New Plymouth Girls' High School

First choice in educating young women

ANALYSIS OF VARIANCE REPORT
2015

For the year ending 31 December 2015

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ANALYSIS of VARIANCE REPORT 2015

Preamble:

- Provisional NCEA results have been used in order to meet the 1 March reporting deadline. Some students' results were not recorded and it is expected that the final results will show a higher level of achievement than recorded here.
- The data compares different cohorts, i.e. Year 12 2014 and Year 12 2015. A comparison of the achievement rate for each cohort should also be considered.
- The number of Pacifika students is very small: Y12 L2 = 5 and Y13 L2 = 10

Strategic Goal: For all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification.

Annual Goal: To identify Y12 and Y13 students at risk of not achieving NCEA L2 in 2015 and respond with appropriate programmes and interventions with the aim of lifting student achievement.

Target 2015: An improvement in the cumulative participation-based pass rate for school and Maori students and for the pass rate by Maori to be the same or better than the rest of the school with a cumulative participation-based L2 pass rate in 2015 for school, Maori and Pacifika of 90% for Year 12 and 98% for Year 13.

Baseline Data: NCEA L2 results 2014:
School: Year 11 L1 = 83%, Year 12 L2 = 84.6%, Year 13 L2 = 96.1%.
Maori: Year 11 L1 = 61%, Year 12 L2 = 72.7%, Year 13 L2 = 97.1%
Pacifika: Year 11 L1 = 66.7%, Year 12 L2 = 87.5%, Year 13 L2 = 100%

OUTCOMES 2015	VARIANCE 2014 to 2015 RESULTS
School: Year 12 L2 = 88.9%, Year 13 L2 = 96.8%	**School:** Year 12 L2 = +4.3%, Year 13 L2 = +0.7%
Maori: Year 12 L2 = 67.3% (72.5%*), Year 13 L2 = 91.7%	**Maori:** Year 12 L2 = -5.4% (-0.2%*), Year 13 L2 = -5.4%
Pacifika: Year 12 L2 = 80%, Year 13 L2 = 88.9%	**Pacifika:** Year 12 L2 = -7.5%, Year 13 = L2 -10.1%

TARGET VARIANCE:
School: Year 12 L2 = -1.1%, Year 13 L2 = - 1.2%
Maori: Year 12 L2 = -22.7%, Year 13 L2 = -6.3%
Pacifika: Year 12 L2 = -10%, Year 13 L2 = -9.1%

EVALUATION

A comparison of the baseline data (2014) with the 2015 results and targets shows a gain at Year 12 and 13 NCEA Level 2 for the school with a minus variance for Maori and Pasifika students. This analysis compares different cohorts and it's questionable whether or not the baseline data of each cohort was considered when the target was set, e.g. was a 90% target in L2 for 2015 Year 11 Maori students who achieved 61% in L1 an achievable target. This was a highly aspirational target.

A comparison of the results generated by each cohort shows a different picture:
School: Year 11 2014 cohort achieved 83% in L1 and 88.9% in L2 in 2015. Year 12 in 2014 achieved 84.6% in L2 and Year 13 in 2015 96.8% in L2.
Maori: Year 11 2014 cohort achieved 61% in L1 and 67.3% (72.5%*) in L2 in 2015. Year 12 in 2014 achieved 72.7% in L2 and Year 13 in 2015 91.7% in L2.
Pacifika: Year 11 2014 cohort achieved 66.7% in L1 and 80% in L2 in 2015. Year 12 in 2014 achieved 87.5% in L2 and Year 13 in 2015 88.9% in L2.

*Predicted finalised results.

Recommendations:

- For the 2016 targets to be more realistic and to take into account the baseline data of each cohort.
- Use of MidYIS and YELLIS data to set realistic targets and identify value-added.
- Improved tracking of student achievement data throughout the year to ensure students are on target to achieve.

Strategic Goal: For all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification by 2016.			
Annual Goal: To identify the students at risk of not achieving Level 1 Literacy and/or Numeracy and put in place appropriate numeracy and literacy programmes with the aim of lifting achievement.			
Target 2015 for Literacy and Numeracy: An improvement in the Literacy and Numeracy pass rate for school and Maori students and for Maori to achieve the same or better pass rate than the rest of the school. Year 12 = 98% pass rate and Year 13 = 100% pass rate.			

Baseline Data			
2014 School Level 1 Literacy Pass Rate: Year 11 96.7% Year 12 97% Year 13 98.9%		**2014 School Level 1 Numeracy Pass Rate:** Year 11 89.5% Year 12 95.4% Year 13 99.4%	

Maori		Pacifika	
2014 Level 1 Literacy Year 11 98.3% Year 12 91.5% Year 13 100%	**2014 Level 1 Numeracy** Year 11 83% Year 12 97.7% Year 13 100%	**2014 Level 1 Literacy** 100% for all levels	**2013 Level 1 Numeracy** 100% for all levels

OUTCOMES 2015			
School Literacy Year 11 95.9% Year 12 100% Year 13 99.1%	**Variance** -0.8% +3% +0.2%	**Maori Literacy:** Year 11 94.7% -1.2% Year 12 100% 0% Year 13 100% +0.9%	**Pacifika Literacy:** Year 11 100% +4.1% Year 12 100% 0% Year 13 80% -19.1%
School Numeracy Year 11 95.1% Year 12 96.1% Year 13 98.6%	**Variance** +5.6% +0.7% -0.8%	**Maori Numeracy:** Year 11 91.2% -3.9% Year 12 88.2% -7.9% Year 13 100% +1.4%	**Pacifika Numeracy:** Year 11 100% +4.1% Year 12 100% 0% Year 13 80% -18.6%

EVALUATION

An achievement rate of 94.7% by Year 11 Maori and 100% Pacifika students in Literacy with Maori students achieving 100% at Year 12 and 13 is exceptional. The dip for Pacifika in Year 13 is two students who did not gain Literacy and Numeracy. Of note is that Literacy credits can be earned by achieving credits in Te Reo Maori. The gap in the achievement of Y11 Maori in numeracy compared with the school results of -3.9% is still of concern but considerably up from -16.2% in 2014 and whilst there is still a lag of -7.9% at Year 12 the gap is closing. The gap is markedly reduced in Year 13 with Maori students achieving 100% in numeracy surpassing the school result in Y13 by 1.4%. The value added in the numeracy results is also commendable.

The variance in the school's literacy and numeracy results compared with the targets is relatively small. There has been a larger improvement in numeracy with a 5.6% rise in 2015 from 2014 and for Maori this improvement has been greater still with an 8.2% increase in achievement, which may be largely due to targeted programmes at both Years 11 and 12 for those students at risk of not achieving numeracy. There has been a 3% improvement in Literacy at Year 12and again an 8.5% rise in Literacy for Maori at Level 2.

In 2014 there was an increase in the hours of instruction in Mathematics in Years 9 and 10. Both levels now receive 5 hours of tuition across 6 days. The impact of this increase is already apparent.

Recommendations:
- Ensure that there are opportunities within the curriculum for students to achieve sufficient credits in Numeracy and Literacy.
- Continue to identify the students at risk of not achieving with particular focus on Maori and Pacifika students and those with special learning needs, and provide them with additional programmes of support.
- Monitor the credits achieved by students at every level and follow up on the students at risk of not achieving by tracking achievement data throughout the year. *Refer to the 2016 Annual Plan.*

Strategic Goal: To lift or maintain the NCEA achievement of students at every level.							

Annual Goal: To undertake the programmes and interventions described in the Annual Plan and curriculum strategic plans 2015.

Target 2015: An improvement in the cumulative percentage roll-based pass rate for the school and Maori students and for the pass rate by Maori to be the same or better than the rest of the school.

School				Maori			
	Year 11	**Year 12**	**Year 13**		**Year 11**	**Year 12**	**Year 13**
Level 1	85%	100%	100%	**Level 1**	75%	95%	100%
Level 2		85%	100%	**Level 2**		85%	100%
Level 3			80%	**Level 3**			70%
UE			75%	**UE**			65%

Baseline Data and Analysis: 2014 NCEA Cumulative 1 July roll-based results.

School				Maori			
	Year 11	**Year 12**	**Year 13**		**Year 11**	**Year 12**	**Year 13**
Level 1	82.4%	92.1%	100%	**Level 1**	63.2%	86.7%	100%
Level 2		82%	96.6%	**Level 2**		68.9%	94.1%
Level 3			74.9%	**Level 3**			61.8%
UE			62.6%	**UE**			41.2%

OUTCOMES 2015							
School				Maori			
	Year 11	**Year 12**	**Year 13**		**Year 11**	**Year 12**	**Year 13**
Level 1	84.3%	92.1%	99.5%	**Level 1**	71.2%	86.5%	102.8%
Level 2		84.2%	96.8%	**Level 2**		63.5%	91.7%
Level 3			80.4%	**Level 3**			52.8%
UE			73.5%	**UE**			38.9%

EVALUATION

We have an increasing number of ORS funded students and students with special learning needs. These students are included in the 1 July roll and when calculating NCEA % pass rates. It is pleasing to note that SPANZ has requested that ORS students be removed from the roll count when calculating NCEA results.

With the exception of the Year 13 L1 Maori pass 102.8% pass rate and the Level 3 school pass rate, the targets were not achieved. However, the variance is much narrower than in 2014. Following are the target variances: Year 11 = -0.7%, Year 12 = -0.8%, Year 13 = +0.4% and UE = -1.5%. The biggest increase has been at NCEA Level 3 and UE, which is especially pleasing, and a significant improvement on 2014.

The variance for Maori students' results compared with the targets is disappointing:
Year 11 Level 1= -3.8%, Year 12 Level 2 = -21.5%, Year 13 Level 3 = -17.2% and UE -26.1%. The gap has narrowed considerably at Year 11 but widened at Years 12 and 13.

The gap between the pass rates for the school and Maori is wide: Year 11 = 13.1%, Year 12 = 20.7%, Year 13 = 27.6% and UE = 34.6%.

The school pass rates at every level exceed the National pass rates and the pass rates for Maori exceed the Maori National pass rates, at every level except Year 12 Level 2 and marginally at Year 13 Level 3 (-0.3%).

Recommendations:
Refer to the 2016 Annual Plan and the Maori Achievement Plan.

Strategic Goal: For all students to have a high rate of attendance.					
Annual Goal: To improve student attendance at every level and for the rate of attendance of Maori students to be the same or better than the rest of the school.					
Level	Baseline 2014	Targets 2015	EOY All Ethnicities	Variance	EOY Maori
Year 9	91.8%	93%	**91.5**	-1.5	88.3 -3.2%
Year 10	88.6%	92%	**89.6**	-2.4	87.3 -2.3%
Year 11	90%	91%	**88.7**	-2.3	83.7 -5%
Year 12	87.5%	90%	**87.8**	-2.2	83.5 -4.3%
Year 13	86.8%	90%	**84.1**	-5.9	76.5 -7.6%

EVALUATION

The rate of attendance at all levels by end of Term 2 2015 was very close to the targets:
Year 9 = 93.1%, Year 10 = 91.6%, Year 11 = 90.1%, Year 12 = 90.4% and Year 13 = 88.6%.

Maori attendance rates are lower across the school but this is seen more so at senior levels and obviously has an impact on learning and achievement.

There is a fall-off in attendance in Term 4 around key events.
- Weeks 2 and 3 leading up to senior prize giving when internal assessments for seniors have finished.
- Weeks 8 and 9 leading up to and including junior outdoor education activities. Year 10 students traditionally have a lower rate of attendance than Year 9 during activity week.

Although not obvious in the final outcome, rewarding students who have achieved 100% each term has had a positive impact. Some students have set this as a goal and the attitude of students towards achieving this milestone has changed for the better with respectful celebration.

Recommendations:
- Conduct regular checks to ascertain the accuracy of the data and follow up.
- Identify and track the number of students that are generating most of the absences.
- Continue to identify Maori students, monitor the attendance of this group and compare with the school attendance rates. Take corrective action if required. Improving the attendance and retention rate of Maori students is a school-wide goal. *Refer to the Maori Achievement Strategic Plan and the Tumanako mentoring programme.*
- Continue with the programme of tracking individual students, monitoring, rewarding good attendance and intervening when appropriate and communicating with parents/whanau.
- Monitor the recording of attendance by staff and take corrective action as necessary. Follow up on staff who do not enter the data.
- Report the data mid-term and at the end of every term.

Refer to the 2016 Annual Plan

ANNUAL REPORT 2015

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2015 PRIORITY AREAS

Maori Achievement

Data for Learning

E-Learning

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STRATEGIC GOAL ONE: To raise student aspirations and achievement thereby enabling them to realise their potential.

Annual Goals	Actions	OUTCOMES
Maori Achievement Improve Maori student achievement. *Refer to the Maori Achievement Strategic Plan, Ka Hikitia and Tataiako.*	• Identify Maori students at risk of not achieving and initiate appropriate interventions. • Develop links with mentoring and goal setting. • Improve data gathering, reporting, monitoring and tracking attendance and progress. • Provide opportunities for Maori students to be involved in Kapa Haka and for them to be encouraged and supported to develop and lead student programmes that involve whanau. • Develop opportunities for student voice to be heard through the Honohono committee and at cultural events. • Provide students with leadership opportunities. • Develop the mentoring and support programme *(Tumanako)* that involves teachers from across the curriculum and the Senior Leadership Team. • Join a community of schools applying for the Teacher Innovative Fund under the Investing in Educational Success (IES) scheme. The application is for funding to support programmes that will improve learning outcomes for Maori. • Develop the Staff Kapahaka group.	• Students identified and a number of interventions, e.g. tutorials, returning to sit standards year end. • Staff *Tumanako* mentors also goal setting interviewer. • Attendance data identified Maori and Pacifika students. • Strong Kapa Haka group that performed at Puanga and Manu Korero. • Increase in staff involvement in Tumanako and student groups developed alongside one on one mentoring. • Kapa Haka performances at whanau hui and a strong presence of student leadership. • Staff Kapa Haka performed at Ka Hui Whetu which we are hosting in 2016.

	• Develop meaningful partnerships with whanau that includes consultation and the celebration of student success. • Provide staff with professional learning opportunities that focus on Maori achievement factors through the Cultural Competencies.	• Partnership with local iwi (Te Atiawa) strengthened. • A focus on Cultural Competencies through professional learning assisted by MoE SAFF.
Data for Learning Improve the use of data for learning to inform teaching and learning across all levels and ultimately lift students' achievement. *Refer to the Data for Learning strategic plan.*	• Introduce MidYIS and YELLIS diagnostic tests. • Ensure that diagnostic testing is carried out and that the data is readily available to staff, specifically; PAT, MidYIS, YELLIS, CEM and Ravens. • Analyse the school NCEA results, report and use the data to inform annual goals and targets. • Conduct a review of all curriculum areas that includes an analysis by curriculum leaders of NCEA results and an annual performance report. • Identify and report the results of priority learners. • Personal teaching goals and targets aligned to the school-wide priorities will be set by teachers following an analysis of the results of their students in 2014. • Provide staff with professional development on analysing and using data to inform their teaching programmes and to identify the learning needs of students. • Evaluate the diagnostic assessments and determine their benefit and future use.	• MidYIS and YELLIS diagnostic tests applied and staff professional learning on interpreting and using the data. • NCEA data analysed school-wide, curriculum level and by teachers and staff professional learning on how to use the data to inform their teaching programmes. • Results of priority learners analysed and reported. • Better alignment of personal and department goals with school-wide goals. • Evaluation to determine the usefulness of diagnostic assessments will happen in 2016.
Pacifika Achievement For all Pacifika students to achieve at least NCEA L2 or an equivalent qualification.	• Identify the Pacifika students at risk of not achieving at least L2 or an equivalent qualification and initiate appropriate interventions.	• 80% of Pacifika students achieved L2. 100% achieved Literacy and Numeracy L2.
Gifted and Talented Determine the future direction of accelerate and GATE programmes and better meet the learning needs of Y13 GATE students.	• Review the accelerate and GATE programmes and gather evidence to inform future direction and development. • Identify the students the Y10 accelerate programme. Monitor and track their progress and provide goal setting and mentoring with a view to their being able to engage in meaningful courses in Y13 that align with their career path.	• Evaluation will now be in 2016. • Goal setting/mentoring provided.

Students with Special Learning Needs		
Students with Special Learning Needs For senior students with special learning needs to be able to access vocational programmes that fit within their IEPs and for the Learning Support area to be adequately resourced.	• Extend the provision of vocational programmes (STAR, Gateway and Trades Academy) to meet demand and determine whether there are benefits to be gained with funding Taranaki Future Pathways. • Identify the resource needs in the Learning Support area, e.g. ORS funded students and meet the needs within the scope of the budget and staffing entitlement.	• Greatest area of growth in student numbers and credits gained has been in the STAR vocational programmes. 127 students gained 1,825 credits. 12 university papers passed. • 38 students in Gateway achieved 893 credits. • 18 students in the Trades Academy achieved 759 credits.
NCEA Pass Rate Improve the NCEA pass rate across all levels.	• Identify students at risk of not achieving early in the year and undertake appropriate interventions. • Improve course and NCEA Level placements so that students who do not meet the appropriate criteria are better placed in learning programmes. • Encourage students to achieve 14+ credits in every subject as a personal goal. • Continue to develop and provide opportunities for students to undertake multi-level learning programmes. • For teaching as inquiry to be adopted by all teachers in their pedagogy. • Use the RRRewards system to reward and encourage students.	• An improvement in the NCEA pass rate at every level. **2015** **2014** **Variance** L1 89.7% 83% +6.7% L2 88.9% 85.7% +3.2% L3 84.6**%** 77.5% +7.1% UE 77.4% 65.9% +11.5%
Student Attendance Improve student attendance at every level.	• Follow up on students with unjustified absence and suspected truants. • Maintain an accurate database record of attendance. • Follow up on staff that don't enter correct data or fail to record. • Contact home – Early Identification System • Reward students with 100% attendance on a term by term basis. • Rigorous monitoring and identification of students with a less than satisfactory record of attendance.	• A small improvement in attendance at Y10 and Y12. **2015** **2014** **Variance** Y9 91.5% 91.8% -0.3% Y10 89.6% 88.6% +1.0% Y11 88.7% 90.0%% -1.3% Y12 87.8% 87.5% +0.3% Y13 86.5% 84.1% -2.7%

NCEA L2 Pass Rate For all graduates who do not have special learning needs to be able to access tertiary education or other career pathways with a minimum of NCEA L2 or an equivalent qualification**.**	• Identify the students who are not on the Learning Support register and are at risk of not achieving. Determine why they are not achieving and provide them with targeted programmes and support, e.g. IEPs, IQPs. • Identify students with special learning needs on entry to school and provide appropriate programmes of support and intervention through *Waimarie* and *Awhina*.as described in their strategic plans. Set realistic qualification targets, e.g. Two Star SPEC Award, Certificate in Mainstream Studies Level 1 or NCEA Level 1.	• 96.8% of Y13 graduates achieved L2.
Alignment Ensure that all strategic plans, goals and targets and teachers' personal goals and targets are aligned with the schools and focus on the school's priority areas.	• The Principal will review all curriculum and school-wide strategic plans. • The Principal will review the progress of the following groups of teachers; new teachers to the school, PRTs and teachers going through the attestation or re-registration process. • Deputy Principals will review curriculum strategic plans and monitor progress towards the goals and targets during the year. • The DP responsible for PRTs will review the progress of PRTs. • Curriculum leaders will review their teachers' goals and targets and monitor progress during the year through the performance appraisal system.	• Most strategic plans, goals and targets and teachers' personal goals aligned with the schools.

STRATEGIC GOAL TWO: To ensure that curriculum teaching supports the literacy and numeracy needs of students.

Annual Goals	Actions	OUTCOMES
To improve the NCEA Literacy and Numeracy pass rates, for Maori and Pacifika students to achieve the same or better results as the rest of the school and improve the use of data.	• Ensure that there are opportunities within the curriculum for students to achieve sufficient credits. • Develop the data analysis and staff use of data to inform teaching programmes. • Implement the Literacy and Numeracy strategic goals within the curriculum strategic plans. • Identify the students at risk of not achieving and provide them with additional programmes of support giving particular focus to priority learners (Maori, Pacifika and those with Special Learning Needs).	• **Pacifika** Literacy and Numeracy results 2014 = 100%. In 2015 Literacy and Numeracy results were 100% at L1 and L2, 80% in L3. All results were equal to or above the school pass rate. A total of 16 students. • **Maori** -1.2% less than Y11 school literacy pass rate. Y12 the same at 100% and Y13 0.9% better than the school. Y13 Numeracy 100% and Y11 -3.9% and Y12 -7.9% below the school. • Targeted numeracy programme implemented for L2 Maori at risk of not achieving.

STRATEGIC GOAL THREE: To develop and enhance teaching and learning through the use and application of ICT.

Annual Goals	Actions	OUTCOMES
Improve the Wi-fi access and staff capability to enable greater use of BYOD thereby enhancing teaching and learning.	• Complete the SNUP. • Develop the use of BYOD into learning programmes. • Develop staff capability with professional learning programmes, by implementing Office 365, joining Network for Learning and developing 'cloud' storage. • Deliver Digital Citizenship programmes to students. • Investigate alternative SMS options and conduct an audit of classroom technologies.	• SNUP completed early 2015. Wi-fi access across the school much improved. • Staff professional learning during the year.

STRATEGIC GOAL FOUR: To develop a school culture that encourages positive values, self-esteem and a sense of community.

Annual Goals	Actions	OUTCOMES
Develop the expression of the school values in student behaviour and restorative practice.	• Implement Tier 2 of PB4L and the BPR and *Say NO to Bullying* strategic plans. • Develop the RRR-Wards system and embed the use and practice of a restorative approach. • Improve the recording of student behaviour incidents.	• An improvement in the practice of a restorative approach to managing and addressing student behaviour. • Tier 2 of PB4L implemented. • Decision to change from MUSAC to KAMAR which has a better pastoral program.

STRATEGIC GOAL FIVE: To develop a safe environment with outstanding facilities that support teaching and learning.

Annual Goal	Actions	OUTCOMES
Implement the 5YP and complete the building programme.	• Complete the upgrade of the Millennium building and relocate the administration from the temporary site. • Upgrade the Performing Arts Centre. • Implement the 5YP.	• 5YP not implemented due to the need to identify earthquake property strengthening needs so as to rationalise costs. • Millennium building upgraded. Shifted from temporary site start T4. • PAC 1 planned for upgrade 2016.

STRATEGIC GOAL SIX: To employ and develop highly professional, qualified staff.

Annual Goals	Actions	OUTCOMES
Provide professional learning and development opportunities that align with the school-wide goals and meet staff professional needs.	• For every teacher to be in a Professional Learning Group that focuses on teaching as inquiry with goals and targets aligned to the school priority areas. • Develop the integration of performance appraisal, professional learning and teacher's personal response to performance recorded in their SATs and defined by the RTCs.	• Professional learning and development opportunities that aligned with the school-wide priority goals delivered. • The programme was evaluated (teacher surveys) and outcomes will inform 2016 programme.