



Hauraki Plains College



OUR PURPOSE

Rangatiratanga

OUR PEOPLE

Manaakitanga

OUR PLACE

Kaitiakitanga

**More
Than
A School**



www.haurakiplains.school.nz



Analysis of Variance 2020

Equity Challenge: Our goal is to ensure that our students have the literacy and numeracy skills to both access further learning in school, in the workplace and in the wider world.

Target 1: By the end of Year 10, 95% of students will be functionally literate and numerate (Curriculum Level 4 / 5).

Context:

What were our concerns around student learning?

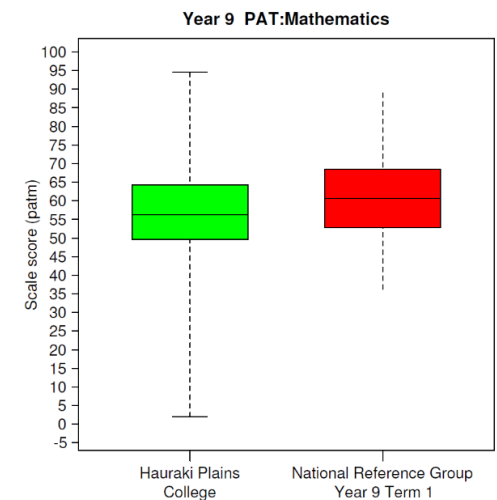
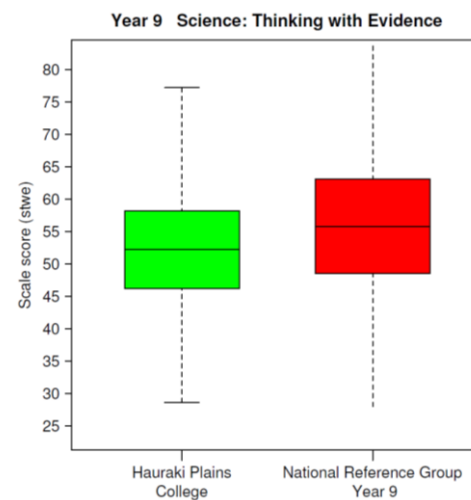
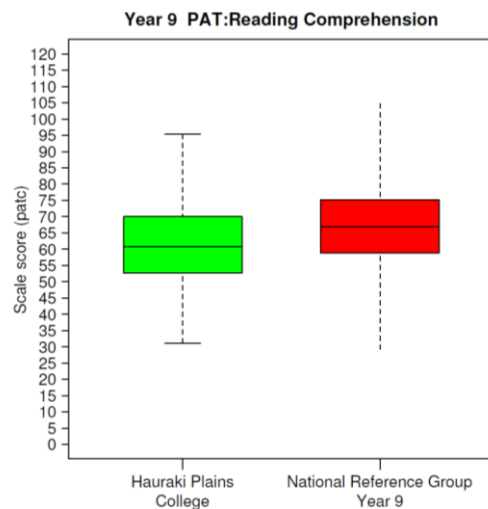
Our Achievement Challenge:

- A trend in our Year 9 entry data is the number of students who are achieving below or well below expected Curriculum Levels; this trend is reflected in national concerns at the declining literacy and numeracy levels compared with other countries. From 2019 and 2020 PAT entry data, the percentage of students who are working below curriculum levels at college entry is increasing.

Year 9	Literacy	Numeracy
Working below Curriculum Level 3	21 students (9.4%)	16 students (7.1%)
Working at Curriculum Level 3 or higher	203 students (90.6%)	208 students 92.9%

Year 10	Literacy	Numeracy
Working below Curriculum Level 4	13 (8%)	82 students (50.3 %)
Working at Curriculum Level 4 or Higher	150 students (92%)	81 students (49.7%)

- This concern has been picked up at national level under the revised NCEA initiative in which mandatory standards are being introduced in 2023 which are intended to ensure that everyone who has an NCEA qualification has a good level of foundational literacy and numeracy. The standards will be externally assessed and students will need to achieve them in order to be awarded any level of NCEA qualification.
- Foundational literacy refers to knowledge and capabilities in reading and writing that enable learners to access further learning, develop important life skills, engage in employment and in their communities. In Aotearoa New Zealand, these include understanding how to participate in our bicultural society. Numeracy is defined as the ability to access, use and interpret and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life. Foundation literacy and numeracy skills are also crucial for access to the broader curriculum in all other learning areas including Humanities, the Sciences and Technologies (critical STEM subjects).
- This target is therefore around preparing now for this change now by considering how to support learners' progress toward Curriculum Level 4/5 literacy and numeracy. Our current (2021) Year 9 students will be facing this challenge.
- Information from contributing Primary Schools indicated that 21 students (9.4%) of the 2020 Year 9 cohort were operating at below Curriculum Level 3 in Literacy on entry to college and 16 (7.1%) were functioning at below Curriculum Level 3 in Mathematics.
- Nationally benchmarked PAT testing in Term 1 2020 confirmed this concern which shows that the Year 9 cohort was significantly below the national reference group. The PAT data also indicated that boys and Maori boys in particular had lower levels of literacy, numeracy and scientific reasoning.



Taking Action:

What did we do to address this issue?

What shifts in practice did we work on?

What did we do to address this achievement challenge?

- PAT testing was carried out at Years 9 and 10 as a nationally benchmarked way of tracking progress
- Professional development was provided to Junior Hub leaders and teachers on how to unpack the PAT data and use the Assessment Resource Banks to grow teachers' understanding in terms of what the data meant and how the resource banks could be used to more effectively impact on teachers' planning and pedagogy
- Without any explicit definition of what functional literacy and numeracy would look like, we unpacked adult literacy and numeracy standards to gain a clearer picture of essential components. This has since been clarified further following a Ministry workshop in Term 4
- Each Junior Hub (Learning Area) assumed responsibility for a component of functional literacy and numeracy:
 - Humanities / English - Understanding text
 - Hauora / PE - Structured Writing
 - Mathematics - Number
 - Science - Tables and Graphs
 - Technology - Measurement
- A Leadership position has been created with a focus on driving our literacy and numeracy goal at Junior Level and in providing leadership to Junior Curriculum Leaders. This is part of an overall distributed leadership model which has been established.
- A Classroom Data Register was trialled for each junior class to enable teachers to track students in literacy and numeracy. The register has now been refined with a more holistic approach but also with a greater focus on teachers.
 - Having a more in-depth understanding of students learning needs
 - Being intentional and documenting their approach to supporting target students
 - Collaborating with other teachers to co-construct strategies for individual learners / groups of students

Student Outcomes

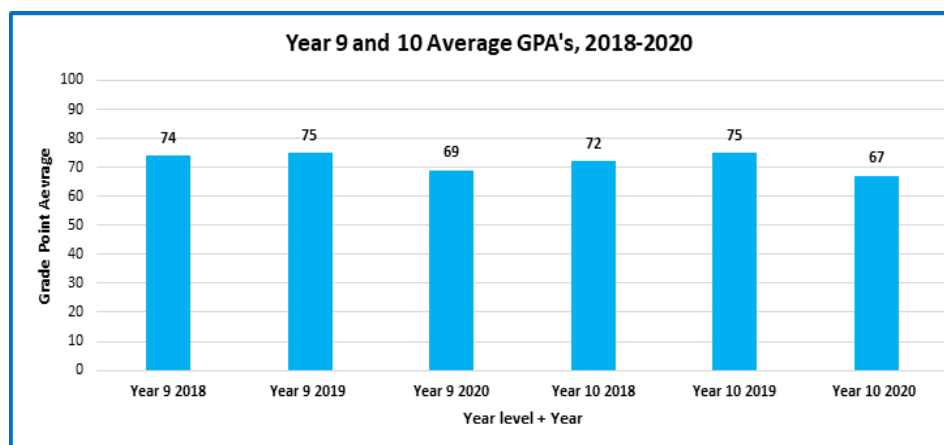
Did our focus and actions make a difference?

What happened as a result of our focused actions?

Year 9 Students working at or above expected Curriculum Level 2020

		Beginning of Year	End of Year
Year 9	Literacy	90.6%	96%
	Numeracy	92.9%	94.2%
Year 10	Literacy	92%	84%
	Numeracy	49.7%	78%

- While these are mixed results, a considerable amount of professional development has been given over the year in terms of assessing work at the correct curriculum level, so these results also reflect a more accurate understanding of curriculum levels.
- We also noted an overall drop in Years 9 and 10 GPA in the Junior Certificate and Junior Diploma results. The Junior Certificate and Junior Diploma assess both curriculum tasks in each learning area and capabilities (key competencies).
- **There are two possible explanations:**
 - Teachers are becoming much more knowledgeable about Curriculum Levels and assessment tasks are continually being realigned
 - COVID-19 lockdown was very challenging for many students and although programmes were adjusted, the core assessment task set remained at the appropriate Curriculum Level



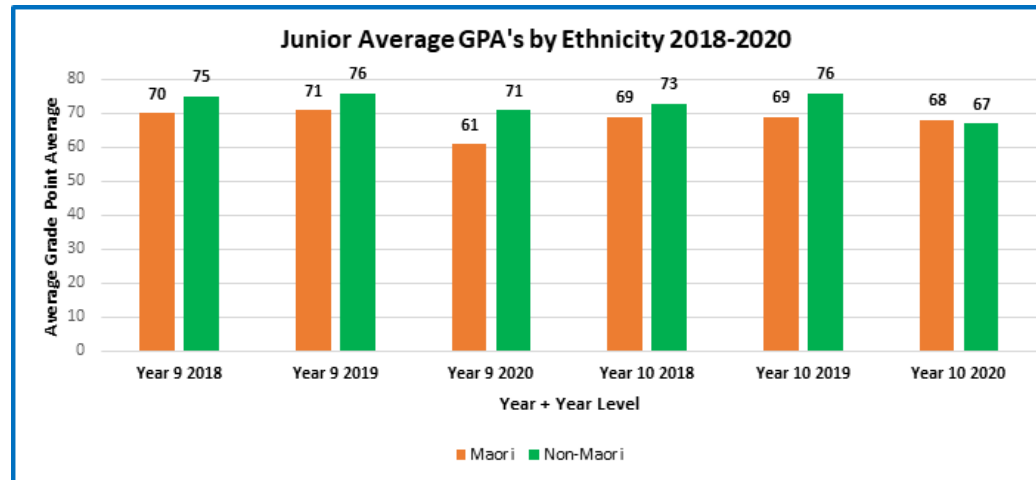
- It needs to be noted that while the Junior Certificate (Year 9) and Junior Diploma (Year 10) outcomes cover both Curriculum tasks and Capability assessments, each student's ability to function in the broader curriculum is significantly impacted by their capacity to read, write and work with numbers.
- When comparing Maori and Non Maori, the results are interesting. For Year 9 students, there was a 10 point GPA gap between Maori and Non Maori; at Year 10 however, Maori students had a higher GPA. This reflects a particularly capable cohort of Maori girls at this year level.
- While our focus is on Literacy and Numeracy, of considerable concern are the numbers of students who were capable of achieving the Junior Certificate or Diploma but whose grade point average did not meet the criteria. Attendance and behavioural concerns were the most common factors. We have identified a number of students for more intensive support for 2021

Year 10 (Year 9 2020)

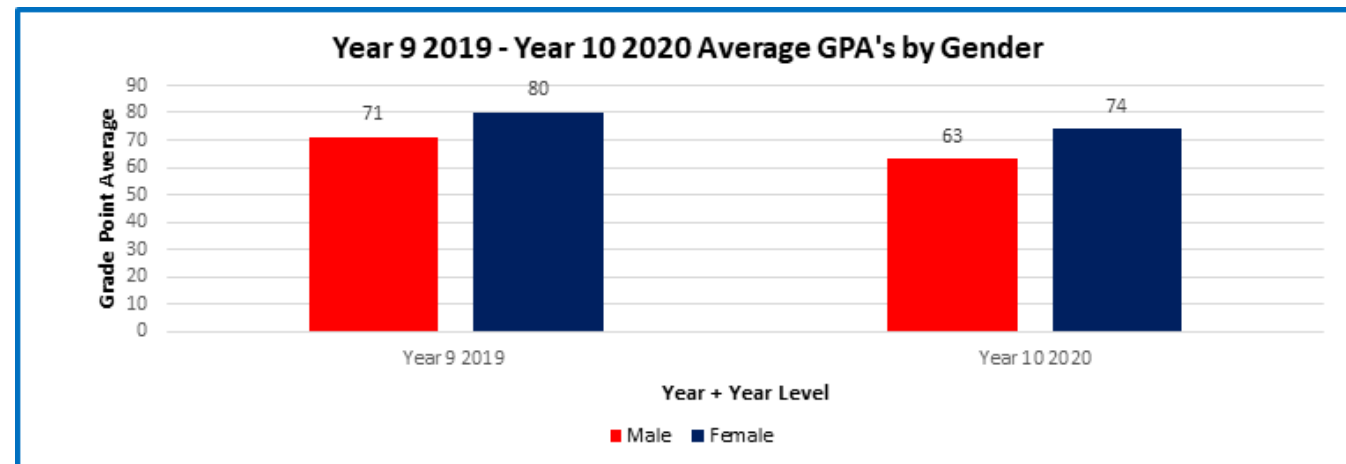
- 12 students who are working at Curriculum Level 3 or below
- 12 students who are working at Curriculum Level 4 but did not achieve their Junior Certificate
- 7 students who both did not achieve the Junior Certificate at Curriculum Level 3 even though the assessments were set at a level for which they were capable of achieving

Year 11 (Year 10 2020)

- 19 students who achieved the Junior Diploma at Curriculum Level 4 - ideally should be working at Curriculum Level 4 / 5
- 14 students who are working at Curriculum Level 5 and are capable of achieving but did not achieve their Junior Diploma
- 6 students who both did not achieve their Junior Diploma at Curriculum Level 4 even though the assessments were set at a level for which they were capable of achieving



- Comparison by gender reflects a trend in males generally having lower literacy and numeracy rates than girls on entrance and that Maori males are particularly at risk.



- One of the issues which has arisen out of this inquiry is the need for developing evaluative capacity of leaders and teachers. We have re-introduced PAT testing as one aspect of building evaluative capacity. The PAT tests supported our Junior Diploma findings, but indicated that literacy, rather than mathematics, was problematic for boys and Maori boys in particular.

Next Steps

What further actions do we now need to take?

What will we do in 2021?

- Establish an experienced leader to lead with Learning Hubs along with a task group to oversee an action plan and implement professional development for teachers in using functional literacy and numeracy data to inform teachers' planning and pedagogy
- Continue to unpack functional literacy and numeracy using NZQA resources and learning progressions. Establish functional literacy and numeracy progressions
- Establish the use of classroom registers to:
 - Develop a deeper understanding of individual students' learning needs
 - Documenting the teachers' strategies for targeted students
 - Establish collaborative meetings to co-construct strategies for individual learners / groups of students
- Utilise Ministry expertise to assist with effective use of data
- Trial the literacy and numeracy exam as a trial school
- Work with the Learning Support team to assist teachers in a more integrated approach
- Continue to imbed culturally responsive practices for Maori boys in particular
- Revisit the reporting format so parents / whanau and students can track progress in literacy and numeracy
- Encourage students to monitor their own progress in literacy and numeracy and identify next steps

Achievement Target 2 2020

Excellence Challenge:

Our goal is to improve school leaver qualifications and readiness for further learning and employment

Achievement Target:

90% of Year 13 HPC school leavers will achieve at least 90% of the graduate leaver profile

Context:

What were our concerns around school leaver qualifications and readiness for further learning and employment?

Our Achievement Challenge:

- We want to ensure that our students are learning ready, life ready, work ready and world ready.
- The Graduate Profile had several different elements intending to reflect ERO's valued *Outcomes for Students* i.e.
 - Confident in their identity, language and culture as citizens of Aotearoa New Zealand
 - Socially and emotionally competent, resilient and optimistic about the future
 - A successful lifelong learner
 - Participates and contributes confidently in a range of contexts - cultural, local, national and global

To this effect the HPC Graduate Profile consistent of the following:

- Academic
 - Able to set and achieve learning goals
 - Learn academic referencing
 - Achieve NCEA Level 3
- Careers
 - Complete a CV
 - Develop a Career Plan
 - Prepare for a job interview
- Life Skills
 - Vehicle maintenance
 - Personal presentation e.g. iron a shirt, do up a tie
 - Flattening and budgeting
 - Filling out an IRD form

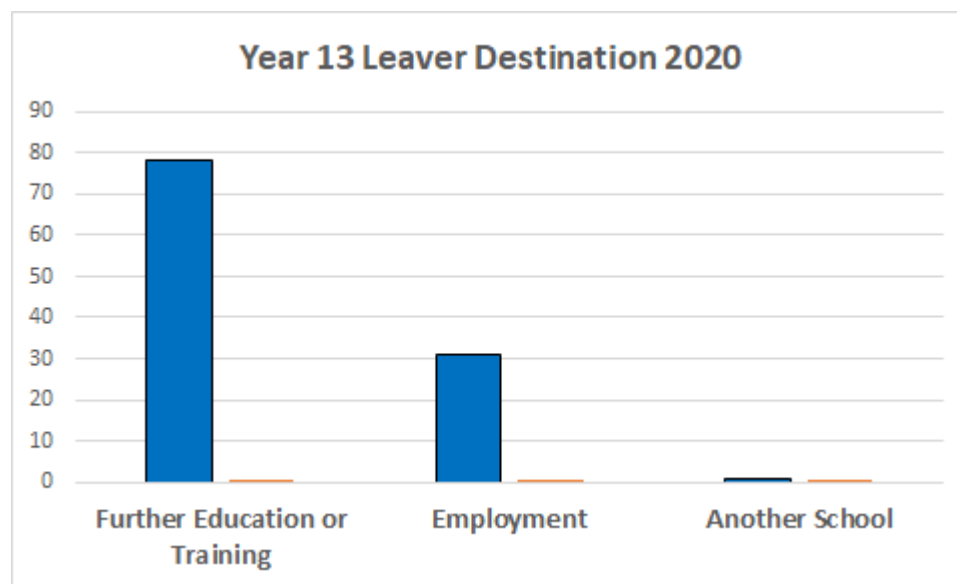
	<ul style="list-style-type: none"> • Wellbeing <ul style="list-style-type: none"> - Learn different strategies to improve physical and mental wellbeing - Demonstrate leadership • Community <ul style="list-style-type: none"> - Complete 20 hours community service - Have knowledge of the three principles of the Treaty of Waitangi - Attend ANZAC Day service - Understand how government (at national and local level) works
Taking Action <i>What did we do to address this issue?</i> <i>What shifts in practice did we work on?</i>	<p>What did we do to address this achievement challenge?</p> <ul style="list-style-type: none"> • There was a much greater emphasis on the importance of ensuring students are ready for their world beyond the school gates • The Graduate Profile Indicators were refined using the Ministry of Education's <i>Leavers Toolkit</i> as well as ERO's Valued Outcomes • The River programme (Academic and Pastoral mentoring) was used to implement the Graduate Profile indicators. The Year 13 Dean and River Guides were responsible for implementing the programme which gave all students the opportunity for weekly sessions in preparation for tertiary learning or employment. • Careers Central was implemented across the school as an online programme which has many advantages over the paper and pen system we had in place: <ul style="list-style-type: none"> – Organises and stores student data into one place – Collects destination data and communicates with past students – Offers 24/7 online access on any device by parents, students, teachers and careers staff – Provides differentiated modules for all levels – Enables targeted communication so no student misses out on relevant opportunities or receives irrelevant information

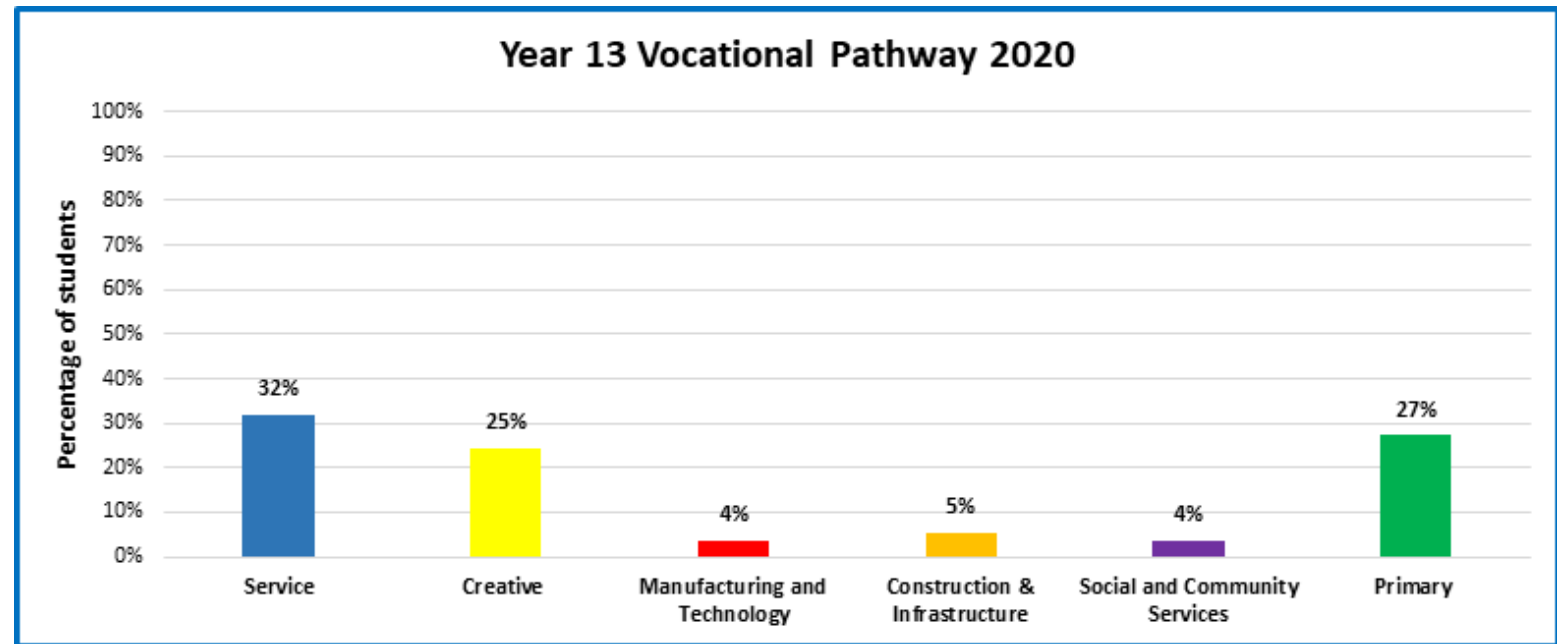
Student Outcomes

Did we make a difference to student outcomes?

What happened as a result of our focused actions?

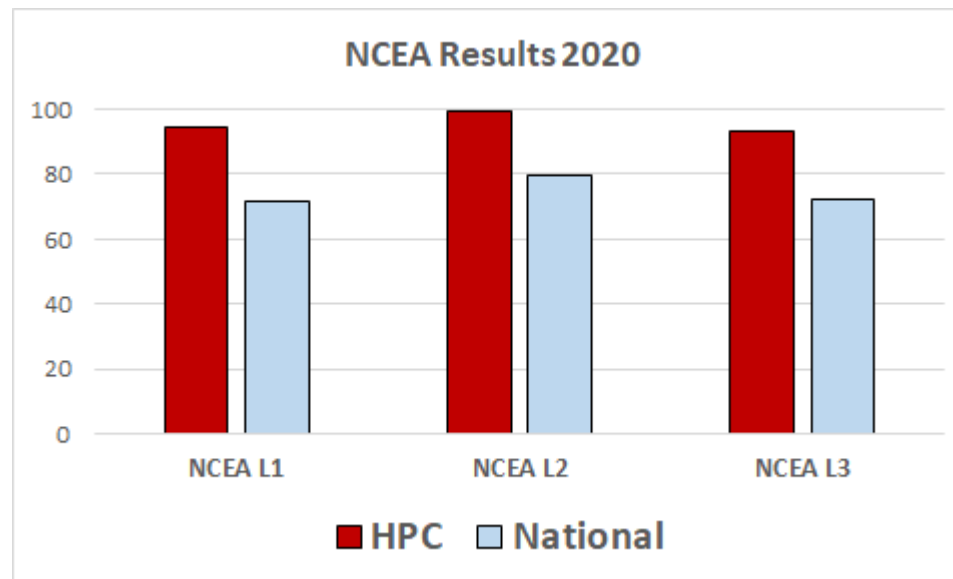
- **81.5% of students completed at least 90% of the Graduate Profile indicators**
- Of those 12.5% left before completion for employment or an apprenticeship
- A further 8% of students completed some but not all of the indicators
- We also tracked Year 13 leaver destinations and intended vocational pathways





- What we have come to really appreciate is that around 30% of students leave during or at the end of Year 12 ie after they have achieved NCEA Level 2, usually for full time employment or an apprenticeship. We want to make sure that all school leavers (ie not just Year 13) are ready for learning, life and work ready beyond the school gates so much of our focus for 2021 will be spread further to include all school leavers.

- Despite the disruption caused by both the national COVID-19 lockdown and the further Auckland lockdown which impacted on 25% of our students, NCEA outcomes are comparable with previous years. This took considerable hard work in Term 4 to give individual support to more than 70 students to enable them to achieve the appropriate qualification at their year level.

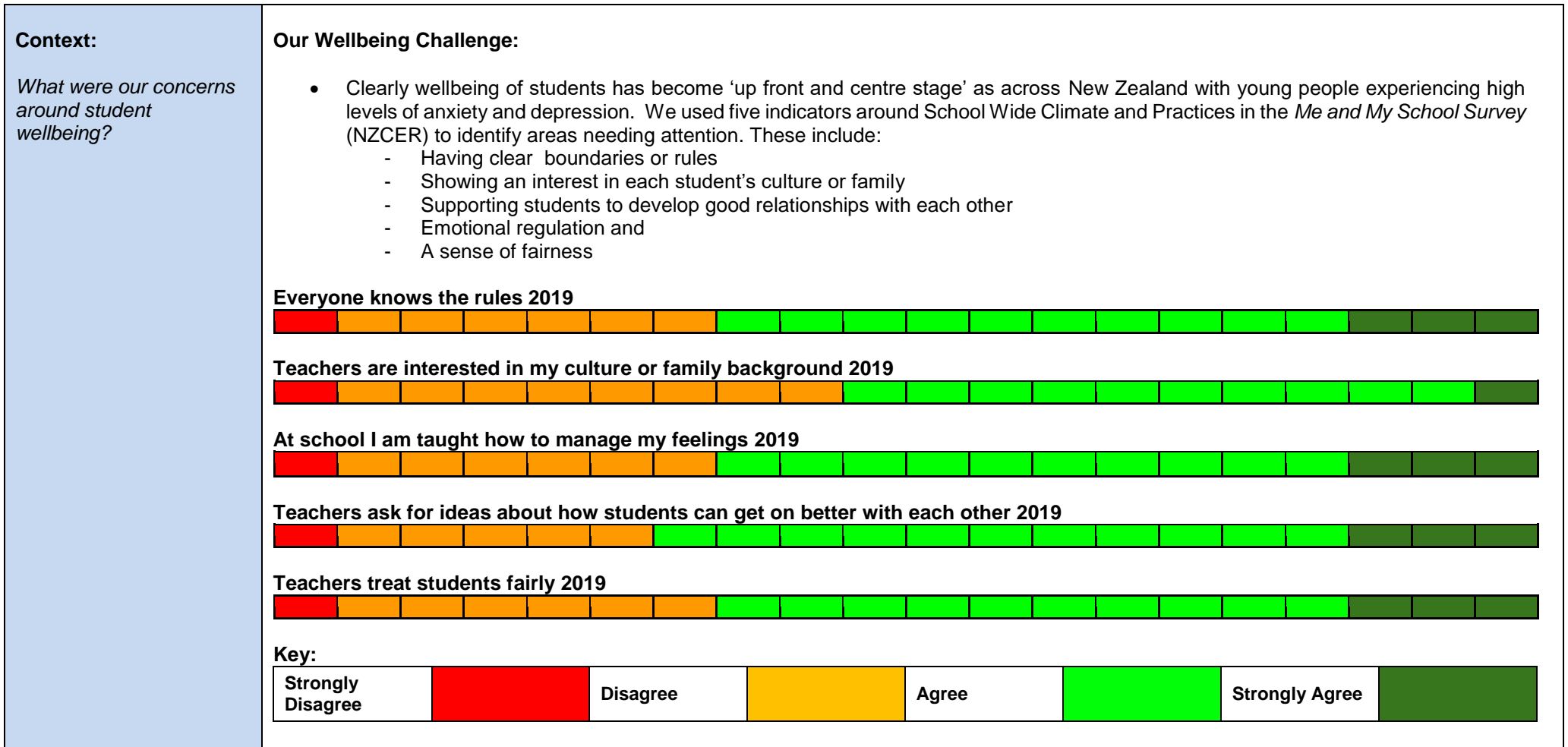


<p>Next Steps</p> <p><i>What further actions do we now need to take, given these outcomes?</i></p>	<p>What will we do in 2021?</p> <ul style="list-style-type: none"> • Gather feedback from employers and ex-students for how we might better prepare our students for further learning, work and life beyond secondary school. • Use this feedback to develop a <i>School Leaver Toolkit</i> which identifies and defines the skills and attributes needed for school leavers. This will include both Year 12 and Year 13 students. • Implement the <i>School Leavers Toolkit</i> in River Time. • Continue to implement Careers Central
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Hauraki Plains College Achievement Target 3 2020

Wellbeing Challenge: Our goal is to support the wellbeing of students as a sense of wellbeing is fundamental to enabling students to successfully overcome difficulties and achieve well in school and life.

Target: 5% positive shift in five key aspects of student wellbeing (Me and My School Survey).



<p>Taking Action</p> <p><i>What did we do to address this issue?</i></p> <p><i>What shifts in practice did we work on?</i></p>	<p>What did we do to address this achievement challenge</p> <ul style="list-style-type: none"> • We undertook student-led focus conversations through representatives on the Student Council to explore further students' understanding of these concepts and explored some steps we could take. • Students know the rules: as a school in its second year of Positive Behaviour for Learning, we had revisited and redeveloped our school values (Rangatiratanga, Manaakitanga, Kaitiakitanga). In this phase the school rules which we had previously known as <i>The Hauraki Way</i> had been dropped. Following the conversations with students, we re-established <i>The Hauraki Way</i> and clarified what we mean by values and expectations. • Teachers are interested in my culture or family background: The interesting response from this question was from Pakeha students who believed that culture referred to Maori culture and that Pakeha had no 'culture' to speak of. A Year 9 English / Humanities unit was developed around culture and identity. It is clear when this question needs to be explained to students. We are also working to establishing a multi-cultural marae and kapa haka roopu. • Teachers ask for ideas about how students can get on better with each other: relationships with peers was included in the River (life skills) programme at all levels and Manaakitanga redefined as caring for self and others. • At school I am taught to manage my feelings: several groups were established to support those students most at risk through lack of emotional regulation. In the latter part of the year, student wellbeing became the main focus for River time across all year levels (except Year 13). • Teachers treat students fairly: from student conversations, it emerged that students who followed the rules felt that teachers were fair, but that those who had been in trouble, thought that the consequences were unfair. With funding through the Haurakian Charitable Trust, a second Guidance position was established (Social Worker). A triage system was established and a networked student support approach (learning and wellbeing) was setup to ensure that those students with complex needs get support. • The AWE Survey (Assessing Wellbeing in Education) was not completed, in the main because of the disruption caused by the two COVID lockdowns. On advice from the AWE team, this is now scheduled for 2021??
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Student Outcomes

Did we make a difference to student outcomes?

What happened as a result of our focused actions?

- The benchmark data from 2019 was discussed with the Student Council and they took responsibility for conducting the 2020 survey. The Student Council leaders made changes to the survey, targeting questions which they felt would be of more interest and benefit to student wellbeing and engagement.
- The first three are comparison graphs and show a significant shift in student's sense of engagement in school i.e. in three of the indicators.

Everyone knows the rules 2019



Everyone knows the rules 2020



Teachers are interested in my culture or family background 2019



Teachers / River Guides are interested in my culture or family background 2020



At school I am taught how to manage my feelings 2019



I am learning skills to manage my own wellbeing 2020



Other questions asked by the Student Council were largely indicative of positive student engagement despite the disruption caused in the COVID-19 year.

I feel proud to be part of this school 2020



I know how important it is to show RMK 2020





My teachers respect, accept and celebrate the things that make me 2020



I know where to go for help when I'm upset or feeling down 2020



	<p>I feel safe at school 2020</p>  <p>I am learning to make good decisions and choices 2020</p>  <p>Key:</p> <table><tr><td>Strongly Disagree</td><td></td><td>Disagree</td><td></td><td>Agree</td><td></td><td></td><td>Strongly Agree</td><td></td></tr></table>	Strongly Disagree		Disagree		Agree			Strongly Agree	
Strongly Disagree		Disagree		Agree			Strongly Agree			
<p>Next Steps</p> <p><i>What further actions do we now need to take, given these outcomes?</i></p>	<ul style="list-style-type: none">• We will continue with monitoring student engagement and wellbeing through both the Student Council survey and the Assessing Wellbeing in Education data• A Student Support Network team is now well established and is part of an increasingly effective integrated approach to student learning and wellbeing									

Targets 2021:

1. Equity target: 95% of all learners are functionally literate and numerate by the end of Year 10 ie Curriculum Level 4 / 5.
2. Excellence target: at least 90% of all school leavers (Years 12 and 13) meet the graduate profile indicators (at least 90% of these indicators)

We need to go for a home run, not just the first base. Base by base, we get them home.