



## ANNUAL REPORT 2018 Analysis of Variance

### NCEA RESULTS (Provisional – as at 8/2/19)

- In NCEA Level 1, 85.3% of our Year 11 students attained it (participation based). (Our second highest result in 6 years and on track with our predictions for this cohort.)
- 85% of our Year 12 students gained Level 2. Likewise, this will hopefully improve with final results. Result is on par with previous years.
- 81.1% of our Year 13 students gained Level 3 (Up 5.6%). Our best result ever!
- With the change to enrolment-based results from NZQA (as agreed to by MOE after review and consultation) we do not currently have participation-based results for Māori students separately. But provisional enrolment-based data shows “slippage” at Levels 1 and 3 which we will be addressing. Level 2 and University Entrance were on a par with 2017 results.

It should be noted that national figures dropped across all 3 levels for Māori students using the new “measure”.

- We will now set enrolment-based targets for 2019 on (this includes all students who are enrolled at TAC for 70 days or longer).

2018 Enrolment-based data saw national figures drop for NCEA Level 1, 2 and 3 and University Entrance.

**We “bucked” this trend with our Level 2, 3 and UE results improving from 2017!**

We will be surveying Year 12 and 13 students to get their feedback on their own results **and** to gain tips/strategies on “what works?” and “what else or more is needed?” to guide us in our collective efforts to improve results.

**Endorsements:** it was great to see a further increase in “Excellence Endorsements” at Level 2 and an increase in “Merit Endorsements” at Levels 1 and 3.

- **“Excellence” Medallions:**

110 Year 12 and 13 students will receive these this year based on our criteria of Bronze (15 –29 NCEA Excellence Credits), Silver (30-49), Gold (50-59), Distinction (60+) at our 2019 Academic Excellence Evening.

**The importance of a high attendance rate** remains a vital ingredient in NCEA success. That’s why we have again included as part of our Annual Plan, that in order to attend a school social or ball, play in one of our sports teams or participate in a cultural activity you **must** be attending **at least** 85% of your classes.

**Data included in our recent newsletter:**

Average attendance and punctuality of Year 11 students  
**who gained Level 1 in 2018**  
92.7% and 4.6 lates

Average attendance and punctuality of Year 11 students  
**who did not gain Level 1 in 2018**  
82.9% and 15.3 lates

Average attendance and punctuality of Year 12 students  
**who gained Level 2 in 2018**  
91.2% and 8.4 lates

Average attendance and punctuality of Year 12 students  
**who did not gain Level 2 in 2018**  
81.0% and 20.6 lates

Average attendance and punctuality of Year 13 students  
**who gained Level 3 in 2018**  
92.8% and 5.2 lates

Average attendance and punctuality of Year 13 students  
**who did not gain Level 3 in 2018**  
82.2% and 14.8 lates

- Based on provisional participation-based data and some students being given the opportunity to complete an assessment and/or “reconsiderations”, we should meet our Annual Plan target for Level 1; go close for Level 2; and easily surpass at Level 3.
- All teaching staff, Deans, HOD/TIC’s, SMT and BOT will be reflecting on our 2018 results. I have provided staff with a set of data and graphs and asked them to consider:
  - positives and successes
  - disappointments and frustrations
  - next steps
- A thorough and detailed NCEA Analysis Report including Level 1 Literacy and Numeracy figures; gender differences; Merit and Excellence Endorsements; University Entrance etc, will be prepared and reported to the Board of Trustees (March meeting).

**ANNUAL PLAN 2018**  
**Principal's Report on completion, progress towards...goals, targets,  
elements**

**CURRICULUM / ACHIEVEMENT / ASSESSMENT / PLANNING / REPORTING /  
NZQA**

- Feedback from staff, students and parents/caregivers has been very positive regarding our Year 9 Integrated Curriculum Study topic/focus “Our Class and O-Tāwhao, Our Marae”. On the basis of this we will continue in 2019.
- GATE Register was updated. A stock-take of programmes, events, competitions etc that we provide or enter was completed. “Fresh” opportunities were offered as they arose e.g. Archimedes Exhibition; Writers’ Workshop.
- EfS: We are endeavouring to continue the initiatives and efforts which led to us gaining a prestigious Enviroschools Green-Gold Award in 2014. There were some Environmental Week activities. Goals have been set for 2019.
- asTTle testing for incoming Year 9s and Year 10s (Reading Comprehension and Number Operations) and analysis continued to:
  - inform teaching practice
  - help measure progress made with literacy and numeracy after one year at College.  
(BOT received Data and Analysis Report).
- Analysis of Junior data was further refined in 2018 to focus on “accelerating” the progress and achievement of targeted groups of students. (Whole cohort data and analysis also continued to be provided).  
Results will again be furnished to the BOT in March (2019).
- In 2018 there were 68 Gateway and 17 Waikato Trades Academy placements. Both these programmes continue to be highly successful with regard to the students’ success (credits) and satisfaction.
- Booster Weeks were held for targeted Seniors once NCEA Exams Study Leave commenced. A tremendous combined effort by staff, students and parents/caregivers has greatly assisted these students’ NCEA results.
- We created Achievement Target Groups (of selected Year 11, Year 12 and Year 13 “Priority Learners”) with the aim of them achieving NCEA Level 1, 2 or 3 respectively (with close monitoring and the provision of extra guidance and support). 9/16, 13/17 and 4/12 attained NCEA Level 1, 2 and 3 respectively. While these results may not look great – would these students have gained the qualification without this targeting? i.e. “every little bit counts”.

- In 2018 we gave Year 10 students the opportunity to experience an NCEA assessment via a Mathematics & Statistics Achievement Standard (this occurred after “student voice” indicated that this would be a useful introduction to the following year).  
44% of students attained this and will “receive” the credits early in 2019.

## PASTORAL

- We came reasonably close to our 90% target for attendance (all students) – 86.4%. We did not meet our truancy target (less than 3%) – 4.1% achieved. Factors contributing to these figures have been discussed e.g. Paid Union Meeting, Electives Programme, flu outbreak.

We endeavour to meet these targets through:

- Hard work of Deans/Guidance team
- ‘chasing up’ by Form Teachers
- effectiveness of absence text/e-mail messages
- continued stressing of link between academic achievement and very good attendance to staff, students and parent/caregivers
- enforcement of non-attendance at social/Ball and non-eligibility for participating in our sports teams or cultural groups if attendance is less than 85% (without justified absences)
- continued employment of District Attendance Officer by all schools ( in addition to Integrated Attendance Service).

For 2019 targets will be: 88% for attendance and less than 4% truancy. In addition, we will continue to set a target for the number of students who are classed by the Ministry of Education as “Regular Attenders” (those students with greater than 90% attendance). In 2019, this target will be 65% (62% in 2018).

- Deans and students again found the academic counselling rewarding even if exhausting.
- The issuing of Senior Student Progress Sheets via Form Teachers (with info on attendance, credits etc) has proved worthwhile and will be continued for 2019. They were also emailed to parents/caregivers. The Junior Student Progress Sheet was updated in 2018 and will continue to be issued in 2019.
- Distribution of Certificates for excellent Attendance and Punctuality each term has proved popular (with a draw then held with a good reward).
- Total number of stand-downs, exclusions and suspensions continued to steadily fall from 185 (2008), 105 (2011), 68 (2013) to 47 (2017).

In 2018 the total was 68 stand-downs, 3 suspensions and 1 expulsion. This increase is mostly attributable to an increase in physical assaults (on students). These were quite often the result of social media and/or incidents outside of school being brought into TAC. It is interesting to note that this trend appeared to be Waikato-wide in Term 1, according to other Principals.

We put countless hours in to working with students, their families/whānau and agencies.

We also made clear our expectations and our “zero tolerance” for such incidents.

- We are a PB4L school.  
In 2018 we utilised PLD to explore effective strategies for upholding our behaviour expectations. We offered a rewards system for positive behaviour. We again tracked and analysed the issuing of R Points and the response to rewards received in 2018.  
In 2018 over 10,000 “R” points were issued and 140 students received rewards.  
In 2019 we will look for further opportunities to issue “R” points and to increase the number of students receiving rewards.

## **SPORT, RECREATION AND CULTURE**

- We again monitored our progress at attaining “Kiwi Sport” goals.
  - 28 sports offered through school (47 teams/squads)
  - 29 staff involved in Sporting activities (13 as regular coaches) (2017 23 staff involved)
  - 42% of our students are engaged in sports/recreation through school (39% female, 45% male).
  - We are indebted to the 42 coaches, 34 managers, 18 student coaches and 7 officials that come from our parents/caregivers/community members.
  - 4 teams participated in NZSS Tournament Week; staff are also involved in taking teams to Zone and Regional and North Island events.
- Kapa Haka Group performed creditably at the Waipa Schools’ Kapa Haka Festival. They also performed at our Senior and Junior Prizegivings. We will continue with the same Tutor for 2019. We are looking at strategies to retain students as the year progresses e.g. more noho; taking students to a regional competition etc.
- There was encouragement and support for our 2018 Stage Production: “Rock of Ages”. Feedback was very positive.

- Success by our sports individuals/teams was recognised and celebrated through:
  - assemblies
  - newsletters
  - local newspaper articles
  - School sign
  - Sports Excellence Badges
  - Blazers to the captains of our premier teams/squads
  - Badges to all our captains
  - Prizegivings
- Our annual Talent Quest and Visual Arts Exhibition along with a variety of concerts took place showcasing our students' skills and work to their peers, staff, parents/caregivers and community.

We also held a popular inaugural "Dancing with the staff" and a "Fashion Fiesta" evening.

## **PROPERTY**

- Projects completed included:
  - Disabled access ramp to "R" block
  - "A" Block decking
  - Visual aids near steps and edges
  - Hall re-roofing
  - Fitness Centre Changing Rooms
  - "D" Block classrooms (x 8) refurbishment to MOE requirements

## **DIGITAL TEACHING AND LEARNNG**

- DTL Focus Group have organised effective PLD workshops which are either whole staff or workshops allowing staff choice. These are appreciated by staff.
- KAMAR Parent Portal continues to be utilised. Well-received by those parents/caregivers who have given us feedback. Student details, live attendance data, NCEA results, timetable, groups and fees can be viewed.
- Our BYOD Policies and Procedures were implemented for our "compulsory" levels – Years 9 and 10." Information was disseminated to our parents/caregivers, students and wider community. We continue to review what BYOD "looks like", "sounds like" . . . in our school. We had school laptops available for use by Year 9 and 10 students without them. (BYOD is extended to Year 11 in 2019).

## **STUDENT LEADERSHIP, SERVICE AND REPRESENTATION**

- Kia Tu Leadership Group continued to provide authentic opportunities for students' leadership and voice. We utilised our Senior and Junior Form Class Forums to give student feedback for the nation-wide NCEA Review (via electronic survey).
- Training and support has been provided for leaders, for example, Waikato Young Leaders' Day (10 Year 9's), Waipa District Youth Council Workshop (Head Students), Kia Tu Rangatira Day.
- The various school Committees have again functioned well and achieved the outcomes they exist for (eg Mufti Days for 3 charitable causes, SADD demonstrations, Talent Quest, Water Promotion, Blood Donors, School Ball, sponsorship of 2 penguins "Nigel" and "Rocky" through Western Bay Wildlife Trust).

## **PROFESSIONAL LEARNING AND DEVELOPMENT**

- Whole staff PLD continues to be a mix of whole staff, working in groups or individual workshops, depending on context. Topics in 2018 included:
  - DTL ( x 4)
  - Māori and Pasifika Achievement and Success ( x 2)
  - Literacy Strategies, including asTTle data( x 2)
  - PB4L (x 2)
  - ICS
- Generous support was provided for staff's external professional development requests.
- In 2018 our Teacher Only Day consisted of a whole staff guided bus trip around the Te Awamutu area in the morning. There were many stops along the way with interesting cultural, scenic and historical information provided. In the afternoon staff moved into their departments for review time.

## **MĀORI & PASIFIKA ACHIEVEMENT AND INITIATIVES**

- Our Māori and Pasifika parents/caregivers do turn up for Powhiri, Report Evenings, sports fixtures, Talent Quest, Māori & Pasifika Achievement and Success Celebration Day, prizegivings.
- Successful Kia Tu Rangatira Day again held with focus on goal setting, personal well-being and leadership. (Senior students worked with/mentored selected Junior students).



- Māori & Pasifika Achievement and Success Celebration Day (seventh edition) was held – students shared reflections on their year’s challenges and successes. Students ate lunch together and engaged in a variety of activities.
- School-wide stocktake of initiatives/programmes supporting Māori Achievement and Success conducted.
- Departments were asked to develop and commit to an action plan to improve Māori achievement in NCEA. They were provided time to review this coming year. As noted in NCEA Results section, national figures for Māori achievement dropped all 3 levels in 2018 utilising the new enrolment-based figures.

Our results matched this trend. However at Level 2 and University Entrance we were almost on a par with the previous year (and this may improve once results are finalised).

We are seeking fresh 2019 targets and will be seeking student and staff voice and analysis around “what works?” and “what else or more is needed?”

- Māori attendance rate 80.3% didn’t meet our target of 85%. Truancy 8.4% (target less than 6%). We will continue with our commitment to improve on these. Overall, the trend in recent years shows after pleasing and steady improvement, a plateau (which we will address).
- Māori Achievement Co-Construction Meetings were held for all Year 9 classes (Terms 2 and 4). A majority of staff report that they understand their purpose and engaged fully. Most staff appear to understand the need to set separate or special targets/goals for our Māori students until we ‘bridge the gaps’ in achievement, retention, engagement and attendance between Māori and non-Māori in NZ.

## **PASIFIKA ACHIEVEMENT, RETENTION, ENGAGEMENT AND ATTENDANCE**

- We continued to identify the different nationalities of our Pasifika students (14 in total 2018).
- Pasifika students have been welcomed and involved in Kia Tu initiatives.
- Due to the small number, NCEA Results fluctuate to a fair degree i.e. we could have 100% gain Level 2 (being 1 student) or 50% gain it (being 7 students) etc.

Tony Membery  
(Principal)

22 February 2019