Tarawera high School

ANALYSIS OF VARIANCE 2021
WHAT'S NEW IN 2022

STRATEGIC GOAL

TO INCREASE LITERACY AND NUMERACY LEVELS ACROSS THE SCHOOL

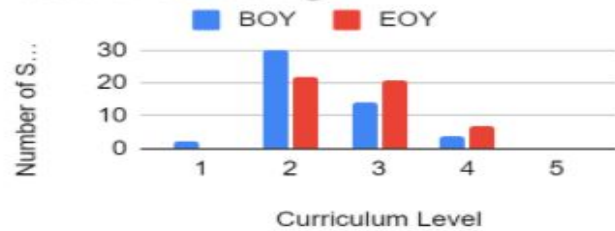| Reading/Writing/Math End of Year	Well Below	Below	At	Above
Year 7	3B or less	3P-3A	4B	4P+
Year 8	3P or less	3A-4B	4P-4A	5B+
Year 9	4B or less	4P-4A	5B	5P+
Year 10	4P or less	4A-5B	5P-5A	6+

E-Asstle

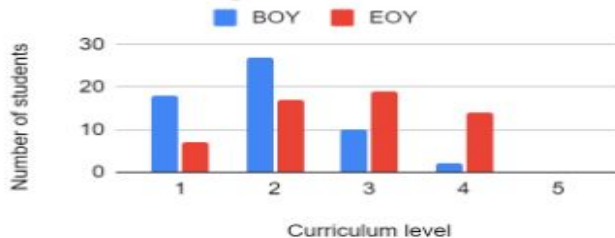# Junior beginning & end of year comparison - year 7

Reading

Writing

Maths
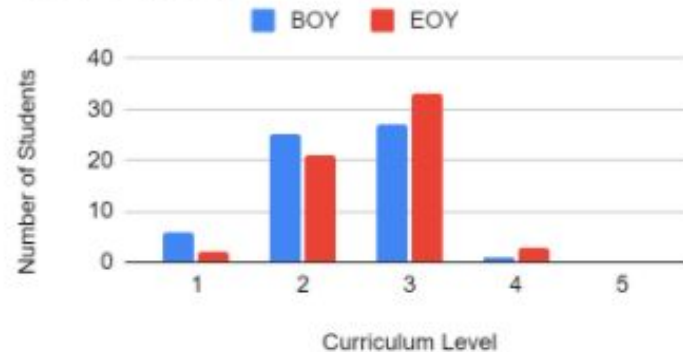
Accelerated progress - 2 or more sublevels in e-asttle 2021 - year 7 students

	% 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	24%	26%	22%	25%
Writing	63%	53%	76%	64%
Math	42%	45%	40%	42%

EOY E-AssTTle	Below / Well Below	At	Above
Reading	86%	6%	8%
Writing	75%	13%	12%
Maths	94%	6%	0%

ACCELERATED PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK – Year 7
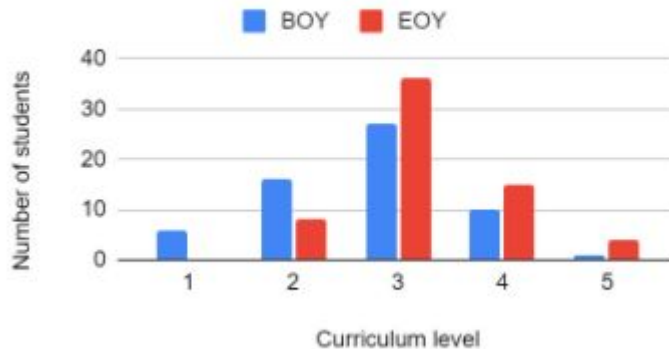
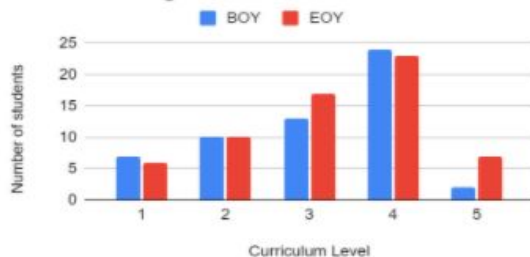|	% of at risk showing accelerated progress	% of Boys showing accelerated progress	% of Girls showing accelerated progress	% of students that were Maori that showed accelerated progress
Reading	31%	42%	25%	32%
Writing	70%	57%	85%	70%
Math	38%	42%	36%	38%

Junior beginning & end of year comparison - year 8

Year 8 Reading
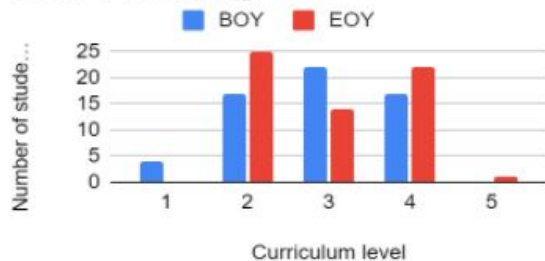
Year 8 Math

Year 8 Writing

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 Maori students that showed accelerated progress
Reading	27%	27%	28%	25%
Writing	29%	35%	21%	31%
Math	45%	49%	41%	45%

| EOY E-ASSTLE	BELOW WELL BELOW	AT	ABOVE
READING	69%	29%	2%
WRITING	64%	25%	11%
MATHS	83%	13%	4%

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	25%	38%	0%	25%
Writing	36%	29%	43%	36%
Math	52%	53%	50%	52%

Junior beginning & end of year comparison - year 9

Year 9 Reading
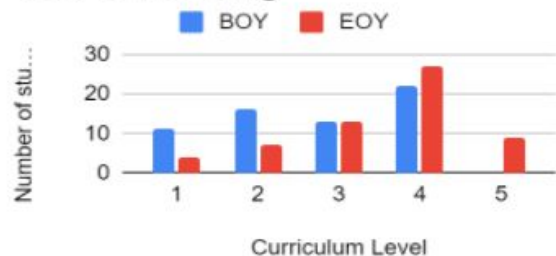
Year 9 Math

Year 9 Writing

Accelerated progress - 2 or more sublevels in e-asttle 2022 - 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	60%	63%	57%	61%
Writing	32%	33%	31%	29%
Math	44%	35%	54%	48%

EOY E-ASSTLE	BELOW WELL BELOW	AT	ABOVE
READING	85%	8%	7%
WRITING	95%	5%	0%
MATHS	86%	10%	4%

ACCELERATED PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK
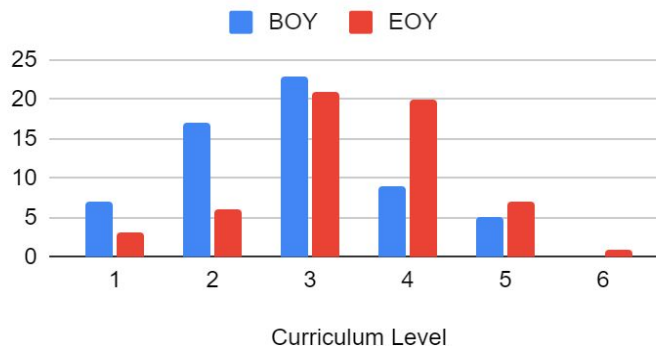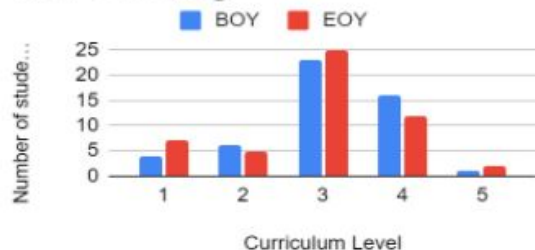
	% of at risk showing accelerated progress	% of boys showing accelerated progress	% of Girls showing accelerated progress	% of students that were Maori that showed accelerated progress
Reading	50%	63%	25%	50%
Writing	44%	63%	40%	41%
Math	47%	33%	56%	47%

Junior Department Actions for 2022

- 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 Numeracy. PD to continue with Julie Luxton from Evaluation Associates. Year 7-9 will align their planning and learning to ensure we are focussing on the same LPF's at the same time to ensure consistency and support.
- In teams identify the target areas. Collaborate with strategies as to how we will improve outcomes for these areas in particular with urgency.
- Focus on Learning Focused relationships in a modern learning environment - mixed ability grouping and workshops. This is continuing in 2022 with a focus in the Year 7 and 8 area.
- 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. This is especially inclusive of how the CPT tools are being used and planned for in teams. Sharing ideas and activities that relate to the differing LPF's.

- Continue with TJAC credits for Year 9 - aligned to NCEA Credits. A focus needs to be put into the JAA reviewing tracking and KAMAR systems to ensure smooth updating to staff.
- Create an At Risk register in collaboration with each teaching team and the LSC for 2022 which will be based on overall teacher judgements from 2021. 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. Due to covid and other PD focus this year staff felt there was not much time to have this as a focus area. Staff have had PD on this, this year and are willing to implement it into their programmes next year with support from the JAA.

- In regards to the need to improve Reading data the teams discussed the following:

Strength	Weakness	Opportunities for 2022
- Integrating reading and writing together and working - Use of Journals - Library visits - Sheena Cameron guides - Vivid Vocab - Reading To - Novel study	- Not utilizing all the resources we have available to us into our lessons - Time to locate resources can be an issue alongside helping resource teacher aide - Focussed more on the writing than reading - results show this - Students struggling to decoded - poor decoding skills - Low reading mileage - Lack of enjoyment of reading	- Looking at GATE classes for extension students - Utilizing resources we already have and implementing these into their lessons - Differentiation of learners- modelling books etc - Utilize the library to discover joy of reading - Target student interests - Phonics programmes for lower level learners - STEPS programme - Toxic Series - More reading mileage - Sentence work - cut up sentence - Mixed ability guiding - Listening Post

Year 10

	LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
	BoY	EOY	BoY	EOY	BoY	EOY	BoY	EOY
LITERACY	9%	0%	41%	34%	34%	44%	16%	22%
NUMERACY		5.5%		31.5%		35%		28%

ACADEMIC ACHIEVEMENT 2014-2021 - ENROLMENT BASED

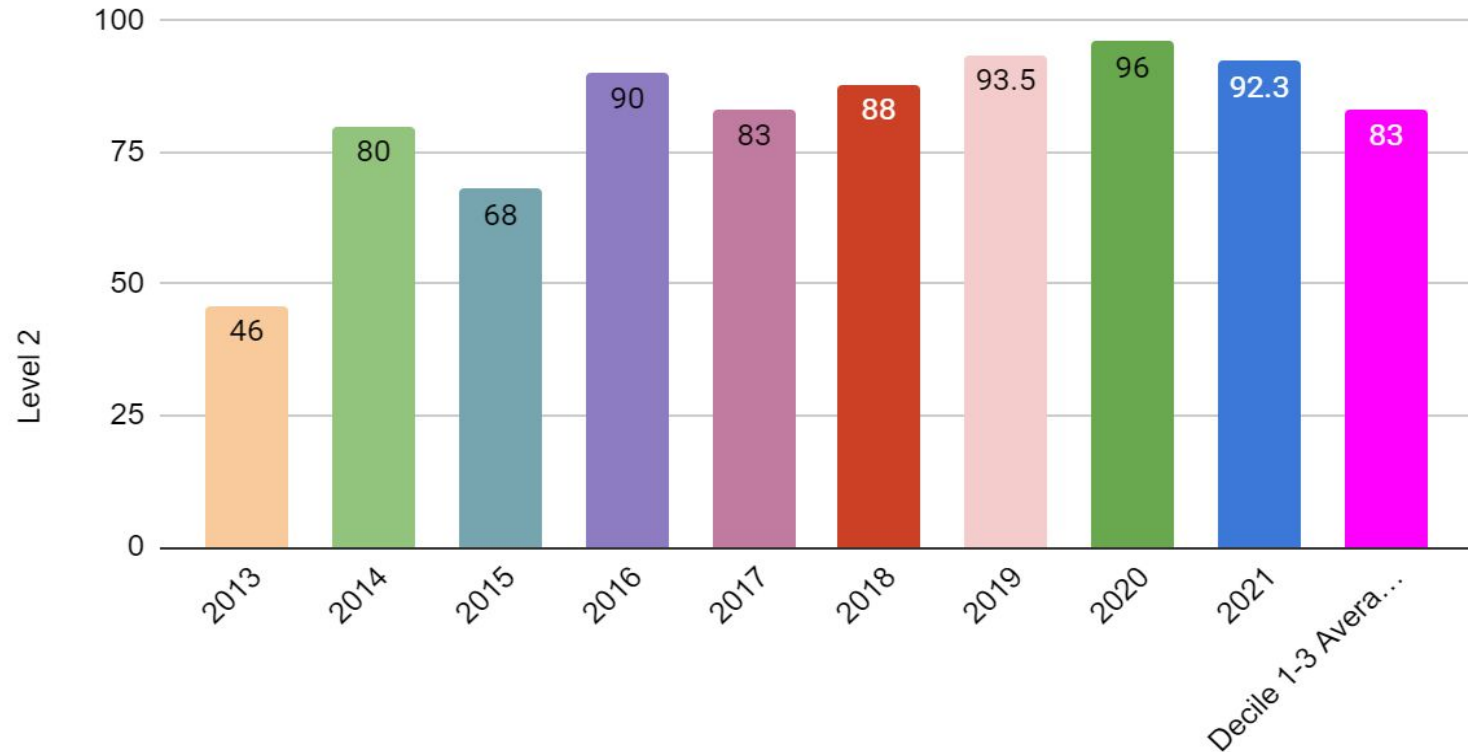| ACADEMIC	YEAR 11	YEAR 12	YEAR 13	YEAR 13
YEAR	NCEA L1	NCEA L2	NCEA L3	UE
2014	58.7	66.0	59.5	24.3
2015	60.9	60.0	49.0	6.1
2016	66.2	72.0	56.0	20.0
2017	57.6	72.5	32.6	9.3
2018	60.5	64.6	63.9	22.2
2019	71.4	65.6	75.6	19.5
2020	85.2	83.9	71.1	26.3
2021	74.5 (66.2)	73.4 (76.5)	81.5 (69.8)	75 (14)
Decile 1-3	52.5	62.9	58.5	22.1

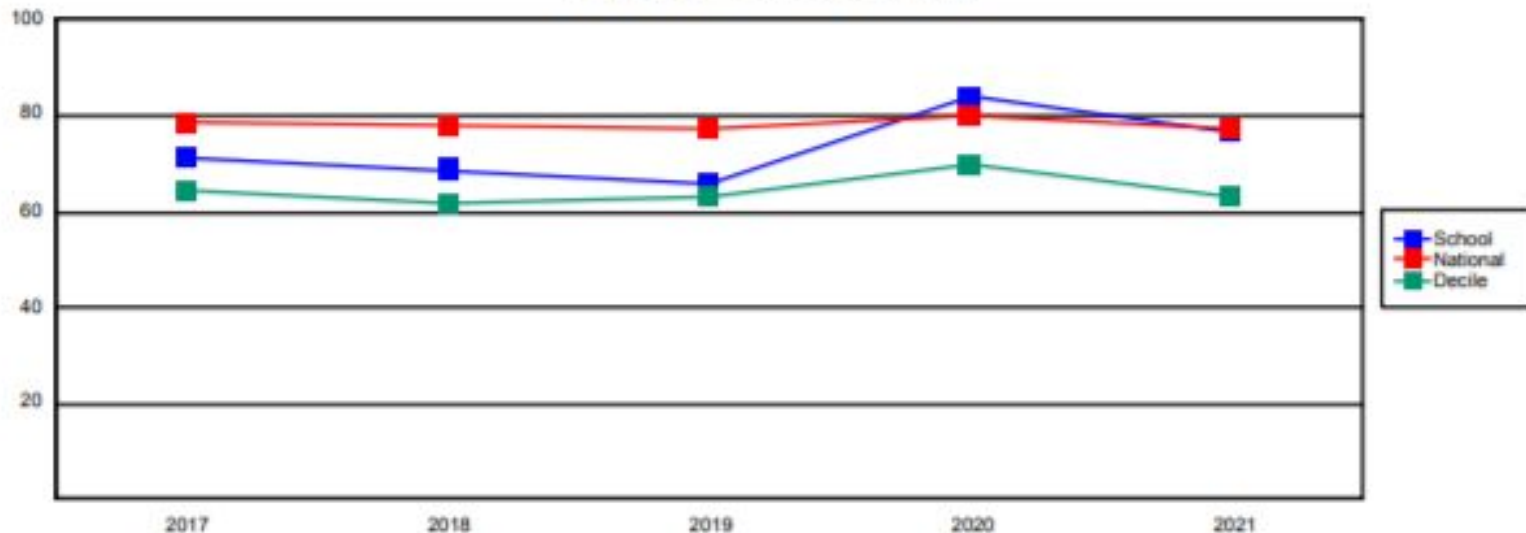# YEAR 11 - ENROLMENT BASED

Year 11 - NCEA Level 1
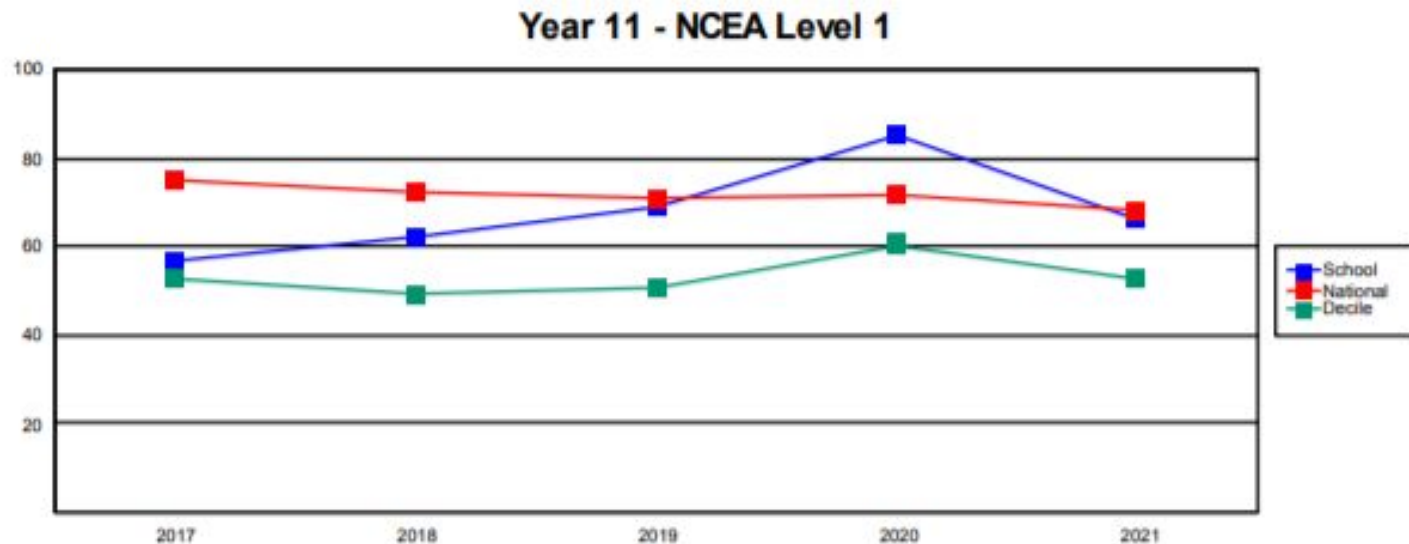
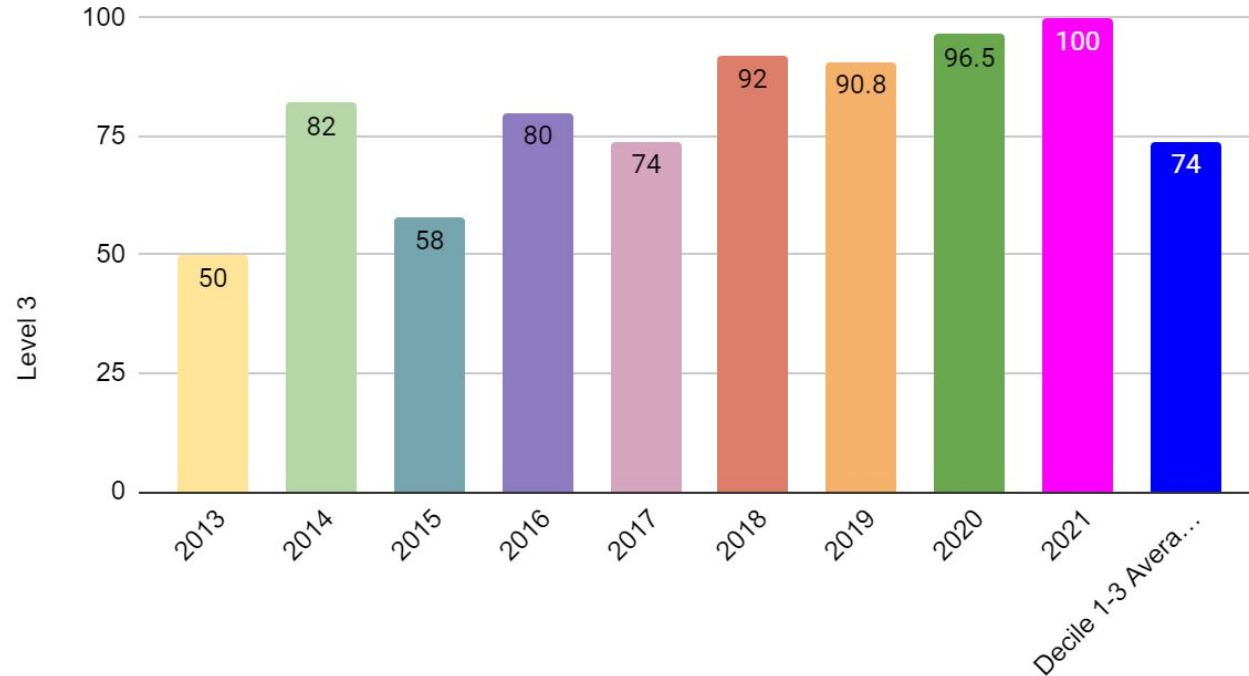# YEAR 12- NCEA Level 2- Participation

Level 2 vs

YEAR 12 - ENROLMENT BASED

Year 12 - NCEA Level 2

YEAR 13- NCEA Level 3- Participation

Level 3 vs

YEAR 13 - ENROLMENT BASED

Year 13 - NCEA Level 3

YEAR 13 – University Entry
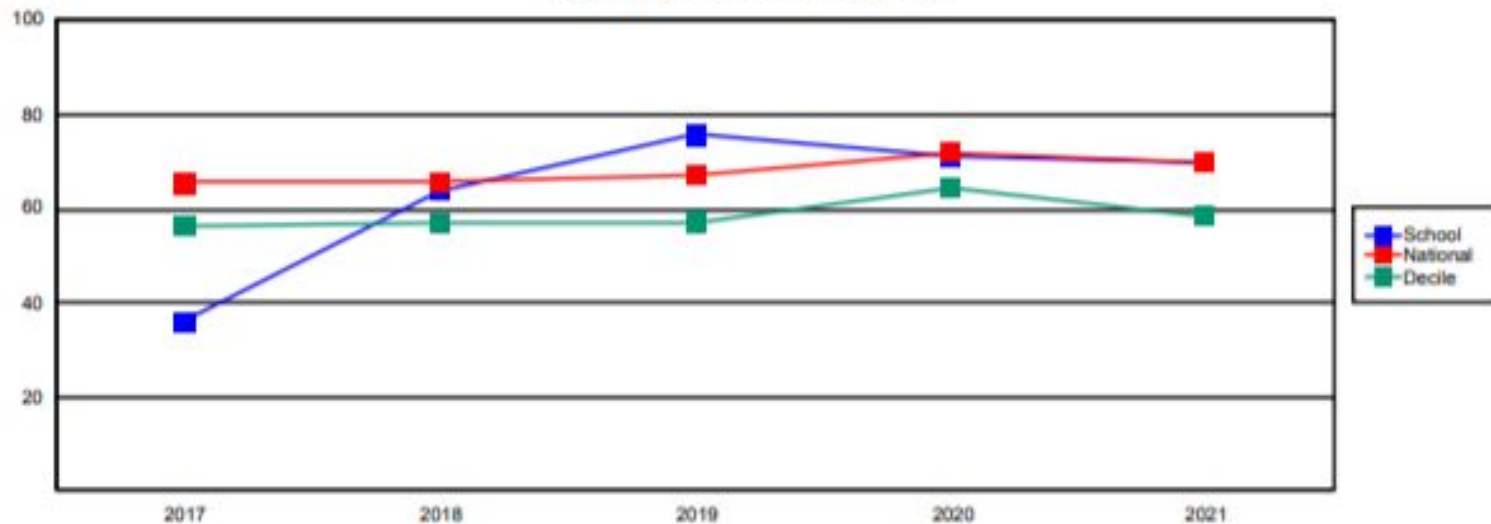
University Entry 2014 -2021 - Enrolment Based
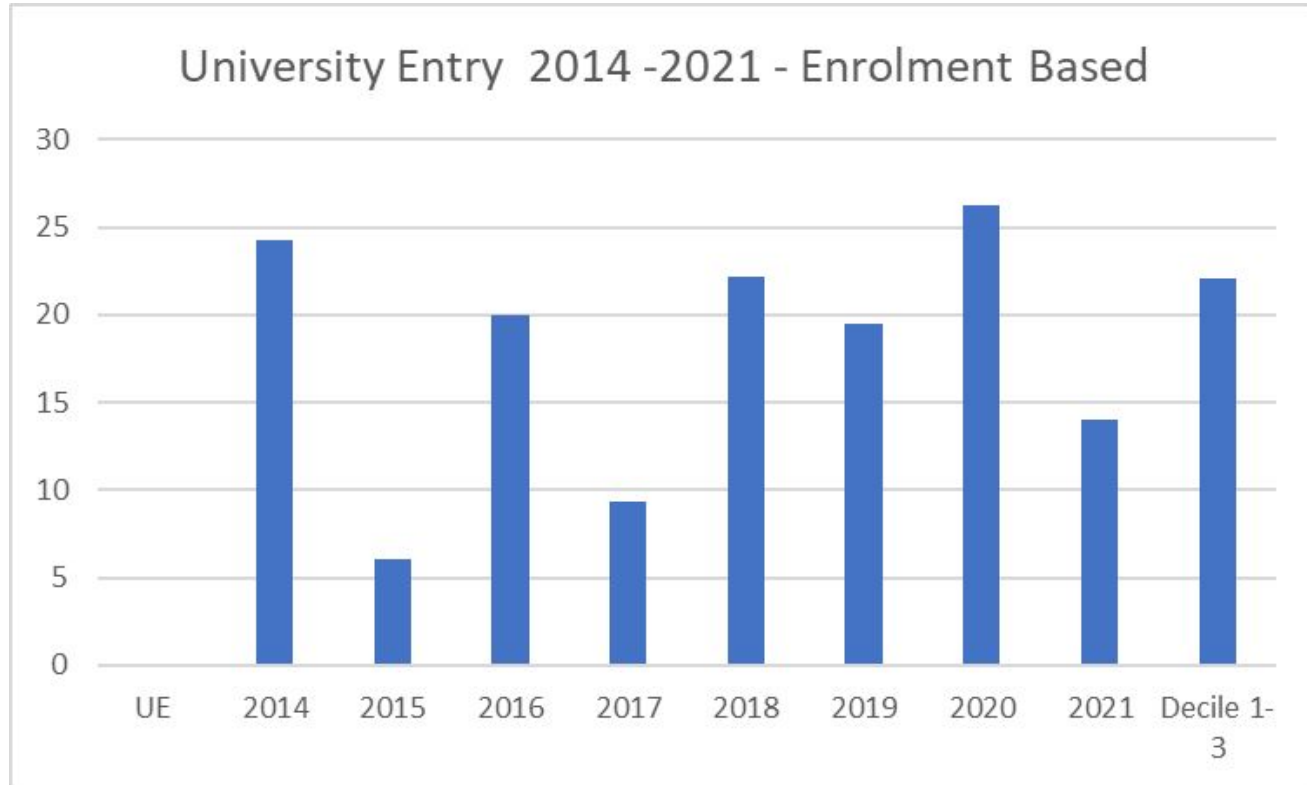
Ue - ENTRY - ENROLMENT BASED

Year 13 - University Entrance
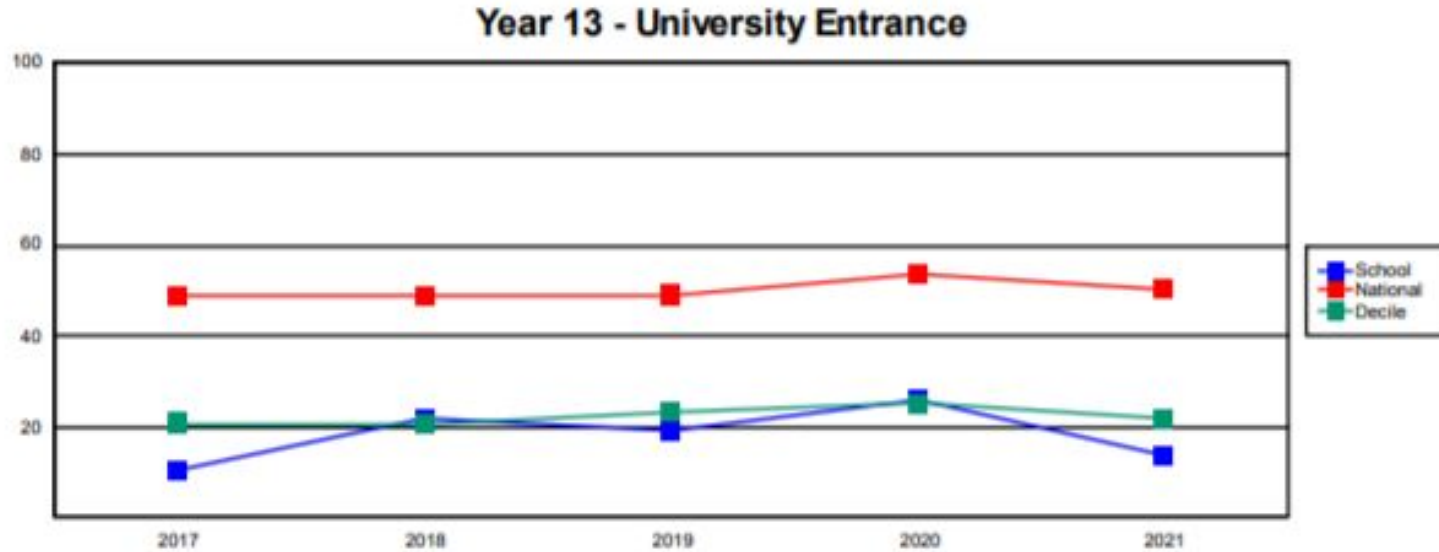
LEVEL 1 LITERACY AND NUMERACY

	2016	2017	2018	2019	2020	2021	DECILE (1-3)	NATIONAL
LITERACY	78.5	65.9	63.5	77.6	85.2	90% (70.6%)	77.6	83.4
NUMERACY	81.5	69.3	71.6	77.6	85.2	90% (73.5%)	82.1	82.1

2021 Targets

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

Actual(EOY - identified at risk showing accelerated learning)

Reading – Yr 7 – 31%, Yr 8 – 25%, Year 9 – 50%
Writing – Yr 7 – 70%, Yr 8 – 36%, Year 9 – 44%
Maths   – Yr 7 – 38%, Yr 8 – 52%, Year 9 – 47%

Actual(EOY - showing accelerated learning)

- Reading – Yr 7 – 24%, Yr 8 – 27%, Year 9 – 60%
- Writing – Yr 7 – 63%, Yr 8 – 29%, Year 9 – 32%
- Maths   – Yr 7 – 42%, Yr 8 – 45%, Year 9 – 44%

Senior Achievement

- Course Endorsements
- Certificate Endorsement

	Year 11	Year 12	Year 13
Excellence			1
Merit	1		1

2021 Targets

Reason for Variance
- Disrupted year due to pandemic
- Overall accelerated progress was made on average between 37% reading, 41% Writing and 44% Mathematics.
- NCEA Level 1 Literacy and Numeracy is above national and equivalent decile achievement. (Participation) Enrolment based data – is below national averages and decile 1-3 schools.

	Participation	Enrolment	Decile 1-3	Nationally
Literacy	90%	70.6%	77.6%	83.4%
Numeracy	90%	73.5%	82.1%	82.1%

2021 Targets

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

Actual

Year 9 – Achieved -12   Merit – 12   Excellence – 2
Year 10 –Achieved – 14 Merit – 5   Excellence

Reason for Variance

- Disrupted year due to pandemic
- Teachers developing their knowledge and skill in developing and designing standardised assessment tasks with NAME
- A need to review assessment tasks, align with curriculum levels and ensure we are teaching to excellence
- Still a challenge to extract the data from KAMAR, which limits the number of times it is updated to students.

2021 Targets

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

Actual
- Draft programme trialled, year teams need to review and amend programme to meet their needs.
- Time allocated was disrupted

Reason for Variance
- Disrupted year due to pandemic
- Mymahi not provided enough timetabled time, to ensure consistent student tracking
- Career Advisor upskilling in mymahi delivery

2021 Targets

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

Actual

- Taught in block week and within timetabled junior classes.
- Some challenges in term 4 with access to devices.
- Teacher in Charge was identified (Matt Sheaff)
- Analysis completed of curriculum coverage

Reason for Variance

- Disrupted year due to pandemic
- Curriculum area continues to be resourced and developed

Next steps

All teachers

- <u>Quality Teaching and Learning</u>
- Continually reflective of your own practice – review 2021 outcomes and adapt programmes/content/standards/resources appropriately.
- Student centred curriculum (ALEC)
- <u>Lesson / Day Planning</u> – 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.

- Mymahi time, is timetabled time which requires planning
- 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.

Strategic Goal 1

What's happening in 2022 ?

★ My mahi time - Tuesday & Thursday

★ All rotation and option lines currently have 4 subjects in them.

★ New Level 1 courses
 - Social Sciences
 - Digital Technologies

★ Year 9 & 10 - Tarawera Junior Achievement Certificate - to continue, some good successes in 2021, with a number of students being acknowledged for their learning. Need to ensure all assessments enable excellence and is taught to excellence.

★ A number of students are beginning year 11 with between 3 and 12 credits

★ Year 10 - taught in whānau classes for core subjects

★ Senior students starting year with significant credits

★ 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 2022 ?

★ Seniors – all teachers must contribute a minimum of 12 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 2022
Term 2 – week 9
Term 3 – Week 9
Dan Wallwork is TiC of BLOCK Weeks

★ Covid Preparation – Vaccine Passes

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
- Curriculum Review Committee – to be established 2022

MyMahi
Free web app at 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. - Year Teams need to review their own programme.

PLD 2022

Linked to Strategic Goals – <u>Term 1 Plan</u>

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

Contracts

Evaluation Associates – Julie Luxton – PACT / Numeracy

Evaluation Associates – Julie Luxton and Amy Chakif

Learning Focused Relationships in a Innovative Learning Space