



**GOLDEN BAY HIGH SCHOOL**  
**ANALYSIS OF VARIANCE**  
**2017**

#### 1) TO HAVE A SAFE AN INCLUSIVE ENVIRONMENT WHICH ENABLES EQUITY AND EXCELLENCE

- To initiate whole school focus on Literacy/ Numeracy across years 7-10
- To be inclusive of all learners by trying introduce concepts of Maanikitanga, Whanaungatanga, Ako and Mahi Taahi. Which should improve Maori students' learning outcomes, with a view to their achievement being at or very near that of all other student ethnicities at all three levels of
- To become a BYOD-friendly school and try encourage more students to bring chrome books to school to assist them in their learning, with all of our teachers increasingly integrating PLD use into regular classroom practice
- To promote our students' academic achievement at all levels in 2017, to enhance our school's success culture and the learning and engagement of our students
- To match or exceed the percentages of Excellence and Merit endorsements for schools of our decile at the three levels of NCEA
- To provide I-Time for students who need extra learning during class time. Could be ESOL students, Gifted or special need students.
- To meet the requirements of NAG 1 re the achievement of Maori students
- To improve Maori students' learning outcomes, with a view to their achievement being at or very near that of all other student ethnicities at all three levels of NCEA
- To improve retention rates and successful pathways for school leavers
- To initiate a traffic lights system to track student progress in Years 7-10 for academic, attendance and pastoral information. This will enable tracking of priority learners.
- To embed the inquiry process
- To incorporate Key Values across the school
- Subject areas look at updating programmes to engage all of their learners
- To further promote the use of Te Reo and Maori Culture in the classroom.
- To do NZCER student survey on wellbeing
- Anti- Bullying strategies are put in place. To run I Time hub so students have safe place to do independent learning when they need to.
- To design safety plans for students who create risks (violent or sexual behaviours) to other students
- Staff are trained on Vulnerable Children's Act
- And on Health and Safety legislation
- To deal with health and safety issues as they arise and continue to have an annual meeting of key staff members to identify any hazards
- Keep H & S contracts for all rooms to monitor Hazard risks
- Use Kamar data to promote learning
- To do NZCER student survey on wellbeing
- Anti- Bullying strategies are put in place. To run I Time hub so students have safe place to do independent learning when they need to.
- To design safety plans for students who create risks (violent or sexual behaviours) to other students
- Staff are trained on Vulnerable Children's Act and on Health and Safety legislation
- To deal with health and safety issues as they arise and continue to have an annual meeting of key staff members to identify any hazards
- Keep H & S contracts for all rooms to monitor Hazard risks.
- Students voice is used to enable a better learning environment
- Environmental projects are renewed.
- To review our Vision Statement with stakeholders and publicise our 2017 strategic objectives

#### 2) USING DATA MORE EFFECTIVELY TO RAISE STUDENT ACHIEVEMENT

- ##### NATIONAL STANDARDS TARGETS 2017
- National Standards Targets: 80% of our Year 7 and 8 students make progress in Reading, Writing and Mathematics using OTJs. (1.1)
  - We aim to meet the National Standards (1.1)
  - At Year 10 level, in the first six months, our students will raise their numeracy achievement in Number from 4A to 5B
  - At Year 10 level, in the first six months, our students will raise their literacy achievement in Reading, from 4A to 5B
  - At Year 9 level, in the first six months, our students will raise their numeracy achievement in Number, from 4B to 4P.
  - Year 9 level, in the first six months, our students will raise their literacy achievement in Reading, from 4P to 4A.
  - At Year 8 level, in the first six months, our students will raise their numeracy achievement in Number, from 3P to 4B.
  - Year 8 level, in the first six months, our students will raise their literacy achievement in Reading, from 4B to 4P.
  - At Year 7 level, in the first six months, our students will raise their numeracy achievement in Number to as close to 3A, as possible (tbc)
  - At Year 7 level, in the first six months, our students will raise their numeracy achievement Reading to as close to 3A as possible (tbc)
  - 7-10 Writing targets set in Term 1
  - At Year 11-12 level we will gain an 85% pass rate at NCEA Level 1-2 in 2017.
  - At Year 13 we will gain a 75% pass rate at Level 3. We will achieve 70% at UE.
  - We have baseline data for each Year's 7-10 that show individual progress.
  - Maori students achieve as non-Maori students or higher

#### STRATEGIC PLAN 2017 OVERVIEW

##### 3) TO STRENGTHEN THE SCHOOL WIDE SELF EVALUATION AND REPORTING PROGRAMME

- To continue to review our policies and procedures
- To review Curriculum areas over three years.
- To review Assessment data annually in all learning areas to ensure we are catering for all students.
- Reports are completed twice a year for all students
- Parent Interviews are conducted for all students
- Marking is moderated across learning areas to ensure quality assurance.
- Surveys are conducted regularly with the community and staff to strengthen our strategic planning.
- To consult with our school community through the biennial health survey and biennial consultation hui and review other communication channels
- Review use of ICT across the school
- Staff Induction is reviewed

#### 4) TO ATTRACT, RETAIN AND DEVELOP THE BEST RESOURCES TO SUPPORT HIGH QUALITY TEACHING AND LEARNING

- To continue to improve Staff professional practice through our PL programme
- To annually appraise Staff against the Professional Standards
- To assist all staff to meet the Registered Teacher Criteria
- To support our Specialist Classroom Teacher in his role to support and assist our Years 1 and 2 teachers and teachers new to the school, and to provide professional learning opportunities to Staff
- To provide teacher-aid staffing to meet the learning needs of priority learners, including those at-risk, with special needs and with literacy needs, and to support their teachers in classrooms.
- To provide training for leaders of the school where required.
- To develop Middle Leaders to take more responsibility of Appraisal, Curriculum and Assessment.
- To provide evaluation of performance of the BOT and SLT to ensure that they are providing optimum Governance and Management of the school.
- To provide training opportunities to BOT members as required
- To have support staff audit
- To have HR audit
- Goals are linked to strategic plan
- To engage in financial recovery plan
- To reduce budgets by at least 10% and on a needs basis.

## ANALYSIS OF VARIANCE 2017

Under the four strategic aims for 2017, there are 71 separate targets. Many of these are actions rather than targets. With the significant challenges the school faced in 2017, this plan was not fully operationalised. The upheaval for staff impacted student learning. Staff turnover was high, and as an example, one year 9 class had 4 different English teachers. The school had begun to embrace a Student Achievement Function focus on junior achievement, and a Limited Statutory Manager was appointed during the year.

The Golden Bay High School BoT has chosen to report on student achievement as best it is able to in the circumstances. In all cases it is impossible to report against junior charter targets as the required testing did not occur. It is possible to report junior e-asttle numeracy progress from start to the end of the year. It is not possible to report any junior literacy progress.

Achievement targets have been set for 2018, and the required testing will take place.

Junior numeracy: The targets are unable to be reported against as no mid year e-asttle testing took place. Testing at the beginning and end of the year did occur.

**Year 7:** Slight progress for cohort compared with national norm. Overall average subgrade remained the same on Level 3 Proficient. Māori students progressed more than the cohort as a whole (numbers too small to be statistically significant)

Year 7 Cohort Averages	Begin of Year		End of Year		Mean Score Change
	Mean Score	Mean Curriculum Level	Mean Score	Mean Curriculum Level	
	all	1452	3P	1465	
Female	1460	3P	1471	3P	11
Male	1441	3P	1456	3P	15
Māori	1425	3B	1445	3P	20
National Norm	1472	3P	1500	3A	28

**Year 8:** Very slight progress for cohort compared with national norm. Overall average subgrade moved up one from Level 4 Basic to Level 4 Proficient only due to the border. Māori students progressed significantly more than the cohort as a whole. (numbers too small to be statistically significant)

Year 8 Cohort Averages	Begin of Year		End of Year		Mean Score Change
	Mean Score	Mean Curriculum Level	Mean Score	Mean Curriculum Level	
	all	1523	4B	1529	
Female	1517	4B	1519	4B	2
Male	1529	4P	1537	4P	8
Māori	1482	3A	1504	3A	22
Norm	1512	4B	1535	4P	23

**Year 9:** Progress for the cohort compared to the national norm. Overall average subgrade moved from Level 4 Proficient to Level 4 Advanced. Māori students hardly progressed. (numbers too small to be statistically significant)

Year 9 Cohort Averages	Begin of Year		End of Year		Mean Score Change
	Mean Score	Mean Curriculum Level	Mean Score	Mean Curriculum Level	
all	1535	4P	1556	4A	21
Female	1522	4B	1551	4P	29
Male	1544	4P	1560	4A	16
Māori	1514	4B	1522	4B	8
Norm	1540	4P	1567	4A	27
	Quarter 1		Quarter 4		

**Year 10:** Slight progress for cohort compared with the national norm. Overall average subgrade remained on 5 Basic. Māori students average raw scores decreased (numbers too small to be statistically significant)

Year 10 Cohort Averages	Begin of Year		End of Year		Mean Score Change
	Mean Score	Mean Curriculum Level	Mean Score	Mean Curriculum Level	
all	1581	5B	1593	5B	12
Female	1578	4A	1590	5B	12
Male	1585	5B	1596	5B	11
Māori	1548	4P	1538	4P	-10
Norm	1579	5B	1601	5P	22

Junior literacy: The targets are unable to be reported against as no mid year e-asttle testing took place. E-asttle testing only took place at the beginning of the year, but was somewhat muddled. PAT testing was done at the beginning and end of year. However, raw scores were not recorded at the end of year. It is not statistically valid to average stanines. It is therefore impossible to validly report any literacy progress.

#### NCEA

**Level 1 Target:** 85% pass rate. Achieved. Unconfirmed participation pass rate was 95.2%

**Level 2 Target:** 85% pass rate. Achieved. Unconfirmed participation pass rate was 90.2%

**Level 3 Target 75% pass rate:** Not achieved. Unconfirmed participation pass rate was 61.1%

**UE Target 70%:** Not achieved. Unconfirmed participation pass rate was 50%.

**Māori Students Target:** achieve as non-Māori students or higher. Not achieved. Level 1 and Level 3 Māori students did not achieve pass rates as high as non-Māori. UE rates were also lower. Level 2 Māori students did achieve the target with 100% passing. These results are not statistically significant due to the low number of Māori students, though a trend can be inferred.