



ANNUAL REPORT 2022 Analysis of Variance

NCEA RESULTS (Provisional – as at 20/1/2023)

- In NCEA Level 1, 74.7% of our Year 11 students attained it. Our second highest result in 5 years and **well above the national figure of 63.6%**.
- 77.8% of our Year 12 students gained Level 2. **Above the national figure of 74%**.
- 68.2% of our Year 13 students gained Level 3. Our highest result in the last 5 years. **Above the national figure of 67.2%**
- U.E. 45.9% (our best result in 5 years and much closer to national figure – 48.2%)

Māori Results

- **Level 1** - 61.3% - highest result in the last 5 years. Above the national figure of 51.9%.

- **Level 2** - 59.4% - 4th highest result in last 5 years. 3.3% below national figure of 62.7%

- **Level 3** - 54.2% - third highest result in the last 5 years and very close to the national figure of 54.5%

- At NCEA Levels 1 & 3 our results improved despite a nationwide decline in results. Our Māori results improved at Levels 1 & 2, despite a nationwide decline in results.
- We set realistic and challenging targets. We achieved 3/6 provisionally (may be 4/6 with final results). Within 1% of a further target.

Endorsements:

Year 11 - Excellence and Merit endorsements were 4th highest in last 5 years.

Year 12 – Excellence (5th) and Merit (4th) highest in last 5 years.

Year 13 – Excellence Endorsements 4th highest in last 5 years; Merit highest.

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 ball, play in one of our sports teams or participate in a cultural activity you **must** be attending **at least** 85% of your classes.

All teaching staff, Deans, HOD/TIC's, SLT and the Board will be reflecting on our 2022 results:

- positives and successes
 - disappointments and frustrations
 - next steps and strategies
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- We will be carrying out a survey with Year 12 and 13 students seeking their views on their results and what extra support/measures are needed.

 - 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 (March meeting).

ANNUAL PLAN 2022
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”. This will continue in 2023 with a day at the Marae instead of a noho (this programme worked well in 2022).
- GATE Register was updated. A stock-take of programmes, events, competitions etc that we provide or enter was completed.
- EfS: (Education for Sustainability) – there was a revitalisation of the Environment Committee.
 - 275 Rat Traps were made for a Waipa Predator Free project. 2023 will see more student-lead environmental initiatives and projects.
- 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.
(Board 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 Board in March (for 2022).
- In 2022 there were 60 Gateway and 17 Waikato Trades Academy placements. Both these programmes continue to be highly successful with regard to the students’ success (credits) and satisfaction. (In 2023 there will be 60 and 25 placements)
- Booster Days were held for targeted Seniors once NCEA Exams Study Leave commenced. A combined effort by staff, students and parents/caregivers has 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). 16/18, 11/14 and 5/8 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 2023.

- In 2022 we again gave Year 10 students the opportunity to experience an NCEA assessment via a Mathematics & Statistics Achievement Standard. 64% of students attained this and will “receive” the credits early in 2023. (41% A, 19% M, 4% E)

PASTORAL

- We did not meet our 87% target for attendance (all students) – 79.7%. We did not meet our truancy target (less than 5%) – 5.6% achieved. The figures were impacted by COVID-19 issues.

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 Ball and non-eligibility for participating in our sports teams or cultural groups if attendance is less than 85% (without justified absences)
- employment and utilisation of District Attendance Officer (part of overall Attendance Service)

For 2023 targets will be: 85% for attendance and less than 5% 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 2023, this target will be 65% (40% achieved goal in 2022).

- 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 2023.
- 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, suspensions and exclusions

In 2019 the total was 67: 65 stand-downs, 1 suspension and 1 expulsion.
 In 2020 the total was 50: 49 stand-downs, 1 suspension and 1 exclusion.
 In 2021 the total was 34: 34 stand-downs, 0 suspensions and 0 exclusions.
 In 2022 the total was 76: 70 stand-downs, 3 suspensions and 3 exclusions (56 students in total)

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

- We are a PB4L school.
 In 2022 we utilised PLD to explore effective strategies for upholding our behaviour expectations. We continue to offer a rewards system for positive behaviour. We again tracked and analysed the issuing of R Points and the response to rewards received in 2022.
 In 2022 14,200 “R” points were issued and 200 students received rewards. (both increased from 2021).
 In 2023 we will re-emphasise our 3 Rs with staff and students alike.

SPORT, RECREATION AND CULTURE

- 21 sports were offered through school, (the same as 2021). 46 teams were able to represent Te Awamutu College in 2022 (same as 2021).
 - 35% of our students were engaged in sports/recreation through school (34% female, 36% male). (36% - 34 %, 38% respectively in 2021)
 - We are indebted to all our coaches, managers and officials that help our sports to happen. Sport at Te Awamutu College would not occur without the help from our school community.
- Success by our sports and culture individuals/teams was recognised and celebrated through:
 - assemblies
 - newsletters
 - Facebook page
 - 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

- Kapa Haka performed at our Senior and Junior Prizegivings; the successful Talent Quest was able to be held; there were performances by our drama and music students; a Visual Arts exhibition was held; we had good success in inter-school debating.

PROPERTY

Scheduled projects for 2022 rolled over in to 2023 due to delays and Project Manager workload.

(A3 Science lab renovation; expanded and resealed carparking; B1 French doors and decking allowing access to Ag/Hort compound, new lighting for Millar Gym, R 1, Marae; flooring and courtyard of AGR classroom; fire alarm upgrade – Admin/Hall/Drama/Staffroom; electrical upgrades through the school – have now been completed)

DIGITAL TEACHING AND LEARNING

- 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 – 13. Information was disseminated to our parents/caregivers and students. We had school laptops available for use by Year 9 and 10 students without them.

STUDENT LEADERSHIP, SERVICE AND REPRESENTATION

- Kia Tū Leadership Group continued to provide authentic opportunities for students' leadership and voice.
- Training and support has been provided for leaders, for example, Waikato Young Leaders' Day (12 Year 9's), Waipa District Youth Council Workshop (Head Students), Kia Tū Rangatira Day.
- The various school Committees mostly functioned well and achieved the outcomes they exist for (e.g. Mufti Days for 4 charitable causes, Ball; Talent Quest; environmental project; physical and mental health promotions)

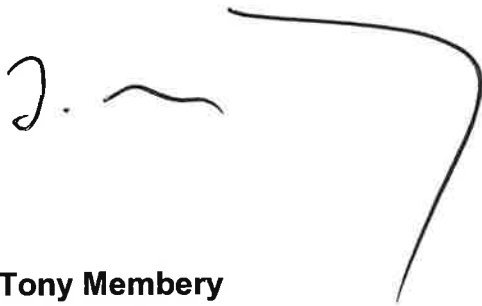
PROFESSIONAL LEARNING AND DEVELOPMENT

- Whole staff PLD continues to be a mix of whole staff, working in groups or individual workshops, depending on context. Topics in 2022 included:
 - Literacy Strategies, including asTTle data (x 2)
 - PB4L (x 1)
 - Integrated Curriculum Study (ICS) (x 1)
 - NCEA Change (x 2)
 - Māori and Pasifika Achievement & Success (x 2)
- 3 TODs were held to further explore upcoming NCEA changes (Achievement Standards; L1 literacy and numeracy co-requisites)
- Generous support was provided for staff's external professional development requests.

MĀORI & PASIFIKA ACHIEVEMENT AND INITIATIVES

- Our Māori and Pasifika parents/caregivers do turn up for Pōwhiri, 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).
- Nga Wahine Toa programme continued and saw 10 selected Year 12 Maori/Pasifika students monitored and supported re attendance and achievement. They attended 3 STAR Courses.
- Departments were asked to develop and commit to an action plan to improve Māori achievement in NCEA. This will continue in 2023.

- Māori attendance rate 74.8% didn't meet our target of 85%. Truancy 8.8% (target less than 7%). We will continue with our commitment to improve on these through engagement with parents/whānau and where appropriate, Attendance Service and OT to try to bring about a return to school for any chronic cases.
- Staff 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)**

17 February 2023

EMPLOYMENT POLICIES

In accordance with our employment and personnel policies which include a commitment to Equal Employment Opportunities (EEO), the Board attests that we fully comply.

Board Chair:



Date: 23/2/23