



## ANNUAL REPORT 2019 Analysis of Variance

### NCEA RESULTS (Provisional – as at 27/1/20)

- In NCEA Level 1, 77.3% of our Year 11 students attained it. (Our second highest result in 5 years and well above the national figure of 68.6%)
- 81% of our Year 12 students gained Level 2. Result is on par with the previous 2 years and above the national figure of 76.1%
- 65.6% of our Year 13 students gained Level 3 (Up 4.8% from 2018). Our best result ever! and above the national figure.

We beat our Annual Plan targets at all 3 levels.

### Māori Results

- Level 1 – Up 15.6% from 2018 to 60% - our second highest result in five years and above the national figure of 54.8%.
- Level 2 – Up 5.7% to 66.7% and on par with national figure.
- Level 3 – Up 29.7%! to 67.5%. Our best result ever and well above national figure of 53%.

Once again we beat our Annual Plan targets at all 3 levels.

### - NCEA Scholarships

Our 2019 Dux attained two Scholarships: in Physics and Technology. This represents outstanding achievement and a lot of extra reading and tuition from teachers etc.

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

- **“Excellence” Medallions:**

101 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 combined efforts of staff, students, parents/caregivers and BOT have “paid off” in our NCEA Results.

**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 2019**  
92% and 5.6 lates

Average attendance and punctuality of Year 11 students  
**who did not gain Level 1 in 2019**  
74.1% and 10.1 lates

Average attendance and punctuality of Year 12 students  
**who gained Level 2 in 2019**  
91.4% and 9.6 lates

Average attendance and punctuality of Year 12 students  
**who did not gain Level 2 in 2019**  
79.8% and 10.4 lates

Average attendance and punctuality of Year 13 students  
**who gained Level 3 in 2019**  
91.2% and 6.1 lates

Average attendance and punctuality of Year 13 students  
**who did not gain Level 3 in 2019**  
80.2% and 11.4 lates

- All teaching staff, Deans, HOD/TIC's, SMT and BOT will be reflecting on our 2019 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 2019**  
**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 2020.
- GATE Register was updated. A stock-take of programmes, events, competitions etc that we provide or enter was completed.
- EfS: (Education for Sustainability) 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 2020. A review is scheduled for the end of Term 3.
- 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 used 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 (2020).
- In 2019 there were 63 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). 15/19, 13/16 and 9/14 attained NCEA Level 1, 2 and 3 respectively. All the Year 13s in Target Group left with Level 2. It is still felt that this initiative is useful and it will be continued in 2020.

- 2019 saw our involvement in a new MOE initiative – Regional Mentoring Project.

Extra support and advice were given to a group of 11 targeted Maori students. 8 of them gained NCEA L1, 2 or 3 so we were pleased by this outcome.

In 2020 we have been allocated funding for 17 students as a result of this success.

- In 2019 we gave Year 10 students the opportunity to experience an NCEA assessment via a Mathematics & Statistics Achievement Standard (“student voice” indicated that this would be a useful introduction to the following year). 59% of students attained this and will “receive” the credits early in 2020. (This is an improvement on 2018 figure of 44%)

## PASTORAL

- We came close to our 88% target for attendance (all students) – 86.5%. We did not meet our truancy target (less than 4%) – 5.1% achieved. Factors contributing to these figures have been discussed e.g. Paid Union Meeting, flu outbreak, “rolling strikes”.

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 and Oranga Tamariki).

For 2020 targets will again 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 2020, this target will be 68% (66.6% in 2019).

- 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 2020. They were also emailed to parents/caregivers. The Junior Student Progress Sheet will also continue to be issued in 2020.

- 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).

2018 saw an increase to 68 – factors in this rise (social media; incidents outside of school being brought into Te Awamutu College . . . have been discussed).

In 2019 the total was 67: 65 stand-downs, 1 suspension and 1 expulsion.

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

- We are a PB4L school.  
In 2019 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 2019.  
In 2019 over 12,800 “R” points were issued and 198 students received rewards. (increase from 10,000 and 140 respectively in 2018)  
In 2020 we will look for further opportunities to issue “R” points and to increase the number of students receiving rewards.  
We will also explore moving to Tier 2 for PB4L.

## **SPORT, RECREATION AND CULTURE**

- We again monitored our progress at attaining “Kiwi Sport” goals.
  - 28 sports offered through school (47 teams/squads)
  - 42% of our students are engaged in sports/recreation through school (40% female, 44% male). (Many of our students are engaged in multiple sports but current NZSSSC Survey allows them to be entered only once).
  - We are indebted to the 42 coaches, 34 managers, 10 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 2020. 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 2019 participation in “ShowQuest”. 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
  - Cultural Excellence Badges
  - Blazers to the captains of our premier teams/squads
  - Badges to all our captains
  - Prizegivings
- Our annual Talent Quest and three Visual Arts Exhibitions took place showcasing our students’ skills and work to their peers, staff, parents/caregivers and community.

We also held a popular “Dancing with the Staff” competition and a “Fashion Show”:

## **PROPERTY**

- Projects completed included:
  - Gas installed to pavilion
  - Boiler inspection, service and replacement of ignitor
  - Replacement of electrical switchboard in pavilion
  - Painting of Patricia Ave Satellite Unit, “R” block and Caretaker’s House

## **DIGITAL TEACHING AND LEARNING**

- 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 Years 9 – 11. 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 12 in 2020).

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

- Kia Tū 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 about our 2018 NCEA Results – advice, strategies etc. This was disseminated via Daily Notices and appears to have proved beneficial.
- 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 Tū 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 2019 included:
  - DTL
  - Māori and Pasifika Achievement and Success ( x 2)
  - Literacy Strategies, including asTTle data( x 2)
  - Learning Support
  - PB4L (x 2)
  - ICS
  - Learning Support
- Generous support was provided for staff's external professional development requests.
- In 2019 we hosted the Te Awamutu District Teacher-Only Day (with a guest speaker and a variety of workshops). This event again received favourable feedback from attendees.

## **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, prize givings.

- Successful Kia Tū 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 (eighth 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 during the year. As noted in the NCEA Results section, our results all improved from 2018 and we bettered national figures at Levels 1 and 3.
- Māori attendance rate 80.8% didn’t meet our target of 85%. Truancy 9.4% (target less than 6%). We will continue with our commitment to improve on these through engagement with parents/whānau and where appropriate, IAS and OT to try to bring about a return to school for any chronic cases.
- 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.

Tony Membery  
(Principal)

20 February 2020