

TARAWERA HIGH SCHOOL

ANALYSIS OF VARIANCE 2022
WHAT'S NEW IN 2023

STRATEGIC GOAL

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

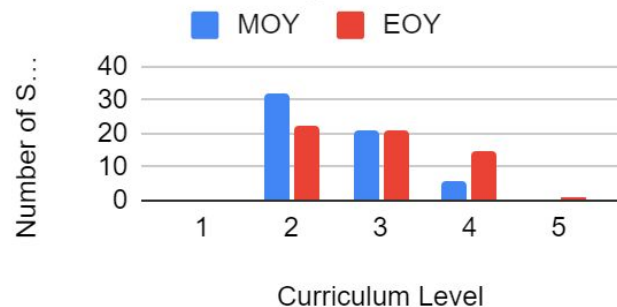
The data analysis shows progress from overall teacher judgement data made from the end of year 2021 to the end of year 2022. Year 7 data shows from the middle of year 2022 to end of year 2022. The data demonstrates progress made (1 sub level or more).

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+

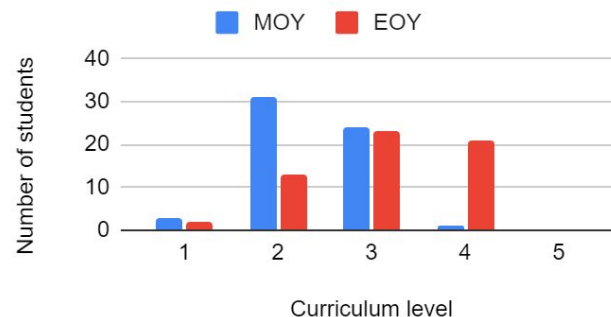
Overall Teacher Judgements

JUNIOR MIDDLE & END OF YEAR COMPARISON - YEAR 7

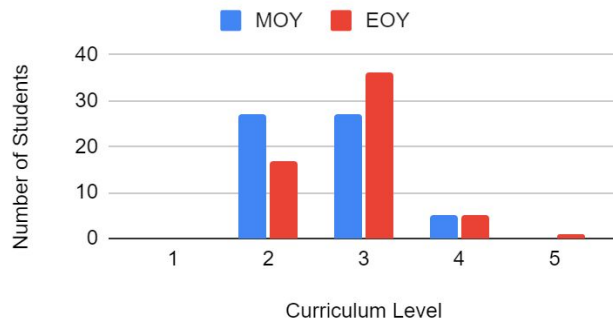
Year 7 Reading



Year 7 Writing



Year 7 Maths



PROGRESS - 1 OR MORE SUBLEVELS IN OTJ'S

2022 - YEAR 7 STUDENTS

	% of cohort showing progress	% of boys showing progress	% of Girls showing progress	% of students that were Maori that showed progress
Reading	69%	65%	74%	71%
Writing	93%	97%	89%	80%
Math	59%	63%	56%	65%

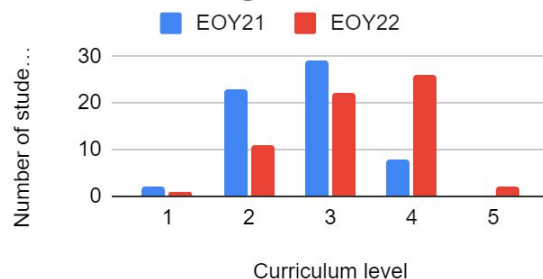
EOY OTJ	Well Below	Below	At	Above
Reading	53%	20%	15%	12%
Writing	30%	34%	31%	5%
Maths	47%	42%	3%	8%

PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK - YEAR 7

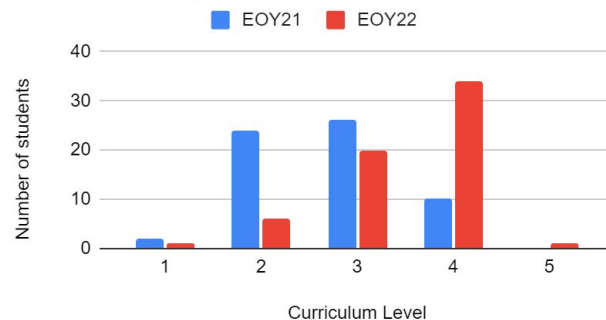
	% of at risk showing progress	% of Boys showing progress	% of Girls showing progress	% of students that were Maori that showed progress
Reading	64%	62%	75%	67%
Writing	90%	100%	82%	94%
Math	72%	77%	79%	83%

JUNIOR END OF YEAR 2021 & END OF YEAR 2022 COMPARISON - YEAR 8

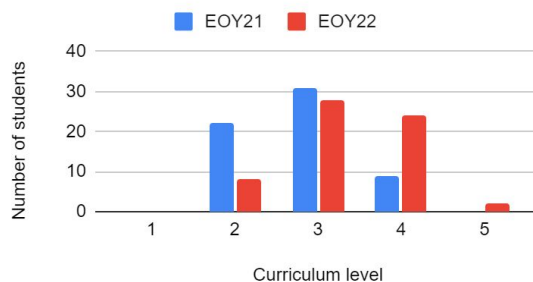
Year 8 Reading



Year 8 Writing



Year 8 Math



PROGRESS - 1 OR MORE SUBLEVELS IN OTJ'S

2022 - YEAR 8 STUDENTS

	% of cohort showing progress	% of boys showing progress	% of Girls showing progress	% of Maori students that showed progress
Reading	84%	83%	85%	88%
Writing	82%	80%	85%	81%
Math	84%	86%	81%	83%

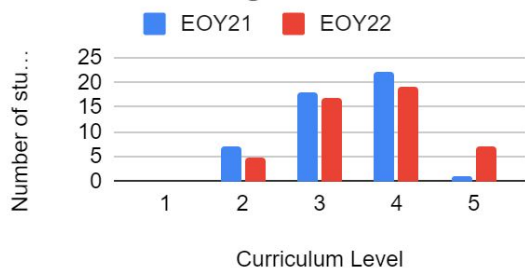
EOY OTJ	WELL BELOW	BELOW	AT	ABOVE
READING	34%	39%	24%	3%
WRITING	26%	39%	34%	1%
MATHS	34%	44%	19%	3%

PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK - YEAR 8

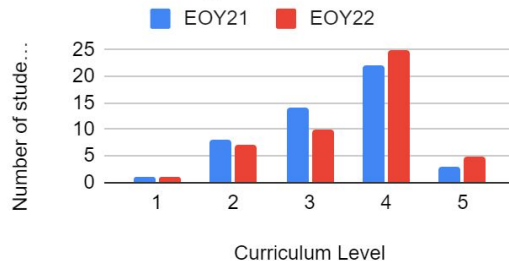
	% of at risk showing progress	% of boys showing progress	% of Girls showing progress	% of students that were Maori that showed progress
Reading	79%	69%	92%	79%
Writing	64%	80%	40%	61%
Math	57%	36%	75%	56%

JUNIOR END OF YEAR 2021 & END OF YEAR 2022 COMPARISON - YEAR 9

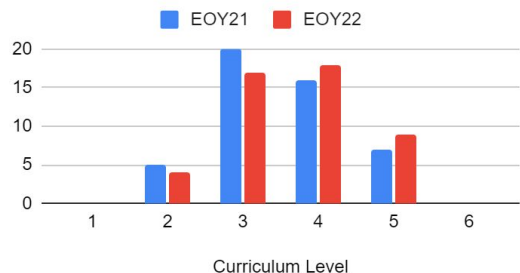
Year 9 Reading



Year 9 Writing



Year 9 Math



PROGRESS - 1 OR MORE SUBLEVELS IN OTJ'S

2022 - YEAR 9 STUDENTS

	% of cohort showing progress	% of boys showing progress	% of Girls showing progress	% of Maori students that showed progress
Reading	52%	54%	45%	49%
Writing	42%	42%	41%	41%
Math	58%	74%	38%	61%

EOY OTJ	WELL BELOW	BELOW	AT	ABOVE
READING	52%	33%	15%	0%
WRITING	56%	33%	11%	0%
MATHS	58%	23%	15%	4%

PROGRESS FOR THOSE IDENTIFIED AT THE START OF YEAR OF BEING AT RISK - YEAR 9

	% of at risk showing progress	% of boys showing progress	% of Girls showing progress	% of students that were Maori that showed progress
Reading	71%	50%	75%	50%
Writing	67%	44%	100%	67%
Math	33%	40%	29%	33%

YEAR 9 TJAC DATA

0-40	40-69	70-99	100-110
8	17	28	9

Achieved (Total Amount)	Merit (Total Amount)	Excellence (Total Amount)
2928	1139	475

Junior Department Actions for 2023

- Continue to work with Amy Chakiff around the focus on Learning Focused relationships in a modern learning environment - mixed ability grouping and workshops. This is continuing in 2023 with a focus in the Year seven and eight area.
- Continue to work with Amy Chakiff around the use of the Numeracy Learning Progression Framework and implement math rich tasks suitable to the needs and levels of the students.
- Develop understanding around Structured Literacy through SHARP reading programme that was started in term three this year after some PLD provided on the teacher only day. The PLD will need to continue to ensure maximum knowledge is obtained.
- Continue to monitor at risk students and create a spreadsheet to monitor progress throughout the year.
- Junior Department staff to work collaboratively at meetings to moderate Learning Progression Framework judgements and input these into the Curriculum Progress Tool provided.
- Collaboratively share ideas with each other around activities / lessons that are purposeful for making accurate judgements using the Learning Progression Framework tool.
- Continue to include the LPF's in all planning for literacy and numeracy to ensure targeted outcomes.
- Implement a spelling programme that will benefit the students from year seven to nine - Liz Kane, The Code
- Continue with TJAC credits for year nine - aligned to NCEA Credits.
- NZ Histories curriculum is compulsory from 2023. All learning areas need to be implementing this into their planning and programmes.
- New curriculum framework - ensure that all junior department staff are upskilling in this area ready for implementation by 2026.
- Implementation of the ALL (Accelerated Learning in Literacy) programme - dependent on approval.

YEAR 10

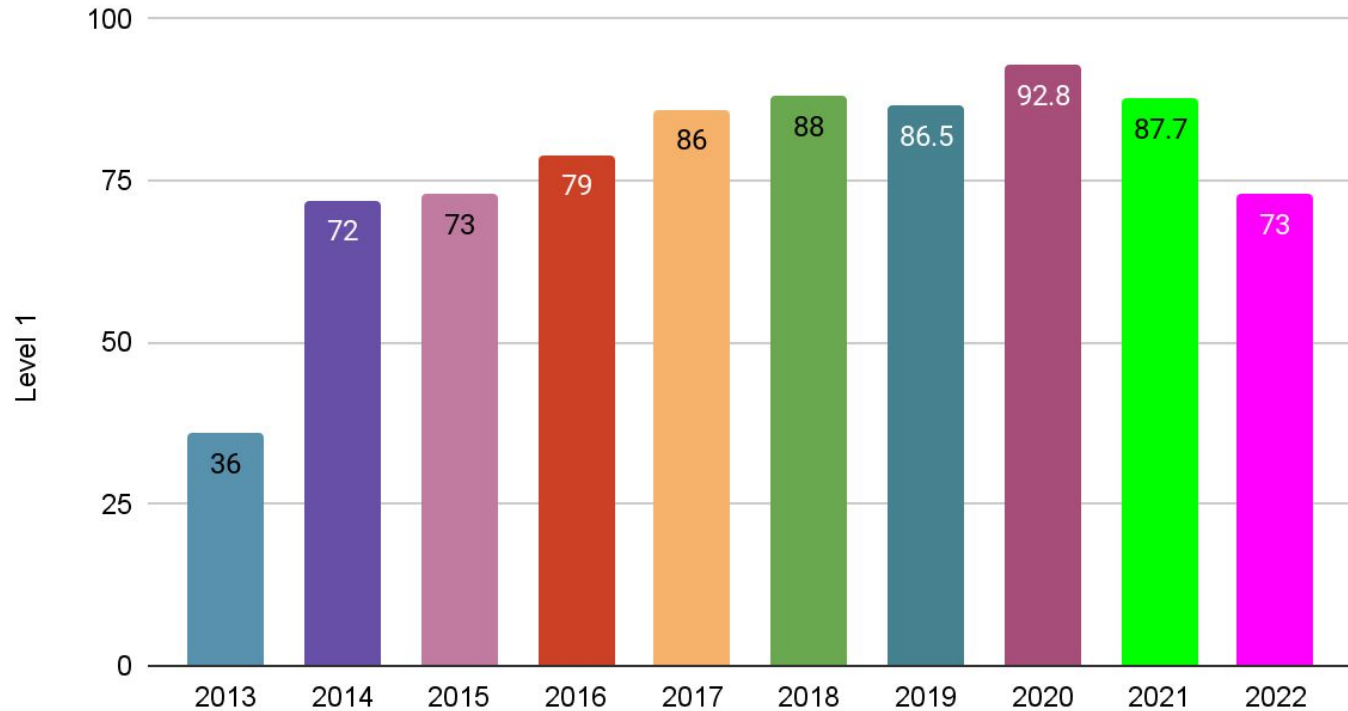
	LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
	BoY	EOY	BoY	EOY	BoY	EOY	BoY	EOY
LITERACY	11%	4%	34%	23%	32%	44%	15%	22%
NUMERACY	13%	7%	48%	39%	23%	26%	16%	28%

ACADEMIC ACHIEVEMENT 2014-2021 - ENROLMENT BASED

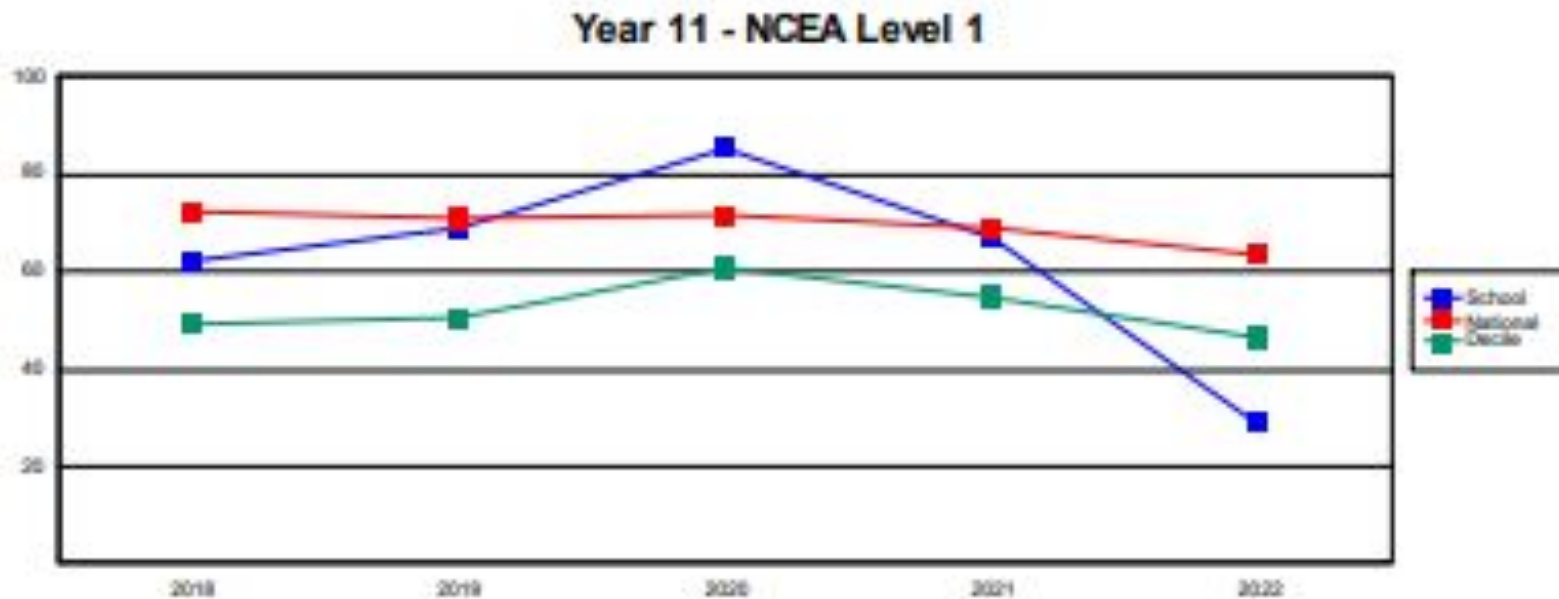
ACADEMIC	YEAR 11	YEAR 12	YEAR 13	YEAR 13
YEAR	NCEA L1	NCEA L2	NCEA L3	UE
2014	58.7	66.0	59.5	24.3
2015	60.9	60.0	49.0	6.1
2016	66.2	72.0	56.0	20.0
2017	57.6	72.5	32.6	9.3
2018	60.5	64.6	63.9	22.2
2019	71.4	65.6	75.6	19.5
2020	85.2	83.9	71.1	26.3
2021	74.5 (67.2)	73.4 (76.5)	81.5 (69.8)	75 (14)
2022	73% (29.8)	93% (75)	86% (77.4)	33% (3.2)

YEAR 11- NCEA LEVEL 1- PARTICIPATION

Level 1

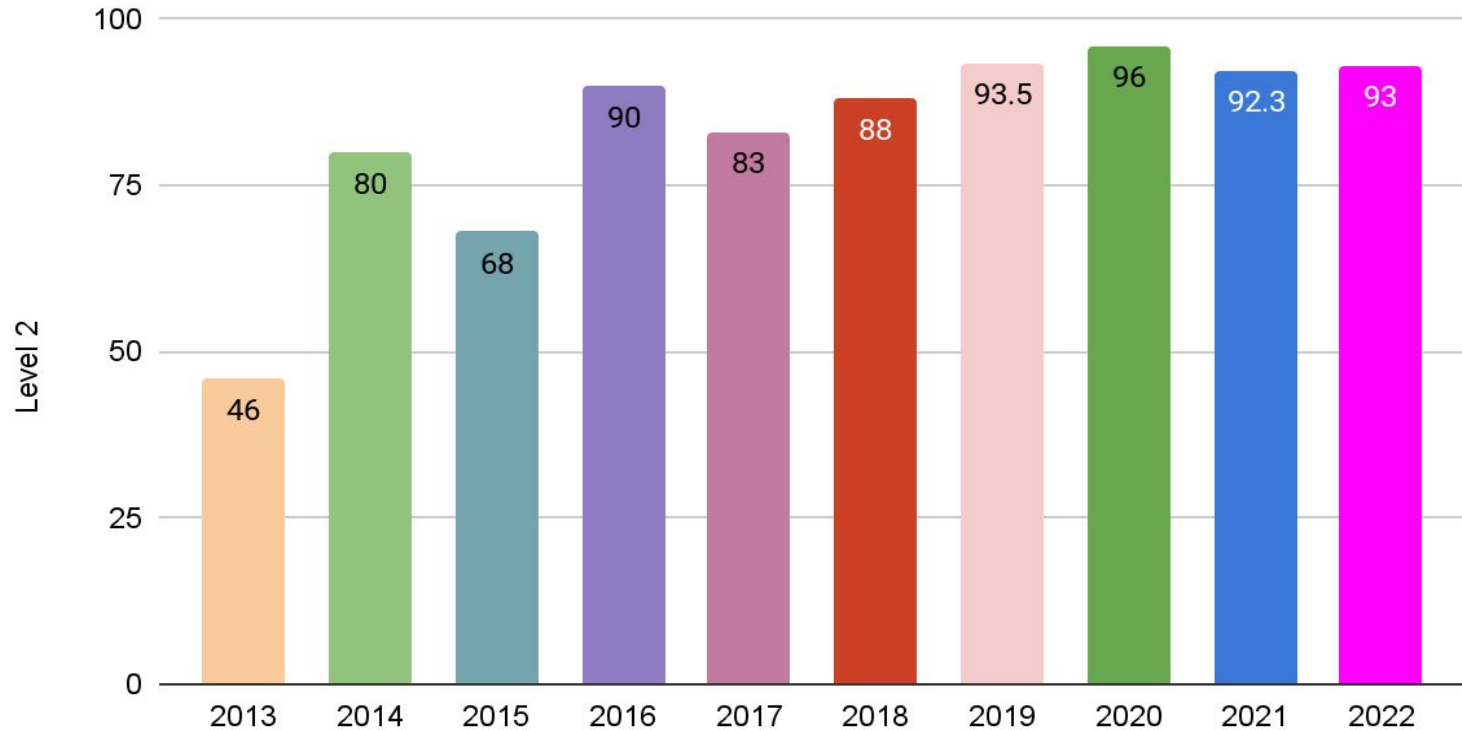


YEAR 11 - ENROLMENT BASED

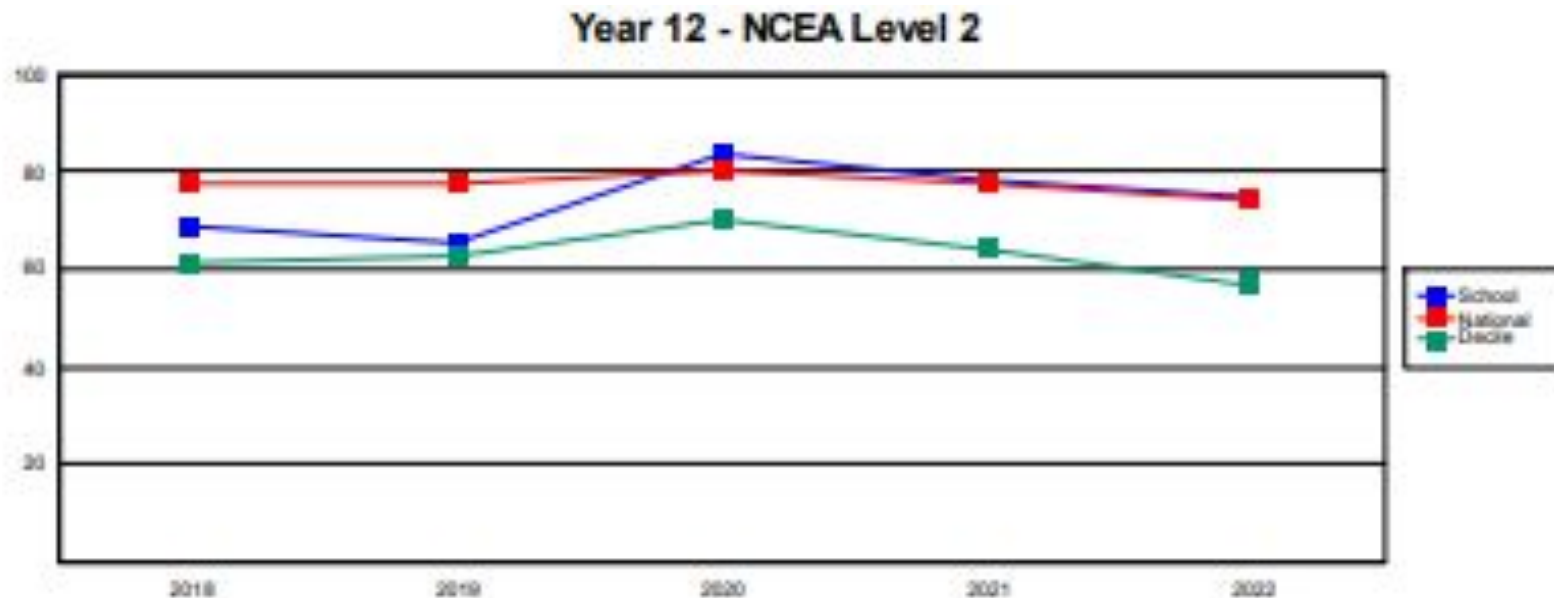


YEAR 12 - NCEA LEVEL 2 - PARTICIPATION

Level 2

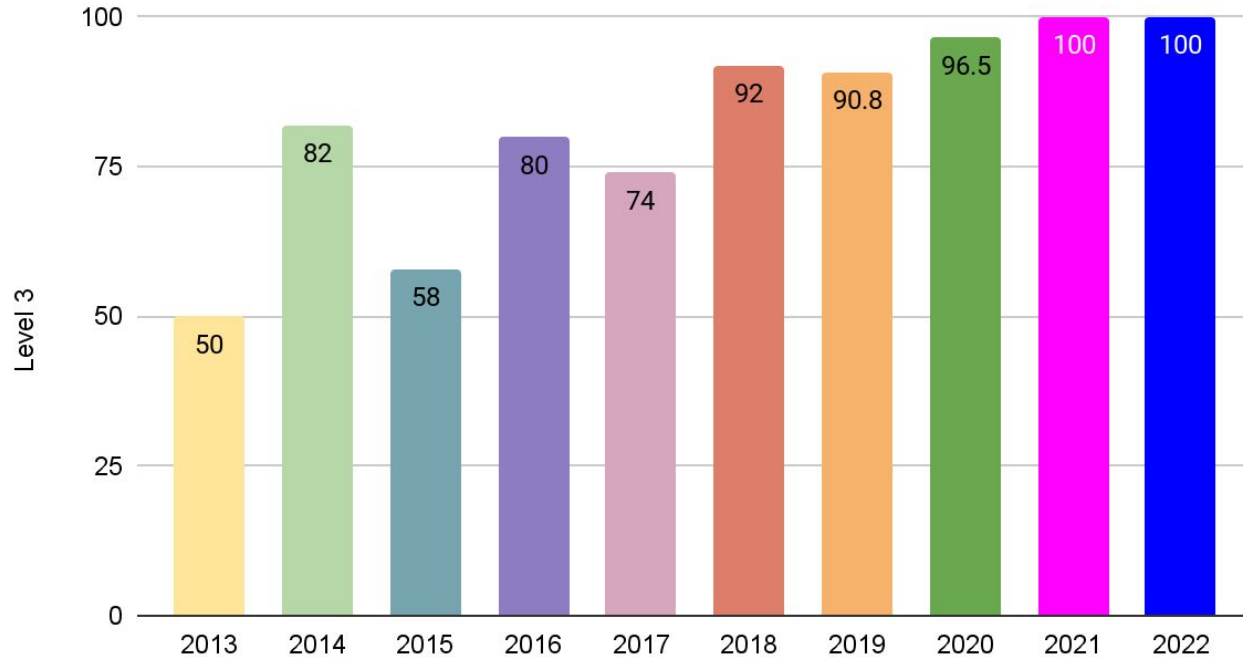


YEAR 12 - ENROLMENT BASED

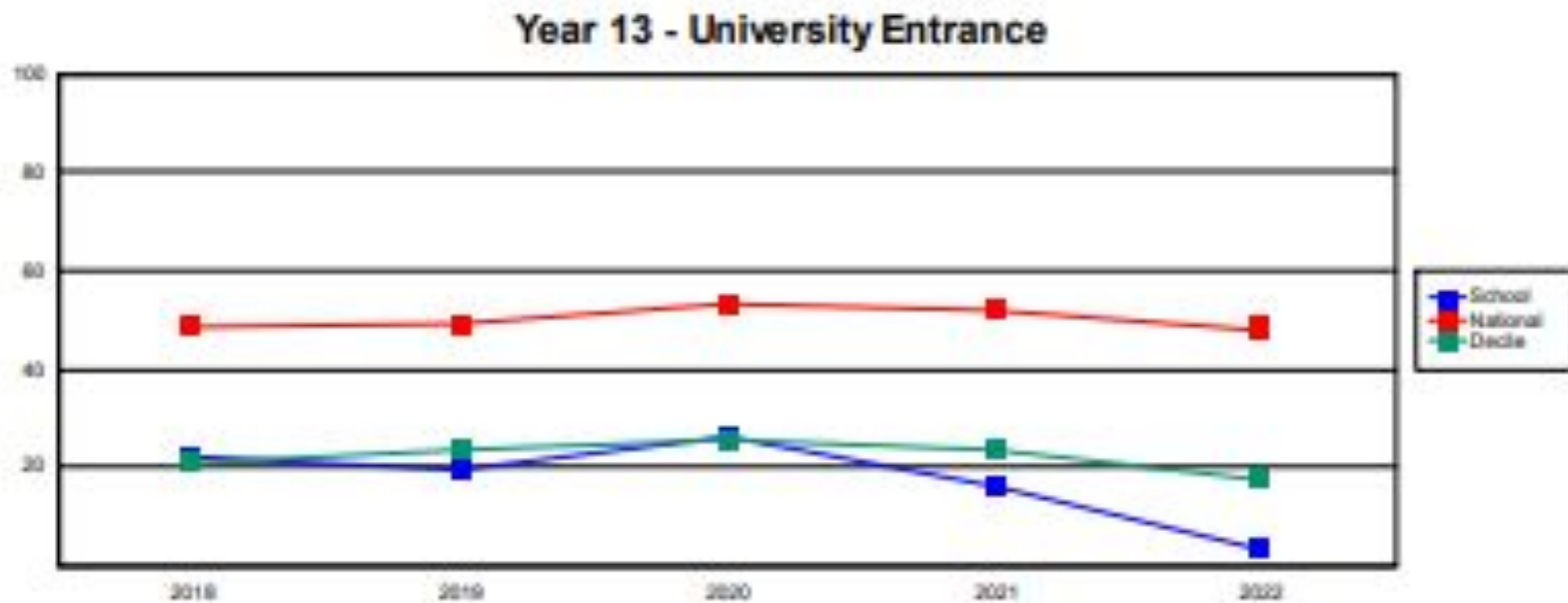


YEAR 13 - NCEA LEVEL 3 - PARTICIPATION

Level 3

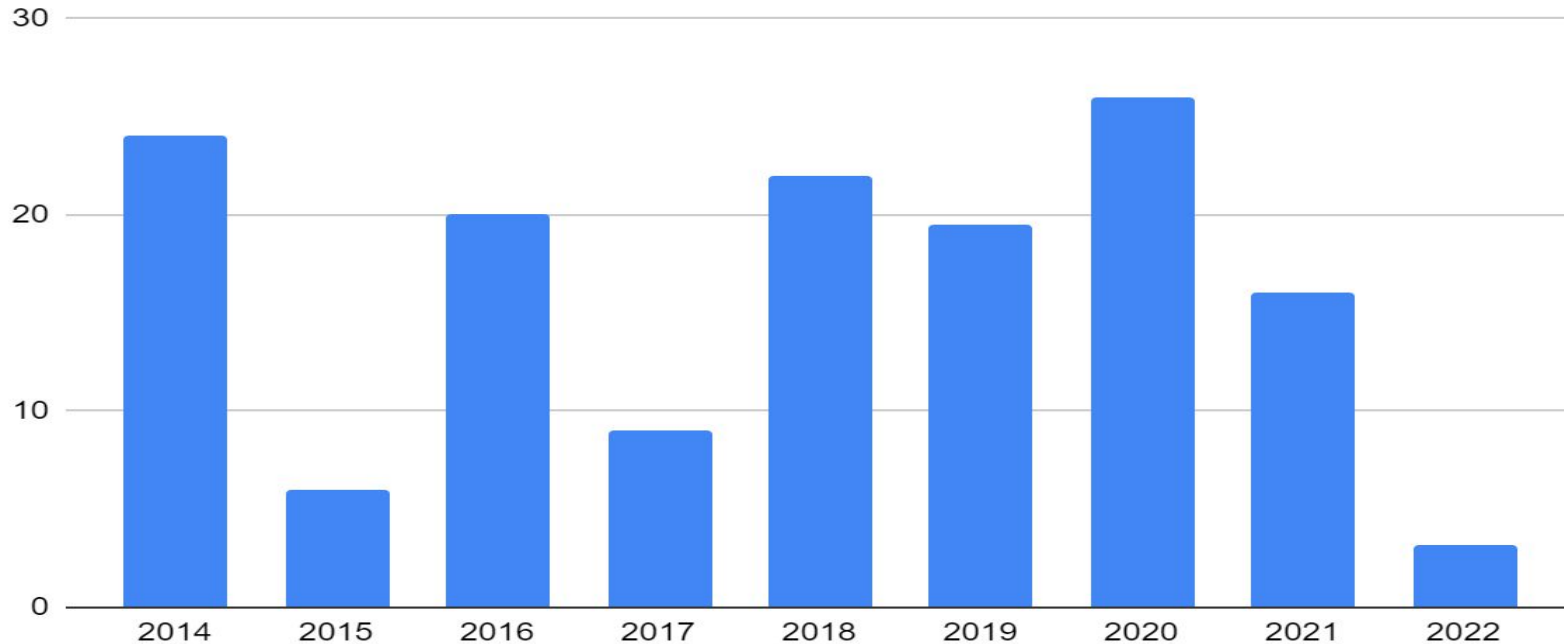


YEAR 13 - ENROLMENT BASED

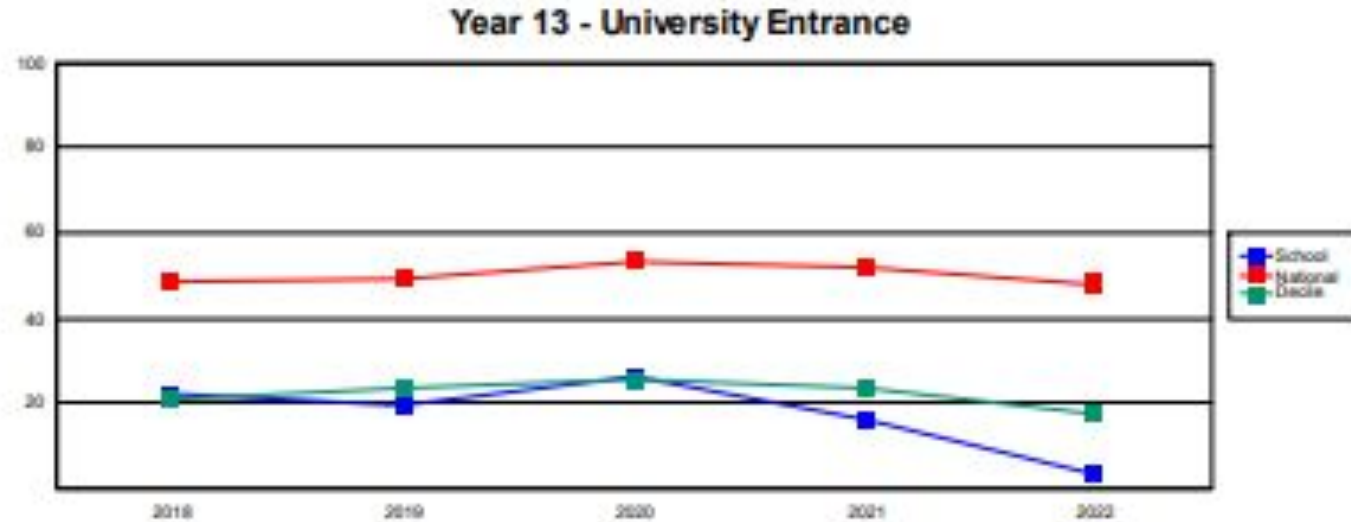


YEAR 13 - UNIVERSITY ENTRY

University Entry 2014 -2022 Enrolment Based



UE - ENTRY - ENROLMENT BASED



LEVEL 1 LITERACY AND NUMERACY

	2016	2017	2018	2019	2020	2021	2022	DECILE (1-3)	NATIONAL
LITERACY	78.5	65.9	63.5	77.6	85.2	90% (70.6%)	76% (55.9%)	75.8 (down 2%)	81.4
NUMERACY	81.5	69.3	71.6	77.6	85.2	90% (73.5%)	71% (52.5%)	72.2 (down 10%)	80.3

SENIOR ACHIEVEMENT

- Course Endorsements
- Certificate Endorsement

	Year 11	Year 12	Year 13
Excellence			
Merit	Marion Herbert Anaia Leaf	Jorja Major	

2022 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 -64%, Yr 8 - 79%, Year 9 - 71%

Writing - Yr 7 - 90%, Yr 8 - 64%, Year 9 - 67%

Maths - Yr 7 - 72%, Yr 8 - 57%, Year 9 - 33%

Actual(EOY - showing accelerated learning)

- Reading - Yr 7 -32 %, Yr 8 - 66%, Year 9 - 12.5%
- Writing - Yr 7 - 66%, Yr 8 - 68%, Year 9 - 6%
- Maths - Yr 7 - 12%, Yr 8 - 56%, Year 9 - 15%

2022 TARGETS

Reason for Variance

- Disrupted year due to pandemic
- Overall accelerated progress was made on average between 37% reading, 47% Writing and 28% 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	80%	55.9 %	75.8%	81.4%
Numeracy	75%	52.5 %	72.2%	80.3%

2022 TARGETS

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

Actual

Year 9 – Achieved – 25 Merit – 12 Excellence – 0 = total 37
Year 10 – Achieved – 34 Merit – 9 Excellence – 2 = total 45

Reason for Variance

- Significant increase in the number of students achieving the relative TJAC certificate.
- Teachers have continued to developing their knowledge and skill in developing and designing standardised assessment tasks with NAME
- Assessment tasks more aligned with curriculum levels and ensuring we are teaching to excellence
- Improved, regular feedback to students, this needs to continue into 2023.

2021 TARGETS

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

Actual

- Programme has developed within each year group.
- Time allocated was interrupted, particularly in the senior school, with additional programmes

Reason for Variance

- Disrupted year due to pandemic
- Senior student tracking needs to be owned by whanau teachers
- Career Advisor to monitor and support mymahi usage.

2021 TARGETS

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

Actual

- All juniors and NCEA Level 1 offered specialist time.
- Application for PLD support submitted and successful for 2023.

Reason for Variance

- Disrupted year due to pandemic
- Curriculum area continues to be resourced and developed further into NCEA Level 2.

WHAT'S HAPPENING IN 2023 ?

- ★ My mahi time - Tuesday & Thursday -continues
- ★ All (Yr 7-10) rotation and option lines currently have 4 subjects in them.
- ★ Year 9 & 10 - Tarawera Junior Achievement Certificate - to continue, some good successes in 2022, with a significantly higher number of students being acknowledged for their learning. Regular updates for students are required. Need to ensure all assessments enable excellence and is taught to excellence.
- ★ A number of Year 11 students are beginning year 11 with between 25 and 0 credits. Please ensure you are offering extension work to those capable. Consider how you can encourage external exam participation.

- ★ Senior students starting year with significant credits
Data provided / please check Kamar
- ★ 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 2023 ?

- ★ 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 Karen, Matt or Julie only.
Do not accept anyone in your class that is not on your KAMAR role.
- ★ BLOCK weeks there will be one in 2023 Term 2 - week 2
WiS is TiC
- ★ Work ready course (ST0) to include butchery course (Te Okainukurangi) in collaboration with Oral Health
- ★ MLA - Arrives in March to teach Mandarin.

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. PLD provided

- Maxine Kaipara - To lead Mymahi PLD and the [school-wide career programme.](#) - Year Teams need to review their own programme.

PLD2023

Linked to Strategic Goals - [Term 1 Plan](#) -Internal PLD time to support curriculum review and implementation of New NCEA standards for 2024 and beyond.

Planned PLD supporting our PCT 1, PCT 2 teachers and new staff (where appropriate). If you are interested in being a buddy (not curriculum specific) please let Julie know.

Contracts

- Evaluation Associates - Amy Chakif - PACT / Numeracy Planning
- LNSiS Literacy - Julie Luxton - NCEA Literacy support
- Digital Fluency - CodeAvengers
- ALL Programme -

STRATEGIC GOAL 1

(2023)

Expand integrated curriculum through a Te Ao Māori lens, focusing on literacy and numeracy for all.

Initiatives

- Build teacher capability, through PLD
- Develop learning programmes that reflect Mātauranga Māori across the school (Niho Taniwha)
- Implement structured literacy across the school