Strategic Area 1: **Raising Student Achievement**

Objective: We will use data, structures, and teaching strategies effectively to raise the achievement of all students. Strategies will be put in place to ensure continuing focus on priority learners - increasing the achievement of Maori students, Pasifika students and students with special needs.

We chose this strategic objective because although improving significantly from 2012, the student achievement in 2014 was still not at the level desired and further improvement is needed.

Baseline Data 2012 - 2014:

	Achieved			Merit			Excellence			Pasifika Student NCEA Achievement			Maori Student NCEA Achievement		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Level 1	44	70	77	21.6	24.5	17	2.7	8.2	10	38.3	60	78	35.3	69.6	56
Level 2	67.2	72.9	82	12.6	24.3	16	3.4	2.9	7	60.8	71.4	81	66.7	90	59
Level 3	52.9	66	68	8.3	17.7	15	2.1	6.5	2	38.9	66.7	65	60	50	63
UE	48.3	56.3	29							16.7	47.2	25	50	30	13
Literacy	72.8	81	90												
Numeracy	58.5	79.3	82												

	Merit		Excellence	
	2014 Actual	2015 Target	2014 Actual	2015 Target
Level 1	*17%*	*25%*	*10%*	*12%*
Level 2	*16%*	*20%*	*7%*	*8%*
Level 3	*15%*	*20%*	*2%*	*5%*

Targets:

1. We will increase the percentage of Maori students achieving NCEA level 1 from 52% to 75%.

2. We will increase the percentage of students gaining Merit and Excellence endorsements at NCEA levels 1, 2 and 3.

3. We will increase the percentage of students achieving NCEA level 1 from 70% to 83%.

4. We will increase the percentage of Pasifika students achieving NCEA level 1 from 68% to 75%

Strategic Area 1: Raising Student Achievement

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to Next?)
Introduce Ki te rangi tuhaha as the kaupapa for successful Maori outcomes	We achieved continued improvements in student achievement at all levels, including literacy and numeracy. The increases in NCEA L1, L3 and UE were especially pleasing. There were also increased results in merit and excellence endorsements in L1, L2 and L3.	Significant focus on engaging Maori whanau in their child's learning with the establishment of a Maori Advisory Group and representation on the Board of Trustees.	Establishment of Tenei Au - Year 9 Maori Leadership programme. Continued focus on engaging Maori families.
Formal Academic Excellence Awards Ceremony	NCEA L1: increased 6% (achieved target)	Making a clear statement to students and families that academic studies are our priority and applauding success.	Continue to highlight student academic success with regular awards ceremony as students reach endorsement levels.
Greater use of data to inform students and staff of their progress and areas for focus – 'traffic lighting' and ART.	NCEA L2: no change NCEA L3: increased 8% UE: increased 13% Literacy: increased 1% Numeracy: increased 5% Merit: L1: increased 8% (achieved target) L2: decreased 3% L3: increased 6% (achieved target)	Student data was used heavily to select appropriate courses for students at the appropriate level. Data was also used to track student progress, especially 'traffic lighting'.	Continue to use student data to inform teaching practice, as well as increase the amount of junior student data through the use of e-asTTle. Continued use of 'traffic lighting' for all senior students with a greater emphasis on doing this through our whanau system.
Establish a Year 13 Scholarship group.	Excellence: L1: increased 3% (achieved target) L2: no change L3: increased 1%	Students were offered additional learning opportunities to extend themselves and potentially be able to sit Scholarship. This was done outside the current curriculum timetable by staff.	There were 7 Scholarships achieved in various different subject areas. A scholarship Co-ordinator has been appointed to liaise with students, staff and families.
Increased communication with students detailing the college's vision, targets and expectations.	As this Analysis of Variance is due so early in the year, a full ethnicity analysis is yet to be completed, however, it is clear that there were also significant improvements in the achievement of Maori students at NCEA L1 and L2, and	Constant messages were conveyed to students about the college's expectations around learning and the college's values and what they mean. Regular messages were given to the community about our targets and	Strengthened use of 'traffic lighting' system to track student progress in whanau with more time given to staff to do so. Staff mentoring 'amber' students with increased communication with parents.

	a decrease in the achievement of Pasifika students.	how we were tracking towards these.	
Embed a PRT Mentor to support teachers new to the profession.		This was very successful with new staff getting very strong PLD on pedagogy.	Continue this programme in 2016.
Staff PLD programmes to focus on raising student achievement and to support staff teaching the various Ž^¢ơÁ ã@@|ẚá classes.		Continued reviewing course structures and adjusting Ž^¢ơÁ ¸ã@@|ẚáprogrammes and structures as were required.	Review PLD structure to allow greater focus on student achievement and tracking.
Embed NCEA opportunities at Year 10		Review of programmes at all levels and the manner in which these were communicated to students.	Greater feedback to students and families about their child's success and progress in the Year 10 NCEA programme.
We will continue strengthening the Whanau and Pacific Pride whanau classes.		Review of the Whanau class was undertaken, with greater support provided.	Review pacific Pride programme.

Strategic Area 2:   **Improving Student Attendance**

<u>Objective:</u>   We will strengthen attendance systems to increase student presence, engagement and achievement.

We chose this strategic objective because student attendance in 2014 was still not at the expected level, especially in Year 12 and 13.

<u>Baseline Data 2011 - 2014:</u>

	Unjustified Absences % 2011	Unjustified Absences % 2012	Unjustified Absences % 2013	Unjustified Absences % 2014
Term 1	9	7	6	6
Term 2	9	9	7	5
Term 3	11	10	9	7
Term 4	15	15	7	7
Overall	11	9.7	7	5

Year Level	Unjustified Absences % 2011	Unjustified Absences % 2012	Unjustified Absences % 2013	Unjustified Absences % 2014
Year 9	5	7	4	4
Year 10	11	7	7	4
Year 11	11	10	6	6
Year 12	12	8	6	6
Year 13	20	17	11	7

<u>Targets:</u>   1. Reduce unjustified absences from 5% in 2014 to 4% overall in 2015.

2. Improve student punctuality to class.

Strategic Area 2: Improving Student Attendance

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to Next?)
Increased emphasis on the expectations of students with regard to attendance and punctuality.	We maintained good levels of attendance across all terms and most year levels (higher in Year 12 and 13), with unjustified absences as follows: Term 1: decreased 2.2%	Increased number of Year 12 and 13 students with study periods due to 8am classes and MIT trades programmes.	Strengthen structure to monitor senior students, especially Year 12 and 13 who have study periods. Continue regular presentations of attendance data to students, staff, community and Board of Trustees.
Increased communication with families about student attendance and punctuality.	Term 2: decreased 0.3% Term 3: decreased 1.3% Term 4: decreased 1.1% Year 9: decreased by 0.7% Year 10: decreased by 0.3%	Regular presentations to Maori and Pasifika families at meetings. More accurate data for staff to follow-up upon by using KAMAR.	Opening up the KAMAR Parent Portal to allow parent access to monitor student attendance.
Increased focus on recidivist truants.	Year 11: decreased by 1.2% Year 12: increased by 0.2% Year 13: increased by 1.7% The overall unjustified absence in 2015 was 4.9%. This was slightly below our 2014 statistic, but above our 2015 target of 4%.	Greater communication between WLs and SLT regarding truant students and regular meetings with students and families.	Meeting held at end of 2015 with all families of recidivist truants to detail clear expectations and explore educational pathways.