

KAIKORAI VALLEY COLLEGE

He manu whai huruhuru –
“OPPORTUNITY AND SUCCESS FOR ALL”

“Quaerite et Invenietis!” – Seek and you shall find

Annual Report

2012

Kaikorai Valley College: Annual Goals



KVC = Kaikorai Valley College
HoD = Head of Department

ELA = Essential Learning Area
BoT = Board of Trustees

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Goal 1: That the school set specific targets around student achievement.

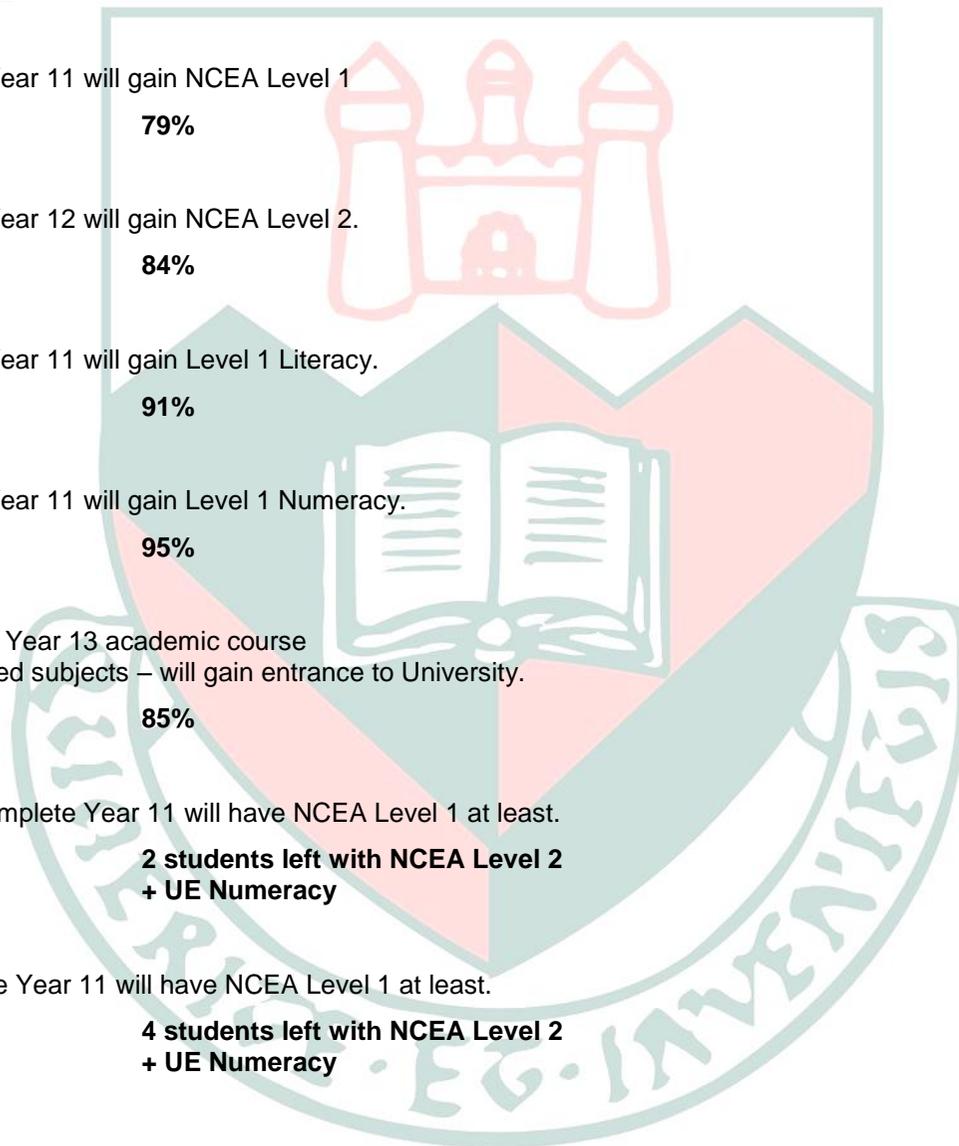
Current State: In 2012 departments have set global achievement targets for each year level in their learning areas. These targets will be reported on to the Board through the annual report. This reporting will include identified groups, including Māori and Pasifika.

Target	Strategy	Personnel/ Resources	Review	Outcome
<p>Each department will set achievement targets for each of their year levels and teachers will monitor against these throughout the school year.</p> <p>Specific achievement targets are set for Māori and Pasifika students and monitored throughout the year.</p> <p>By the end of December 2012:</p> <ul style="list-style-type: none"> • 80% of students who complete Year 11 will gain NCEA Level 1 • 75% of students who complete Year 11 will gain NCEA Level 2 • 90% of students who complete Year 11 will gain NCEA Level 1 literacy • 95% of students who complete Year 11 will gain NCEA Level 1 numeracy • 85% of students who complete a Year 13 	<p>Students will be provided with multiple teaching and assessment opportunities and these will be monitored to ensure targets are being achieved.</p> <p>Additional literacy and numeracy assistance will be provided where required to meet targets at Year 11.</p> <p>Yr 11 – 13 achievement will be closely monitored to identify at risk students and provide additional assistance where required.</p> <p>Dean and pastoral meetings will be used to identify students at risk in terms of attendance.</p> <p>The Deans will meet with each individual student where it is identified that students are under performing.</p> <p>Specific targets will be set at Years 7 – 10 to lift student achievement</p>	<p>All teaching staff HODs HoD English and Mathematics Literacy coordinator</p>	<p>HoD/TICs Deans Senior management Board</p>	<p>Targets tended to be global in nature and did not vary from topic/unit to topic/unit. These targets were set as a result of past performance based on individual cohorts.</p> <p>In most cases the Māori and Pasifika targets are the same as those for the rest of the class and at the junior level (Years 7 – 10) our Māori and Pasifika students tend to perform on a par if not better than their European peers.</p> <p>Individual data is available in department annual reports. NCEA data is attached as an appendix to this document.</p> <p>Additional assistance continues to be targeted at ESOL students with additional ESOL funding provided to support this. A specific programme is in place and is monitored by Barbara Chartres and Robyn Skelton.</p> <p>An additional class created mid-way through the year in Year 7 has paid dividends in terms of increased student/teacher time.</p> <p>Identified students in Yrs 11 – 13</p>

<p>academic course i.e. studying at least four or more approved subjects</p> <ul style="list-style-type: none"> • will gain university entrance • All Māori leavers who complete Year 11 will have gained NCEA Level 1 • All Pasifika leavers who complete Year 11 will have gained NCEA Level 1 				<p>have been interviewed and mentored by curriculum teachers, deans, careers advisor and senior managers, with both a careers and academic focus. At risk students are discussed at fortnightly pastoral meetings and departments are now encouraged to have an agenda item of at risk students for their department meetings.</p>
Analysis		Evaluation		
<p>All except one of the targets set for the senior school has been achieved with the last being only the 1% below. See appendices for more detail.</p> <p>In terms of Level 2 achievement the results were outstanding. Students continue to perform above the National statistics in many cases.</p> <p>In particular the performance of Māori and Pasifika students is particularly strong and this is an area we are very proud of.</p> <p>Attendance figures are not as high as we would like despite the involvement of many agencies and all types of wrap around services. Stand-down and suspension figures are down but there is still room for improvement.</p> <p>Participation in sport is up slightly, but is envisaged to go up markedly in 2013 due to the Sport in Education Project.</p>		<p>Achievement of students in Years 7 and 8 is pleasing in that a significant number have been moved from well below to below, or below to achieved. While overall there is still work to be done we are pleased with the overall results and goals put in place for 2013 will hopefully address the need for further improvement.</p> <p>The decision to move to an additional class in Year 7 part way through the year has had an impact on academic performance and the continued commitment of the Board to see this as a priority for 2013 will pay dividends.</p> <p>While achievement targets are set and reported in annual reports to the Board for Year 9 and 10, none were set in the Strategic plan for 2012. This has been addressed for 2013.</p> <p>Māori and Pasifika students continue to do very well and in most cases surpass the targets set across the whole year group.</p> <p>The Board is keen to have more regular student achievement data and this will be built into the 2013 – 15 Strategic Plan, along with more robust systems of setting stretch targets.</p> <p>Attendance continues to present the school with some challenges. New attendance strategies for 2013 will go part of the way to addressing these concerns. Stand-downs and suspensions are down on the previous year and SWPB4L practices to be introduced in 2013 onwards should see these fall further.</p>		

ACHIEVEMENT TARGETS 2012

1. 80% of students who complete Year 11 will gain NCEA Level 1
No **79%**
2. 75% of students who complete Year 12 will gain NCEA Level 2.
Yes **84%**
3. 90% of students who complete Year 11 will gain Level 1 Literacy.
Yes **91%**
4. 95% of students who complete Year 11 will gain Level 1 Numeracy.
Yes **95%**
5. 85% of students who complete a Year 13 academic course
i.e. Studying at least four approved subjects – will gain entrance to University.
Yes **85%**
6. All Māori student leavers who complete Year 11 will have NCEA Level 1 at least.
Yes **2 students left with NCEA Level 2
+ UE Numeracy**
7. All Pasifika leavers who complete Year 11 will have NCEA Level 1 at least.
Yes **4 students left with NCEA Level 2
+ UE Numeracy**



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Goal 2: School Wide Positive Behaviour for Learning *SWPB4L* - To explore and implement effective systems and andragogy that brings about behavioural change that moves away from punitive measures to positive reinforcement and is built on relationships. This is a three to five year process which includes training for school leadership and school team coaches.

Current State: Kaikorai Valley College is proud of its behavioural systems and the decrease in serious incidents over the past three years. However, discipline within the classroom can often have a punitive approach that fails to teach the correct behaviours desired.

Target	Strategy	Personnel Resources	Review	Outcome
<p>A team approach for creating and sustaining a safe and effective school is established.</p> <p>Behaviour management focuses on preventing problem behaviours through developing social skills, reinforcing desired behaviours through teaching, consistent management of inappropriate behaviours, and using data-based assessment and problem solving to address concerns.</p> <p>A small number of clearly defined core values/rules are established, understood and modelled.</p> <p>Posters and other visible material are used throughout the school that explains the core values/rules we expect of all people involved in Kaikorai Valley College.</p> <p>Accurate data is being collated to form a baseline for improvement.</p> <p>All staff are fully engaged in the</p>	<p>SWPB4L team will meet monthly to plan and implement strategies that are developed and recorded in an <i>action plan</i> for 2012.</p> <p>The daily timetable will be adjusted to accommodate a specific teaching time for SWPB4L strategies.</p> <p>Lesson plans will be provided by the SWPB4L team to assist teachers in delivering a consistent approach to SWPB4L strategies.</p> <p>Targeted professional development will occur with ALL staff, teaching and non teaching, on a regular basis and will form a significant part of the school-wide PD focus for 2012.</p> <p>Staff will consistently model the practices they wish to see from students.</p> <p>Accurate data will be kept on student behaviour and will form the basis for further decision making.</p> <p>Systems will be developed throughout 2012 to reward positive behaviours.</p> <p>Specific categories from SWPB4L will be built into classroom observation sheets</p>	<p>SWPB4L team</p> <p>Coach</p> <p>Secretary</p> <p>All staff</p> <p>Data administrator</p> <p>Form teachers</p> <p>SMT</p> <p>Board</p> <p>Community</p> <p>MOE funding</p>	<p>Data analysis of discipline data</p> <p>Departmental reviews</p> <p>Staff appraisal</p> <p>Updates on strategic goals to BoT</p> <p>Annual variance report</p>	<p>The SWPB4L team has met on at least ten separate occasions throughout 2012. One of these meetings was a full half day plenary session for 2013 held in November.</p> <p>A new timetable structure has been discussed and agreed to for 2013. This includes a weekly activity time devoted to SWPB4L teaching.</p> <p>The main focus of the SWPB4L team throughout 2012 has been in writing a student management toolkit based on SWPB4L practices, including scripts that teachers might use in certain behavioural situations.</p> <p>All staff have been surveyed to identify the main problem behaviours and suitable consequences.</p> <p>At least a dozen professional development sessions were held with all staff, teaching and non-teaching around SWPB4L.</p> <p>A decision was made to retain the schools values of PRIDE as the core values for SWPB4L.</p>

<p>teaching and modelling of appropriate behaviours, and this is embedded into teaching practice.</p> <p>By the end of 2012 students and teachers can:</p> <ul style="list-style-type: none"> • define specific inappropriate behaviours • analyse the behaviour • specify and support replacement behaviour. 	<p>for appraisal purposes.</p> <p>SWPB4L will become a regular feature in school assemblies, and school newsletters.</p>			
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Analysis	Evaluation
<p>A significant number of the targets set above have been achieved, mainly:</p> <ul style="list-style-type: none"> • SWPB4L team created and meeting regularly • Inappropriate behaviours identified • Core values of Participation, Respect, Inquiry, Diversity and Environment are established • Student management toolkit written • Design of a new behavioural incident form • Regular professional development sessions with staff implemented <p>Some targets were not met and may have been a little ambitious. They are:</p> <ul style="list-style-type: none"> • Whole school focused approach to the teaching of expectations • Posters and other visible material around the school explaining the core values • Reliable baseline data 	<p>As has been the experience with many schools involved in SWPB4L, the expected progress in the first year of this project has not met the expectations set. This should not be seen as a failure and is partly explained by setting targets that are too ambitious. If the school had nothing but SWPB4L to focus on it may have been disappointing.</p> <p>However, KVC can be very proud of what has been achieved in the space of one year. A great deal of documentation has been prepared that will allow the school to launch SWPB4L with some momentum. It allows us to begin the new year with a real focus.</p> <p>With the school acceptance into the Sport in Education Project (SIE) the school now has two significant initiatives that dovetail together very nicely and promote the same philosophies. The promotion of these two projects will allow us to bring about change that will impact on both academic and social outcomes.</p>

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Goal 3: To promote the use of ICT plan for teaching and learning

Current State: Considerable resourcing and professional development was allocated to staff being involved in an ICT project throughout 2010 and 2011. There is now an expectation that this will be incorporated in the teaching and learning programmes.

Target	Strategy	Personnel/ Resources	Review	Outcome
<p>All teaching staff have incorporated ICT into the teaching programmes.</p> <p>Stimulating and exciting interactions are taking place in a digital platform that engages students</p>	<p>That practices learned in the ICT contract are implemented in the classroom by teaching staff.</p> <p>Staff access resources that come in a digital format to support teaching and learning programmes.</p> <p>A Moodle type approach is developed where students are able to access and download resources, lesson detail, resources as well as submit work.</p>	<p>Board Management</p> <p>ICT Staff</p> <p>Contractors</p>	<p>Board meetings</p>	<p>Those staff who are confident in the use of ICT have embraced this goal and are doing some very exciting things in the classroom. They are willing to share ideas and support others in the school.</p> <p>Others have lacked the confidence and fallen back to the occasional use of data projectors and teacher laptops.</p>
Analysis		Evaluation		
<p>This goal has been partially achieved. Some staff are well on the path to incorporate a wide range of digital practices within their teaching practice. In department reviews, reviewers have witnessed some exciting approaches that have seen normally struggling students engaging in their work.</p>		<p>A school-wide approach through professional development needs to be implemented that requires all staff to go away and complete certain tasks in their classrooms before the next session.</p> <p>Additional support needs to be made available to those who feel vulnerable and small steps celebrated.</p>		

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Goal 4: To develop course outlines for NCEA Level Two that are in line with the curriculum alignment and make these available to students for 2012

Current State: HoDs reviewed the newly aligned Level One standards these were embedded into practice throughout 2011. Some adjustments will be made during 2012. Throughout this year they will construct new programmes of study that incorporate the Level Two standards.

Target	Strategy	Personnel/ Resources	Review	Outcome
<p>Level One programmes of study were adjusted after analysis in 2011.</p> <p>All Level Two NCEA programmes of study have been revised and include the newly aligned standards.</p> <p>Course option booklets include updated information.</p> <p>Alternative courses in English, Mathematics, and Science are developed that will provide a clear pathway to achievement for those students who have traditionally struggled with a full Achievement Standards course of study.</p>	<p>A timeline is in place requiring HoDs to provide schemes of work demonstrating how the newly aligned standards are to be implemented in 2011 - 13.</p> <p>Year planners are to be provided to the curriculum committee illustrating the timing of new standards.</p> <p>Unit plans will be reviewed as part of the schools regular department review cycle.</p> <p>Descriptors (for the option booklet) of the new courses to be offered will be submitted to the curriculum committee by the middle of term 3, 2012.</p>	<p>Curriculum Committee</p> <p>HoDs</p> <p>Teaching staff</p>	<p>Annual reporting</p> <p>Principal reports to the Board</p>	<p>All departments delivered the newly aligned standards with a high degree of success and have moved onto developing new activities for Level 3.</p> <p>A number of these departments have sent material away for moderation by NZQA as part of the optional moderation process.</p> <p>All unit plans have been rewritten and are now in line with the new standards.</p> <p>Option booklets have been updated and went out to students at during beginning of Term 4.</p>
Analysis		Evaluation		
<p>This goal has been achieved by all and all Level 2 courses are fully aligned with the new Achievement Standards.</p>		<p>Staff were very keen to bring courses in line with the new standards in 2011. This first year identified some need for adjustments and these have been made. The same scenario is true for level two in 2012.</p> <p>The literacy pathway has identified students who will take two years to gather sufficient evidence, and procedures for the evidence gathering, and moderation practices with other schools will be further streamlined in 2013.</p> <p>The introduction of a NCEA Jumbo day run by national moderators in March of this year assisted staff in confirming that the work undertaken for Level 2 is appropriate.</p>		

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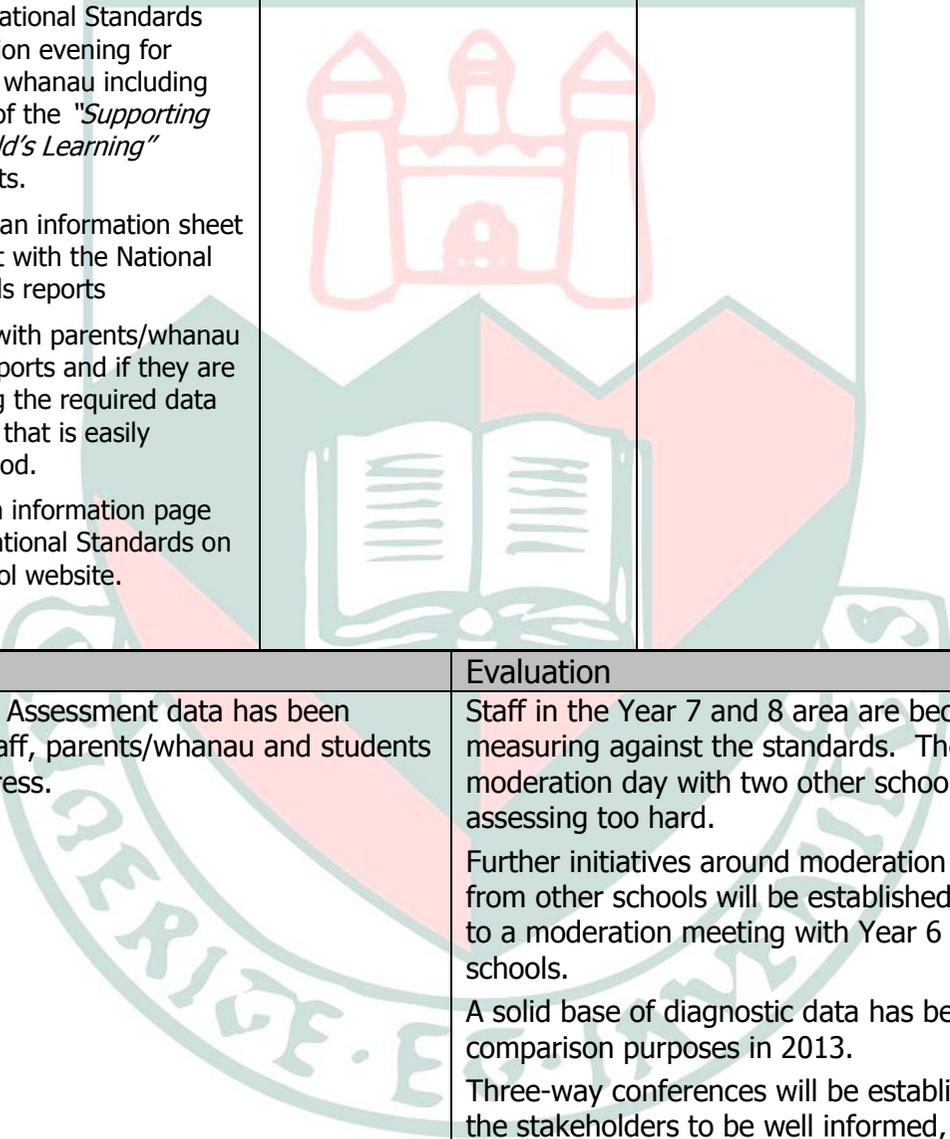
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Goal 5: To ensure the Board, Principal and teaching staff have sufficient knowledge and understanding of the National Standards and how students are doing in relation to them to effectively support student progress. Students, parents and families are clear about their child's progress and achievement, and feel comfortable asking questions regarding how they can support their child's next steps.

Current State: 2010 was the first year of implementation of the National Standards in Year 7 and 8. 2011 was very much a learning curve for all involved and reports were generated at the end of the year and sent out to parents. Little feedback has been received.

Target	Strategy	Personnel/Resources	Review	Outcome
<p>The Board, Principal and teaching staff have a good understanding of student progress against National Standards and use collected data to effectively support progress.</p> <p>Students, parents and families have a good understanding about their child's progress and achievement in relation to the National Standards. All parties feel comfortable asking questions and as a result can support their child's next steps for learning.</p>	<p>Members of the Board will be briefed on the National Standards to improve their understanding</p> <p>Teaching staff will engage in professional development to ensure they are up-to-date with the latest developments</p> <p>Assessment tools will be evaluated and aligned to ensure consistency across the school</p> <p>Teachers will help students reflect on the quality of their own work through</p> <ul style="list-style-type: none"> • Regular self-assessment in class against co-constructed criteria • Self-assessment of portfolio work and set goals <p>Teaching staff will use SMS to record achievement data</p> <p>Teachers will use</p>	<p>Board</p> <p>Management Team</p> <p>Teaching staff</p> <p>Website Coordinator</p>	<p>Reporting to Board</p> <p>Reporting to Parents/whanau</p> <p>School Self-review system</p> <p>Board</p> <p>Management</p> <p>Junior school staff</p>	<p>Some Board members attended a NZSTA seminar on the Boards role in the National Standards on March 8.</p> <p>The staff representative to the board, as a teacher of Year 7 and 8, has kept the board informed of how the Year 7 and 8 teachers go about gathering evidence to assess against the National Standards.</p> <p>A teacher only day was organised and attended by all Year 7 and 8 teachers, including teachers from Tokomairiro College and EOHS, to compare teaching strategies, student achievement and for moderation purposes was held on our site. Our Dean of Year 7 and 8 attended this meeting to observe.</p> <p>An annual report on</p>

	<p>achievement data to reflect on their own practice.</p> <p>Hold a National Standards information evening for parents/ whanau including the use of the "<i>Supporting your Child's Learning</i>" pamphlets.</p> <p>Develop an information sheet to go out with the National Standards reports</p> <p>Consult with parents/whanau about reports and if they are providing the required data in a way that is easily understood.</p> <p>Insert an information page about National Standards on the school website.</p>			<p>achievement against the National Standards was presented to the Board at its February 2013 meeting.</p> <p>Two rounds of three-way conferences are planned for 2013. These will include students, parents/whanau and teachers, one at the beginning of the year and one at the end.</p>
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Analysis	Evaluation
<p>This goal has been mostly achieved. Assessment data has been collected and the Board, teachers, staff, parents/whanau and students are all well informed of student progress.</p>	<p>Staff in the Year 7 and 8 area are becoming more confident in measuring against the standards. The lead teacher attended a moderation day with two other schools and felt that KVC staff were assessing too hard.</p> <p>Further initiatives around moderation days with Year 7 and 8 staff from other schools will be established in 2013. This will then extend to a moderation meeting with Year 6 staff from our contributing schools.</p> <p>A solid base of diagnostic data has been produced that will allow for comparison purposes in 2013.</p> <p>Three-way conferences will be established in 2013 and will allow all the stakeholders to be well informed, have a good understanding of National standards, feeling free to ask any questions they have. This has been built into the schools Strategic Plan/Charter.</p>

Appendices: Graphs of Achievement Results for National Standards and NCEA



2012:

2012 National Standards Reporting

Number:	381
Name:	Kaikorai Valley College

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	5	4.5%	32	28.8%	48	43.2%	26	23.4%	111
Māori	P	7.1%	P	21.4%	8	57.1%	P	14.3%	14
Pasifika	P	16.7%	P	33.3%	P	16.7%	P	33.3%	6
Male	4	6.3%	19	30.2%	26	41.3%	14	22.2%	63
Female	P	2.1%	13	27.1%	22	45.8%	12	25.0%	48

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	4	6.2%	21	32.3%	27	41.5%	13	20.0%	65
End of Year 8	P	2.2%	11	23.9%	21	45.7%	13	28.3%	46

NAG2A (c) (ii) Progress made against the Reading National Standard.

Improvements have been noted in Reading from Year 7 (2011) to Year 8 (2012). In 2011 27 students were working "Well Below" or "Below" the National Standard. This had improved to 13 Year 8s in 2012. Further work with these students in 2013 will see this figure drop even further. 74 students (66.6%) are working "At" or "Above" the National standard and it is intended to raise this to 85% in 2013. 4 students in 2013 were working at "well below". This had improved to only one in 2012. In 2011 9 students were above the National Standard and this had improved to 13 in 2012.

2012 National Standards Reporting

Number:	381
Name:	Kaikorai Valley College

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	6	5.4%	45	40.5%	42	37.8%	18	16.2%	111
Māori	P	14.3%	5	35.7%	6	42.9%	P	7.1%	14
Pasifika	0		P	50.0%	P	33.3%	P	16.7%	6
Male	6	9.5%	24	38.1%	23	36.5%	10	15.9%	63
Female	0		21	43.8%	19	39.6%	8	16.7%	48

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	4	6.2%	27	41.5%	27	41.5%	7	10.8%	65
End of Year 8	P	4.3%	18	39.1%	15	32.6%	11	23.9%	46

NAG2A (c) (ii) Progress made against the Writing National Standard.

Writing continues to be an area of concern. However, it has been pleasing to note that there has been an increase in the numbers of students achieving "At" or "Above" the national standard. "At" 2 students improved and "Above" 6 students improved. Three students have made progress from "Well Below" to "Below". It is a concern to note that 50% (7 Māori and 3 Pasifika) students are achieving at "Well Below" or "Below" the National Standard.

2012 National Standards Reporting

Number:	381
Name:	Kaikorai Valley College

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	P	0.9%	45	40.2%	43	38.4%	23	20.5%	112
Māori	0		8	57.1%	6	42.9%	0		14
Pasifika	0		P	33.3%	4	66.7%	0		6
Male	0		28	43.8%	21	32.8%	15	23.4%	64
Female	P	2.1%	17	35.4%	22	45.8%	8	16.7%	48

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	0		32	49.2%	23	35.4%	10	15.4%	65
End of Year 8	P	2.1%	13	27.7%	20	42.6%	13	27.7%	47

NAG2A (c) (ii) Progress made against the Maths National Standard.

Progress in Maths has been pleasing. It is noted that there has been a 24% improvement in students gaining "At" or "Above" the National Standards from 2011 to 2012. (4 students moved to "At" and 8 moved to "Above". It is also noted that only one student is performing "Well Below" the National Standard. This is down from 11 in 2011 (22% decrease). Slightly more girls are achieving "At" or "Above" the National Standard than Boys (62.5% of Girls - 56.2% of Boys). Further work will be undertaken with our priority learners to ensure continued improvement from "Well Below" and "Below" to at least "At" the National Standard.

National Standards reporting templates

NAG2A (b)

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement

NAG2A (b)(i) Areas of strength

National Standard subject: Reading

Discussion: 66.6 % of all Year 7 and 8 students are working “At” or “Above” the National Standard. (70% of Girls and 63% of Boys). Classroom programmes have focused on the “At Risk Students” There has been a reduction in the number of students performing at “Well Below” the National Standard with only 1 Year 8 student identified as being “Well below” the National Standard, down from 5 in Year 7 from the previous year.

NAG2A (b)(i) Areas for improvement

National Standard subject: Writing

Discussion: Writing has been an area of concern. Much discussion has been held and work is being undertaken in moderating the grades given. Writing has proved to be the most difficult subject to get consistency across all classes and all levels of the curriculum 60 students (54%) are performing “At” or “Above” the National Standard. Our goal is to get this to 80% by the end of 2013. Only 34 of the Year 7 students have reached the required level. 7 (50%) of Māori and 3 (50%) Pasifika students are “Below” the National Standard for Writing

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion: The data collected has identified several areas for improvement. It has highlighted the need to concentrate on the Priority Learners in Reading, Writing and Maths. There is a need to ensure that all our students are achieving to the best of their ability. The Goal across all subjects is to have at least 85% of all students achieving “At” or “Above” the National Standard. Moderation of grades is seen as one of the areas that need to be addressed. This is to ensure consistency across all students in all subjects.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

- Three Way Conference in “Goal Setting” with all students will be undertaken.

- In school moderation and discussion between all staff to ensure a consistent approach and consistency grades across all subjects.
- Moderation with staff from other Year 7 -13 schools to share ideas and experiences to enhance staff appreciation of the work submitted.
- Participation in the A.L.L. project with particular emphasis on our Priority Learners.
- Closer liaison with our contributing schools to foster a greater understanding of the challenges faced by both groups in deciding on a National Standard grade for our students.

Additional information:

At present there seems to be a discrepancy between the levels attained in one year and the indications from the testing given the next year, particularly from Year 6 to Year 7. No data is available for those students coming into Year 7 that are achieving at “Well Below” the National Standard.

Moderation of work with our contributing schools will enable both parties to gain a greater understanding of each other’s needs and expectations.

This will enhance the teaching and learning of both parties.

NAG2A (c) (i) and (ii)

Your Board is also required to report on National Standards and how students are progressing against the standards. Please use the electronic spreadsheet to complete this information.

<http://www.minedu.govt.nz/~media/MinEdu/Files/Boards/PlanningAndReporting/Planning/NationalStandardsNAG2AcDataTemplateNov12.xls>

Overview of Cohort NCEA Endorsements

	2006	2007	2008	2009	2010	2011	2012
LEVEL 1							
Endorsed with MERIT	16	11	17	6	14	13	16
<i>Males</i>	12	4	11	1	8	7	9
<i>Females</i>	4	7	6	5	6	6	7
Endorsed with EXCELLENCE		6	5	1	1	2	2
<i>Males</i>		1	3	0	0	1	1
<i>Females</i>		5	2	1	1	1	1
LEVEL 2							
Endorsed with MERIT	10	7	9	6	7	5	10
<i>Males</i>	2	6	1	5	3	3	7
<i>Females</i>	8	1	8	1	4	2	3
Endorsed with EXCELLENCE		1	2	3	0	2	4
<i>Males</i>		1	1	1		2	2
<i>Females</i>			1	2		0	2
LEVEL 3							
Endorsed with MERIT	4	2	2	4	6	4	4
<i>Males</i>	3		2	1	4	3	4
<i>Females</i>	1	2		3	2	1	0
Endorsed with EXCELLENCE	2			1	3	0	1
<i>Males</i>	2			1	2		1
<i>Females</i>				0	1		0

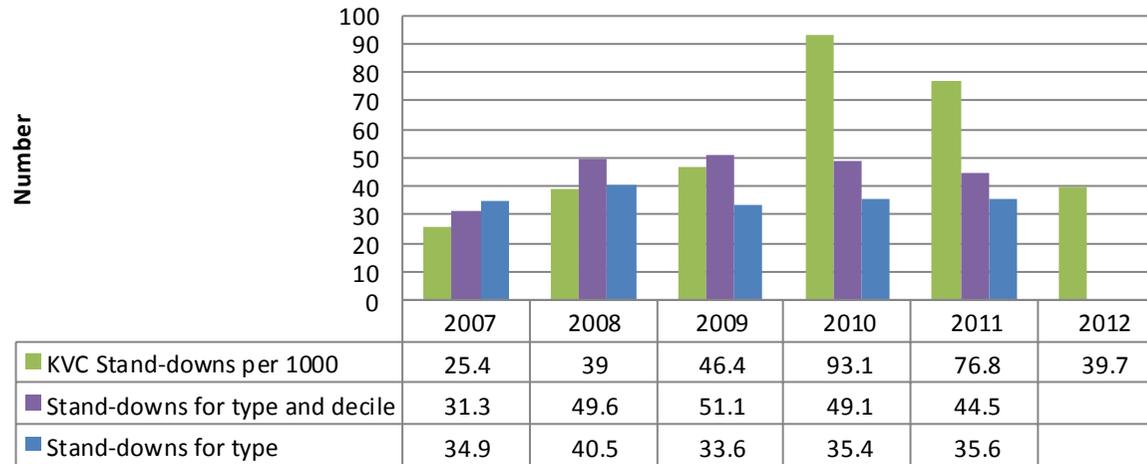
NCEA Results for 2006, 2007, 2008, 2009, 2010, 2011 and 2012 Cohorts

	2006	2007	2008	2009	2010	2011	2012
NCEA Level 1							
% of Participation	57% (Nat 59%)	72% (Nat 65%)	80% (Nat 68%)	63% (Nat 68%)	79% (Nat 75%)	82% (Nat 75%)	75% (Nat 73%)
% of Completed year	64%	76%	89%	78%	80%	87%	79% B 74% G 85%
Literacy	72%	77%	81%	64%	71%	75%	76%
Numeracy	80%	91%	92%	83%	91%	87%	81%
NCEA Level 2							
% of Participation	64% (Nat 65%)	75% (Nat 69%)	75% (Nat 72%)	69% (Nat 72%)	62% (Nat 79%)	76% (Nat 80%)	72% (Nat 81%)
% of Completed year	71%	80%	84%	76%	71%	80%	84% B 85% G 83%
NCEA Level 3							
% of Participation	69% (Nat 59%)	54% (Nat 62%)	58% (Nat 64%)	48% (Nat 65%)	82% (Nat 70%)	59% (Nat 72%)	53% (Nat 72%)
% of Completed year	52%	51%	58%	52%	57%	61%	59% B 59% G 58%
University Entrance							
% of Participation	62% Nat (54%)	51% (Nat 58%)	55% (Nat 60%)	39% (Nat 57%)	58% (Nat 60%)	51% (Nat 59%)	44% (Nat 61%)
% of Completed year	50%	45%	55%	57%	71%	56%	54% B 57% G 50%
% of students studying at least 4 approved subjects	75%	76%	84%	82%	85%	92%	85% B 83% G 85%

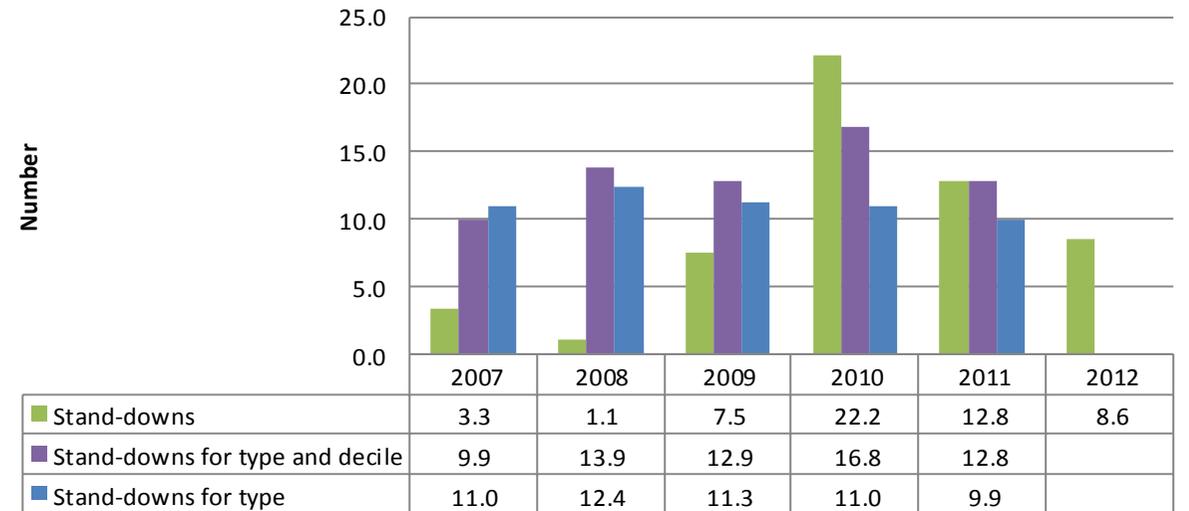
- It is important when examining this table to realize that each cohort is different and so, rather than compare the performance of KVC students at level 1 over the years and level 2 over the years etc, we consider the cohort's performance over the years. (To do this read the table diagonally downwards – following the arrows).
- Many of our Year 13 students do not follow full academic courses so are less likely to gain UE or NCEA level 3.
- KVC has always followed the national pattern that at all levels more girls than boys achieve NCEA. Although, both boys and girls are represented amongst the high achievers. In 2012, however, this was only true at Level 1.
- When considering high achievers it is important not to just consider how many credits students achieve but also how many credits are awarded as Excellence or Merit grades.
- The achievement of individual students at NCEA is celebrated by the awarding of certificates at assembly.
- Our highest achievers are to be celebrated as their commitment to academic work and, then considering these individuals, to sport and culture epitomizes what Kaikorai Valley College aims towards.

OTHER 2012 DATA

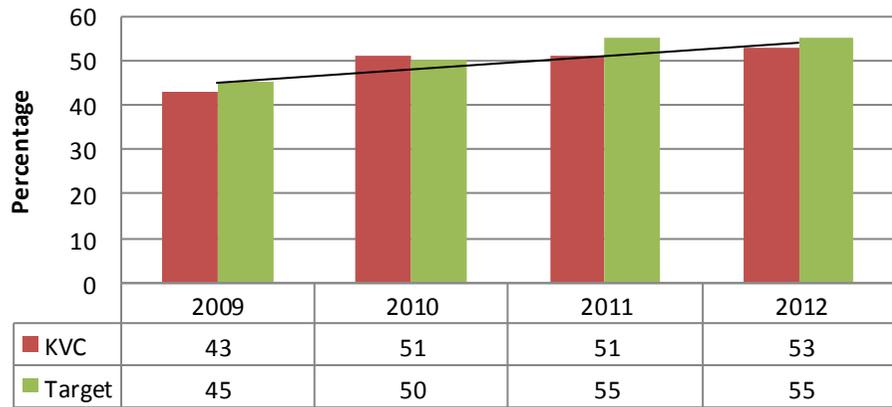
Stand-downs per 1000 students



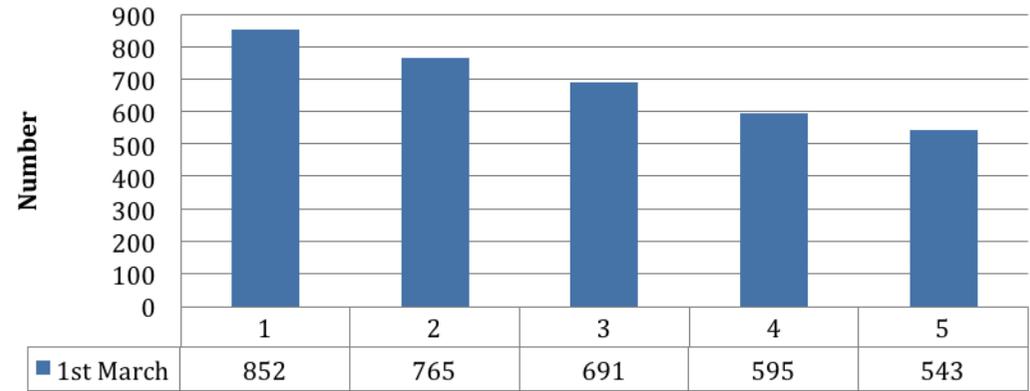
Suspensions per 100 students



Student Participation in Sport



KVC School Roll



BoT Chair's Signature _____

Principal's _____

Date: _____

