

2024 Analysis of Variance

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Introduction

Mount Aspiring College Te Kura o Tititea is a co-educational state school located in Wānaka. It is a community school in the sense that it is the only secondary education provider in Wānaka, and a focus of the kura is for all young people to be able to find their place at the College.

The College belongs to a group of schools with 'fewer socio-economic barriers' however, this is not an accurate representation of the College population, in that students from all walks of life are a part of the College community. The increasing diversity of the town is evident in the school population, adding to the richness of the community. Of significance has been the growth in the support needed and available for English Language Learners (ELL) over the past year.

The redevelopment of the College campus continued throughout 2024. At the start of 2024 the old administration building was demolished, and a well-designed landscaped area created. Two blocks of 5-6 classrooms each started to be refurbished, with these works due to finish in 2025. The College eagerly anticipates the design process for the new gymnasiums, which would ensure that all the College's facilities appropriately cater for the number of students at the College.

The school roll continues to grow. At the start of 2024 there were 1270 students at the College, and at the start of 2025 there are 1305 students. Sustained population growth is a key feature of the Queenstown Lakes District, including Wānaka, with significant planning and development needed to be able to sustain the growth.

In 2024 the College implemented the new NCEA Level One programme, including the literacy and numeracy co-requisites. This implementation, alongside the significant work associated with the New Zealand Curriculum refresh, has been at the forefront of teacher work over the course of the year. The influence the National Government has had on the curriculum development, which has led to a change in the initial roll out of the curriculum has added to the work of teachers and created uncertainty in fidelity of the process of how the curriculum is being developed.

In 2024 the School Board focused on the development of a wellbeing plan and strategy for the College, with the school developing 'Being Well at MAC.' This focuses on how student and staff wellbeing is looked after at the kura through education initiatives and support structures and practices.

At the end of 2024 the ERO review cycle was completed - the first three-year cycle under the new ERO structure. The College received very positive feedback and favourable reports on the school and hostel legislative requirements, and the review on improving outcomes for students by focusing on literacy skill development and student agency.

Purpose of this document

The Analysis of Variance reports on the college's 2024 targets and goals and comprises three parts:

1. Targets for 2024 and analysis of targets
2. Summary of the 2024 Strategic Plan key initiatives
3. 2025 Strategic and Annual Implementation plan.

2024 targets and goals

Targets

Engagement, achievement, and wellbeing

1. Years 7-10 - students will improve their literacy and numeracy skills and be at the expected curriculum level.
2. Year 10 students will be ready to achieve the NCEA level 1 literacy and numeracy co-requisites.
3. Students who are completing NCEA
 - All year 11 students will achieve NCEA level one
 - 95% of students enrolled in an NCEA level 2 course will achieve NCEA level 2
 - 90% of students enrolled in an NCEA level 3 course will achieve NCEA level 3
4. Merit and Excellence endorsements will be a focus.
5. Attendance rates at school will be 90% for all students.
6. 90% of students will engage in activities outside the classroom.

Teaching and Learning:

Whole-school Review ERO focus:

- ERO and the school are working together to evaluate the ongoing impact of a schoolwide focus on improving literacy skills and developing learner agency in each learning context.

Goals

STRATEGIC GOALS	
HOW WE TEACH	<ul style="list-style-type: none"> ● To understand and implement the five essential pedagogies from Te Mātaiaho (NZC) ● To understand and implement the common practice model from Te Mātaiaho (NZC) which focuses on literacy, numeracy and communication ● To implement a common unit plan across all learning areas
WHAT WE TEACH	<ul style="list-style-type: none"> ● To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed) ● To develop and implement our learning habits (key competencies) and school values in years 7-10 ● To ensure that each learning area has a focus on our local curriculum ● To implement changes to NCEA Level 1, and begin planning for NCEA level 2

**HOW WE
ENGAGE**

- To ensure that our vision and values are made explicit in all contexts at the college
- To review our reporting to ensure we are effectively communicating to parents and whānau where their child is at with their learning
- To effectively use data to track, monitor and provide effective interventions for students to engage in their learning
- To create a strong house culture through peer support, leadership opportunities and whānau time, and review whānau to ensure that we are utilising the time to build effective relationships to support student
- To ensure that our school systems support the wellbeing of staff and students
- To effectively communicate with the community and utilise the expertise in the community

2024 Target analysis

Literacy target

Years 7-10 students will improve their literacy (reading comprehension and writing) skills and be at the expected curriculum level by the end of the year.

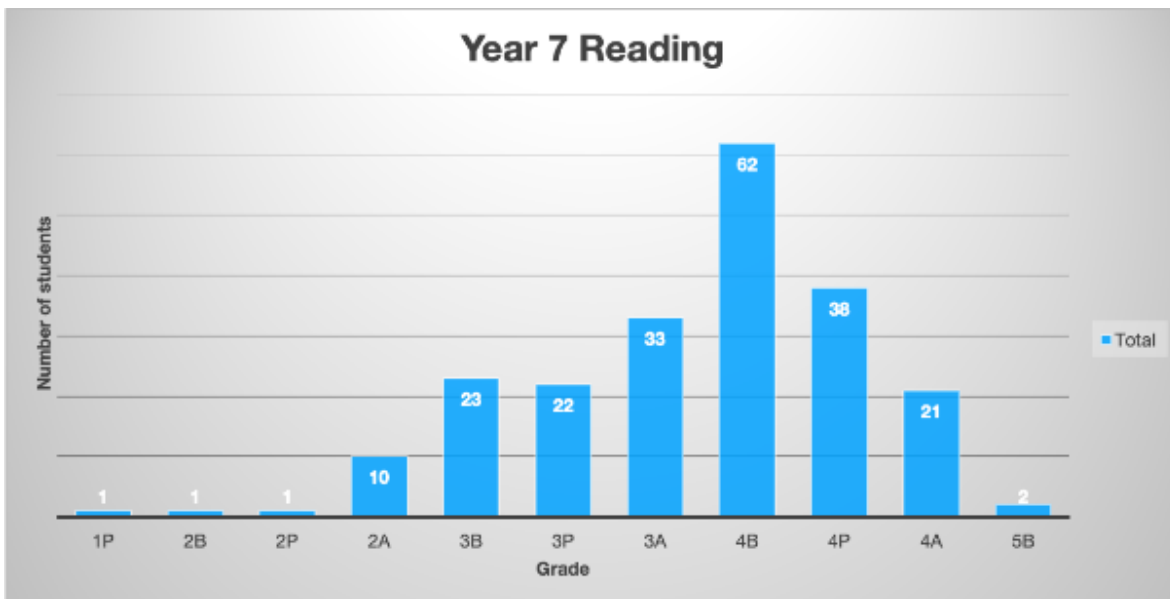
Year 7 progress with reading and writing

Reading Progress

By the end of Year 7, students are expected to be working at Curriculum Level 3A (Advanced).

The graph below shows the number of students working at each curriculum level at the end of their Year 7 year for reading.

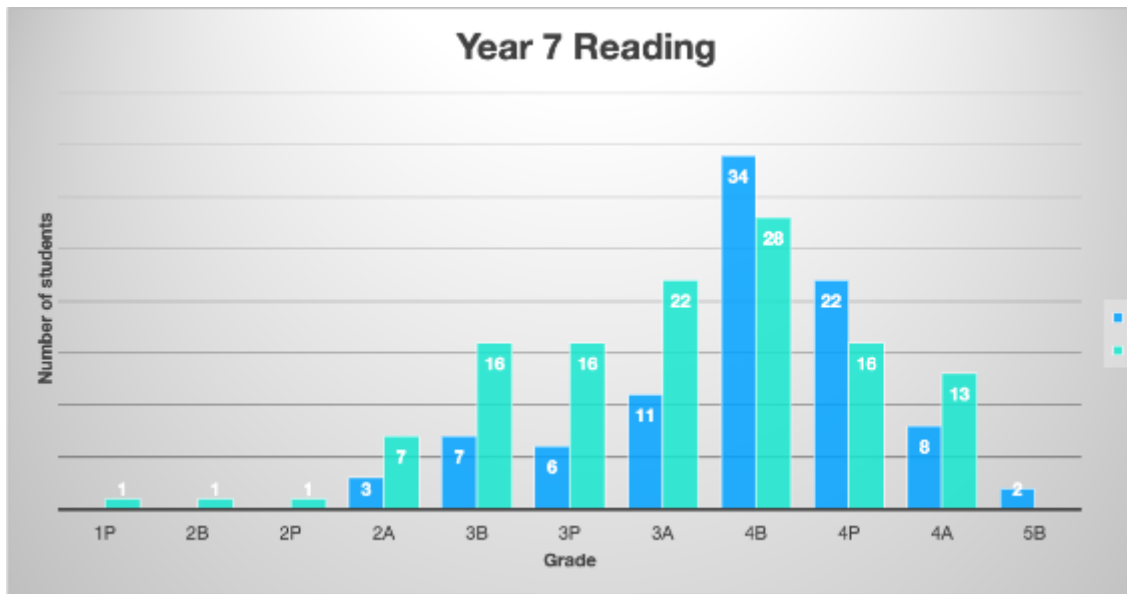
At year 7, there were more boys (123) than girls (93) in the cohort, and in terms of ethnicity, 11 different ethnicities were identified (Cook Island Māori - 1, Fijian - 1, Indian - 3, Latin American - 1, Māori - 35, New Zealand European - 139, Other - 4, Other Asian - 6, Other European - 13, Samoan - 1, South-East Asian - 10).



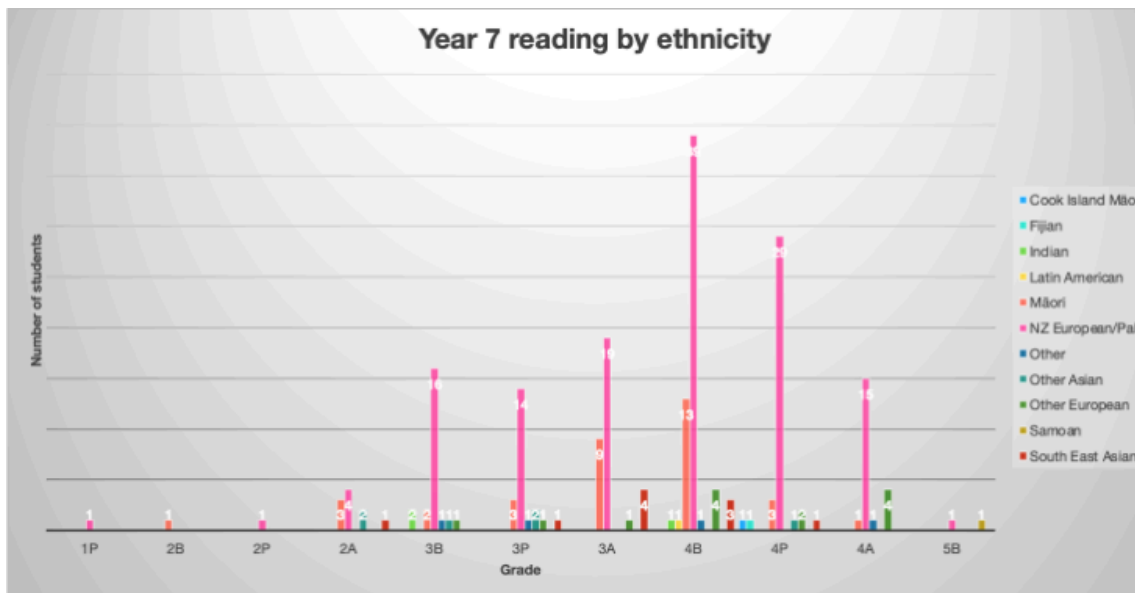
Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	63%	73%	+10%
Female	87%	82%	-5%
Male	53%	65%	+12%
Māori	56%	74%	+18%

The two graphs below give a more detailed picture of the spread of results based on gender and ethnicity. These two graphs use the end-of-year data.

Gender

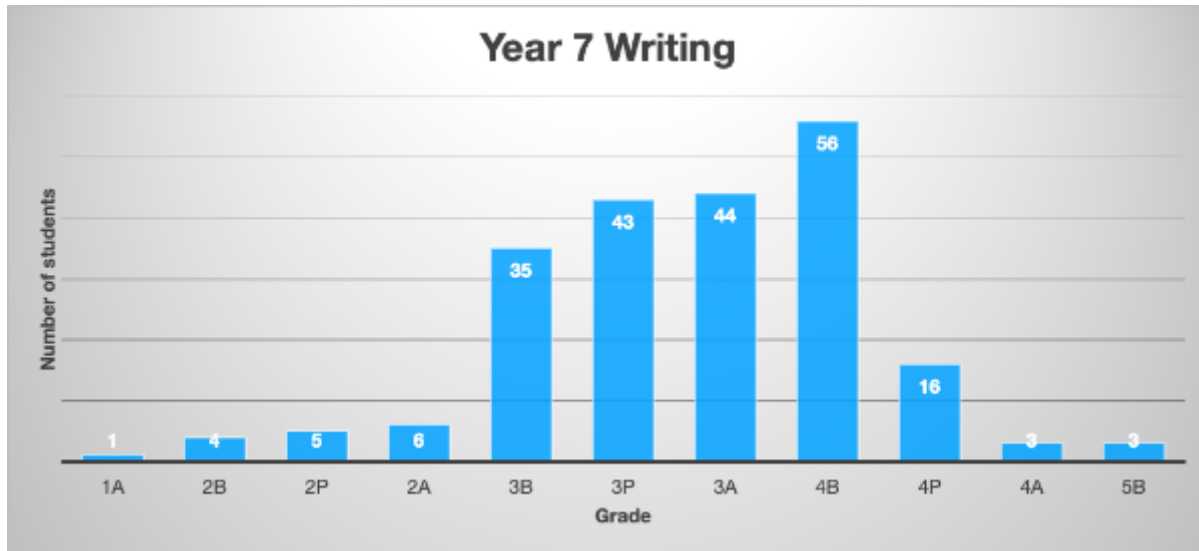


Ethnicity



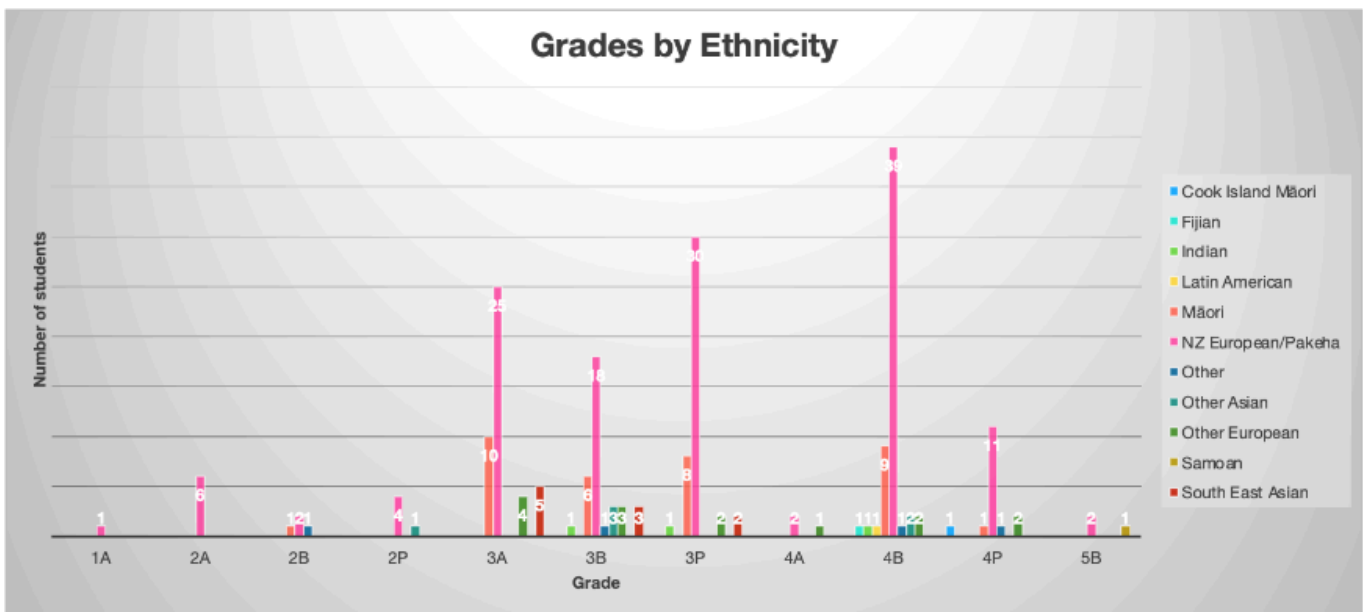
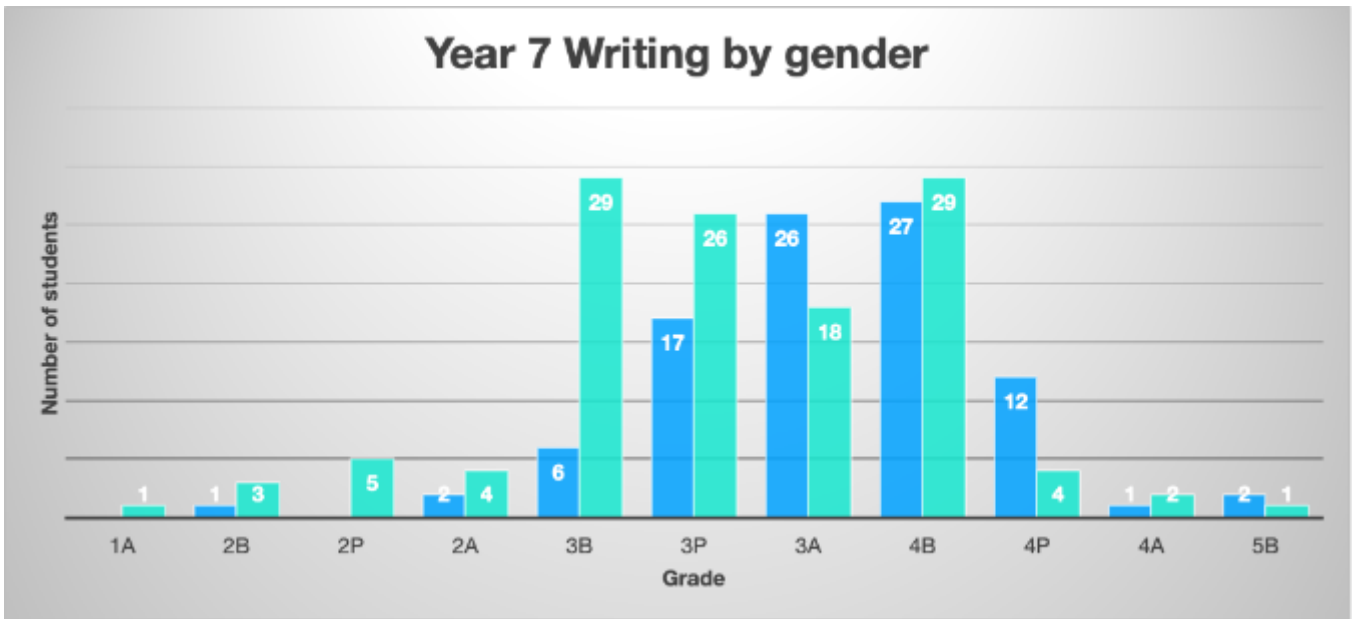
Writing Progress

The graph below shows the number of students working at each curriculum level at the end of their Year 7 year for writing. Writing was reported on twice in 2024, and students were assessed on different styles of writing.



Writing: working at expected curriculum level	End-of-year
Cohort	57%
Female	61%
Male	58%
Māori	97%

The two graphs below give a more detailed picture of the spread of results based on gender and ethnicity. These two graphs use the end-of-year data.



Interventions and actions:

- Two teacher aides were employed to support students with reading and comprehension skills. Students came out of their integrated studies class in small groups to participate in this support.
- There is a small group in Year 7 who are working at curriculum levels 1 and 2. Alternative Education support was used for these students so that they could work 1-1 with a teacher aide, and that the work could be specifically tailored to their interests.
- A consistent writing structure was used by all year 7 teachers to help students develop their writing skills and ensure that they are developing their ideas in detail when writing.
- All students can use google 'Read Write' to support their learning.
- Year 7 teachers ensured that they were following the '1 hour per day' for reading, writing and numeracy teaching and learning.

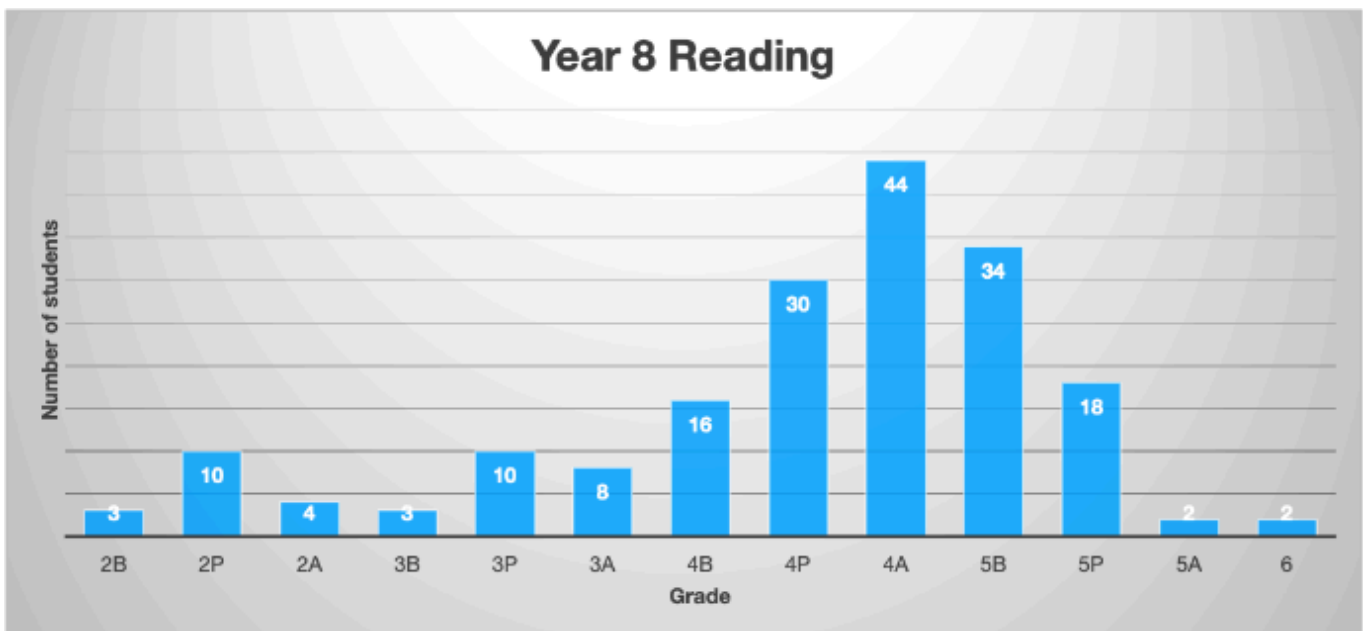
Year 8 progress with reading and writing

Reading Progress

Year 8 students are expected to be working at curriculum level 4P (Proficient) by the end of their Year 8 year.

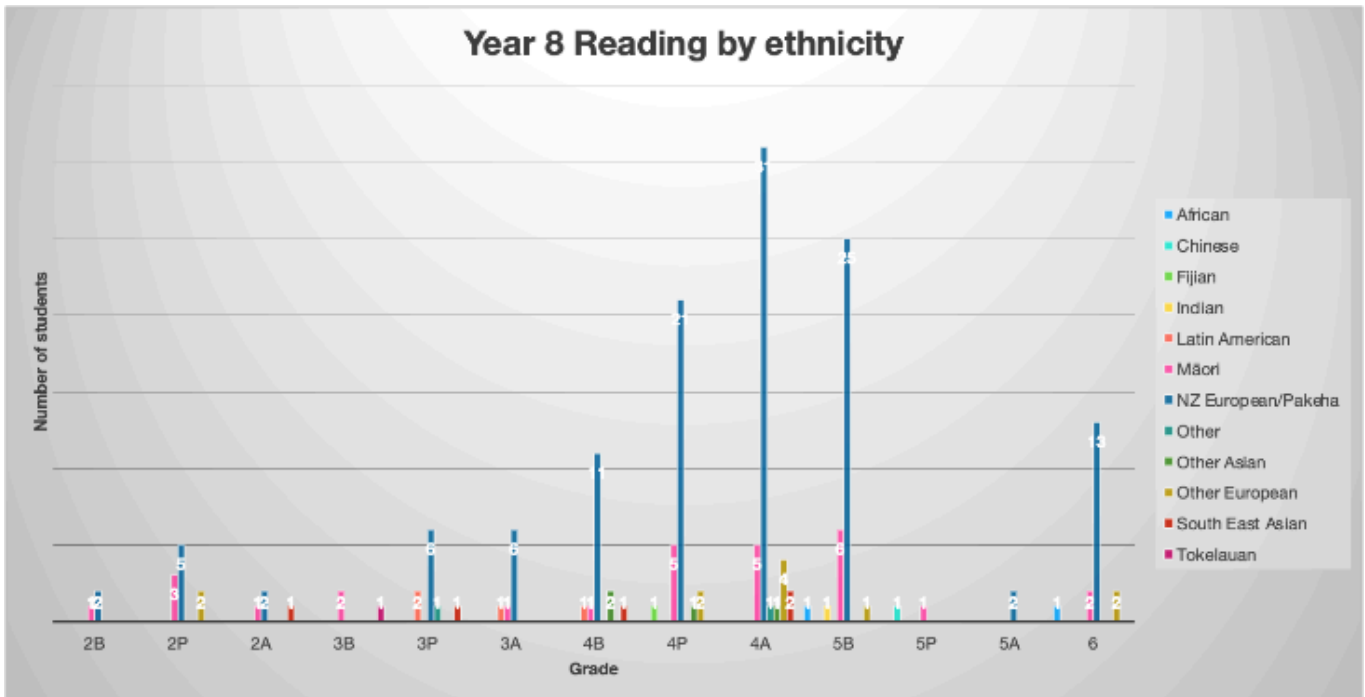
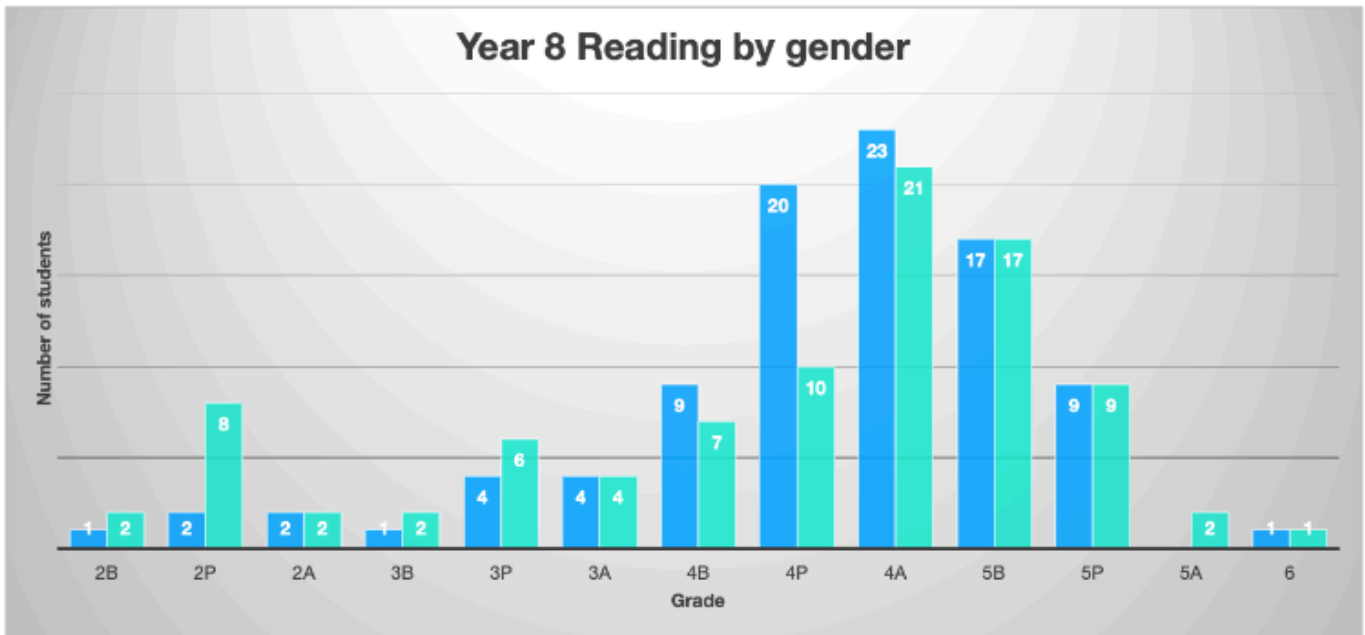
The graph below shows the number of students working at each curriculum level for reading by the end of their Year 8 year.

In year 8 there were 93 female and 91 male students. In terms of ethnicity, 12 different ethnicities were identified - African (2), Chinese (1), Fijian (1), Indian (1), Latin American (4), Māori (28), New Zealand European (124), Other (2), Other Asian (4), Other European (11), South-East Asian (5) and Tokelauan (1).



Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	51%	70%	+19%
Female	54%	75%	+21%
Male	48%	66%	+18%
Māori	43%	68%	+25%

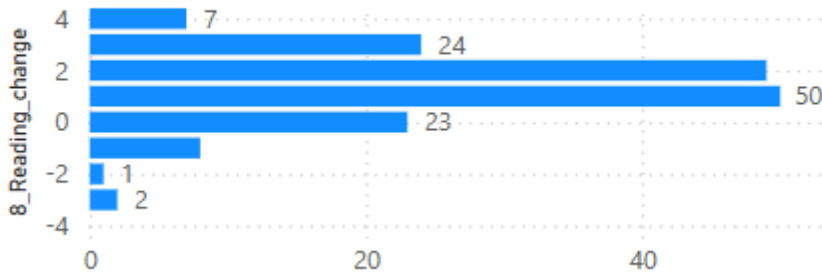
The two graphs below show the spread of results for reading at the end of year 8 for gender and ethnicity.



In terms of change of curriculum sub levels, on average, year 8 students improved their reading by 1.41 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not) for reading.

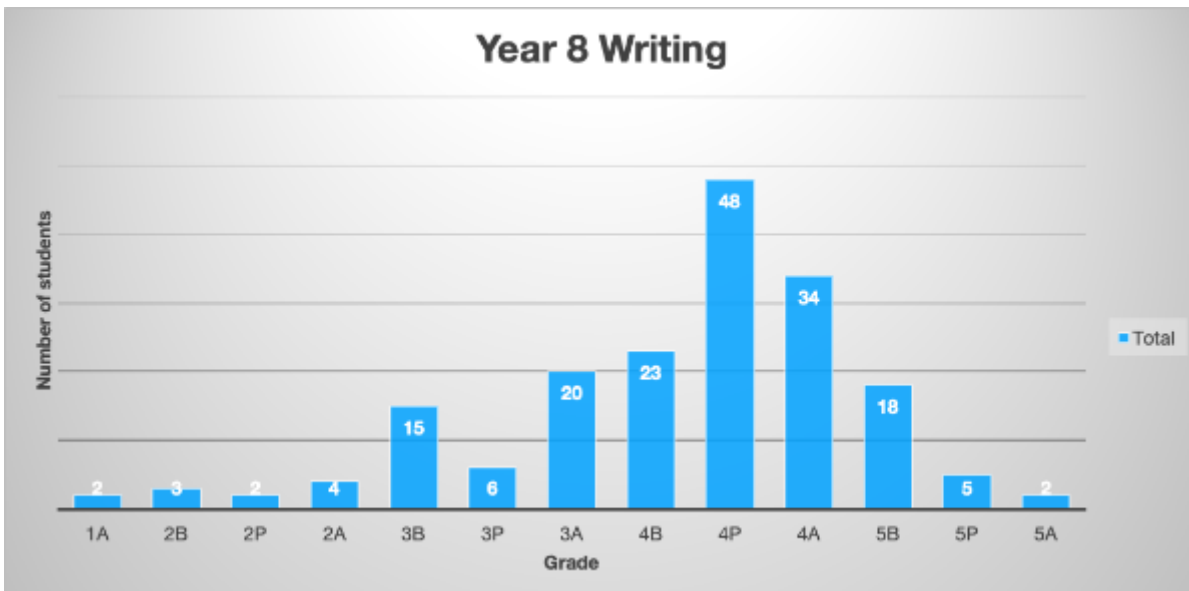
Count of ID by 8_Reading_change



70% of year 8 students improved their reading level by 1 or more curriculum sub levels over the course of 2024. This does not mean that these students met the requirement of working at curriculum level 4P by the end of the year, but it shows that for the majority of students, progress was made with reading over the course of the year.

Writing Progress

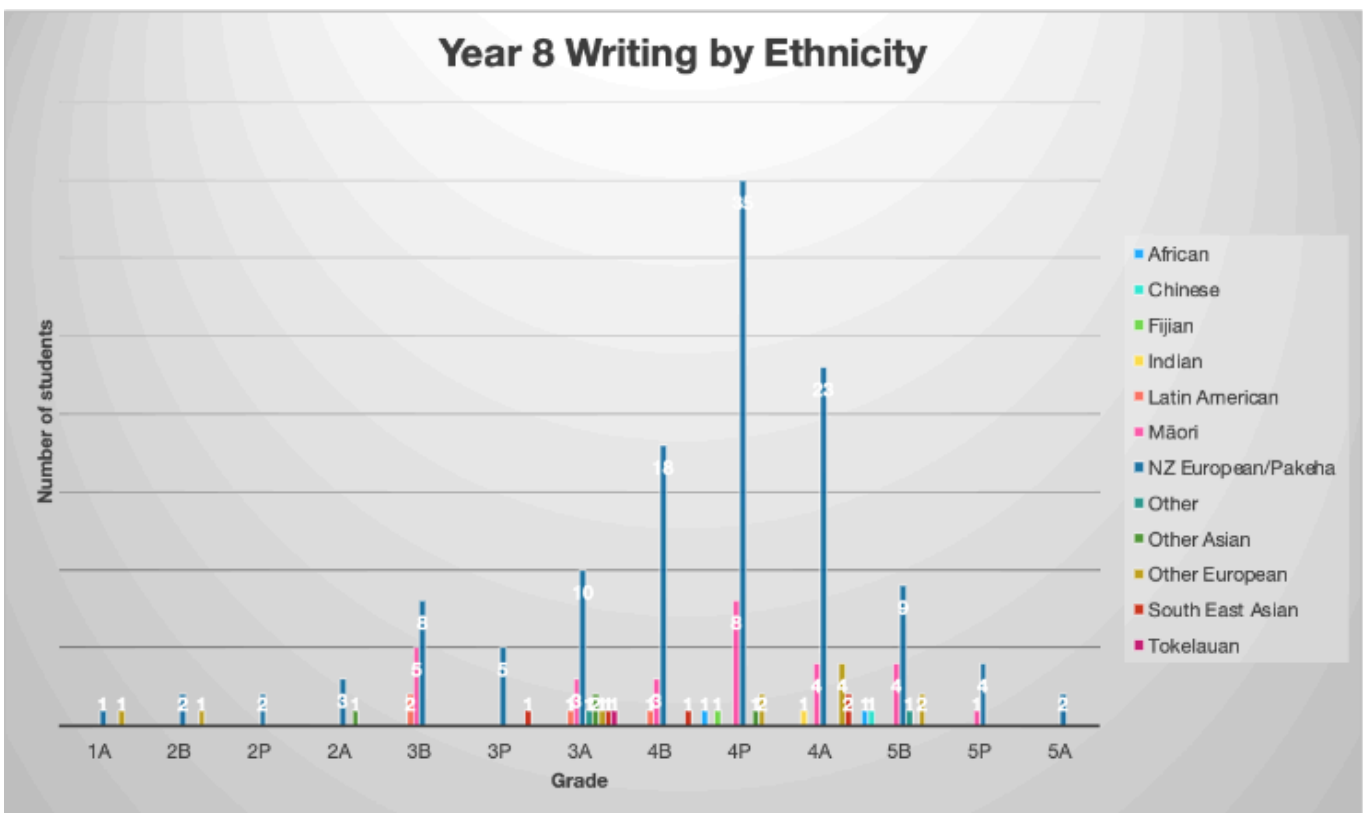
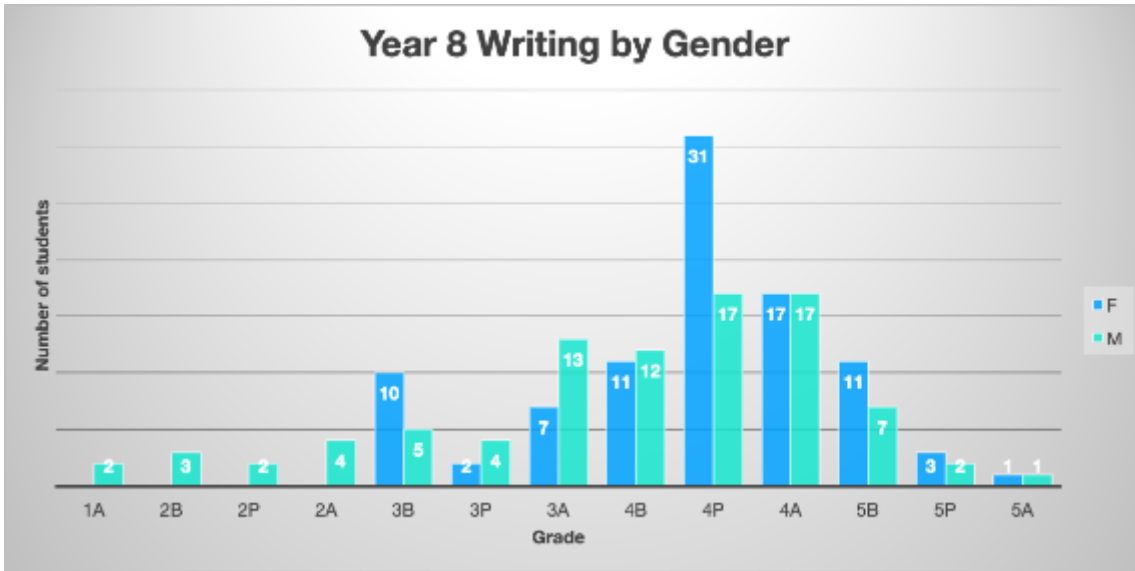
Year 8 students are expected to be working at curriculum level 4P (Proficient) by the end of their Year 8 year. The graph below shows the number of students working at each curriculum level for writing by the end of their year 8 year.



Writing: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	19.5%	59%	+39.5%

Female	20%	67%	+47%
Male	19%	49%	+30%
Māori	15%	61%	+46%

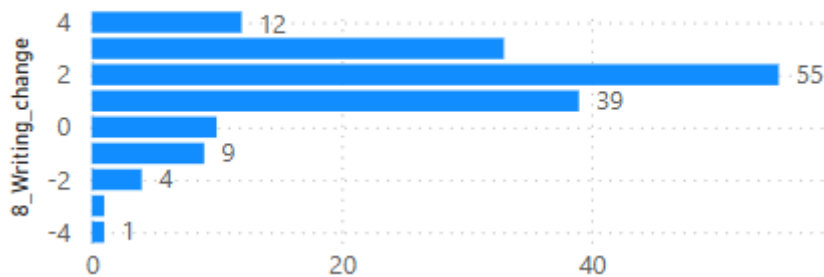
The two graphs below show the spread of results for writing at the end of year 8 for gender and ethnicity.



In terms of change of curriculum sub levels, on average, Year 8 students improved their writing by 1.66 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).

Count of ID by 8_Writing_change



76% of year 8 students improved their reading level by 1 or more curriculum sub levels over the course of 2024. This does not mean that these students met the requirement of working at curriculum level 4P by the end of the year, but it shows that for the majority of students, progress was made with reading over the course of the year.

Interventions and Actions:

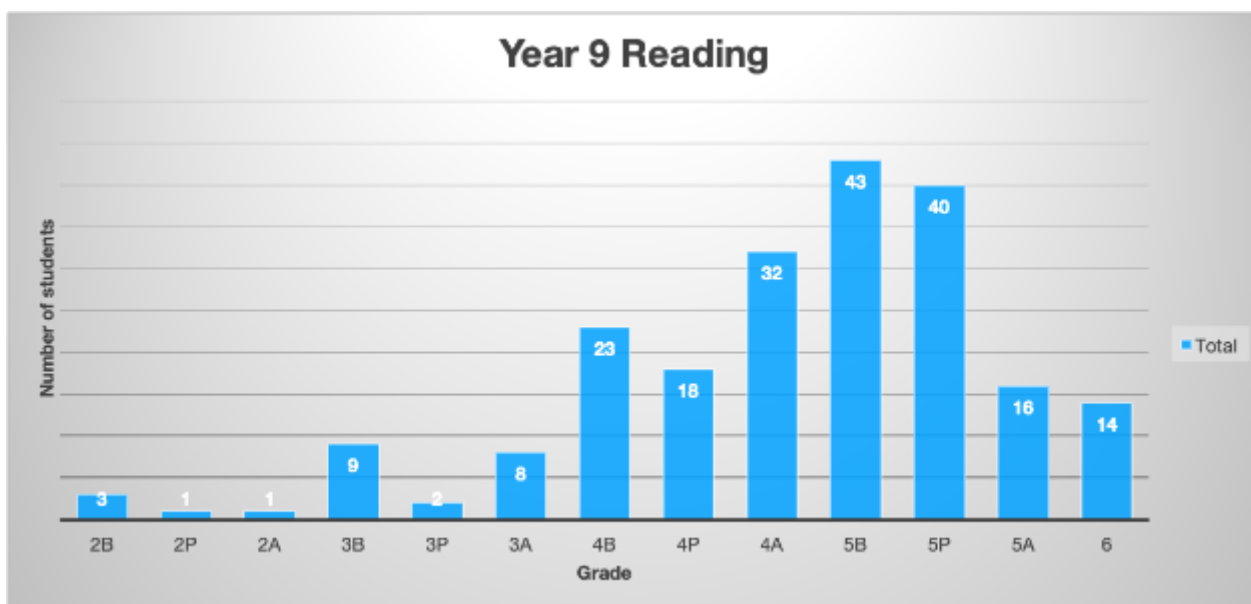
- A small group of year 8 students participated in 3 hours per week of literacy acceleration to help develop their writing skills.
- All students had access to google 'Read Write' to support their learning.
- Reading and Writing skills were assessed each term, and teachers (as a group) reflected on the data for their class and set goals for the class to accelerate their skills and development with reading and writing.
- Year 8 teachers ensured that they were following the '1 hour per day' for reading, writing and numeracy teaching and learning.

Year 9 progress with reading and writing

Reading progress

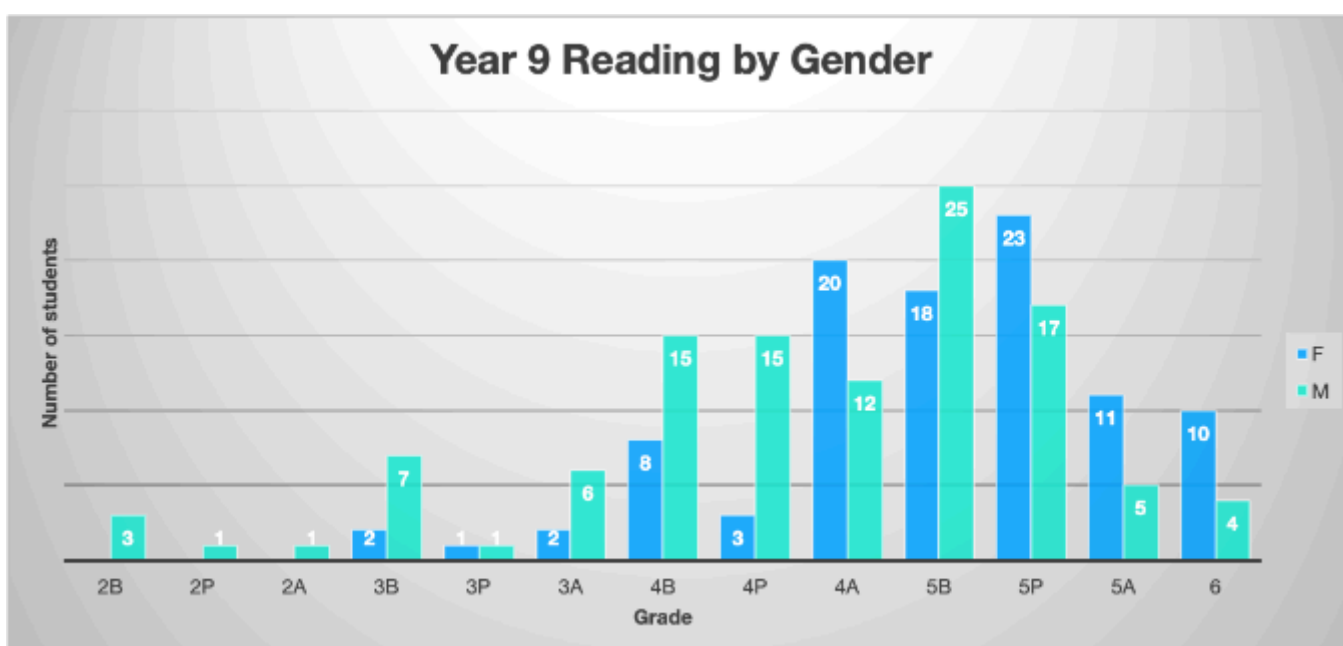
Year 9 students are expected to be working at curriculum level 4A(Advanced)/5B(Basic) by the end of their Year 9 year. The graph below shows the number of students working at each curriculum level for reading, at the end of Year 9.

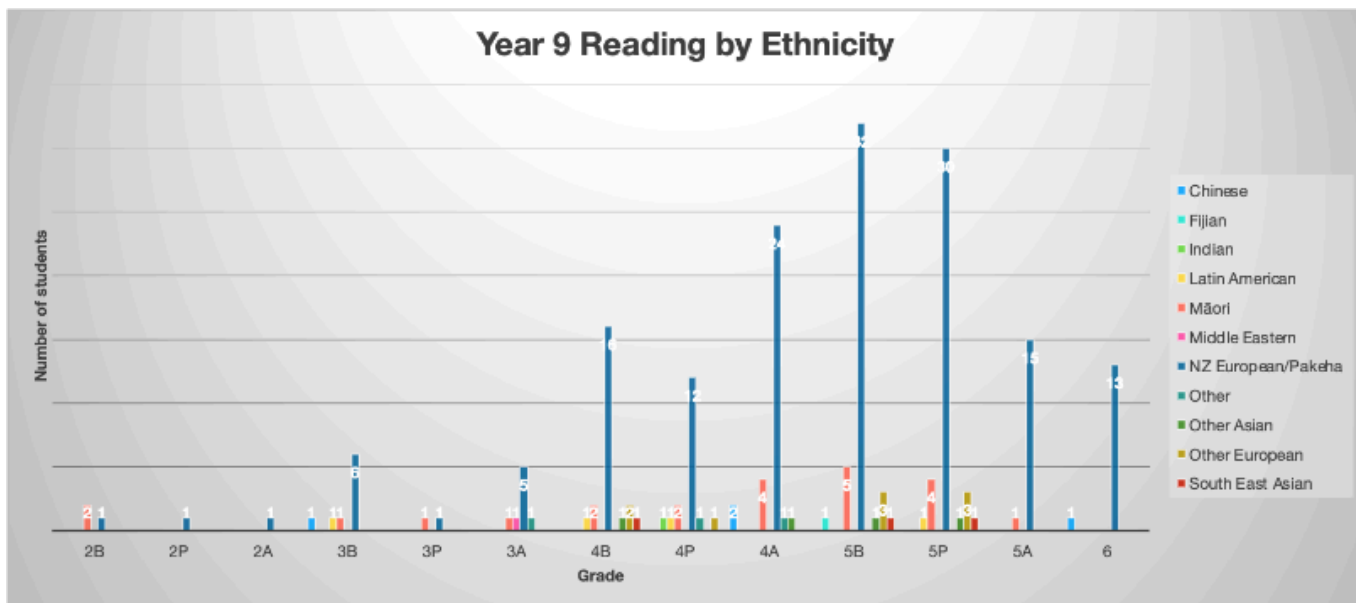
In year 9 there were 98 female and 112 male students. 11 different ethnicities were identified across the cohort - Chinese (4), Fijian (1), Indian (1), Latina American (4), Māori (23), Middle Eastern (1), New Zealand European (157), Other (3), Other Asian (4), Other European (9) and South-East Asian (3).



Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	64%	69%	+5%
Female	76%	83%	+7%
Male	53%	56%	+3%
Māori	60%	61%	+1%

The two graphs below show the spread of results for reading at the end of year 9 for gender and ethnicity.

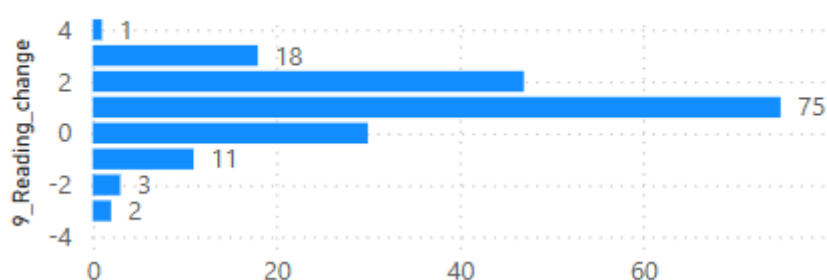




In terms of change of curriculum sub levels, on average, Year 9 students improved their reading by 1.1 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).

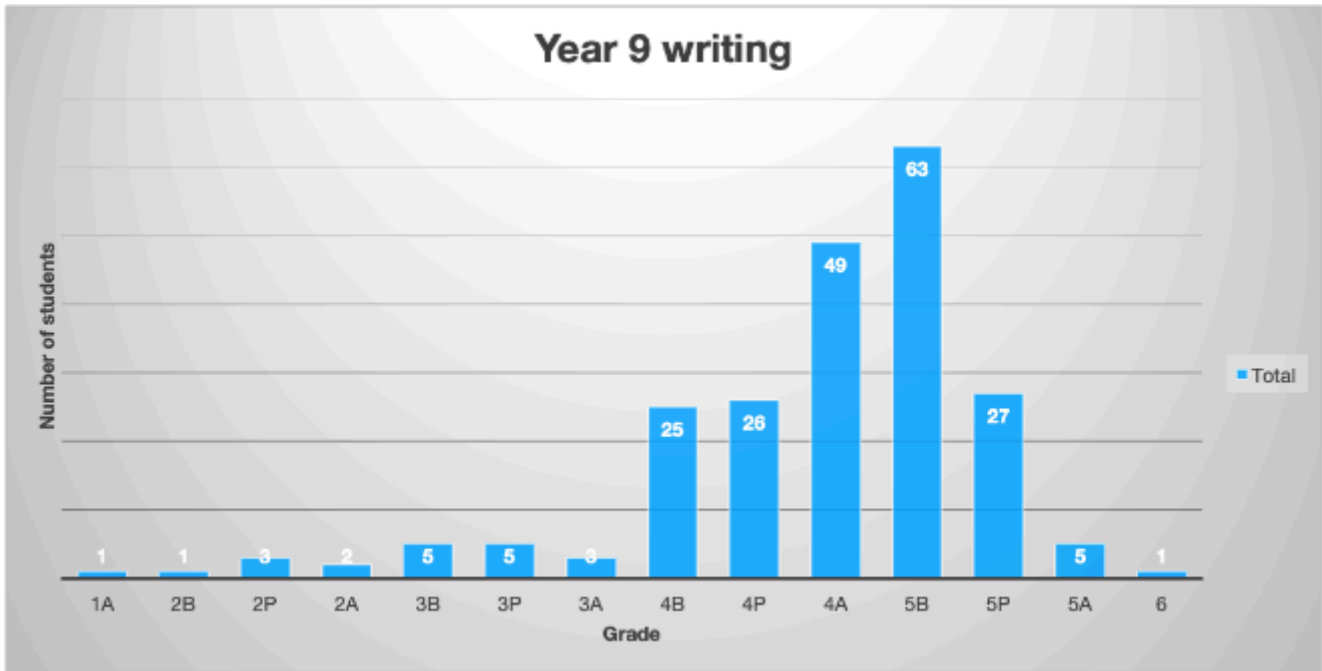
Count of ID by 9_Reading_change



75% of year 9 students improved their reading by 1 curriculum sub level or more over the course of the year - however, as the data above shows, there was not a significant shift in terms of meeting the expected curriculum level from the mid to the end-of-year data. Teachers reported that most of the year 9 students were capable readers in 2024, and many of them were entered into the NCEA reading co-requisite task, which they passed.

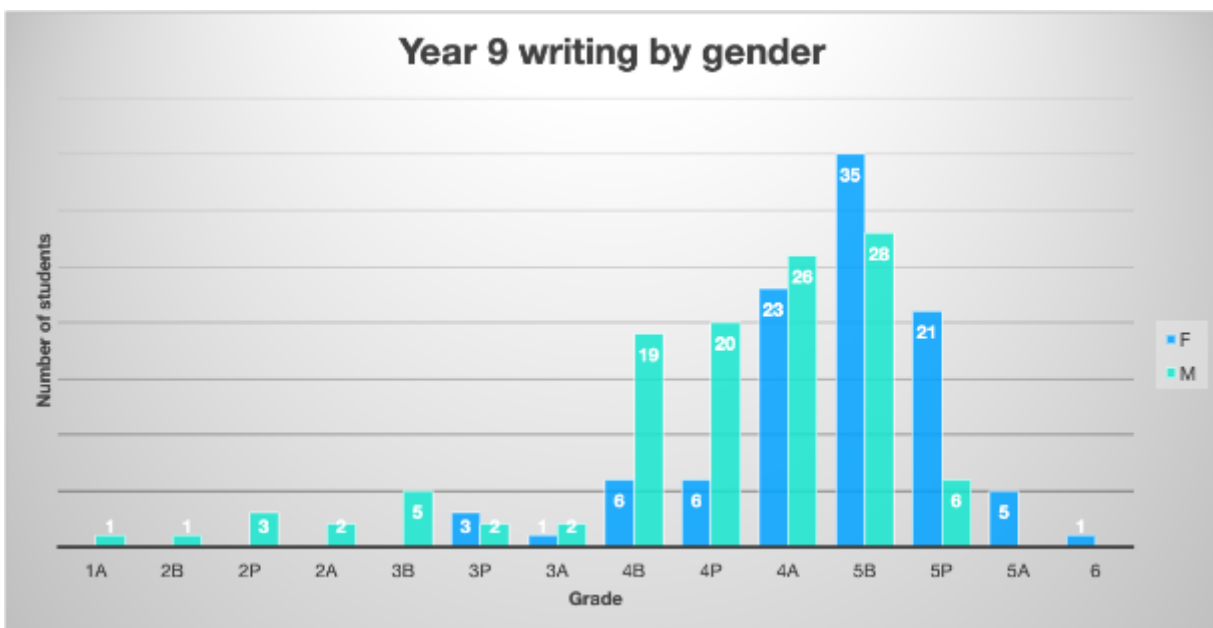
Writing progress

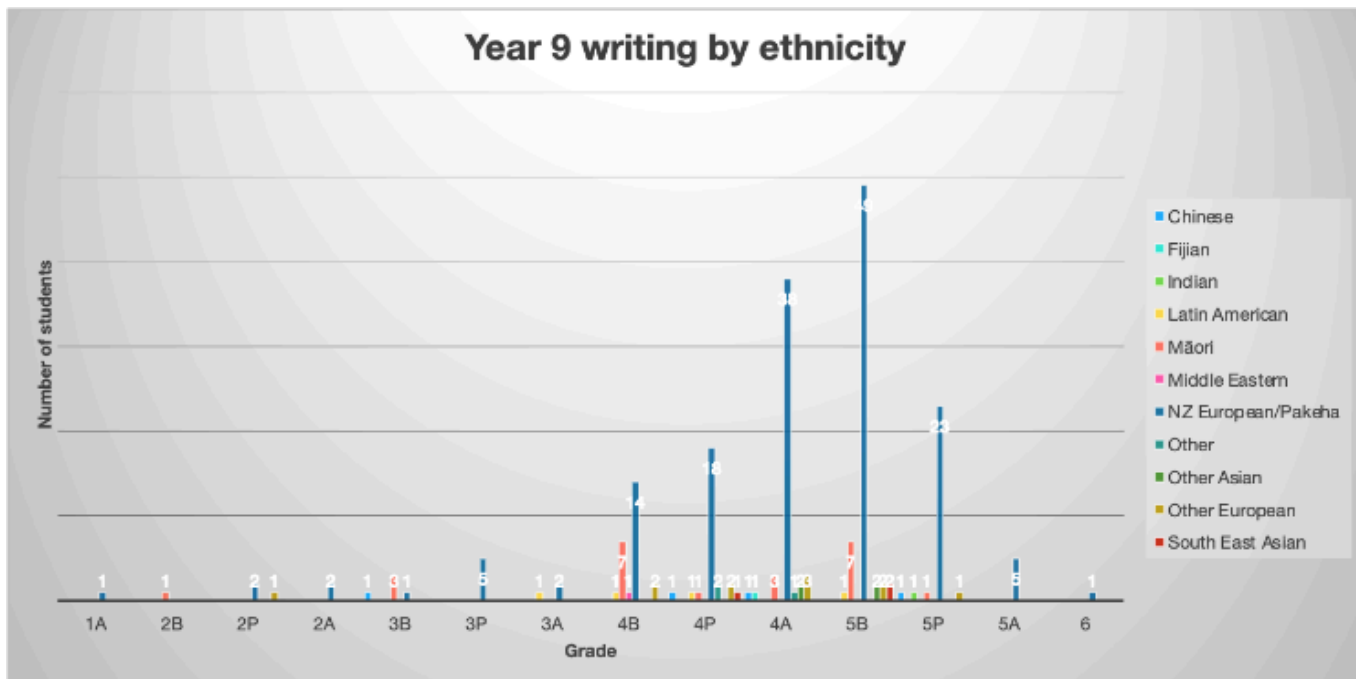
Year 9 students are expected to be working at curriculum level 4A(Advanced)/5B(Basic) by the end of their year 9 year. The graph below shows the number of students working at each curriculum level for writing by the end of year 9.



Writing: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	53%	67%	+14%
Female	71%	84%	+13%
Male	35%	50%	+15%
Māori	39%	49%	+10%

The two graphs below show the spread of results for writing at the end of year 9 for gender and ethnicity.

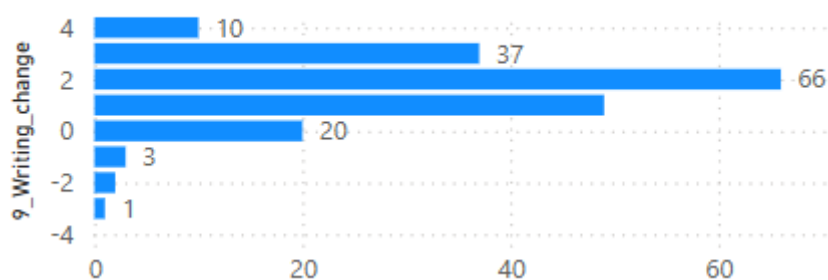




In terms of change of curriculum sub levels, on average, year 9 students improved their writing by 1.71 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).

Count of ID by 9_Writing_change



86% of year 9 students were able to improve their writing by one curriculum sub level (or more) over the course of the year.

Interventions and Actions:

- A small group of year 9 students participated in literacy support which involved small groups being removed from class to focus on specific skills. It is noted that while year 7 and 8 students readily do this - as they are used to moving to work in small groups - this did not come as easily for year 9 students, with some refusing to participate in the support. The support for year 9 students will be reviewed for 2025 to ensure that students are more ready and willing to engage.
- All students had access to google 'Read Write' to support their learning.
- Year 9 teachers used the specific requirements of the NCEA reading and writing co-requisites to plan for which literacy skills (reading and writing) needed to be covered.

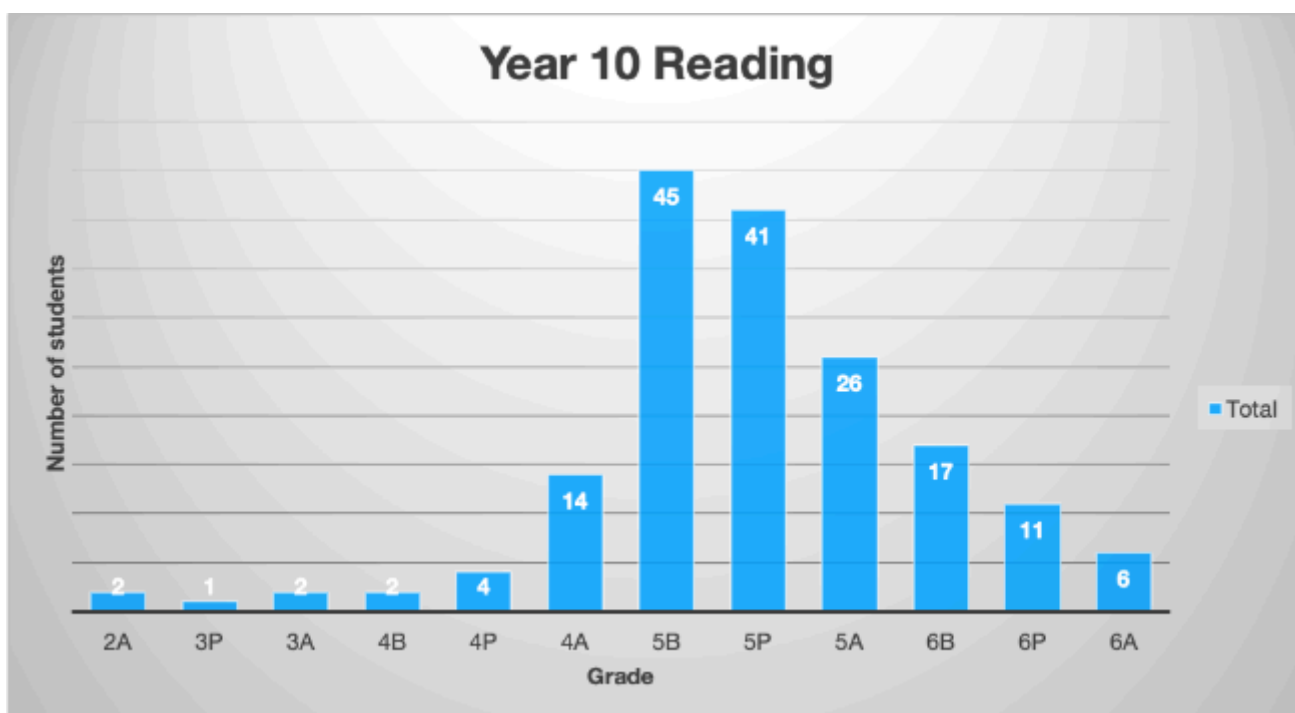
Year 10 progress with reading and writing

Reading progress

Year 10 students are expected to be working at curriculum level 5B(Basic)/5P(Proficient) by the end of their Year 10 year.

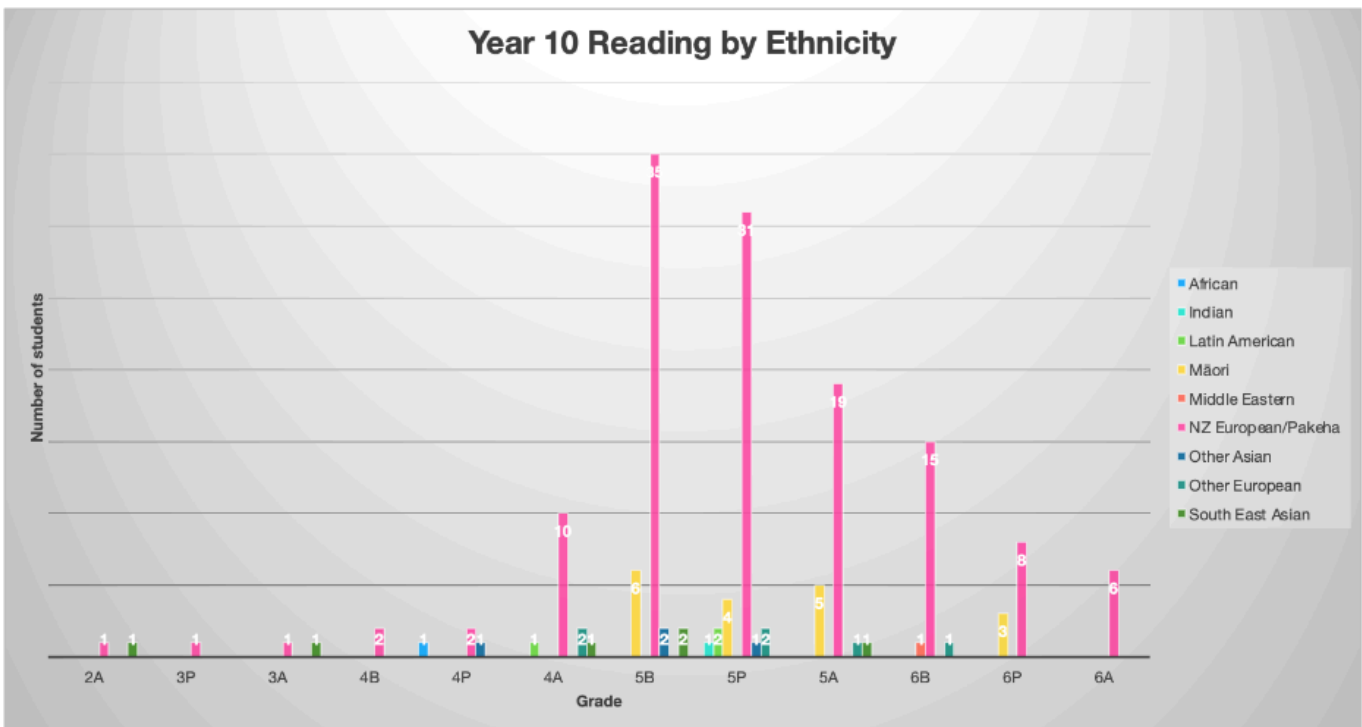
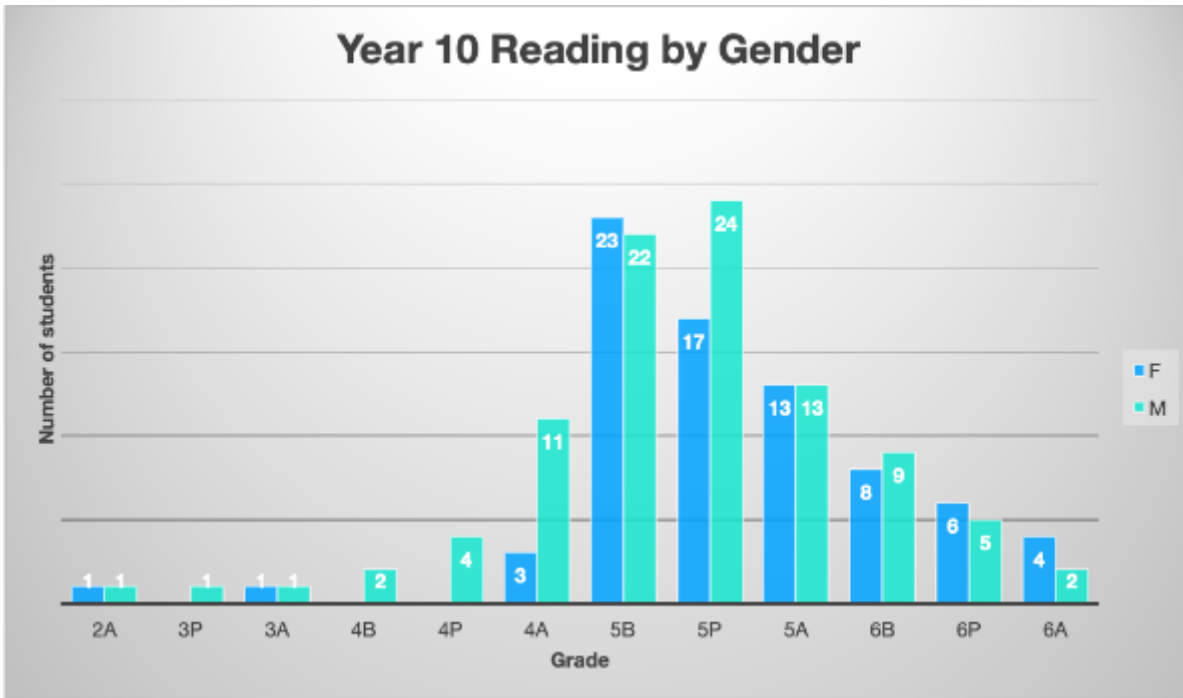
In year 10 there were 76 female and 95 male students. 9 different ethnicities were identified across the cohort - African (1), Indian (1), Latin American (3), Māori (18), Middle Eastern (1), New Zealand European (131), Other Asian (4), Other European (6) and South-East Asian (6).

The graph below shows the number of students working at each curriculum sub level for reading by the end of the year.



Reading: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	59%	85%	+26%
Female	62%	93%	+31%
Male	57%	80%	+23%
Māori	58%	100%	+42%

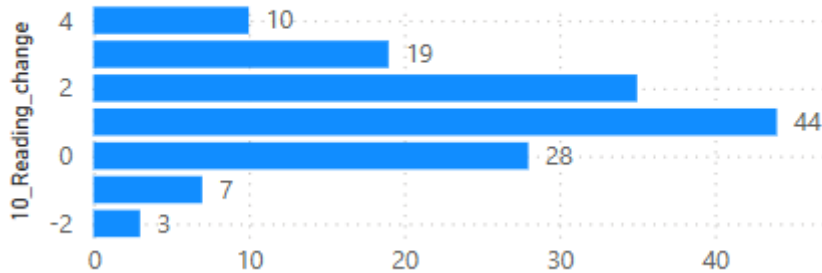
The two graphs below show the spread of results for reading at the end of year 10 for gender and ethnicity.



In terms of change of curriculum sub levels, on average, Year 10 students improved their reading by 1.36 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).

Count of ID by 10_Reading_change



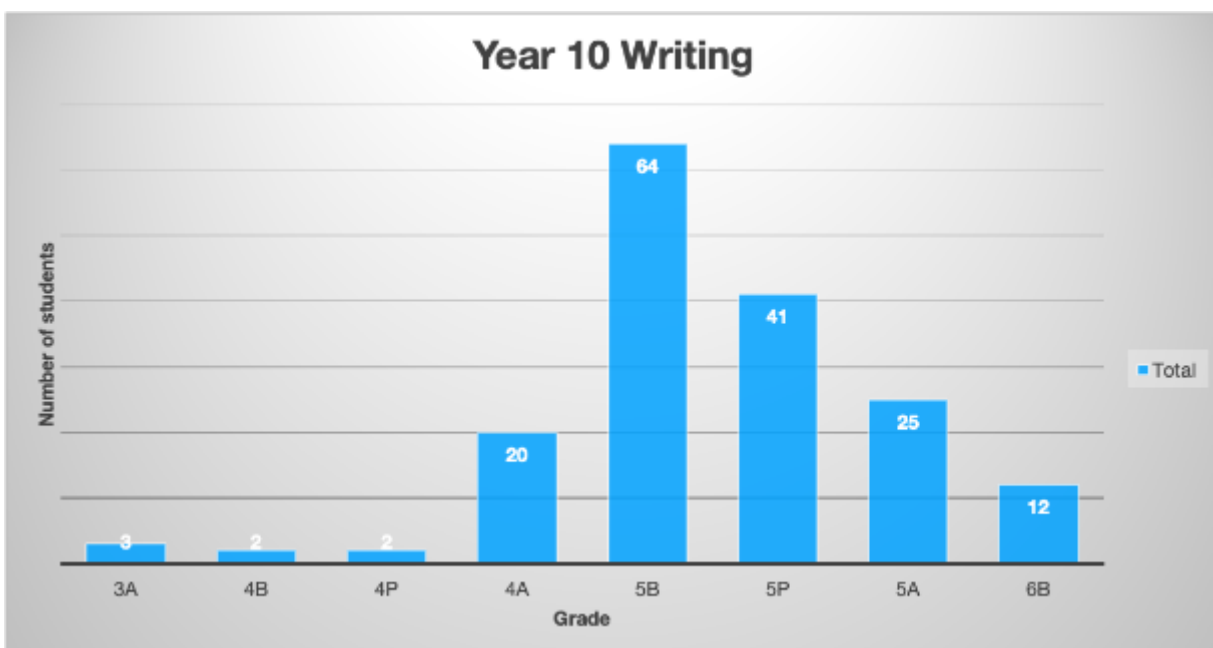
74% of year 10 students improved their reading by 1 curriculum sub level or more.

Interventions and actions:

- At year 10, students are working towards achieving the reading co-requisite for NCEA level one. English teachers provide explicit instruction and practice for students to be able to develop and refine their reading comprehension skills.
- A common skills workbook was used by the English Learning Area to support students with their learning for reading comprehension.

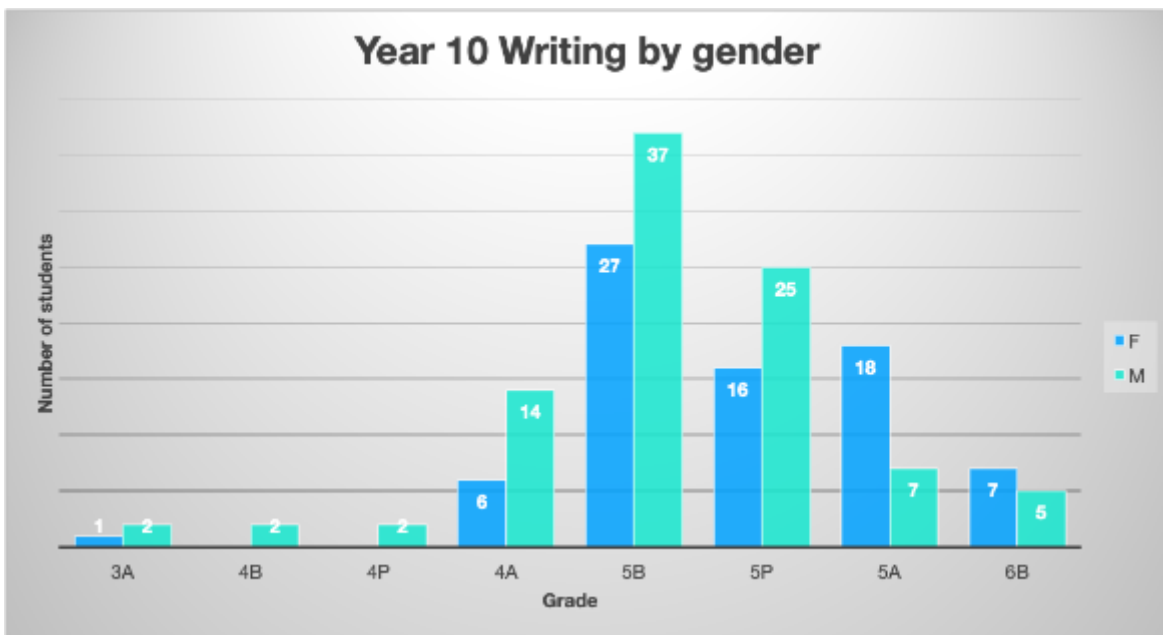
Writing progress

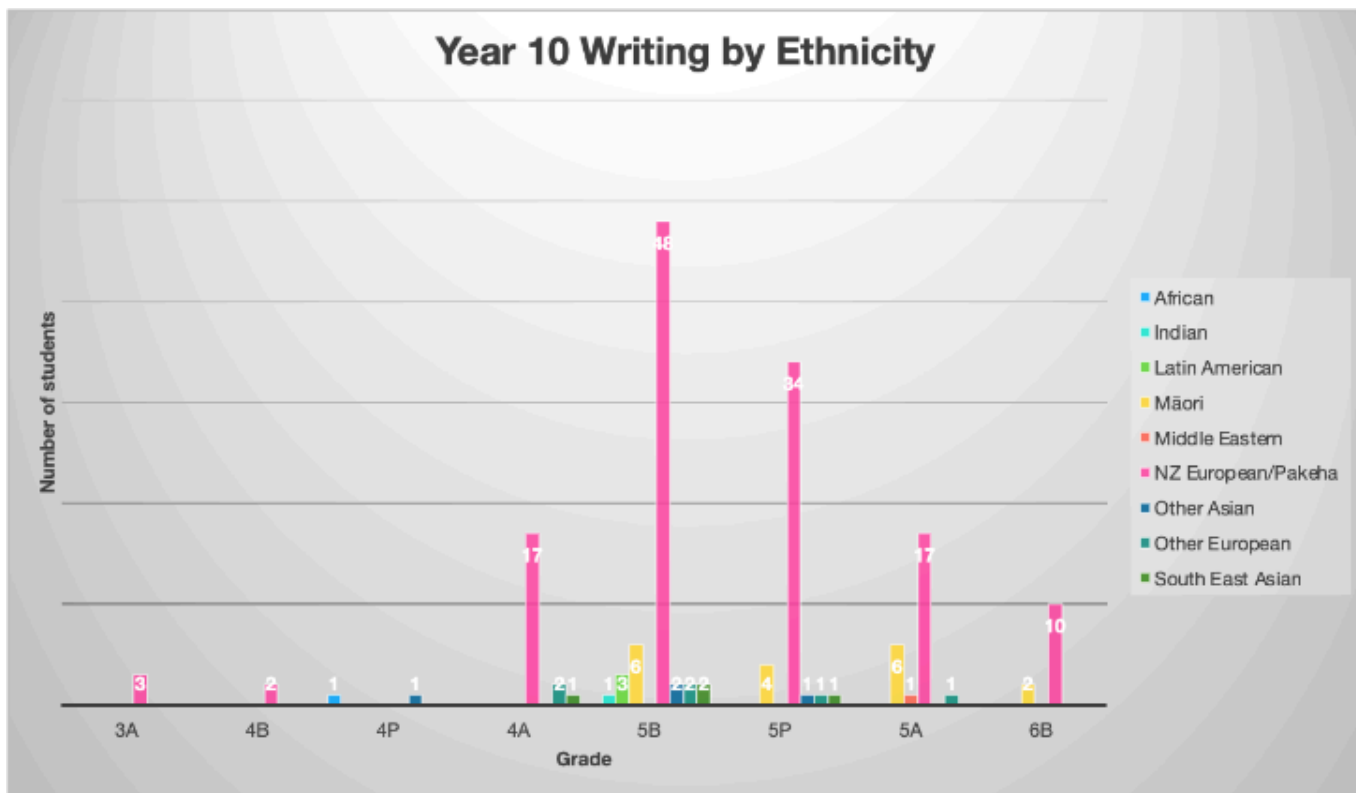
The graph below shows the number of students working at each curriculum sub level for reading by the end of the year. Year 10 students are expected to be working at curriculum level 5B(Basic)/5P(Proficient) by the end of their Year 10 year.



Writing: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	40%	84%	+44%
Female	49%	90%	+41%
Male	32%	79%	+47%
Māori	61%	100%	+39%

The two graphs below show the spread of results for reading at the end of year 10 for gender and ethnicity.

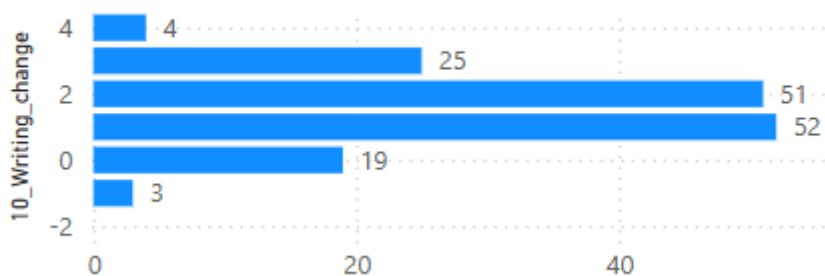




In terms of change of curriculum sub levels, on average, Year 10 students improved their writing by 1.57 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).

Count of ID by 10_Writing_change



85% of year 10 students improved their writing by 1 curriculum sub level or more.

Interventions and Actions

- At year 10, students are working towards achieving the writing co-requisite for NCEA level one. English teachers provide explicit instruction and practice for students to be able to develop and refine their writing skills.

Summary of literacy target: interventions and actions

- Students make progress at different times for reading and writing, however, they are, for the most part at the end of year 10, ready for NCEA level one, and the majority of students are working at the expected curriculum level.
- In 2023 the College introduced a writing scaffold that could be used across all curriculum areas. This continued to be used throughout each learning area in 2024.
- Structured literacy was introduced to year 7 and 8 classes, and was supported with some professional learning and resource development for teachers.
- Staff professional learning on literacy created greater awareness that all teachers are teaching literacy skills as well as their subject skills and content.
- Having Google Read Write as a tool for the kura has helped students to be able to use technology to engage in the learning process.
- English teachers focused on the explicit skills students would need to show to be able to pass the NCEA level one reading and writing co-requisites at year 10, and to some extent in year 9.

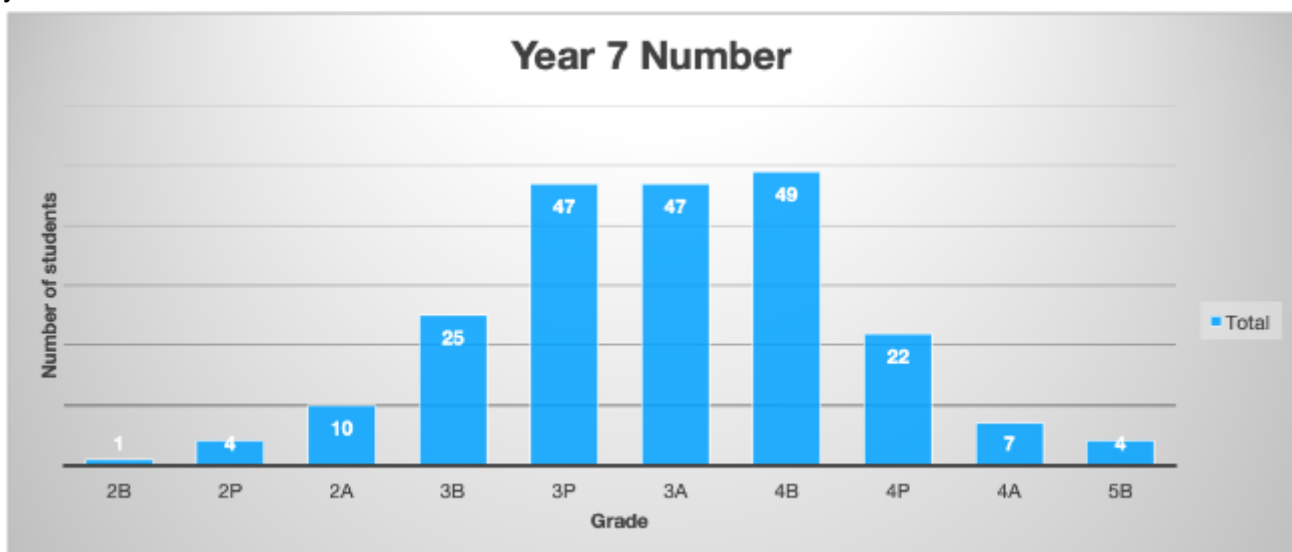
Numeracy Target

Years 7-10 students will improve their numeracy skills and be at the expected curriculum level by the end of the year.

Year 7 progress with numeracy

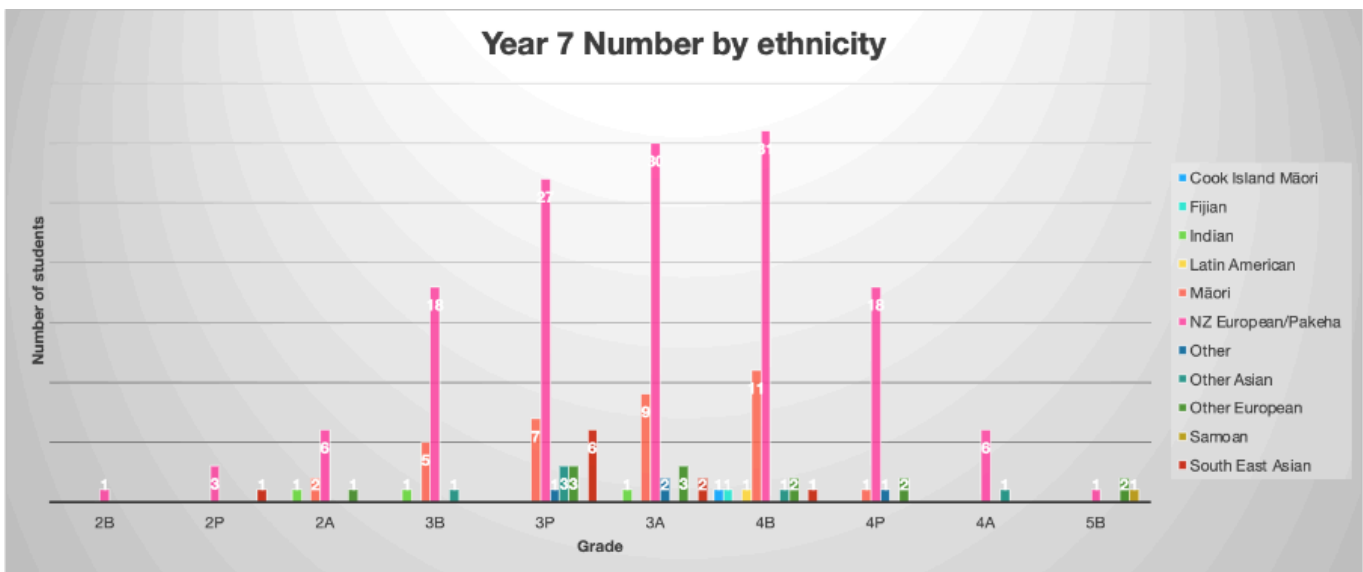
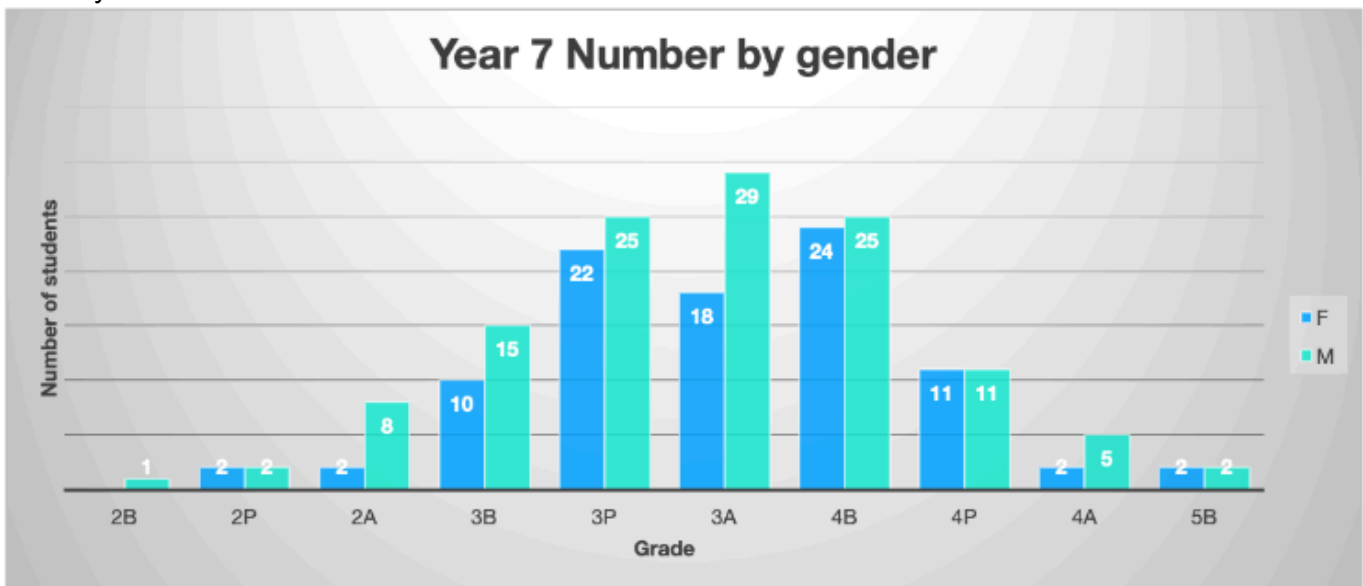
Year 7 students are expected to be working at curriculum level 3A (Advanced) by the end of their year 7 year.

The graph below shows the number of students working at each curriculum sub level at the end of year 7.

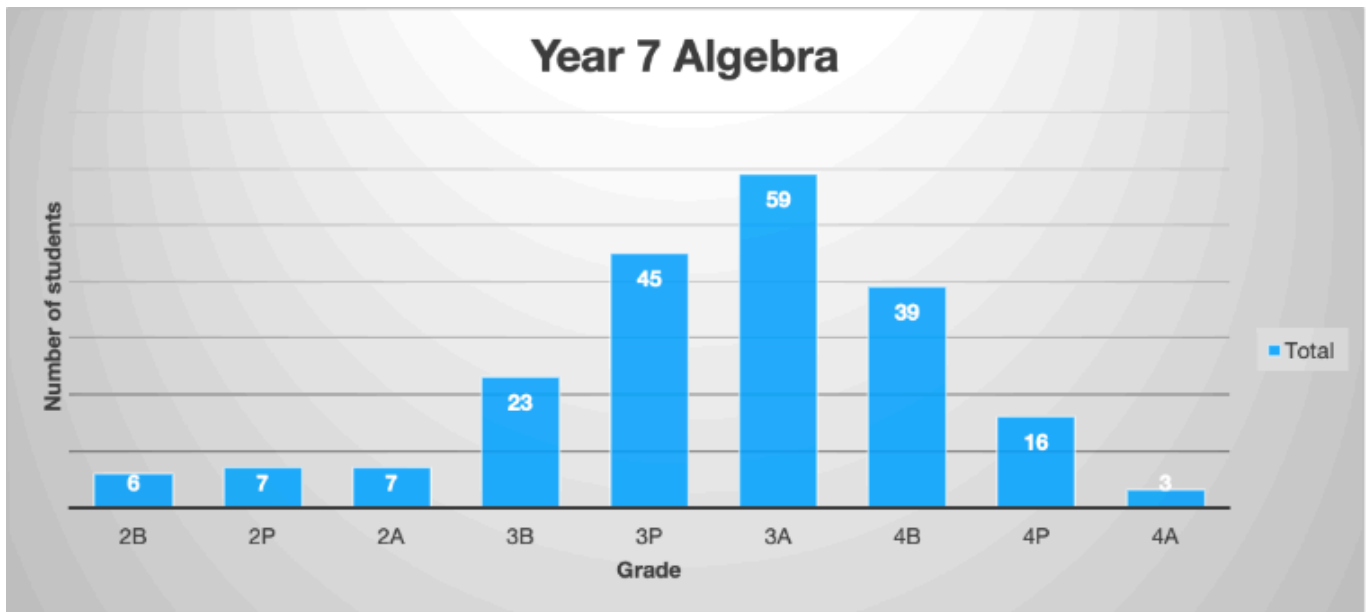


Number: working at expected curriculum level	Mid Year (end of term 2)	End of Year (end of term 4)	Change
Cohort	42%	59%	+17%
Female	51%	61%	+10%
Male	34%	58%	+24%
Māori	28%	60%	+32%

The two graphs below show the spread of results for reading at the end of year 7 for gender and ethnicity.

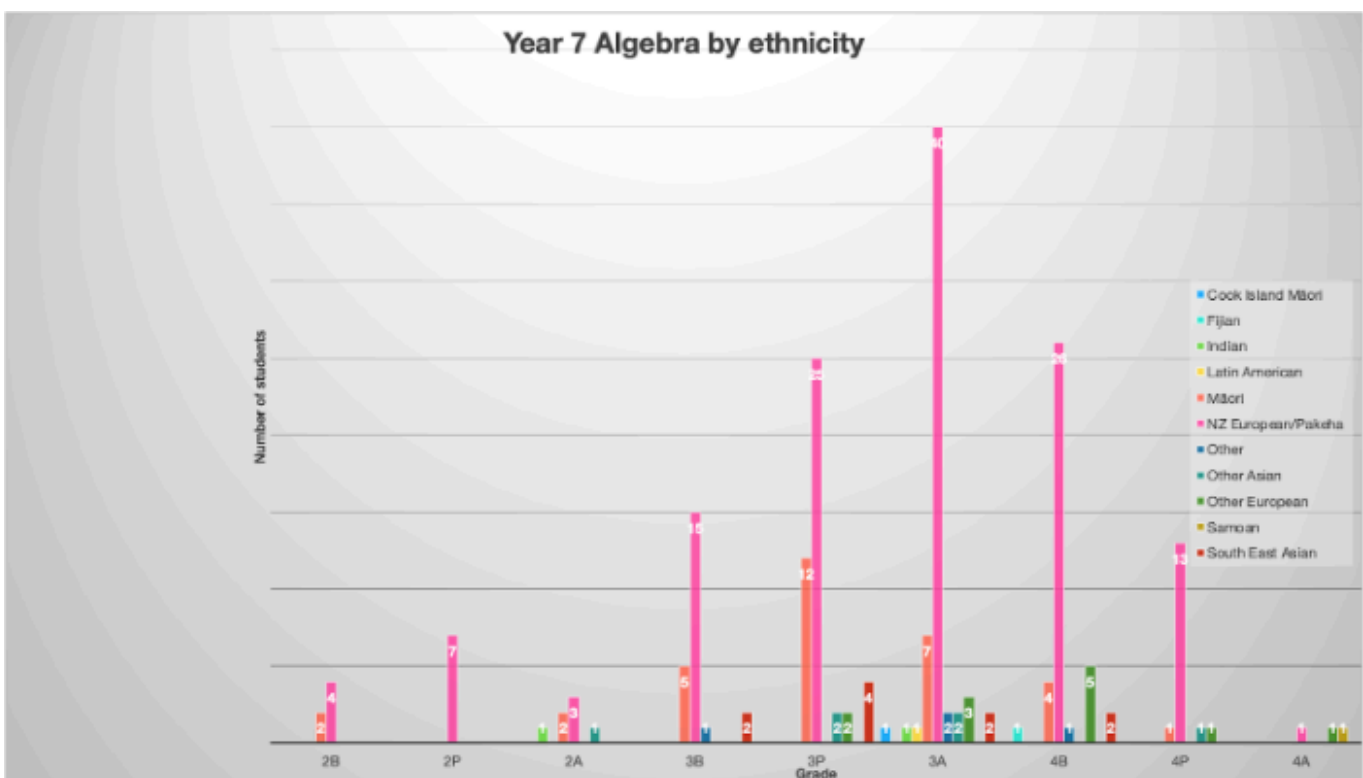
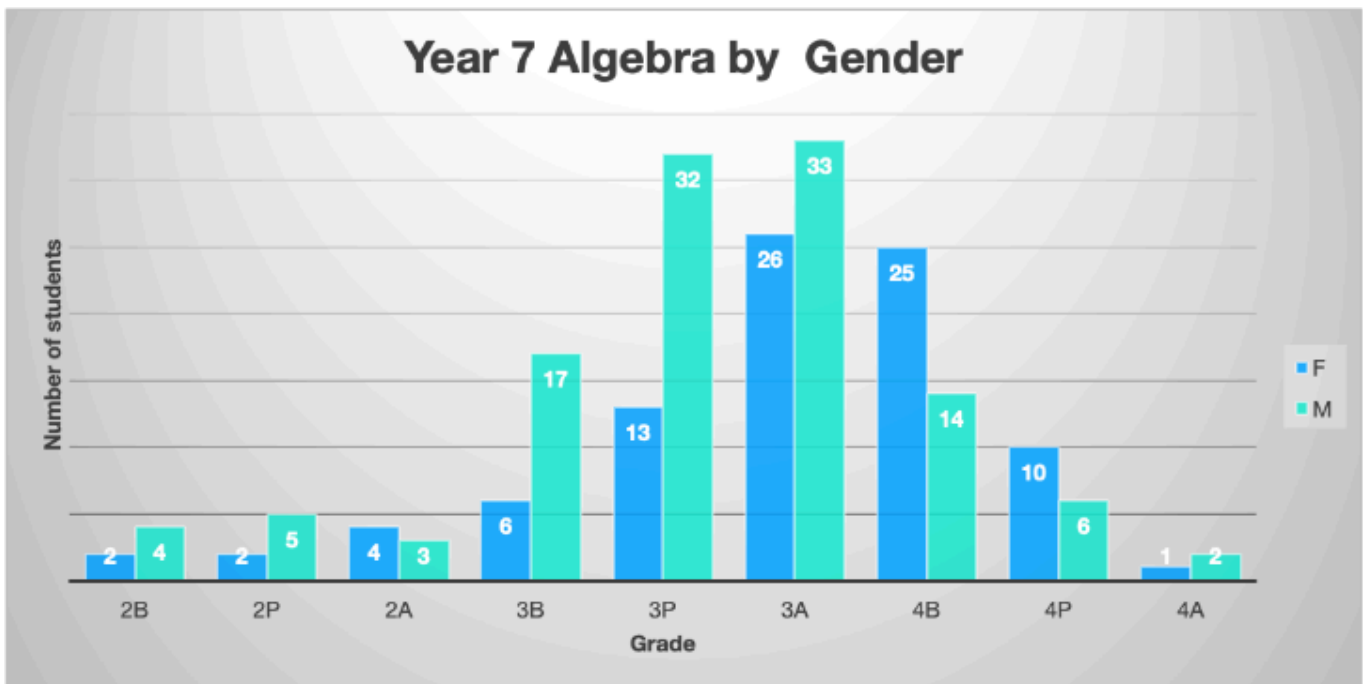


Algebra was a focus for students towards the end of the year. The graph below shows student achievement at the end of the year for algebra.



Writing: working at expected curriculum level	End-of-year
Cohort	57%
Female	69%
Male	47%
Māori	36%

The two graphs below show the spread of results for reading at the end of year 7 for gender and ethnicity.



Interventions and actions:

- Senior maths teachers provide numeracy support for students, and work with small groups who are working well below the expected curriculum level.
- Differentiated resources are used so that students can access mathematics at their level - these are often digital/online programmes.

- Year 7 teachers ensured that they were following the '1 hour per day' for reading, writing and numeracy teaching and learning.

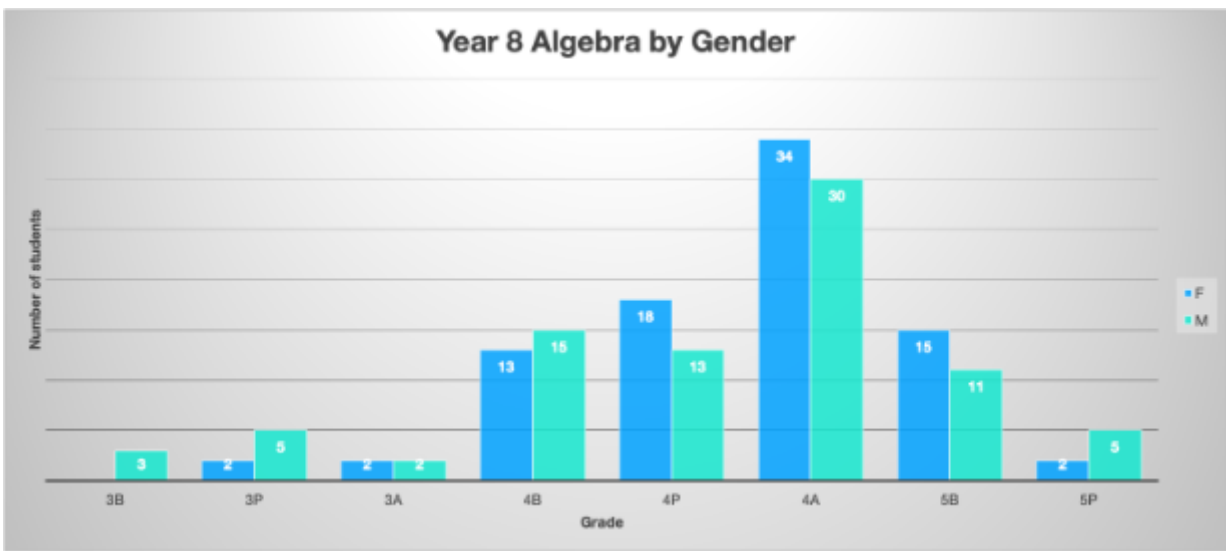
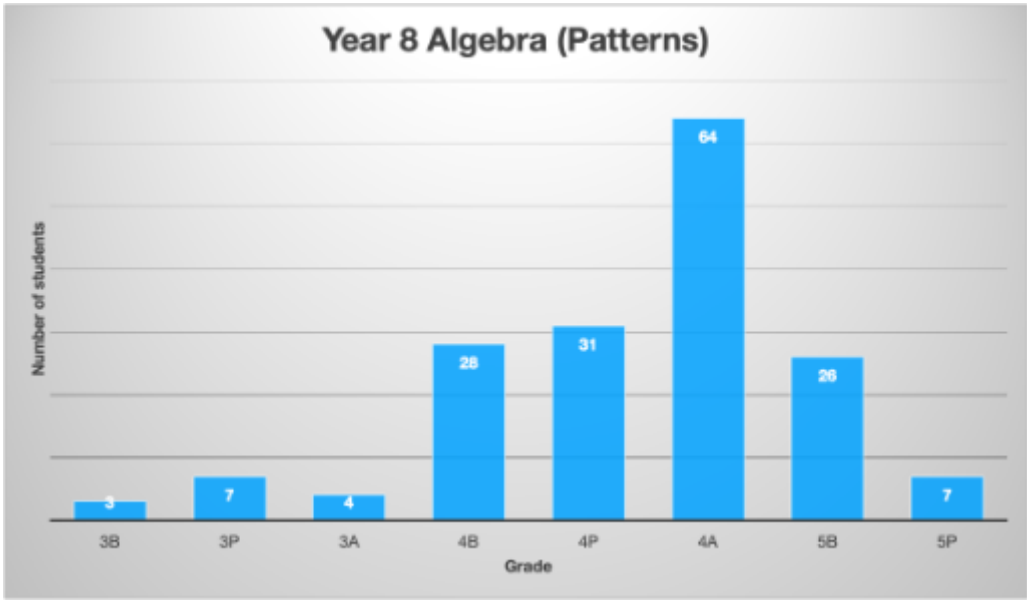
Year 8 progress with numeracy

By the end of Year 8, students are expected to be working at curriculum level 4B (Basic) or higher in numeracy. This year, students specifically worked different mathematics skills (number, algebra and statistics) across the course of the year. The results presented are for end-of-unit assessment results, rather than a comparison from the mid-year to the end-of-year results.

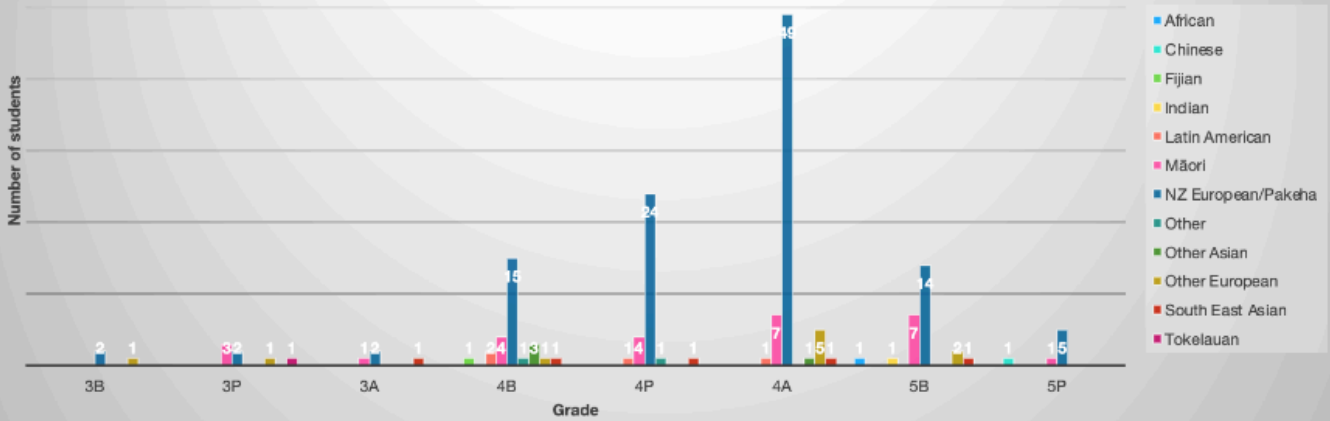
Number was the first unit students worked through as part of the year 8 mathematics programme, followed by statistics and then algebra.

Mathematics Skill	Demographic Group	% of students working at the expected curriculum level at the end of the unit
Number	Cohort	58%
	Female	50%
	Male	66%
	Māori	55%
Algebra	Cohort	91%
	Female	95%
	Male	88%
	Māori	85%
Statistics	Cohort	80%
	Female	85%
	Male	75%
	Māori	75%

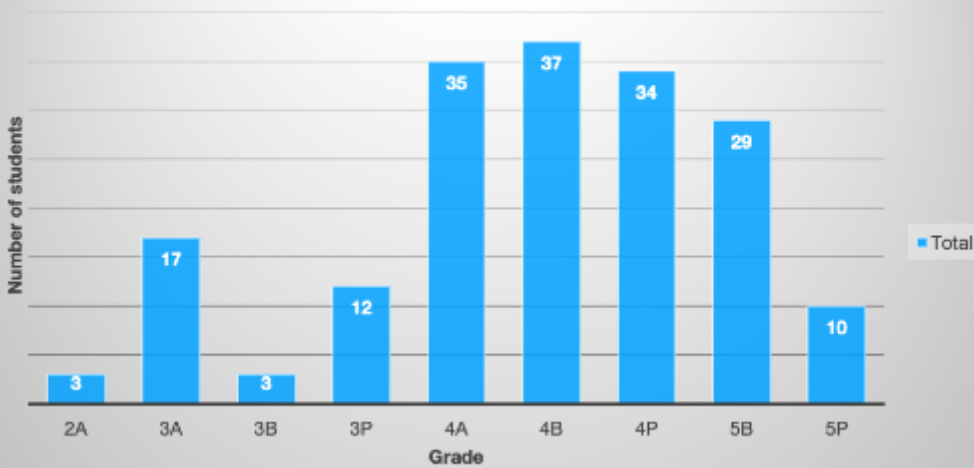
The graphs below show the spread of results for algebra and statistics for the cohort, gender and ethnicity.



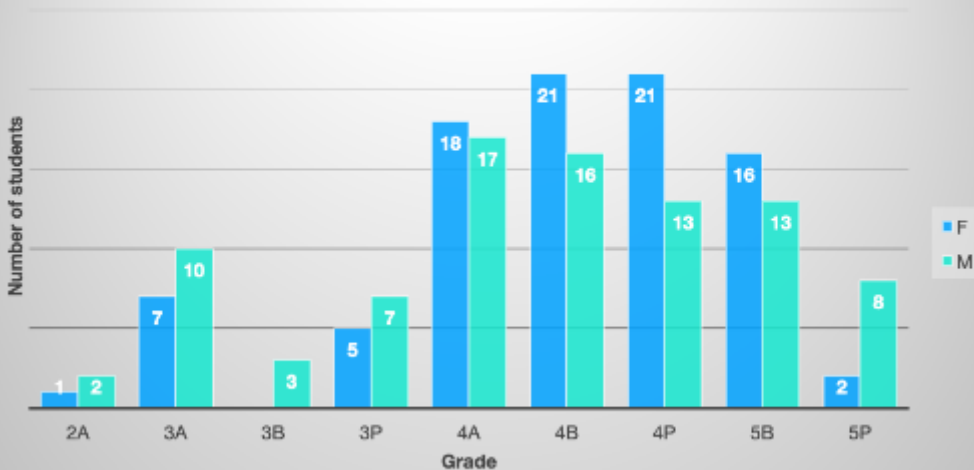
Year 8 Algebra by ethnicity

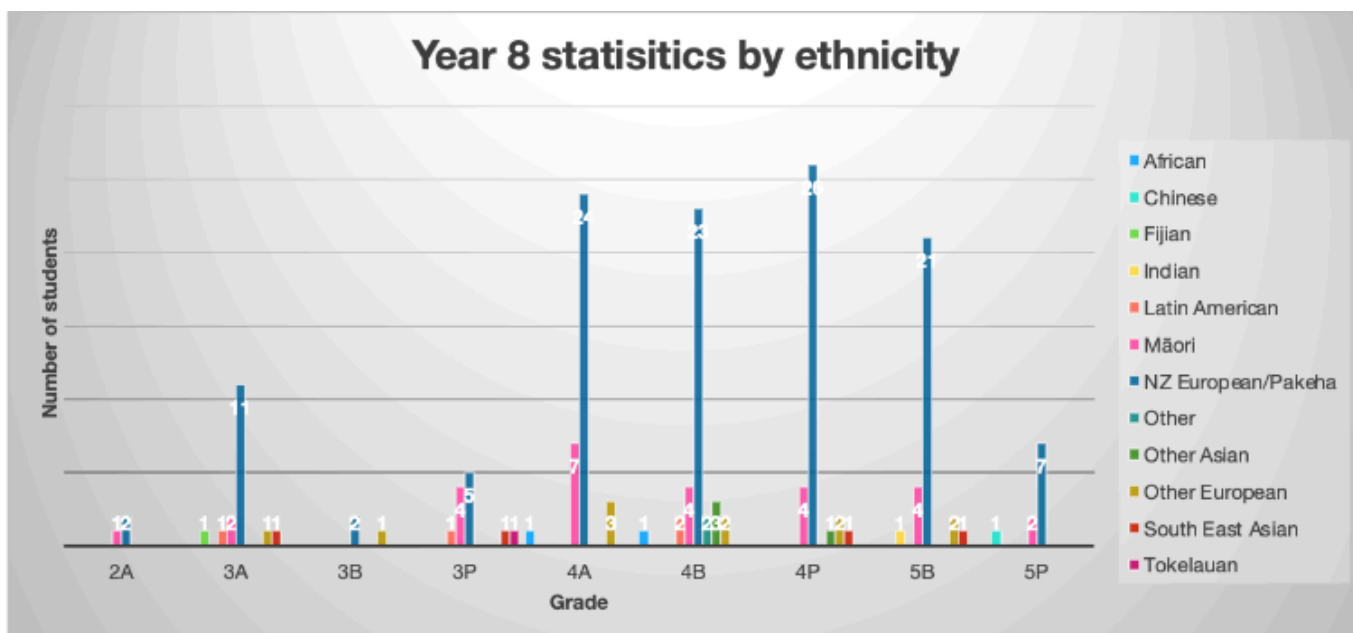


Year 8 statistics



Year 8 statistics by Gender

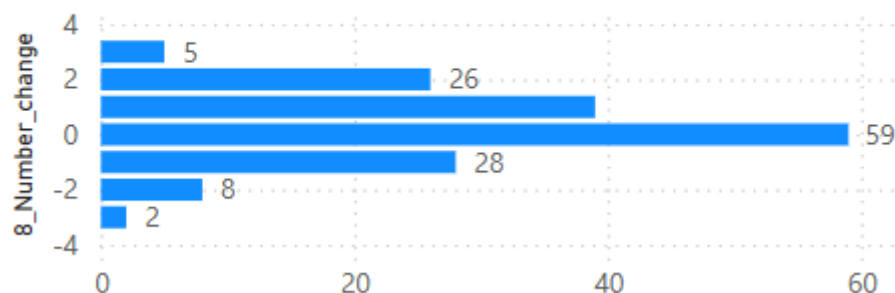




In terms of change of curriculum sub levels, on average, Year 8 students improved their numeracy by 0.34 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).

Count of ID by 8_Number_change



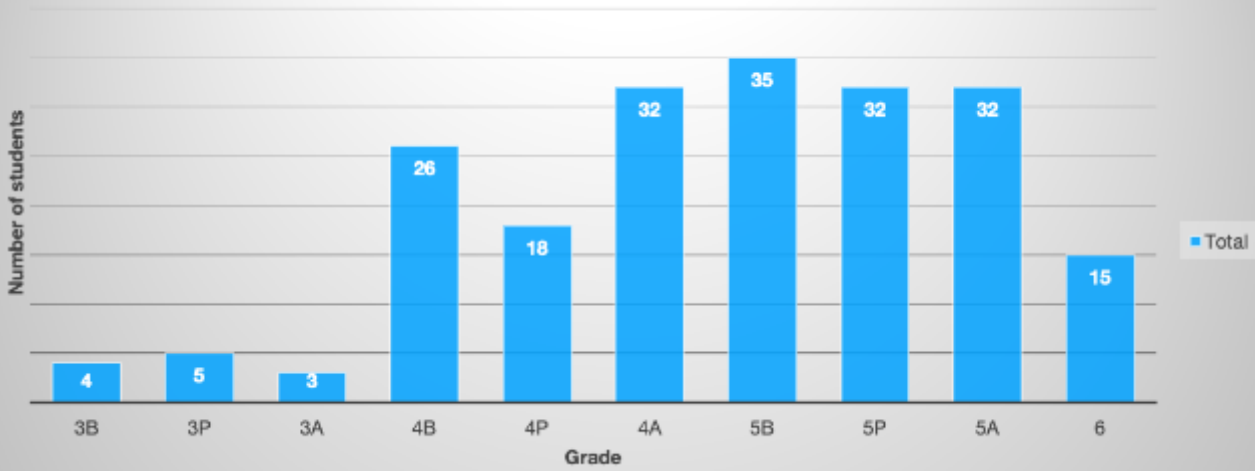
Looking at the different skills taught, it is interesting to see how students improved as they moved through the different mathematics skills. The results for algebra are well above the government's expectation for students at the end of year 8 (80% of students working at the expected curriculum level).

Year 9 progress with numeracy

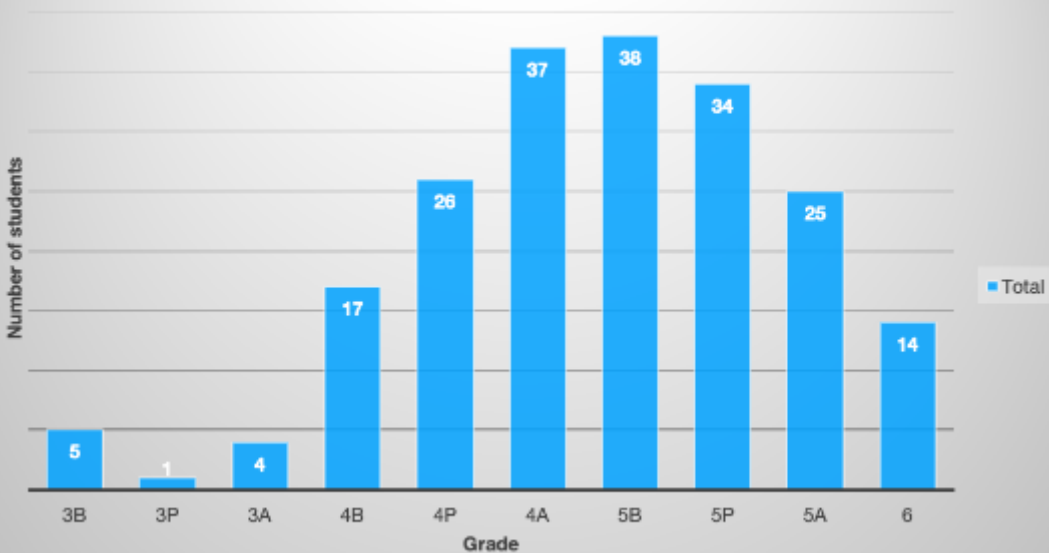
Year 9 students are expected to be working at curriculum level 4A (Advanced) by the end of their Year 9 year.

The graphs below show the number of students working at each curriculum sub-level for number and algebra by the end of their year 9 year.

Year 9 Number



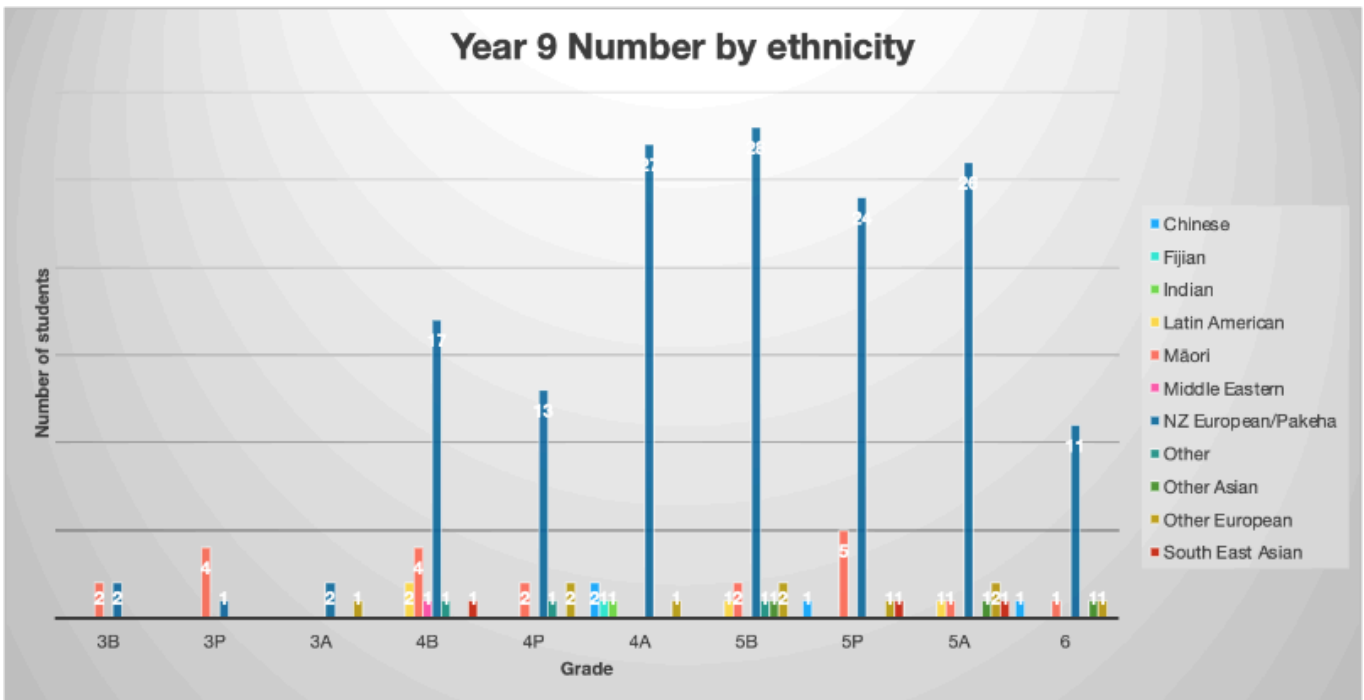
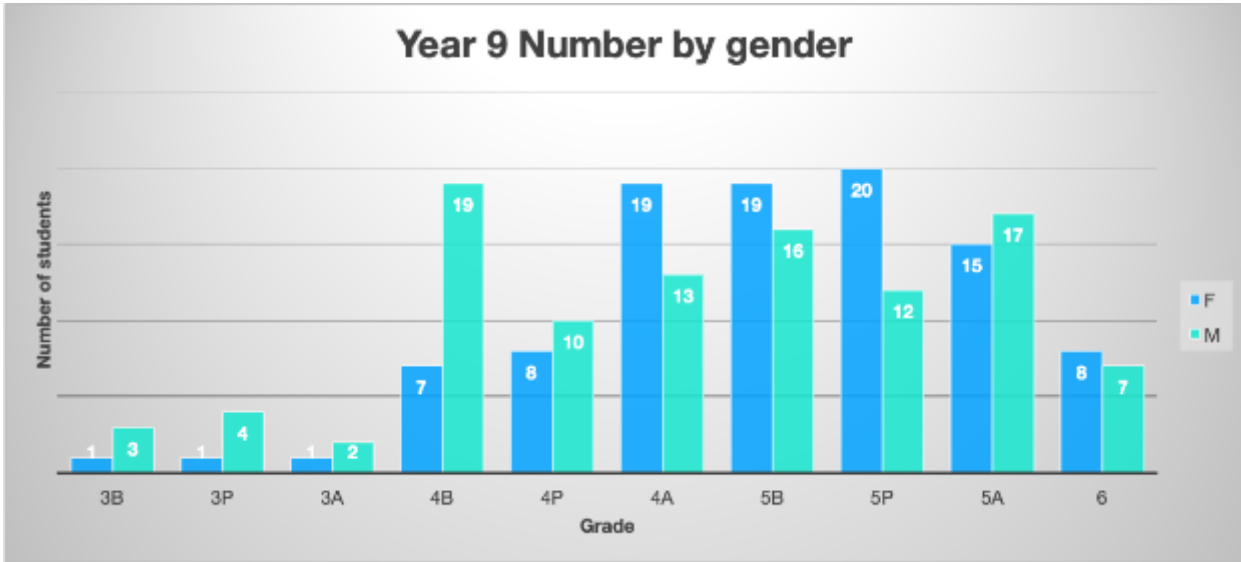
Year 9 algebra (Patterns)



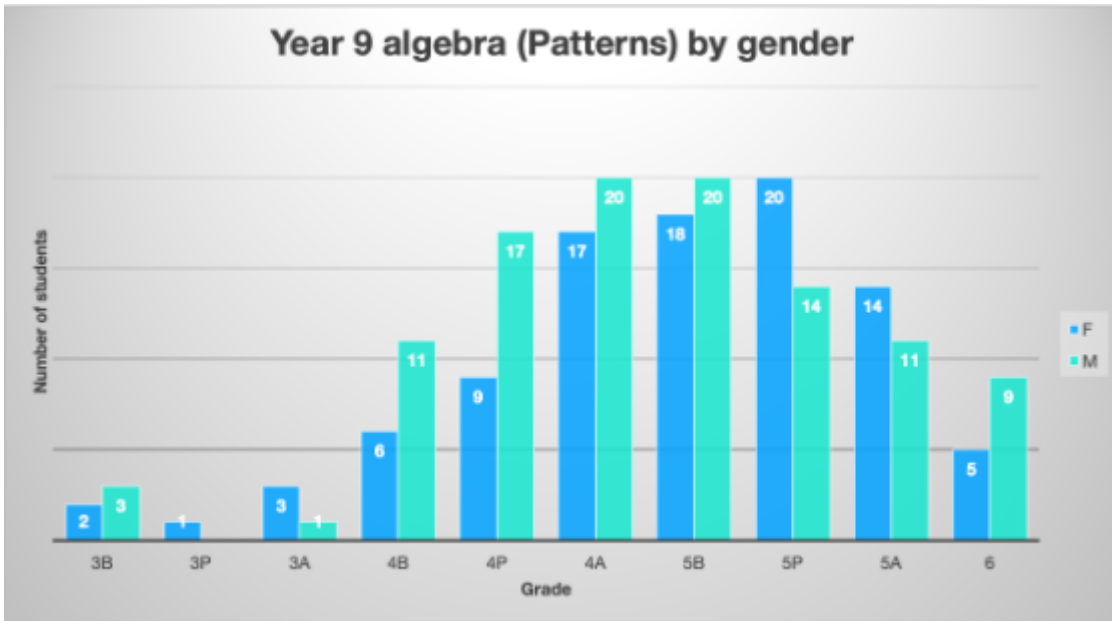
Mathematics Skill	Demographic Group	% of students working at the expected curriculum level at mid year	% of students working at the expected curriculum level at end of the year	% change
Number	Cohort	71%	72%	+1%
	Female	81%	81%	
	Male	62%	63%	+1%
	Māori	42%	43%	+1%
Algebra	Cohort	42%	73%	+31%
	Female	47%	77%	+30%

	Male	38%	70%	+32%
	Māori	31%	59%	+28%

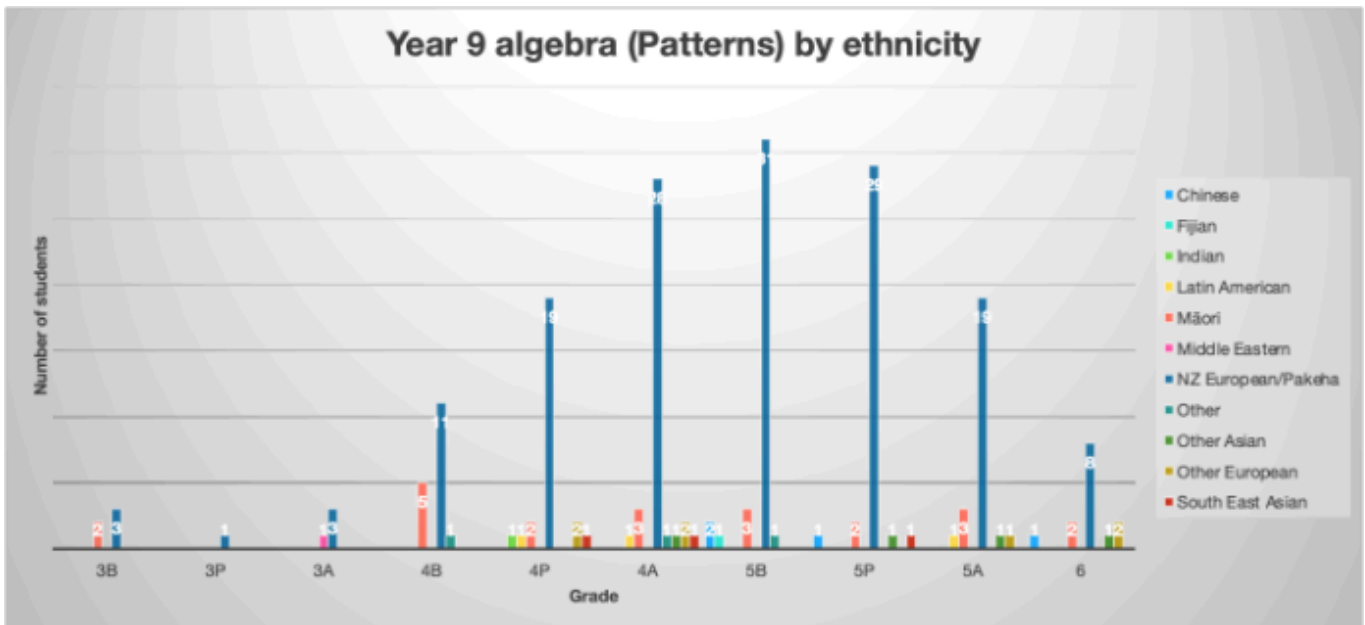
The graphs below show the spread of results for number and algebra and statistics for gender and ethnicity.



Year 9 algebra (Patterns) by gender



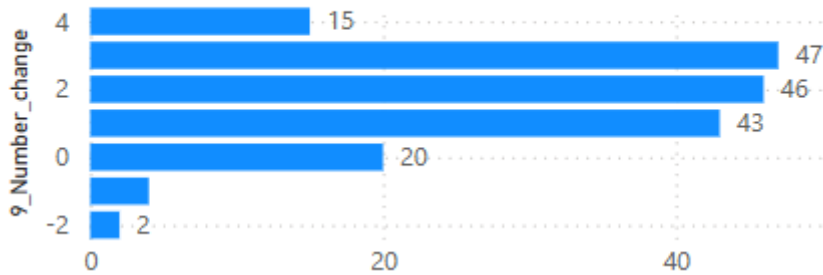
Year 9 algebra (Patterns) by ethnicity



In terms of change of curriculum sub levels, on average, Year 9 students improved their numeracy by 1.85 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).

Count of ID by 9_Number_change

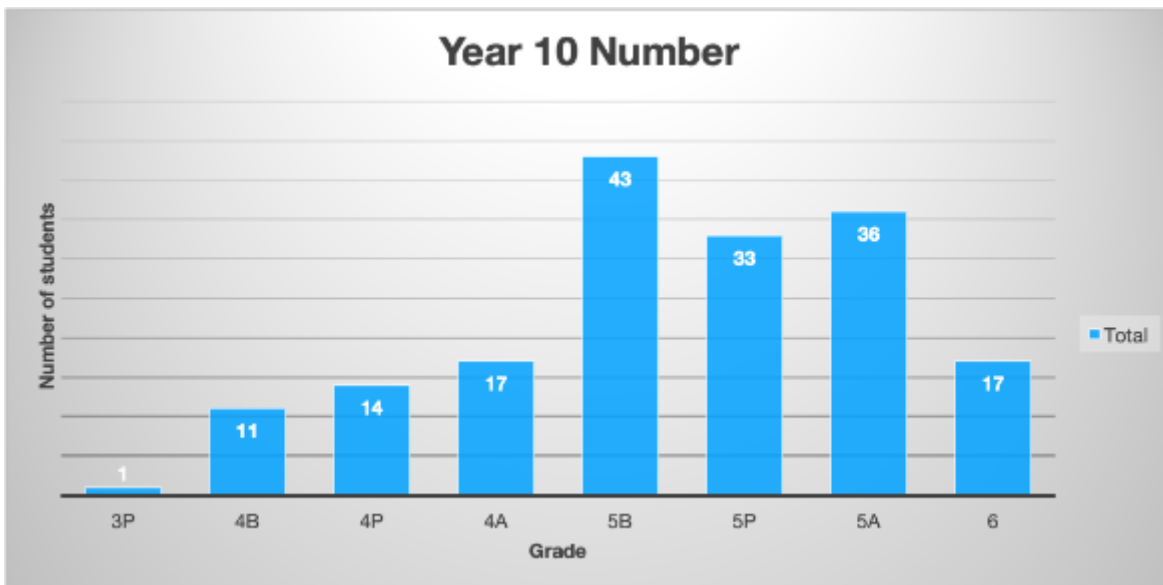


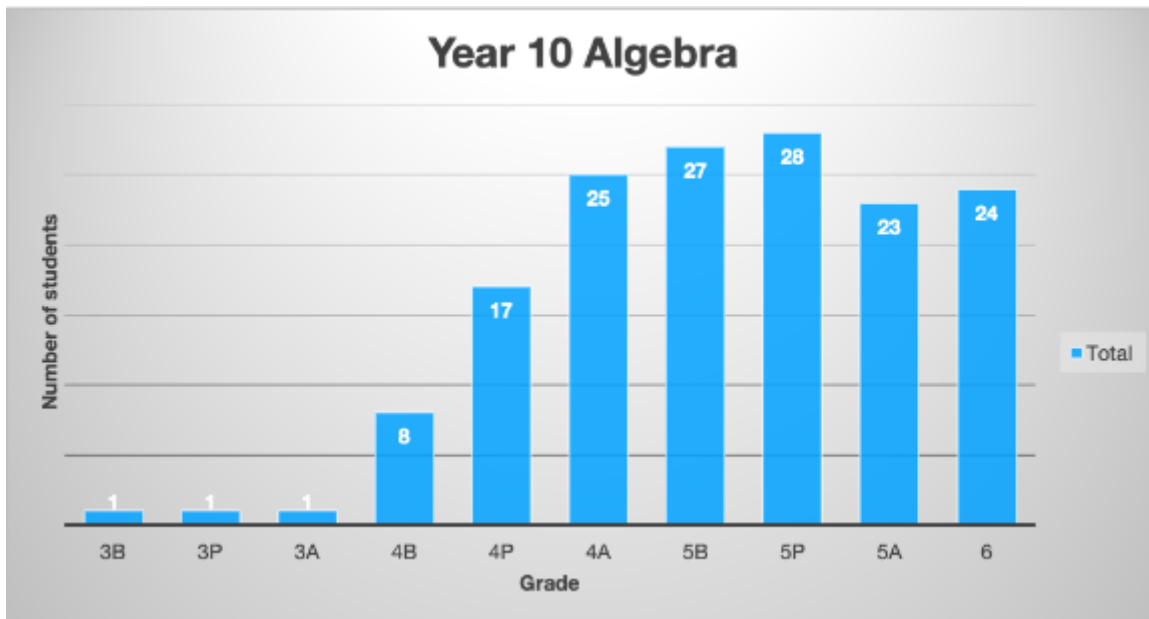
85% of students improved their numeracy skills, mostly in algebra, across the course of the year.

Year 10 progress with numeracy

By the end of Year 10, students are expected to be working at curriculum level 5B (Basic) or higher in numeracy. Year 10 students participated in the NCEA level one numeracy co-requisite, and their teaching and learning programmes were aligned to the skills required for this assessment.

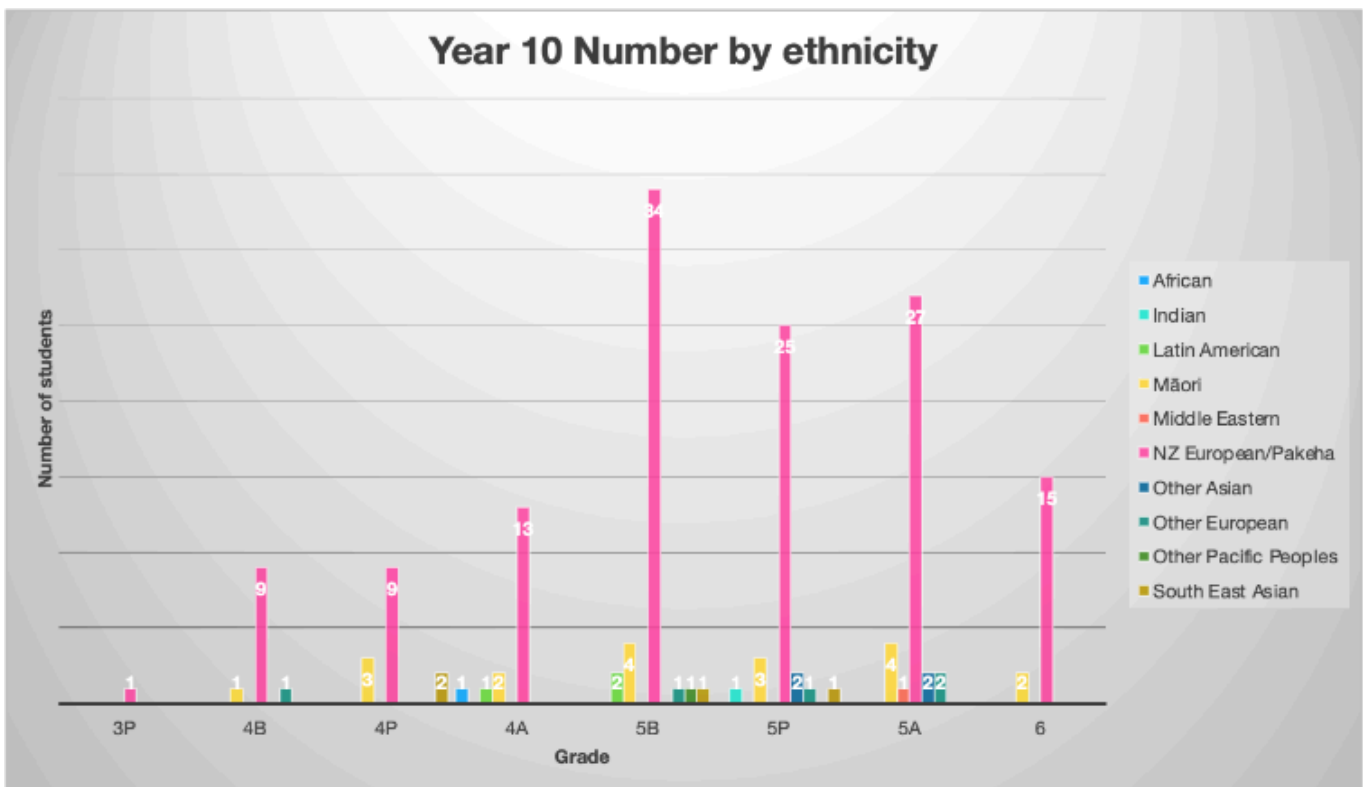
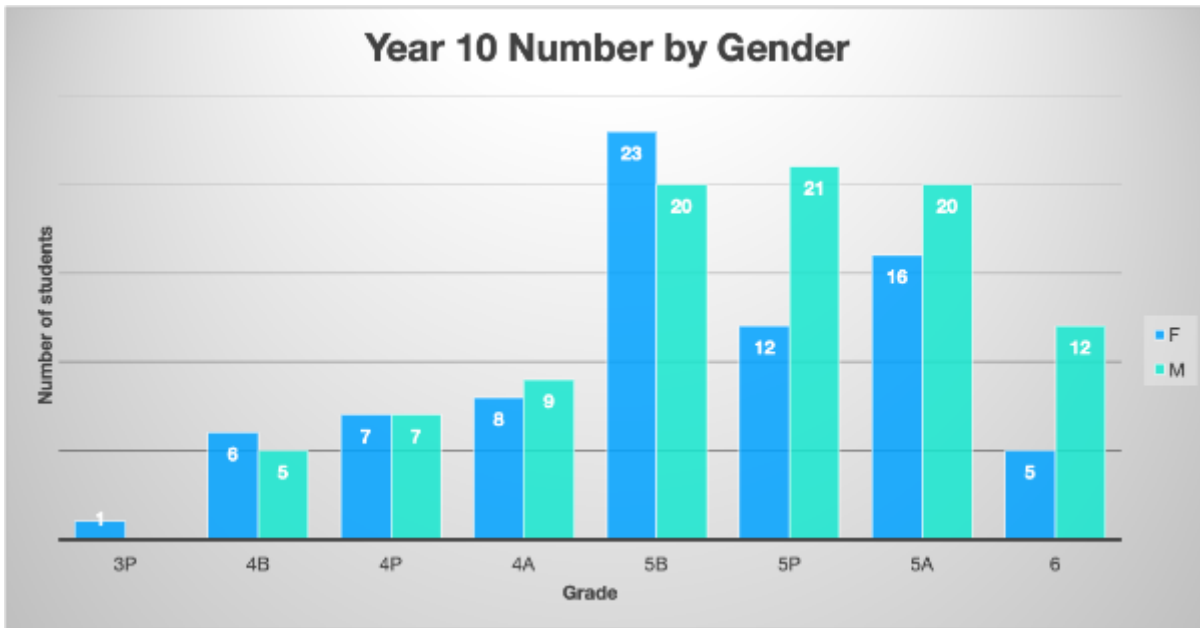
The graphs below show the number of students working at each curriculum sub-level for number and algebra by the end of 2024.

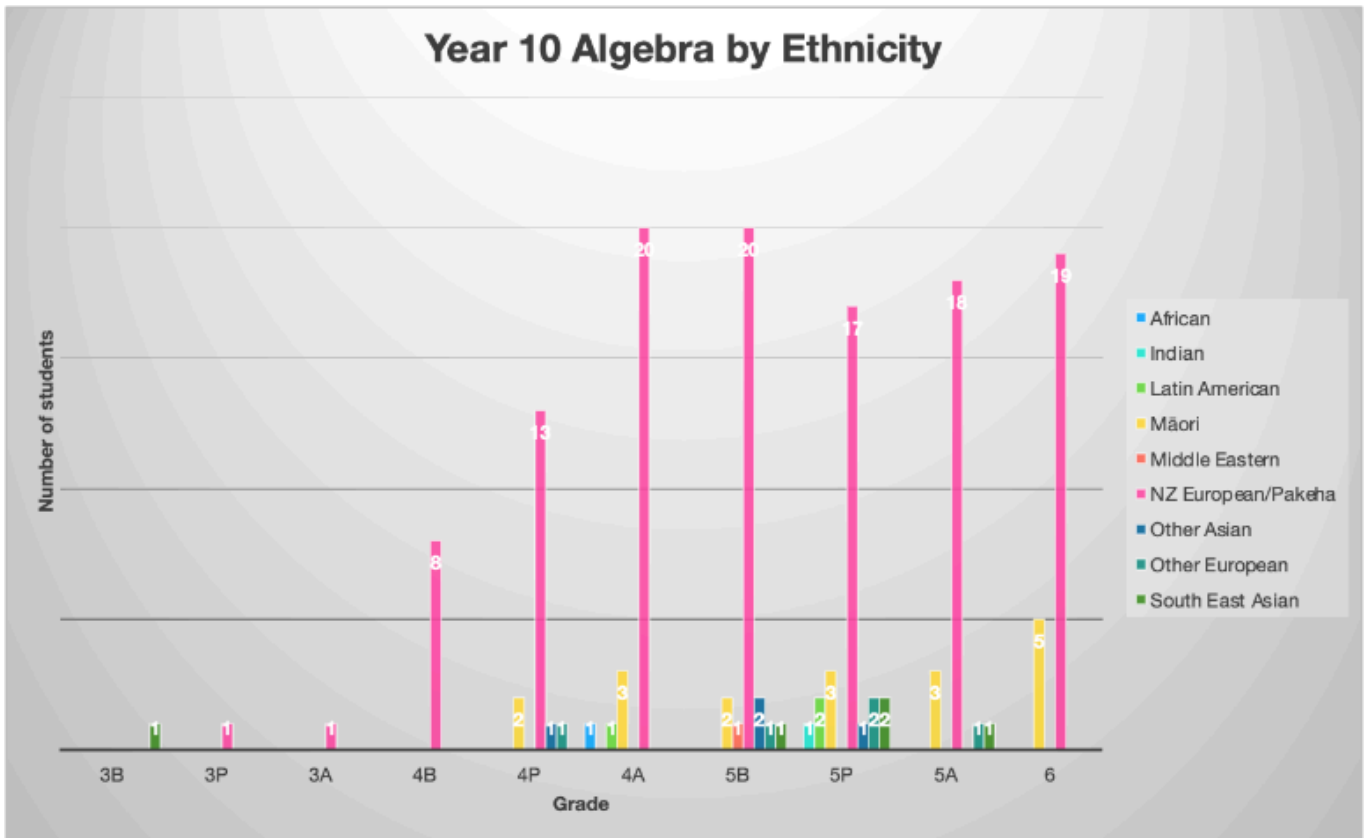
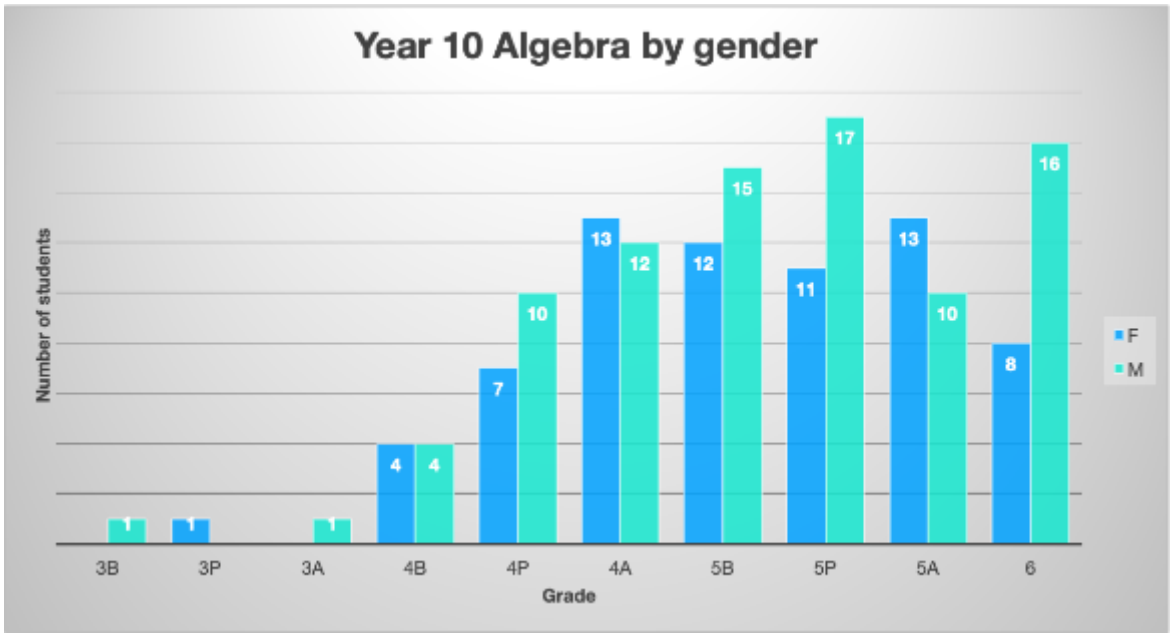




Mathematics Skill	Demographic Group	% of students working at the expected curriculum level at mid year	% of students working at the expected curriculum level at end of the year	% change
Number	Cohort	75%	75%	
	Female	74%	71%	-3%
	Male	77%	77%	
	Māori	38%	63%	+25%
Algebra	Cohort		66%	
	Female		63%	
	Male		68%	
	Māori		72%	

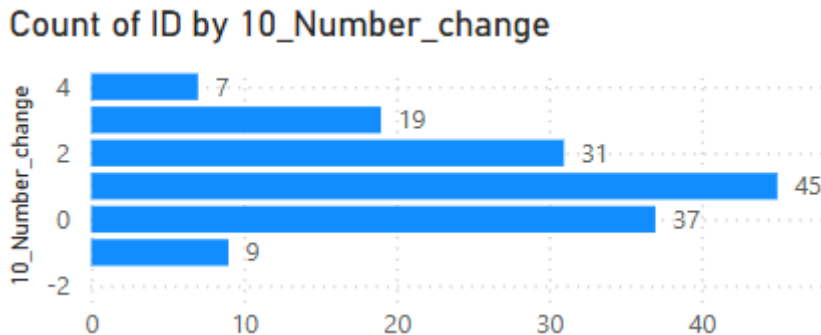
The graphs below show the spread of results for number and algebra and statistics for gender and ethnicity.





In terms of change of curriculum sub levels, on average, Year 10 students improved their numeracy by 1.24 curriculum sub levels over the course of the year.

The graph below shows the number of students and the number of curriculum sub levels they improved (or did not).



69% of students improved their numeracy skills by one curriculum sub-level or more over the course of 2024.

Summary of numeracy target: interventions and actions

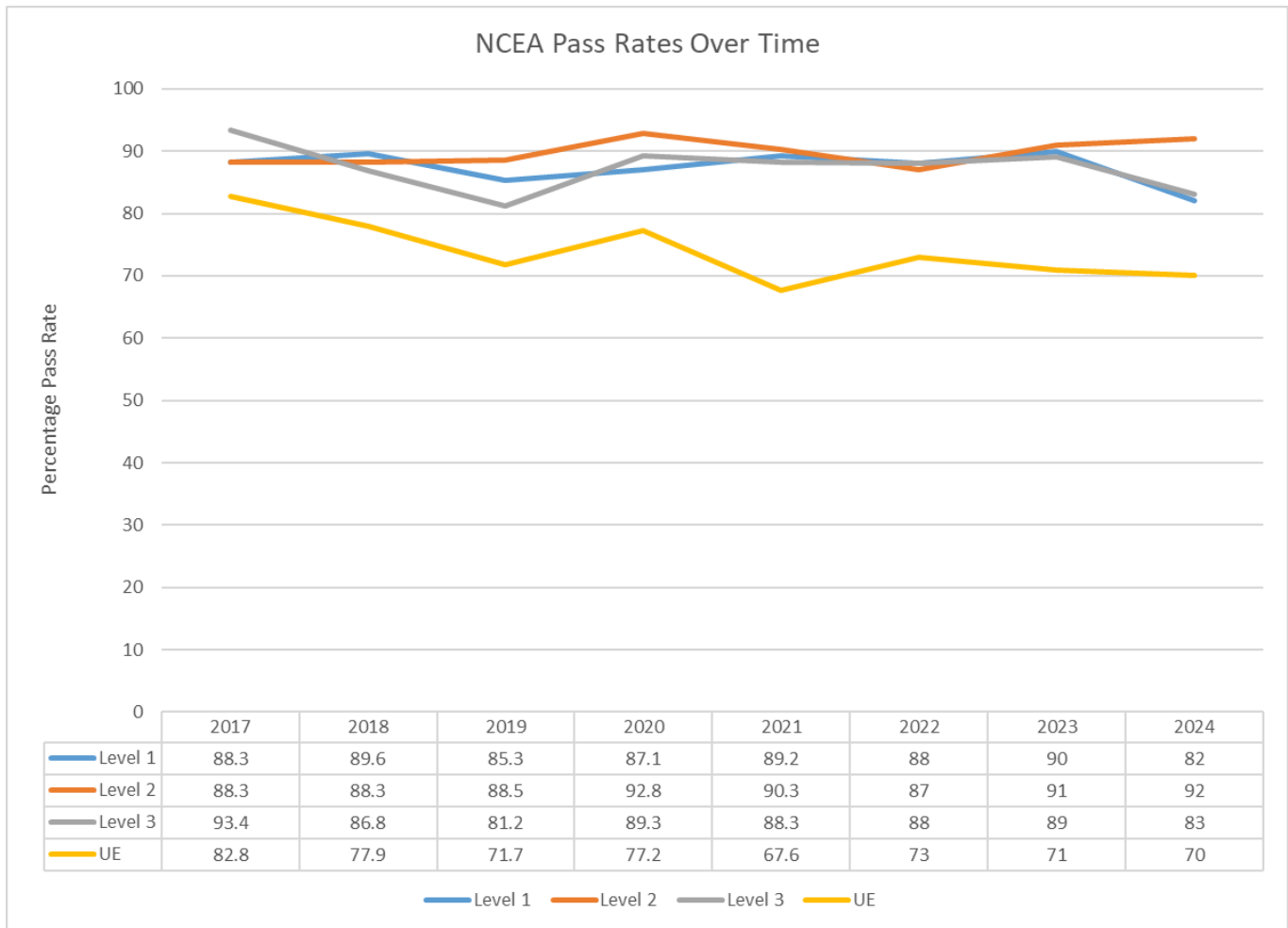
- Staffing was in place to support numeracy: there is a permanent Teacher in Charge of Numeracy.
- The curriculum progressions for Years 7 to 10 were mapped out for teachers of each year level to see.
- Numeracy support was in place for students who needed it.
- Students who could be accelerated were - there were a small number of year 10 students who completed NCEA level one mathematics as a part of their year 10 course.
- It has been helpful to track different mathematics skills, and how they develop, rather than aggregating skills as 'numeracy.' It is interesting to note that number and algebra skills develop in different stages for students.

NCEA target analysis

Students who are completing NCEA

- All year 11 students will achieve NCEA level one.
- 95% of students enrolled in an NCEA level 2 course will achieve NCEA level 2.
- 90% of students enrolled in an NCEA level 3 course will achieve NCEA level 3.
- Merit and Excellence endorsements will be a focus.

The college's pass rates over time (*see graph below*) show that achievement levels are fairly consistent. NCEA Level 2 is viewed as the most important year by students for a number of reasons. NCEA level 2 is the minimum qualification for pre-trade and trade courses, and NCEA level 2 results are used by universities as part of their entrance criteria.



Target: All Year 11 students will achieve NCEA Level One, and Māori student achievement and boys' achievement will be consistent with their cohort.

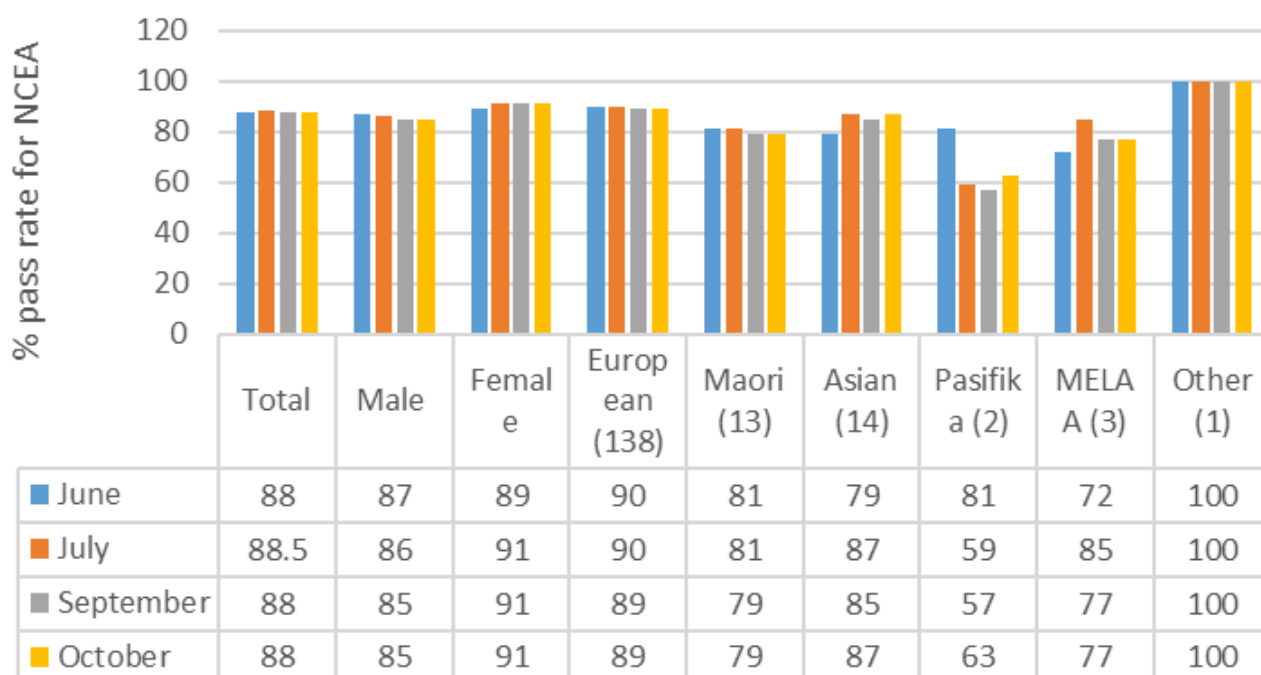
NCEA Level One Results

Throughout the year, we track the progress students are making towards achieving NCEA Level One. We use an AI tool, Power BI, to generate this data. The College had predicted a 88% pass rate for NCEA Level One, and achieved an 82% pass rate.

The College used the new NCEA level one standards, and students needed to pass the literacy (reading and writing) and numeracy co-requisites, in order to achieve NCEA level one. 6 students who did not achieve NCEA level one in 2024 had enough credits (more than 60), but had not achieved 1 of the 3 co-requisite tests. These students will have the opportunity to continue to take these tests this year.

The table below shows the predicted NCEA level one results for 2024, and how the College tracked achievement across the year.

2024 NCEA Level One Progress



The table below shows the College's results for NCEA level one.

NCEA level one results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	82%	77%	88%	29%	16%	73%
Equity index group	44%	47%	41%	38%	17%	40%
National	45%	43%	47%	28%	11%	39%

NCEA Level One Analysis

- 33 students did not achieve NCEA level one.
- Of this group, 9 are female students, and 24 are male. 4 are Māori, 2 are Asian, 1 Pasifika, 5 identify as 'other' and 21 identify as NZ European.
- 6 students had the required number of credits, but did not achieve either the literacy or numeracy co-requisites.
- 9 students left school part-way through the year and did not achieve NCEA level one. 1 was in an Alternative Education programme, 1 moved overseas, 5 left to pursue a trades pathway, 2 left due to health issues.
- 3 students were ELL (English Language Learners), and in ELL classes to support their language development.
- 3 students had significant disruptions to their attendance.

- 1 student was in a ski programme.
- 5 students were in COYEP, and expect to achieve NCEA over the course of 2 years.
- 1 student had been accelerated by a year, but had also had a disruption to their attendance.
- 5 students did not achieve due to poor engagement, attendance and had been involved in a number of pastoral incidents across the year.
- Of the 4 Māori students, 1 left as they were in Alternative Education, 1 was in COPYEP, 1 left to pursue a trade and 1 had enough credits, but had not achieved the numeracy co-requisite.
- 21 students who did not pass NCEA level one have returned to school for 2025. 1 student from this group has achieved NCEA level one. 12 students have enough credits to achieve NCEA level one, however, they need to wait until May to complete either the literacy or numeracy co-requisite test(s). 3 students are close to achieving NCEA level 2. 7 students are in trades academy courses for 2025.

Other points to note:

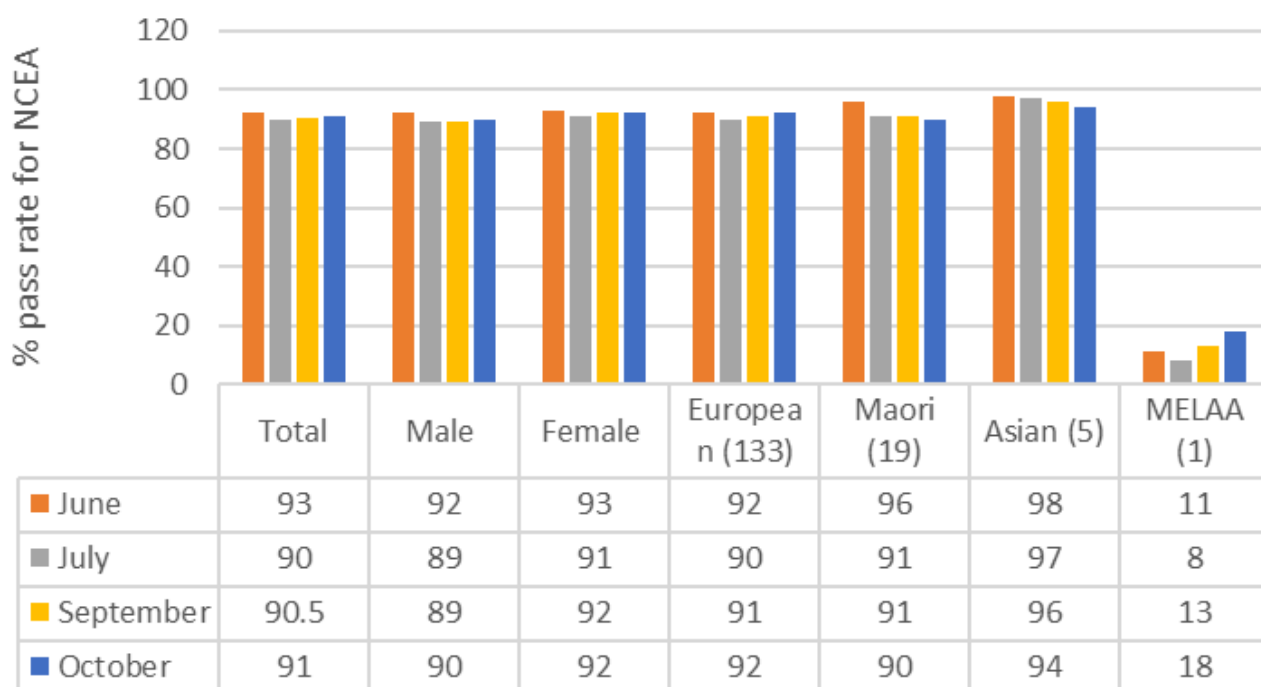
- The pass rate for Māori students was less than the pass rate for all students. However, we have been able to tell their stories of why they did not achieve.
- There is a 10% achievement gap between male and female students. In 2024 we had a higher percentage of male students not achieve the co-requisites for literacy and numeracy, and a higher percentage of students in COYEP are male students.
- We did not achieve our target, however, we are able to tell the story of why students did not achieve, and there was not one single factor. However, each factor did impact each student's attendance and engagement at school.

Target: 95% of students enrolled in a level two course will achieve NCEA Level Two, and Māori student achievement and boys' achievement will be consistent with their cohort.

NCEA Level Two Results

The predicted pass rate for NCEA Level 2 consistently tracked from 90% - 93% throughout the year. It was pleasing to see the final pass rate at 92%, although the target was 95%.

2024 NCEA Level Two Progress



The table below shows the College's results for NCEA level two.

NCEA level two results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	92%	94%	89%	32%	24%	84%
Equity index group	86%	84%	87%	32%	19%	79%
National	73%	71%	75%	25%	15%	65%

NCEA Level Two Analysis

- 15 students did not achieve NCEA level two.
- Of this group, 10 are female, 5 are male; 1 is Pasifika, 9 are New Zealand European, 3 are Māori, and 2 identify as 'other ethnicity.'
- 2 students completed part of the year at MAC - arriving late in the year.
- 2 students were in ELL classes.
- 1 student was dual-enrolled at the Southern Health School.
- 1 student had complex needs which impacted on attendance.
- 7 students left part way through the year, having completed their NCEA level one qualification.
- 1 student was in HQ.

- 1 student needed to achieve their level 1 numeracy credits in order to achieve NCEA level 2.
- 7 students in this group have returned to school in 2024 to complete their NCEA level 2 and 3. 1 student in this group has already achieved NCEA level 2.

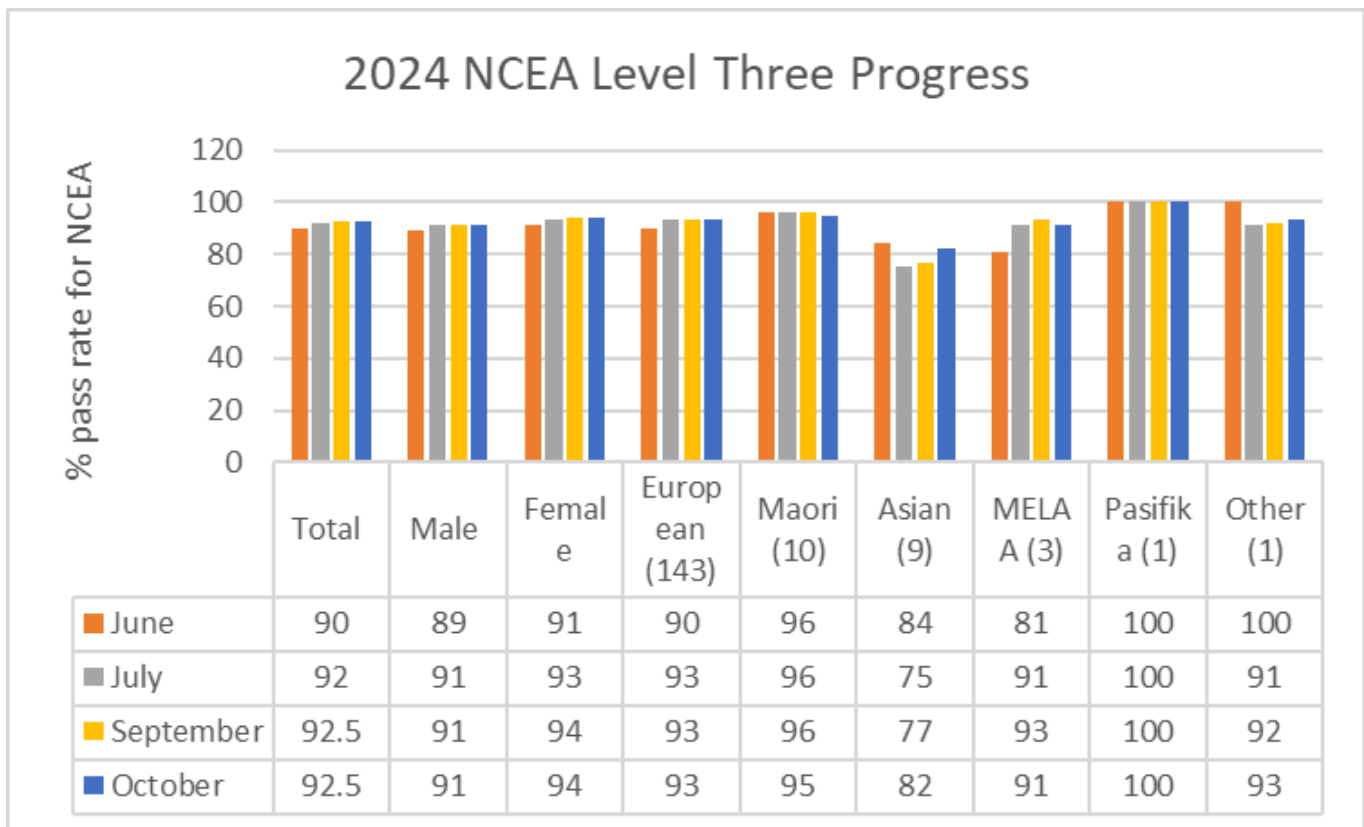
Other points to note:

- The predicted pass rate was the same as the pass rate, however we did not meet the target of 95% pass rate.
- Male students achieved a slightly higher pass rate compared to female students.

Target: 90% of Year 13 students enrolled in a NCEA Level three course will achieve NCEA Level Three, and Māori student achievement and boys’ achievement will be consistent with their cohort.

NCEA Level Three Results

The predicted pass rate for students at NCEA Level Three was between 90-93% for the year. The final pass rate was 83%.



The table below shows the College's results for NCEA level three.

NCEA level three results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	83%	77%	88%	31%	18%	90%
Equity index group	82%	79%	85%	30%	15%	74%
National	68%	66%	71%	26%	15%	58%

NCEA level three Analysis

- 31 students did not achieve NCEA level three.
- Of this group, 10 are female and 20 are male; 1 is Māori, 4 are Asian, 1 identifies as 'other', 1 as Pasifika, and 23 are NZ European.
- 6 students were competing overseas (snowsports, cycling, skateboarding).
- 4 students were in English Language support classes. One of these students has returned to school as a year 14 student to complete their NCEA level 3 qualification.
- 8 students left part way through the year as they had completed NCEA level 2 (which was their goal).
- 6 students had significant health problems, which impacted their attendance, or they needed to leave part-way through the year.
- 6 students completed their year 13 year, but did not need NCEA level 3 for their next step.
- 1 student was in HQ.

Other points to note:

- Our pass rate for Māori students on par with the overall achievement of the group.
- There is a 10% gap between the achievement of male and female students, and this was not signalled by our tracking data. This means that the external examinations had more of an impact than expected on the pass rates for male students.

Merit and Excellence Endorsements

In 2024 the kura had a specific focus on Merit and Excellence endorsements. The staff feedback on the 2023 NCEA results highlighted this - that Excellence Endorsements, particularly at level 3, had been falling since the COVID pandemic.

The Senior Leadership Team looks at different ways to focus on endorsements: use of data and communication, and academic tracking.

Use of Data

Over the course of 2024 we looked at the year 12 cohort to see if we could determine, based on their past results, whether they would achieve an endorsement. The AI modelling we used did not

accurately predict endorsements, however, as we continue to use this and input more data, it will become more accurate. We will continue with this project for 2024.

Communication

Assemblies and newsletter messages had a more consistent focus on endorsements, and the importance of them. The Head Students role modelled to the student body the importance of academic success, and how to achieve this.

Students who achieved an endorsement were acknowledged at a special NCEA Success Assembly at the start of the year. Students who achieved a Merit Endorsement received a certificate, and students who achieved an Excellence Endorsement, received a school badge. Students who achieved Excellence endorsements throughout the year were awarded badges.

Tracking

An NCEA tracker was developed for students to use, to keep track of their own progress. This was facilitated by the Whanau Teacher, and formed part of the term 2 Learning Conversation. The tracker had a specific focus on Merit and Excellence credits (as well as NCEA overall and UE) so that students could visually see how they were progressing with their qualifications.

2024 results: feedback from staff

Staff at the college have had the opportunity to give feedback on the NCEA data at a full-staff hui.

2025 Review of the 2024 NCEA Data		
Overall Achievement Rates for NCEA Levels 1, 2 and 3		
Plus	Minus	Interesting
Improvement in Year 11, 12 and 13 Excellence in 2024 compared to 2023. Great to see we are above national average and FSB schools	Slow movement down over the past 3 years for Excellence Level 1 school wide and nationally. A drop in results from last year (but still above national average)	Will the changes to NCEA level one for 2025 have an impact on results?
Literacy/Numeracy Results (10 literacy and 10 numeracy credits that most students get in year 11, or through the NCEA co-requisites)		
Pleasing results, we are in keeping with FSB schools.	2024 was lower than previous years (5-6%). This mirrors the national and 'fewer socioeconomic barriers' groups. Could this be the level of the test from 2023 to 2024.	Are there circumstances for the drop in Level 1 Literacy and Excellence school wide and nationally. The new way of assessing literacy as a corec has potentially caused a drop because there is less flexibility. Programmes are still adjusting to suit the system.

		<p>Was 2024 just tougher, or was it the change in the way they did it?</p> <p>With the co-rec's being assessed twice per year, it is difficult to track how a cohort is doing due to students being entered into each test when they are ready - often at different times.</p>
<p>University Entrance <i>(NCEA level 3, with 14 credits in 3 or more approved subjects, plus numeracy (10 credits in numeracy at level one) plus University Entrance literacy (5 reading and 5 writing credits at NCEA level 2)).</i></p>		
Plus	Minus	Interesting
		<p>There is a significant difference in boys v girls gaining UE at Level 3. What pathways are students taking? Is it because there are more trades-related pathways that appeal to male students?</p> <p>How do we know students are entered into courses which are UE approved? Do students know how to get UE?</p>
<p>Merit and Excellent Endorsements <i>(50 credits needed at Merit or Excellence for an endorsement)</i></p>		
Plus	Minus	Interesting
Great to see an improvement in endorsements.		<p>If you trace a year group from Y11 to Y13 - interesting to see the rate of Ex endorsement drop from L1 to 2 to 3 - why? Different pathways? Difficulty level? Over assessed?</p>

Next steps

For 2024 we have put the following in place to further analyse what our students value and reinforce a student culture around academic success:

- celebrating success (formal assembly where endorsements are acknowledged)
- better tracking of student progress through the pastoral system
- University Entrance - using data and course selection processes to better track how students are progressing toward this qualification.
- reviewing our reporting to ensure that students and parents know where their child is at with their learning and what their goals are.

Engagement and wellbeing target analysis: attendance

Target: Attendance rates at school will be 90% for all students.

The graphs and tables below show the attendance rates for all students at the college throughout 2024. Part way through 2024 the Ministry of Education changed the format of their attendance reports in order to report attendance figures with greater clarity.

The Ministry of Education changed to using 4 descriptors for attendance:

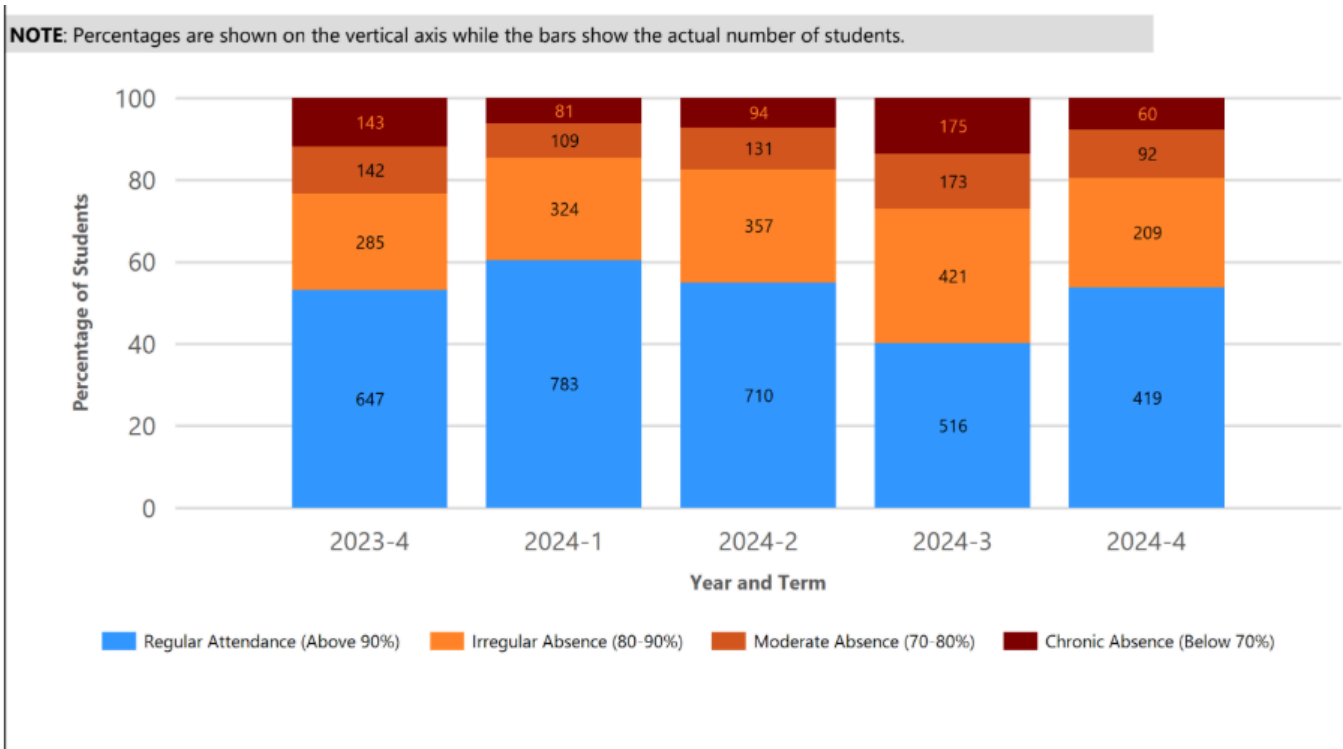
Regular attendance - attending 90% or more of the time

Irregular attendance - attending 80-90% of the time

Moderate absence - attending 70-80% of the time

Chronic absence - below 70%

The graphic below is from the Term 4 Attendance Report supplied by the Ministry of Education. It shows the College's attendance figures for each term, with a particular focus on students attending 90% or more of the time.



In terms of students who are present at school for 2024, the table below shows the % of students present for each term:

	2024	2023	2022	2021	2020
Term 1	88%	87%	86%	88%	88%
Term 2	87%	85%	82%	90%	91%
Term 3	83%	84%	83%	86%	87%

Term 4	86%	85%	86%	86%	83%
Average for the year	86%	85.25%	84.25%	87.5%	87.25%

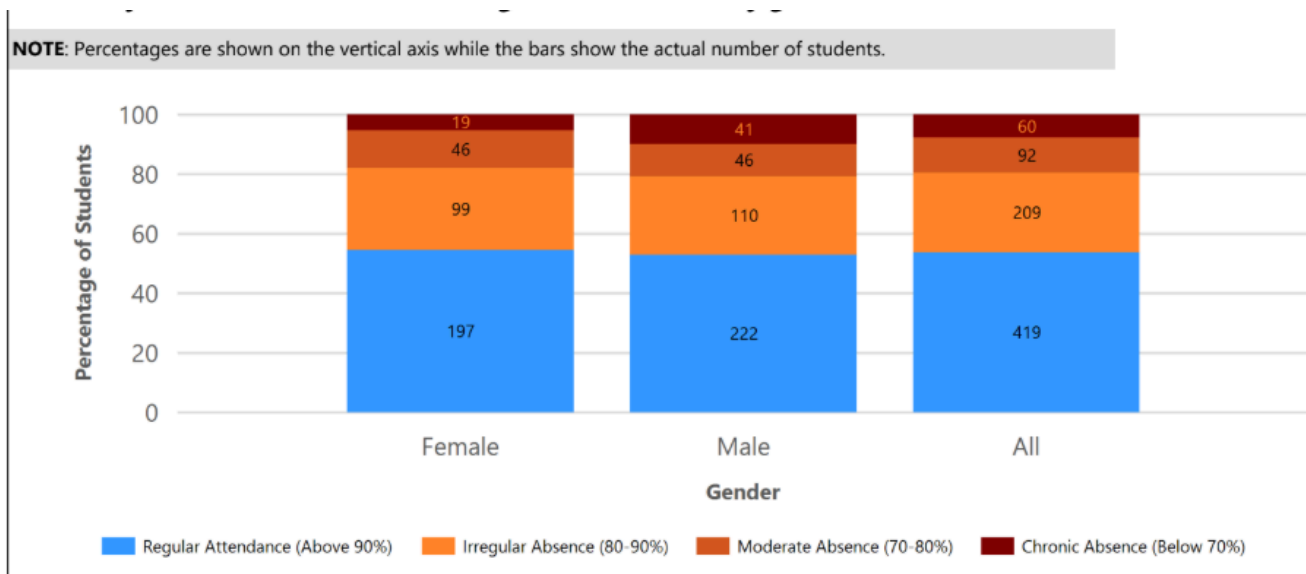
It is pleasing to see that attendance is slowly improving, and becoming more consistent for each term. We are 4% off of achieving our target of 90% attendance for the College.

Reasons for absences (in order of most to least common reason):

1. Medical
2. Accepted (but not a justified reason)
3. Unknown reason
4. Truant
5. Holiday in term time
6. Justified reason (but not medical)

Attendance and gender

The graph below shows that there is very little difference in terms of gender as it relates to attendance.



Attendance and ethnicity

The table below shows the attendance rates for each ethnicity for 2024.

Ethnicity	Justified Absences %	Unjustified Absences %	Intermittent Unjustified Absences %	Attendance Rate %
NZ European	7.2	5.1	3.6	83.9
Other European	5.4	4.6	3.3	86.5

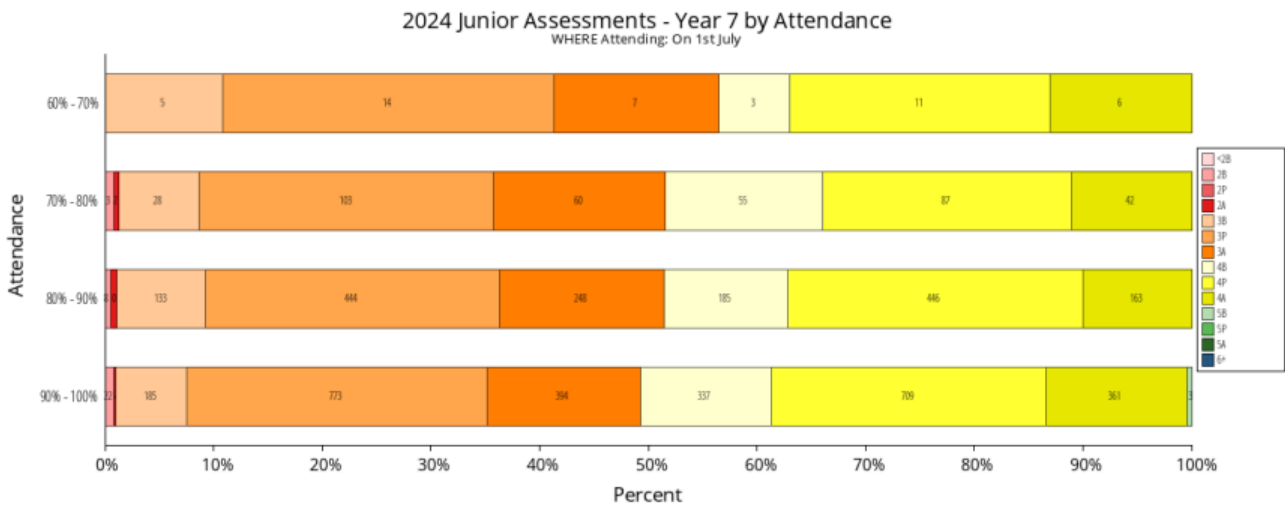
Māori	8.1	4.7	4.1	82.9
Samoan	0.5	2.1	0.5	96.7
Cook Island Māori	1.6	3.2	1.6	93.5
Fijian	8.8	11.8	5.8	73.4
Tokelauan	23.5	9	10.1	57.2
Other Pasifika	5	5	1.8	88.1
South East Asian	3.3	4.2	3	89.3
Indian	5.3	5.2	3.4	86
Chinese	3.9	1.8	2.2	91.9
Other Asian	8.3	6.5	1.8	83.3
Other Ethnicity	6.5	4.9	3.4	84.9

There is significant variability in this data set, due to some groups being very small. Māori student attendance is just below the average, but not significantly different.

Attendance and achievement

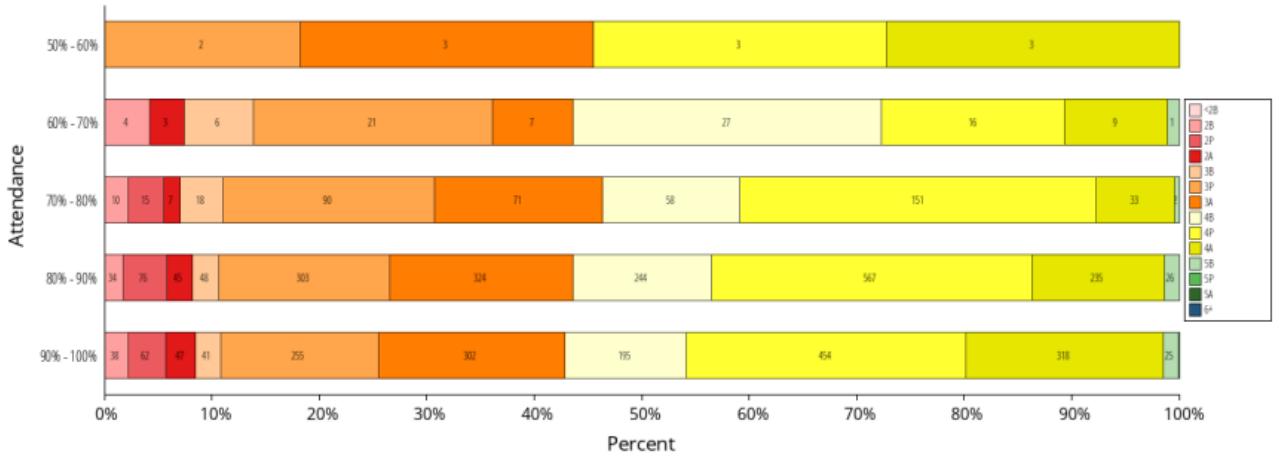
The graphs below show the correlation between assessment results and attendance for junior and senior students at the college.

Year 7



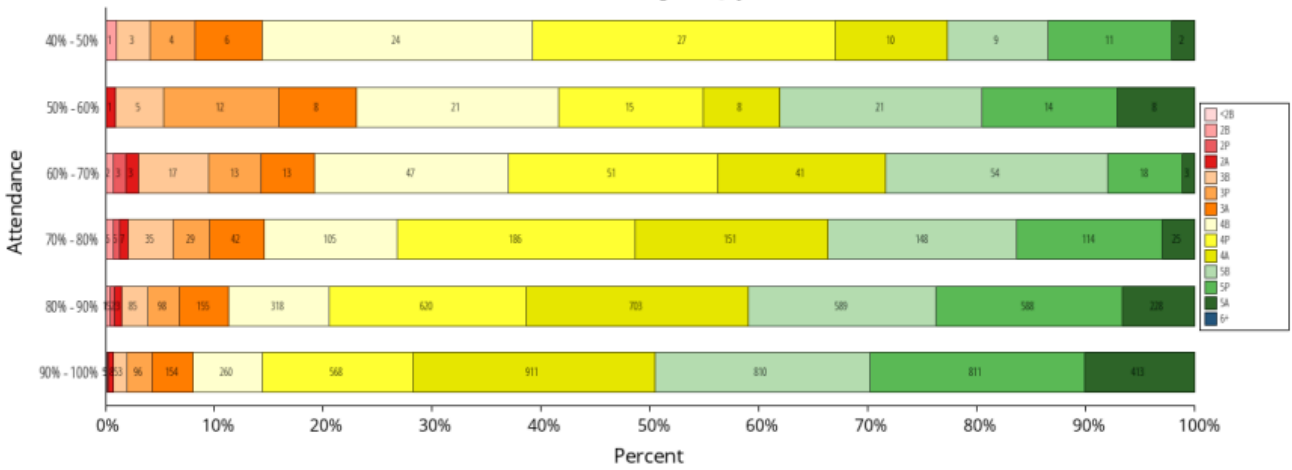
Year 8

2024 Junior Assessments - Year 8 by Attendance
WHERE Attending: On 1st July



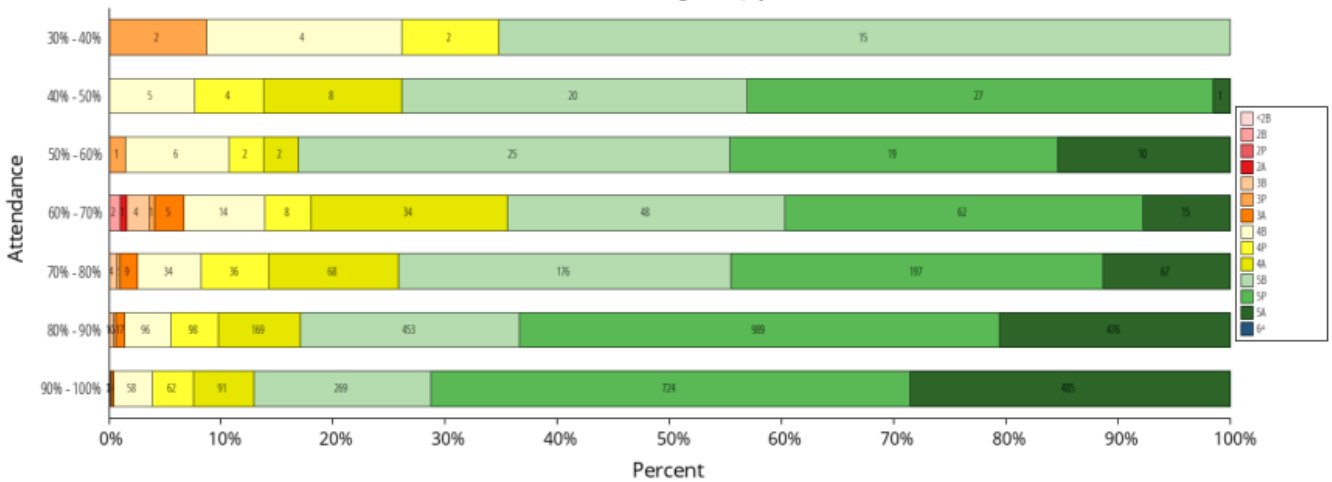
Year 9

2024 Junior Assessments - Year 9 by Attendance
WHERE Attending: On 1st July



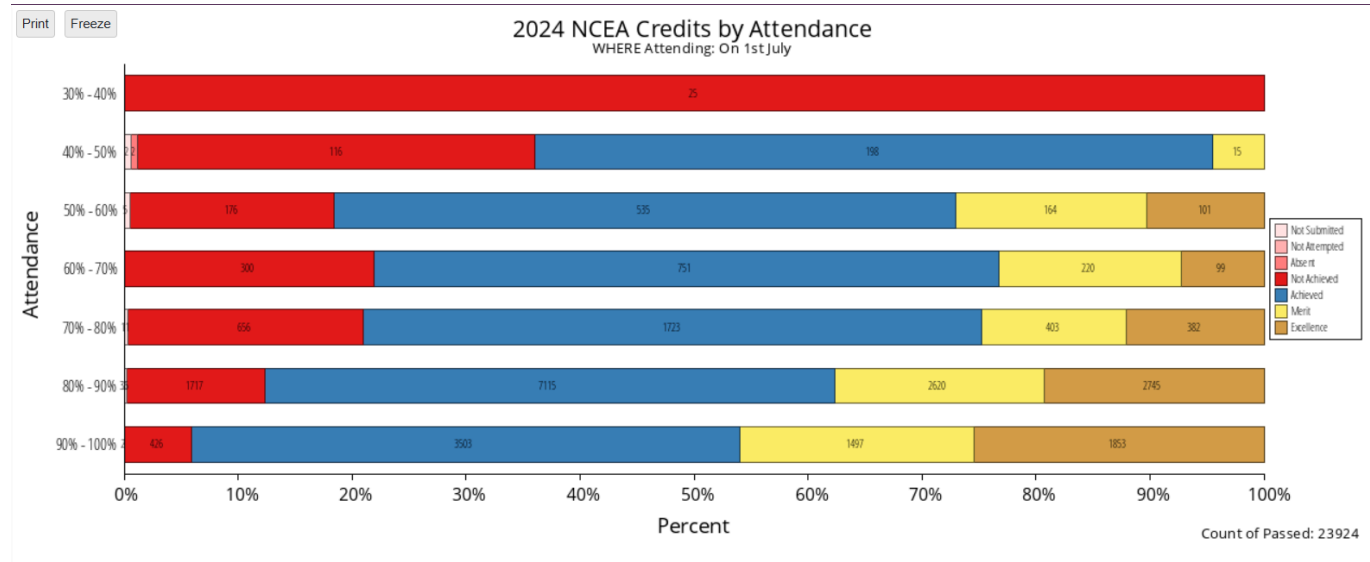
Year 10

2024 Junior Assessments - Year 10 by Attendance
WHERE Attending: On 1st July



The data suggests that at year 7 and 8 there is a moderate correlation between attendance and achievement. However, at years 9 and 10, the correlation is much stronger. At years 9 and 10 the students who are achieving at the higher curriculum levels have attendance rates of 80-100%.

For senior students (those in Years 11 - 13), a higher proportion of credits, and specifically a higher proportion of Merit and Excellence credits, were achieved by students who attended school 80% or more of the time. The other significant trend is that students who attended regularly were more likely to attempt and complete assessment tasks.



Engagement and wellbeing target analysis: involvement in school activities

For 2024, we implemented a number of initiatives to help increase involvement and engagement, and create a stronger sense of belonging by offering a wide range of options for students, including:

- improving communication about what activities are available and when they are held
- creating a roster of lunchtime activities for students to join in which was published on the website
- increasing the number of leadership opportunities for junior and senior students
- focusing more on student-led activities (which each committee was in charge of)
- acknowledging performance in, and service to, an aspect of co-curricular life at awards ceremonies.

According to our 2024 data, there were 131 different groups which students could participate in at both a competitive and non-competitive level. This does not include whole-school events (athletics, cross country, swimming sports) or events which are inter-house competitions (mathletics, debating, spelling bee etc). In 2023 there were 186 groups - last year we started to rationalise some aspects of our programme, given that there are a number of school events that all students can participate in.

For 2024, there are 3202 data entries for student involvement in different groups. This counts students from year 7 to year 13.

Years 7, 8 and 13 had the highest levels of participation. Years 11 and 12 students did not participate as much, however, often students shift their focus to their studies at these year levels.

Giving Effect to Te Tiriti

The College gives effect to Te Tiriti through the strategic plan, communication, teaching and learning programmes, professional learning and opportunities for students.

Strategic Plan

The kaupapa for the College 'toitū te whenua, toitū te takata' (the land is strong, the people are fulfilled) was gifted to the College by Kai Tahu at the start of the redevelopment in 2020. The school values are in Te Reo, and represent what we stand for as a school community, and inform how we treat ourselves, each other and the environment.

The development of Te Ao Māori is an important focus of the strategic and annual plan, with a Deputy Principal leading this work with a team of staff.

School Culture and Communication

As a college we try to integrate Te Reo as much as possible in order to normalise and celebrate the language. Many aspects of the College's website are in English and Te Reo, and the newsletter can be translated into Te Reo.

We are fortunate to have three teachers who can lead in a Te Ao Māori space. They support both staff and students in their knowledge and development of Te Reo and Te Ao Maori.

Our top awards and acknowledgements are centred around the school values. In the junior school, the Tititea Awards are for students who have worked hard to participate in all aspects of school life in terms of the values. The Head Student Awards, which are given out at each assembly, acknowledge students who are contributing to the school in a positive way, specifically showing whanaungatanga and manaakitanga.

A powhiri or mihi whakatau is held to welcome new students and staff at the start of the school year. The student senior leaders are an important part of this welcome with year 13 students being a part of the haka powhiri. Students start the school year early to prepare for this welcome.

Karakia are used at the start of meetings, assemblies, and for some teachers, at the beginning of the school day.

Teaching and Learning

At year 7 and 8 Te Reo and Māori Performing Arts are modules which are compulsory for all students. At year 9 Te Reo is compulsory and from year 10 onwards is a subject students can take by choice. Māori Performing Arts is a subject students can take by choice from year 9 onwards.

With the curriculum refresh there is a real focus on using the local curriculum and developing links with the community as a part of teaching and learning programmes. This is a Te Ao Māori perspective, which shows the value of local knowledge and an understanding of how the environment and local experiences can shape our knowledge of different subject areas. Each learning area needs to have a local curriculum focus, and this is developed in different ways. For

example, year 8 science and social sciences has a focus on kaitiakitanga, business and enterprise studies has a focus on local businesses and working with local business owners, Outdoor Pursuits makes the most of the local environment and the opportunities available, to name a few.

Professional Learning

Professional learning is run every Friday morning and on Staff Only Days.

The June staff only day had a local curriculum focus to highlight to staff the local groups who can support student learning (WAO, Te Kakaho, QLDC). On this day we also had Darren Rewi present to staff on the history of Wānaka and significance of the landscape.

Throughout the year, professional learning on Friday mornings has also focused on Te Ao Māori as we have worked through the new curriculum developments and managing student behaviour.

Staff can undertake a Te Reo Māori course using Education Perfect for free.

Opportunities for Students

There are a number of opportunities for students outside of teaching and learning programmes.

Kapa Haka is available for students, with the group participating in a number of events and competitions across the year. Last year 60+ students participated in Kapa Haka.

Each year, students participate in Nga Manu Korero, and are supported by Kapa Haka.

The Cultural Committee is a student leadership group, which supports students of all cultures feeling welcome - celebrating language and important days and events.

Whānau Hui are held each term, and are student-led. It is an opportunity for students, parents, whanau and staff to come together to talk about different opportunities happening in the school.

Teaching and learning: whole-school review ERO focus

ERO and the school are working together to evaluate the ongoing impact of a schoolwide focus on improving literacy skills and developing learner agency in each learning context.

2024 was the final year for this review focus. The College received a positive report from ERO, which is available on the College's website:

https://drive.google.com/file/d/16le1QuBRjEBI3RSy5xvz_XQMddM4OtAl/view

The report details the school improvement focus on literacy, conditions to support student achievement and success, and the focus for the next review cycle.

2024 Strategic Plan: summary of progress

The table below outlines the progress we made with our specific strategic goals during 2024.

STRATEGIC GOALS

HOW WE TEACH

To understand and implement the five essential pedagogies from Te Mātaiaho (NZC)	<ul style="list-style-type: none"> • Friday morning professional learning time was used for teachers to understand each of the five essential pedagogies and learn how to implement them by working through a series of practical tools teachers can use. • Feedback was collected from staff, and the next step is for each learning area to present to the staff on an essential pedagogy and how it is used and developed in the learning area - this is a focus for 2025.
To understand and implement the common practice model from Te Mātaiaho (NZC) which focuses on literacy, numeracy and communication	<ul style="list-style-type: none"> • Junior Heads of Learning worked with the Senior Leadership team to unpack and understand the 1 hour a day policy for reading, writing and numeracy. This was checked with ERO and the Ministry of Education to ensure that the College is compliant. • The Mathematics Curriculum and resources for years 7 and 8 have been worked through and will be implemented in 2025. • Some work in this area did not progress as the curriculums were not ready for staff to give feedback on and start to work with (for example, English).
To implement a common unit plan across all learning areas	<ul style="list-style-type: none"> • Heads of Learning had time to work with their teams on updating units of work using the new template (which also allows for staff who have a new curriculum to plan accordingly). • Staff have also looked at consistency of curriculum levels and assessments to ensure that it is equitable across all subjects in the junior school.
Best practice (pedagogy) shared with staff (MAC Effective Teacher Profile and lesson observations)	<ul style="list-style-type: none"> • A lesson observation template was developed in order to ensure that what we see in classrooms is consistent with the expectations of the refreshed curriculum, the unit plan template. • Professor Russell Bishop supported the College in this work, and has reviewed the tool with the Senior Leadership team.
Māori students experience success as Māori	<ul style="list-style-type: none"> • Whānau hui were held in each term looking at support for Māori students and their families. • Tuakana Teina Rōpū started at the start of term 2 as a way of supporting Māori students (particularly students who did not want to be a part of Kapa Haka. • Whanau voice was shared back to staff about what helps our rangitahi in their learning as a part of professional learning for staff. • A hui was held between the mana whenua roopu and members of SLT and our Languages/MPA team in Term two. We extended the offer for them to use our whare and discussed the idea of a shared project around local purako.
	WHAT WE TEACH
To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed)	<ul style="list-style-type: none"> • The new unit plan template has been developed to accommodate the structure of the new curriculum. • As each curriculum is refreshed, unit plans are updated. • Staff only days have been used to look at the structure of the new curriculum and plan for what it means in terms of assessments and reporting. • The timelines for the curriculum refresh were changed by the Ministry of Education throughout the year, so this work is ongoing.
Implement NCEA changes	<ul style="list-style-type: none"> • All NCEA Level One programmes have been updated and changed according to the new NCEA standards.

	<ul style="list-style-type: none"> Information for parents and students has been shared via newsletter, assemblies and emails. Literacy and Numeracy co-requisites have been resourced and student success tracked across the different testing periods. In some cases additional resources have been put in to support students to achieve in these tests. The Principal's Nominee has kept up with changes to NCEA level one as they have occurred throughout the year, and has ensured that these changes are communicated to teachers.
Connected curriculum for Year 7-10 and review of Junior Curriculum structure	<ul style="list-style-type: none"> Line manager meetings have focused on the implementation of Te Mātaiaho. HOLAs have reviewed together what is happening with connecting to local curriculum in each curriculum area. Professional learning on Ngāi tahu learning about iwi aspirations and exploration of kete of Ngāi tahu resources. Junior HOLAs have been meeting with Learning Area HOLAs to consolidate progressions and align with curriculum updates.
Develop and implement the Learning Habits in years 7 - 10	<ul style="list-style-type: none"> Learning Habits have been woven into learning conversations for Year 7 and 8. Two additional staff have been selected to work on the implementation of NPDL and the Learning Habits.
Ensure that each Learning Area has a focus on our local curriculum	<ul style="list-style-type: none"> Staff only day term 2 role modelled local curriculum connections. Darren Rewi spoke about local purakau on the day. HOLAs have reviewed together what is happening with connecting to local curriculum in each curriculum area. (Term 2). Mana whenua roopu meeting led to some discussion about local purakau and how we can work together to raise awareness about these.
	HOW WE ENGAGE
Explicit use and development of the school vision and values	<ul style="list-style-type: none"> Whānau calendar produced and shared with whānau teachers. Learning conversations templates now explicitly cover our school values and will be part of the learning conversation.
To review our reporting to ensure we are effectively communicating to parents and whānau where their child is at with their learning	<ul style="list-style-type: none"> Reporting was reviewed and changes made to academic reports to ensure that they communicate more clearly where a child is at with their learning. These changes will be implemented in 2025.
Using data to effectively track, monitor and provide interventions for students	<ul style="list-style-type: none"> Grade Point Average was developed for junior students, in order for the Deans to better track how the junior students are progressing with their learning. The College uses different tools to track student progress, and provides professional learning for teachers to be able to use these tools. We started to use AI to be able to model student achievement with the idea that we would be able to identify students who needed support earlier - this is still in progress.
Student leadership opportunities - review and development of a plan	<ul style="list-style-type: none"> The House Banners were created, and this was a student-led project. Peer Support was implemented and reviewed. Junior students could be on committees. Head Students developed and organised a programme for students to develop their leadership skills.

<p>To create a strong house culture through peer support, leadership opportunities and whānau time, and review whānau to ensure that we are utilising the time to build effective relationships to support students</p>	<ul style="list-style-type: none"> ● Peer Support was implemented. Students were trained as Peer Support Leaders prior to school starting, and the programme ran in term one. The academic committee continued this, with ensuring senior students were available as support in junior classrooms. ● Whānau was reviewed and changes implemented to better support students and teachers.
<p>Middle leaders: development of a leadership plan for staff development</p>	<ul style="list-style-type: none"> ● HOLAs and Deans have identified a range of educational leadership topics to focus on in terms of their leadership development. ● Term three focus on managing how to have difficult conversations with colleagues to ensure that matters are resolved. 10 staff (middle leaders) participated in this, and it supported a Masters in Education project for one of the middle leaders. ● Two HOLAs and one Dean undertook "Being an Effective Dean / HOLA" PD courses and fed back to the wider group.
<p>To ensure that our school systems support the wellbeing of staff and students</p>	<ul style="list-style-type: none"> ● Planning document created. ● Identification of what we currently do to support staff and student wellbeing is completed. ● Surveys have been completed (community, staff and students) and data has been shared with staff. ● Wellbeing plan 'Being Well at MAC' has been updated based on feedback from the School Board and staff. ● PLD has had a focus on wellbeing and behaviour management during Term 3, while still seeing this through the lens of the essential pedagogies of Te Mataiaho.
<p>Effective communication with the community</p>	<ul style="list-style-type: none"> ● Newsletter format updated (we have moved to a more costly subscription) which has a different layout and the ability to translate into different languages. ● Communications manager oversees all whole community emails to ensure consistency. ● A Deputy Principal has responsibility for the student week ahead, and the Head Students publish a version of this on the student instagram page. Head students have a whiteboard outlining important events happening in the college. ● Termly 'welcome to parents' information sent by the Principal. ● Weekly meetings are held with the Principal, Communications Manager and the Deputy Principal in charge of day to day organisation to ensure that events are communicated in a timely fashion and the schedule for sharing success is appropriate for the week ahead. ● A range of media opportunities have happened: Podcasts, Wānaka Sun articles, Wānaka App articles, ODT articles.
<p>Utilise the expertise in the community, and improve engagement with the community</p>	<ul style="list-style-type: none"> ● Local groups (WAO, QLDC, TE Kakano) supported our staff only day by providing workshops on kaitiakitanga and our local environment. ● Work experience opportunities for students support our connection with the community (COYEP, Distance Ed, Gateway). ● The college hosts different groups (Autumn Arts School, Aspiring Conversations, Wao, Wastebusters etc)
<p>Celebrating success to build the profile of the college</p>	<ul style="list-style-type: none"> ● Academic assembly to celebrate endorsements held, and students were acknowledged with a certificate or a badge. ● Throughout the year, there has been an academic and learning focus (curriculum

	spotlight) celebrating learning and success from all the different learning areas and Yr levels across the school.
Sustainable practice at the college - develop a model	<ul style="list-style-type: none"> ● New teachers have been allocated to Team Green. The sustainability committee is picking up the carbon audit from last year and has just run the recent climate strike. ● Students attended the regional EnviroSchools Hui.

Strategic and Annual Plan 2025

Te Kura o Tititea Mt Aspiring College Strategic Plan 2024 - 2027

<p>OUR KAUPAPA Gifted to us by Kai Tahu</p>	<p>Toitū te whenua, toitū te tangata The land is strong, the people are fulfilled.</p>
<p>VISION</p>	<p>To be an inclusive and sustainable learning environment, inspiring our learning community to be creative, curious, courageous, and compassionate.</p>
<p>VALUES Our values represent what we stand for as a school community and inform how we treat ourselves, each other, and our environment.</p>	<p>Whanaungatanga: we create strong relationships that foster a unique sense of belonging and support for each other. Manaakitanga: we respect each other and our environment. We act with integrity and are proud of ourselves and our school. Tikanga: we understand and accept each other, and our behaviour reflects this. Our diversity is a strength. Aroha: we act with empathy, compassion and kindness. Ihi: we grow resilience through our determination and commitment to do our very best. Kaitiakitanga: we strive to live sustainably by protecting our unique environment.</p>
<p>LEARNING HABITS Dr Michael Fullan's Learning Habits equip our students with the skills and capabilities they need for their future pathways.</p>	<p>Citizenship: human and environmental sustainability in a global context. Tackling real world problems. Creativity: asking the right inquiry questions to generate new ideas. Taking action to improve lives and make change. Critical thinking: evaluating information and arguments, and applying and assessing it in the real world. Communication: knowing when and how to communicate with a range of audiences for a purpose. Character: being an independent life-long learner. Collaboration: using interpersonal skills to effectively learn from and work with others. Understanding each other's strengths and perspectives.</p>
<p>MAC LEAVER PROFILE We aspire for our students to graduate equipped with the skills and self knowledge to contribute to and flourish in a complex world.</p>	<p>Mastery: Being able to master the skills and capabilities needed to strive for one's personal best. Using knowledge and skills to problem-solve, create, and innovate. Attitude: Having respect and confidence in self and others, and having a sense of purpose. Acting with integrity, and making the most of opportunities. Citizenship: Celebrating diversity, being inclusive, and having the courage to do the right thing at the right time. Being connected to the community.</p>

TARGETS	<p>Engagement, Achievement, and Wellbeing:</p> <ol style="list-style-type: none"> 1. Years 7-10 - students will improve their literacy and numeracy skills and be at the expected curriculum level. 2. Year 10 students will be ready to achieve the NCEA level 1 literacy and numeracy co-requisites. 3. Students who are completing NCEA <ul style="list-style-type: none"> - All year 11 students will achieve NCEA level one - 95% of students enrolled in an NCEA level 2 course will achieve NCEA level 2 - 90% of students enrolled in an NCEA level 3 course will achieve NCEA level 3 - Merit and Excellence endorsements will be a focus. 4. Attendance rates at school will be 90% for all students. 5. Most students will engage in activities outside the classroom. <p>Teaching and Learning:</p> <ol style="list-style-type: none"> 1. Whole-school Review ERO focus (2025-2027) <ul style="list-style-type: none"> ● continue to develop learners' writing to enhance engagement and achievement across the curriculum to develop rich learning tasks which engage students and support skill development ● support teachers' professional learning and development to embed the NZC's essential teaching practices, in order to sustain and enhance learner engagement and achievement ● ensure that the refreshed curriculum is embedded to support student learning and engagement and allows learners to further develop their knowledge of the local curriculum and te ao Māori ● sustain regular attendance.
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STRATEGIC GOALS	
HOW WE TEACH	<ul style="list-style-type: none"> ● To understand and implement the five essential pedagogies from Te Mātaiaho (NZC) ● Literacy and numeracy skills are taught across the curriculum areas. ● To embed a common unit plan across all learning areas ● Professional Growth Cycle for teachers: that we use this process to reflect on our practice and set goals around actions which will improve outcomes for students. ● That our curriculum planning, assessment and reporting will adapt so that we transition from curriculum levels to the progressions, as per the changes to Te Mātaiaho (NZC)
WHAT WE TEACH	<ul style="list-style-type: none"> ● To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed) ● To embed our learning habits (key competencies/NPDL) and school values into our learning programmes ● To ensure that each learning area has a focus on our local curriculum and utilise the expertise in the community ● NCEA - keep up to date with changes and preparation for NCEA level 2
HOW WE ENGAGE	<ul style="list-style-type: none"> ● To ensure that our vision and values are made explicit in all contexts at the college ● To implement changes and continue to review reporting to ensure we are effectively communicating to parents and whānau where their child is at with their learning ● To effectively use data to track, monitor and provide effective interventions for students to engage in their learning ● To continue to develop a strong house culture through peer support, leadership opportunities and whānau time, to ensure that we are growing effective relationships to support students ● To ensure that our school systems support the wellbeing of staff and students, and embed our plan for 'Being Well at MAC.'

- Whānau: school wide plan is developed and embedded to support students during their time at the College in terms of academic and pastoral tracking.
- Systems and procedures are effective in enhancing student attendance in order to meet our target.

SYSTEMS THAT SUPPORT OUR PRACTICE

Restorative Practices

**Te Tiriti o Waitangi
Culturally responsive and sustaining, high expectations**

Professional Learning: Inquiry

**Inclusive Practices
Numeracy and Literacy Support
Kitenga**

Professional Growth Cycle

ANNUAL IMPLEMENTATION PLAN - 2025

How we Teach

- To understand and implement the five essential pedagogies from Te Mātaiaho (NZC)
- Literacy and numeracy skills are taught across the curriculum areas.
- To embed a common unit plan across all learning areas
- Professional Growth Cycle for teachers: that we use this process to reflect on our practice and set goals around actions which will improve outcomes for students.
- That our curriculum planning, assessment and reporting will adapt so that we transition from curriculum levels to the progressions, as per the changes to Te Mātaiaho (NZC)

INITIATIVES	Purpose	Actions	Outcomes and Next Steps	Target, NELP, Timeframe and Who
To understand and implement the five essential pedagogies from Te Mātaiaho (NZC)	To ensure that there is consistency of teaching best practice as outlined in the NZC	Staff PLD in Terms 1 and 2 will introduce and develop teacher understanding of the five essential pedagogies.		FAH, JNN ERO, 1, 2 NELPs 1, 3
To understand and implement Te Mātaiaho, and subsequent changes to the NZC	To ensure that teachers are up to date with changes to the NZC	SLT and HOLAs are well informed with updates from the MoE, and changes to curriculum are updated when practical. Currently implementing the new Junior Maths curriculum and adapting recent changes to the new NCEA Level 1.		FAH, HTS ERO, 1, 2 NELPs 1, 2, 3
To continue to implement a common unit plan across all learning areas	To ensure that there is consistency of teaching best practice as outlined in the NZC	Unit plan developed and used in practice that aligns MAC vision and values, with Te Mātaiaho.		HOLAs

Best practice using the Essential Pedagogies from Te Mātaiaho is shared with staff (including the MAC Effective Teacher Profile)	To ensure that there is consistency of teaching best practice as outlined in the NZC	Using Staff PLD to develop teacher understanding and implementation of the Essential Pedagogies as outlined by the MoE.		FAH, HOLAs ERO, 1, 2, 3
Lesson observation template (recently developed)	To encourage teaching staff to develop routines and the use of pedagogies that promote teaching to the North East - closes the loop to ensure that Te Mātaiaho and the schemes of work developed from Te Mātaiaho are being delivered in the classroom	Introduce to HOLA's and wider staff T1 2025. These observation sheets will become the standard observation sheet used in the PGC from T2 onward		SLT, HOLAs
Professional learning for staff focusing on Teaching to the North East	The overarching aim of developing teachers to Teach to the North East will encompass the essential pedagogies, literacy, wellbeing and behaviour.	Staff will showcase their practice using the Essential Pedagogies, and all theory sessions will be followed by a session of consolidation in learning areas. There will also be a focus on content of weekly Tiaki sessions.		FAH ERO,1, 2, 3 NELPs 1,2,3
Māori students experience success as Māori	Building positive relationships with our Māori whānau and wider community.	Developing teacher understanding of Mātauranga Māori, Tikanga, Te Reo, so that this can be		SDD,HTS ERO, 1, 2, 3, 4, 5 NELPs 1,

	Allowing rangatahi to improve their understanding of Te Ao Māori, their whakapapa, to grow and reach their potential.	seen in practice across the kura. Allowing ākonga to see themselves in the curriculum and pedagogy of the kura.		2, 3
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<p>What we Teach</p> <ul style="list-style-type: none"> - To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed) - To embed our learning habits (key competencies/NPDL) and school values into our learning programmes - To ensure that each learning area has a focus on our local curriculum and utilise the expertise in the community - NCEA - keep up to date with changes and preparation for NCEA level 2 				
INITIATIVES	Purpose	Actions	Outcome and Next Steps	Target, NELP. Timeframe and who
To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed)	Ensuring our curriculum reflects the national changes and we give feedback	Common unit plan created to bring these "big ideas" to the forefront of our planning. Some Learning Areas are already implementing the refreshed curriculum and other Learning Areas are working towards these changes as the ministry provides them.		SLT, HOLAs NELP 3

Implement NCEA changes	Ensure that our NCEA level one programmes continue to be consolidated and support a progression to Levels 2 and 3.	Work with HOLAs to ensure that Level 1 standards are planned and implemented as effectively as possible using the new unit plan templates, Continued development of our planning to ensure that students access the literacy and numeracy co-requisite exams when ready.		HTS, FAH, HOLAs 2, 3 NELPs 1,2,3
Connected curriculum for Year 7-10 and review of Junior Curriculum structure	To provide students with relevant learning that builds students' skills and knowledge in a way that engages in our local area, their interests and needs and forms a solid foundation for their learning in their senior years.	Learning Areas to work on the Understand, Know, Do components of the refreshed curriculum. To be complete as the new curriculum comes through for each learning area.		HTS, HOLAs 1 NELPs1, 2, 3
Develop and implement the Learning Habits in years 7 -8	Develop successful learners who have a growth mindset and regularly use reflective practices.	7 and 8 HOLAs to develop staff capability in use of learning habits. Especially for new staff.		HTS, 7 and 8 HOLAs 1 NELPs 1, 3
Ensure that each Learning Area has a focus on our local curriculum	To ensure our MAC curriculum is responsive to our local needs.	PLD to focus on local curriculum and HOLAs to collate how they are connecting in their curriculum areas to the Mana		HTS, HOLAs NELPs 1, 2, 3, 4

		Whenua and local space and place.		
Literacy focus: writing skills are developed across all learning areas	To support students to achieve the CAA for NCEA level one.	Year 8 Formal Writing and Formal Language module. Literacy Collective leadership group established to track data, and provide professional learning support for teachers. Develop literacy interventions at different year levels, in response to the data.		

<p>How we Engage</p> <ul style="list-style-type: none"> - To ensure that our vision and values are made explicit in all contexts at the college - To implement changes and continue to review reporting to ensure we are effectively communicating to parents and whānau where their child is at with their learning - To effectively use data to track, monitor and provide effective interventions for students to engage in their learning - To continue to develop a strong house culture through peer support, leadership opportunities and whānau time, to ensure that we are growing effective relationships to support students - To ensure that our school systems support the wellbeing of staff and students, and embed our plan for 'Being Well at MAC.' - Whānau: school wide plan is developed and embedded to support students during their time at the College in terms of academic and pastoral tracking. - Systems and procedures are effective in enhancing student attendance in order to meet our target. 				
INITIATIVES	Purpose	Actions	Outcome and Next Steps	Target, NELP, and who
Explicit use and development of the	These are at our core, at MAC we believe	Reiteration of values in assemblies, from student		SLT, TIC

<p>school vision and values</p>	<p>these values are essential for young people to have when they leave school.</p> <p>These values should be implicit within all people in our learning community</p>	<p>leaders, in peer support, focus in whānau sessions, lessons and staff meetings / PLD.</p> <p>TIC whānau to embed the values through the Tiaki curriculum. Also, to lead PLD to build staff capability around this.</p>		<p>WHānau NELP 1</p>
<p>Effectively communicate to parents and whānau where their child is at with their learning</p>	<p>To ensure that our reporting systems and documents meet the needs of all stakeholders so that students and their parents/whānau know where their child is at with their learning.</p>	<p>Implement the outcomes from the reporting review in terms of timing and content of reporting, to align our systems with the research carried out and the feedback we received from staff and whānau.</p>	<p>New draft report layouts have been reviewed (will be confirmed by week 6 T1) the timing of reporting has been updated.</p>	<p>SDD, HTS NELPs 1, 3</p>
<p>Using data to effectively track, monitor and provide interventions for students</p>	<p>Tracking of attendance and academic data to ensure that student needs are being met, and interventions are put in place when required.</p>	<p>Use of Kamar, Assay and PAROT Teaching staff receive achievement, attendance and attitude data for each of their classes at the beginning of the year as a snapshot.</p> <p>Mid year and end of year analysis of Junior Data.</p> <p>NCEA analysis - full analysis of internal results after each assessment, analysis and</p>		<p>SLT, HOLAs, Deans ERO, 1, 2, 3, 4, 5 NELPS 1, 2, 3, 4</p>

		<p>comparisons to national statistics for annual curriculum report at the start of each year.</p> <p>Multiple drags of NCEA data for Year 11,12,13 to occur and shared with Deans for intervention.</p> <p>Common strategies to address issues formulated (work of HOLAs), and linked to effective teacher profile.</p> <p>Whānau teachers and deans follow up student lateness and attendance and fortnightly grade scores, and academic progress.</p> <p>Whānau teachers to track senior student's progress and identify when extra support is required. Used in Tiaki curriculum.</p>		
Student leadership opportunities - review and development of a plan	To provide opportunities and increase leadership capacity across the school.	<p>Provide more leadership training for student leaders</p> <p>Student leaders should be aiming to provide lunchtime activities for junior students throughout the week</p>		CEH, FAH 5 NELP 1

		<p>Strengthen house culture via increased opportunities for student leadership within the houses</p> <p>Development and implementation of the peer support programme to build leadership capability amongst senior students</p>		
<p>To create a strong house culture through peer support, leadership opportunities and whānau time, and implement the changes whānau to ensure that we are utilising the time to build effective relationships to support students</p>	<p>To provide opportunities and increase leadership capacity across the school with a focus on students creating connections (whanaungatanga).</p> <p>Ensure that there is a collective understanding of the purpose of whānau</p>	<p>Peer Support leaders provided appropriate training before school starts.</p> <p>Peer Support leaders manual created</p> <p>Targeted Peer Support times across Term 1.</p> <p>Implement the changes from the whānau review and support the TiC of whānau to ensure that the changes to whānau are resourced and supported.</p>		<p>CEH, FAH 5 NELP 1</p>

Continued implementation of restorative practice	Students are more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.	Deans and HOLAs using restorative approaches to referrals. Limited duty slots for Deans so they can hold restorative conversations/hui. Restorative practice PLD a focus for middle leaders with Marg Thosborne.		Ongoing - Pastoral team NELP 1, 2
Middle leaders: educational leadership focus and development	Growing our middle learners in terms of their capability to respond to the growing and changing requirements of being an educational leader.	Develop a programme for staff to opt into with a focus on educational leadership (5 sessions across the year) Line manager meetings with current Deans and HOLAs have a focus on their educational leadership development.		JNN NELP 3
To ensure that our school systems support the wellbeing of staff and students	Student and staff wellbeing informs strategic planning and resourcing. When our students and staff are thriving, our community and our kura flourishes.	Implement the Being Well at MAC plan - progress will be reported on at the end of each term as part of the Principal's report. Focus on support for staff wellbeing in professional learning and resourcing (EAP, leave requests). Educational Psychologist		SLT, HOLAs, Deans ERO, 1,2,3,4,5 NELPs 1, 2

		<p>works on individual and collective wellbeing for staff and students (professional learning, individual check-ins, meetings with whānau and teachers, and development of behavioural support plans for students).</p> <p>Focus on a safe school environment: particular focus on 'no name-calling' and the support that is available for students.</p> <p>Use the data from the Wellbeing at School survey for students to track any changes in student values and needs.</p> <p>Student voice gathered by the School Board Student Rep to highlight any reviews or changes needed.</p> <p>Year 7 and 8 engagement project: supporting students in class and in the community who are finding it challenging to engage at school and with their learning.</p>		
Effective communication with	Clear and positive communication with	Termly updates of the school website and the		JNN NELP 1

the community	our community to continue to build trust and celebrate and recognise the great things that students and the school does.	<p>parent-guardian handbook.</p> <p>A weekly newsletter is produced.</p> <p>Termly welcome to parents and community from the Principal.</p> <p>Important dates and changes are emailed and posted on social media.</p> <p>As much as possible, staff use template letters to ensure consistency of tone.</p> <p>The “week ahead” (student version) is emailed to all students.</p> <p>Media opportunities create engagement with the community and celebrate the success of the college.</p>		
Utilise the expertise in the community, and improve engagement with the community	Utilise the expertise of the community in order to improve engagement with the community.	<p>Work experience opportunities for students support our connection with the community (TEP, Distance Ed, Gateway).</p> <p>Termly Whānau Hui to support engagement with our Māori whānau.</p>		JNN, HOLAs NELPs 2, 4

		<p>Co-curricular (coaches and volunteers).</p> <p>The college hosts different groups (Autumn Arts School, Aspiring Conversations, Wao, Wastebusters etc)</p>		
Celebrating success to build the profile of the college	To ensure that students are celebrated appropriately for the success they achieve.	<p>Academic assembly in term one to celebrate merit and excellence endorsements.</p> <p>Ensure that in our communication we focus on all aspects of success, but particularly students and their education.</p> <p>Use social media to celebrate aspects of success that students achieve in the arts, service, cultural, sporting areas - both inside and outside of school.</p> <p>Accurately report on the different aspects of school life that students are involved in (so this comes through on their end of term reports).</p>		SLT NELP 4
Sustainable practice at the college	Continue to focus on the different ways that	Work this year will focus on composting, recycling and		FAH

	the college promotes kaitiakitanga.	<p>work alongside the canteen to make MAC as much of a waste-free environment as possible.</p> <p>Year 8 curriculum focuses on kaitiakitanga (EOTC - farm visits, and sustainable Christmas market).</p>		
Ensure students regularly attend school (regular attendance is 90%).	Regular attendance supports student learning and connection to different opportunities.	<p>Daily reporting of attendance data to the Ministry of Education.</p> <p>Termly attendance reports are shared and reflected on.</p> <p>A range of interventions are used to support students to attend (following the MoE process - Rock On - and school resources).</p> <p>Develop a new attendance policy to align the new codes with school policy.</p>		CEH, JNN, ERO, NELP 1, 2

2023-2027 Strategic Direction

2023	2024	2025	2026	2027
<p>Review implementation of vision and values and leaver profile.</p> <p>Curriculum refresh continues. Embed Aotearoa New Zealand histories curriculum.</p> <p>NCEA - planning for level 1. Implement the outcome of the review of the purpose of NCEA level one.</p> <p>School wide use of inquiry (professional learning) embedded</p> <p>Strategic use of data embedded.</p> <p>Middle leadership development.</p> <p>Review support for students with additional needs and gifted and talented students.</p> <p>Student voice - develop use of</p> <p>Embed restorative practice.</p> <p>Junior curriculum focus - progression and learning habits</p> <p>Review pastoral care processes</p> <p>Middle leadership development - HOLAs and Deans.</p> <p>House culture - strengthen through student leadership</p>	<p>Curriculum refresh continues.</p> <p>NCEA- planning for level 2</p> <p>Middle leadership development.</p> <p>Review reporting to parents</p> <p>Review whānau</p> <p>Strategic use of data embedded.</p> <p>Student voice - develop use of</p> <p>Embed restorative practice.</p> <p>Junior curriculum focus - progression and learning habits</p> <p>Review pastoral care processes</p> <p>Middle leadership development - HOLAs and Deans.</p> <p>House culture - strengthen through student leadership</p> <p>Wellbeing plan developed</p> <p>Te Ao Māori - PLD for staff continues</p>	<p>Curriculum refresh continues</p> <p>NCEA - levels 2 and 3 planning and development</p> <p>Implement changes to NCEA level one assessments (based on the end of 2024 review)</p> <p>Review: progress with the development of each curriculum area's local curriculum and Mana Ōrite mo te Matauranga Māori.</p> <p>Learning area review cycle starts again</p> <p>Te Ao Māori - PLD for staff continues</p> <p>Review support for students with additional needs and gifted and talented students.</p> <p>Middle leadership development - HOLAs and Deans.</p> <p>Wellbeing plan embedded</p> <p>Reporting to parents - changes implemented</p> <p>Whānau review changes implemented</p> <p>ERO review focus: writing, NZC and attendance</p>	<p>NCEA - levels 2 and 3 planning and development</p> <p>Curriculum refresh continues</p> <p>ERO review focus:</p>	<p>NCEA - levels 2 and 3 planning and development</p> <p>Curriculum refresh continues</p> <p>ERO review focus:</p>

