



Hauraki Plains College



OUR PURPOSE

Rangatiratanga

OUR PEOPLE

Manaakitanga

OUR PLACE

Kaitiakitanga

**More
Than
A School**



www.haurakiplains.school.nz



Analysis of Variance 2021

Equity Challenge: Our goal is to ensure that our students have the literacy and numeracy skills to complete the NCEA Literacy and Numeracy requirements, to access further learning in school and to be functionally literate and numerate 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).

<p>Context:</p> <p><i>What were our concerns around student learning?</i></p>	<p>Our Achievement Challenge:</p> <ul style="list-style-type: none">• We are noticing that a growing proportion of students in our Year 9 entry data are achieving below or well below the expected Curriculum Level in literacy and numeracy.• This trend is consistent with national concerns at the declining literacy and numeracy levels compared with other countries. This concern has been picked up at national level under the revised NCEA initiative in which co-requisite 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.• 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 for this change now by considering how to support learners' progress toward Curriculum Level 4/5 literacy and numeracy as this change comes into effect from 2023.
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Benchmark Data

Entry Data Current Year 11s

Entry Data Current Year 10s

Working below Curriculum Level 3

Year 10	Literacy	Numeracy	Year 9	Literacy	Numeracy
Working below Curriculum Level 4	13 students (8%)	82 students (50.3 %)	Working below Curriculum Level 3	21 students (9.4%)	16 students (7.1%)
Working at Curriculum Level 4 or Higher	150 students (92%)	81 students (49.7%)	Working at Curriculum Level 3 or Higher	203 students (90.6%)	208 students (92.9%)

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?

- While the Ministry has provided some Teacher Only Days for staff to become familiar with changes to NCEA including the literacy and numeracy co-requisite, we still need a sharper understanding of what we need to work towards such as examples of what a Literacy / Numeracy assessment would look like.
- From our own unpacking of adult literacy and numeracy, each Junior Learning Area assumed responsibility for a component of functional literacy and numeracy:
 - Humanities / English - Understanding text
 - Haoura / PE - Structured Writing
 - Mathematics - Number
 - Science - Tables and Graphs
 - Technology - Measurement
- A Leadership position was 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 has been trialled with a view to tracking literacy and numeracy and documenting teaching strategies.
- We had a go at developing our own literacy and numeracy assessments based on the Curriculum Levels and Progressions Framework. These were given in November to Years 8 (incoming Year 9s), Year 9s and Year 10 students.

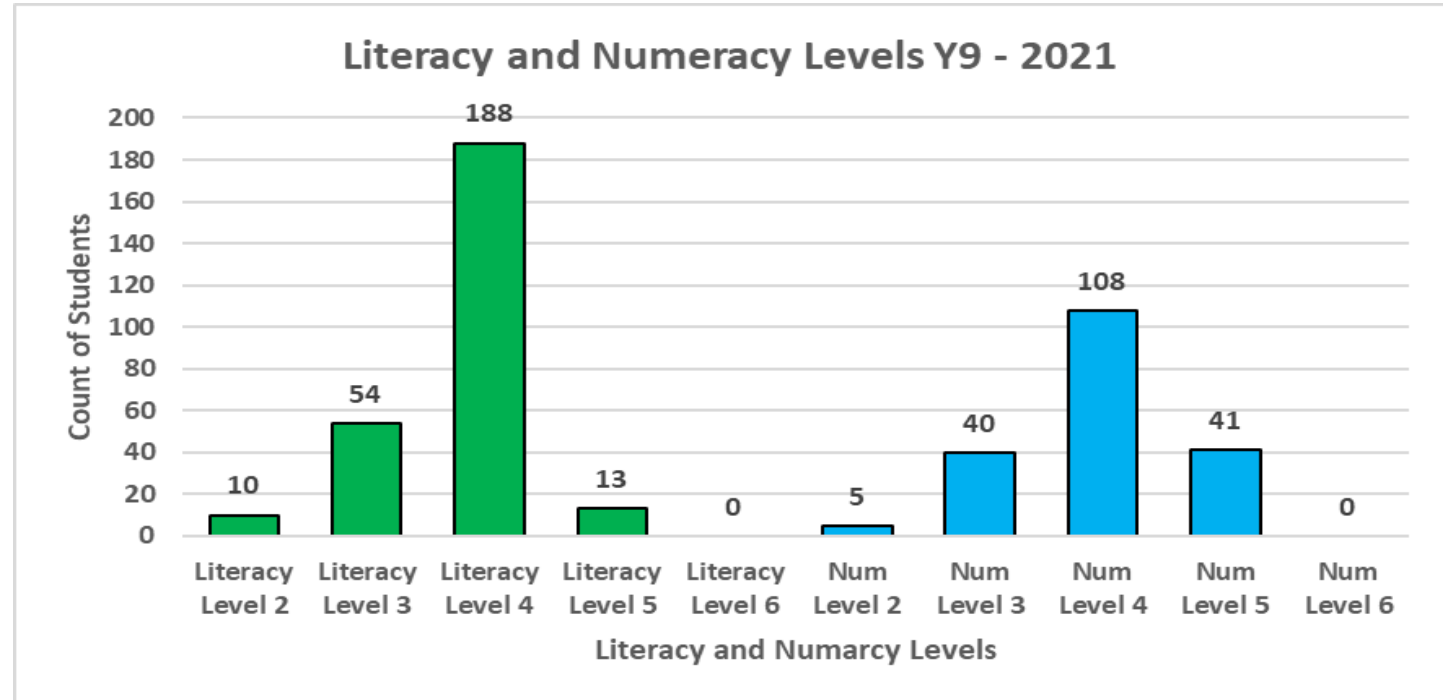
Student Outcomes

What happened as a result of our actions?

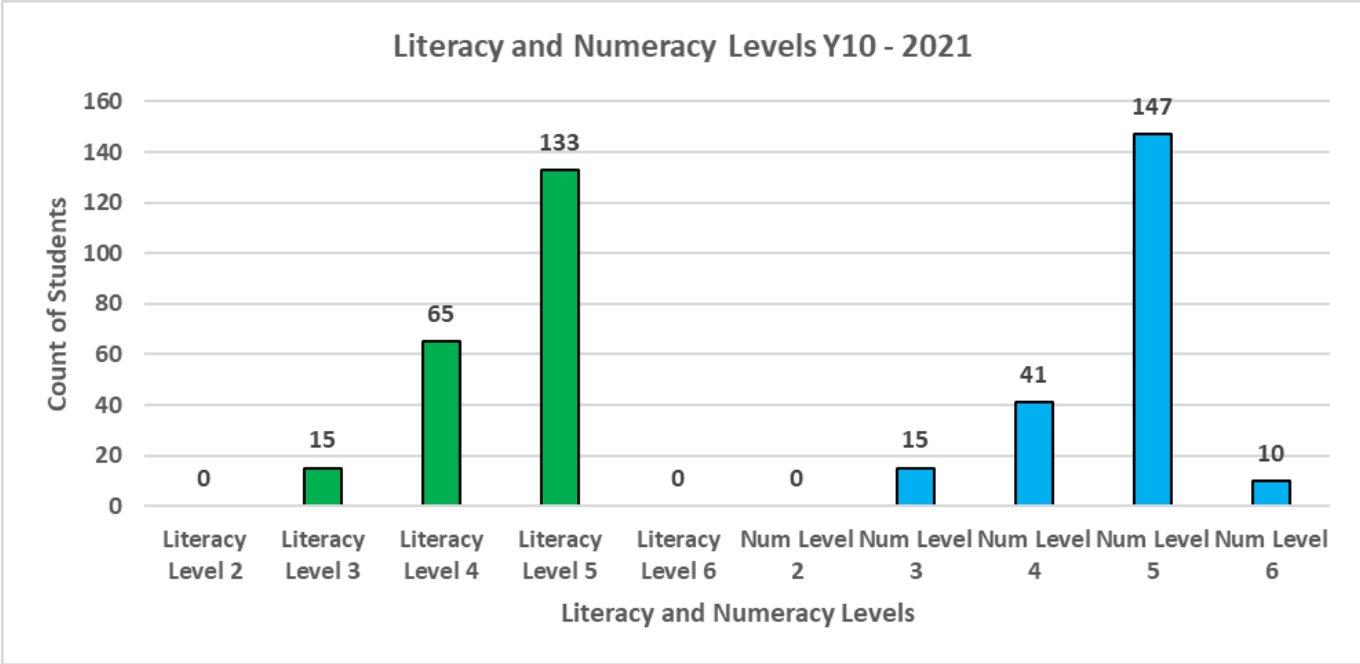
Did we make a difference?

Student Outcomes

- We used the Learning Progressions / Curriculum levels to design a literacy and numeracy assessment in Term 4 2021.
- COVID lockdowns had a significant impact on our school with 141 students locked down in the Auckland regions, 44 in the Waikato and 400 students by the Upper Hauraki lockdown so all in all a very disrupted year.



- As the graph shows, according to the Literacy assessment, 64 students are functioning below Level 4. Our aim is to work towards this group of students achieving at Curriculum Level 4 / 5 by the end of Year 10.



- Clearly, we have a group of 15 students who are achieving below Curriculum Level 4. It will require considerable effort to ensure they meet the required literacy and numeracy standards at Year 11.

Next Steps

What further actions do we now need to take?

What will we do in 2022?

Current Year 9s

- The data for our current Year 9s indicates that, in line with national trends, literacy and numeracy levels continue to be a significant achievement challenge.

	No. of Students	Gender		Ethnicity	
		Male	Female	Maori	Non-Maori
	201				
Lit Level 1	2	2	0	0	2
Lit Level 2	24	18	6	7	17
Lit Level 3	85	44	41	17	68
Lit Level 4	86	34	52	6	80
Lit Level 5	5	2	3	0	5
Num Level 1	6	4	2	0	6
Num Level 2	29	14	15	5	24
Num Level 3	98	48	50	21	77
Num Level 4	53	26	27	2	51
Num Level 5	15	7	8	2	13

- We are working with a Ministry of Education Literacy and Numeracy specialist to move this initiative forward (Latisha Kelly).
- A Teacher Only Day held in January which gave clearer direction in terms of where we need to head with literacy and numeracy. The key driver forward is to work with the Learning Progression Framework. We have also been given an example of what the literacy / numeracy assessment might involve so this will give further direction to where we need to put our efforts.
- This work will be led by the Curriculum Leaders in each Learning Area with the aim of all teachers having a solid understanding of the Learning Progression Framework and how it can be implemented in each Learning Area. Intentional teaching is the key.
- All teachers will need to develop a deeper understanding of the Learning Progression Framework and what this will mean for each Learning Area.
- We will continue to develop how we use registers and data to improve the teaching of literacy and numeracy.
- Alongside teacher tracking, we need to figure out how students can be agentic in tracking their own data and progress.
- We intend to tap into the expertise of the Learning Support team (SENCO and LSC) to assist teachers in how to teach literacy and numeracy.
- We need to consider how we will communicate the importance of literacy and numeracy standards to our parent community.

Achievement Target 2 (2021)

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 have completed the School Leavers Toolkit
(ensuring they are learning ready, life ready, work ready, world ready)

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 - Attend ANZAC Day service - Understand how government (at national and local level) works
<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> <p>The work we had started in previous years continued i.e</p> <ul style="list-style-type: none"> ● Further refining of the Graduate Profile using the Ministry of Education’s <i>Leavers Toolkit</i> as well as ERO’s Valued Outcomes ● 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 is continuing to be implemented across the school as an online programme which has many advantages over the paper and pen system we had in place ● 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 <p>In addition, the Careers team worked with employers and past students to develop a better understanding of the attribute’s employers are seeking in employees. Timeliness, communication, work ethic, having a driver’s licence were common themes.</p> <p>As a result of this feedback, we have established Driver Licence courses. Another unexpected outcome has been rethinking our cell phone policy as many employers expressed frustration at how young people were addicted to checking their phone frequently throughout the day. The board moved to place a ban on all cell phones during the school day.</p> <p>Undoubtedly COVID disrupted the normal flow of the school year with 141 students in the Auckland lockdown, 44 in the Waikato lockdown and approximately 50 percent of students impacted by the Upper Hauraki lockdown. A number of students made the call to seek employment rather than continue their school year.</p>

Student Outcomes

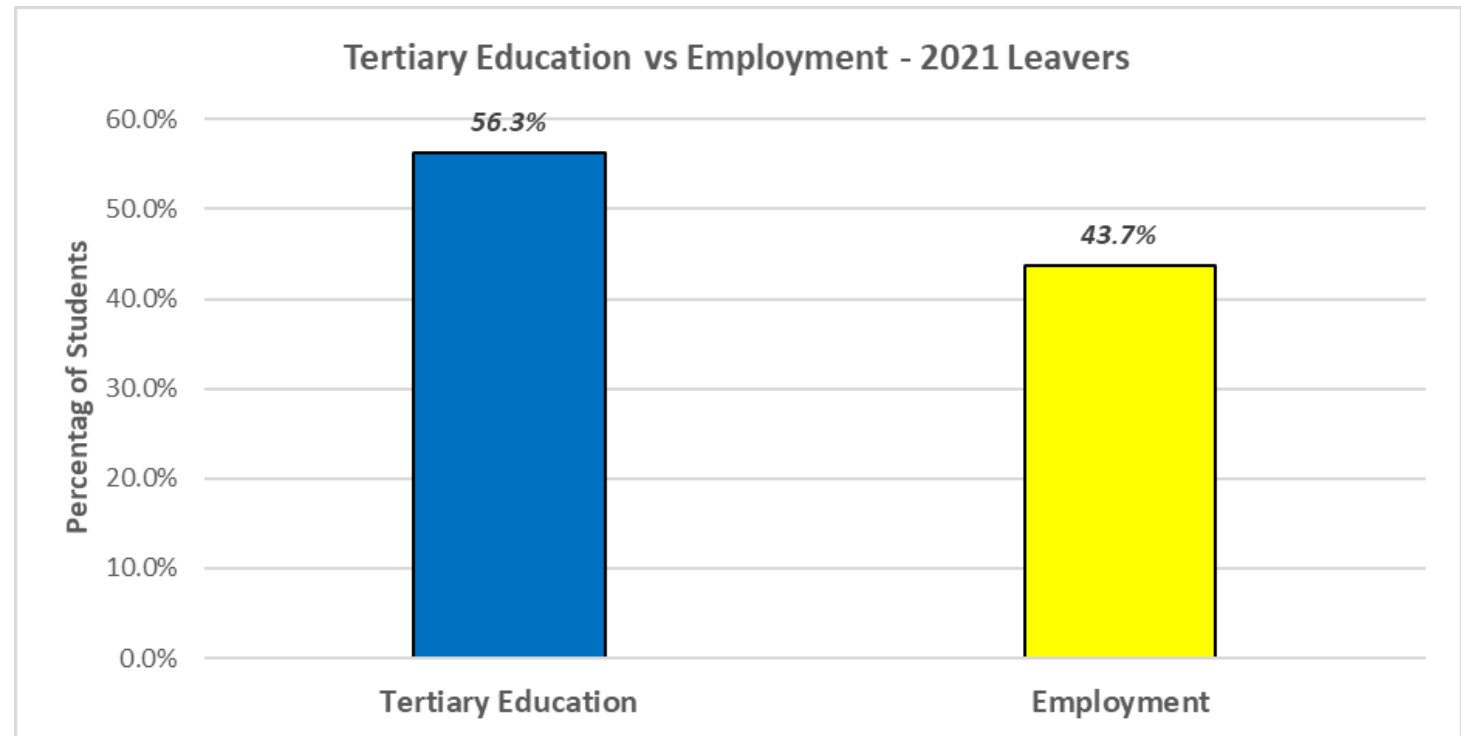
Did we make a difference to student outcomes?

What happened as a result of our focused actions?

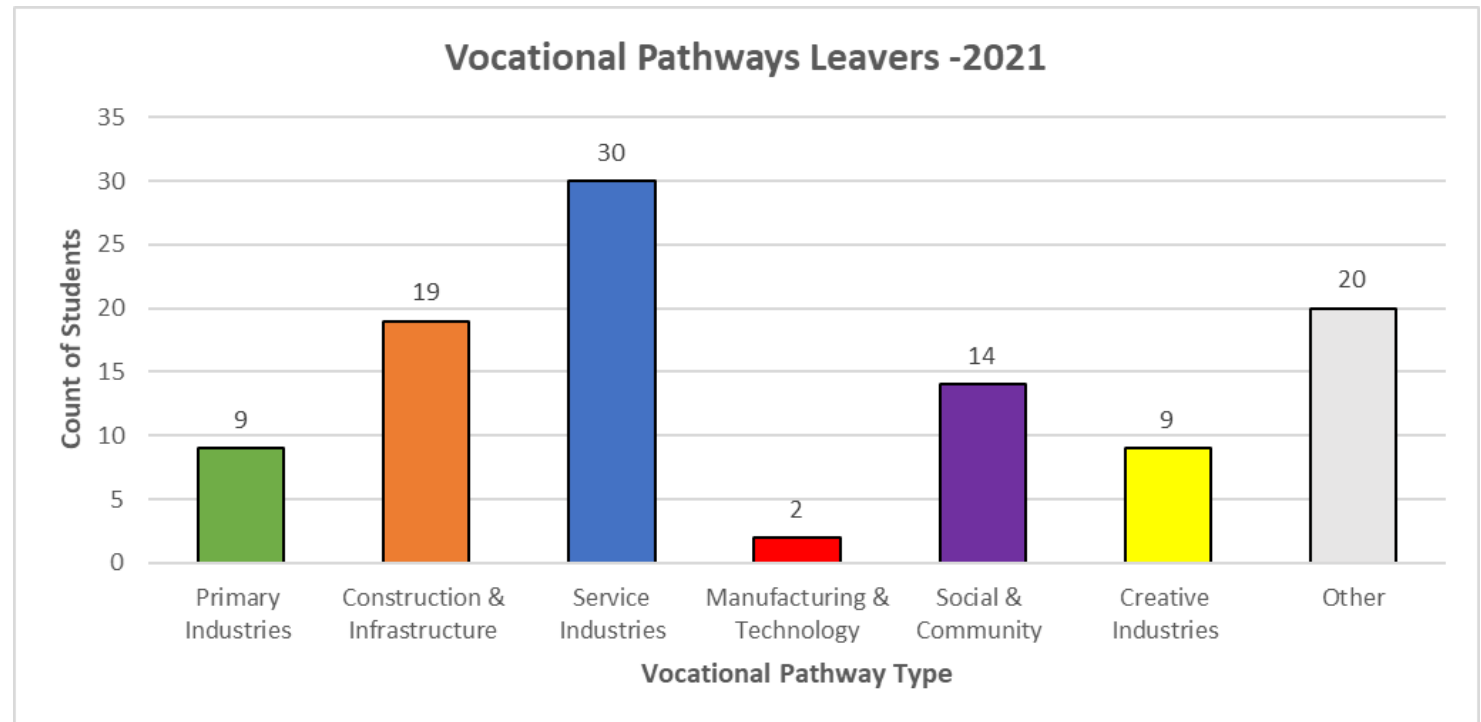
- The most important outcome is that only one student in the original cohort, did not intend to do further study or go into full time employment
- 72% of students completed at least 90% of the Graduate Profile indicators. Others who did not complete, left school for employment.
- This highlights the importance of ensuring that the Graduate Profile indicators are brought down into the Year 11 and 12 programmes. Approximate retention rates are as follows;

Retention at Year 12: 70% of the original Year 9 cohort

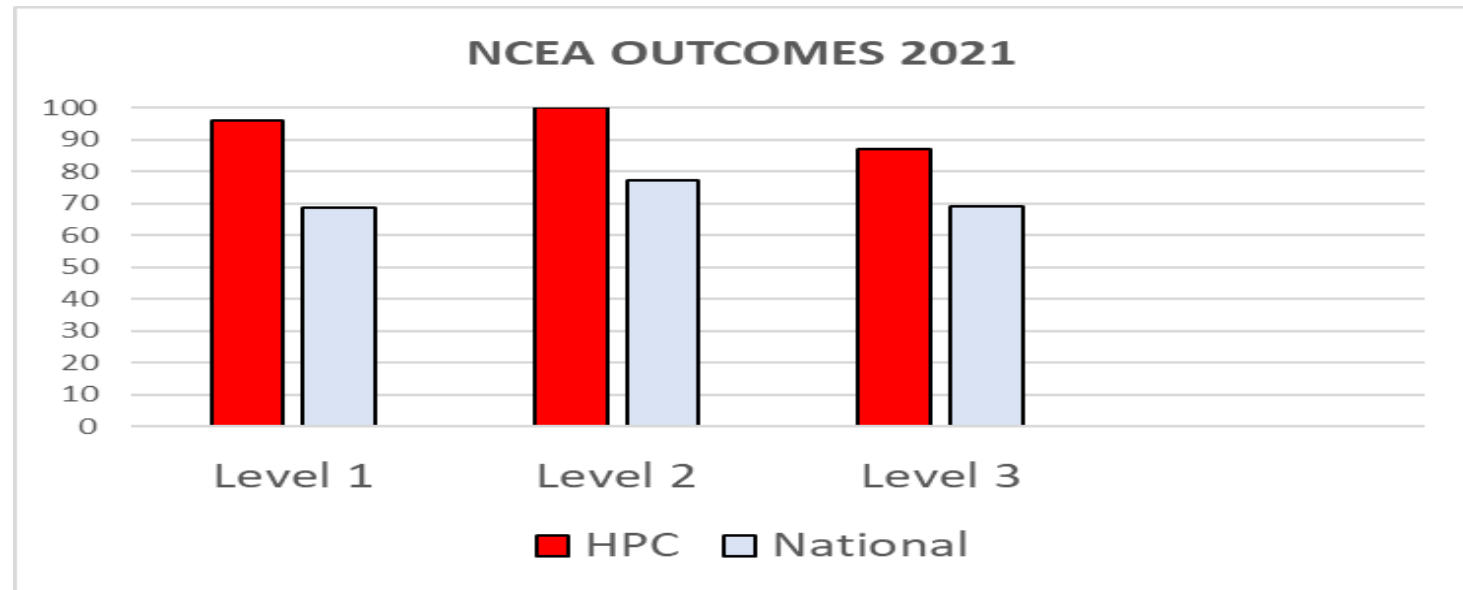
Retention at Year 13: 50% of the original Year 9 cohort



- In terms of vocational pathways of those who left for full time work, the spread is as follows. It is important to remember that this is just half of the original 2021 Year 13 cohort. The remainder left school for employment in Year 12. These are not included in this pathway graph.



Attaining qualifications is a key element of ensuring students are ready for further learning or employment.
NCEA results for 2021 are as follows:



Next Steps

What further actions do we now need to take, given these outcomes?

What will we do in 2022?

- Continue to develop the River programme to include the *School Leaver Toolkit* resources
- Reconsider whether we need to continue with this particular target
- Consider how the Ministry renewed vision for young people might impact on our Graduate Profile. The vision is aspirational in nature i.e every New Zealander
 - Is strong in their national and cultural identity
 - Aspires for themselves and their children to achieve more
 - Has the choice and opportunity to be the best they can be
 - Is an active participant and citizen in creating a strong and civil society
 - Is productive, valued and competitive in the world

Targets 2022:

1. 30 of the 64 Year 10 students achieving at below Curriculum Level 4 are achieving at Curriculum Level 4 by the end of 2022.
2. 75 of the 80 Year 11 students achieving at or below Curriculum Level 4 achieve their functional literacy and numeracy credits by the end of 2022.

Note: as we continue to gain a deeper understanding of the Learning Progressions, these targets may be expressed in terms of Strands and Signposts on the Learning Progressions for Reading, Writing and Mathematics.

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