

2023 Analysis of Variance

Written by: N Jacobsen
March 2024



Contents

[Introduction](#)

[Purpose of this document](#)

[2023 Targets and Goals](#)

[2023 Target Analysis](#)

[Literacy Target](#)

[Years 7-10 students will improve their literacy \(reading comprehension and writing\) levels by two curriculum sub levels.](#)

[Year 7 Progress with Reading and Writing](#)

[2022 Year 7 Literacy Acceleration Programme](#)

[Year 8 Progress with Literacy](#)

[Year 9 Progress with Literacy](#)

[Year 10 Progress with Literacy](#)

[Summary of Literacy Target - Interventions and Actions](#)

[Numeracy target](#)

[Years 7-10 students will improve their numeracy levels by two curriculum sub levels.](#)

[Year 7 Progress with Numeracy](#)

[Year 8 Progress with Numeracy](#)

[Year 9 Progress with Numeracy](#)

[Year 10 Progress with Numeracy](#)

[Year 7-10 Numeracy Support](#)

[Summary of Numeracy Target - Interventions and Actions](#)

[NCEA Target Analysis](#)

[Target: All Year 11 students will achieve NCEA level one, and Māori student achievement and boys' achievement will be consistent with their cohort.](#)

[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.](#)

[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.](#)

[2023 Results - Feedback from Staff](#)

[Engagement and Wellbeing Target Analysis: Attendance](#)

[Target: Attendance rates at school will be 90% for all students.](#)

[Engagement and Wellbeing Target Analysis: Involvement in School Activities](#)

[Teaching and Learning: Whole-school Review ERO focus](#)

[2023 Strategic Plan: Summary of Progress](#)

[Strategic and Annual Plan 2024](#)

Introduction

Mount Aspiring College Te Kura o Tititea is a co-educational state school located in Wānaka.

At the start of 2023, the College moved into new buildings. Ngai Tahu blessed the buildings for us, and gifted to the College the name for the whare. Later in the year, Education Minister Jan Tinetti officially opened the new buildings for us.

New classroom spaces and facilities were provided for:

- Years 7 and 8 students (14 teaching spaces, 4 maker spaces and break-out rooms)
- Visual and Performing Arts: the box theatre, performance space, music practice rooms and recording studios, three visual art classrooms, including digital art and a green room
- Technology classrooms for computing and digital and visual communication
- Languages classrooms (three)
- A whare: Te Puna Wānaka (where knowledge is pooled)
- Library
- Staffroom
- Wellbeing hub, which includes spaces for our Deans, Guidance Counsellors, Youth Workers and Health Centre
- Main reception and student reception, and Senior Leadership team office.

The new spaces have enabled the College to progress with, and accommodate, a wider range of learning opportunities for students. Māori Performing Arts is a compulsory module for Years 7 and 8 students, with the idea that this will grow into a subject in the senior school. The Visual and Performing Arts team is now able to collaborate as they are in the same part of the school, and this is the same for the Technology teachers. There is more efficient and effective use of technology tools as there is better access for students and teachers to resources such as the laser cutter, 3D printers and the like. The new library is a much larger space than the previous library, and also has space for students to study.

Over the course of 2023, we consulted with the community on the Health Curriculum and the Strategic Plan. At the end of 2022 we also consulted with the community on the use of mobile phones in school, and as a result, implemented a stricter policy.

In terms of curriculum, at the start of 2022 we consulted with the community on the purpose of NCEA Level One. Our findings from staff, students and the community support keeping NCEA Level One. To support the implementation of the new NCEA Level One, we piloted the new standards in Spanish, Physical Education and History, and also piloted the literacy and numeracy co-requisites.

Roll growth continues at the college. At the end of 2023 the College had 1240 students. At the start of 2023, we had 1200.

Purpose of this document

The Analysis of Variance reports on the college's 2023 targets and goals and comprises three parts:

1. targets for 2023 and analysis of targets
2. summary of the 2023 Strategic Plan key initiatives
3. 2024 Strategic and Annual Implementation plan.

2023 targets and goals

Targets

Engagement, achievement, and wellbeing

1. *Years 7-10 - students will improve their literacy (reading comprehension and writing) and numeracy (number) levels by 2 curriculum sublevels*
 - Māori student achievement and boys' achievement will be consistent with their cohort.
2. *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.
 - Māori student achievement and boys' achievement at NCEA levels 1, 2 and 3 will be consistent with their cohort.
3. *Attendance rates at school will be 90% for all students.*

Teaching and learning

1. *Whole-school Review ERO focus*
 - ERO and the school are working together to evaluate the ongoing impact of a school-wide 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 improve student literacy outcomes through the collective use of the inquiry cycle;● To implement and develop the MAC Effective Teacher Profile;● To provide equitable opportunities for every student in a safe, inclusive student learning environment;● To provide an environment which supports and strengthens the well-being of staff and students.
WHAT WE TEACH	<ul style="list-style-type: none">● To implement changes to the New Zealand Curriculum (curriculum refresh);

	<ul style="list-style-type: none"> ● To develop and implement our learning habits in years 7-10; ● To ensure that each learning area has a focus on our local curriculum; ● To implement changes to NCEA .
<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 effectively use data to track, monitor and provide effective interventions for students to engage in their learning; ● To develop a leadership programme for students (years 7-13); ● To create a strong house culture through peer support, leadership opportunities and whānau time. ● To implement an educational leadership programme for our middle leaders; ● To effectively communicate with the community and utilise the expertise in the community; ● To develop a model for sustainable practice at the college.

2023 Target analysis

Literacy target

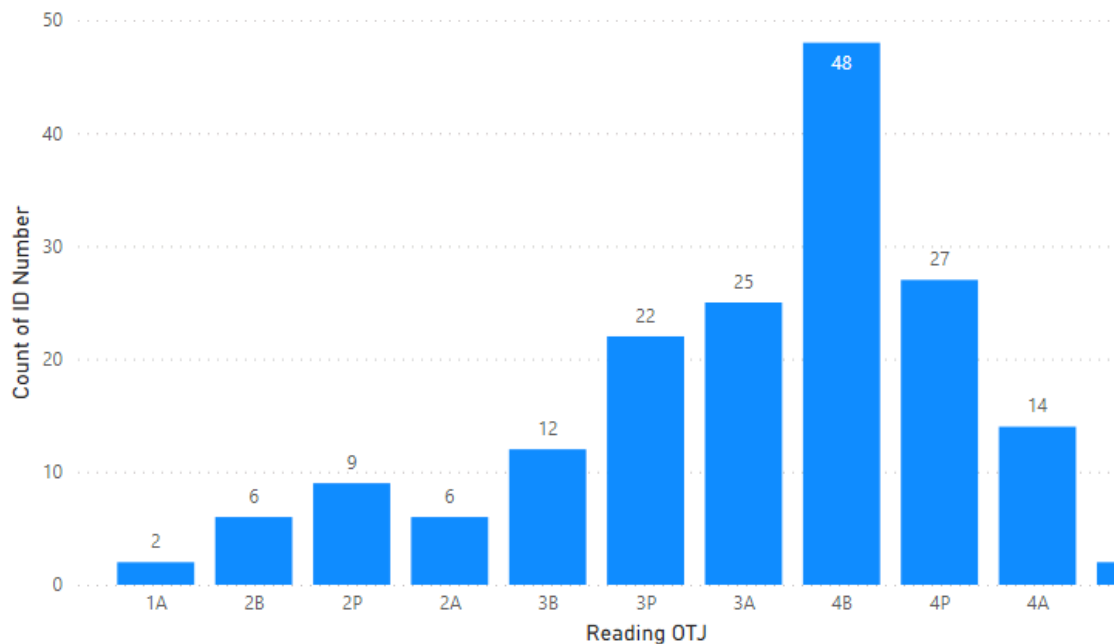
Years 7-10 students will improve their literacy (reading comprehension and writing) levels by two curriculum sub levels.

Year 7 progress with reading and writing

By the end of Year 7, students are expected to be working at Curriculum Level 4B (Beginning).

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

Reading OTJs



At the end of 2023, 54% of students were working at the expected curriculum level (4B). At the end of term one 2023, 37% of students were working at the expected curriculum level.

For male students, 52% were working at the expected curriculum level by the end of the year. For female students, 56% were working at the expected curriculum level by the end of the year. 54% of Māori students were working at the expected curriculum level by the end of the year.

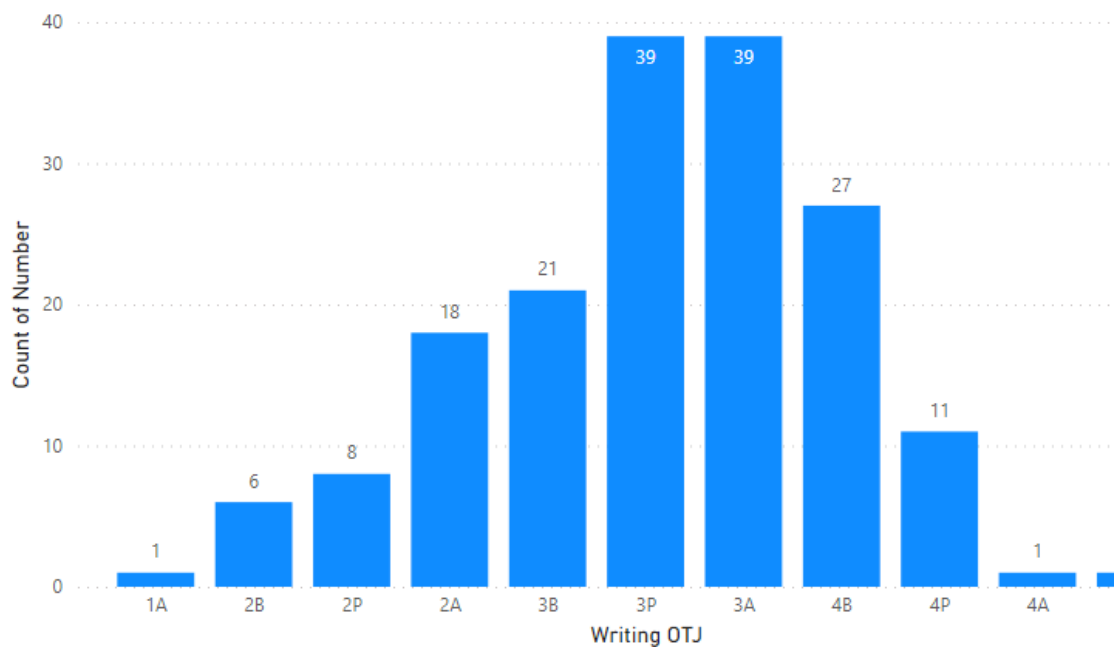
Shift in curriculum level

Unfortunately from the data programme we were not able to show the curriculum level shift (in the same way that we can for the other year levels). The table below shows the percentage of students working at each curriculum sub level for reading. It is good to see that there has been an improvement in reading for the year 7 cohort. The wide range of curriculum levels reflects the number of students with quite diverse learning needs, and includes students who are in alternative programmes (Alternative Education and HQ).

Curriculum sub level	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B
End of term 1 %	1	5	3	4	5	20	23	25	10	2	
End of term 4 %	1	3	5	3	6	12	15	28	17	8	1

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

Writing OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Writing OTJ** (is not (Blank), Absent, or Not Applicable), **Year Level** (is 7)

For writing, 22% of students are working at the expected curriculum level by the end of year 7. 28% of female students and 15% of male students are working at the expected curriculum level by the end of year 7. For Māori students, 15% are working at the expected level.

2022 Year 7 Literacy Acceleration Programme

Seventeen Year 7 students were invited to participate in the Year 7 literacy acceleration class for semester two, 2023. The class was taught by Mrs Michelle Suddaby, who is a literacy expert and HOLA of Year 9. Students attended the class for 2 hours per week for 2 option rotations.

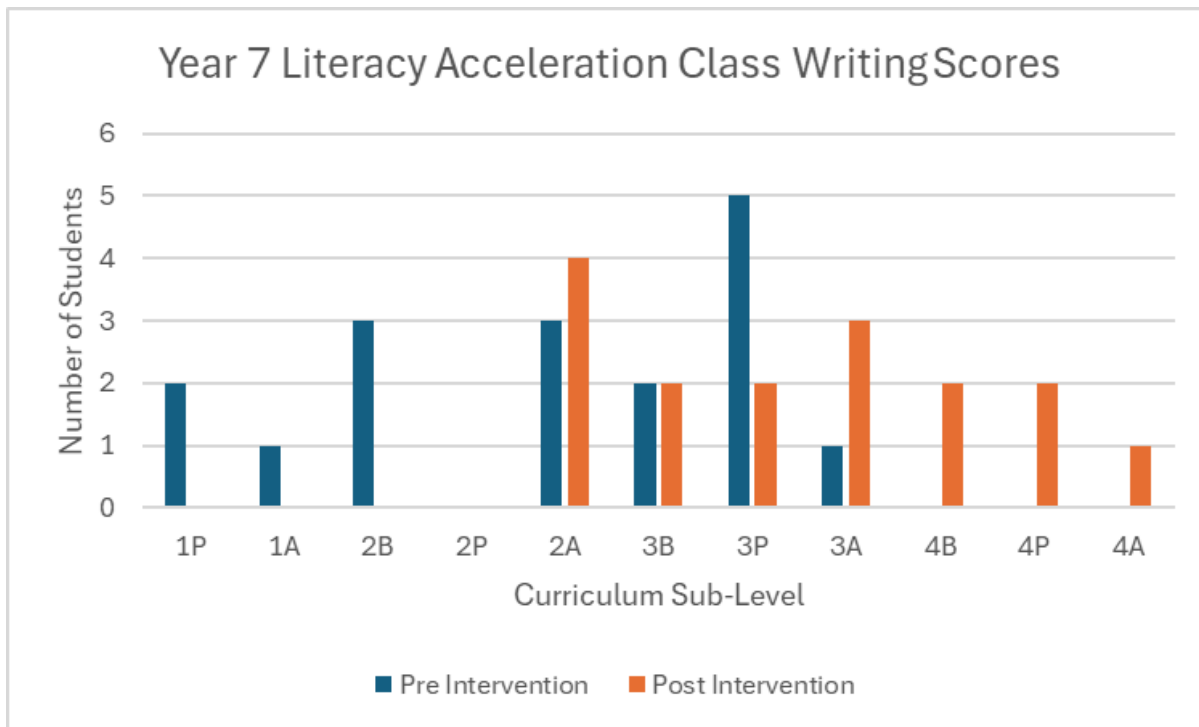
Class demographics:

Female students	10
Male students	17
New Zealand European	15

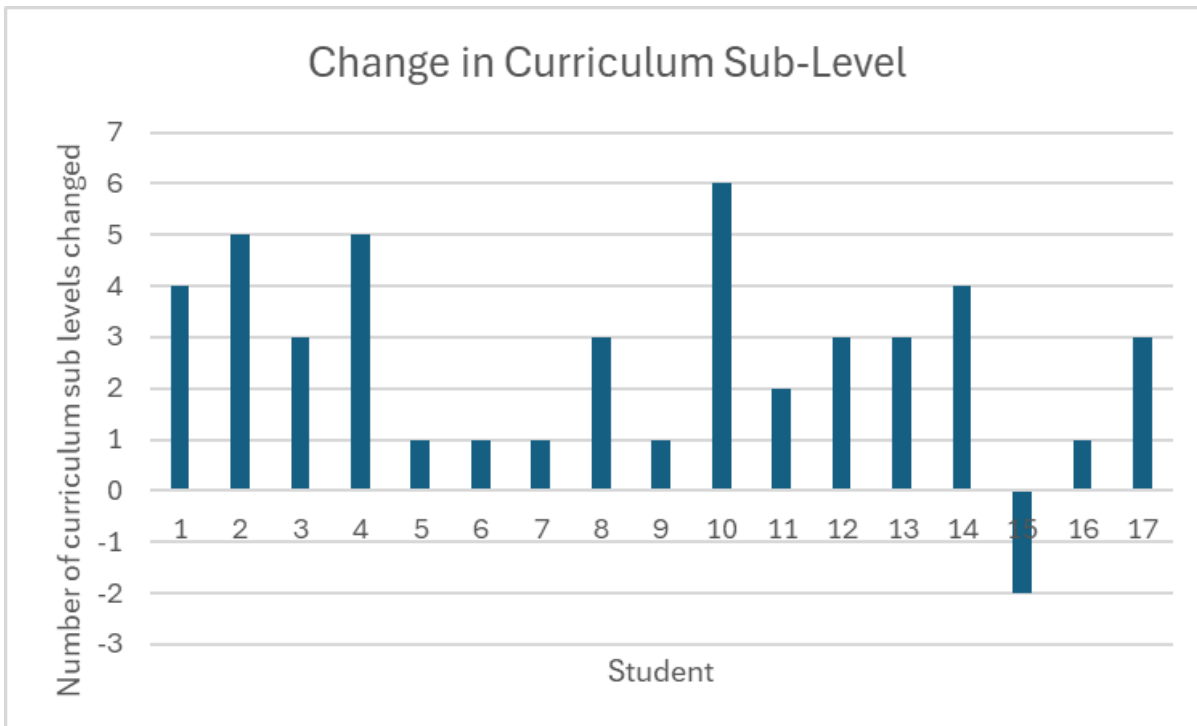
Māori	1
Asian	1

The class focused on vocabulary acquisition, reading skills and writing. Writing became the main focus of the class, as this was the area where students had the greatest need to upskill and develop their confidence.

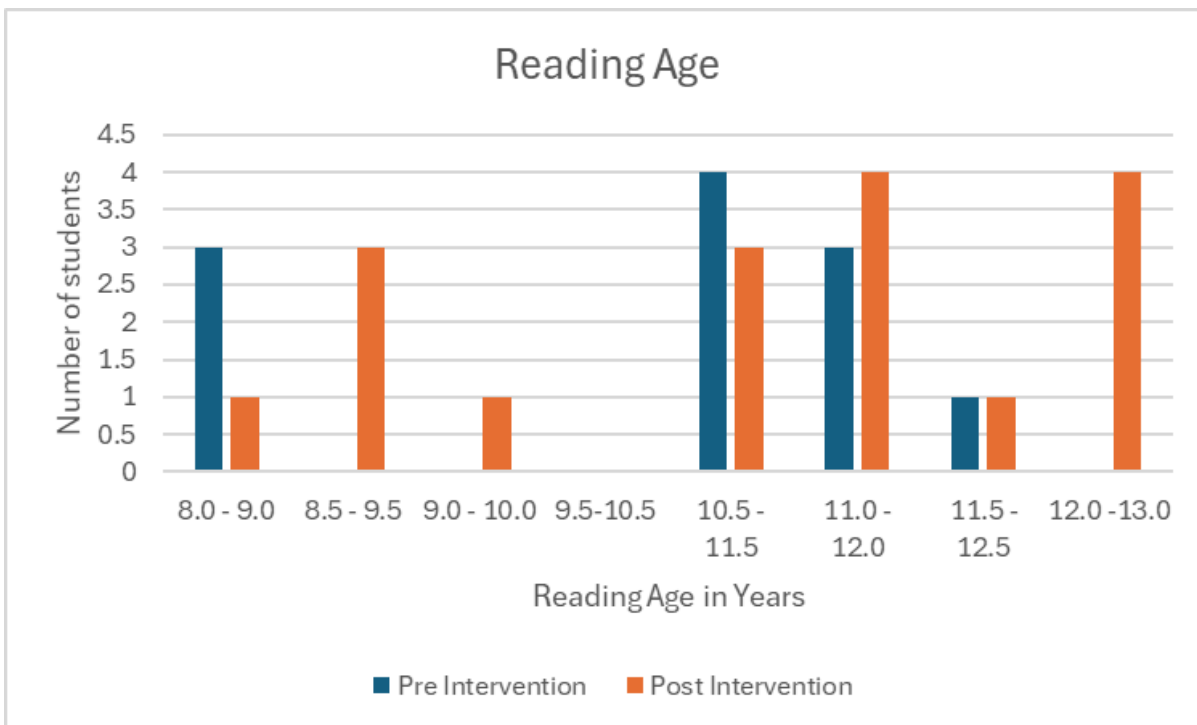
Writing results



The progress of the class was excellent, with most students being able to improve their writing by more than one Astle sub level.



The group was tested using Probe to find out their reading ages pre and post intervention. The graph below gives a summary of this data. Two students were absent for the pre-intervention assessment.



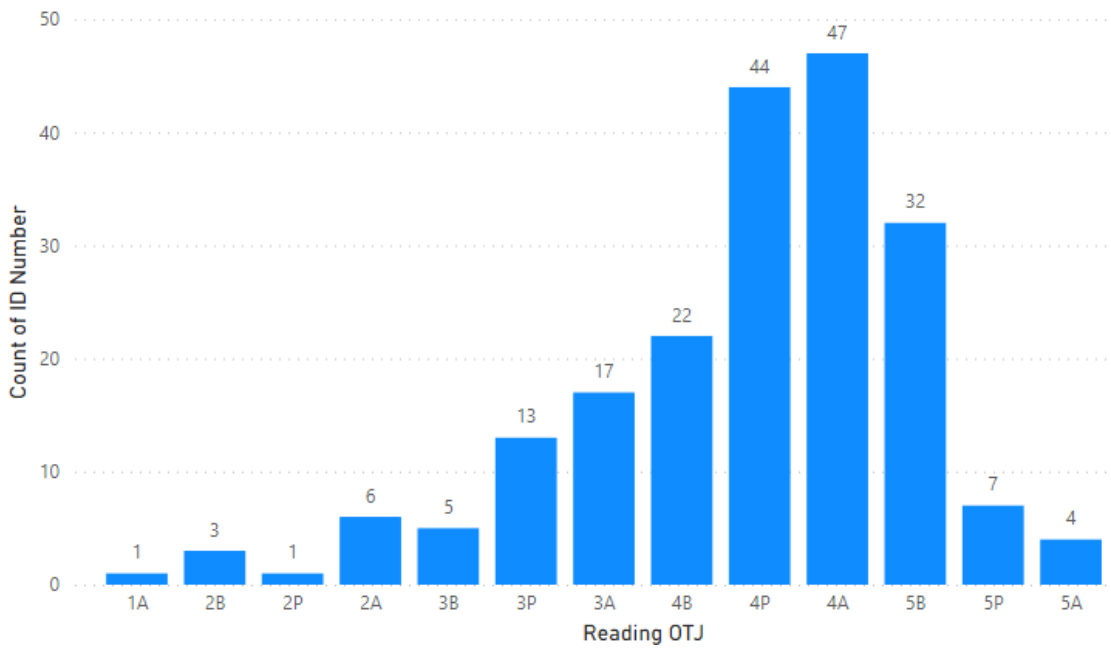
The students worked really hard to improve both their reading and their writing skills. Many reported at the end that they felt a sense of achievement, and greater confidence in their literacy skills.

Year 8 progress with literacy

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.

Reading OTJs



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Review of _23

Data as of 03/03/24, 08:29

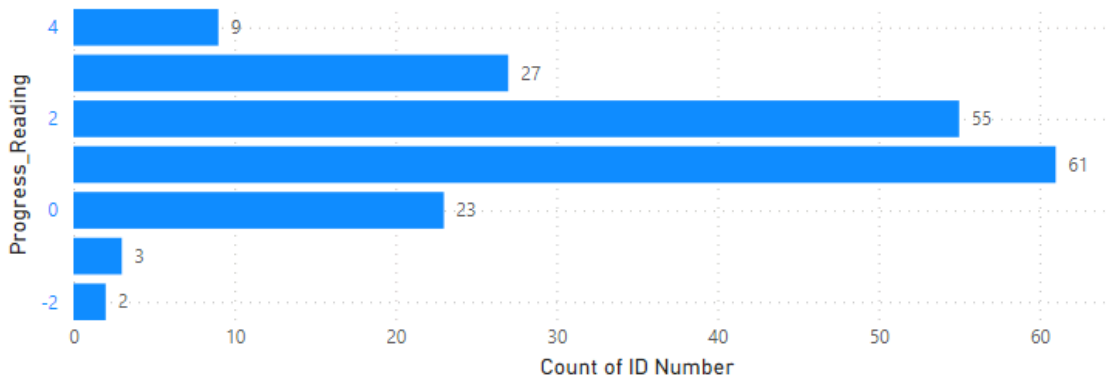
Filtered by **Reading OTJ** (is not (Blank), Absent, Not Applicable, Not Attending, or Not Submitted), **Year Level** (is 8)

By the end of 2023, 64% of students were working at the expected curriculum level. 71% of female students, 57% of male students, and 50% of Māori students were working at the expected curriculum level.

In terms of change of curriculum sub levels, on average, year 8 students improved their reading by 1.6 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).

Reading Progress 22-23



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

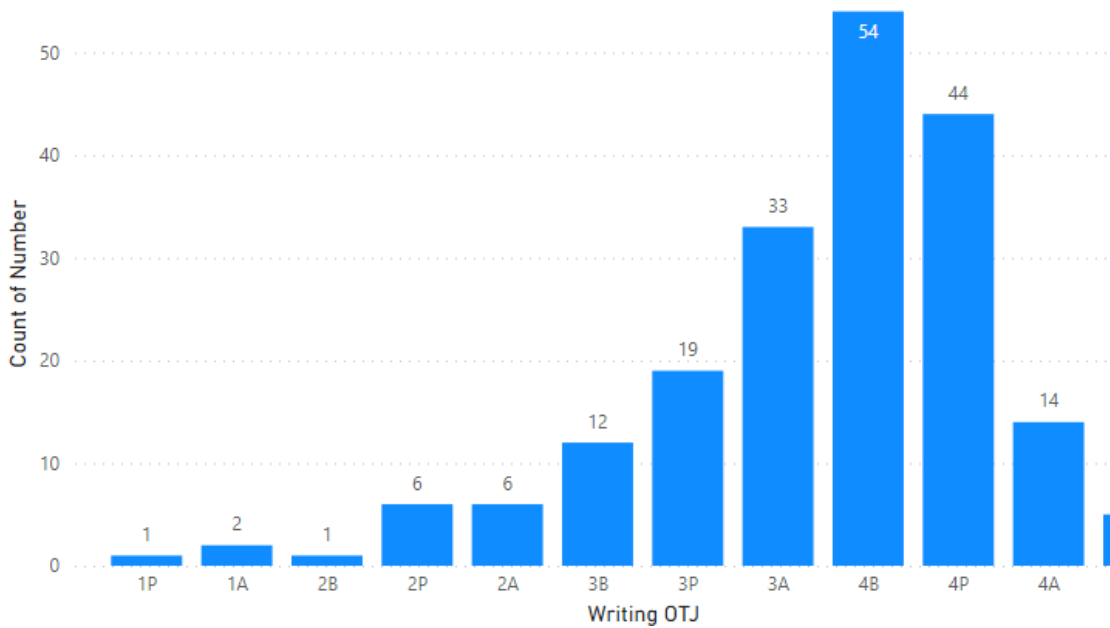
Filtered by **Progress_Reading** (is less than 5 and is greater than -5), **Year Level** (is 8)

In terms of the target of students improving their reading by two curriculum sub levels or more, 43% of students achieved this. Male students improved in their reading by 1.4 curriculum sub levels (on average) and female students by 1.7. For Māori students, their reading improved by 1.3 curriculum sub-levels.

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 OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

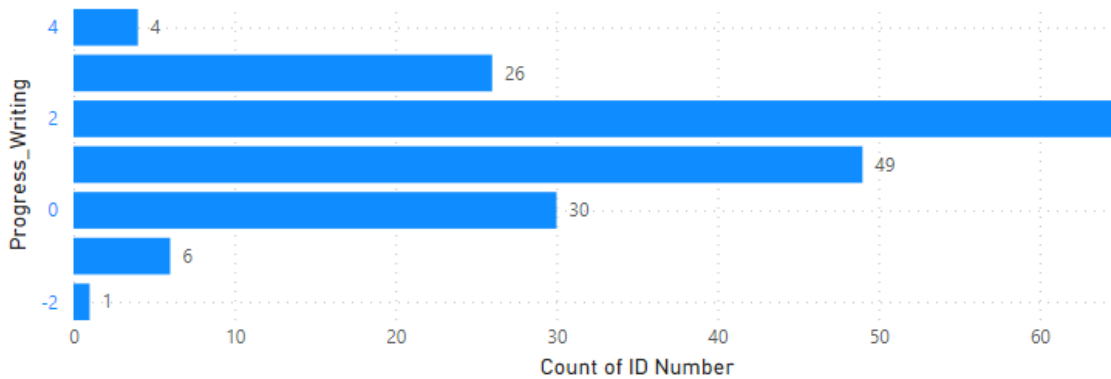
Filtered by **Writing OTJ** (is not (Blank), Absent, or Not Applicable), **Year Level** (is 8)

By the end of 2023, 30% of students were working at the expected curriculum level. 42% of female students, 18% of male students, and 14% of Māori students were working at the expected curriculum level.

In terms of change of curriculum sub levels, on average, Year 8 students improved their writing by 1.5 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).

Writing Progress 22-23



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Progress_Writing** (is less than 5 and is greater than -5), **Year Level** (is 8)

In terms of the target: 'students improving their writing by two curriculum sub levels or more', 45% of students achieved this. Male students improved in their writing by 1.4 curriculum sub levels (on average) and female students by 1.5. For Māori students, their writing improved by 1.3 curriculum sub-levels.

Year 8 Literacy Acceleration Class Semester One, 2023

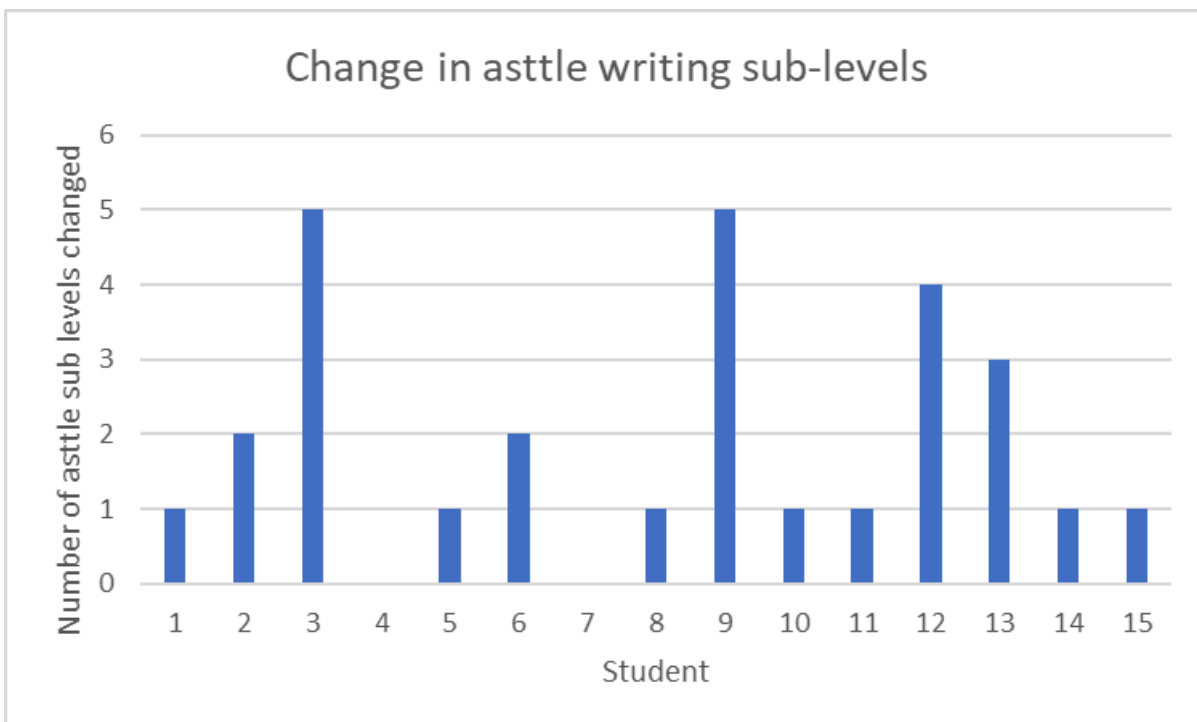
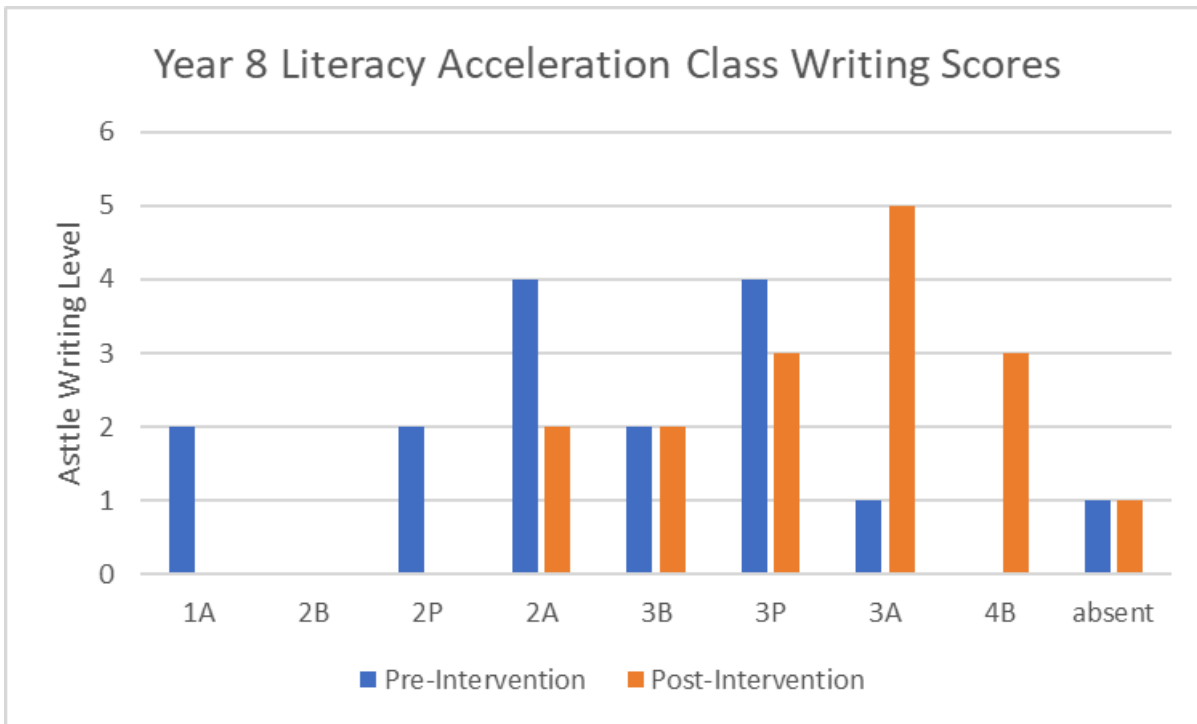
Sixteen Year 8 students were invited to participate in the Year 8 literacy acceleration class for semester one, 2023. The class was taught by Mrs Michelle Suddaby, who is a literacy expert and HOLA of Year 9. Students attended the class for 2 hours per week for 2 option rotations.

Class demographics:

Female students	7
Male students	9
New Zealand European	12
Māori	2
Other European	1
Chinese	1

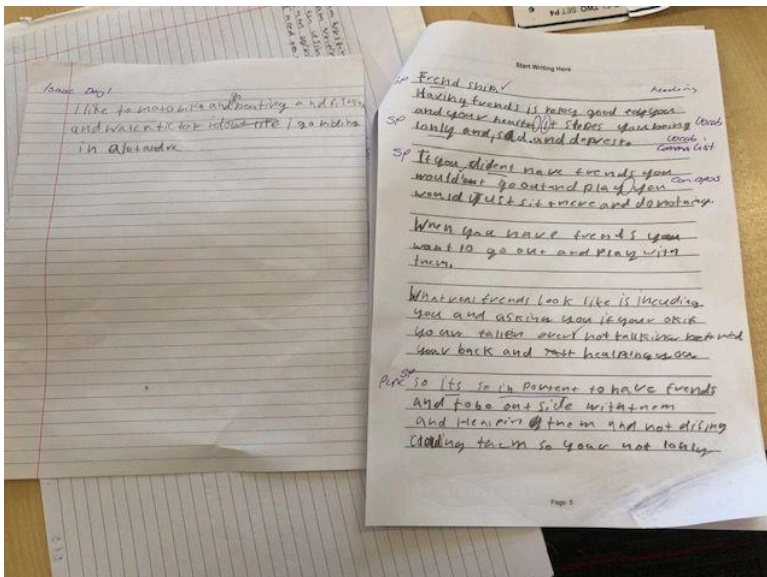
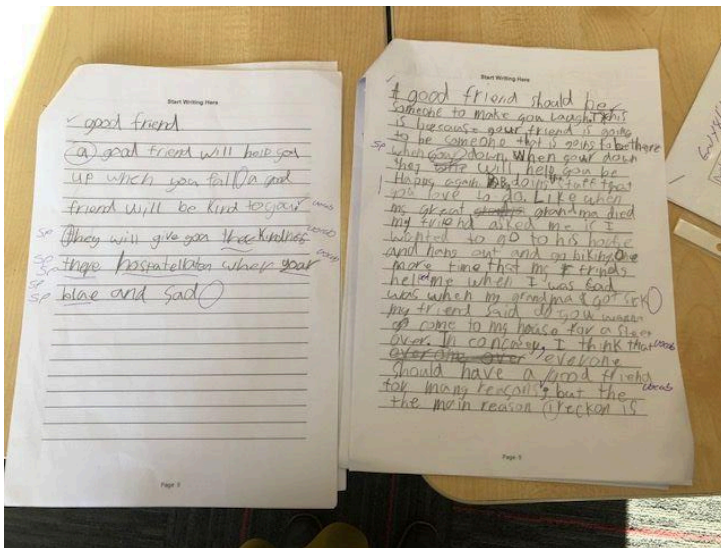
The class focused on vocabulary acquisition, reading skills and writing. Writing became the main focus of the class, as the area where students had the greatest need to upskill and develop their confidence.

Writing results



The progress of the class was excellent, with most students being able to improve their writing by at least one Asttle sub level.

Below are some photos of student work, showing their pre- and post-intervention writing.



Feedback from the students

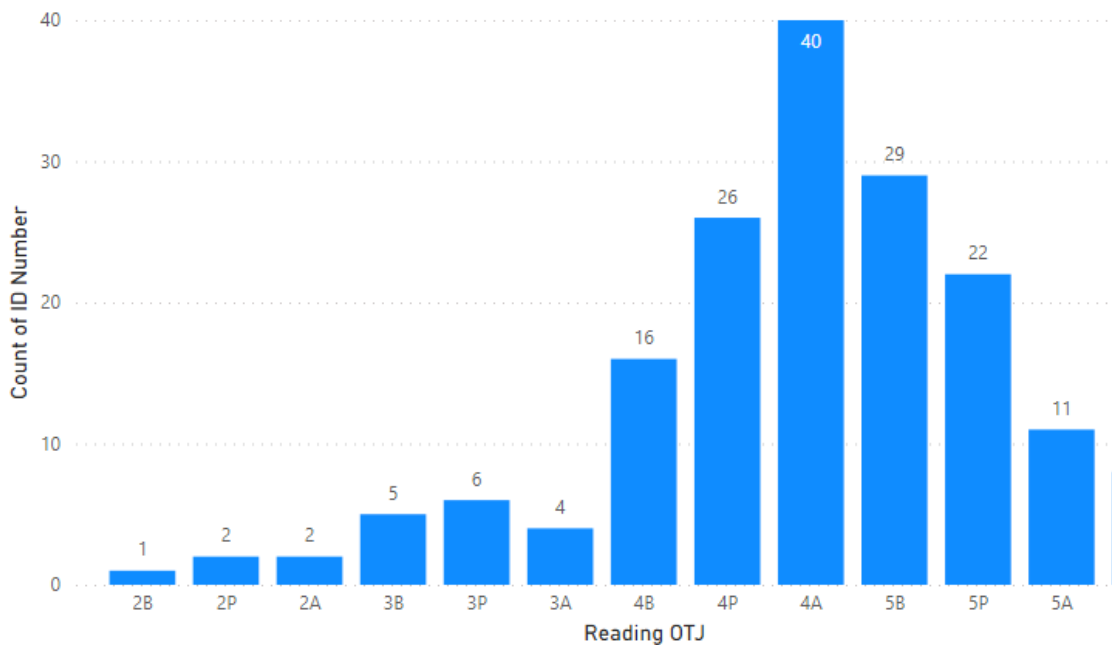
- They had greater confidence in their writing ability.
- They felt that they could write in greater detail.
- Their classroom teacher had noticed a positive difference in their writing.
- They do not like missing out on option subjects, and initially found it hard to be motivated for the literacy acceleration programme.
- They knew to focus on the accuracy of their writing and try to remember to do things such as capital letters and full stops consistently.

Year 9 Progress with literacy

Reading progress

Year 9 students are expected to be working at curriculum level 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.

Reading OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Reading OTJ** (is not (Blank), Absent, Not Applicable, Not Attending, or Not Submitted), **Year Level** (is 9)

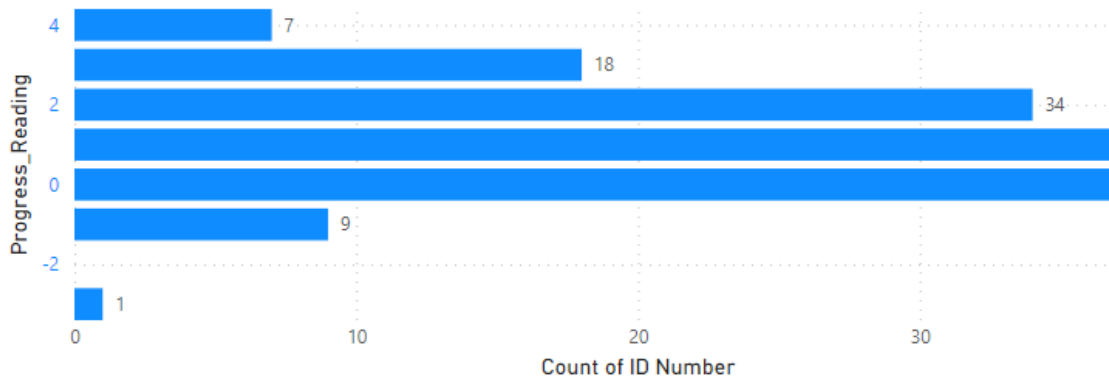
By the end of 2023, 38% of students were working at the expected curriculum level. 39% of female students, 37% of male students, and 40% of Māori students were working at the expected curriculum level.

In terms of change of curriculum sub levels, on average, Year 9 students improved their reading by

1.2 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).

Reading Progress 22-23



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

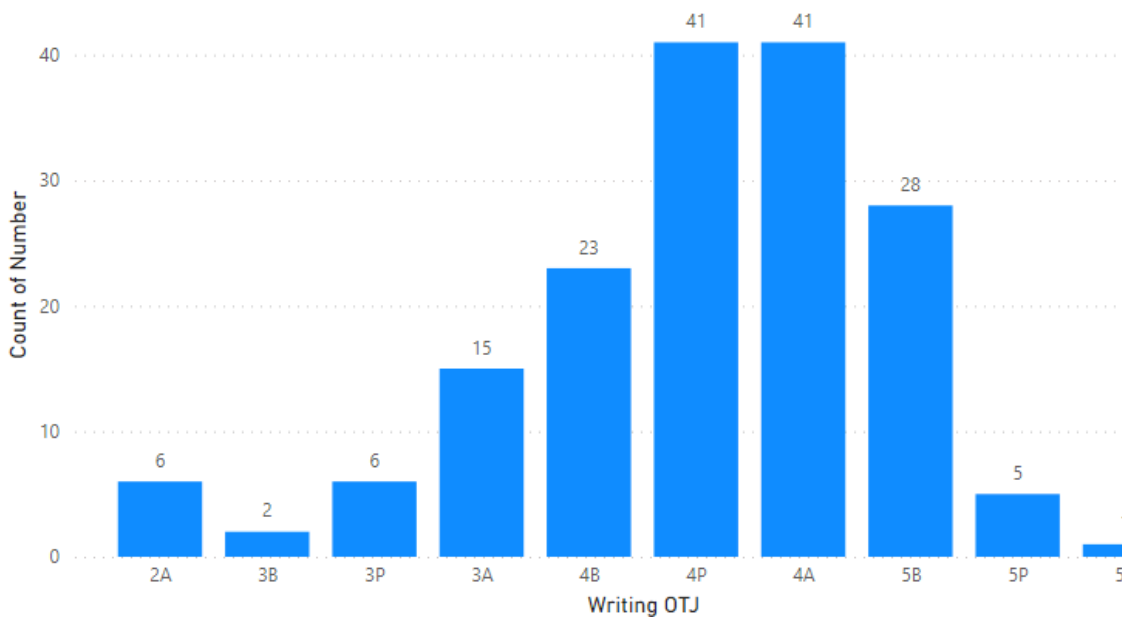
Filtered by **Progress_Reading** (is less than 5 and is greater than -5), **Year Level** (is 9)

In terms of the target: 'students improving their reading by two curriculum sub levels or more', 32% of students achieved this. Male students improved in their reading by 1.24 curriculum sub levels (on average) and female students by 1.16 . For Māori students, their reading improved by 1.27 curriculum sub-levels.

Writing progress

Year 9 students are expected to be working at curriculum level 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 OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

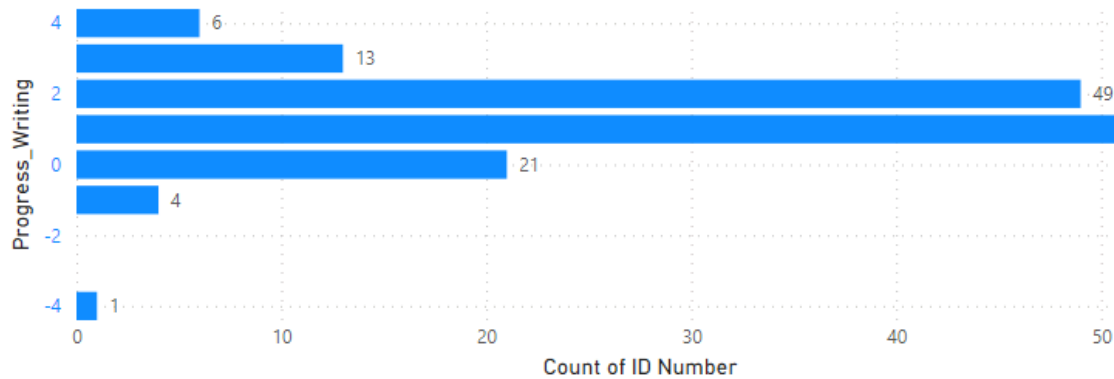
Filtered by **Writing OTJ** (is not (Blank), Absent, or Not Applicable), **Year Level** (is 9)

By the end of 2023, 18% of students were working at the expected curriculum level. 21% of female students, 16% of male students, and 20% of Māori students were working at the expected curriculum level.

In terms of change of curriculum sub levels, on average, year 8 students improved their writing by 1.4 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).

Writing Progress 22-23



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Progress_Writing** (is less than 5 and is greater than -5), **Year Level** (is 9)

In terms of the target - students improving their writing by two curriculum sub levels or more, 37% of students achieved this. Male students improved in their writing by 1.38 curriculum sub levels (on average) and female students by 1.43. For Māori students, their writing improved by 1.2 curriculum sub-levels.

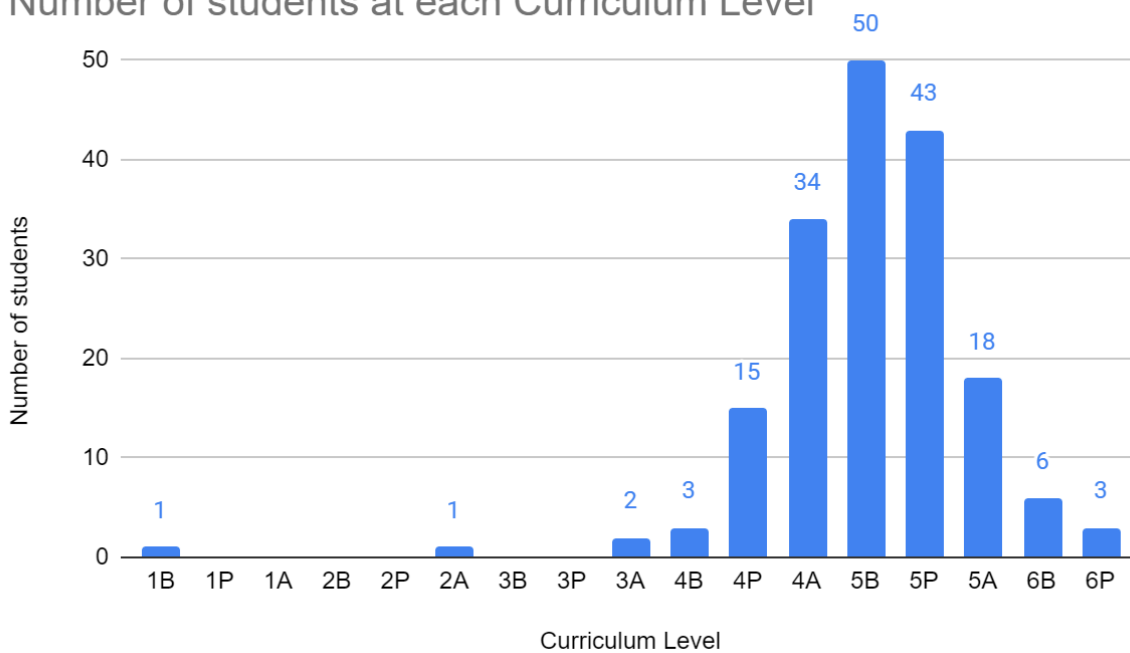
Year 10 progress with literacy

Writing progress

The graphs below show where students were at for their writing skills at the end of 2023. Year 10 students are expected to be working at curriculum level 5P (Proficient) by the end of their Year 10 year.

The graph below shows the number of students working at each curriculum sub level for writing.

Number of students at each Curriculum Level

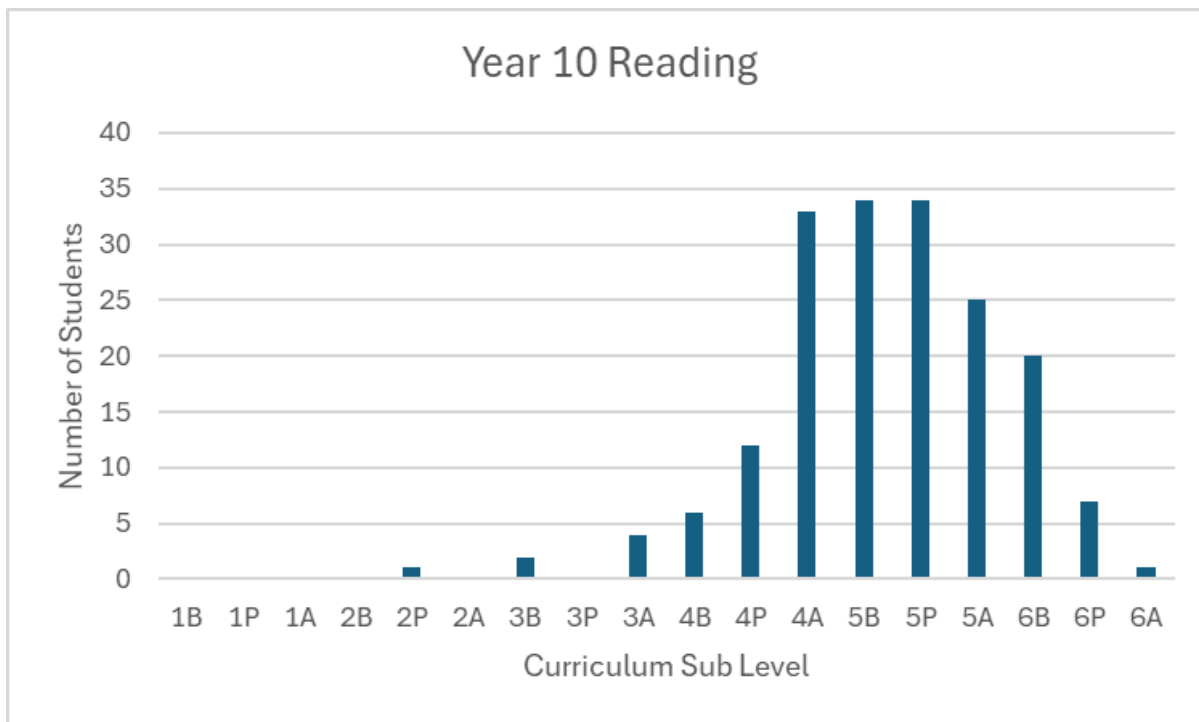


By the end of 2023, 40% of students were working at the expected curriculum level. 54% of female students, 28% of male students, and 50% of Māori students were working at the expected curriculum level.

Reading progress

The graphs below show where students were at for their reading skills at the end of 2023. Year 10 students are expected to be working at curriculum level 5P (Proficient) by the end of their Year 10 year.

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



By the end of 2023, 48% of students were working at the expected curriculum level. 62% of female students, 40% of male students, and 45% of Māori students were working at the expected curriculum level.

Summary of literacy target: interventions and actions

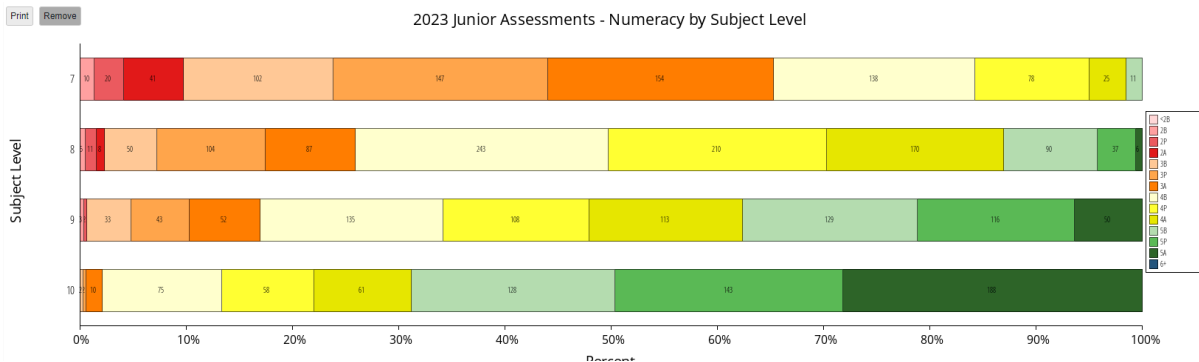
- Students make progress at different times for reading and writing, however, they are, for the most part at the end of year 10, ready for NCEA level one.
- The year 7 and 8 literacy acceleration classes are beneficial for students in terms of the progress made, and an improvement in their confidence across curriculum areas.
- In 2023 the College introduced a writing scaffold that could be used across all curriculum areas.
- Staff professional learning on literacy created greater awareness that all teachers are teaching literacy skills as well as their subject skills and content.

Numeracy target

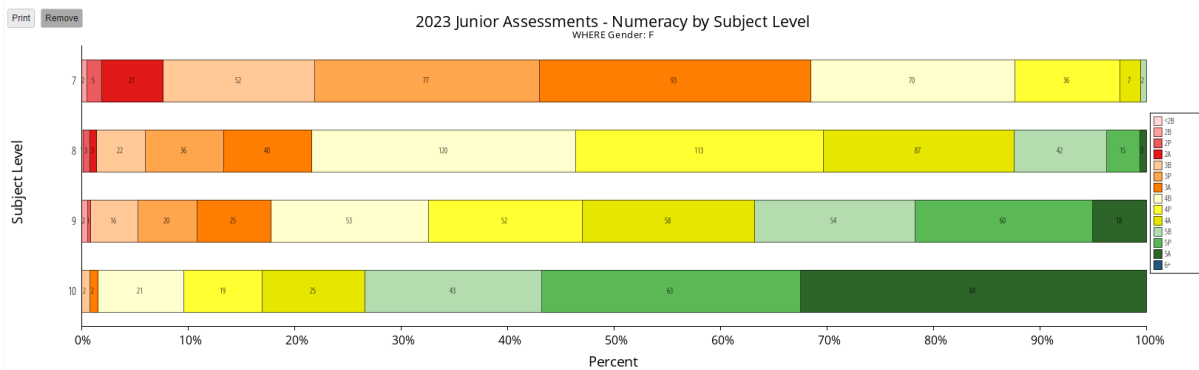
Years 7-10 students will improve their numeracy levels by two curriculum sub levels.

The graphs below show the collated numeracy levels of students at mid-year. This data provides a snapshot of how students are progressing with their numeracy skills.

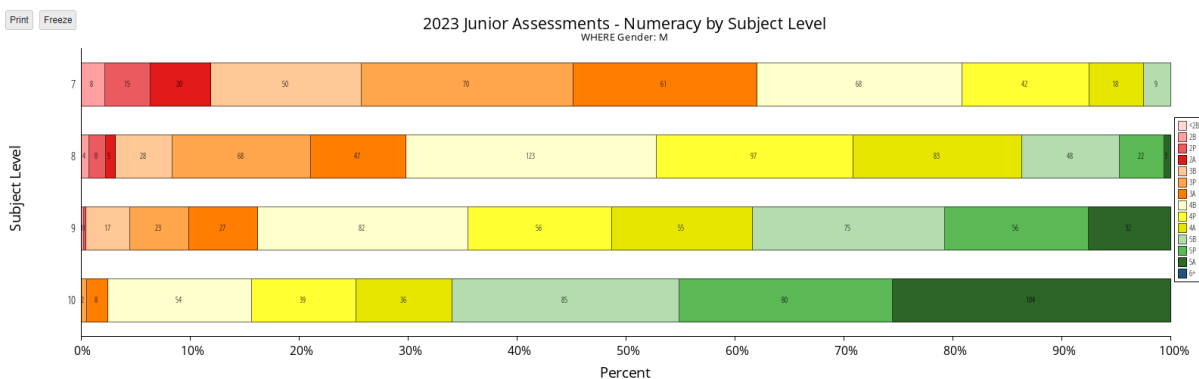
All Students



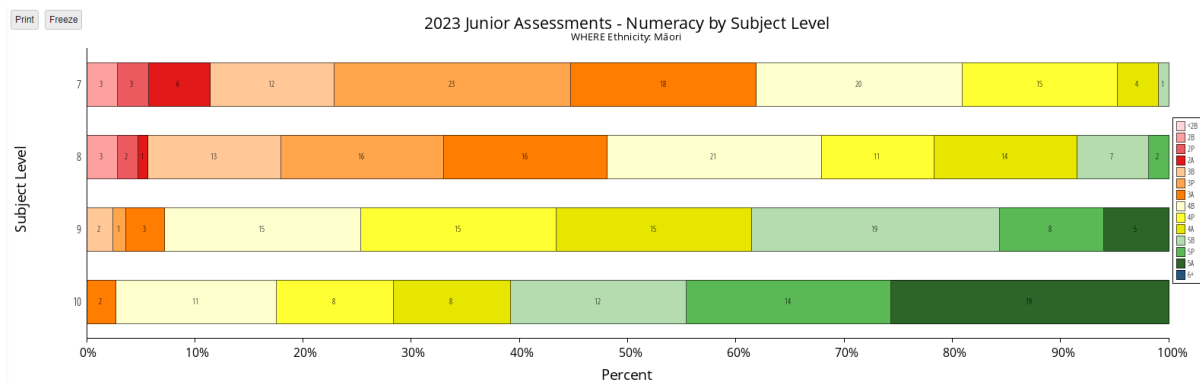
Female Students



Male Students



Māori Students



Analysis

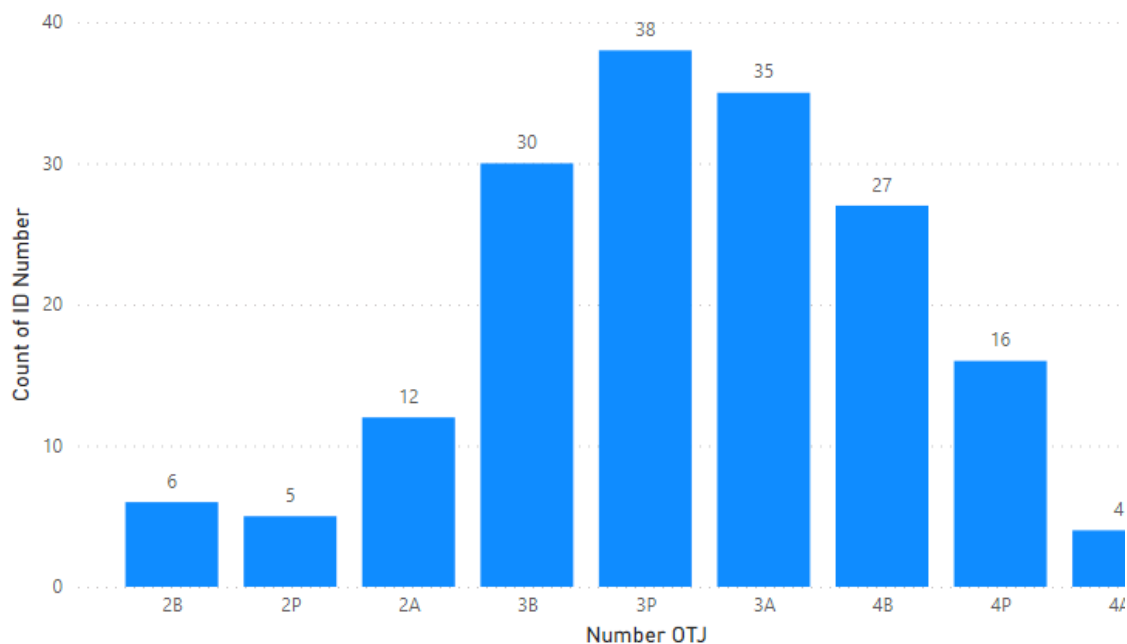
The main trend is that students progress in terms of curriculum level from years 7-10. Male students perform slightly better than female students, and Māori make similar progress from years 7 through to 10.

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 OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Number OTJ** (is not (Blank), Absent, Not Attending, or Not Submitted), **Year Level** (is 7)

45% of students were working at the expected curriculum level by the end of Year 7. 42% of female students, 48% of male students, and 50% of Māori students were working at the expected curriculum level.

Unfortunately from the data programme we were not able to show the curriculum level shift (in the same way that we can for the other year levels). The table below shows the percentage of students working at each curriculum sub level for reading. It is good to see that there has been an improvement in numeracy for the Year 7 cohort. The wide range of curriculum levels reflects the number of students with quite diverse learning needs, and includes students who are in alternative programmes (Alternative Education and HQ).

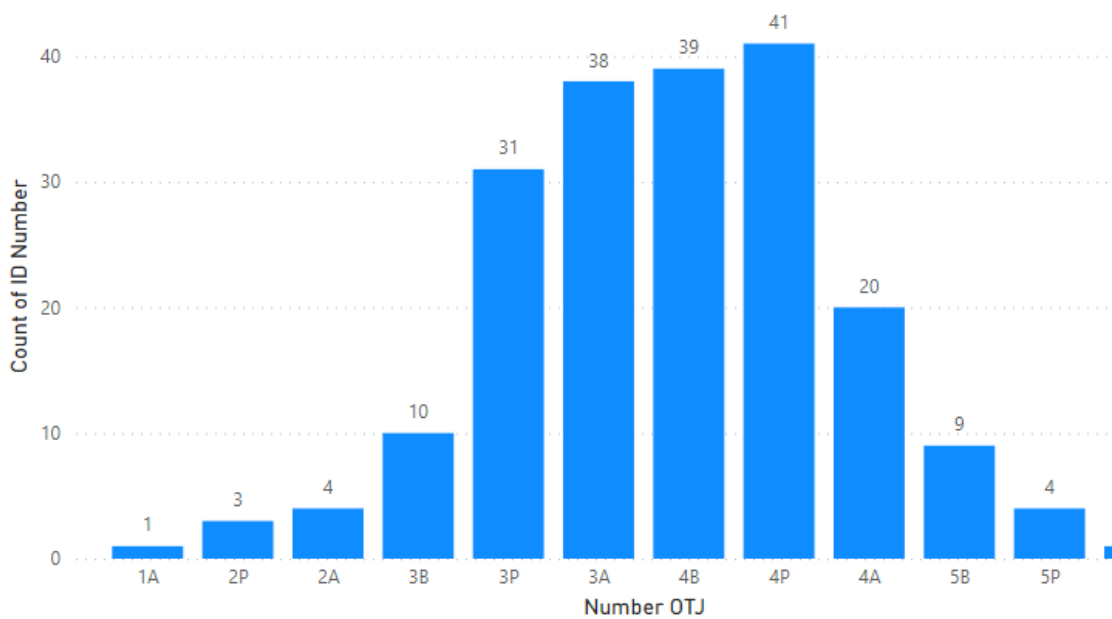
Curriculum sub level	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A
End of term 1 %		6	3	13	18	19	20	14	3	2
End of term 4 %		3	3	7	17	22	20	15	9	2

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.

The graph below shows the number of students working at each curriculum sub-level for numeracy by the end of 2023.

Number OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Number OTJ** (is not (Blank), Absent, Not Attending, or Not Submitted), **Year Level** (is 8)

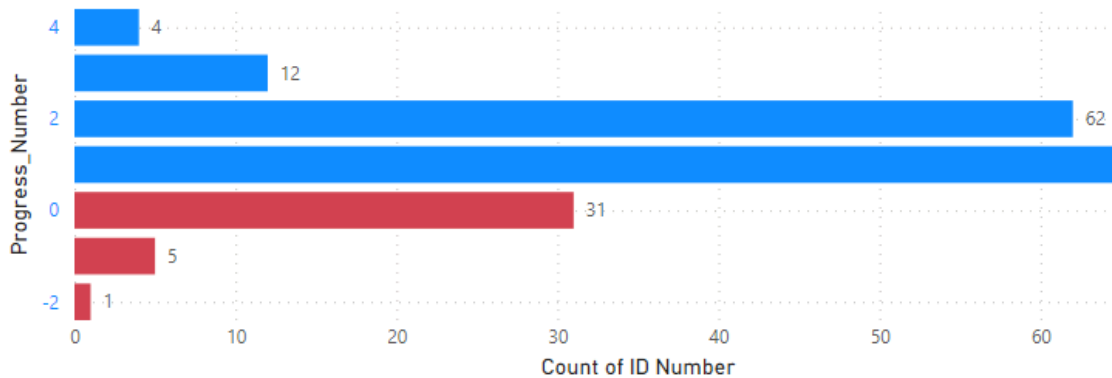
54% of students were at the expected curriculum level by the end of Year 8. 50% of male students, 57% of female students, and 32% of Māori students were at the expected level by the end of the year.

In terms of change of curriculum sub levels, on average, Year 8 students improved their numeracy by 1.3 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).

Number Progress 22-23



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Progress_Number** (is less than 5 and is greater than -5), **Year Level** (is 8)

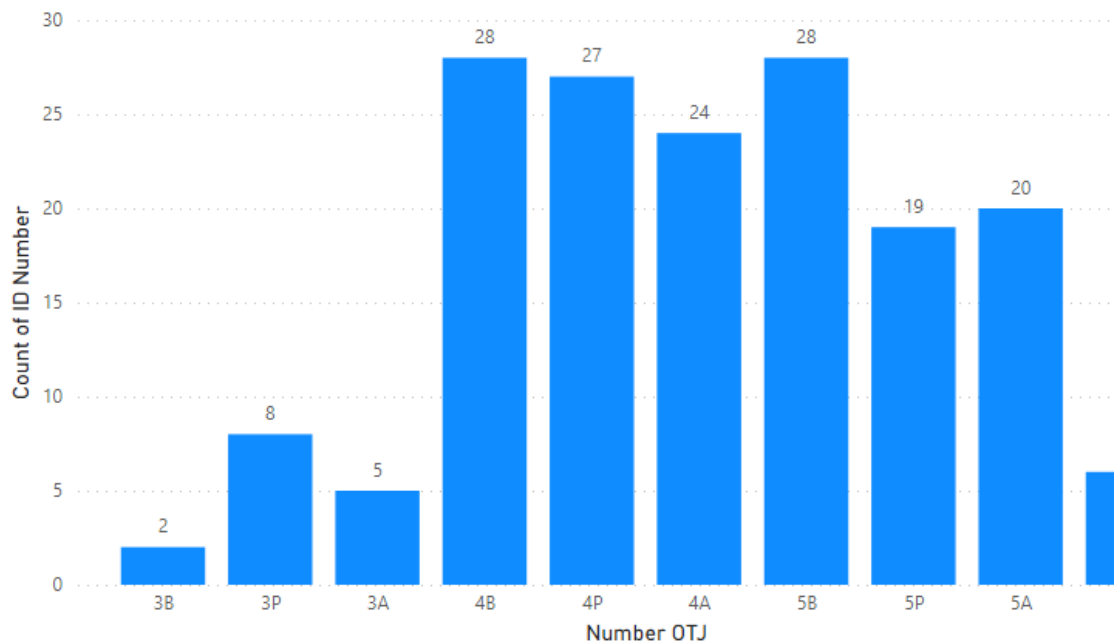
In terms of the target: 'students improving their numeracy by two curriculum sub levels or more', 37% of students achieved this. Male students improved in their numeracy by 1.2 curriculum sub levels (on average) and female students by 1.38. For Māori students, their writing improved by 1.12 curriculum sub-levels.

Year 9 progress with numeracy

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

The graph below shows the number of students working at each curriculum sub-level for numeracy by the end of 2023.

Number OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

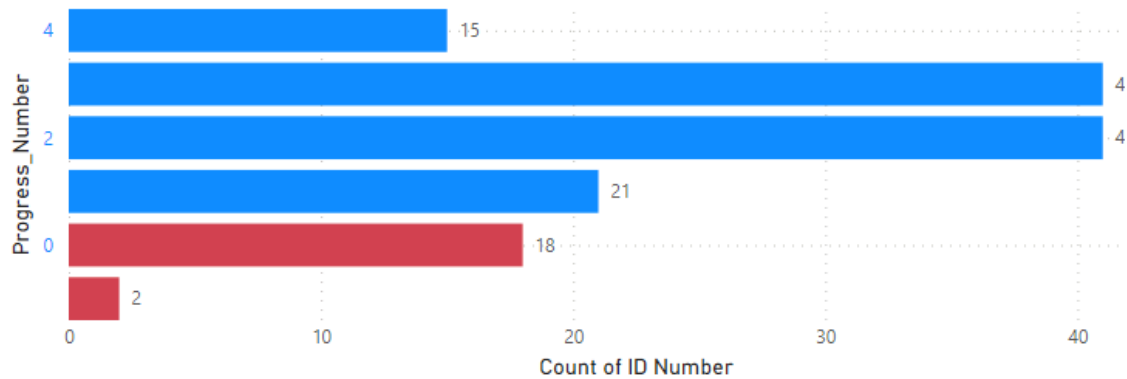
Filtered by **Number OTJ** (is not (Blank), Absent, Not Attending, or Not Submitted), **Year Level** (is 9)

67% of students were at the expected curriculum level by the end of Year 9. 66% of male students, 69% of female students, and 75% of Māori students were at the expected level by the end of the year.

In terms of change of curriculum sub levels, on average, Year 9 students improved their numeracy by 2.2 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).

Number Progress 22-23



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Progress_Number** (is less than 5 and is greater than -5), **Year Level** (is 9)

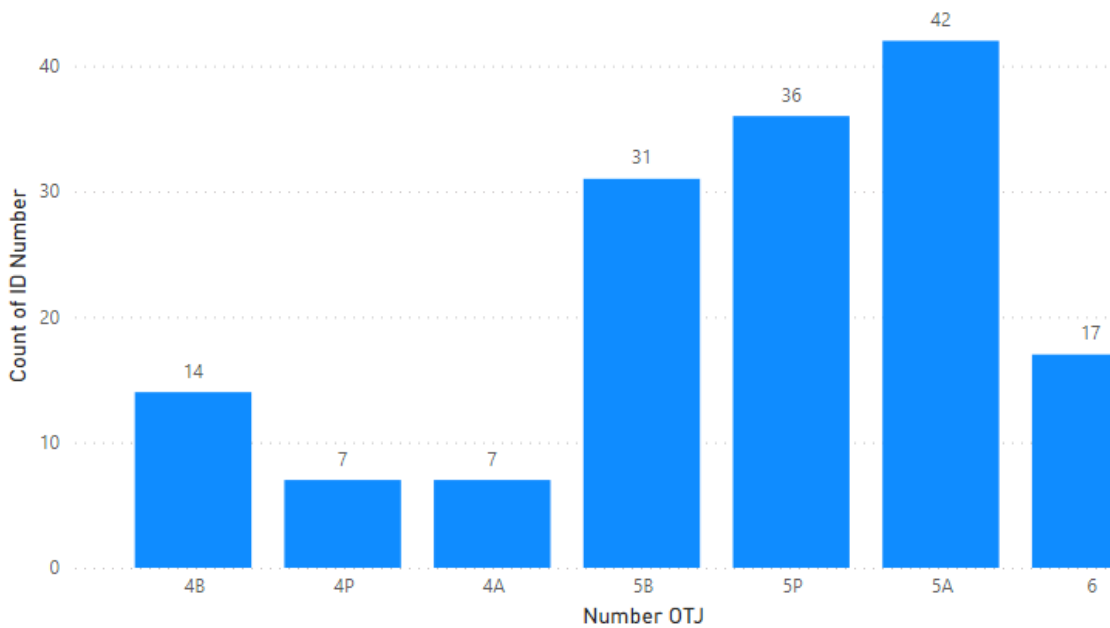
In terms of the target - students improving their numeracy by two curriculum sub levels or more, 70% of students achieved this. Male students improved in their numeracy by 2.2 curriculum sub levels (on average) and female students by 2.18. For Māori students, their writing improved by 2.13 curriculum sub-levels.

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.

The graph below shows the number of students working at each curriculum sub-level for numeracy by the end of 2023.

Number OTJs



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

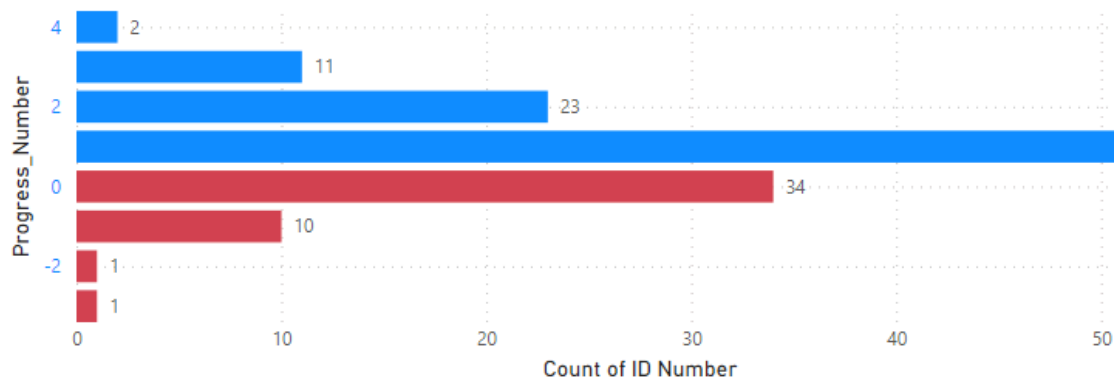
Filtered by **Number OTJ** (is not (Blank), Absent, Not Attending, or Not Submitted), **Year Level** (is 10)

69% of students were at the expected curriculum level by the end of year 10. 61% of male students, 81% of female students, and 50% of Māori students were at the expected level by the end of the year.

In terms of change of curriculum sub levels, on average, Year 10 students improved their numeracy by 0.93 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).

Number Progress 22-23



[Open in Power BI](#)

Review of _23

Data as of 03/03/24, 08:29

Filtered by **Progress_Number** (is less than 5 and is greater than -5), **Year Level** (is 10)

In terms of the target - students improving their numeracy by two curriculum sub levels or more, 26% of students achieved this. Male students improved in their numeracy by 0.86 curriculum sub levels (on average) and female students by 2. For Māori students, their writing improved by 0.57 curriculum sub-levels.

What is interesting to note with the Year 10 data is that more students were working at the expected curriculum level, but there had been less change over the course of the year.

Years 7-10 numeracy support

In 2022, numeracy support was offered to 150 students from Years 7-10. Students worked with specialist mathematics teachers over the course of the year. Students worked in small groups on skills development and mastery. No formal testing was conducted as a part of this programme.

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.
- The target of shifting students up two curriculum sub levels was met for Year 9, but not the other year levels. The least amount of shift was evidenced in Year 10, however, more students were working at the expected curriculum level by the end of their Year 10 year.

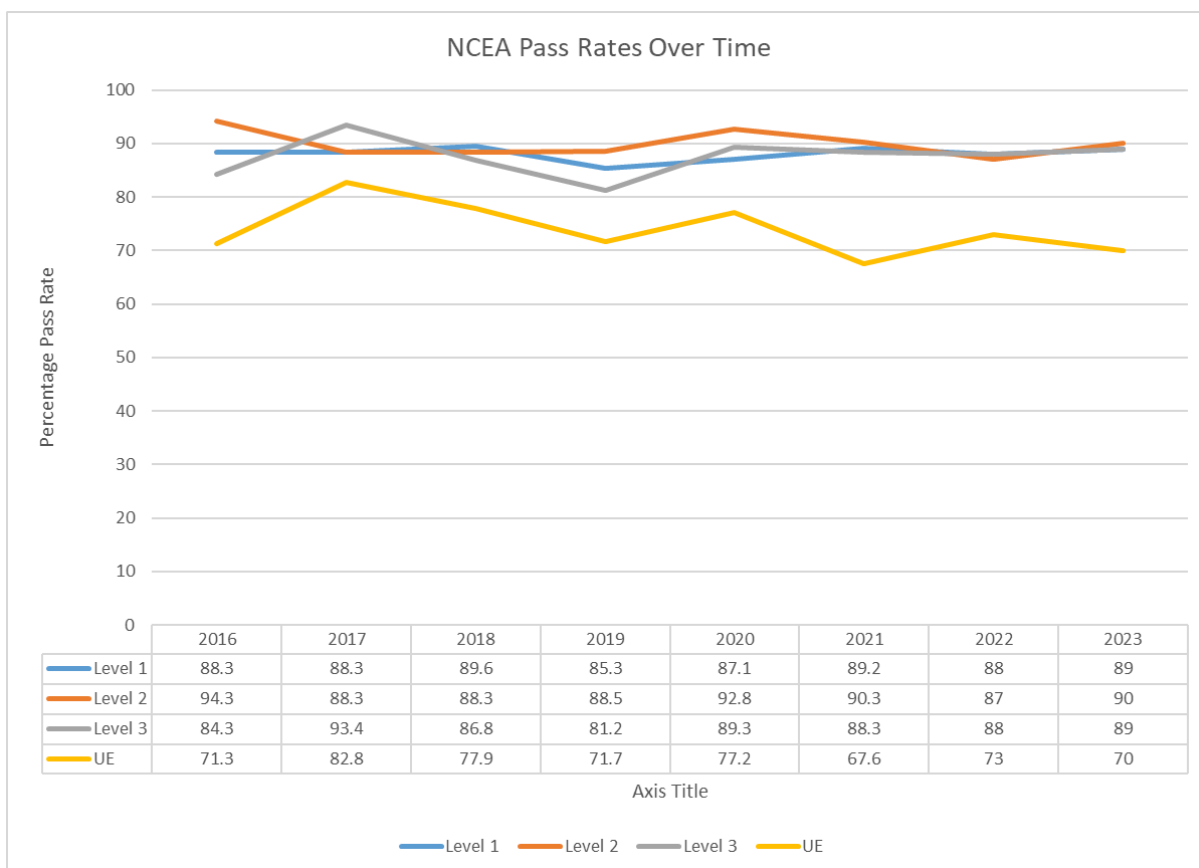
NCEA target analysis

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.
- Māori student achievement and boys' achievement at NCEA levels 1, 2 and 3 will be consistent with their cohort.

Throughout the year, our Deans checked in on students to ensure that they were on track to achieve what they needed. We held student directed 'Learning Conversations' for students to articulate their academic goals with the parent/guardian and their Whānau Teacher (the Whānau Teacher has a pastoral care role). Learning Conversations were held in Term 1 (goal setting focus) and in Term 3 (tracking of goals).

The college's pass rates over time (see graph below) show that achievement levels are fairly consistent.

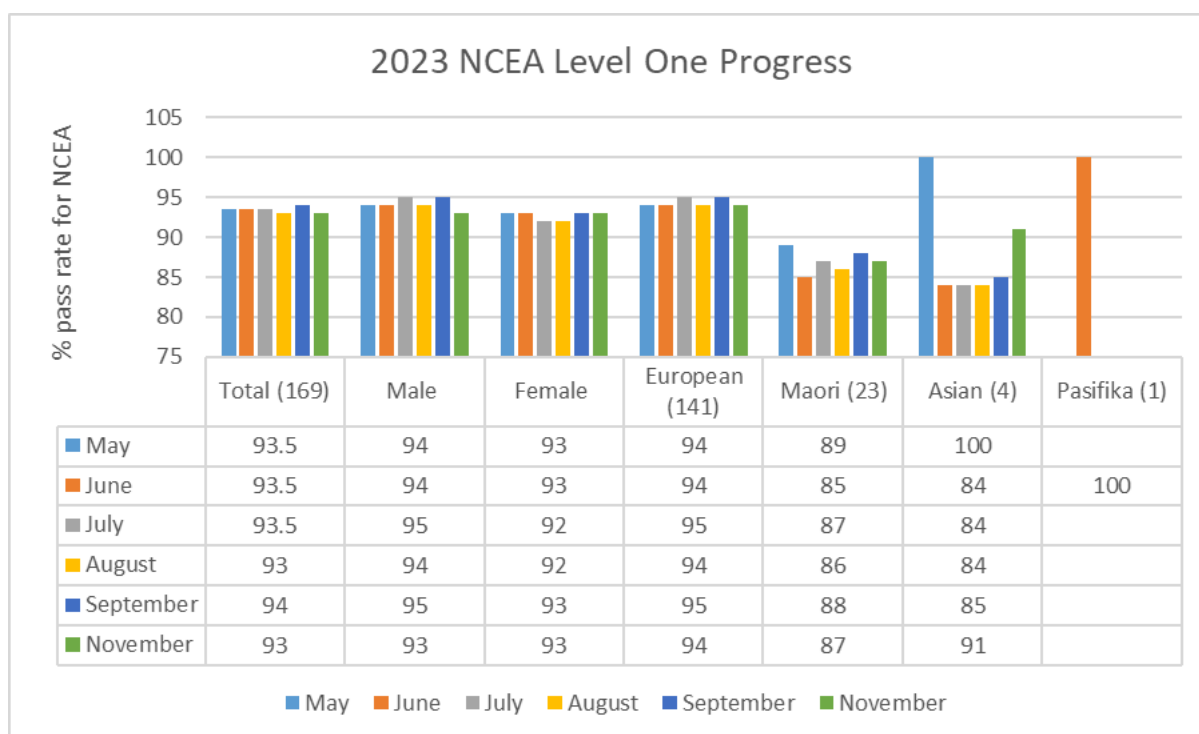


Target: All Year 11 students will achieve NCEA Level One, and Māori student achievement and boys' achievement will be consistent with their cohort.

NCEA Level One (tracking - predicted credits)

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 93% pass rate for NCEA Level One, and achieved an 89% pass rate.

Throughout the year, male and female students were tracking evenly in terms of their expected pass rate, and Māori students were 6% points behind the overall average.



NCEA level one results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	89%	89%	89%	37%	15%	71%
Equity index group	69%	68%	70%	41%	17%	67%
National	60%	59%	62%	32%	24%	50%

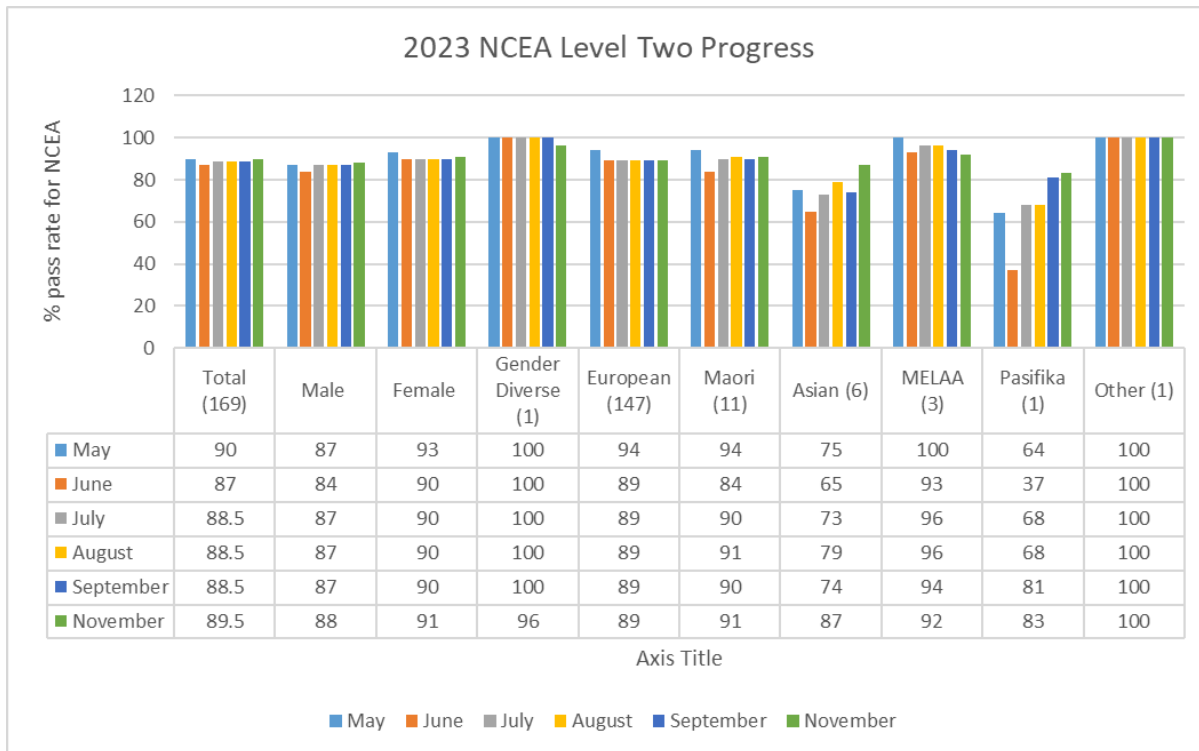
Students who did not achieve NCEA Level One

- 18 students did not achieve NCEA level one.
- Of this group, 10 are female students, and 8 are male. 7 are Māori, 1 is Asian, 2 identify as 'other' and the remainder identify as NZ European.
- Of the 7 Māori students, 1 was dual enrolled at Health School and has left school, and 1 student left part way through the year to live overseas. Two students were part of the Central Otago Youth Employment Programme and left part way through the year to take up an offer of an apprenticeship for a trade. One student left part way through the year for family reasons. One student had poor attendance, which impacted continuity in their learning - the Dean had a good relationship with the whānau and was actively following up and providing support for the student to attend school.
- 4 students were on alternative pathway programmes (COYEP).
- 2 students had significant health issues, and were dual enrolled with the Southern Health School.
- 1 student did not achieve NCEA level 1 due to not achieving their numeracy credits, otherwise they had more than the 80 credits needed.
- 2 students did not achieve NCEA level 1 due to not achieving their literacy credits, otherwise they had more than the 80 credits needed.
- 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.
- Female and male students performed similarly.
- 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 (tracking: predicted credits)

The predicted pass rate for NCEA Level 2 consistently tracked from 87% - 90% throughout the year. It was pleasing to see the final pass rate at 90%, although the target was 95%.



NCEA Level Two results (with comparison data)

	Pass rate	Male pass rate	Female pass rate	Merit Endorsed	Excellence Endorsed	Māori
MAC	90%	90%	90%	30%	17%	100%
Equity index group	84%	80%	88%	32%	22%	80%
National	72%	71%	74%	24%	15%	64%

Students who did not achieve NCEA Level Two

- 16 students did not achieve NCEA level two.
- Of this group, 6 are female, 10 are male; 3 are Asian, 1 identifies as 'other' and the remainder are New Zealand European.
- 3 students attended for part of the year and needed English Language Learning support.
- 1 student was dual-enrolled at the Southern Health School.
- 2 students attended for part of the year to complete their Central Otago Youth Employment Programme credits, and then left to go to an apprenticeship.
- 1 student had complex needs which impacted on attendance.
- 8 students in this group have returned to school in 2024 to complete their NCEA level 2 and 3.

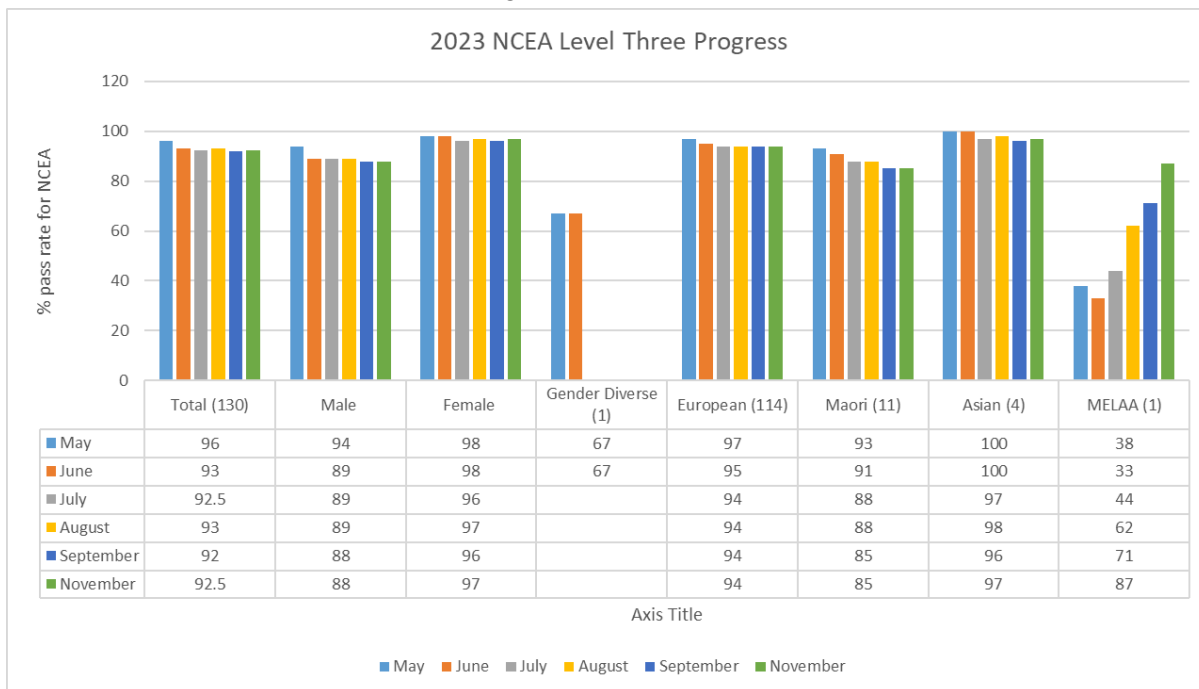
Other points to note:

- The predicted pass rate was the same as the pass rate, however we did not meet the target of 95% pass rate.
- Māori students achieved at better levels compared to their cohort.
- Male and female students achieved as well as each other.

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 (tracking: predicted credits)

The predicted pass rate for students at NCEA Level Three was between 90-93% for the year. The final pass rate was 89%, 1% off the target.



NCEA Level Three results (with comparison data):

	Pass rate	Male pass rate	Female pass rate	Merit Endors ed	Excellence Endorsed	Māori
MAC	89%	85%	93%	41%	6%	92%
Equity index group	81%	75%	86%	33%	17%	74%

National	67%	64%	70%	26%	14%	55%
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Students who did not achieve NCEA level three

- 16 students did not achieve NCEA level three.
- Of this group, 7 are female and 9 are male, 2 are Māori, 2 are Asian, 1 identifies as 'other' and the remainder are NZ European.
- 5 students left throughout the year to take up employment or further training.
- 2 students had complex health/mental health concerns which impacted their attendance.
- 2 students are in HQ (special needs unit), and did not undertake an NCEA programme.
- 2 students arrived part way through the year, and are continuing with their students at MAC in 2024. Both are in the English language learners programme.

Other points to note

- Our pass rate for Māori students on par with the overall achievement of the group.
- There is a small gap between the achievement of male and female students. This was true of the predicted pass rate, and can also be seen in the national data.
- We came very close to achieving our NCEA Level Three target, and the predicted pass rates were on track for achieving the target. However, we did not quite get there, but 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 at school.

2023 results: feedback from staff

Staff at the college have had the opportunity to give feedback on the NCEA data.

2024 NCEA Data Analysis		
Overall Achievement Rates for NCEA Levels 1, 2 and 3		
Plus	Minus	Interesting
<p>Outstanding compared to the national average and still good compared to schools more like us.</p> <p>L1/L2 really good male achievement in 2023 with increase</p> <p>L2/L3/UE Māori improved in 2023</p>	<p>L1/L2 female results have decreased from 2022 however still slightly higher than males</p> <p>Māori students- should not be dipping below 80% - 20% failing (Level 1)</p> <p>E endorsements low in 2023 however M rate compensates so overall M/E no significant change.</p> <p>Wonder why the excellence rates fall off over the levels.</p>	<p>Asian data has fallen in recent years L3 results higher for females</p> <p>Mostly tracking the same trends as other EQI group</p> <p>Yr 11 & 12 boys percentage up, where girls have decreased.</p> <p>Too many credits offered, need to be smarter, don't overload students.</p>

	<p>We have a lot of very able students - why is their attainment not consistent? Do we need to look at them as a group with special needs and investigate why?</p>	<p>Be smarter at withdrawing students if not doing the assessments - (Students not put in a course that they are not interested in studying. Also offer alternative through Te Kura)</p> <p>Offer L1 Computer students to all year 10 students to gain early credits.</p> <p>UE stats are a blunt instrument for measuring student success at level 3. Students that leave with apprenticeships (if that is their goal) could be considered a success.</p>
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Literacy/Numeracy Results
(10 literacy and 10 numeracy credits that most students get in year 11, or through the NCEA co-requisites)

Plus	Minus	Interesting
<p>Most get their numeracy and literacy by the end of year 11.</p>		<p>We have documentation of students who have been in our numeracy support groups in year 7 and 8. Many go on to do well as senior students.</p> <p>We need to analyse who does not get literacy and numeracy before they leave school.</p>

University Entrance
(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).

Plus	Minus	Interesting
<p>Higher than national trend</p>	<p>Significantly lower UE pass rate than overall L3 - is this a problem you would expect UE students to be the more able/academic?</p>	<p>What is the size of the sample of students who are not at all attempting UE? Is the % of students attempting UE the same as the overall number who have gained it? Big difference between male and female achievement (boys lower).</p>

		Check L3 subjects to ensure students can get UE Literacy because the gap is significant
Merit and Excellent Endorsements <i>(50 credits needed at Merit or Excellence for an endorsement)</i>		
Plus	Minus	Interesting
	<p>How do we get our top academic year 11 students to value endorsement both overall and subject.</p> <p>L3 significant drop in Excellence endorsement over the years, 2022 10.9, 2023 5.7 - could this reflect students' attitudes to study for exams trying to attain an E and they already have credits needed at the end of year?</p> <p>The 2023 L3 cohort were year 10 during covid. This may have had an impact on learning. The trend is similar with other schools' data.</p>	<p>We have encouraged holistic involvement in a lot of extra-curricular activities to produce a well-rounded student - prided ourselves on it. Only the exceptional few can do this and excel academically. Is the lower endorsement rate the pay-off?</p> <p>Are other schools offering a lot more scholarships to higher achieving students and hence providing an incentive for students to aim higher in Year 13? The majority of our students going to university head to Dunedin, Christchurch or Wellington and they only require UE, whereas many of the Auckland university specialist courses have GPA requirements.</p> <p>We have also created a good system of student leadership - a worthy cause - but this also comes at a cost of student time.</p> <p>Who is the data for? Students are already picking smarter choices, (especially at Y13) having a balance.</p> <p>Our seniors are living in post covid times where having a job outside of school is often a big part of the overall household support. Many are working to save for future education etc. Our community</p>

		dynamic has drastically changed. A forward thinking level 3 who has all they need for the next step is often more focused on saving money than studying for externals which is often the difference of excellence endorsement.
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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:

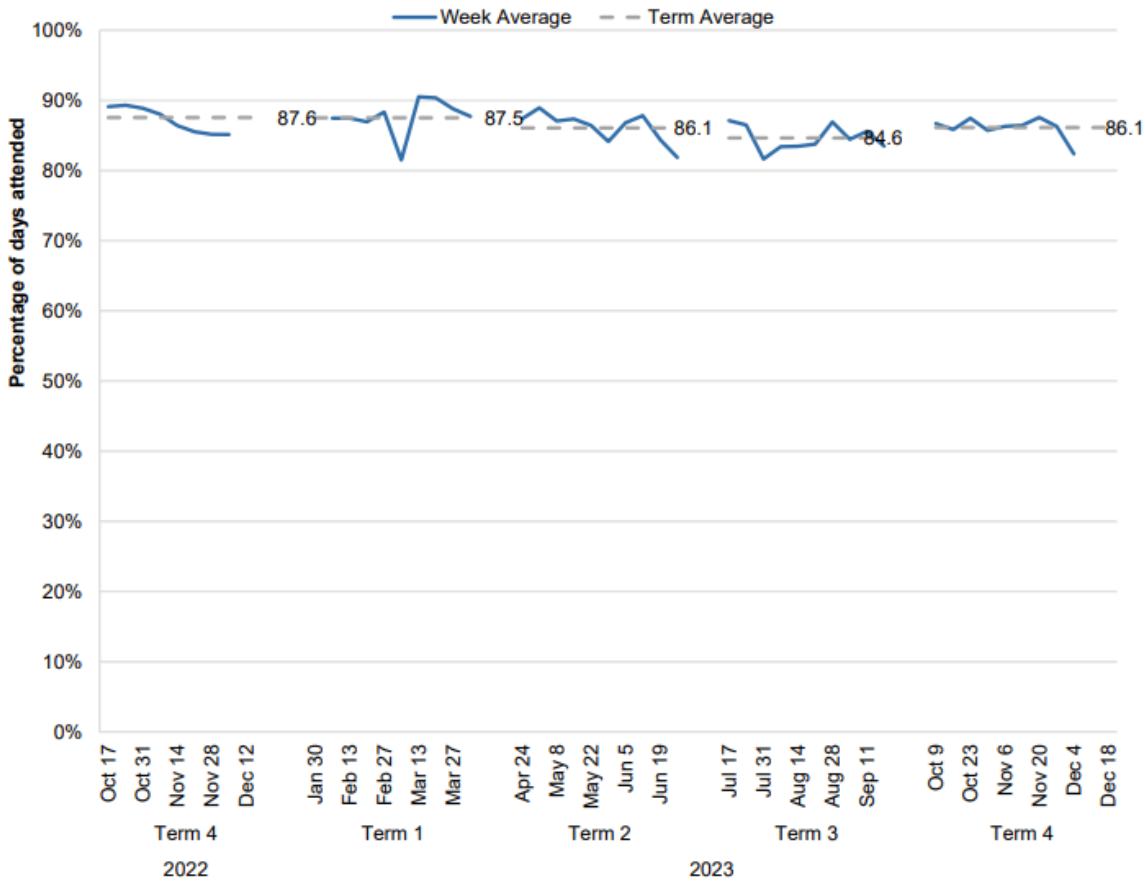
- celebrating success (formal assembly where endorsements are acknowledged)
- better tracking of student progress through the pastoral system
- reviewing our reporting to ensure that students and parents know where their child is at with their learning and what their goals are.

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 2023. Needless to say, COVID-19 and winter illness had an immense impact on student attendance. Attendance rates were more consistent each term, however, we did not meet our target of 90%.

We had access to Ministry of Education funding to support attendance. This fund was facilitated by the Principal of Hāwea Flat School. The fund was used to provide release time to support staff to follow up on non-attendance, and to create a set of resources that could be used by all schools in Wānaka to send consistent messages to the community about attendance and supporting young people to be at school.



Term	Week of	Days attended (%)
Term 4, 2022	Oct 17	89.1
	Oct 24	89.3
	Oct 31	88.9
	Nov 7	88.0
	Nov 14	86.4
	Nov 21	85.5
	Nov 28	85.2
	Dec 5	85.1
	Dec 12	
	Dec 19	
	Average	87.6
Term 1, 2023	Jan 30	
	Feb 6	87.5
	Feb 13	87.5
	Feb 20	87.0
	Feb 27	88.3
	Mar 6	81.5
	Mar 13	90.5
	Mar 20	90.3
	Mar 27	88.8
	Apr 3	87.7
	Average	87.5

Term	Week of	Days attended (%)
Term 2, 2023	Apr 24	87.4
	May 1	88.9
	May 8	87.1
	May 15	87.4
	May 22	86.4
	May 29	84.1
	Jun 5	86.8
	Jun 12	87.8
	Jun 19	84.4
	Jun 26	81.9
	Average	86.1
Term 3, 2023	Jul 17	87.1
	Jul 24	86.5
	Jul 31	81.6
	Aug 7	83.4
	Aug 14	83.5
	Aug 21	83.8
	Aug 28	86.9
	Sep 4	84.4
	Sep 11	85.6
	Sep 18	83.5
	Average	84.6

Term	Week of	Days attended (%)
Term 4, 2023	Oct 9	86.7
	Oct 16	85.8
	Oct 23	87.5
	Oct 30	85.7
	Nov 6	86.3
	Nov 13	86.4
	Nov 20	87.6
	Nov 27	86.3
	Dec 4	82.4
	Dec 11	
Dec 18		
	Average	86.1

In terms of % attendance (see table below) it was pleasing to see the number of students attending 90% or more of the time stay relatively stable throughout 2023. What is concerning is the number of students whose non-attendance increased (those who were attending school less than 70% of the time) also increased.

2021-2022

Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
2021	4	1144	632	280	121	111	55.2	24.5	10.6	9.7
2022	1	1192	570	387	144	91	47.8	32.5	12.1	7.6
	2	1202	408	438	187	169	33.9	36.4	15.6	14.1
	3	1205	468	404	172	161	38.8	33.5	14.3	13.4
	4	747	412	206	66	63	55.2	27.6	8.8	8.4

2022 - 2023

Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
2022	4	747	412	206	66	63	55.2	27.6	8.8	8.4
2023	1	1229	656	373	99	101	53.4	30.3	8.1	8.2
	2	1241	636	335	137	133	51.2	27.0	11.0	10.7
	3	1230	503	397	166	164	40.9	32.3	13.5	13.3
	4	1212	647	287	140	138	53.4	23.7	11.6	11.4

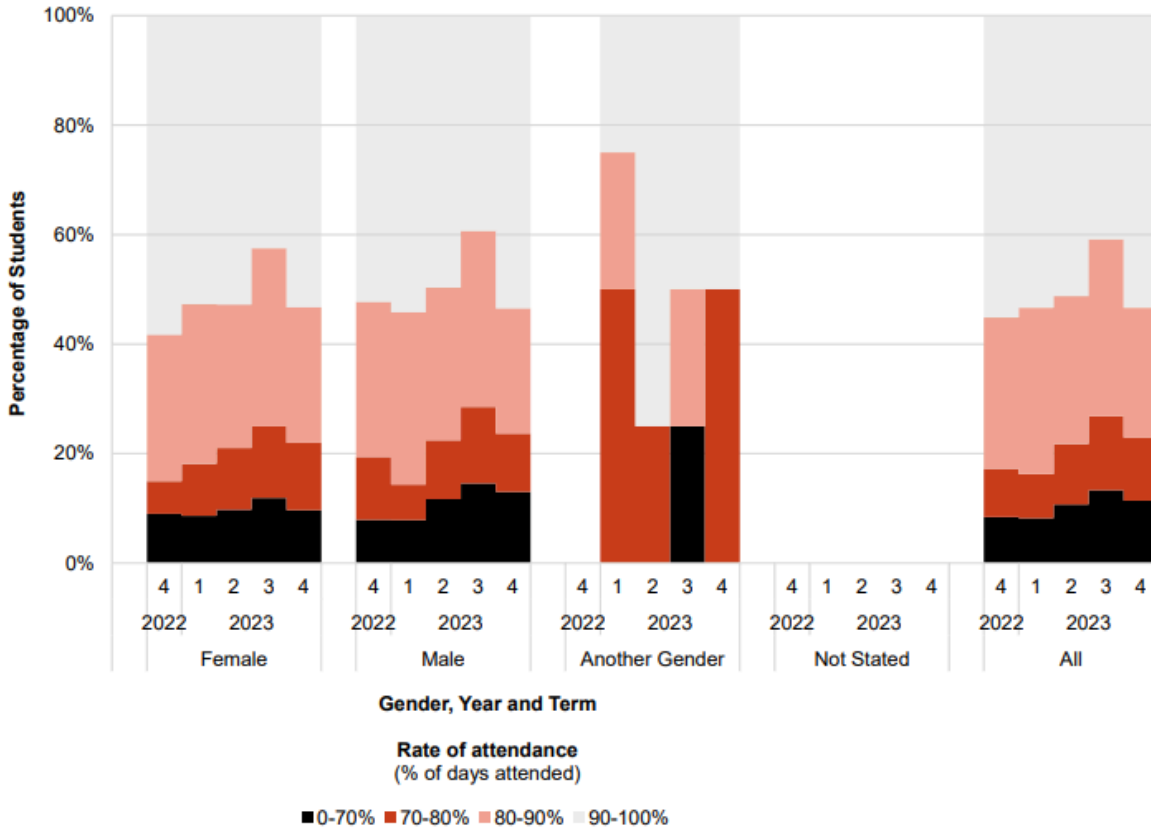
Year 7 and Year 11 students had the most consistent attendance at school, with fewer students of any year group attending less than 70% of the time. Senior student attendance was more consistent in 2023 compared to 2022 in terms 3 and 4, when we would normally see an increase in students attending 70% or less of the time.

Attendance and gender

In 2023, we had four students you identify as another gender, and their attendance is less consistent, which is a similar pattern across New Zealand.

Student attendance rates, by gender

NB. If the total number of students is small, we suggest you use this data with caution.



Attendance and ethnicity

Māori student attendance is an important focus, as Māori students make up 10% of the school population, and their attendance is expected to be similar to all students at the college.

The table below shows the student attendance rates for each term. It is significant that the number of students attending less than 70% of the time increased, and Māori students were more likely to be a part of this group. Across the year, the percentage of attendance (and non-attendance) is fairly similar for both groups.

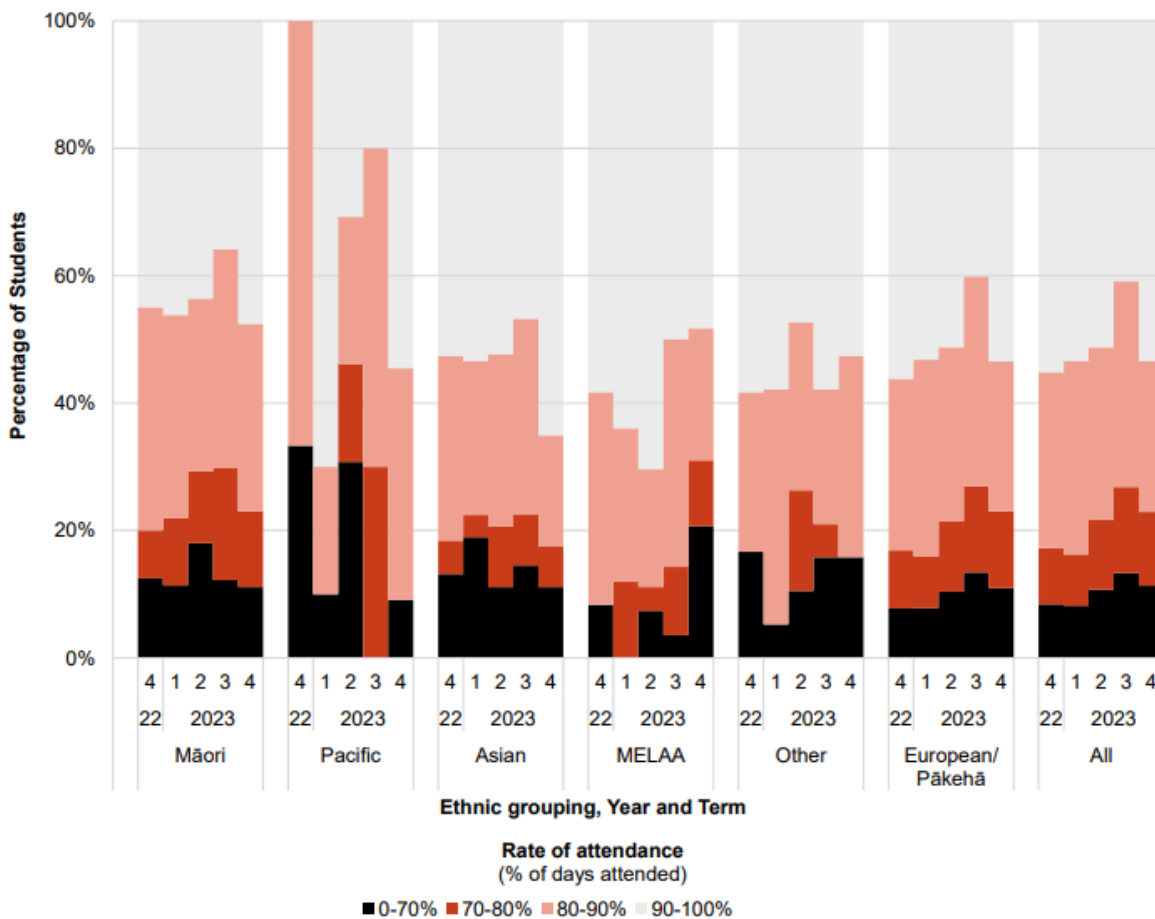
		90-100%	80-90%	70-80%	0-70%
Māori Students (133)	Term 1	46.2	31.8	10.6	11.4
	Term 2	43.6	27.1	11.3	18
	Term 3	35.9	34.4	17.6	12.2
	Term 4	47.6	29.4	11.9	11.1
	Average for the year	43.3	30.7	12.8	13.2

All Students	Term 1	53.4	30.3	8.1	8.2
	Term 2	51.2	27	11	10.7
	Term 3	40.9	32.3	13.5	13.3
	Term 4	53.4	23.7	11.6	11.4
	Average for the year	49.6	28.3	11	10.9

The graph below shows attendance rates across the year for all ethnicities.

Student attendance rates, by ethnic grouping

NB. If the total number of students is small, we suggest you use this data with caution.



Reasons for non-attendance

For students attending school 0-70% of the time, there are more unjustified absences than justified ones and it can be quite complex as each story is different. The absences are sometimes a pattern, relating to health, or in some cases, can be unrelated (for example, a student who is on a holiday during term time, who also has a couple of illnesses during the year).

In 2023 the 'request for leave' system helped the College get a better picture of the reasons behind some unjustified absences.

% of Days Attended	Percent of Absence by Reason									
	Justified absences					Unjustified absences				
	(M) Illness	(O) Justified Overseas	(U) Stood Down/ Susp'd	(J) Other Justified	All	(T) Truant	(G) Holiday	(E) Other Unjust'd	(?) Unknown	All
0-70%	34.9	0.0	1.5	7.1	43.4	7.3	17.1	19.9	12.4	56.6
70-80%	47.6	0.0	0.5	5.4	53.5	2.6	13.7	18.7	11.4	46.5
80-90%	52.0	0.0	0.8	5.8	58.7	2.9	9.1	19.1	10.2	41.3
0-90%	43.6	0.0	1.0	6.3	50.9	4.7	13.6	19.3	11.4	49.1
90-100%	48.3	0.0	1.4	9.3	59.0	1.6	2.8	19.2	17.4	41.0
All	44.5	0.0	1.1	6.8	52.4	4.1	11.6	19.3	12.6	47.6

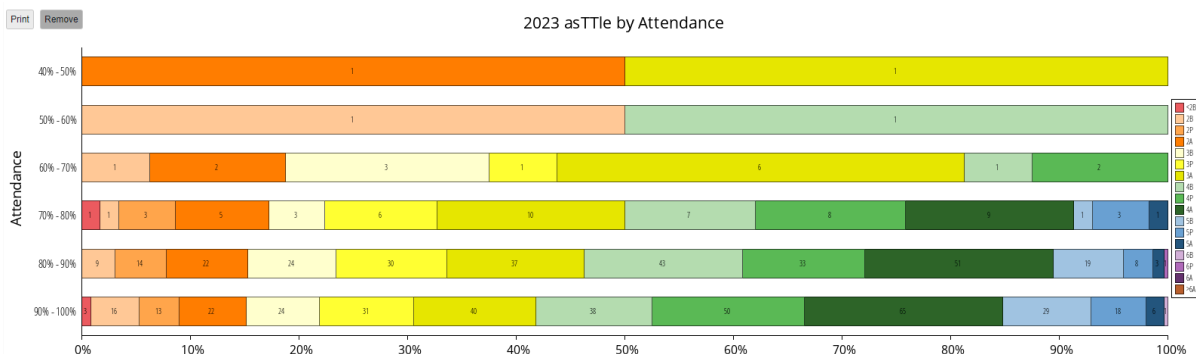
- **Medical/illness:** Pacific and students whose ethnicity was 'other' had the highest levels of illness compared to other ethnic groups. Male and female students had similar (44% of absences were medical) and another gender had the most - 71% of absences were medical.
- **Tuancy:** 4.1%: There was a change from 2022, where truancy accounted for 10.4% of unjustified absences, to 4.1% in 2023.
- **Holiday in term time:** 11.6%: MELAA and Asian students had the highest non-attendance rate due for this reason.
- **Other unjustified absences:** 19.3%: This is when there is a reason for the student not attending school, but it does not fall into the category of justified absences. For example, participating in a sports event (snow sports competition, equestrian etc). The data was fairly consistent across all ethnic groupings.

Attendance and achievement

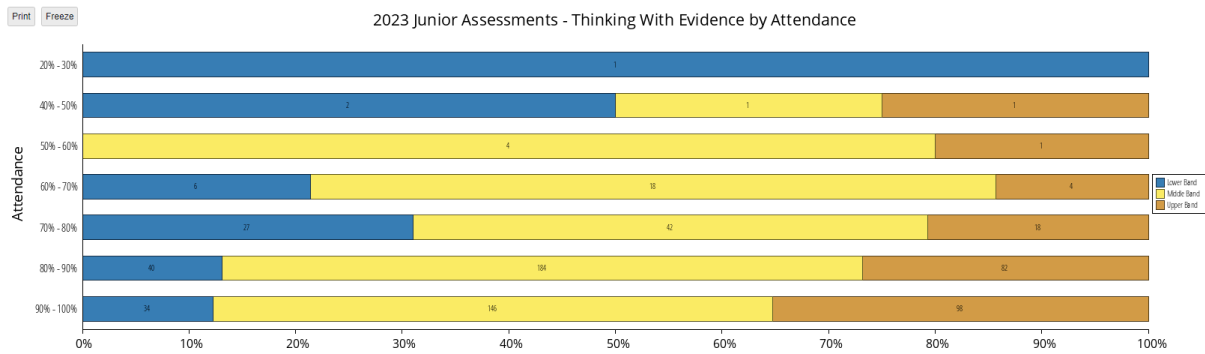
The graphs below show the correlation between assessment results and attendance for junior and senior students at the college.

For junior students, we have looked at their reading comprehension, writing, science (thinking with evidence) and numeracy results using standardised tests and compared this to their attendance.

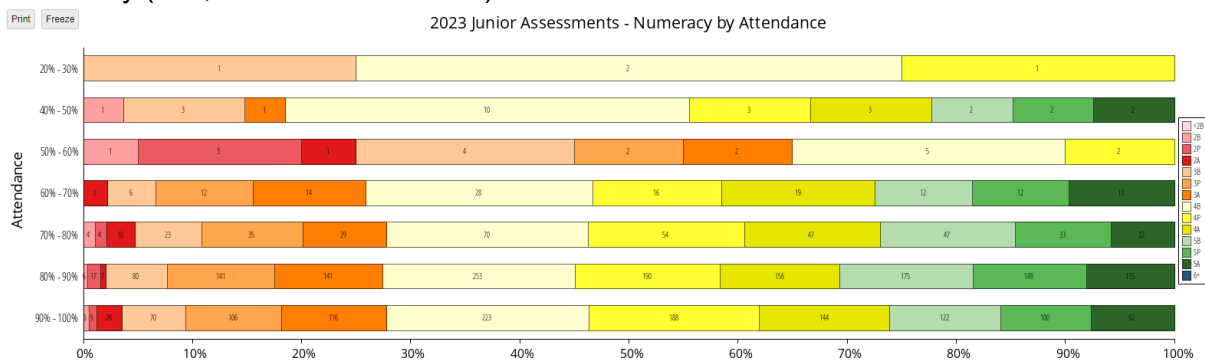
AsTtle (reading and writing)



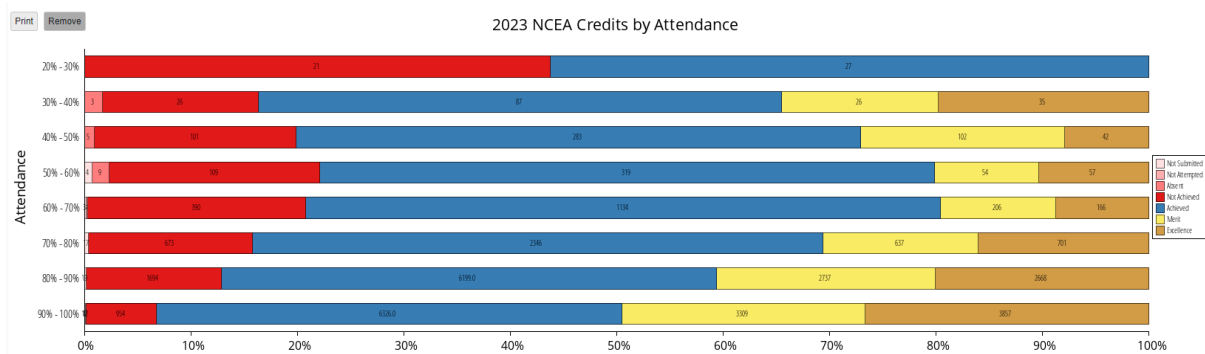
Science: thinking with evidence



Numeracy (PAT, school assessments)



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

In 2022, the College set a target for students in terms of involvement in school activities (leadership, sport, arts, culture, service).

Mount Aspiring College was not able to collect accurate data in order to assess whether or not this target was achieved in 2022. The reason for this is due to COVID-19, and the impact that this had on life at school.

For 2023, 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 2023 data, there were 186 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).

When we did the data export, the Year 13 students had already left, and their participation in co-curricular activities was not captured. For Years 7 - 12, there are 2118 data entries for student involvement. Anecdotally, we know that for some students there is a lot of participation, and for some there is minimal. The financial situation of the whānau does impact this, as some activities require payment, and not all whānau are in a position to be able to afford this.

Participation in events is similar for each gender with slightly higher participation amongst female students (52%) compared to male students (48%). Year 7s had the highest rate of participation with a total of 595 entries for students participating in different events (there were 190 students in Year 7 in 2023). There is a drop off in Year 9, but in the senior years participation in events increases.

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.

2023-2024 Annual Plan: Literacy Focus (ERO)

Strategic Initiative: WHAT WE TEACH, HOW WE TEACH - 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:

- teaching and learning programmes are meeting the current and future needs of improving learners' literacy skills
- developing teacher capability and collective capacity in improving learners' literacy skills and self-efficacy
- learners developing their abilities to self-monitor their literacy skill development, articulate progress and set learning goals
- schoolwide use of achievement information to track literacy skill development and evaluate progress.

Baseline data

[2020](#), [2021](#), [2022](#) Analysis of Variance

Target

- All students achieve the NCEA

<p>Summative curriculum report 2021, 2020, NCEA literacy results and UE literacy results Junior achievement data: term one 2022, Literacy class results: 2022 Year 8, 2022 Year 7</p>	<p>co-requisite for literacy by the end of year 12 or before they leave school</p> <ul style="list-style-type: none"> - Teachers articulate that they are confident to address and improve the literacy needs of their learners
<p>Key Strategies</p>	<p>Progress (<i>What do we see?</i>) and next steps</p>
<p>What: teaching and learning programmes are meeting the current and future needs of improving learners' literacy skills</p>	
<p>2022 Actions</p> <ul style="list-style-type: none"> - TICs of literacy appointed - Year 7 and year 8 accelerations programme developed and implemented - Lexia (skills-based programme) trialled in years 7 and 8 - English Learning Area to develop a rubric of the skills needed to be successful in the NCEA literacy co-requisite online assessment. 	
<p>2023 Actions</p> <ul style="list-style-type: none"> - Year 7 and 8 literacy acceleration programmes continue - Lexia (skills-based programme) implemented in years 7 and 8 with teacher aide support. - The English Learning Area continues to develop and implement the rubric of the skills needed to be successful in the NCEA literacy co-requisite online assessment. - Writing structure visible in years 7 - 10 classrooms 	<ul style="list-style-type: none"> - TA appointed to support literacy programme (Lexia) - Literacy writing scaffold presented to all staff and examples from other learning areas shared
<p>What: developing teacher capability and collective capacity in improving learners' literacy skills and self-efficacy</p>	
<p>2022 Actions</p> <ul style="list-style-type: none"> - Every teacher completed an inquiry for a group of students they teach with a literacy focus - Inquiries were presented in House groups 	<ul style="list-style-type: none"> - Excellent that each teacher completed an inquiry into the literacy skills their students need. - Noticed that the focus was on 'surface' skills (mostly vocab acquisition) - Hunch that by developing deep, and transfer skills that this may lead to more Merit and Excellence endorsements, and help with Scholarship. <p>Resource: Douglas Fisher - Surface, Deep and Transfer skills for literacy Hattie - Surface, Deep and Transfer Learning</p>
<p>2023 Actions</p> <ul style="list-style-type: none"> - Every teacher completed an inquiry for a group of students they teach with a literacy focus - and this year, with a greater 	<p>Introduction to the literacy inquiry was in term two, and completed by the end of term three, with staff presenting their inquiry to each other.</p>

<p>focus on deep and transfer literacy skills</p> <ul style="list-style-type: none"> - Inquiries presented in House groups 	<p>We have covered in Professional Learning time:</p> <ul style="list-style-type: none"> - national and school data - Surface, Deep and Transfer learning (Hattie and Fisher) - Focus on writing (templates and scaffolds that can be used across curriculum areas) - these are visible in poster form.
<p>What: learners developing their abilities to self-monitor their literacy skill development, articulate progress and set learning goals</p>	
<p>2022 Actions</p> <ul style="list-style-type: none"> - Learning conversations - all students set goals for their learning and articulated their progress with the parents and whanau teacher 	
<p>2023 Actions</p> <ul style="list-style-type: none"> - Learning conversations - all students set goals for their learning and articulated their progress with the parents and whanau teacher - Year 7 and 8 - skills-based workshops through Integrated Studies that students self select based on their progress and achievement (using Asttle) 	<ul style="list-style-type: none"> - Term one and term three learning conversations completed. - Lexia programme up and running in Years 7 and 8. - Review of learning conversations templates to ensure that they are more fit for purpose, and student-friendly. These will be implemented in 2024.
<p>What: schoolwide use of achievement information to track literacy skill development and evaluate progress.</p>	
<p>2022 Actions</p> <ul style="list-style-type: none"> - Introduction of ASSAY to monitor student progress 	
<p>2023 Actions</p> <ul style="list-style-type: none"> - Implement the use of ASSAY for tracking for Deans and HOLAs 	<ul style="list-style-type: none"> - 2022 Data analysed through KAMAR, Power BI and Assay to look at trends in reading and writing - Assay workshop with Deans and HOLAs - Data analysis - looking at tracking for all students and developing a GPA for students in the junior school to track progress year by year. This is being worked on in 2024. - Improvement needed for tracking of UE literacy.
<p>Barriers (<i>Potential barriers and what will be done to overcome them</i>)</p> <ul style="list-style-type: none"> ● Perceptions around what literacy is and which subjects have literacy skills to be developed - we have used the inquiry process for all staff to work through this. ● Literacy support for students - we have held parent meetings to address concerns parents and whānau might have in coming into the literacy acceleration programme. 	
<p>Monitoring (<i>How is it going? Where are the gaps? What needs to change?</i>) Where are curriculum improvement initiatives?</p>	

Deliberate Leadership

- Focusing on the inquiry process and genuine engagement in the data; providing self-selected workshops for teachers to upskill.
- Providing time for teachers to work on their inquiry collectively.
- Using a range of data points and ways to gather literacy data.
- Resource - staffing (acceleration classes) and lexia licence.
- Skill development - mapping what is required of the assessments from years 7 - 10 (lead by the English learning area HOLA).

2022 Reflections

It was really powerful listening to teacher inquiries about literacy - that some teachers collaborated (year level) and some did subject specific things. The general focus was on vocabulary skills and generally surface level things; for 2023 I think it would be beneficial to focus more on deep and transfer skills for literacy - and that this may help with writing. There was high engagement in the inquiry, and good for people to present to each other in a cross curricula format. This helped with accountability to complete and participate in the inquiry.

Data shows that students in the literacy acceleration groups all made progress, and showed an increase in efficacy.

2022 Analysis of Variance - that year 9 students make the most progress in reading and writing.

NCEA literacy co-requisite trend - very strong reading results (better than how students performed in their curriculum level school-based assessments). Writing results for the co-requisite and the school based assessment were similar.

Writing - could be the means of improving M and E passes, and Scholarship.

2023 Reflections

Teachers were more confident in terms of the inquiry cycle, and it was good to see some learning areas collaborating around similar skill development. There is certainly good awareness of the importance of this, but how it will be sustained is a different matter.

The support for students (lexia, acceleration programme) continues to be beneficial in terms of supporting skill development.

The additional staffing (teacher aide for lexia) was a useful resource, and the leadership positions in literacy continued to support our programmes for students and staff professional learning.

Learning Conversation templates have been reviewed, with a focus toward them being iterative and worked on over the school year, rather than 'just in time' for the reporting event where parents come into school.

At the end of 2023 the SLT had the opportunity to have Russell Bishop run a workshop on Leading to the North East, which has a strong focus around the leadership of literacy. This was presented to staff at the start of 2024 - with an idea of setting the scene around the importance of fidelity in what we do as educators. This has continued to be the focus of PLD for 2024 - the NZC essential pedagogies and the common practice model.

2023 Strategic Plan: summary of progress

The table below outlines the progress we made with our specific strategic goals during 2023.

STRATEGIC GOALS	
	HOW WE TEACH
To improve student literacy outcomes through the collective use of the inquiry cycle	<ul style="list-style-type: none"> • During terms 2 and 3 the focus of professional learning for staff was literacy skill development. • Each teacher completed an inquiry focused on improving the literacy skills of students in their class, and presented their inquiry to other members of staff.
To implement and develop the MAC Effective Teacher Profile	<ul style="list-style-type: none"> • This was developed through lesson observations by the senior leadership team. • We used Russell Bishop's work on Teaching to the North East to connect the Effective Teacher Profile to our professional learning.
To provide equitable opportunities for every student in a safe, inclusive student learning environment	<ul style="list-style-type: none"> • Support for literacy and numeracy continued in the junior school, with targeted programmes to accelerate students. • Kitenga continued in order to accelerate students and focus on communication skill development for students who have a twice-exceptional diagnosis. • Increase in the administration support for students who have additional needs in order to better facilitate the process of ensuring that students have access to special assessment conditions. • Professional learning for staff in terms 1 and 4 focused on building a classroom climate of relationships and high expectations for learning.
To provide an environment which supports and strengthens the well-being of staff and students	<ul style="list-style-type: none"> • Staff had access to a generous professional learning fund to support their individual goals. • Our professional learning programme was adapted in term 2 to meet the needs of staff around systems and processes in the school - to ensure consistency. • As a kura, there was more restriction on mobile phone use of students. • The number of leadership opportunities for students increased, as well as the ways in which they are recognised for their achievement. • Staff professional learning on Te Ao Māori in term four focused on inclusivity and whanaungatanga. • Restorative practices training revisited with staff. • Deans given more release time to run restorative mini conferences between students and staff. • Timetable policy developed to support staff workload.
	WHAT WE TEACH
To implement changes to the New Zealand Curriculum (curriculum refresh)	<ul style="list-style-type: none"> • Aotearoa New Zealand histories - a leadership position was created to implement the curriculum changes and lead some professional learning on Te Ao Maori and elements of history that relate to Wanaka. • Social sciences curriculum is ready to implement. • Feedback was given by staff on the English and Maths curriculums. • A unit plan template was developed by the HOLAs to incorporate the elements of the NZC refresh, our school values, and the learning habits for all teachers to use.

<p>To develop and implement our learning habits in years 7-10</p>	<ul style="list-style-type: none"> ● A unit plan template was developed by the HOLAs to incorporate the elements of the NZC refresh, our school values, and the learning habits for all teachers to use. ● Work continued in year 7 and 8 to support the implementation of the Learning Habits and use of rubrics by staff. ● More resources were added to this - a leadership position was created to support the implementation of the learning habits.
<p>To ensure that each learning area has a focus on our local curriculum</p>	<ul style="list-style-type: none"> ● Curriculum areas use local contexts to support learning. For example, outdoor education, geography, tourism, work-based courses, Māori performing arts, languages, etc. s ● There is real diversity in terms of how each curriculum area utilises local places, groups, events in order to support the curriculum.
<p>To implement changes to NCEA</p>	<ul style="list-style-type: none"> ● By the end of 2023, each learning area had an NCEA level one course prepared using the new standards. ● 2023 was our second year piloting the literacy and numeracy co-requisites. ● The new NCEA level one standards were piloted in Spanish and Physical Education.
<p>HOW WE ENGAGE</p>	
<p>To ensure that our vision and values are made explicit in all contexts at the college</p>	<ul style="list-style-type: none"> ● School and House assemblies had a values focus ● Positive rewards postcards developed and implement ● Posters created to make the school vision and values more visible ● A unit plan template was developed by the HOLAs to incorporate the elements of the NZC refresh, our school values, and the learning habits for all teachers to use. ● QSA group developed an inclusivity mural for the school library
<p>To effectively use data to track, monitor and provide effective interventions for students to engage in their learning</p>	<ul style="list-style-type: none"> ● Consistent use of KAMAR to store information about learning needs ● Behaviour plans used for students who have high behaviour needs (traffic light system) ● Individual Education plans for students in Alternative Education ● Students who can be accelerated are (juniors taking senior subjects, senior subjects completed 1-2 years ahead of their peer group ● PAROT used to monitor attendance, fortnightly grades and pastoral entries. ● ASSAY used to monitor curriculum achievement ● Microsoft Power BI used to track achievement and monitor progress in the junior years. ● Reporting data used by Deans to identify where students are at and what next steps are needed for students.
<p>To develop a leadership programme for students (years 7-13)</p>	<ul style="list-style-type: none"> ● Peer Support programme developed ● Junior students participating in student-led committees ● Head Students organised and developed a junior leadership programme
<p>To create a strong house culture through peer support, leadership opportunities and whānau time</p>	<ul style="list-style-type: none"> ● More visibility of the house culture (each house developed whakatauki, a logo and banner) ● More leadership opportunities in each house for students ● Assemblies to become more student-led across the year ● Peer support students volunteered for their roles and a programme was developed ● Learning conversations held with the whānau teacher. Students worked on their learning conversation presentation in whānau time. ● Opportunities for students to be involved in house activities and competitions: athletics, swimming, house haka, mathletics, debating etc.
<p>To implement an educational leadership programme for</p>	<ul style="list-style-type: none"> ● PLD trip to 4 Auckland schools for HOLAs to look at learning systems in different contexts. ● External mentor available for HOLAs. ● Each member of the senior leadership team supports and mentors Deans and HOLAs on an individual basis.

our middle leaders	
To effectively communicate with the community and utilise the expertise in the community	<ul style="list-style-type: none"> ● Template letters developed for major school events to follow a consistent format ● Parent-Guardian handbook reviewed ● Media releases to celebrate student achievements and events ● Wānaka Sun have a termly column for the Principal ● Careers week invited members of the community in to talk about different career paths ● Expertise from Wao, Wastebusters, Enviroschools, Festival of Colour used ● Local businesses involved in Enterprise programme and mentoring students ● Work placements supported by a range of employers in the community ● Students in the community programme supports strong relationships with the community ● Reviewed the strategic plan and the health curriculum with the community ● More opportunities for parents to come into school - meet the teacher nights, Whanau hui, awards ceremonies (Arts, Service and Culture)
To develop a model for sustainable practice at the college	<ul style="list-style-type: none"> ● Service to sustainability acknowledged at junior and senior awards ceremonies ● Carbon audit started by the Sustainability committee ● Students participated in the Climate Strikes to raise awareness ● Team Green led in-school projects to create visibility around sustainability (recycling and active transport).

Strategic and Annual Plan 2024

Te Kura o Tititea Mt Aspiring College Strategic Plan 2024 - 2027	
OUR KAUPAPA Gifted to us by Kai Tahu	Toitū te whenua, toitū te tangata The land is strong, the people are fulfilled.
VISION	To be an inclusive and sustainable learning environment, inspiring our learning community to be creative, curious, courageous, and compassionate.
VALUES Our values represent what we stand for as a school community and inform how we treat ourselves, each other, and our environment.	<p>Whanaungatanga: we create strong relationships that foster a unique sense of belonging and support for each other.</p> <p>Manaakitanga: we respect each other and our environment. We act with integrity and are proud of ourselves and our school.</p> <p>Tikanga: we understand and accept each other, and our behaviour reflects this. Our diversity is a strength.</p> <p>Aroha: we act with empathy, compassion and kindness.</p> <p>Ihi: we grow resilience through our determination and commitment to do our very best.</p> <p>Kaitiakitanga: we strive to live sustainably by protecting our unique environment.</p>
LEARNING HABITS Dr Michael Fullan's Learning Habits equip our students	<p>Citizenship: human and environmental sustainability in a global context. Tackling real world problems.</p> <p>Creativity: asking the right inquiry questions to generate new ideas. Taking action to improve lives and make change.</p> <p>Critical thinking: evaluating information and arguments, and applying and assessing it in</p>

<p>with the skills and capabilities they need for their future pathways.</p>	<p>the real world.</p> <p>Communication: knowing when and how to communicate with a range of audiences for a purpose.</p> <p>Character: being an independent life-long learner.</p> <p>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.</p> <p>Attitude: Having respect and confidence in self and others, and having a sense of purpose. Acting with integrity, and making the most of opportunities.</p> <p>Citizenship: Celebrating diversity, being inclusive, and having the courage to do the right thing at the right time. Being connected to the community.</p>
<p>TARGETS</p>	<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. 90% of 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 <ul style="list-style-type: none"> - 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.

STRATEGIC GOALS	
<p>HOW WE TEACH</p>	<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
<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 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	<ul style="list-style-type: none"> ● 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
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SYSTEMS THAT SUPPORT OUR PRACTICE
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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
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ANNUAL IMPLEMENTATION PLAN - 2024

How we Teach

- 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

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 the common practice model from Te Mātaiaho (NZC) which focuses on literacy, numeracy and communication	To ensure that there is consistency of teaching best practice as outlined in the NZC	To work in alignment with the common practice model material as it is developed by the MOE, to then develop teacher understanding of this in practice.		FAH, HTS ERO, 1, 2 NELPs 1, 2, 3
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 (pedagogy) shared with staff (MAC)	To ensure that there is consistency of teaching best practice as outlined in	New unit plan template created - this is to help learning areas provide consistency in planning and		SLT, HOLAs ERO, 1, 2, 3

Effective Teacher Profile and lesson observations)	the NZC	the implementation of Te Mātaiaho. It also provides staff with support around implementation of the 5 essential pedagogies and our learning habits. Term 3 staff PLD to be focused on staff collaborating to develop a common lesson observation template which can then be used for the PGC. In developing this template it will be useful to consider Russell Bishop's work.		
Professional learning for staff using the inquiry process	The inquiry cycle is the best proven way to implement sustained change in teaching practice to improve student outcomes.	Term 3 Staff PLD sessions will support staff to undertake an inquiry into their practice covering an aspect of pedagogy covered by PLD sessions in Terms 1 and 2.		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. Allowing rangatahi to improve their understanding of Te Ao Māori, their whakapapa, to grow and reach their potential.	Developing teacher understanding of Mātauranga Māori, Tikanga, Te Reo, so that this can be seen in practice across the kura. Allowing ākonga to see themselves in the curriculum and pedagogy of the kura.		SDD ERO, 1, 2, 3, 4, 5 NELPs 1, 2, 3

<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 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 				
INITIATIVES	Purpose	Actions	Outcome and Next Steps	Target, NELP. Timeframe and who

<p>To implement Te Mātaiaho (NZC): the big ideas and the 'understand, know and do' for each subject area (as each curriculum is refreshed)</p>	<p>Ensuring our curriculum reflects the national changes and we give feedback</p>	<p>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.</p>		<p>SLT, HOLAs NELP 3</p>
<p>Implement NCEA changes</p>	<p>Ensure that our NCEA level one programmes are ready for implementation in 2024.</p> <p>Participate in the NCEA pilots to ensure that we contribute to the development of NCEA and are best prepared for the changes.</p>	<p>Work with HOLAs to ensure that Level 1 standards are planned and implemented as effectively as possible using the new unit plan templates,</p> <p>Continued development of our planning to ensure that students access the literacy and numeracy co-requisite exams when ready.</p>		<p>HTS, FAH, HOLAs 2, 3 NELPs 1,2,3</p>
<p>Connected curriculum for Year 7-10 and review of Junior Curriculum structure</p>	<p>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.</p>	<p>Learning Areas to work on the Understand, Know, Do components of the refreshed curriculum.</p>		<p>HTS, HOLAs 1 NELPs1, 2, 3</p>
<p>Develop and implement the Learning Habits in years 7 - 10</p>	<p>Develop successful learners who have a growth mindset and regularly use reflective practices.</p>	<p>HOLA team to ensure learning habits are explicitly incorporated into planning via the new unit plan templates. Further PLD for staff on NPDL. Junior HOLAs to spend time developing more consistency through</p>		<p>HTS, HOLAs 1 NELPs 1, 3</p>

		the junior year levels.		
Ensure that each Learning Area has a focus on our local curriculum	To ensure our MAC curriculum is responsive to our local needs.	Invite HOLAs to whānau hui to facilitate some discussion around how learning areas can incorporate local mana whenua understanding into their curriculum delivery.		HTS, HOLAs NELPs 1, 2, 3, 4

<p style="text-align: center;">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 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 students - 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 				
INITIATIVES	Purpose	Actions	Outcome and Next Steps	Target, NELP, and who
Explicit use and development of the school vision and values	<p>These are at our core, at MAC we believe 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>Whānau calendar created to give staff links to school values and activities in class.</p> <p>Recognition of ākonga showing the school values in practice.</p>		SLT NELP 1
To review our reporting to ensure we are effectively communicating to parents and whānau where their child is at with their learning	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	<p>Feedback gathered from staff, whānau, ākonga on current reporting.</p> <p>Need to consider the learning progressions framework when reviewing reporting - We need to find a method of</p>		SDD, HTS NELPs 1, 3

	with their learning.	<p>reporting that parents can easily understand.</p> <p>Look at all reporting: at academic, fortnightly, parent teachers evenings and learning conversations in this review.</p> <p>What does the current research indicate? This could provide discussion points and perhaps the drivers (alongside Te Mātaiaho)</p>		
Using data to effectively track, monitor and provide interventions for students	Tracking of attendance and academic data to ensure that student needs are being met, and interventions are put in place when required.	<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>NCEA analysis - full analysis of internal results after each assessment, analysis and comparisons to national statistics for annual curriculum report at the start of each year.</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</p>		SLT, HOLAs, Deans ERO, 1, 2, 3, 4, 5 NELPS 1, 2, 3, 4

<p>Student leadership opportunities - review and development of a plan</p>	<p>To provide opportunities and increase leadership capacity across the school.</p>	<p>Provide more leadership training for senior leaders</p> <p>Student leaders should be aiming to provide lunchtime activities for junior students throughout the week</p> <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>CEH, FAH 5 NELP 1</p>
<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>	<p>To provide opportunities and increase leadership capacity across the school with a focus on students creating connections (whanaungatanga).</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>Develop a review plan for whānau with the aim of ensuring effective relationships are developed and students are well supported.</p>		<p>CEH, FAH 5 NELP 1</p>
<p>Continued implementation of restorative practice</p>	<p>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.</p>	<p>Discussions about student behaviour (scenarios) during Tuesday house meeting times.</p> <p>Deans and HOLA's using restorative approaches to referrals.</p> <p>Limited duty slots for Deans</p>		<p>Ongoing - Pastoral team NELP 1, 2</p>

		so they can hold restorative conversations/hui.		
Middle leaders: development of a leadership plan for staff 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.	Create a planning document that captures the current practices, systems and initiatives that support student and staff wellbeing. Identify areas where our current practice could be improved and implement changes.		SLT, HOLAs, Deans ERO, 1,2,3,4,5 NELPs 1, 2
Effective communication with the community	Clear and positive communication with our community to continue to build trust and celebrate and recognise the great things that students and the school does.	Engagement metrics for social media and website use are tracked. Termly updates of the school website and the parent-guardian handbook. Review the school documentation for communicating home - emails, complaints and ensure that the process is adopted across the organisation. A weekly newsletter is produced. Termly welcome to parents and community from the		JNN NELP 1

		<p>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 (COYEP, Distance Ed, Gateway).</p> <p>Termly Whānau Hui to support engagement with our Māori whānau.</p> <p>Careers Week - members of the community share their expertise and experiences.</p> <p>Co-curricular (coaches and volunteers).</p> <p>The college hosts different groups (Autumn Arts School, Aspiring Conversations, Wao, Wastebusters etc)</p>		JNN, HOLAs NELPs 2, 4
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</p>		SLT NELP 4

		<p>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>		
Sustainable practice at the college - develop a model	Develop how the college promotes kaitiakitanga.	<p>A sustainability committee has been established</p> <p>Work this year will focus on composting, recycling and work alongside the canteen to make MAC as much of a waste free environment as possible.</p>		FAH