



FLAXMERE COLLEGE

ANALYSIS OF VARIANCE 2020

The background of the lower half of the page features a decorative, wavy pattern of interlocking geometric shapes, including diamonds and zig-zags, rendered in a light grey color. The text 'FLAXMERE COLLEGE' and 'ANALYSIS OF VARIANCE 2020' is overlaid on this pattern in a large, bold, yellow, sans-serif font with a black outline.

| | |
|------------------------|--|
| Strategic Goal: | Student Success: Develop the Flaxmere Way for students to ensure holistic student success. |
| Annual Goal: | To accelerate Level 3 and UE NCEA outcomes. |
| Target: | All Year 13 regular students will achieve Level 3 NCEA for 2020. All targeted UE students achieve UE for 2020. |
| Baseline Data: | <p>Flaxmere College Level 3 NCEA achievement have improved since 2018 (2018 – 52.1%, 2019 – 68.8%). This was above the national average (2019 – 67.5) and decile 1-3 school (2019 – 60.0%).</p> <p>Flaxmere College UE achievement has improved over the last three years (2017 – 6.7%, 2018 – 14.6%, 2019 – 18.8%). 2019 achievement is still below national average for UE (2019 – 49.5%) and for decile 1-3 schools (2019 – 30.2%).</p> |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----|------|----|------|----|------|----|------|----|------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----|------|----|------|---|------|----|------|----|------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----|------|----|------|----|------|---|------|----|------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|---|-----|---|-----|---|------|---|------|---|-----|---|--|
| <ul style="list-style-type: none"> Annual Gaol for 2020 was to improve Level 3 and UE results. UE target group was set and was targeted through the year. EE Team met regularly to discuss and plan for students at risk. The EE Team used a number, names and needs approach to the accelerating progress for students. The school ran several courses to ensure success for students. In October, the school ran Noho Marae at Hougare, which provided assessment opportunity in a | <p>Level 3 Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)</p> <table border="1" data-bbox="465 347 1346 485"> <thead> <tr> <th>2016 Qty</th> <th>2016 Rate</th> <th>2017 Qty</th> <th>2017 Rate</th> <th>2018 Qty</th> <th>2018 Rate</th> <th>2019 Qty</th> <th>2019 Rate</th> <th>2020 Qty</th> <th>2020 Rate</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>60.7</td> <td>21</td> <td>70.0</td> <td>25</td> <td>52.1</td> <td>22</td> <td>68.8</td> <td>22</td> <td>71.0</td> </tr> </tbody> </table> <p>Level 3 Female Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)</p> <table border="1" data-bbox="465 644 1346 782"> <thead> <tr> <th>2016 Qty</th> <th>2016 Rate</th> <th>2017 Qty</th> <th>2017 Rate</th> <th>2018 Qty</th> <th>2018 Rate</th> <th>2019 Qty</th> <th>2019 Rate</th> <th>2020 Qty</th> <th>2020 Rate</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>53.6</td> <td>10</td> <td>76.9</td> <td>9</td> <td>50.0</td> <td>13</td> <td>72.2</td> <td>12</td> <td>70.6</td> </tr> </tbody> </table> <p>Level 3 Male Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)</p> <table border="1" data-bbox="465 941 1346 1078"> <thead> <tr> <th>2016 Qty</th> <th>2016 Rate</th> <th>2017 Qty</th> <th>2017 Rate</th> <th>2018 Qty</th> <th>2018 Rate</th> <th>2019 Qty</th> <th>2019 Rate</th> <th>2020 Qty</th> <th>2020 Rate</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>67.9</td> <td>11</td> <td>64.7</td> <td>16</td> <td>53.3</td> <td>9</td> <td>64.3</td> <td>10</td> <td>71.4</td> </tr> </tbody> </table> <p>UE Enrolment Based 2020 results for Flaxmere College (Regular Enrolments)</p> <table border="1" data-bbox="465 1238 1346 1375"> <thead> <tr> <th>2016 Qty</th> <th>2016 Rate</th> <th>2017 Qty</th> <th>2017 Rate</th> <th>2018 Qty</th> <th>2018 Rate</th> <th>2019 Qty</th> <th>2019 Rate</th> <th>2020 Qty</th> <th>2020 Rate</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5.4</td> <td>2</td> <td>6.7</td> <td>7</td> <td>14.6</td> <td>6</td> <td>18.8</td> <td>3</td> <td>9.7</td> </tr> </tbody> </table> | 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | 34 | 60.7 | 21 | 70.0 | 25 | 52.1 | 22 | 68.8 | 22 | 71.0 | 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | 15 | 53.6 | 10 | 76.9 | 9 | 50.0 | 13 | 72.2 | 12 | 70.6 | 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | 19 | 67.9 | 11 | 64.7 | 16 | 53.3 | 9 | 64.3 | 10 | 71.4 | 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | 3 | 5.4 | 2 | 6.7 | 7 | 14.6 | 6 | 18.8 | 3 | 9.7 | <ul style="list-style-type: none"> The COVID-19 pandemic disrupted NCEA assessment in 2020. Students were out of school for two months. The rahui disrupted senior programmes and had an affect on attendance of some students. The improved results were helped by the EE team. The group were able to follow up with students and provide interventions when needed. Courses that ran during the year, such as the noho Marae, provided opportunities for student success. Two students Year 13 who enrolled in 2020 students did not have Level 1. The two students achieved Level 2, and just missed out on Level 3. Another students who was enrolled in 2020 had a history of attendance issues at her previous school , which continued in 2020. The attendance of three students, who had been enrolled at the college for | <p>The school will continue with monitoring programme for Level 1, 2 and 3.</p> <p>A greater focus will be on UE. Level 3 and UE progress will continue to be an annual goal for 2021.</p> |
| 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34 | 60.7 | 21 | 70.0 | 25 | 52.1 | 22 | 68.8 | 22 | 71.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 53.6 | 10 | 76.9 | 9 | 50.0 | 13 | 72.2 | 12 | 70.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | 67.9 | 11 | 64.7 | 16 | 53.3 | 9 | 64.3 | 10 | 71.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 Qty | 2016 Rate | 2017 Qty | 2017 Rate | 2018 Qty | 2018 Rate | 2019 Qty | 2019 Rate | 2020 Qty | 2020 Rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 5.4 | 2 | 6.7 | 7 | 14.6 | 6 | 18.8 | 3 | 9.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

localised curriculum context.

- LOL met to discuss academic progress in the school.

National School Enrolment Based 2020 results

| 2016 Rate | 2017 Rate | 2018 Rate | 2019 Rate | 2020 Rate |
|-----------|-----------|-----------|-----------|-----------|
| 66.0 | 67.6 | 68.2 | 69.3 | 73.1 |

National School Female Enrolment Based 2020 results

| 2016 Rate | 2017 Rate | 2018 Rate | 2019 Rate | 2020 Rate |
|-----------|-----------|-----------|-----------|-----------|
| 71.5 | 73.0 | 73.3 | 74.2 | 76.9 |

National School Male Enrolment Based 2020 results

| 2016 Rate | 2017 Rate | 2018 Rate | 2019 Rate | 2020 Rate |
|-----------|-----------|-----------|-----------|-----------|
| 60.1 | 61.8 | 62.8 | 64.0 | 69.0 |

National Decile 1-3 School Enrolment Based 2020 results

| 2016 Rate | 2017 Rate | 2018 Rate | 2019 Rate | 2020 Rate |
|-----------|-----------|-----------|-----------|-----------|
| 56.6 | 58.8 | 60.2 | 62.5 | 68.3 |

The school did not meet the target of all students passing Level 3. Not all students who were targeted for UE achieved this goal.

Level 3 NCEA results improved from 2019, and has been the best result over the last five years. The NCEA results were below the national average, but above the average rate for Decile 1-3 students. Both males and females performed at a similar rate. Flaxmere College female students performed below the national average for females, but the boys at Flaxmere College performed above the national average for their

several years, suffered after the return of student at Alert Level 2.

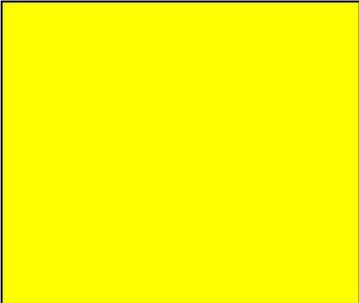
- The main focus for staff and EE Team was Level 1, 2 and 3 achievement, which was at the expense of UE. There was much time spent developing strategies for students to achieve their qualifications, but less time on UE students.

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| | gender. UE results decreased from 2019 and were well below the national average and that for Decile 1-3 schools. | | |
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Planning for next year:

The BOT will be presented with the progress of this annual goal throughout the year.

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| Strategic Goal: | Develop the Flaxmere Way for students to ensure holistic student success. The school will actively promote and build distributive leadership capacity amongst staff and students. |
| Annual Goal: | To embed the Flaxmere College Graduate Profile into the Flaxmere Way |
| Target: | By end 2020, a draft graduate profile is communicated with students, staff and the community. By 2021, a graduate profile will be set for the school. |
| Baseline Data: | <p>Whānau have been consulted on a graduate profile since 2016. Survey comments from whānau, staff and students have been collected by the school.</p> <p>The current graduate profile is part of the charter (see below):</p> <p>When I leave school I will:</p> <ul style="list-style-type: none"> • Be confident in my identity, language and culture as a citizen of Aotearoa, New Zealand; • Be socially and emotionally competent, resilient and optimistic about the future • A successful lifelong learning • Participating and contributing confidently in a range of contexts (cultural, local, national and global) to shape a sustainable world of the future. <p>When I leave school I will:</p> <ul style="list-style-type: none"> - Be proud of who I am and my culture; - Have the qualifications I need to achieve my goals and aspirations; - Have a clear career pathway plan; - Be work or tertiary study ready; |

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- Be confident, creative, think critically and problem solve as a life long learner;
 - Have social and co-operative skills and life skills;
 - Be resilient and care for my wellbeing and others;
 - Be respectful, trustworthy and have integrity;
 - Have empathy and be inclusive and collaborative.

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|--|--|--|--|
| <p>Since 2015, the school has sought student, whānau and staff voice on the skills and attributes for student leavers at Flaxmere College.</p> <p>Graduate Profile is part of the charter.</p> <p>In 2020, SLT discussed Graduate Profile and how it could be made more visible for the community and students.</p> <p>SLT have investigated examples of Graduate Profiles at other schools.</p> <p>The Graduate Profile and action plan was presented to staff and the BOT.</p> | <p>There was greater awareness from staff and whānau of the Graduate Profile.</p> <p>While there is a Graduate Profile in the charter, no “set” profile was presented to whānau.</p> | <p>Because of COVID-19, there was a focus on other goal for our school.</p> <p>It was felt with the rebuild in 2021 and 2022, a focus on Graduate Profile this year would be appropriate way to review what is important for the school.</p> | <p>Embedding the Graduate Profile into the Flaxmere Way will be a continued focus for the school.</p> <p>The profile will be made more explicit, will be communicated to the community and integrated into the Flaxmere Way.</p> |
| Planning for this year: | | | |
| <p>The BOT will be presented with the progress of this annual goal throughout the year.</p> | | | |

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|------------------------|---|
| Strategic Goal: | The school will actively promote and build distributive leadership capacity amongst staff and students. |
| Annual Goal: | To embed internal evaluation into school review. |
| Target: | Internal evaluation is embedded into all reviews in the school. That staff understand how the tool is used. |
| Baseline Data: | In 2016, the school reviewed ERO Internal Evaluation tool. The tool provides an in depth tool to review goals for the learning area. Internal evaluation tool was used for SLT action planning. In 2018, the internal evaluation tool was used for Learning Area strategic goals. SLT also used the tool for their action plans. |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|--|---|---|---|
| <p>Since 2013, the school had developed several review tools to evaluation Learning Area and school-wide goals.</p> <p>In 2020, SLT viewed the annual goal tool (Action Planning tool) used for school-wide goals.</p> <p>Leaders of Learning reviewed the internal evaluation tool used for Annual reports.</p> <p>SLT used the Action Planning tool for annual goals and presented this to the BOT.</p> <p>Leaders of Learning used the Internal Evaluation tool for their annual report.</p> <p>HM reviewed the Learning Area reports for 2020.</p> | <p>HM's reviewed of the LOLs' annual reports and it was evident that internal evaluation cycle was embedded in the leaders reports. The reviews showed an in depth understanding of the process and impact actions had on learning.</p> <p>The Action Planning tool was used effectively by SLT for their annual goals. Their Action Plans were presented to the BOT in November. SLT were able to show actions taken to meet the annual targets.</p> | <p>Because of COVID-19, a full review of internal evaluation with staff did not take place. However, HM's review showed that staff had a good understanding of internal evaluation.</p> | <p>Flaxmere College will continue to use the internal evaluation for Learning Areas and Action Planning tool for annual goals.</p> <p>Both tools will be reviewed with staff and SLT during the year.</p> |
| Planning for next year: | | | |
| <p>LOLs will present to BOT their Learning Area review, using the internal evaluation tool.</p> <p>Annual goals will be presented to BOT mid-year and at the end of the year.</p> | | | |

| Strategic Goal: | The school will develop and evaluate the Flaxmere Way for consistent, effective, CR4RP for teaching and learning | | | | | | | | | | | | | |
|---------------------------------------|---|------------|----------------|---------|-------------------|-------|------------|----------------|---------|---------------------------------------|---|---|----|--|
| Annual Goal: | To improve teaching and learning through the Flaxmere Way. | | | | | | | | | | | | | |
| Target: | To review and update the Flaxmere Way observation tool. That there is a shift of teaching practice towards well-developed on the Flaxmere Way. | | | | | | | | | | | | | |
| Baseline Data: | <p>The Flaxmere Way observation tool was developed after the Te Kotahitanga programme was abandoned by the Ministry of Education. The tool has been used to support staff with their teaching practice. The tool has helped SLT to identify areas of teaching practice throughout the school that needs to be improved.</p> <p>The school uses the Rongohia Te Hau tool for summative data.</p> <p>Below was the data from the Term 2 2020 Flaxmere Way observations</p> <p style="text-align: center;">Flaxmere Way Classroom Walk-through Term Two 2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Evidence Observed</th> <th style="text-align: center;">Basic</th> <th style="text-align: center;">Developing</th> <th style="text-align: center;">Well Developed</th> <th style="text-align: center;">Comment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Learning Intention & Success Criteria</td> <td style="text-align: center;">3</td> <td style="text-align: center;">7</td> <td style="text-align: center;">15</td> <td></td> </tr> </tbody> </table> | | | | Evidence Observed | Basic | Developing | Well Developed | Comment | Learning Intention & Success Criteria | 3 | 7 | 15 | |
| Evidence Observed | Basic | Developing | Well Developed | Comment | | | | | | | | | | |
| Learning Intention & Success Criteria | 3 | 7 | 15 | | | | | | | | | | | |

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|--|----------|-----------|-----------|----------------------|
| PR4L – RP, MP, Flax | | 12 | 13 | |
| Literacy Focus | | 8 | 16 | 1 not seen |
| Manaakitanga <i>Caring Relationships</i> | | 7 | 18 | |
| Ngā Whakapiringātanga <i>Well managed learning environment</i> | 1 | 9 | 15 | |
| Mana Motuhake <i>High Expectations for learning</i> | 1 | 13 | 11 | |
| Wananga <i>Discursive interactions</i> | 2 | 13 | 10 | |
| Ako <i>Reciprocal learning</i> | 2 | 11 | 12 | Power sharing |

Total of 25 observations:
Basic = 3 (12%),
Developing = 12 (48%),
Well Developed = 10 (40%)

The data below shows the historical shifts between Basic, Developing and Integrated teaching.

Flaxmere College walk-through data 2018-2020

| | Basic | Developing | | Integrated | |
|-------|-------------|-----------------|---------------|------------------|---------------------|
| Years | No evidence | Little evidence | Some evidence | Lots of evidence | Full implementation |

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|--|-----------|-------|-------|-------|-------|-------|
| | 2018 | 9% | 12% | 34% | 21% | 24% |
| | 2019 | 3.5% | 27.5% | 17.3% | 27.5% | 24.2% |
| | 2020 (T4) | 12.5% | 8% | 46% | 8.5% | 25% |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|---|--|--|---|
| <ul style="list-style-type: none"> At the Term 1 TOD, FA presented the Flaxmere Way for teaching to staff. Staff provided feedback on the tool and how it could be developed. In Term 2, Flaxmere Way tool was reviewed by the PD Team and presented to the staff. A new version of the tool and Flaxmere Way teaching guide was presented to the staff. In Term 2, the PD Term observed classes using the Flaxmere Way tool. The observation tool was analysed by the PD Team. Co-inquiry observation (peer staff observation) took place in Term 3. Rongohia Te Hau observation took place by TH, RD and HM. | <ul style="list-style-type: none"> In Term 2, the school updated the Flaxmere Way for teaching, the observation tool and teaching guide. Flaxmere Way for teaching was “reaffirmed” in the school, through the tool and the emphasis the Effective Teaching Profile. Data between Term 2 and Term 4 showed similar results. There were shifts in the Developing category, with more teachers showing “some evidence” than “less evidence”. The PD during the year, including co-inquiry observations, helped staff to understand teaching criteria for the Flaxmere Way. Ask Your Team data for 2019 and 2020 shows that % do not find classes “fun”. Perception data of students does not match our observation data. | <ul style="list-style-type: none"> Due to COVID-19, the school was unable to observe teacher in Term 1. The Term 2 observations were conducted by a range of staff using the Flaxmere Way tool. while Term 4 was conducted by three staff using the Rongohia Te Hau tool. The difference between the two observation may have affected the reliability of the data, especially for Term 2. The lower percentage of developed teachers in 2020 compared to 2019 was due to experienced, well-developed teachers leaving at the end of 2019, meaning new staff had to be trained in the Flaxmere Way in 2020. | <ul style="list-style-type: none"> Flaxmere Way observation and co-inquiry has helped to shift teaching practice. This will be a continual focus for the staff. For new teachers, the Flaxmere Way is an important part of their induction. Using the 2020 teaching data and the Ask Your Team survey, staff will look at develop more engaging “fun” lessons with their students. |

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| Planning for next year: | | | |
| The BOT will be presented with the progress of this annual goal throughout the year. | | | |

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| Strategic Goal: | Develop the Flaxmere Way for students to ensure holistic student success. |
| Annual Goal: | To improve writing literacy in Year 9 and 10 students. |
| Target: | <p>2020 November e-asTTle Writing achievement data will show that students below the expected progress in the Year 9 target group will have made accelerated progress that is more than one year's expected progress of 13 aWs points for Year 9.</p> <p>2020 November e-asTTle Writing achievement data will show that students below the expected progress in the Year 10 target group will have made accelerated progress that is more than one year's expected progress of 17 aWs points for Year 10.</p> <p>Science, Social Science and PE/Health Learning Areas will be able show accelerated growth in writing for their Year 9 and 10 students, using the Learning Progression Framework.</p> |
| Baseline Data: | <p>Year 9:</p> <p>A comparative analysis of the 2019 March and 2019 November Year 9 writing achievement data (<i>e-asTTle Writing</i>) showed a mean <i>asTTle Writing Scale (aWs)</i> score growth of +64.7 aWs points. This is almost 5 times the expected national mean growth for Year 9 of +13 aWs points.</p> <p>In 2019, the Year 9 cohort's writing achievement generated an effect size of <i>Cohen's d</i> = 0.619. This represents a large educationally significant impact on Year 9 students' reading achievement in 2019.</p> |

A means analysis revealed that the November Year 9 *aWs* mean varies -41.425 *aWs* points from the Year 9 *aWs* national mean.

Year 10:

A comparative analysis of the 2019 March and 2019 November Year 10 writing achievement data (*e-asTTe Writing*) showed a mean *asTTe Writing Scale (aWs)* score growth of +37.57 *aWs* points. This is more than double the expected national mean growth for Year 10 of +17 *aWs* points.

In 2019, the Year 10 cohort's writing achievement generated an effect size of *Cohen's d* = 0.441. This represents a medium educationally significant impact on Year 10 students' reading achievement in 2019.

A means analysis revealed that the November Year 10 *aWs* mean varies -30.95 *aWs* points from the Year 10 *aWs* national mean.

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
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| <ul style="list-style-type: none"> The Junior EE Team met through the year, focussing on students at risk and deliberate acts of learning to help acceleration. In Term 1, Kevin Gill presented to staff the 2019 AsTTle reading and writing results, outlining progress for 2019, literacy areas for improvement and instructional approaches to accelerate literacy. The English Learning Area tested literacy AsTTle progress for Year 7-10 students in Term 1. Assessment data was used by the Learning Area to adapt instructional practice to accelerate literacy progress. In Term 4, End of Year testing was used to show improvement in literacy achievement. Social Science, Mathematics and Science, and PE/Health Learning Areas formed a Professional Learning Group (PLG) on the Learning Progression Framework for writing. Using the Spiral of | <ul style="list-style-type: none"> The Year 9 ALL cohort has recorded an aRs points gain of +37.7 points. This is almost 3 times the Year 9 aRs national mean growth between March 2020 and November 2020 of +13 points. The Year 9 ALL cohort has generated an effect size of Cohen's $d = 0.418$. This represents a medium educationally significant impact¹ on Year 9 students' writing achievement in 2020. There is a writing achievement gap between Year 9 male students and Year 9 female students. Year 9 male writing achievement has generated a small educationally significant impact¹ with an effect size of Cohen's $d = 0.295$. Whereas, Year 9 female writing achievement has generated a medium educationally significant impact¹ with an effect size of Cohen's $d = 0.447$. | <ul style="list-style-type: none"> COVID-19 pandemic disrupted literacy programmes in the school. Due to the hui, the English Learning Area were unable to conduct Mid-Year AsTTle testing, which would check literacy progress and helped the school to respond to the literacy needs of the students. While the Learning Area was able to show accelerated progress for Year 9 and 10 writing, the progress was not as strong as 2019. The lower achievement results for boys is reflective of national results. The school has not had a specific focus on improving boys writing. The school has yet to develop a consistent assessment system for LPF, where students' literacy progress can be compared with AsTTle writing. In 2020, the Learning Areas were developing their | <ul style="list-style-type: none"> To investigate the gap between boys and girls in writing. This could include an inquiry focus and using student voice. The current assessment programme by the English Learning Area is effective, as it provides accurate writing data and instructional practice that supports improved literacy progress. The school will continue to use the AsTTle in the school. To develop a consistent approach to LPF across Learning Areas. Teachers will be able to record LPF across Learning Areas, which will inform literacy instruction across the school. The EE Team meeting will be forum to discuss this data and trends across the school. |

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| <p>Learning framework, the Learning Areas co-constructed an area of focus and investigated the use of LPF in their learning area.</p> | <ul style="list-style-type: none"> • The Year 10 ALL cohort has recorded an aRs points gain of +24.6 points. This is more than 2 times the Year 10 aWs national mean growth between March 2020 and November 2020 of +11 points. • The Year 10 ALL cohort has generated an effect size of Cohen's $d = 0.322$. This represents a small but educationally significant impact¹ on Year 10 students' writing achievement in 2020. • There is a gap in writing achievement between Year 10 male and female students, with the Year 10 male cohort recording a variance of -67.5 aWs points when compared with the Year 10 female cohort. Moreover, when the Year 10 female aWs mean is compared with the Year 10 aWs national mean (November 2020) it is within 3 aWs points of the national mean. Whereas, the Year 10 male aWs mean varies - 70.2 points from the national aWs mean. | <p>understanding of the progression and trailing progressions in their Learning Area.</p> | |
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| | <ul style="list-style-type: none"> • Science Learning Area have used and trailed LPF, and were able to support the other Learning Areas. • The Social Science teachers were able to show changes in the from mid-year to the end of year. At Learning Area meeting the staff levelled student work and were able to develop writing strategies. | | |
| Planning for next year: | | | |
| The BOT will be presented with the progress of this annual goal throughout the year. | | | |