

# TARAWERA HIGH SCHOOL

**ANALYSIS OF VARIANCE 2020  
WHAT'S NEW IN 2021**

# **STRATEGIC GOAL**

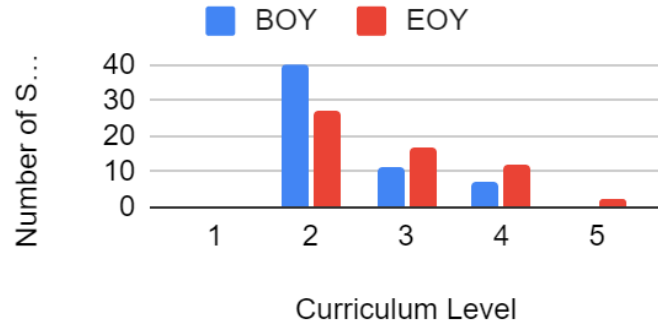
**TO INCREASE LITERACY AND NUMERACY LEVELS  
ACROSS THE SCHOOL**

Reading/Writing/Math End of Year	<b>Well Below</b>	<b>Below</b>	<b>At</b>	<b>Above</b>
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+

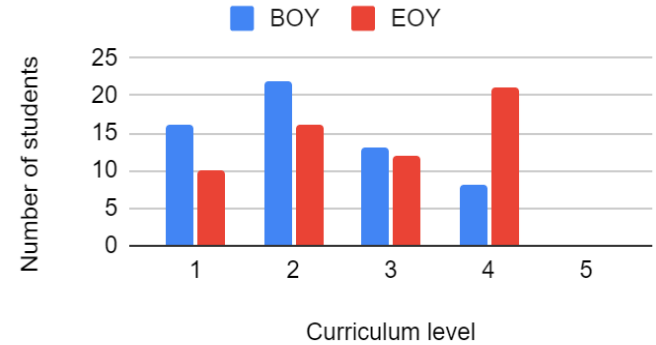
**E-Asstle**

# JUNIOR BEGINNING & END OF YEAR COMPARISON - YEAR 7

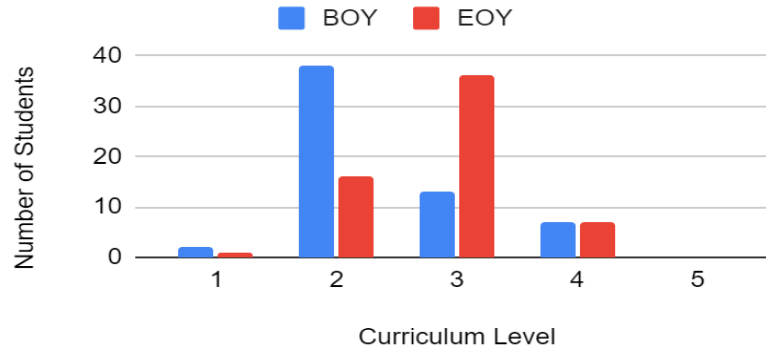
## Year 7 Reading



## Year 7 Writing



## Year 7 Maths



# ACCELERATED PROGRESS - 2 OR MORE SUBLEVELS IN E-ASTTLE

## 2021 - YEAR 8 STUDENTS

	% of cohort showing accelerated progress	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of students that were Maori that showed accelerated progress
Reading	45%	43%	45%	43%
Writing	61%	60%	63%	58%
Math	48%	58%	38%	51%

EOY E-AssTTle	Below / Well Below	At	Above
Reading	51	2	13
Writing	41	7	15
Maths	58	4	5

### Writing

9 students at Level 1 (Year 1-3)  
20 students at Level 2 (Year 3-5)

### Reading

32 students at Level 2 (Year 3-5)

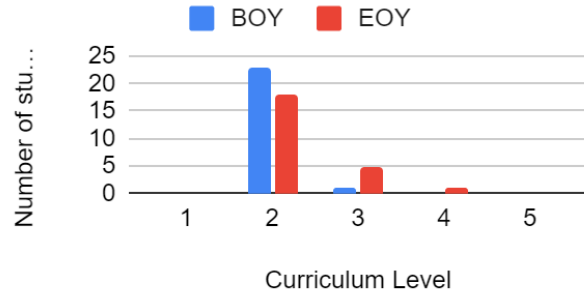
Reading

Writing

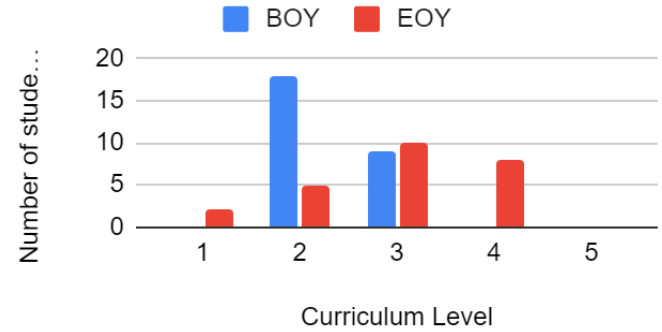
Maths

# IDENTIFIED AT RISK STUDENTS

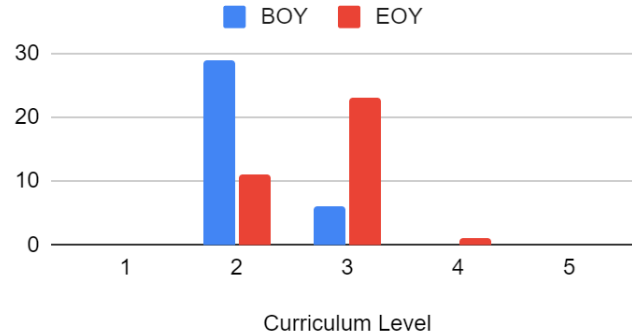
## Year 7 At Risk Reading



## Year 7 At Risk Writing



## Year 7 At Risk Math

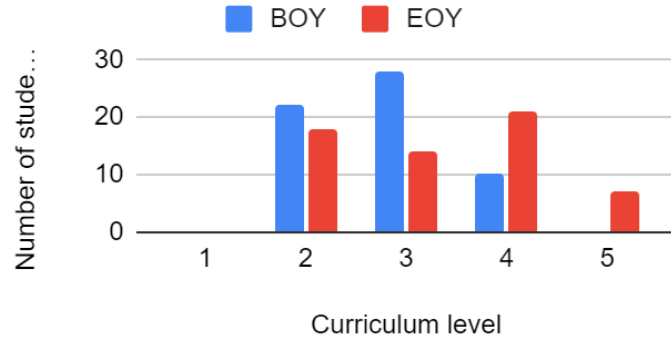


# ACCELERATED PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK

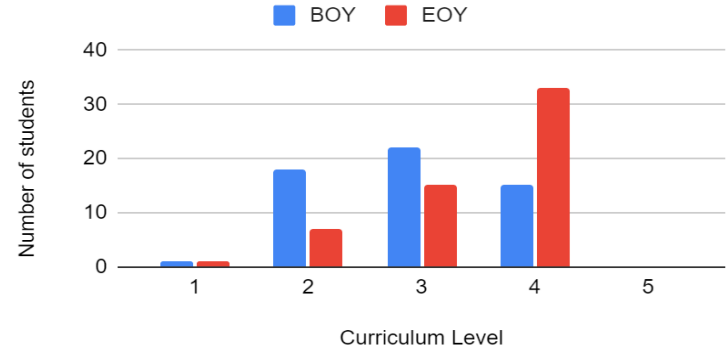
	<b>% of at risk showing accelerated progress</b>	<b>% of boys showing accelerated progress</b>	<b>% of Girls showing accelerated progress</b>	<b>% of students that were Maori that showed accelerated progress</b>
Reading	21%	18%	23%	27%
Writing	56%	43%	73%	52%
Math	49%	56%	42%	43%

# JUNIOR BEGINNING & END OF YEAR COMPARISON - YEAR 8

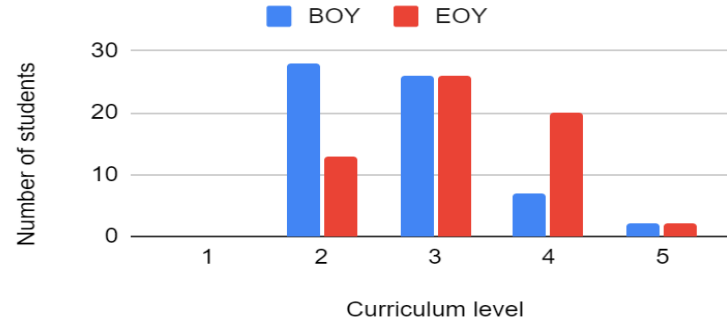
## Year 8 Reading



## Year 8 Writing



## Year 8 Math





# ACCELERATED PROGRESS - 2 OR MORE SUBLEVELS IN E-ASTTLE

## 2021 - YEAR 9 STUDENTS

	% of cohort showing accelerated progress	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of Maori students that showed accelerated progress
Reading	47%	30%	61%	44%
Writing	46%	54%	41%	48%
Math	36%	21%	48%	39%

EOY E-ASSTLE	BELOW WELL BELOW	AT	ABOVE
READING	42	17	6
WRITING	37	27	0
MATHS	51	12	2

### Reading

22 at level 2 (Years 3-5)

### Writing

2 students at Level 1 (Years 1-3)  
7 students at Level 2 (Years 3-5)

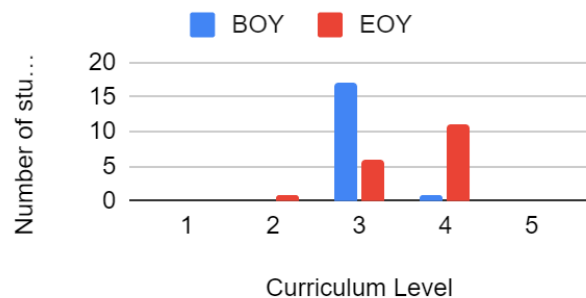
Reading

Writing

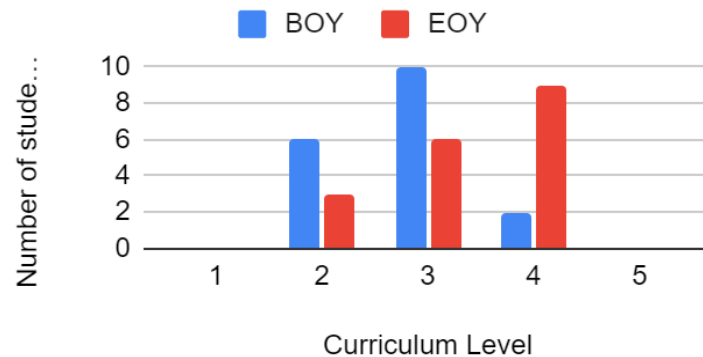
Maths

# IDENTIFIED AT RISK STUDENTS

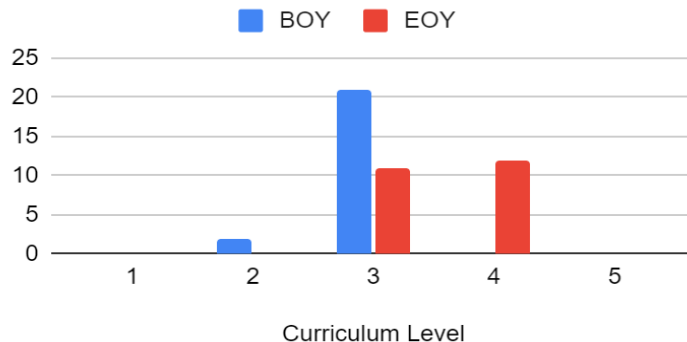
## Year 8 At Risk Reading



## Year 8 At Risk Writing



## Year 8 At Risk Math

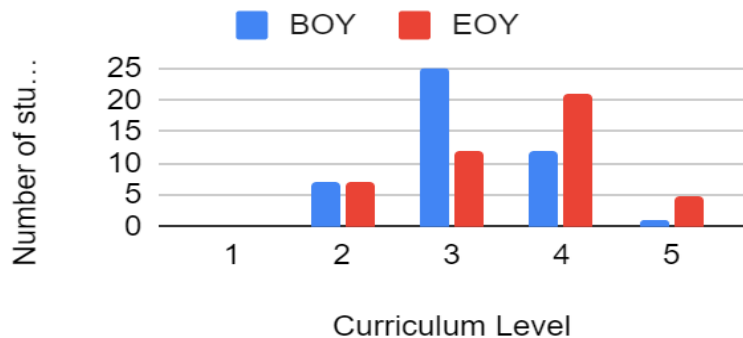


# ACCELERATED PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK

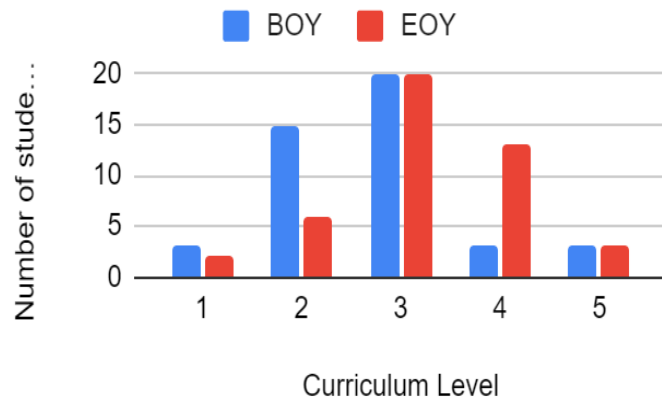
	<b>% of at risk showing accelerated progress</b>	<b>% of boys showing accelerated progress</b>	<b>% of Girls showing accelerated progress</b>	<b>% of students that were Maori that showed accelerated progress</b>
Reading	33%	33%	33%	31%
Writing	57%	44%	80%	57%
Math	50%	50%	50%	50%

# JUNIOR BEGINNING & END OF YEAR COMPARISON - YEAR 9

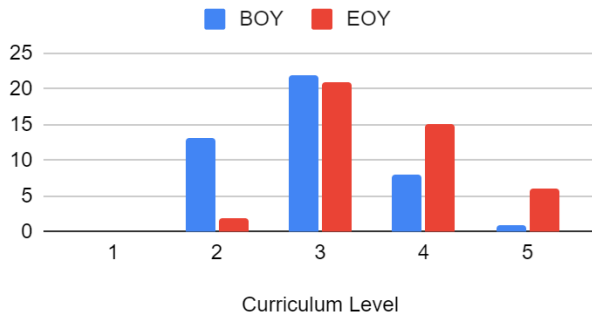
## Year 9 Reading



## Year 9 Writing



## Year 9 Math



# ACCELERATED PROGRESS - 2 OR MORE SUBLEVELS IN E-ASTTLE

## 2021 - YEAR 10 STUDENTS

	% of cohort showing accelerated progress	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of Maori students that showed accelerated progress
Reading	47%	30%	61%	44%
Writing	46%	54%	41%	48%
Math	36%	21%	48%	39%

EOY E-ASSTLE	BELOW WELL BELOW	AT	ABOVE
READING	40	2	3
WRITING	41	2	1
MATHS	38	2	4

### Reading

7 at level 2 (Years 3-5)  
12 at level 3 (Years 4-6)

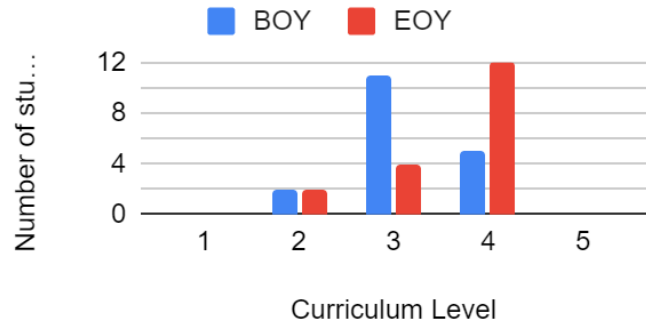
### Writing

DATA

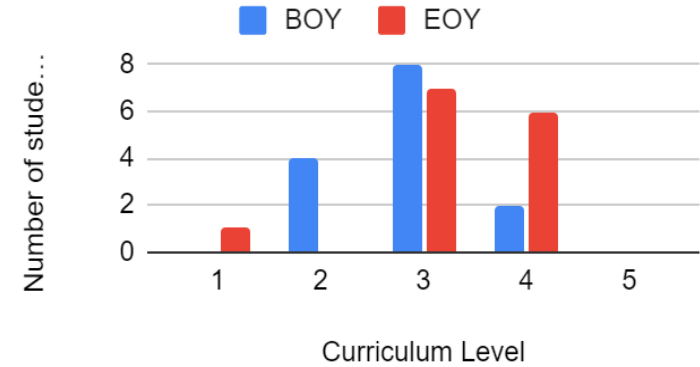
2 at level 1 (Years 1-3)  
6 at level 2 (Years 3-5)  
20 at level 3 (Years 4-6)

# IDENTIFIED AT RISK STUDENTS

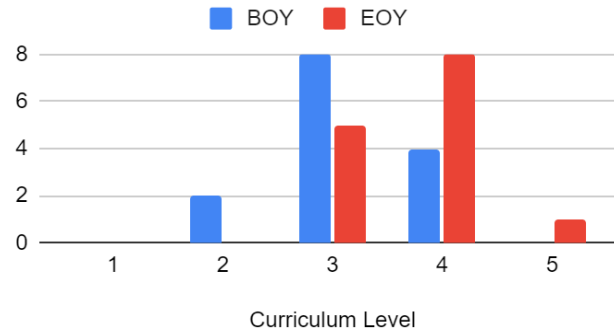
## Year 9 At Risk Reading



## Year 9 At Risk Writing



## Year 9 At Risk Math



# ACCELERATED PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK

	% of at risk showing accelerated progress	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of students that were Maori that showed accelerated progress
Reading	33%	33%	33%	31%
Writing	57%	44%	80%	57%
Math	50%	50%	50%	50%

# Junior Department Actions for 2021

- Elaborate and continue to use the Curriculum Progress Tool (PACT) to have accurate overall teacher judgements. This process will be carried over the year therefore will give us reliable data. Focus for this will be for Reading and Writing. PD to continue with Julie Luxton from Evaluation Associates.
- With year 7, 8 and 9 being split, it makes it easier to target and develop identified areas and take action to improve these areas.
- Focus on Learning Focused relationships in a modern learning environment - mixed ability grouping and workshops
- Continue in Junior Department meetings to focus on target students and reflect on one core curriculum area per meeting which will rotate each meeting.



- Encourage more collaborative practice among teachers to share ideas and resources at meetings.
- Continue with TJAC credits for Year 9 - aligned to NCEA Credits
- Create an At Risk register in collaboration with each teaching team and the LSC for 2021 which will be based on overall teacher judgements from 2020. This is for the students who are at risk of slipping behind.
- Have Numicon implemented into both Year 7 and 8 cohorts to help improve math levels and acceleration. This programme is very hands on therefore should help with understanding of mathematical concepts.

# YEAR 10

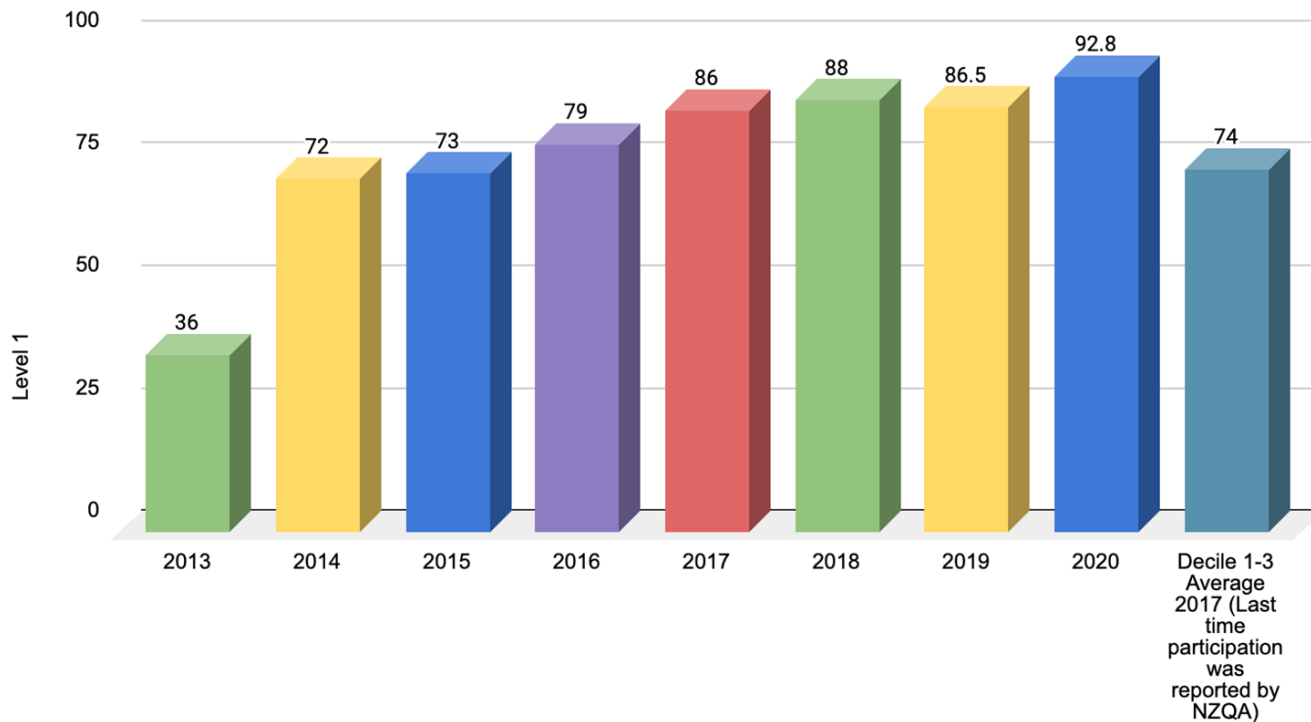
	<b>LEVEL 2</b>		<b>LEVEL 3</b>		<b>LEVEL 4</b>		<b>LEVEL 5</b>	
	MT	EOY	MT	EOY	MT	EOY	MT	EOY
LITERACY	2	9	11	10	33	20	2	9
NUMERACY								

# ACADEMIC ACHIEVEMENT 2020 - ENROLMENT BASED

<b>ACADEMIC</b>	<b>YEAR 11</b>	<b>YEAR 12</b>	<b>YEAR 13</b>	<b>YEAR 13</b>
<b>YEAR</b>	<b>NCEA L1</b>	<b>NCEA L2</b>	<b>NCEA L3</b>	<b>UE</b>
<b>2014</b>	<b>58.7</b>	<b>66.0</b>	<b>59.5</b>	<b>24.3</b>
<b>2015</b>	<b>60.9</b>	<b>60.0</b>	<b>49.0</b>	<b>6.1</b>
<b>2016</b>	<b>66.2</b>	<b>72.0</b>	<b>56.0</b>	<b>20.0</b>
<b>2017</b>	<b>57.6</b>	<b>72.5</b>	<b>32.6</b>	<b>9.3</b>
<b>2018</b>	<b>60.5</b>	<b>64.6</b>	<b>63.9</b>	<b>22.2</b>
<b>2019</b>	<b>71.4</b>	<b>65.6</b>	<b>75.6</b>	<b>19.5</b>
<b>2020</b>	<b>85.2</b>	<b>83.9</b>	<b>71.1</b>	<b>26.3</b>
<b>Decile 1-3</b>	<b>61.7</b>	<b>71.7</b>	<b>65.3</b>	<b>30.3</b>

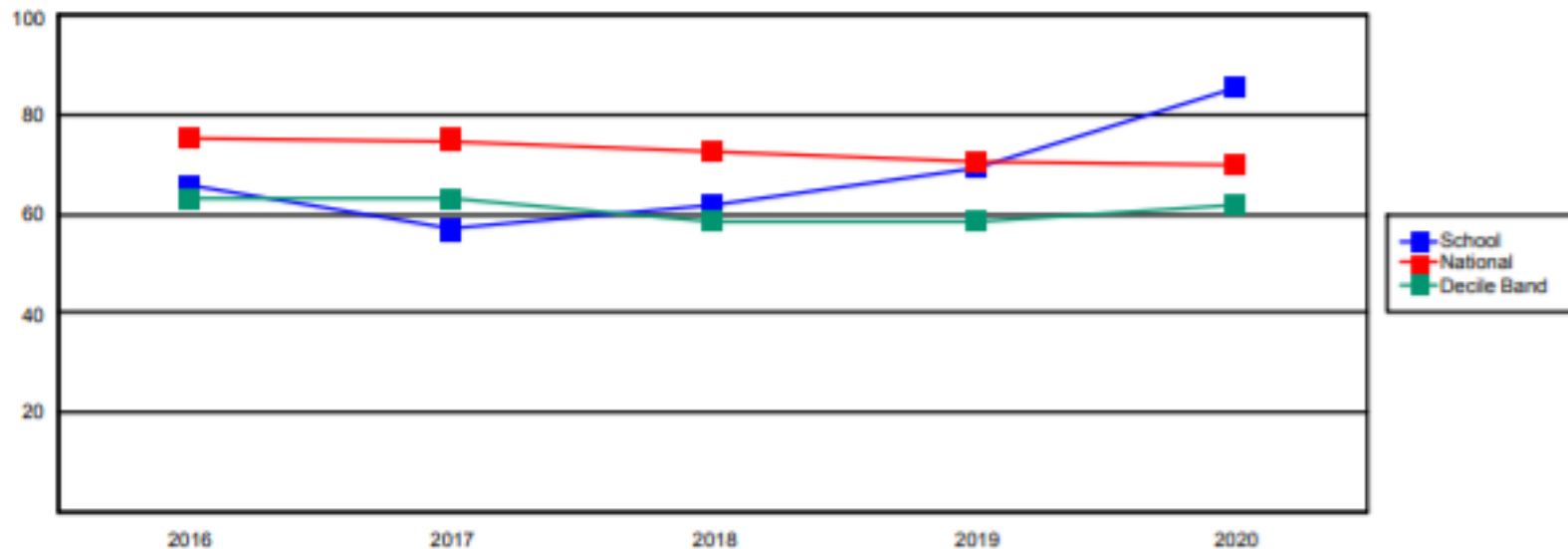
# YEAR 11- NCEA LEVEL 1- PARTICIPATION

Level 1



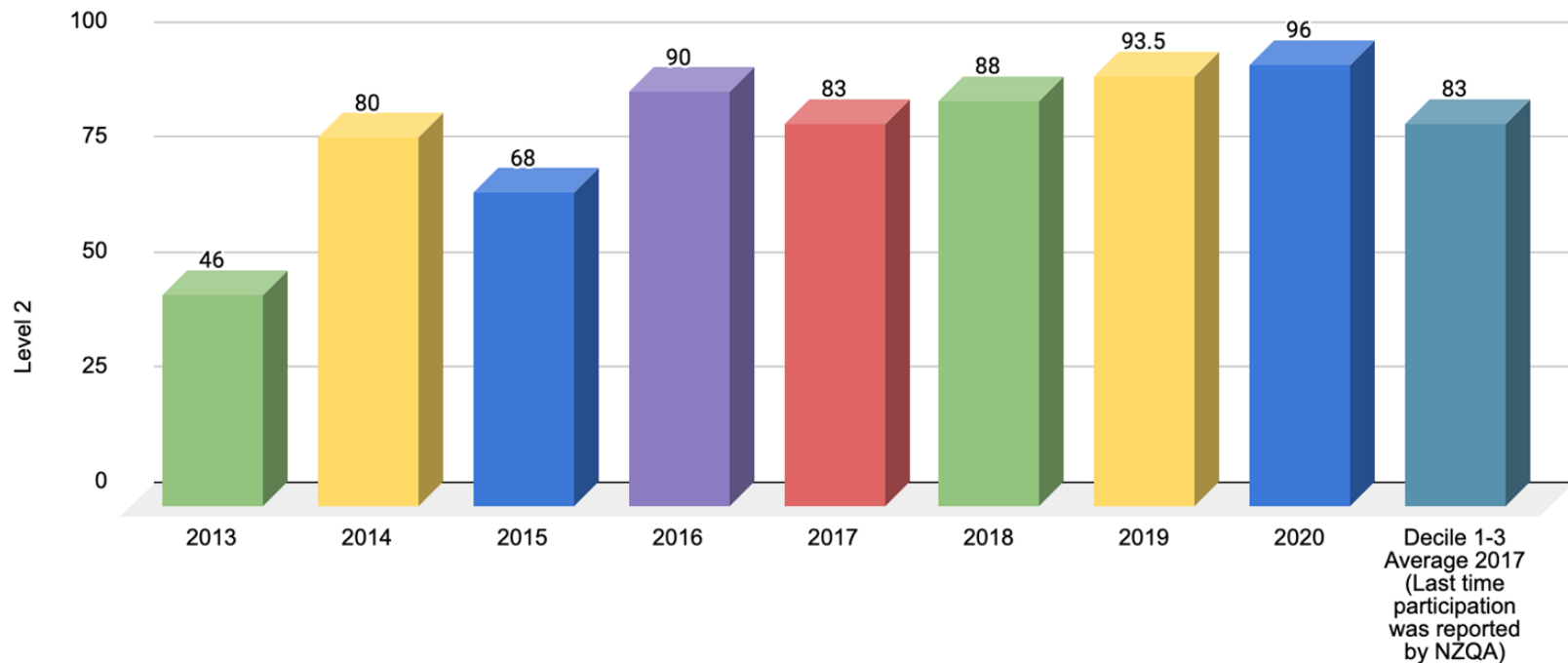
# YEAR 11 - ENROLMENT BASED

Year 11 - NCEA Level 1

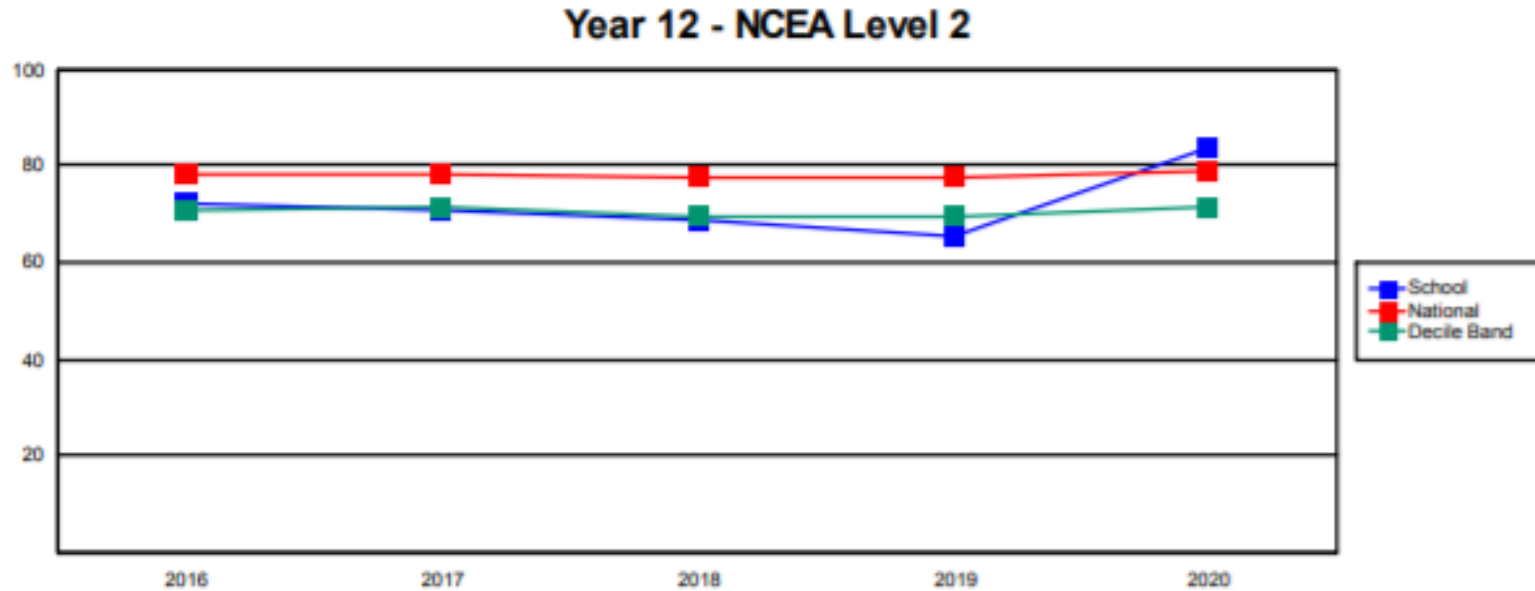


# YEAR 12 - NCEA LEVEL 2- PARTICIPATION

Level 2

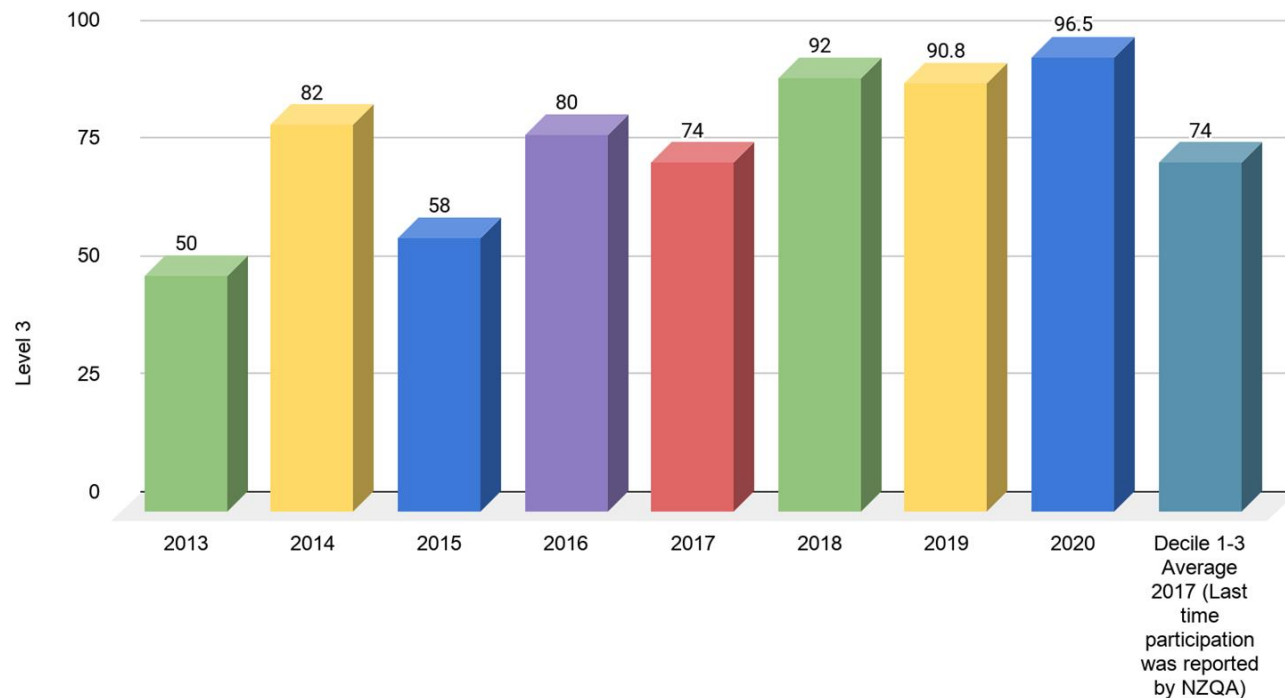


# YEAR 12 - ENROLMENT BASED



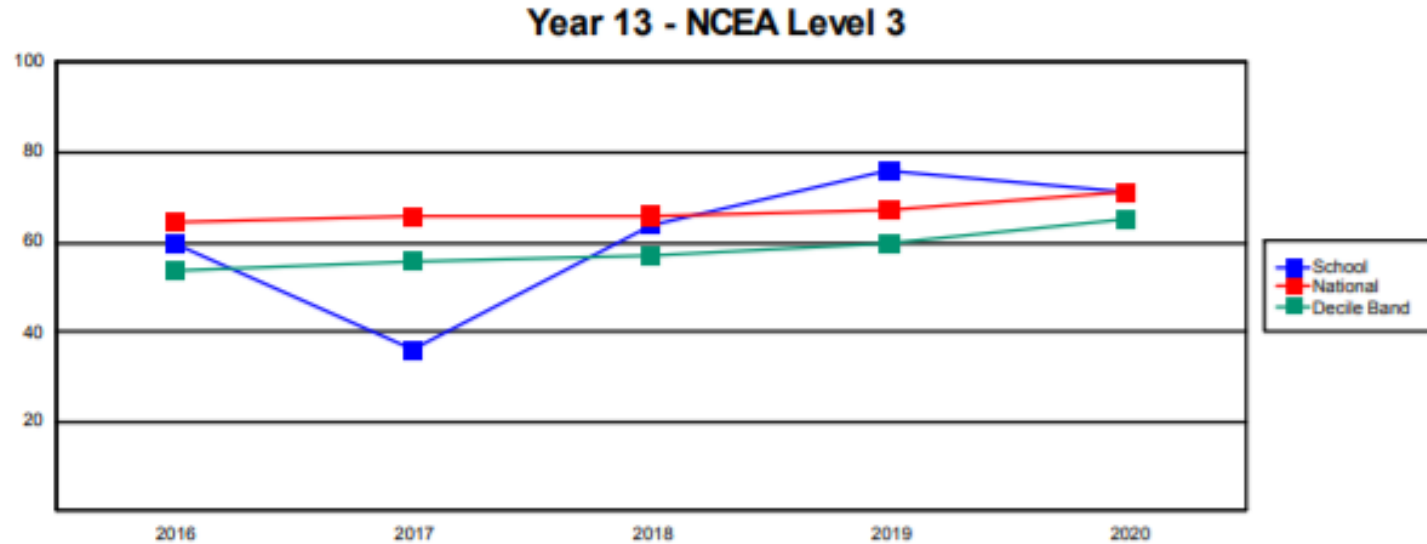
# YEAR 13- NCEA LEVEL 3- PARTICIPATION

Level 3



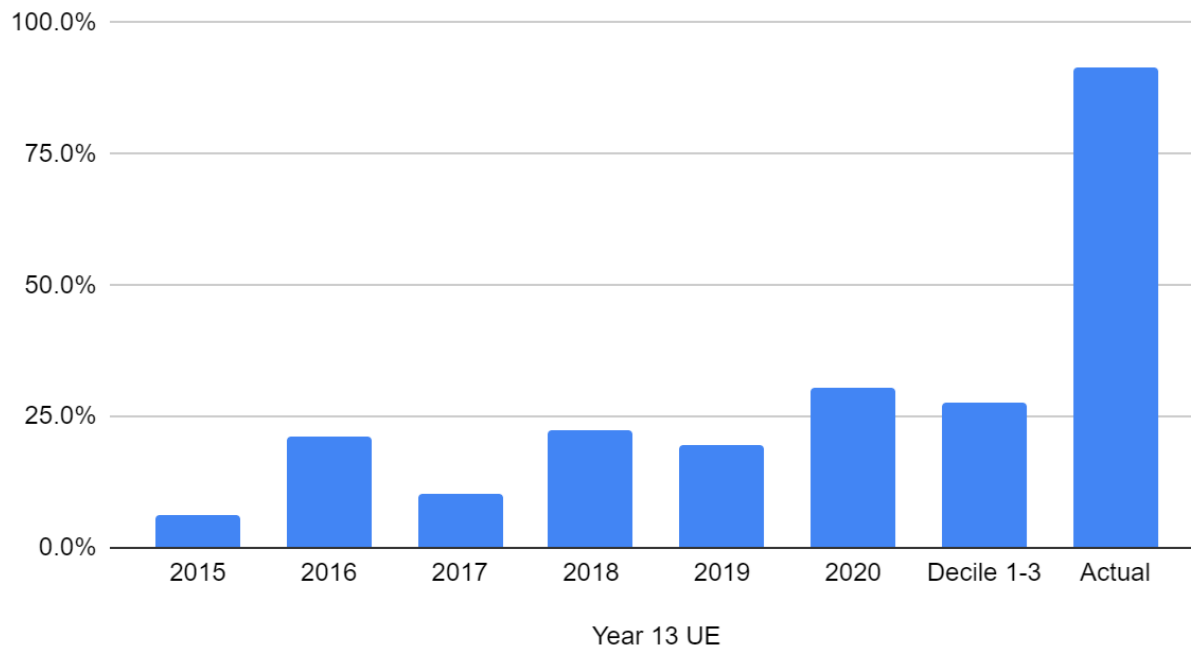


# YEAR 13 - ENROLMENT BASED



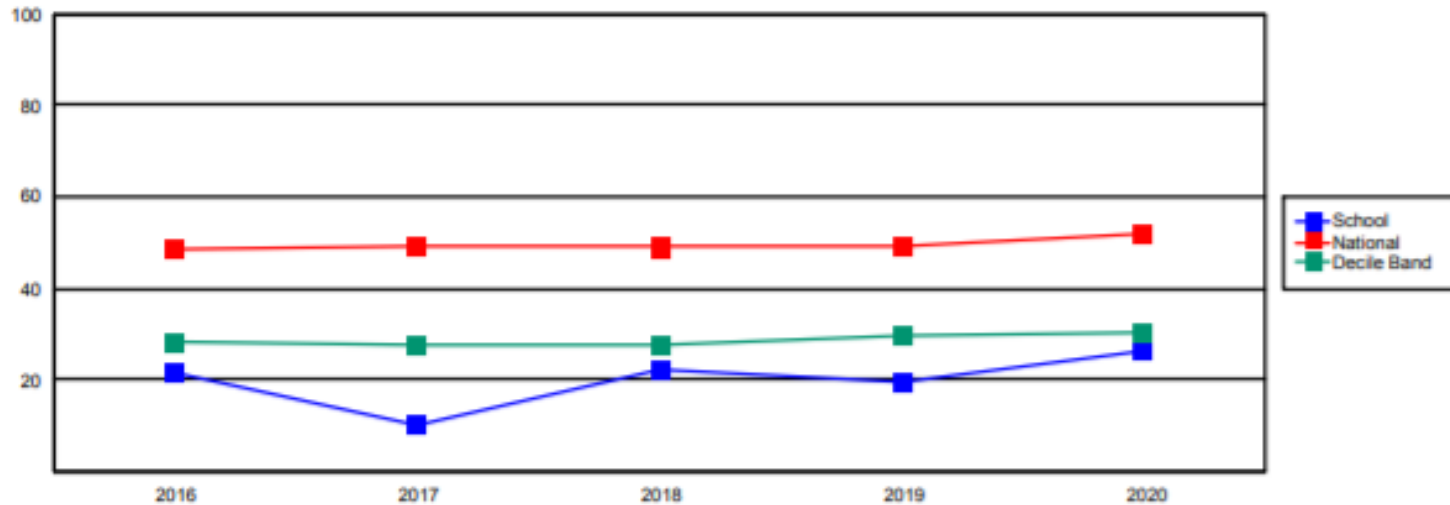
# YEAR 13 - UNIVERSITY ENTRY

vs Year 13 UE



# UE - ENTRY - ENROLMENT BASED

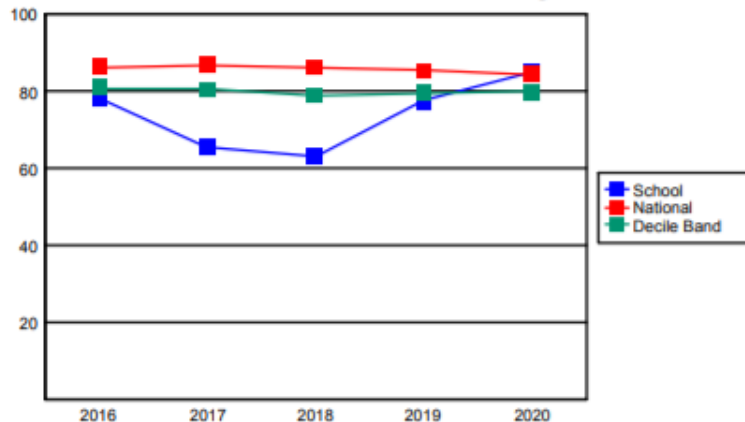
Year 13 - University Entrance



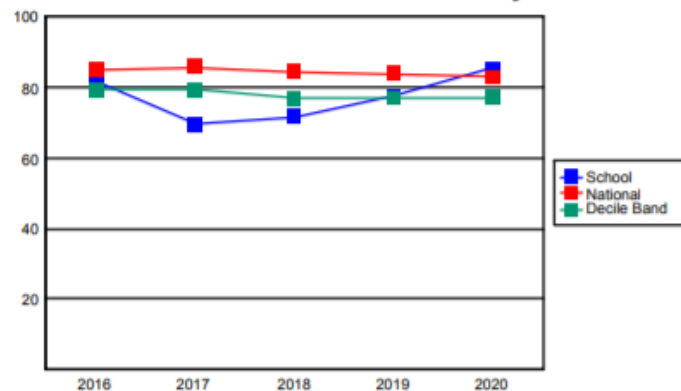
# LEVEL 1 LITERACY AND NUMERACY

	2016	2017	2018	2019	2020	DECILE (1-3)	NATIONAL
LITERACY	78.5	65.9	63.5	77.6	85.2	80.1	84.7
NUMERACY	81.5	69.3	71.6	77.6	85.2	77.2	83.0

**Year 11 Level 1 Literacy**



**Year 11 Level 1 Numeracy**



# 2020 TARGETS

By 2022 to raise school-wide literacy & numeracy levels, by identifying at risk groups within years 7-11.

## **Actual(EOY E-Asstle - identified at risk showing accelerated learning)**

Reading - Yr 7 - 21%, Yr 8 - 33%, Year 9 - 33%

Writing - Yr 7 - 56%, Yr 8 - 57%, Year 9 - 57%

Maths - Yr 7 - 49%, Yr 8 - 50%, Year 9 - 50%

## **Actual(EOY E-Asstle - showing accelerated learning)**

- Reading - Yr 7 - 45%, Yr 8 - 47%, Year 9 - 47%

- Writing - Yr 7 - 61%, Yr 8 - 46%, Year 9 - 46%

- Maths - Yr 7 - 48%, Yr 8 - 36%, Year 9 - 36%

# SENIOR ACHIEVEMENT

- Course Endorsements
- Certificate Endorsement

	Year 11	Year 12	Year 13
Excellence		2.1	7.4
Merit	3.8	6.4	18.5

# 2020 TARGETS

## **Reason for Variance**

- Disrupted year due to pandemic
- Poor behaviour & attendance impacted on a number of the identified at risk students in year 7 & 8
- Overall accelerated progress was made by 40 – 50 % of the year 7–9 cohort.
- NCEA Level 1 Literacy and Numeracy is above national and equivalent decile achievement.

# 2020 TARGETS

- **By 2022 embed TJAC (Tarawera Junior Achievement Certificate) in both Year 9 & 10**

## **Actual**

Year 9 – Achieved – 36 Merit – 6

Year 10 – Achieved – 22 Merit – 8

## **Reason for Variance**

- Disrupted year due to pandemic
- Teachers becoming familiar in designing standardised assessment tasks with NAME
- Mymahi not provided timetabled time, to assist in student tracking



# 2020 TARGETS

- **By 2022 school-wide career education programme embedded into school curriculum.**

## **Actual**

- Draft programme created using mymahi as the framework, but not yet implemented

## **Reason for Variance**

- Disrupted year due to pandemic
- Mymahi not provided timetabled time, to assist in student tracking
- Career Advisor upskilling in mymahi delivery

# 2020 TARGETS

- **By 2022 to embed digital technologies into our curriculum.**

## **Actual**

- Some optional PLD provided to staff throughout the year
- Some taught in block week and within timetabled classes.
- Teacher in Charge was identified (Matt Sheaff)
- Survey of needs identified

## **Reason for Variance**

- Disrupted year due to pandemic
- Not a priority, post Covid.

# 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
- Development of TJAC credits –year 9 & 10
- Follow up promptly for students of concern
- Access to relevant Professional Learning both internally and externally.
- Mymahi time to proactively monitor and support student learning and achievement.

- Student centred timetable
- 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.

# 2021 TARGETS

## Strategic Goal 1

### TARAWERA HIGH SCHOOL- *Annual Plan 2021*

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)
6. By 2022 to embed integrated curriculum delivery. (Ako)

# WHAT'S HAPPENING IN 2021 ?

- ★ Straight into learning - 8:30 am My mahi time - Mondays
- ★ Year 7 & 8 to be taught separately.
- ★ All rotation and option lines currently have 4 subjects in them, one exception in line 83 has 3 (Year 10)
- ★ Digital Technology to be taught by Matt Sheaff and Alex Crosbie to all students in yrs 7-9, year 10 an option. Matt Sheaff responsible for the learning programmes.
- ★ Year 9 & 10 - Tarawera Junior Achievement Certificate - to continue, some successes in 2020, with a number of students being acknowledged for their learning. A number of students are beginning year 11 with between 2 and 22 credits

- ★ Year 10 - taught in whānau classes for core subjects
- ★ Senior students starting year with significant credits  
Year 11 - Year 12 Year 13
- ★ 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 Year 9 & 10 - 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.

# WHAT'S HAPPENING IN 2021 ?

- ★ 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. IEP's need to be offered to meet the individual students.
  - ★ Senior subject changes made by Antony, Matt or Julie only. **Do not accept anyone in your class that is not on your KAMAR role.**
  - ★ BLOCK weeks there will be two in 2021
    - Term 2 - week 9
    - Term 3 - Week 9
- Year 11 will participate in a health and safety course and complete literacy and numeracy programmes during one of the weeks. Dan Wallwork is TiC of BLOCK Weeks



# 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](http://mymahi.co.nz) students log in with school e-mail address, access to timetable, assessment results and daily notices. PLD provided

- Maxine Kaipara - To lead Mymahi PLD and the school-wide career programme.

# PLD2021

Linked to Strategic Goals - Term 1 Plan

Planned PLD supporting our PCT 1 teacher and new staff where appropriate.

## **Contracts**

Evaluation Associates - Julie Luxton - PACT

Evaluation Associates - Julie Luxton and Amy Chakif

**Learning Focused Relationships in a Innovative Learning Space**

Start of Year