at year 7 & 8

(BoT funding additional teacher)

Teachers of Senior Students

- Student centred timetable
- Noho – year 11/12 at risk students
- Monitor at risk students
- All senior teachers to take responsibility for timely achievement and tracking – part of every department meeting to monitor where courses are up to are you on track, what strategies are working, share successes and concerns.
- Act promptly when students are falling behind.

2020 TARGETS

Strategic Goal 1

TARAWERA HIGH SCHOOL- *Annual Plan 2020*

GOAL

1

STRATEGIC GOAL
TO INCREASE LITERACY
AND NUMERACY
LEVELS ACROSS THE
SCHOOL

TARGETS

1. By 2022 to raise school-wide literacy levels, by identifying at risk groups within years 7-11. (Ako)
2. BY 2022 to raise school-wide numeracy levels, by identifying at risk groups within years 7-11. (Ako)
3. By 2022 embed TJAC (Tarawera Junior Achievement Certificate) in both Year 9 & 10 (Ako)
4. By 2022 embed school-wide career programme into school curriculum, ensuring meaningful pathways for students. (Ako)
5. By 2022 to embed digital technologies into our curriculum. (Ako)

WHAT'S NEW IN 2020 ?

- ★ Year 7 & 8 option classes - two year programme
- ★ PE - 3 out of 4 terms, health 1 term
- ★ Year 9 & 10 - Tarawera Junior Achievement Certificate
All markbooks to be setup with school-based assessments on KAMAR by end of February. Instructions with Curriculum Leaders. All assessments must be offered at Not Achieved, Achieved, Merit and Excellence (NAME, with appropriate course outlines and marking schedules, linked to curriculum levels, shared with students. All assessments to Be entered on KAMAR. Consider where evidence can be gathered for NCEA and where credits can be offered.
- ★ Junior classes (Yrs 7-9) entered by Sheree, Raewyn and Vicky only

WHAT'S NEW IN 2020 ?

- ★ Seniors – all teachers must contribute a minimum of 14 credits. It is not sustainable for students to achieve minimal credits in one or more subjects, a number of students in 2019 were not offered 80 credits.

IMAGINE IF.....All Year 10 teachers offered 3 credits (one standard) in option and core classes. This would alleviate the issue as we move forward, majority of students would start year 11 with between 20-30 credits, without a huge impact on level 1 programmes.

This would take a huge pressure off Level 1 achievement.

- ★ Senior subject changes made by Antony, Matt or Marissa

MEETING FORMATS

- All meetings to have an agenda and all outcomes and actions to be documented. Generic format to be used and placed in appropriate shared drive.
- [Team Meeting Agenda Master](#)
- [Curriculum Leaders Agenda Master](#)
- [Department Meeting Agenda Master](#)

MyMahi

Free web app at mymahi.co.nz students log in with school e-mail address, access to timetable, assessment results and daily notices. Full PLD provided tomorrow.

LUNCHES PROVIDER LIBELLE

LUNCH PROCEDURES

LUNCH
BY
LIBELLE

Week One
YOUR MENU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MEAL OPTION ONE	BBQ Pulled Pork Bao <i>Pulled pork cooked in a light BBQ seasoning with rainbow coleslaw in a soft steamed bao bun.</i> <i>Snack: Popcorn, veggie sticks</i>	Teriyaki Chicken on Rice <i>Chicken, chopped cauliflower and teriyaki sauce served over rice with a side of slaw and a sprinkle of sesame seeds.</i> <i>Snack: Banana bran muffin, cheese & rice cracker.</i>	Hickory BBQ Veggies Wrap <i>Falafel bites, BBQ sauce, grated carrot and shredded lettuce all wrapped in a beetroot wrap.</i> <i>Snack: Corn chips, carrot sticks.</i>	Classic Beef Sandwich <i>Roast beef sandwich with BBQ sauce and rainbow slaw in 2 slices of wholegrain bread.</i> <i>Snack: Veggie sticks, savoury scones.</i>	Aioli Fish Roll <i>Baked fish fillet with aioli, a slice of cheese and rainbow slaw in a soft Oatlicious long roll</i> <i>Snack: Cheese sticks, banana bread.</i>
MEAL OPTION TWO	Mexican Pulled Pork Bao <i>Pulled pork cooked in a chilli bean sauce with rainbow coleslaw in a soft steamed bao bun.</i> <i>Snack: Popcorn, veggie sticks.</i>	Butter Chicken on Rice <i>Chicken, chopped cauliflower and butter chicken sauce served over rice with a side of slaw and a sprinkle of sesame seeds.</i> <i>Snack: Banana bran muffin, cheese & rice cracker.</i>	Greek Wrap <i>Falafel bites, tzatziki sauce, grated carrot and shredded lettuce all wrapped in a beetroot wrap.</i> <i>Snack: Corn chips, carrot sticks.</i>	Aioli Beef Sandwich <i>Roast beef sandwich with aioli and rainbow slaw in 2 slices of wholegrain bread</i> <i>Snack: Veggie sticks, savoury scones.</i>	Classic Fish Roll <i>Baked fish fillet with mayo, a slice of cheese and rainbow slaw in a soft Oatlicious long roll.</i> <i>Snack: Cheese sticks, banana bread.</i>
DIETARY REQUIREMENTS	Vegetarian: Chilli bean with rainbow slaw in a steamed bao bun. Gluten Free: Pulled pork cooked in a light BBQ seasoning with rainbow coleslaw, wrapped in a GF wrap with a GF snack.	Vegetarian: Teriyaki sauce, asian vegetables served on rice with a side of slaw and a sprinkle of sesame seeds. Gluten Free: Teriyaki chicken on rice with a GF snack.	Vegetarian: (as above) Gluten Free: GF hickory BBQ veggies wrap with a GF snack.	Vegetarian: Rainbow slaw, aioli, cheese and cucumber in 2 slices of wholegrain bread Gluten Free: Roast beef, rainbow slaw, aioli in 2 slices of GF bread with a GF snack.	Vegetarian: GF baked kumara rosti, mayo a slice of cheese and rainbow slaw in an Oatlicious long roll Gluten Free: GF baked kumara rosti, mayo, a slice of cheese and rainbow slaw in a GF roll with a GF snack.

* Meals will be prepared to cater for children with specific allergies or cultural requirements. Meals are prepared in a non-allergen controlled environment. If you have low tolerance towards certain allergens please notify the school immediately.

PLD2020

Linked to Strategic Goals - Term 1 Plan

Planned PLD supporting our Overseas Trained and PCT 1 teacher.

Evaluation Associates - Julie Luxton

NCEA support - Evaluation Associates -Harata Day

PLD / Relief / EOTC requests to Marissa in my initial absence.