

## Putaruru College (494) Analysis of Variance.

### CURRICULUM OBJECTIVES / TARGETS for 2018

- The attainment of 12-14+ credits per student per course for L1-3 NCEA students (for at least 70% of students)

With a 70%+ achievement rate across all NCEA L1 - 3 quite substantially, looking at our participation roll, it is clear that the 70% target for students is being met and exceeded. However there is an across the board decrease in achievement levels, which appears to reflect the National drop in achievement across all levels.

We endeavour to deliver programmes that are responsive to student needs, increased engagement with students and targeting students who are falling below expected levels. The non-granting of study leave for exams has meant that programmes run within school to facilitate student achievement in the internal standards, as well as better preparing students to cope with external exams.

A good number of our credits, especially at Levels 2 and 3 continue to come from the non-traditional areas, such as vocational pathways course and courses delivered through our STP's.

A decision taken to reduce our programme from a seven subject programme has been reflected in the decrease in opportunities that students have to achieve the required number of credits. In 2018 we have returned to the seven subject, seven day programme structure that appeared to assist in our successes in 2016, however this has not had the desired impact for 2018.

- To continue to raise retention levels past Year 11 to enable increased attainment of NCEA Level 2 for Putaruru College leavers

We have continued to grow the number of students in our senior school, with 2019 March 1 seeing a roll of 30%+ on Ministry predictions and 45% in Years 11 to 13/14, a continued significant increase on previous years as students who have engaged with Vocational Pathways programmes have returned to complete or continue these; or have decided in some cases, to strive for more academic pathways and hence returned to school to work towards UE.

The attainment levels of 2018's Year 11 are disappointing, and again a drop on the previous year. We continue to offer a wider range of programmes, catch-up opportunities, a flexibility of timetable and a greater focus on identifying at

risk students and then providing emphasis and support. For many of our students the NCEA journey is a two year journey with a number of students completing NCEA L1 and L2 in year 12.

The Vocational Pathways / Secondary Tertiary Partnerships / Trades Academy are proving to be an incentive with students considering a return to school. In fact we are now beginning to have students who have left earlier with few or no qualifications seek to re-enrol in order to make themselves more marketable in the workplace or perhaps have simply raised their aspirations.

We continue to work with students encouraging them to return to school if they don't know what to do or where to go and this has paid some dividends, with three Year 14 students who have returned to complete required qualifications. However, the employment market and the draw card of perceived freedom proves too strong for some who could benefit from remaining at school.

Of our Leavers from Year 11 and above, over 30% went straight into employment; and a similar number went on to further education / courses either at Polytech or University; and there was 12% change in schools for various reasons (largely family circumstances), however a number of students have taken the opportunity to enrol in Putaruru College after experiencing life in other schools or with families migrating to the cheaper housing available in Putaruru.

- To maintain NCEA L1 literacy and Numeracy levels of achievement at 90%+ attainment level.

Literacy (68%) and Numeracy (59%) have seen improvements over 2015 and prior results, however, they reflect a drop over 2017 results. This has come despite closer and more regular scrutiny of a student's progress over the course of the year. Once again it is noted that the reversed reduction from a seven subject timetable structure has not had the desired impact on student opportunity for Literacy and Numeracy.

This is being addressed in 2019 with a return to the 2017 programme structure, plus with increased academic support from a newly appointed Academic Dean, with specific that specific responsibility and also wider focus on Literacy and numeracy across all curriculum areas. Also through the establishment of small learning support classes to cater for the Year 12 and 13 students who need the additional boost. This has been made possible by the increased staffing generated from an increased roll. However, despite leading many of the horses to the water, actually encouraging some of them to drink is proving a real challenge.

- At Years 7 - 10 to continue to raise each student's Literacy and Numeracy attainment by at least the chronological year if not better

Results from testing across the board have shown a significant improve in Literacy and Numeracy attainment through Years 7 - 10. However, a very few students appear to have not made the targeted progress. An intensive focus on Literacy and Numeracy, the use of Literacy and Numeracy enhancing computer programmes a heavy emphasis on reading, has had immense impact, especially at Years 7 and 8 where the greatest increases have occurred.

At Years 9 and 10, whilst progress has been made at an individual and an over all level, the increases as a whole have not been as dramatic, although a number of individual students have made significant gain towards NCEA readiness by the end of Year.

All subject areas have made a conscious and overt effort to include Literacy and Numeracy strategies in their teaching programmes. This appears to have a positive impact for both students and teachers. The implementation of a connected curricula approach at Years 9/10 with a strong emphasis on literacy and numeracy, the implementation of a Reading Programme (SSR) across the entire school it is hoped will further address the issue of literacy.

- Continue to raise school performance overall in terms of Culturally Responsive and Relational Pedagogy from Rongohia Te Hau observational data.

Continued PLD has seen an upward trend in C.R.R.P. across our classrooms. On the 5 point scale (5 being the absolute ideal) we have sat squarely at the 3 point, with little or no scores above that point; however, latest data has shown a move into the 4 point on the scale, reinforced by classroom observation and by student feedback which indicates a decided improve in C.R.R.P. classrooms across the school.

There is still progress to be made and we will persist with the Kia Eke Panuku model and practice which appears to having an impact for our students and whanau and the staff. Further P.L.D. in this areas has been applied for and received in 2019, and a programme of regular Tikanga and Te Reo Māori tuition at staff meetings is enabling staff to be more confident and comfortable in this area.

The Iikanga programme / modules continue to be compulsory for Years 7 -10 students as we endeavour to make the whole school more aware of protocols and some basic

language. Regular time on Tikanga with our Junior school is having a positive impact on all students' appreciation of Maori Culture and Te Reo.