



**Rototuna High Schools**  
**Te Kuranui o Rototuna**  
Kimbrae Drive, Hamilton, 3281  
communication@rhs.school.nz

# 2024

Rototuna High Schools

## Annual Report

- Board Details
- Annual Financial Statement
- Good employer policy compliance
- Kiwisport





# Rototuna High Schools

## Annual Report - For the year ended 31 December 2024

**Ministry Number:** 0708 Rototuna Junior High School  
 0615 Rototuna Senior High School

**Principal:** Miranda Makin - Rototuna Senior High School  
**Principal:** Melissa Moore - Rototuna Junior High School

**School Address:** 56 Kimbrae Drive, Rototuna North, Hamilton

**School Postal Address:** PO Box 21 116, Rototuna North, Hamilton

**School Phone:** (07) 854 0541

**School Email:** [communication@rhs.school.nz](mailto:communication@rhs.school.nz)

**Accountant / Service Provider:** Leanne Reynolds - Business Manager

### List of School Board Members

Name	Position	How Position Gained	Term Expired/ Expires
Cheryl Christini	Chair	Elected	Sep-25
Melissa Moore	ex Officio	Principal	N/a
Miranda Makin	ex Officio	Principal	N/a
Rae Gunn	Board Member	Elected	Sep-25
Ravendran Achari	Board Member	Elected	Sep-25
Mark Stevensen	Board Member	Elected	Sep-25
Kahn Denton	Board Member	Elected	Sep-25
Kim Laurent	Staff Rep	Elected	Sep-25
Sheyra Chandra	Student Rep	Elected	Sep-25
Ayla Gillies	Student Rep	Elected	Sep-24



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# Rototuna High Schools

## Statement of

## Responsibility

### For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principals and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board

*C. Christini*

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Presiding Member  
19 May 2025

*M. Makin*

-----  
Rototuna Senior High Principal  
19 May 2025

*M. Moore*

-----  
Rototuna Junior High Principal  
19 May 2025

**Rototuna High Schools**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	30,236,455	28,975,179	27,603,728
Locally Raised Funds	3	1,358,168	1,217,824	1,146,178
Interest		260,294	150,000	261,484
<b>Total Revenue</b>		<b>31,854,917</b>	<b>30,343,003</b>	<b>29,011,390</b>
<b>Expense</b>				
Locally Raised Funds	3	687,141	940,788	629,044
Learning Resources	4	20,881,883	20,329,153	19,891,595
Administration	5	1,182,667	993,744	1,010,604
Interest		34,838	15,000	19,843
Property	6	9,925,723	9,388,500	7,678,085
Loss on Disposal of Property, Plant and Equipment		18,670	-	1,962
<b>Total Expense</b>		<b>32,730,922</b>	<b>31,667,185</b>	<b>29,231,133</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(876,005)</b>	<b>(1,324,182)</b>	<b>(219,743)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(876,005)</b>	<b>(1,324,182)</b>	<b>(219,743)</b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

**Rototuna High Schools**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		7,413,394	7,413,394	7,633,137
Total comprehensive revenue and expense for the year		(876,005)	(1,324,182)	(219,743)
Contribution - Furniture and Equipment Grant		13,605	-	-
Te Mana Tūhono		192,249	-	-
<b>Equity at 31 December</b>		6,743,243	6,089,212	7,413,394
Accumulated comprehensive revenue and expense		6,743,243	6,089,212	7,413,394
<b>Equity at 31 December</b>		6,743,243	6,089,212	7,413,394

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

**Rototuna High Schools**  
**Statement of Financial Position**  
**As at 31 December 2024**

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	2,266,349	364,964	490,999
Accounts Receivable	8	1,549,484	1,440,000	1,498,180
GST Receivable		103,235	50,000	95,069
Prepayments		230,469	120,090	277,903
Investments	9	1,572,529	2,000,000	4,223,101
Funds Receivable for Capital Works Projects		-	-	-
		5,722,066	3,975,054	6,585,252
<b>Current Liabilities</b>				
GST Payable		-	-	-
Accounts Payable	11	1,911,486	1,850,000	1,711,425
Painting Contract Liability	12	37,562	37,652	37,562
Revenue Received in Advance	13	188,189	50,000	58,913
Finance Lease Liability	15	121,036	103,000	93,633
Funds held for Capital Works Projects	16	-	-	34,385
		2,258,273	2,040,652	1,935,918
<b>Working Capital Surplus/(Deficit)</b>		3,463,793	1,934,402	4,649,334
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	3,561,965	4,435,441	2,945,207
		3,561,965	4,435,441	2,945,207
<b>Non-current Liabilities</b>				
Painting Contract Liability	12	43,271	44,000	59,573
Provision for Cyclical Maintenance	14	56,037	56,631	37,421
Finance Lease Liability	15	183,207	180,000	84,153
		282,515	280,631	181,147
<b>Net Assets</b>		6,743,243	6,089,212	7,413,394
<b>Equity</b>		6,743,243	6,089,212	7,413,394

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

**Rototuna High Schools**  
**Statement of Cash Flows**  
For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		6,606,114	5,308,267	6,080,456
Locally Raised Funds		1,153,509	1,249,659	1,031,720
International Students		404,203	-	111,608
Goods and Services Tax (net)		(8,167)	45,069	(58,817)
Payments to Employees		(3,820,126)	(2,972,394)	(3,203,369)
Payments to Suppliers		(4,330,515)	(3,840,489)	(3,782,364)
Interest Paid		(34,838)	(15,000)	(19,844)
Interest Received		283,061	176,345	239,450
Net cash from/(to) Operating Activities		253,241	(48,543)	398,840
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,699	-	4,348
Purchase of Property Plant & Equipment (and Intangibles)		(1,067,671)	(2,390,234)	(460,851)
Purchase of Investments		-	-	(168,001)
Proceeds from Sale of Investments		2,650,572	2,223,101	-
Net cash from/(to) Investing Activities		1,584,600	(167,133)	(624,504)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		13,605	-	-
Finance Lease Payments		(25,409)	105,214	(105,557)
Loans Received		-	(15,573)	-
Repayment of Loans		(16,302)	-	(13,560)
Funds Administered on Behalf of Other Parties		(34,385)	-	34,385
Net cash from/(to) Financing Activities		(62,491)	89,641	(84,732)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>1,775,350</b>	<b>(126,035)</b>	<b>(310,396)</b>
Cash and cash equivalents at the beginning of the year	7	490,999	490,999	801,395
<b>Cash and cash equivalents at the end of the year</b>	7	<b>2,266,349</b>	<b>364,964</b>	<b>490,999</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

# Rototuna High Schools

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Rototuna High Schools (the School) is governed by one Board, being a combined board of Rototuna Junior High School and Rototuna Senior High School. The School is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### **Financial Reporting Standards Applied**

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### **Presentation Currency**

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

##### **Specific Accounting Policies**

The accounting policies used in the preparation of these financial statements are set out below.

###### **Critical Accounting Estimates And Assumptions**

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

###### **Cyclical maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

###### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

##### **Critical Judgements in applying accounting policies**

Management has exercised the following critical judgements in applying accounting policies:

###### **Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21(b).

## Rototuna High Schools

### Notes to the Financial Statements (Cont'd)

#### For the year ended 31 December 2024

##### **Recognition of grants**

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

##### **c) Revenue Recognition**

###### **Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

###### **Other Grants Where Conditions Exist**

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

###### **Donations, Gifts and Bequests**

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

###### **Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

##### **d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

##### **e) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

##### **f) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

##### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

##### **h) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

##### **i) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

**Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

**j) Impairment of Property, Plant, and Equipment**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

*Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

**k) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

**l) Employee Entitlements**

**Short-term employee entitlements**

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

**Long-term employee entitlements**

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**m) Revenue Received in Advance**

Revenue received in advance relates to fees received from international and domestic students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international and domestic students, should the School be unable to provide the services to which they relate.

**n) Funds Held for Capital Works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.



**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**o) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**q) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**s) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**2. Government Grants**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	6,444,894	5,308,267	5,886,245
Teachers' Salaries Grants	15,596,149	15,700,000	15,190,875
Use of Land and Buildings Grants	8,125,148	7,900,000	6,413,227
Other Government Grants	70,264	66,912	113,381
	<u>30,236,455</u>	<u>28,975,179</u>	<u>27,603,728</u>

**3. Locally Raised Funds**

Local funds raised within the School's community are made up of:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	195,705	278,559	245,579
Fees for Extra Curricular Activities	610,277	708,595	608,111
Trading	11,462	-	20,176
Fundraising and Community Grants	16,915	-	48,354
Other Revenue	248,882	76,000	124,307
International Student Fees	274,927	154,670	99,651
	<u>1,358,168</u>	<u>1,217,824</u>	<u>1,146,178</u>
<b>Expense</b>			
Extra Curricular Activities Costs	530,026	847,794	591,085
Trading	10,840	-	18,617
Other Locally Raised Funds Expenditure	24,368	5,344	4,239
International Student - Employee Benefits - Salaries	64,768	62,000	-
International Student - Other Expenses	57,139	25,650	15,103
	<u>687,141</u>	<u>940,788</u>	<u>629,044</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>671,027</u>	<u>277,036</u>	<u>517,134</u>

**4. Learning Resources**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	1,416,217	1,239,366	1,258,034
Information and Communication Technology	375,303	409,770	350,463
Employee Benefits - Salaries	18,046,184	17,375,644	17,355,736
Staff Development	189,072	225,090	187,230
Depreciation	776,659	900,000	688,120
Other Learning Resources	78,448	179,283	52,012
	<u>20,881,883</u>	<u>20,329,153</u>	<u>19,891,595</u>

**5. Administration**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	13,746	13,344	13,751
Board Recruitment	2,727	-	45,709
Board Fees and Expenses	14,197	26,000	19,658
Intervention Expenses	-	-	-
Operating Leases	3,450	3,500	5,805
Legal Fees	18,258	5,000	5,996
Other Administration Expenses	118,729	149,800	93,910
Employee Benefits - Salaries	946,470	757,000	781,399
Insurance	41,350	38,500	37,948
Service Providers, Contractors and Consultancy	23,740	600	6,428
	<u>1,182,667</u>	<u>993,744</u>	<u>1,010,604</u>

The Board recruited for a Junior High Principal and two Deputy Principals in 2023.

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**Property**

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	609,219	424,000	388,629
Cyclical Maintenance	18,616	20,000	18,211
Heat, Light and Water	400,658	440,000	274,009
Rates	30,003	30,000	27,651
Repairs and Maintenance	240,654	125,000	165,835
Use of Land and Buildings	8,125,148	7,900,000	6,413,227
Employee Benefits - Salaries	362,230	288,000	292,400
Other Property Expenses	139,195	161,500	98,123
	<u>9,925,723</u>	<u>9,388,500</u>	<u>7,678,085</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

**Cash and Cash Equivalents**

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	2,266,349	364,964	490,999
Cash and cash equivalents for Statement of Cash Flows	<u>2,266,349</u>	<u>364,964</u>	<u>490,999</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

**The following notes should be used where applicable:**

Of the 2023 \$490,999 Cash and Cash Equivalents balance, \$34,385 was held by the School on behalf of the Ministry of Education. These funds were provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds were spent in 2024 on Crown owned school buildings as disclosed in note 16.

Of the \$2,266,349 Cash and Cash Equivalents, \$188,189 of Revenue Received in Advance is held by the School, as disclosed in note 13.

**Accounts Receivable**

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	21,765	80,000	92,032
Receivables from the Ministry of Education	-	-	90,956
Interest Receivable	13,578	10,000	36,345
Teacher Salaries Grant Receivable	1,514,141	1,350,000	1,278,847
	<u>1,549,484</u>	<u>1,440,000</u>	<u>1,498,180</u>
Receivables from Exchange Transactions	35,343	90,000	128,377
Receivables from Non-Exchange Transactions	1,514,141	1,350,000	1,369,803
	<u>1,549,484</u>	<u>1,440,000</u>	<u>1,498,180</u>

**Investments**

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,572,529	2,000,000	4,223,101
Total Investments	<u>1,572,529</u>	<u>2,000,000</u>	<u>4,223,101</u>

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**Property, Plant and Equipment**

2024	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	659,411	10,390	-	-	(30,808)	<b>638,993</b>
Furniture and Equipment	1,567,686	618,943	(23,668)	-	(402,430)	<b>1,760,531</b>
Information and Communication Technology	308,913	521,710	-	-	(161,104)	<b>669,519</b>
Motor Vehicles	151,654	13,250	-	-	(24,564)	<b>140,340</b>
Leased Assets	171,645	247,307	-	-	(123,981)	<b>294,971</b>
Library Resources	85,898	20,275	(14,791)	-	(33,771)	<b>57,611</b>
<b>Balance at 31 December 2024</b>	<b>2,945,207</b>	<b>1,431,875</b>	<b>(38,459)</b>	<b>-</b>	<b>(776,658)</b>	<b>3,561,965</b>

The net carrying value of ICT equipment held under a finance lease is \$294,971 (2023: \$171,645).

*Restrictions*

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	802,820	(163,827)	<b>638,993</b>	792,430	(133,019)	<b>659,411</b>
Furniture and Equipment	4,656,743	(2,896,212)	<b>1,760,531</b>	4,062,308	(2,494,622)	<b>1,567,686</b>
Information and Communication Technology	2,580,422	(1,910,903)	<b>669,519</b>	2,058,711	(1,749,798)	<b>308,913</b>
Motor Vehicles	257,791	(117,451)	<b>140,340</b>	244,542	(92,888)	<b>151,654</b>
Leased Assets	516,696	(221,725)	<b>294,971</b>	815,995	(644,350)	<b>171,645</b>
Library Resources	244,541	(186,930)	<b>57,611</b>	263,847	(177,949)	<b>85,898</b>
<b>Balance at 31 December 2024</b>	<b>9,059,013</b>	<b>(5,497,048)</b>	<b>3,561,965</b>	<b>8,237,833</b>	<b>(5,292,626)</b>	<b>2,945,207</b>

**Accounts Payable**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	158,963	150,000	175,369
Accruals	59,392	65,000	81,597
Employee Entitlements - Salaries	1,654,563	1,600,000	1,410,250
Employee Entitlements - Leave Accrual	38,568	35,000	44,209
	<b>1,911,486</b>	<b>1,850,000</b>	<b>1,711,425</b>
Payables for Exchange Transactions	1,911,486	1,850,000	1,711,425
	<b>1,911,486</b>	<b>1,850,000</b>	<b>1,711,425</b>

The carrying value of payables approximates their fair value.

**12. Painting Contract Liability**

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	37,562	37,652	37,562
	<b>37,562</b>	<b>37,652</b>	<b>37,562</b>
Painting Contract due after one year	43,271	44,000	59,573
	<b>43,271</b>	<b>44,000</b>	<b>59,573</b>

In 2021 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a ten year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**13. Revenue Received in Advance**

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
International Student Fees in Advance	188,189	50,000	58,913
	188,189	50,000	58,913

**14. Provision for Cyclical Maintenance**

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	37,421	37,421	19,210
Increase to the Provision During the Year	18,616	19,210	18,211
Use of the Provision During the Year	-	-	-
Other Adjustments	-	-	-
Provision at the End of the Year	56,037	56,631	37,421
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	56,037	56,631	37,421
	56,037	56,631	37,421

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Programmed Property Services painting contract, see note 12.

**15. Finance Lease Liability**

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	141,954	103,000	103,429
Later than One Year and no Later than Five Years	198,018	200,000	88,553
Later than Five Years	-	-	-
Future Finance Charges	(35,729)	(20,000)	(14,196)
	304,243	283,000	177,786
<b>Represented by</b>			
Finance lease liability - Current	121,036	103,000	93,633
Finance lease liability - Non current	183,207	180,000	84,153
	304,243	283,000	177,786

**16. Funds Held for Capital Works Projects**

During the previous two years the School received and applied funding from the Ministry of Education for the following capital works project. The project was completed in 2024. There was no cash held on behalf of the Ministry for capital works projects at the end of the financial year.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Sprinkler Upgrade Project #245746	34,385	-	(34,385)	-	-
Totals	34,385	-	(34,385)	-	-

**Represented by:**

Funds Held on Behalf of the Ministry of Education -  
Funds Receivable from the Ministry of Education -

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Sprinkler Upgrade Project #245746	-	34,385	-	-	34,385
Totals	-	34,385	-	-	34,385

**Represented by:**

Funds Held on Behalf of the Ministry of Education 34,385  
Funds Receivable from the Ministry of Education -

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**17. Related Party Transactions**

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Two members of the Board for Rototuna High Schools are also on the Board of Trustees of the Rototuna Indoor Recreation Centre Trust (the Trust). The Recreation Centre was opened for operation in July 2017. Transactions incurred during the year were as follows:

Operating and Maintenance Contribution \$80,000, (2023: \$80,000).

**18. Remuneration**

*Key management personnel compensation*

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,295	3,460
<i>Leadership Team</i>		
Remuneration	1,646,017	1,725,559
Full-time equivalent members	11	11
Total key management personnel remuneration	<u>1,649,312</u>	<u>1,729,019</u>

There are 7 members of the Board excluding the Principals. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (1 member) committees that meet monthly and annually respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

**Principals**

The total value of remuneration paid or payable to the Principal was in the following bands:

	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Actual</b>
<i>Salaries and Other Short-term Employee Benefits:</i>		
<i>Rototuna Junior High School - Principal #1 (January 2023 - August 2023)</i>		
Salary and Other Payments	-	150-160
Benefits and Other Emoluments	-	0-10
Termination Benefits	-	-
<i>Rototuna Junior High School - Principal #2 (September 2023 - December 2023, full year 2024)</i>		
Salary and Other Payments	210-220	80-90
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-
<i>Rototuna Senior High School</i>		
Salary and Other Payments	200-210	190-200
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

*Other Employees*

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration	<b>2024</b>	<b>2023</b>
\$000	<b>FTE Number</b>	<b>FTE Number</b>
100-109	27.00	24.00
110-119	32.00	29.00
120-129	8.00	6.00
130-139	9.00	7.00
	<u>76.00</u>	<u>66.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

**19. Compensation and Other Benefits Upon Leaving**

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Actual</b>
Total	\$1,974	\$2,500
Number of People	1.00	1.00

**Rototuna High Schools**  
**Notes to the Financial Statements (Cont'd)**  
**For the year ended 31 December 2024**

**20. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

**Holidays Act Compliance – Schools Payroll**

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

**Pay Equity and Collective Agreement Funding Wash-up**

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

**21. Commitments**

**(a) Capital Commitments**

At 31 December 2024, the Board had nil capital commitments. In 2023 the Board had capital commitments of \$818,415.

**(b) Operating Commitments**

As at 31 December 2024 the Board has entered into the following contracts:

**(i) Rototuna Indoor Recreation Centre Trust (the Trust)**

- (i) Annual operating contribution for 2024 \$59,200; 2023 \$59,200;
- (ii) Annual contribution of \$20,800 for routine maintenance

**(ii) Painting Contracts**

The Board has entered into the following painting contracts:

**Interior Painting:** a three year interior painting maintenance contract with Programmed Property Services starting on 1 November 2022 with the final interior paint per the contract during 2025. The annual cost of the contract is \$5,659 plus an inflationary adjustment each year.

**Exterior Painting:** a ten year exterior painting maintenance contract with Programmed Property Services starting on 1 September 2021 as described in note 14. The annual cost of the contract is \$37,562 plus an inflationary adjustment each year.

**(iii) Operating Lease of Photocopiers**

	2024	2023
	Actual	Actual
	\$	\$
No later than One Year	1,149	953
Later than One Year and No Later than Five Years	2,585	-
Later than Five Years	-	-
	3,734	953

The total lease payments incurred during the period were \$3,450 (2023: \$5,085).

**22. Financial Instruments**

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

**Financial assets measured at amortised cost**

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Cash and Cash Equivalents	2,266,349	364,964	490,999
Receivables	1,549,484	1,440,000	1,498,180
Investments - Term Deposits	1,572,529	2,000,000	4,223,101
Total financial assets measured at amortised cost	5,388,362	3,804,964	6,212,280

**Financial liabilities measured at amortised cost**

Payables	1,911,486	1,850,000	1,711,425
Painting Contract Liability	80,833	81,652	97,135
Finance Leases	304,243	283,000	177,786
Total financial liabilities measured at amortised cost	2,296,562	2,214,652	1,986,346

**23. Events After Balance Date**

There were no significant events after the balance date that impact these financial statements.



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ROTOTUNA HIGH SCHOOLS'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Rototuna High Schools (the School). The Auditor-General has appointed me, Johann van Loggerenberg, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 4 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 19 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.



We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1,3, 21 to 279, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.

A handwritten signature in black ink, appearing to read 'JL' or similar initials, written in a cursive style.

Johann van Loggerenberg  
PKF Hamilton Audit Ltd  
On behalf of the Auditor-General  
Hamilton, New Zealand



## Rototuna High Schools

### Compliance with Education and Training Act 2020 Requirements to be a Good Employer for the year ending 31 December 2024

The following questions address key aspects of compliance with a good employer policy:

#### Reporting on the Principles of Being a Good Employer

<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>Extensive Health and Safety Policies reviewed and reported on regularly to both the Health and Safety Committee and the Board. Policies and procedures inducted to staff when they start and refreshers on a regular basis.</p> <p>Internal audit review on policies and procedures 2022/2023. External audit of Health and Safety at Rototuna High Schools in 2025. Policies reviewed on a rotational basis and updated for any changes required.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>School operates under an Equal Employment Opportunities policy which is available through our School Docs website. Policy includes procedures undertaken by the Schools to comply with the policy. Policy is considered in all aspects of employment.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>The Board and Senior Leadership Team (SLT) practises the impartial selection of suitably qualified persons for appointment through applying the Equal Employment Opportunities policy discussed above.</p>
<p>How are you recognising,  <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul> </p>	<p>All staff complete a formal performance appraisal on an annual basis. Each staff member sets their own goals in conjunction with their appraiser and these goals focus not only their individual needs but on the strategic direction of the Board and SLT. Maori aims and aspirations are included as applicable for our staff members.</p> <p>Our schools work widely with the Maori community and local Iwi who are involved in key decisions of the school including input into significant school builds and where applicable curriculum areas. Our staff also participate in networking with other Education providers in this area as and when the opportunity arises. The Board and SLT recognises the requirements for the appointment of Maori through applying the Equal Employment Opportunities policy discussed above.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>See comments above regarding the formal annual performance appraisal process</p>
<p>How are you recognising the employment requirements of women?</p>	<p>The Board and Senior Leadership Team (SLT) recognises the employment requirements of women through applying the Equal Employment Opportunities policy discussed above.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>The Board and Senior Leadership Team (SLT) recognises the employment requirements of persons with disabilities through applying the Equal Employment Opportunities policy discussed above.</p>



# Rototuna High Schools

## **Kiwisport Statement for the year ending 31 December 2024**

Kiwisport is a government initiative to support student's participation in organised sport. In 2024 the following Kiwisport funding was received:

- 1) Rototuna Junior High School, \$31,081.96 (excluding GST)
- 2) Rototuna Senior High School, \$23,685.82 (excluding GST)

The funding continues to be spent on various items of sports equipment and payment to third parties to further the participation, skills and experience of students in PE modules and co-curricular, both of which include various disciplines of sport.

*(2023: Rototuna Junior High School, \$28,222.63 (excluding GST), Rototuna Senior High School, \$21,365.64 (excluding GST))*



**Rototuna High Schools**  
**Te Kuranui o Rototuna**

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**2024**

Rototuna Junior High School

# Annual Report



# RJHS 2024 STATEMENT OF VARIANCE

## Achievement Target 1

## Achievement Target 2

### WRITING

80% of students in Years 8 - 10, who are below or well below curriculum expectation, will make progress and 60% of them will make accelerated progress.

### MATHEMATICS

90% of students in Years 9 & 10, who are below or well below curriculum expectation, will make progress and 60% of them will make accelerated progress.

### Strategic Goal Three WAANANGA

**Provide engaging and challenging learning opportunities so everyone thrives.**

**TARGET 1: 80% of students in Years 8 - 10, who are below or well below curriculum expectation in Writing, will make progress and 60% of them will make accelerated progress.**

Writing progress and achievement continues to be an area of concern at RJHS, with achievement in Writing lower than Reading and Numeracy & Mathematics, particularly in Māori and Pasifika students, and in boys.

Of the Year 10s in 2023 that sat the Writing CAA for NCEA, only 57% achieved the Writing Co-requisite Standard (compared to 72% in Reading and 76% in Numeracy).

We have chosen to focus on Years 8, 9 and 10 because these are the cohorts we have end of year data from the previous year, to assess progress against.

TARGET GROUP	GROUP SIZE - 118	GENDER	ETHNICITY
<a href="#">SPREADSHEET</a>	Year 8 - 31 Year 9 - 41 Year 10 - 46	In this group, boys make up 75%, girls make up 25%	24% of this cohort are Māori, 50% are NZ European, 9% are Pasifika.

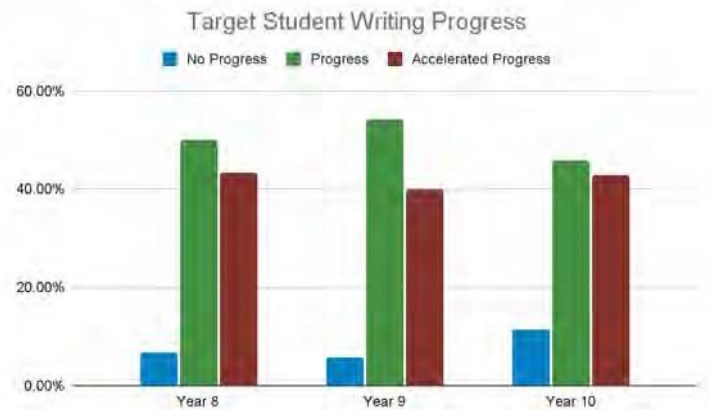
## INTERVENTIONS

The interventions that will be undertaken to achieve this target are:

- CoL / Kahui Ako In School leaders team planning and delivering PLD on literacy teaching to the whole teaching staff, and Inclusive Learning staff, and analysing data.
- Whole school Writers Toolbox programme taught and monitored during Hapuu time, in Advisories (6 x 30min sessions in a fortnightly skill focus cycle)
- Teacher identification of target students with close monitoring of their progress
- Small group interventions by the inclusive learning team

## RESULTS

	Year 8	Year 9	Year 10
<b>No progress</b>	6.67%	5.71%	11.43%
<b>Expected Progress</b>	50.00%	54.29%	45.71%
<b>Accelerated Progress</b>	43.33%	40.00%	42.86%



We met the first half of our target in that over or approximately 90% of the students in this target group made progress, however only 40-43% of the group made accelerated progress. This was an ambitious goal, given that it was only the first year of our whole school writing programme. We are pleased to report that 66% of the Year 10 students in this target group achieved the NCEA Writing Co-requisite Standard by passing the Writing CAA.

The initiatives undertaken to achieve this progress are:

- The whole school Writing programme (3x 30 minutes session / week) or targeted and explicitly taught writing skills, using a consistent structure and effective resources.
- Explicit acts of teaching of writing skills being assessed in the CAA, especially in the areas that have been identified to have low levels of teaching i.e. writing for a specific audience.
- The use of Writer's Toolbox in which students learn and practice explicit writing skills and receive feedback on how to improve pieces of writing.
- Whole staff professional learning led by the in-school CoL Literacy team, particularly on the use of Writer's Toolbox.
- Ongoing professional learning in the English teaching team on effective pedagogical approaches to teaching writing.

The gap in achievement for Māori & Pasifika students compared to other ethnicities continues to close, but they are still slightly more represented in this target group.

In some year levels in the whole cohort, Māori & Pasifika students outperform all other ethnicities in 'Well Above' and 'Extended Abstract' achievement, indicating that we are providing opportunities for Māori & Pasifika students to see themselves in their learning and make connections with their cultural identities, coupled with high expectations for these learners.

What's next?

For the learners in the below and well below categories, we need to look at what else needs to change or improve to impact on their achievement. The following initiatives will be a focus of 2025.

- Continuing the whole school writing programme.
- Āhuru Mōwai - the learning support class with a strong literacy and numeracy focus in a home room class environment.
- A focus on attendance and engagement from our Poutikanga in school CoL team. There is a correlation between attendance and achievement for some students.

**TARGET 2: 90% of students in Years 9 & 10, who are below or well below curriculum expectation in Mathematics, will make progress and 60% of them will make accelerated progress.**

Despite the ongoing improvement in the Numeracy achievement of RJHS students, and the narrowing achievement gap between Māori and non-Māori, approximately 11% of Year 9 - 10 in students are still achieving below or well below in Mathematics.

This group has been chosen because they are part of a redesigned Numeracy programme, specific to Years 9 and 10. This programme is targeted to improve Numeracy skill, with a particular focus on literacy dependent Numeracy learning. This enables students to answer richer questions and demonstrate critical thinking in a Mathematics context.

We hope to see an improvement in Learning Module Mathematics End of Semester OTJs, as well as success for our Year 10 students in the NCEA Numeracy Co-requisite Achievement Standards (assessed through the CAA)

TARGET GROUP	GROUP SIZE - 96	GENDER	ETHNICITY
<a href="#">SPREADSHEET</a>	Year 9: 31 Year 10: 65	Within this group, 51% are male and 49% are female.	12% of this cohort are Māori, 45% are NZ European, 8% are South African European.

**INTERVENTIONS**

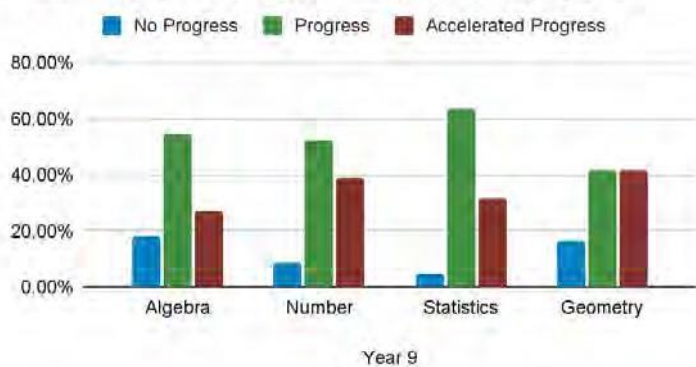
The interventions that will be undertaken to achieve this target are:

- The whole school Numeracy programme (3x 30 minutes session / week) or targeted and explicitly taught numeracy skills, using a consistent structure and effective resources.
- Quality acts of teaching of numeracy skills being assessed in the CAA, especially in the areas that have been identified to have low levels of teaching i.e. Explaining the reasonableness of a chosen mathematical and/or statistical response.
- Ongoing professional learning in the Mathematics teaching team on effective pedagogical approaches to teaching mathematics, including a focus on Mātauranga Māori, and using Te Āo Māori contexts.
- Strong leadership and coaching of the Mathematics teaching team, sharing of resources and good moderation practices.
- Teacher identification of target students with close monitoring of their progress
- Small group interventions by the inclusive learning team

**RESULTS**

	YEAR 9				YEAR 10			
	Algebra	Number	Statistics	Geometry	Algebra	Number	Statistics	Geometry
<b>No progress</b>	18.18%	8.70%	4.55%	16.67%	13.33%	24.44%	12.82%	10.64%
<b>Expected Progress</b>	54.55%	52.17%	63.64%	41.67%	44.44%	42.22%	46.15%	34.04%
<b>Accelerated Progress</b>	27.27%	39.13%	31.82%	41.67%	42.22%	33.33%	41.03%	55.32%

Year 9 Target Student Mathematics Progress



Year 10 Target Student Mathematics Progress



We have not achieved the level of success we expected with this target group, especially following on from 2023 where we saw considerable progress in Numeracy & Mathematics achievement. It was an ambitious target, with variable results (as seen from the graphs above) across different year levels and strands.

We did have 15 Year 10 students from this target group (27%) pass the Numeracy CAA exam for the NCEA Mathematics/Numeracy Co-requisite Standard, giving them their 10 Numeracy credits for their NCEA qualification.

There was a more noticeable correlation between attendance and progress in this target group. Whilst this data mostly comes from Mathematics modules, foundation learning also occurs during Numeracy sessions in Ahurea Time. Given the proximity of these numeracy learning sessions (9-9:30am) we also noticed a correlation between (lack of) progress and student lateness to school.

This group also had the highest discrepancy between Māori and Pasifika achievement and other ethnicities. This is a change in the trend we had been seeing in previous years where we had seen this gap close.

#### What's next?

For the learners in the below and well below categories, we need to look at what else needs to change or improve to impact on their achievement. The following initiatives will be a focus of 2025.

- Continuing the whole school writing programme.
- Āhuru Mōwai - the learning support class with a strong literacy and numeracy focus in a home room class environment.
- A focus on attendance and engagement from our Poutikanga in school CoL team. There is a correlation between attendance and achievement for some students.

# RJHS GIVING EFFECT TO TE TIRITI

## Strategic Goal One HAPORI

Foster a culture that is inclusive and values all.

## Strategic Goal Two WHANAUNGATANGA

Strengthen our partnerships with whaanau, iwi and community

## Strategic Goal Three WAANANGA

Provide engaging and challenging learning opportunities so everyone thrives.

## TIKANGA & TE ĀO MĀORI LEARNING

At RJHS we observe tikanga by starting and ending all staff hui with karakia. We learn waiata and participate in pōwhiri and mihi whakatau for all staff members, and visiting groups.



We welcome all new students and whaanau at the start of each year with a whole school pōwhiri. This is important to us as it sets the tone for the year about important tikanga. Approximately 600-700 manuhiri attend this event.

In their first week of schooling at RJHS, all new students attend a bus trip that tours through the significant sites around our rohe, that are important to mana whenua, and named in our school haka. Throughout the trip, they learn the kupu and actions of the haka, and on their return to school, the rest of their school Iwi perform the school haka to them. As much as possible without putting pressure on staffing, new staff attend this trip as well.

RJHS students also learn the names of our spaces, and Hapū (within school pastoral groups) and the meanings behind them. These ingoa were gifted to us by kaumatua from mana whenua.

We learn about and celebrate Matariki, as well as Te Wiki o te Reo Māori. During Matariki we host a whaanau dinner, with invited guests from Ngaati Wairere. We share learning, performances and conclude with hautapu.

## TE REO MĀORI LEARNING

### Integrated Learning Modules

Each semester in the Year 7 & 8 students timetable there multiple modules in which Te Reo Māori is integrated with another subject. Popular pairings have been with Health & Physical Education, and Music. It is our intention that all RJHS students experience at least one semester of Te Reo Māori learning in Year 7 or 8.

### Bilingual Unit

2024 marked the opening of our bilingual programme at Year 7 & 8. Students in the bilingual programme remain in their usual advisory class, but spend their 12 (out of 15) teaching blocks engaged in learning across the curriculum in Te Āo Māori contexts, with Te Reo Māori specific lessons as well as the reo embedded within other learning areas and contexts. There were 42 students in this programme in 2024. We were able to launch this programme this year because 2 RJHS teachers were granted study awards in 2023 to complete the Te Tohu Paetahi full immersion Te Reo Māori course in 2024, and can teach a range of NZ Curriculum Learning Areas, as well as specialist Te Reo Māori Language Learning teachers.

### Te Kai a te Rangatira (TKATR)

This is a dedicated Te Reo Māori module for those students more committed to their Reo Māori learning. The class size had approx 40 students at it's maximum in 2024. Te Reo learning in this class is not integrated with another learning area. The time dedicated to language learning in this timetable line is in recognition of many students beginning their language learning at Level 1 of the New Zealand Curriculum when they start this class, but needing to be Level 5 by the end of Year 10, in order to be prepared for NCEA Te Reo Māori. These students commit to this course for the full year. We are hoping that when students from the Bilingual Unit pathway into this course, this issue will be partly addressed.

When Te Reo Māori language classes started in 2017, we had 9 students (from a roll of ~900). Today, this number has grown to over 80 students of dedicated, more intensive Te Reo Māori learning, as well as approx 180 students in experiential Te Reo Māori learning.

## TE ĀO HAKA

The availability of staff with specific expertise, as well as the launch of the bilingual programme (and some timetable alignment for Year 9 & 10 students), we have created a full day of Te Āo Haka learning on Wednesday. Only Year 11 - 13 students from RSJS are in the class in Block 1 which allows for the development of leadership in these students. For Blocks 2 and 3, 93 students from Years 7 - 13 engage in Te Ao Haka learning. We are hoping that Year 10 students will be able to access the NCEA Level 1 Te Āo Haka Achievement Standards.

Tuna Whakapeke (TWH/P) are our more dedicated and serious Kapa Haka rōpū. This is an extracurricular commitment, and they train outside of school hours, and at weekend waananga where they noho overnight at kura. TWH/P represent the kura in the community at special events, such as the openings/blessing of new spaces, ceremonies for special events, and Te Wiki o te Reo Māori and Matariki celebrations. TWH/P have also competed at the Tainui Secondary School Kapa Haka Regional Competition, in the whakataetae division, since we opened the school. We are one of the few Kura Auraki in Hamilton that take part in this event.



## STUDENT LEADERSHIP

RJHS has a range of student leadership positions per Hapū (pastoral group of ~120 students). Two Manukura, and three Wairua - Sports, Arts and Cultural. The Cultural Wairua help to enhance and celebrate cultural diversity at RJHS. They lead karakia at assemblies, present on topics such as Matariki, Ramadan and the Pacific Languages Weeks. They also organise activities for Te Wiki o te Reo Māori.

In their Hapū, the Cultural Wairua support staff and students to learn karakia, waiata and haka. Each Iwi (consisting of 3 Hapū) have their own haka - which the Cultural Wairua support the Hapū to learn and to perform at our annual Inter-Iwi Waiata & Haka competition.

## STAFF PLD / LEADERSHIP

All staff become well versed in Karakia - all meetings start and end with Karakia. Many teachers also start and end lessons with karakia. Staff contribute to pōwhiri and are involved in the learning of waiata and haka used throughout the school, and haka used by respective Iwi.

Whole staff Culturally Responsive Practice professional learning is lead by the Poutikanga CoL team. They are tasked with developing and maintaining awareness of effective practice connected to our taura Maaori. Recent PLD topics have included:

- Pakeha privilege
- Inquiry into academic achievement of students in and out of Te Āo Māori learning contexts
- Relational pedagogy
- Feedback from taura Māori and Pasifika on strong learning relationships with teachers
- How our RJHS Quality Teacher Profile encourages Culturally Responsive Pedagogy

### *Anonymous Feedback from RJHS teachers on their CRP PLD journey*

*I'm feeling a lot more confident in my knowledge, use and delivery of Te Reo Māori since starting here. As the years have gone by I am building a decent bank of everyday phrases and kupu. These have become embedded. (I ain't no linguistic genius) I believe this is because I'm hearing it used every day I am picking it up. This is a good sign. The above statement goes for Tikanga also. Building culturally responsive relationships with students has improved through pld, sharing, hearing perspectives and learning about Te Aō Māori world view. My next step is starting my own journey with Te Reo Māori.*

*Through my own reflecting and thinking, shifting my perspective of the pakeha way of learning and intelligence not being the ONLY and BEST way to learn/be. I (finally) understand and respect the technologies and intelligences that Maaori (and all indigenous communities) having been using long before they were colonised. Also understanding the ways that this learning was passed down, through storytelling and across generations and relations (not just farther to son). I think this has positively impacted the way I show up in Aotearoa (teacher/citizen) because I am learning to value Te Aao Maaori first and more equal.*

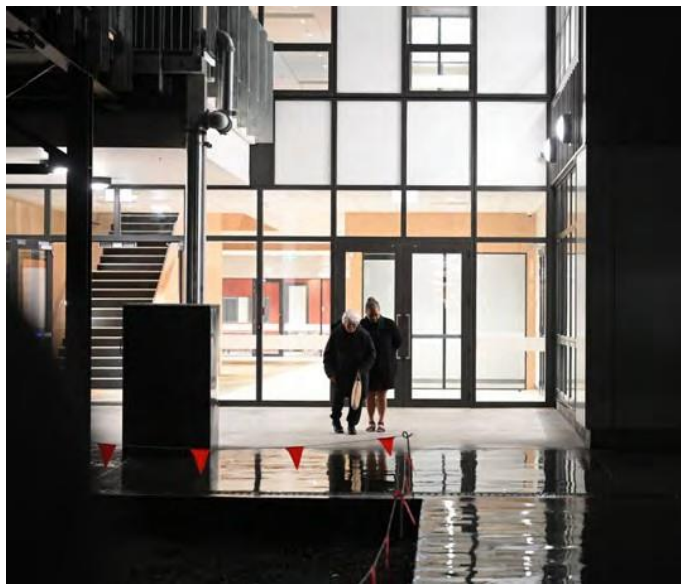
## WHAANAU ENGAGEMENT

RJHS holds a number of events throughout the year for whaanau to participate in. These include our annual Matariki Dinner, Kapa Haka performances, Kapa Haka noho, Bilingual Unit noho, the openings and blessings of new significant buildings/spaces. We hold IEMs (Individual Education Meetings) at the end of each semester with the student, their whānau and their Learning Advisor.

We recently engaged Māori and Pasifika whānau specifically to seek feedback and ideas for our new 2024-2025 Strategic Plan.



## IWI PARTNERSHIPS



Mana whenua Ngaati Wairere are invited to and participate in many significant events in the school calendar. These include pōwhiri, blessings of spaces, Matariki dinners, and Kapa Haka performances and competitions.

RJHS staff and students attend Hukanui/Tauhei Marae Poukai in early February each year, to tautoko the pōwhiri and help set up the whare kai. It is an honour for our students to be involved in mahi that has been assigned to whaanau for many generations.

Local Tainui pakeke kapa haka Te Pou o Mangatawhiri started using RHS as a base of operations in 2024 for their Tainui Regionals campaign. In return, they offer their expertise and services to the kura. We look forward to continuing to develop this relationship.

## PROPERTY

We are thrilled to have opened a specialised teaching and learning space modelled on a wharenuī which has been named **Te Turanga o Koura**. This name was gifted by Ngāti Wairere kuia Heke i te Rangi Broadhurst. We have worked closely with Ngāti Wairere throughout the design process of this building.

The space is now fully timetabled - mostly with Te Reo Māori classes, but is also used by classes during timetable lines when Te Reo Māori is not on offer.

The space has given the kaiako in Te Āo Māori a sense of belonging, and allowed the kaiako from both schools to work closely together as a team.



**Te Tuuranga o Koura is a space that has given our aakonga a context of learning, to enable them to learn about who they are as maaori, and it has also open doors to other cultures to learn how we as Maaori learn in our own context and how we structure our learning in different spaces.**

**" Maaku anoo e hanga i tooku nei whare, ko ngaa poupuu oo roto he maahoe he patate, ko te taahuuhuu he hiinau"**

**As a kaikao we have a responsibility to fashion a safe space for our aakonga, with supporting them with the right foundation so that their whare is strong enough to be able to handle their surroundings.**

***Marama Toka***

**Te Turanga o Koura** has hosted noho for Kapa Haka, rugby and netball, as well as pōwhiri for visiting schools and international groups.

As well as this space, all of our space names have been gifted to us by mana whenua. Every space name has a Māori ingoa and no English alternative. This regular and consistent use of Māori ingoa in our kura familiarises everyone with the language, with pronunciation etc, and makes it less daunting to access and use other Māori kupu in everyday language.

# END OF SEMESTER DATA ANALYSIS S2- Drama

## 2024 ACHIEVEMENT TARGET

Create an RJHS Drama/Dance delivery plan with localised assessment that is inline with [Te Mataiaho](#)

- There was progress made towards developing a RJHS Dance/Drama delivery plan with localised assessment, however this is ongoing at this stage. Te Mataiaho was not ready for integration in 2024. In response the RJHS Drama progressions have been refined to provide clearer guidance for staff to ensure they have a framework to support student learning.
- To help enhance assessment and trace students' progress, a Performing Arts Portfolio has been developed. This will be trialled in 2025. It aims to help students document their learning, receive targeted feedback, and engage in meaningful assessment.
- A curriculum review was done to ensure a coherent and progressive learning experience for students, and minimise content repetition across year levels. Through this data analysis process it has become evident that there is further development to be done within the 'Understanding the Arts in Context' Strand, which will be a focus moving forward.

# YEAR 7

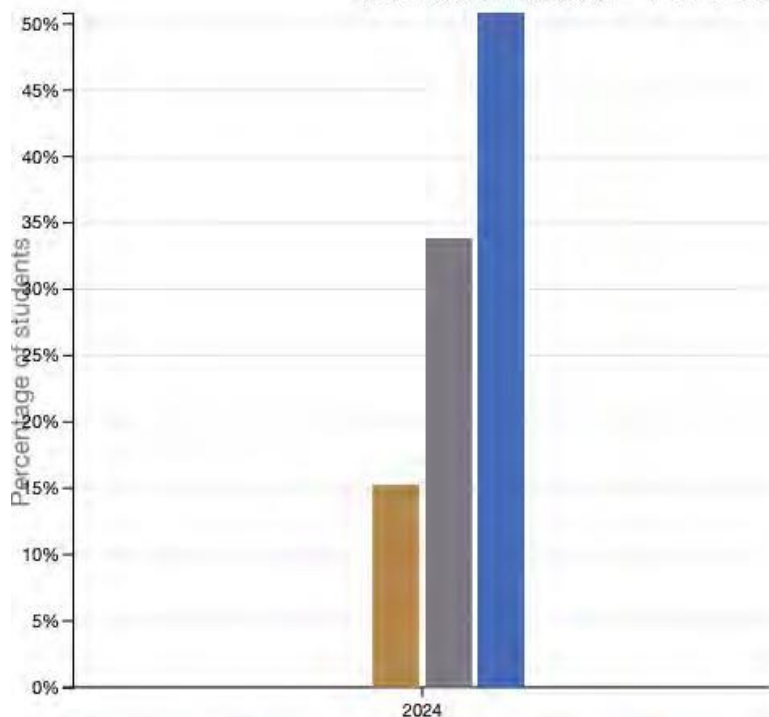
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

### Strand 1 (if applicable)

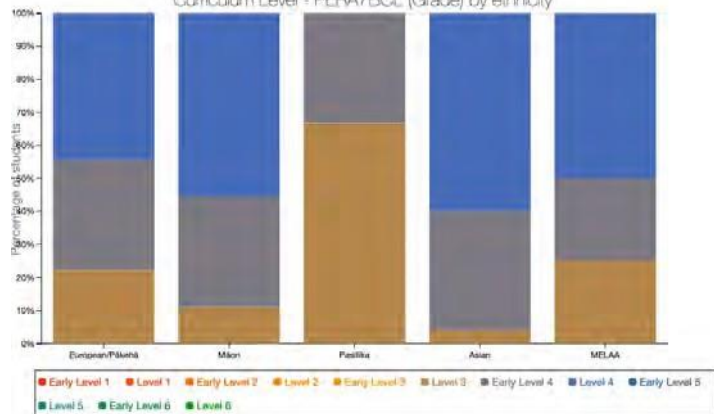
Curriculum Level - PERA7BCL (Grade) for 2024



- Early Level 1
- Level 1
- Early Level 2
- Level 2
- Early Level 3
- Level 3
- Early Level 4
- Level 4
- Early Level 5
- Level 5
- Early Level 6
- Level 6

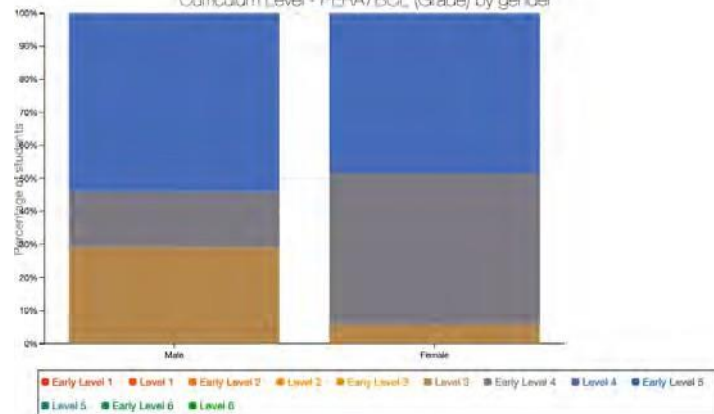
### Repeat for Ethnicity

Curriculum Level - PERA7BCL (Grade) by ethnicity



### Repeat for Gender

Curriculum Level - PERA7BCL (Grade) by gender



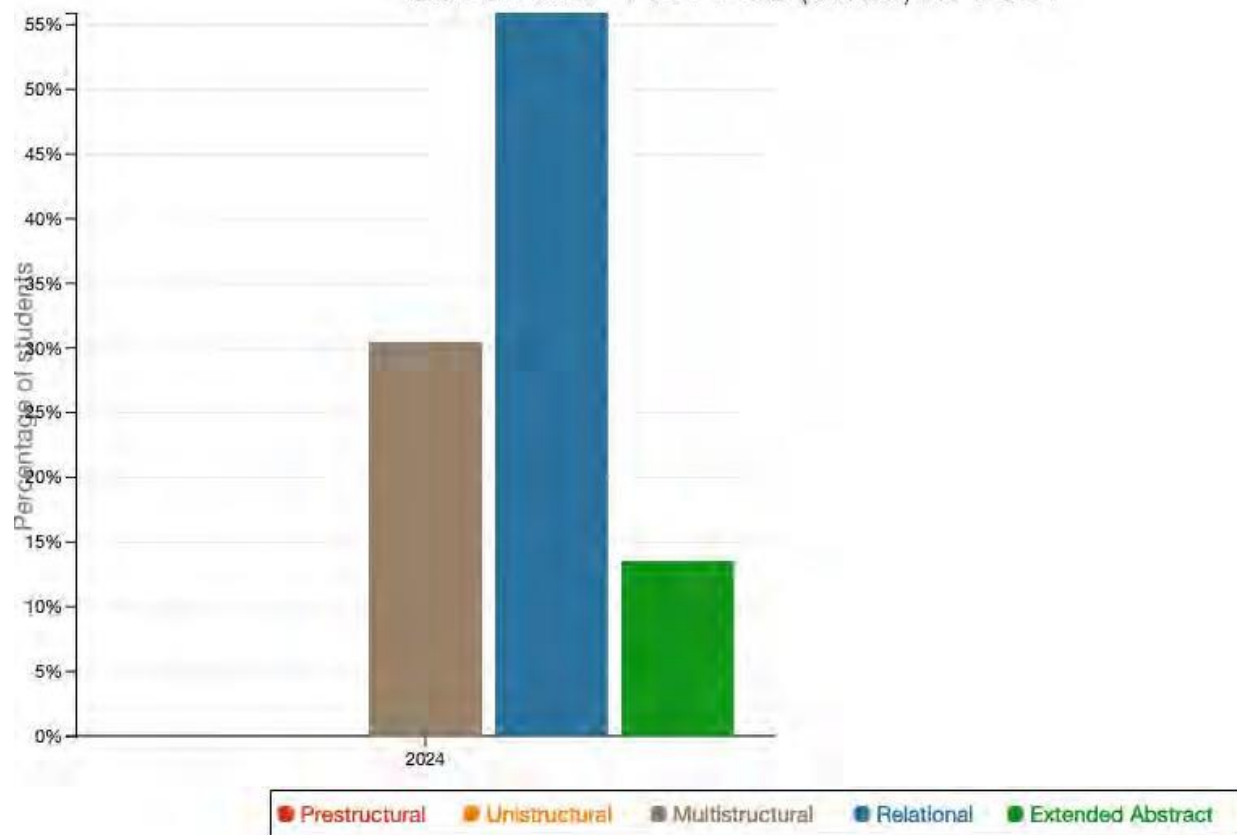
# SOLO Achievement

## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

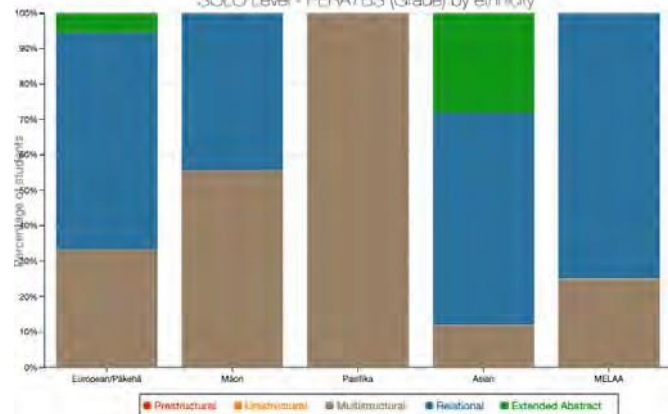
## Strand 1 (if applicable)

SOLO Level - PERA7BS (Grade) for 2024



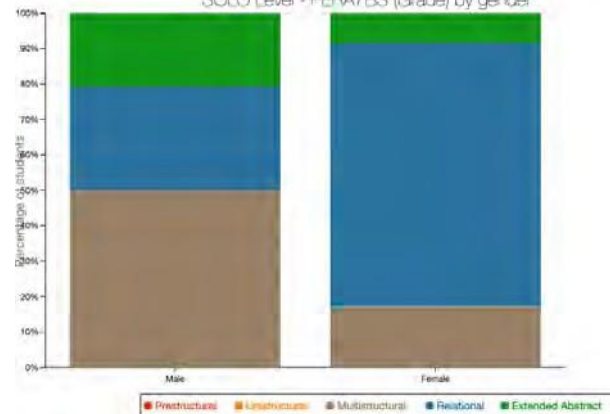
## Repeat for Ethnicity

SOLO Level - PERA7BS (Grade) by ethnicity



## Repeat for Gender

SOLO Level - PERA7BS (Grade) by gender



# YEAR 7 ANALYSIS

## Here's what ... (describe the data )

The year 7 drama data for Semester 2, 2024 reflects a strong overall achievement, with students performing at or above the expected level in both SOLO and curriculum assessments.

- Female students demonstrated strong achievement with 95% above the expected curriculum level and 80% achieving beyond multistructural.
- All 3 Pasifika students achieved multistructural, however none reached beyond level 4.
- Maori students had 40% achieving relational.

While these results show strong engagement (35 females and 24 males, paired with a PE module. The teacher pair of us when doing demonstration style lessons split the boys and girls and found that it was really good for both groups to fully engage with the subjects) and progress in drama. The data shows that there is an opportunity to explore ways to further support Pasifika and Maori students in engaging beyond a multistructural level.

## So what ... (what does it show about your curriculum area this Semester for this level?)

- Only one module for this data
- The decision to split boys and girls students resulted in noticeably higher engagement levels across both groups.
- Females demonstrated particularly high achievement with 95% beyond the curriculum level expectations and 80% reaching relational or higher.
- Male students while lower in numbers showed a willingness to learn, contributing to an overall increase in engagement towards drama.
- Data shows that year 7s are generally more engaged in drama compared to older students.
- While Pasifika students reached multistructural, no one achieved beyond it.

## Now what ... (Establish goals and possible PLD for your team for S2)

- Continue to provide students with opportunities to build on enthusiasm. DWA into Year 7 for 2025.
- Maori and Pasifika data reflects the need to explore more targeted support strategies to help these students achieve higher levels. Potentially look at targeted scaffolding and culturally responsive teaching approaches.
- Moderating regularly through the year to make sure that all staff are confident with assessing levels. Doing this in a team meeting so seeds can access resources to understand this.
- Creating a strong Maori and Pasifika unit for year 7 students to engage in. Ask if there are any Pasifika or Māori teachers willing to help
- Cross curricular pairings like Drama and PE could impact engagement and consider if similar pairings could be used again.

# YEAR 8

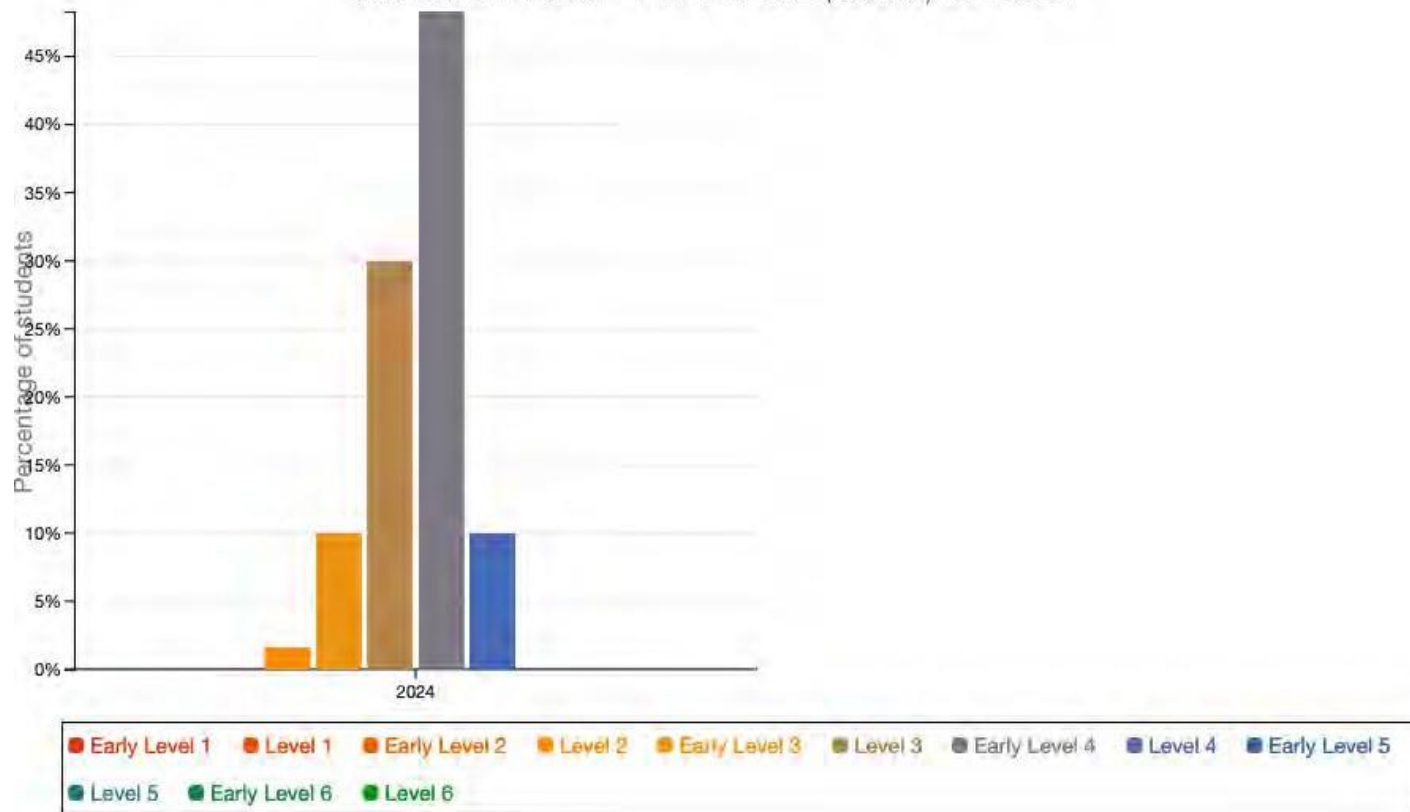
## Curriculum Level Achievement

### Expected Levels of Achievement

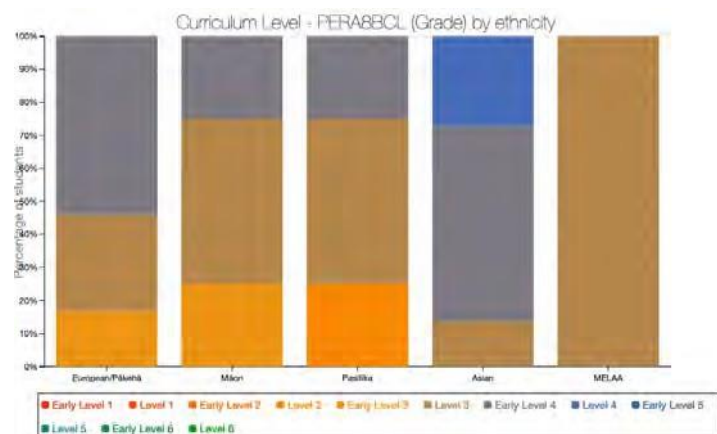
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

### Strand 1 (if applicable)

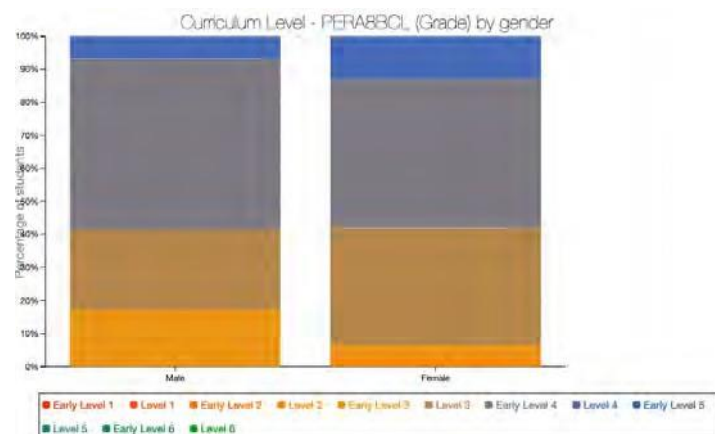
Curriculum Level - PERA8BCL (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



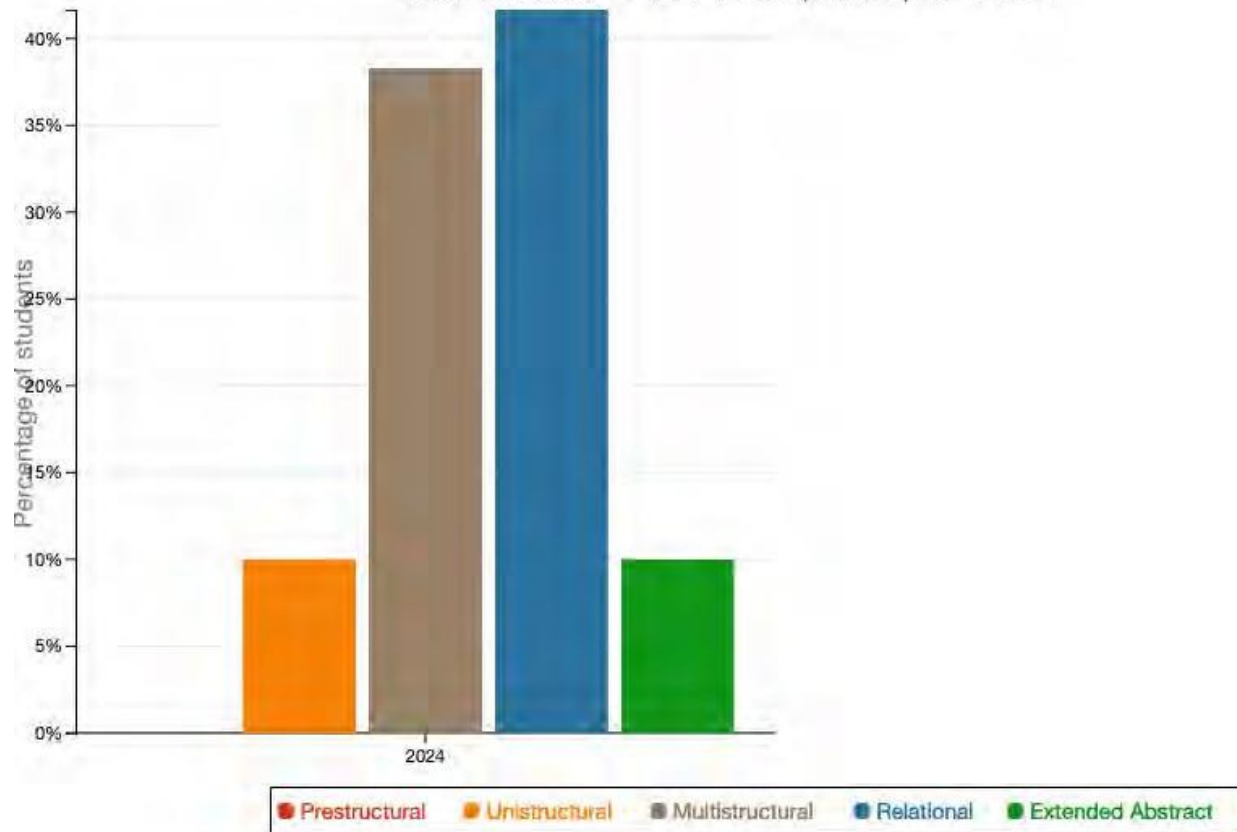
# SOLO Achievement

Expected levels of achievement

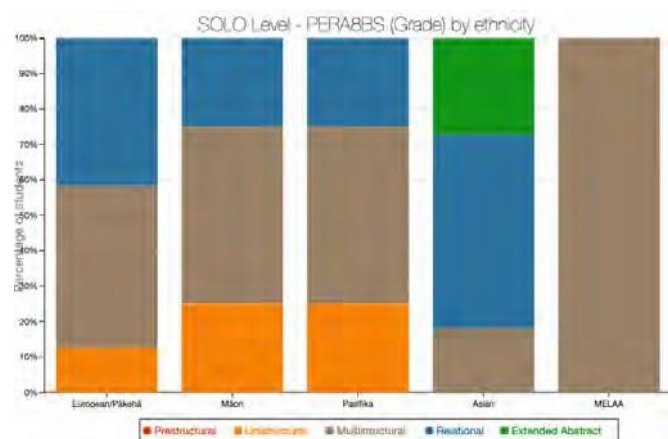
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

Strand 1 (if applicable)

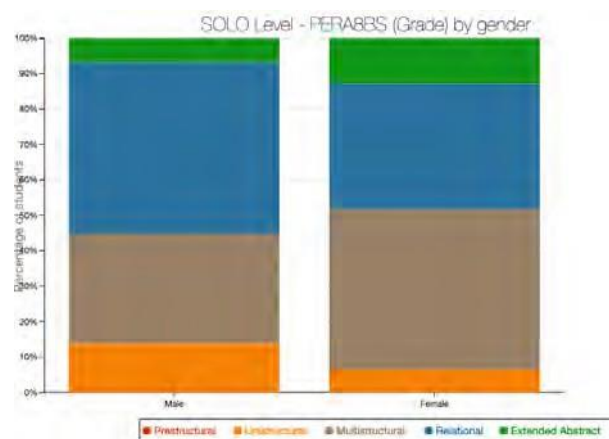
SOLO Level - PERA8BS (Grade) for 2024



Repeat for Ethnicity



Repeat for Gender



# YEAR 8 ANALYSIS

## Here's what ... (describe the data )

The year 8 drama data for Semester 2, 2024, shows strong overall achievement.

- 85 % of students are achieving at or above the expected curriculum level for drama.
- 90% of students are achieving at or above multistructural for SOLO assessments.
- Asian students are the only group to achieve Extended abstract, showing their ability to engage with drama at a deeper conceptual level.
- Maori and Pasifika students showed similar results as each other with 25% achieving unistructural, 50% at multistructural, and 25% at relational. 25% at level 2/early level 2, 50% at level 3 and 25% at early level 4)
- Interestingly a higher number of male students achieved above multistructural compared to the females. This suggests that the boys were engaged in drama at this level (teacher could make an impact on this RMO)
- SOLO framework seems to be supporting students' learning and progression effectively, with a high percentage of students meeting or exceeding expectations.

## So what ... (what does it show about your curriculum area this Semester for this level?)

It is important to highlight that this class was taught by a different teacher and the teaching and assessment looked differently to other drama classes, in terms of teaching, learning, and assessment.

- Only Asian students were achieving extended abstract suggesting that while other students are meeting expectations fewer are demonstrating deep conceptual understanding and independently creatively thinking.
- Higher percent of males are progressing beyond multistructural which differs from common trends in drama. This teaching approach could have been particularly effective for engaging boys.
- While Māori and Pasifika students performed similarly, none reached extended abstract.
- Since this class followed a different teaching and assessment approach, the difference in achievement and engagement may be due to instructional design rather than student ability or motivation. This shows that there is opportunity to reflect on what aspects of this approach worked well and what might need to be adjusted to ensure a consistency across drama classes

## Now what ... (Establish goals and possible PLD for your team for S2)

- Targeted support for Māori and Pasifika students. Develop strategies to encourage deep thinking and creative risk taking among Māori and Pasifika students. Ensure that assessment and moderation practices are culturally responsive and inclusive.
- Refine assessment practices. Continue to use a portfolio style learning and assessment tracker, but refine it to ensure curriculum teaching focus.
- Translate the portfolio for ELL students to ensure full engagement.
- Regularly moderate assessment to maintain consistency and fairness across classes.
- Embed Drama in context to provide students with a stronger understanding for Māori and Pasifika students.
- Gather student voices to explore gender differences with drama experiences.

# YEAR 9

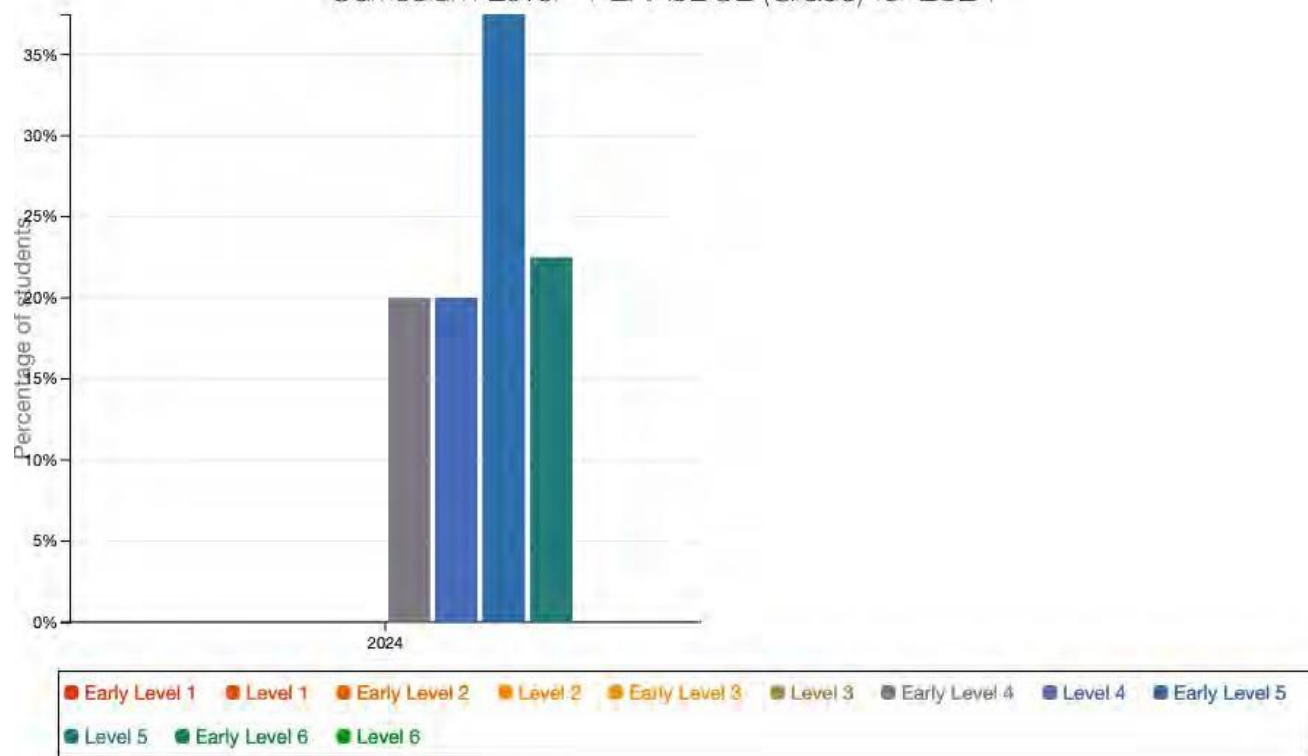
## Curriculum Level Achievement

### Expected Levels of Achievement

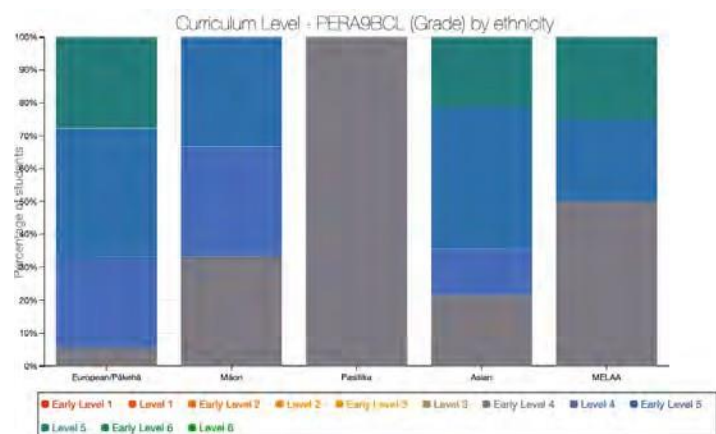
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

### Strand 1 (if applicable)

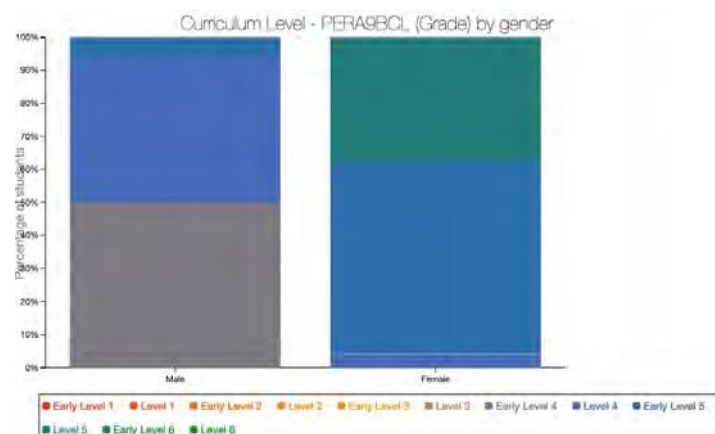
Curriculum Level - PERA9BCL (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



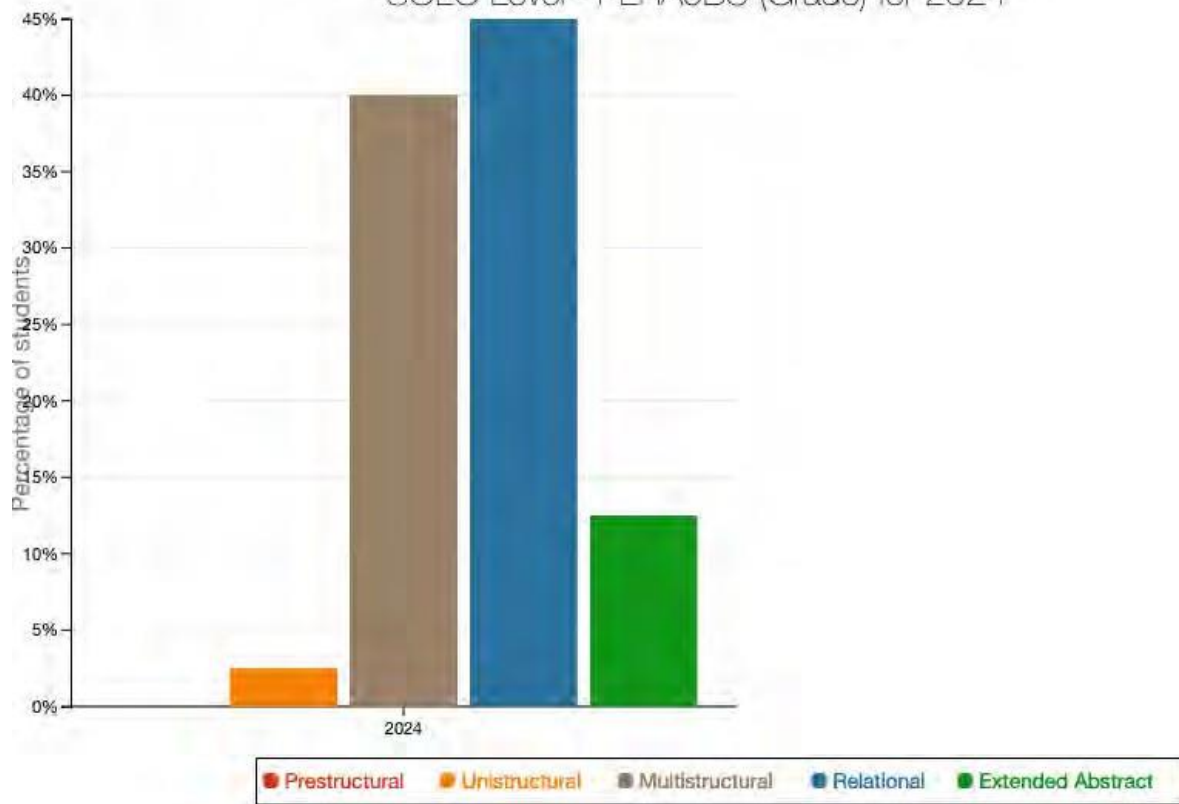
# SOLO Achievement

## Expected levels of achievement

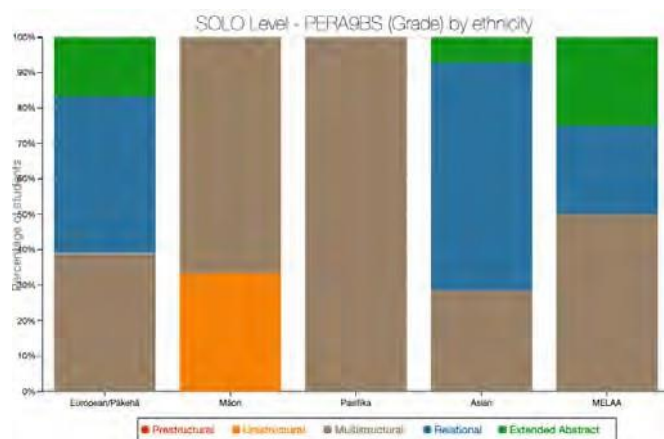
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 (if applicable)

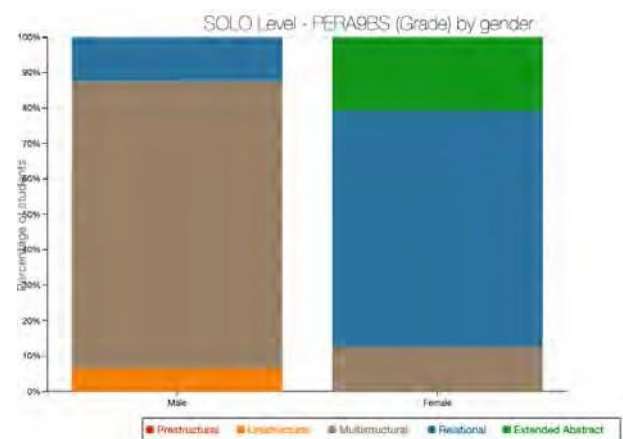
SOLO Level - PERA9BS (Grade) for 2024



## Repeat for Ethnicity



## Repeat for Gender



# YEAR 9 ANALYSIS

## Here's what ... (describe the data )

- 58% of students are achieving at the expected curriculum level.
- 22% of students are achieving above the expected curriculum level.
- 20% of students are achieving below expected curriculum level.
- Pasifika students are all performing below the expected curriculum level and achieving at early level 4.
- Māori students are the only ethnicity to achieve a unistructural SOLO level.
- No Māori students achieve higher than a multistructural for SOLO
- Male students are 50% below the expected level and 50% are at the expected curriculum level. Data shows that they engage less overall in both curriculum level and SOLO assessments.
- Female students 65% are at the expected curriculum level and 35% are above the expected curriculum level. They perform noticeably higher in SOLO assessments also.
  - 12% at Multistructural
  - 63% at Relational
  - 25% at Extended abstract

## So what ... (what does it show about your curriculum area this Semester for this level?)

- This class had a high percentage of female students and likely contributed to the higher engagement overall. Many of these girls are repeat students from previous semesters suggesting that the familiarity with the curriculum and prior experience in drama plays a slight significant role in engagement and participation. This experience gives them the confidence to learn more challenging concepts.
- Female students are outperforming male students across both curriculum level and SOLO
- Pasifika and Māori students are not progressing beyond multistructural, with Māori students being the only group receiving unistructural grades.
- Males engage less in drama which is reflected in SOLO and Curriculum level.
- Girl heavy class, More engagement. Good chunk of these girls were repeat students from the previous semester. Experiencing students returning in this module from production or previous semester.

## Now what ... (Establish goals and possible PLD for your team for S2)

- Further engagement strategies for male students are needed, particularly if they don't have the same drama experience or confidence that the female students bring. Discuss ways to have a more 'Male focus' or Drama exercises that might make males feel more comfortable to access drama learning.
- Utilise returning students to mentor newcomers to the subject, or lead specific drama activities.
- Create a lunchtime drama club for those students wanting to engage in 'Drama Games' to keep up engagement for younger students.
- Develop 2025 Performing Arts academy to offer a more complex and targeted teaching for returning students. This should help them grow and continue to challenge themselves for deeper learning within drama.

**No Year 10 Drama modules for Semester two - 2024.**

# OVERALL ANALYSIS

## Describe the overarching trends in the data

- Clear Māori and Pasifika achievement gap. Across Year 7, 8, and 9, Māori and Pasifika students consistently achieve lower levels compared to other ethnic groups, with Māori students often scoring at Unistructural (lowest SOLO level) and Pasifika students struggling to achieve beyond Multistructural.
- This gap highlights the need for targeted support to help these students reach higher achievement levels.
- Gender Disparities in Engagement and Achievement. Female students generally perform better in both curriculum levels and SOLO assessments, often achieving higher SOLO levels like Relational and Extended Abstract. On the other hand, male students have shown lower engagement and achievement. This trend suggests a gender-specific engagement issue that needs further exploration to ensure both genders are equally challenged and supported.
- Higher Achievement in Younger Cohorts: Younger students (Year 7 and 8) are demonstrating stronger levels of achievement across both curriculum levels and SOLO assessments, particularly in comparison to their older counterparts in Year 9.

## Set areas of target and/or goals for next semester, and plans to achieve these

- Focus on the Māori and Pasifika achievement gap. Continue to build culturally responsive teaching practices and supportive strategies to ensure that Māori and Pasifika students have opportunities to develop higher-level thinking and engagement. Develop units with Māori and Pasifika staff to ensure a range of perspectives are covered.
- Use Portfolios to support teaching/learning and tracking. Further develop portfolio assessments to ensure they serve both as a reflection tool for students and as a guide for teachers to track progress.
- Consider gender-specific approaches. Analyse why female students are excelling and male students are struggling, and adjust teaching strategies accordingly to ensure both genders are equally engaged and challenged.
- Ensure regular moderation and consistent practices. Implement regular moderation to ensure consistent assessment and provide more reliable data across different year levels and teachers.
- Incorporate Student Voice Feedback:
  - Regularly gather student feedback throughout the year to inform teaching practices and adapt lessons to better meet students' needs. This could be through surveys, one-on-one reflections, or small group discussions. Pay attention to trends in feedback that reveal any engagement or learning barriers that may exist for specific groups, particularly for Māori and Pasifika students, to ensure inclusive and responsive teaching.
- Pasifika dance focus - 2025 Flight time.
  - Incorporate Pasifika dance as a core focus for the 2025 Flight Time module, exploring Pasifika traditions, storytelling, and movement techniques.
  - Create opportunities for Pasifika students to lead or showcase their knowledge of these dance forms.

# 2024 END OF SEMESTER DATA ANALYSIS S2 - MUSIC

## 2024 ACHIEVEMENT TARGET

***Target Composition Learning as this was at a lower NZC level compared to the other strands in 2023.***

Progress towards target:

Year 7 - lower than performance. Performance comes more naturally than academic understanding.

Year 8 - lower than performance, *and very similar to music research*. Performance comes more naturally than academic understanding. ***Overall the 2024 Yr8 cohort achieved at a higher level than the 2023 Yr8 cohort, which is pleasing to see.***

Year 9 - lower than conventions. It's easier to KNOW about something (conventions) than making something meaningful with it (composition). ***Overall the 2024 Yr9 cohort achieved at significantly a higher level than the 2023 Yr9 cohort, which is pleasing to see.***

Year 10 - as with Year 9, lower than conventions. It's easier to KNOW about something (conventions) than making something meaningful with it (composition). ***Overall the 2024 Yr10 cohort achieved at a similar level to the 2023 Yr10 cohort.***

More scaffolding and different tools have been used to teach composition. However, making more time available during modules for teaching and learning of composition would be of an advantage. In Year 9 & 10 a good deal of module learning time was taken or deferred to the co-curricular subject of English.

[2024 SEMESTER 1 DATA ANALYSIS REPORT](#)

[2023 ANNUAL DATA ANALYSIS REPORT](#)

# YEAR 7

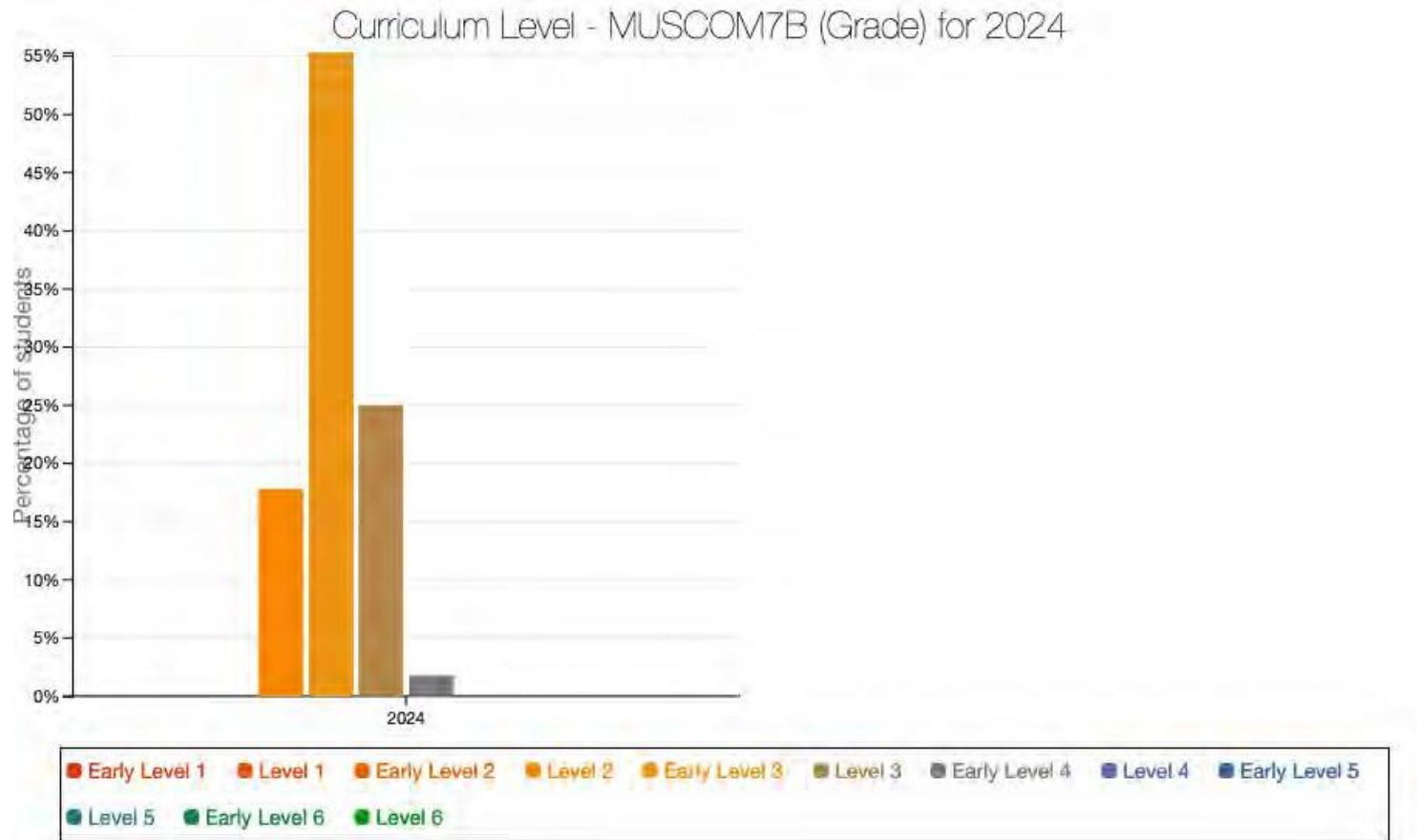
## Curriculum Level Achievement

### Expected Levels of Achievement

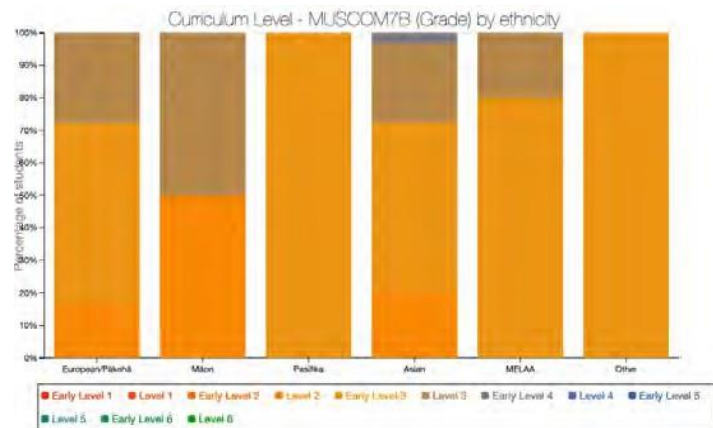
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

### Strand 1

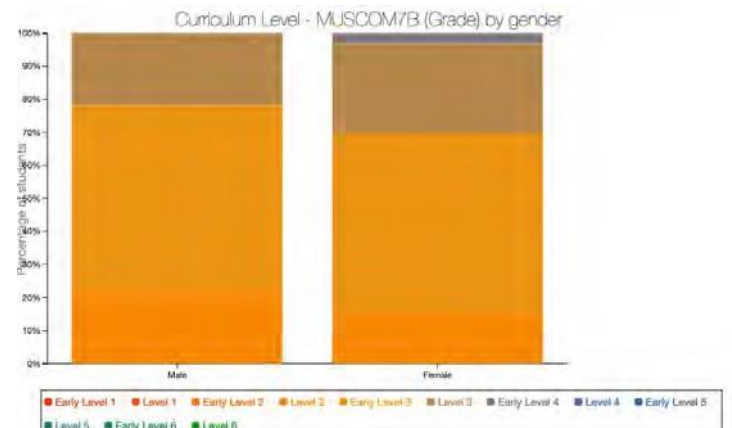
### Developing Ideas - Music Composition



### Ethnicity



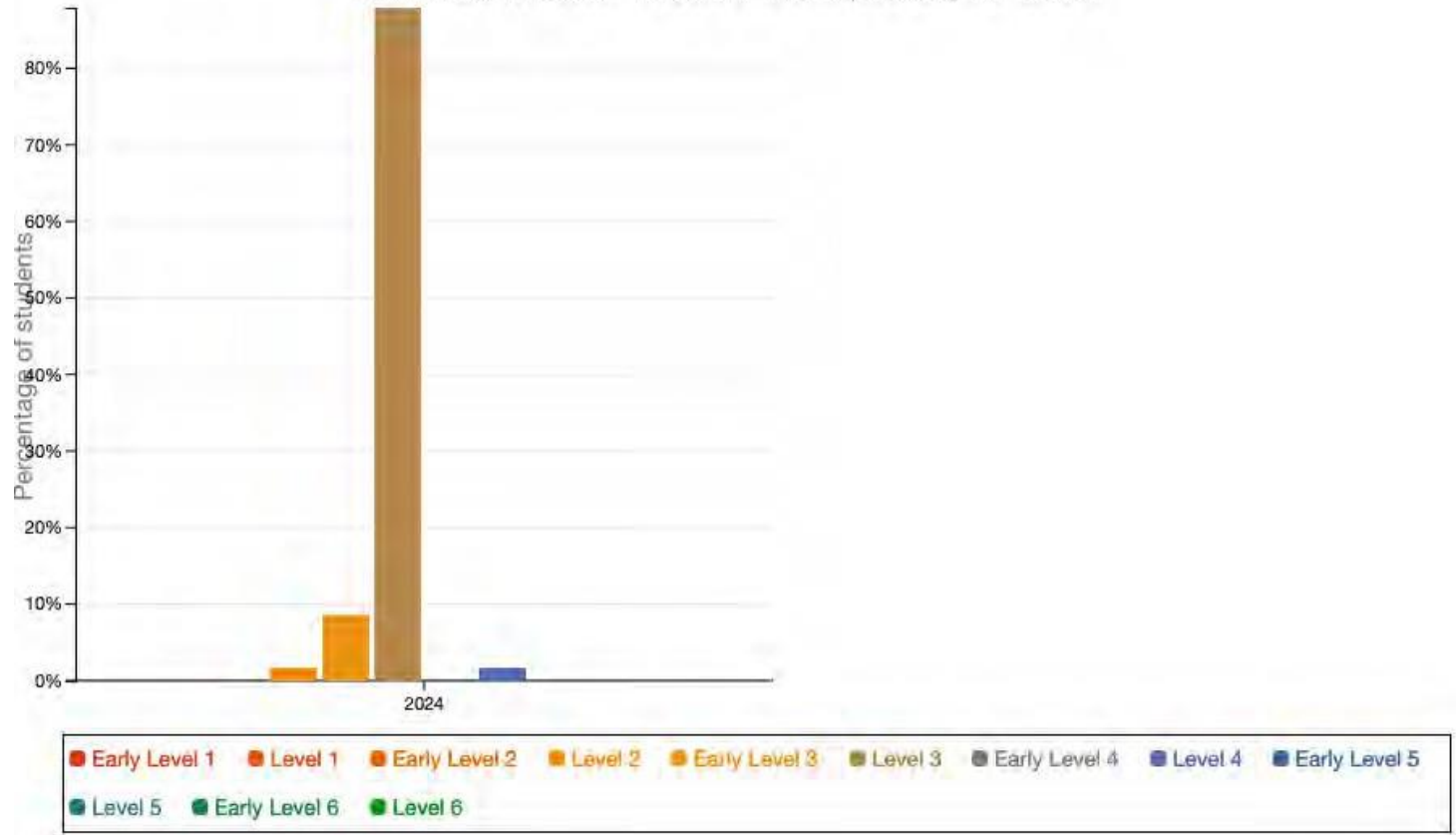
### Gender



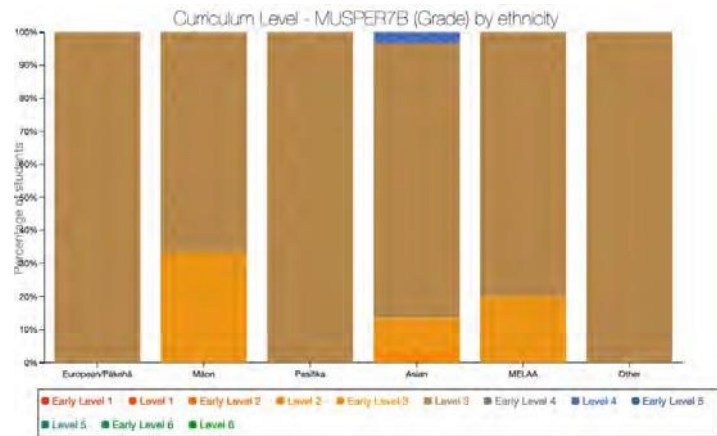
## Strand 2

### Communicating and Interpreting - Music Performance

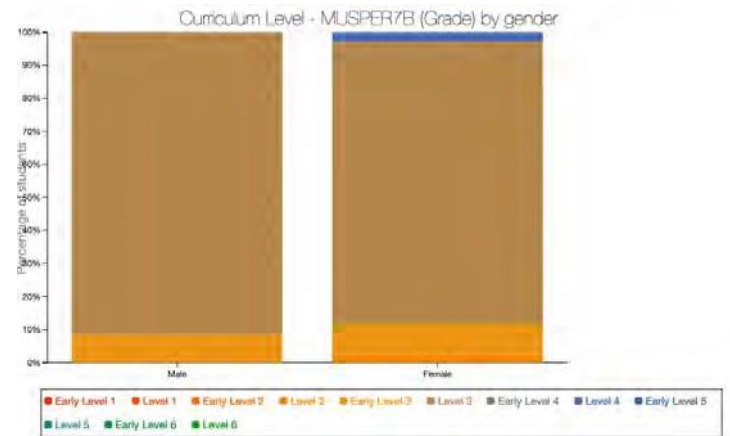
Curriculum Level - MUSPER7B (Grade) for 2024



### Ethnicity



### Gender



### Strand 3

#### Understanding Music – Sound Arts in Context - Music Research

**\*\*Not Taught and Assessed in Semester 2, 2024\*\***

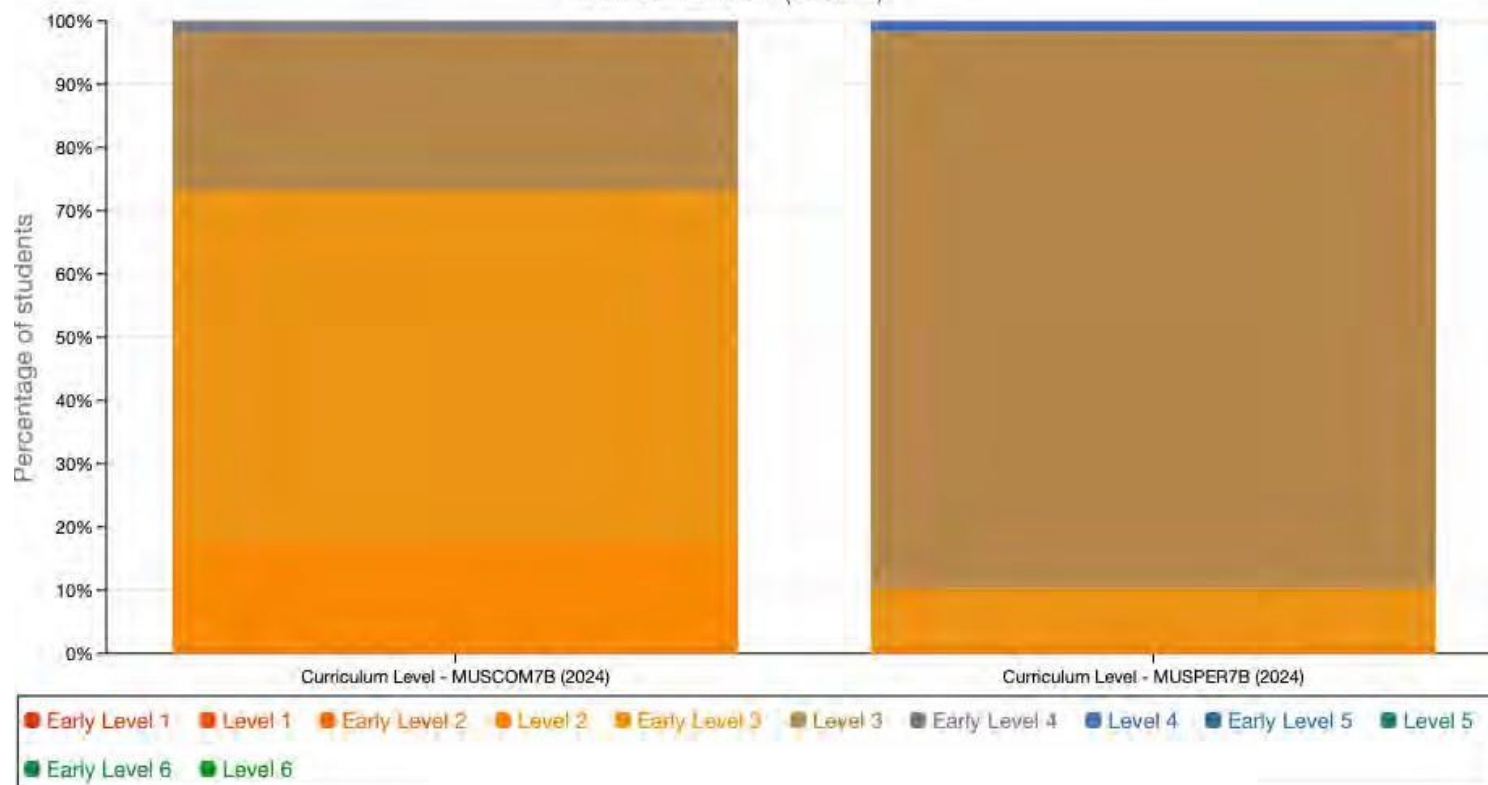
Ethnicity

Gender

### Curriculum Level Achievement (All Strands)

#### Music Composition / Music Performance

Exam results for Curriculum Level - MUSCOM7B (2024), Curriculum Level - MUSPER7B (2024)



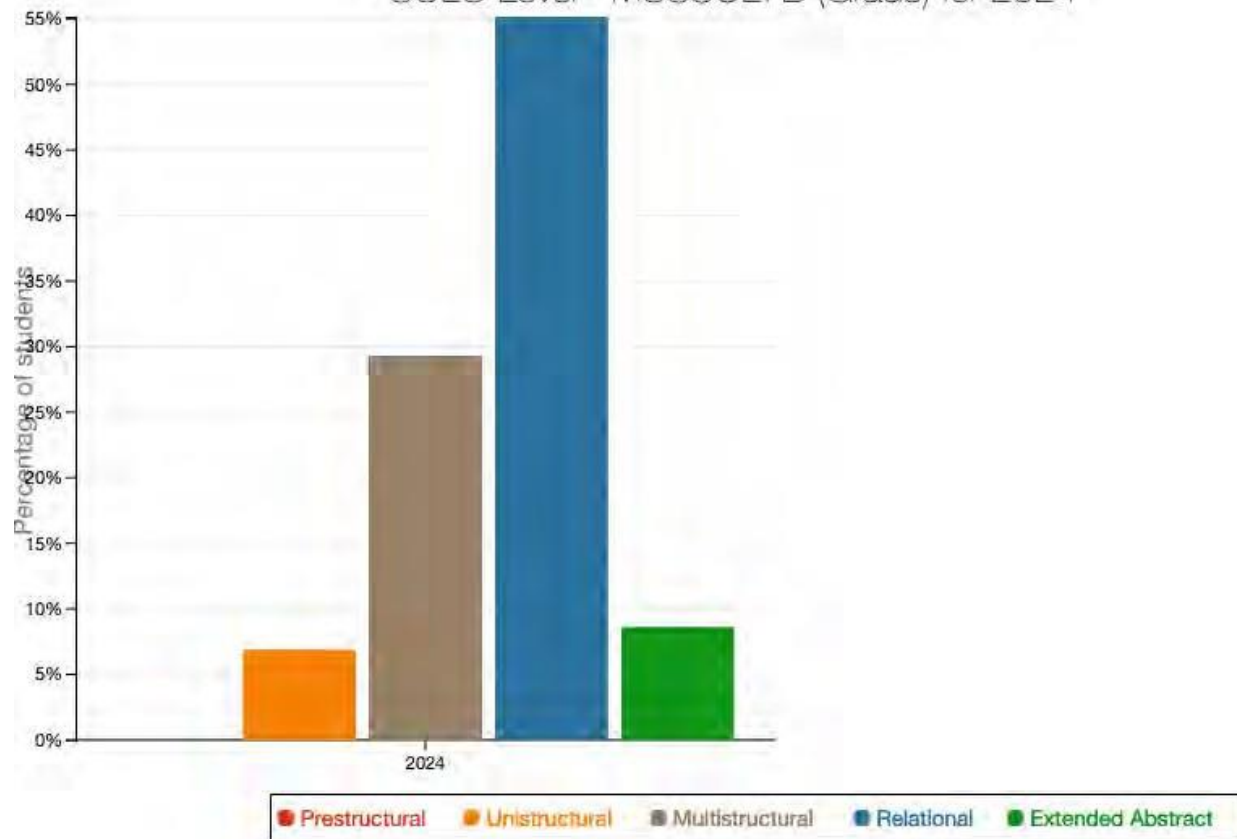
# SOLO Achievement

## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

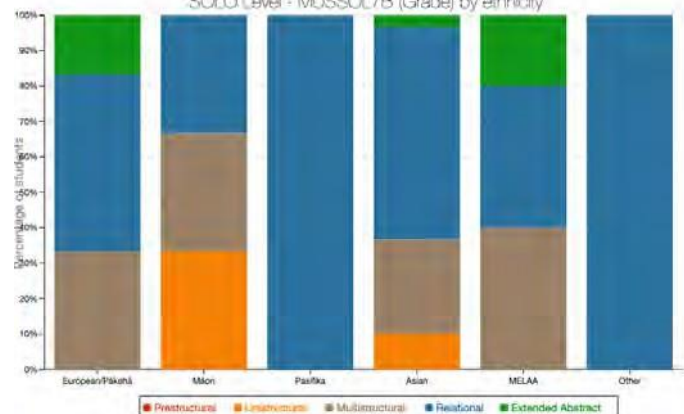
## Music - Overall

SOLO Level - MUSSOL7B (Grade) for 2024



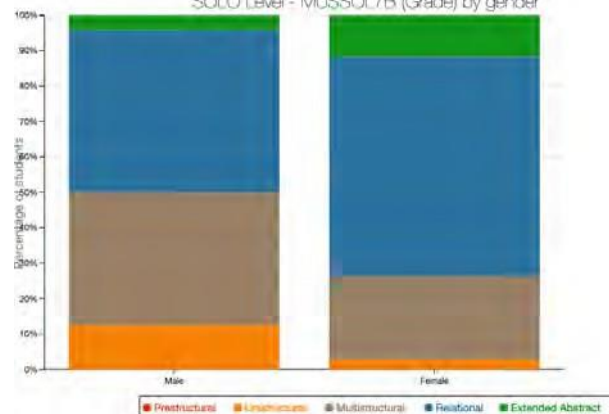
## Ethnicity

SOLO Level - MUSSOL7B (Grade) by ethnicity



## Gender

SOLO Level - MUSSOL7B (Grade) by gender



# YEAR 7 ANALYSIS

## Here's what ... (describe the data )

### NZC

- As is usual, 'Performance' NZC levels are higher than 'Composition'.
- **82% at Early Level 3 or above** across the different strands. *An increase of 12% over Semester 1 results.*
- Pakeha outperforming Māori in 'Composition' and 'Performance'. *A reversal of Semester 1 data.*
- Females are outperforming Males, but a fairly even spread at NZC for 'Performance' and 'Composition' strands.

### SOLO

- **Pakeha outperforming Māori in SOLO statistics** (No Uni and Māori has a lower spread). *A reversal of Semester 1 data.*
- Females are outperforming Males in SOLO data, as was the case in Semester 1.

## So what ... (what does it show about your curriculum area this Semester for this level?)

- Males are finding it more difficult to reflect deeper SOLO thinking.
- Success in Music NZC levels is accessible for many students
- **Ethnicity and Gender continue to not barriers in Music**
- As in Semester 1, students performed better in music performance as there were 'higher stakes' involved. E.g. playing in front of other people. As opposed to composition which was created and submitted to the teacher (e.g. the difference between writing an essay compared to giving a speech).

## Now what ... (Establish goals and possible PLD for your team for 2025)

- Check our SOLO Rubrics for accessibility of success for both genders.
- Is there another way /several ways that knowledge and understanding can be assessed?

# YEAR 8

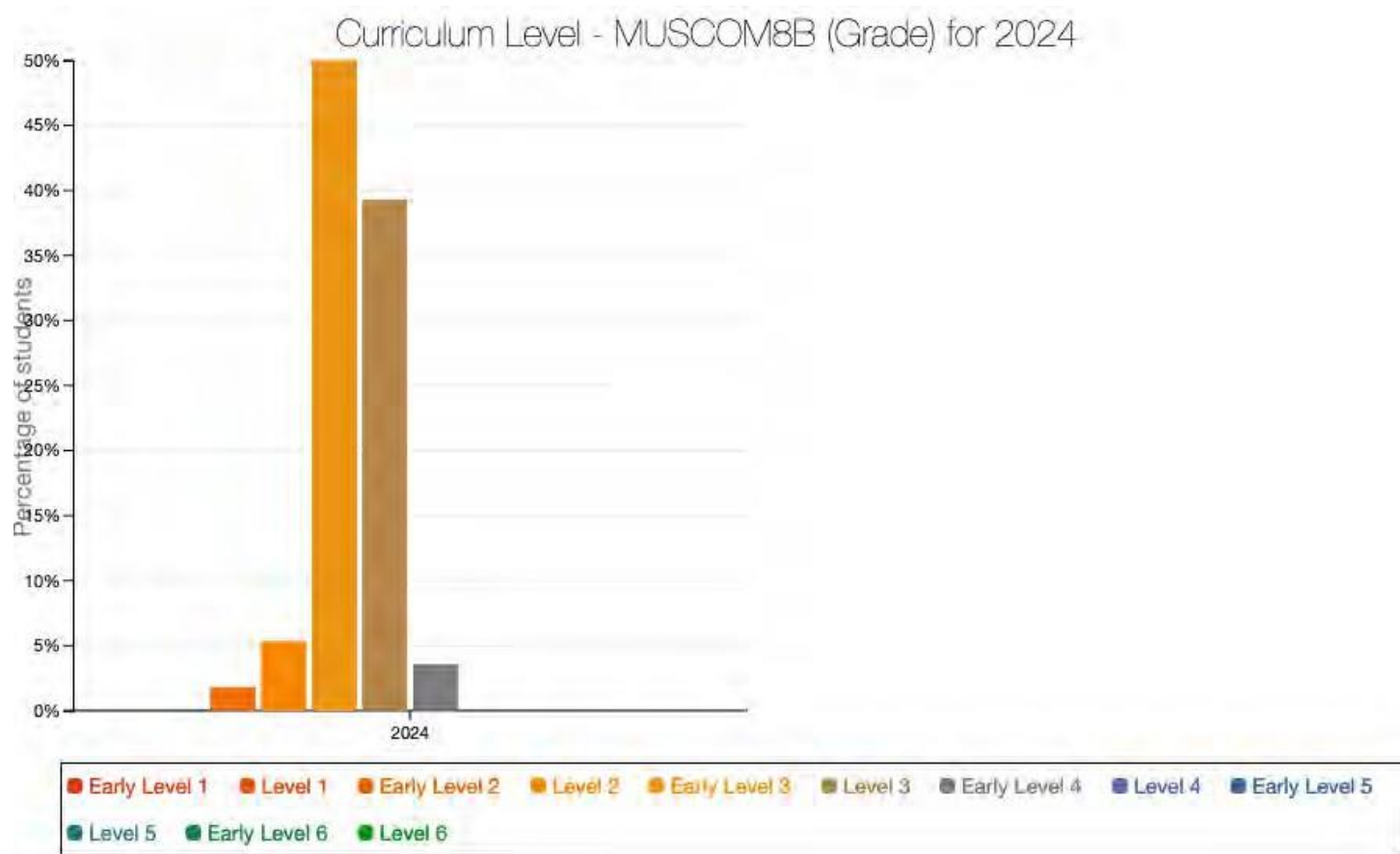
## Curriculum Level Achievement

### Expected Levels of Achievement

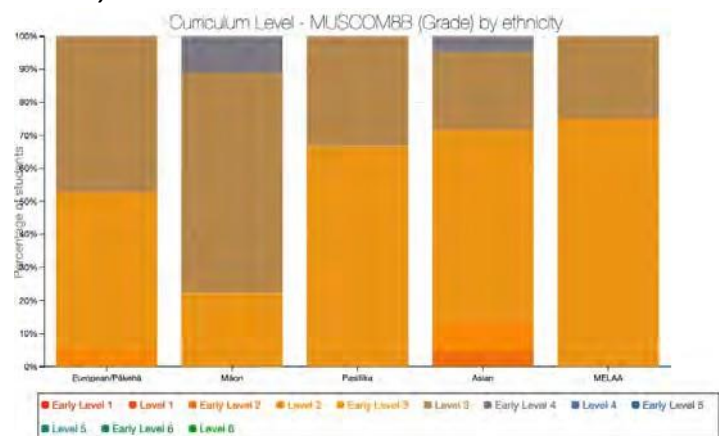
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

### Strand 1

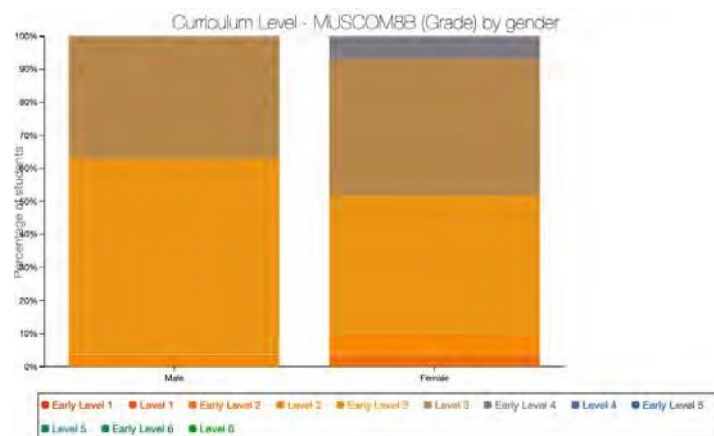
#### Developing Ideas - Music Composition



#### Ethnicity



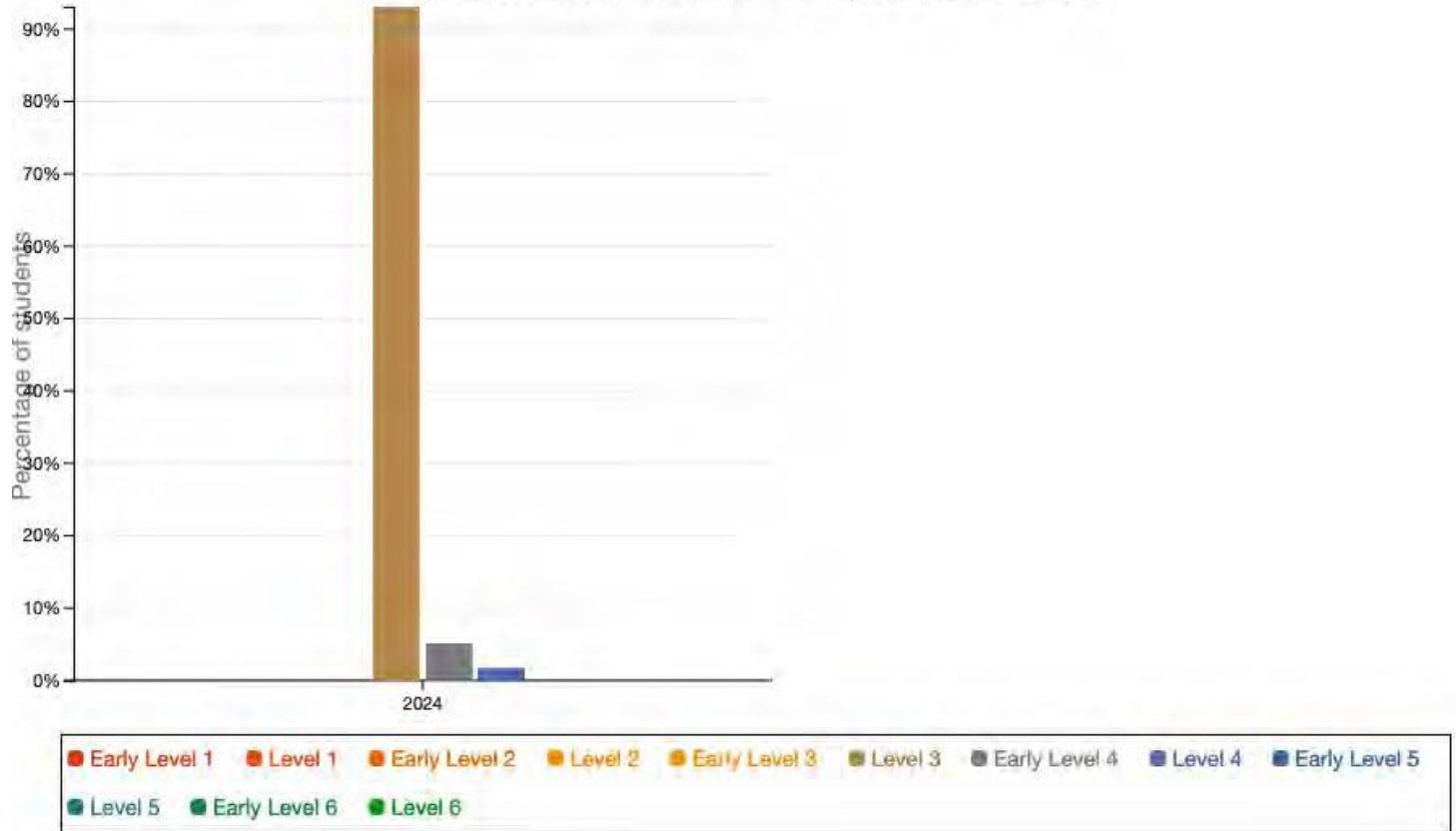
#### Gender



## Strand 2

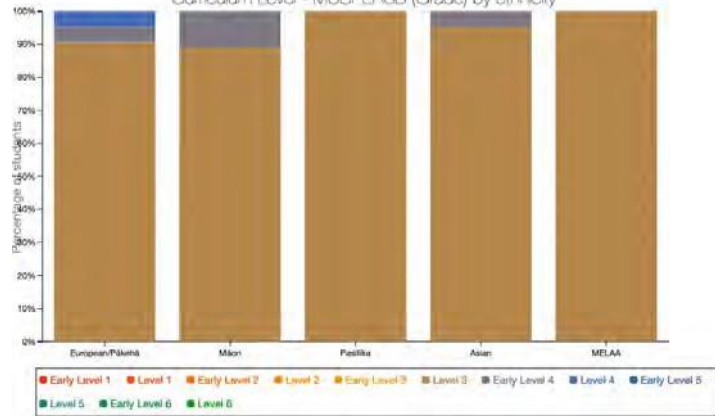
### Communicating and Interpreting - Music Performance

Curriculum Level - MUSPER8B (Grade) for 2024



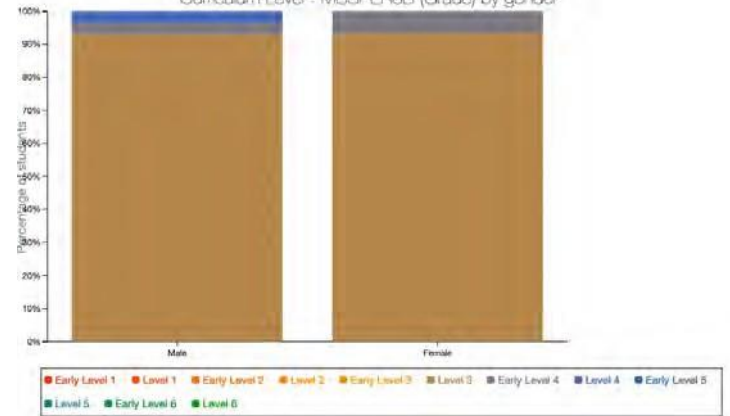
### Ethnicity

Curriculum Level - MUSPER8B (Grade) by ethnicity



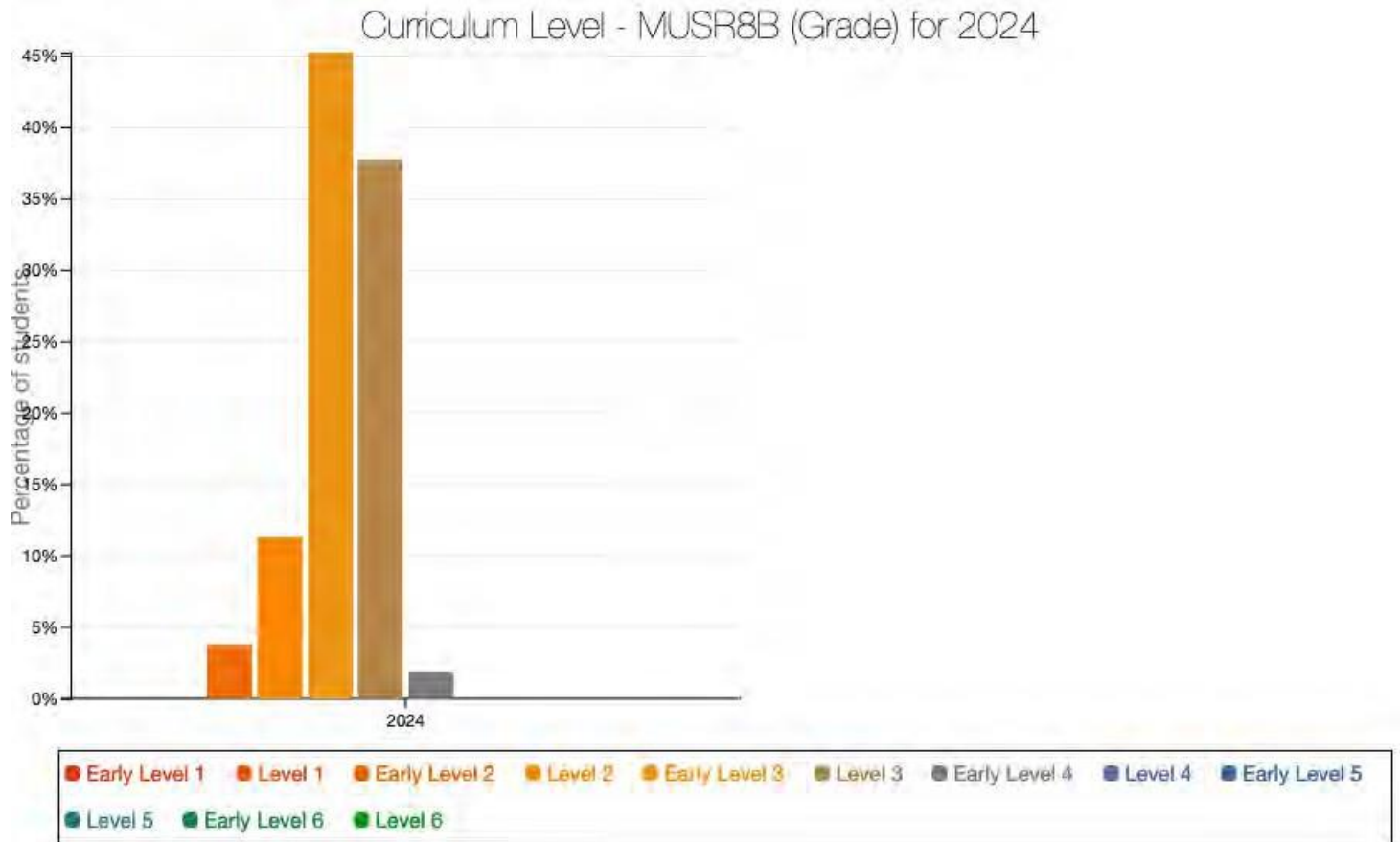
### Gender

Curriculum Level - MUSPER8B (Grade) by gender

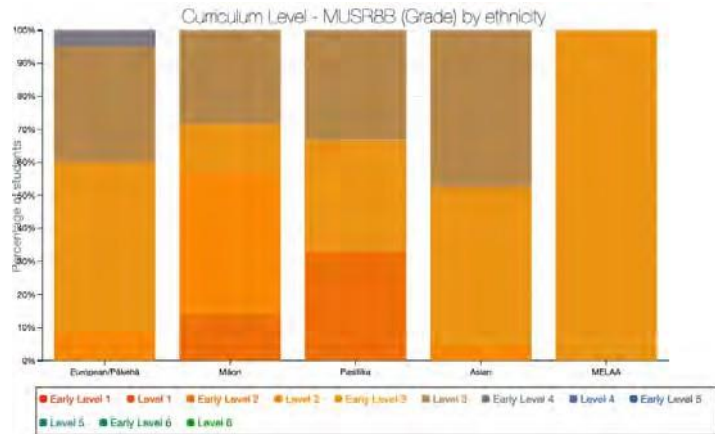


### Strand 3

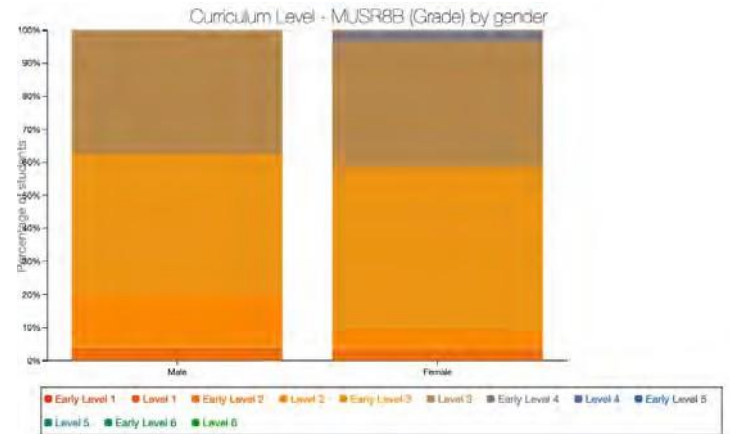
#### Understanding Music – Sound Arts in Context - Music Research



#### Ethnicity



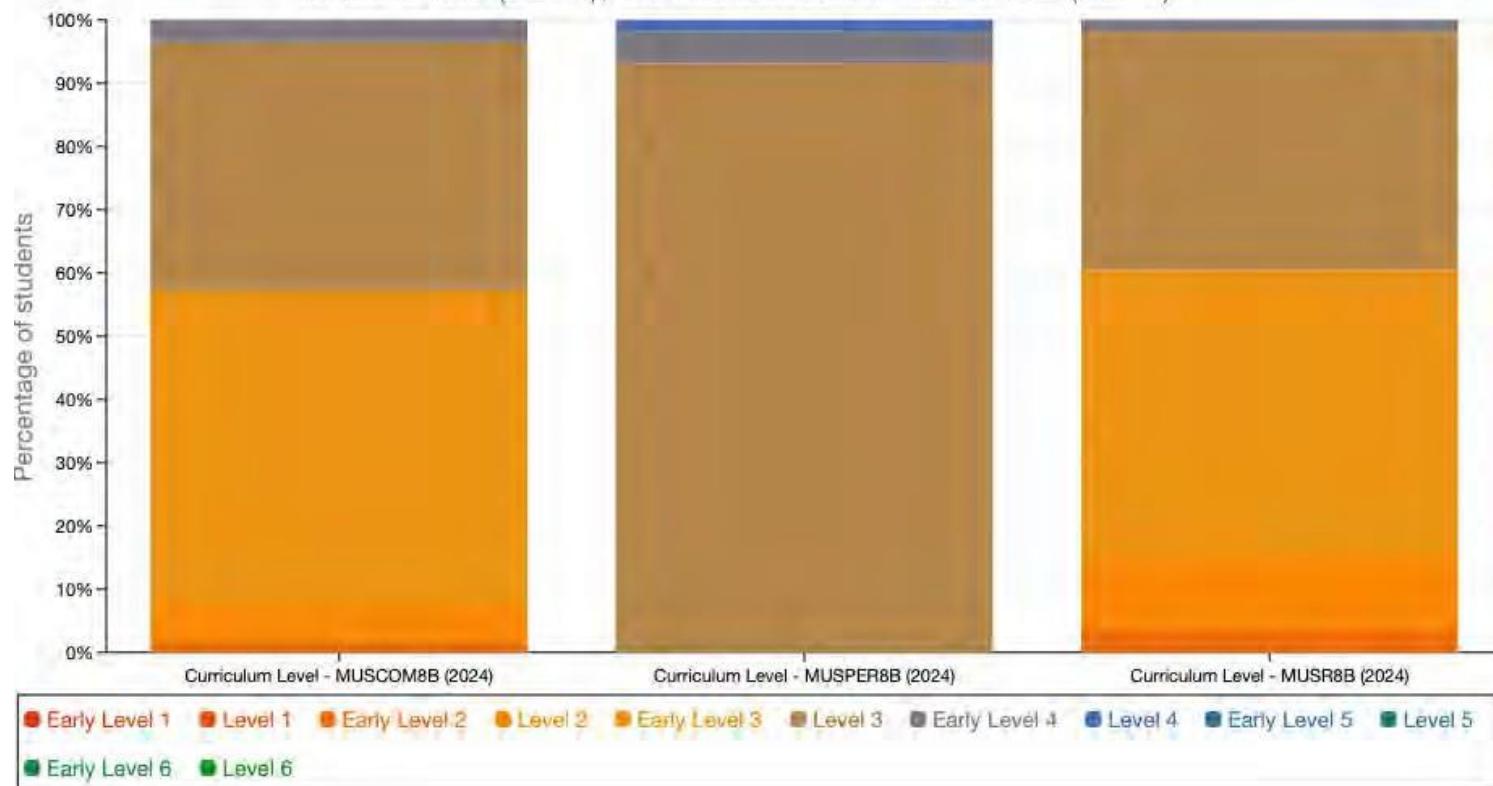
#### Gender



# Curriculum Level Achievement (All Strands)

## Music Composition / Music Performance / Music Research

Exam results for Curriculum Level - MUSCOM8B (2024), Curriculum Level - MUSPER8B (2024), Curriculum Level - MUSR8B (2024)



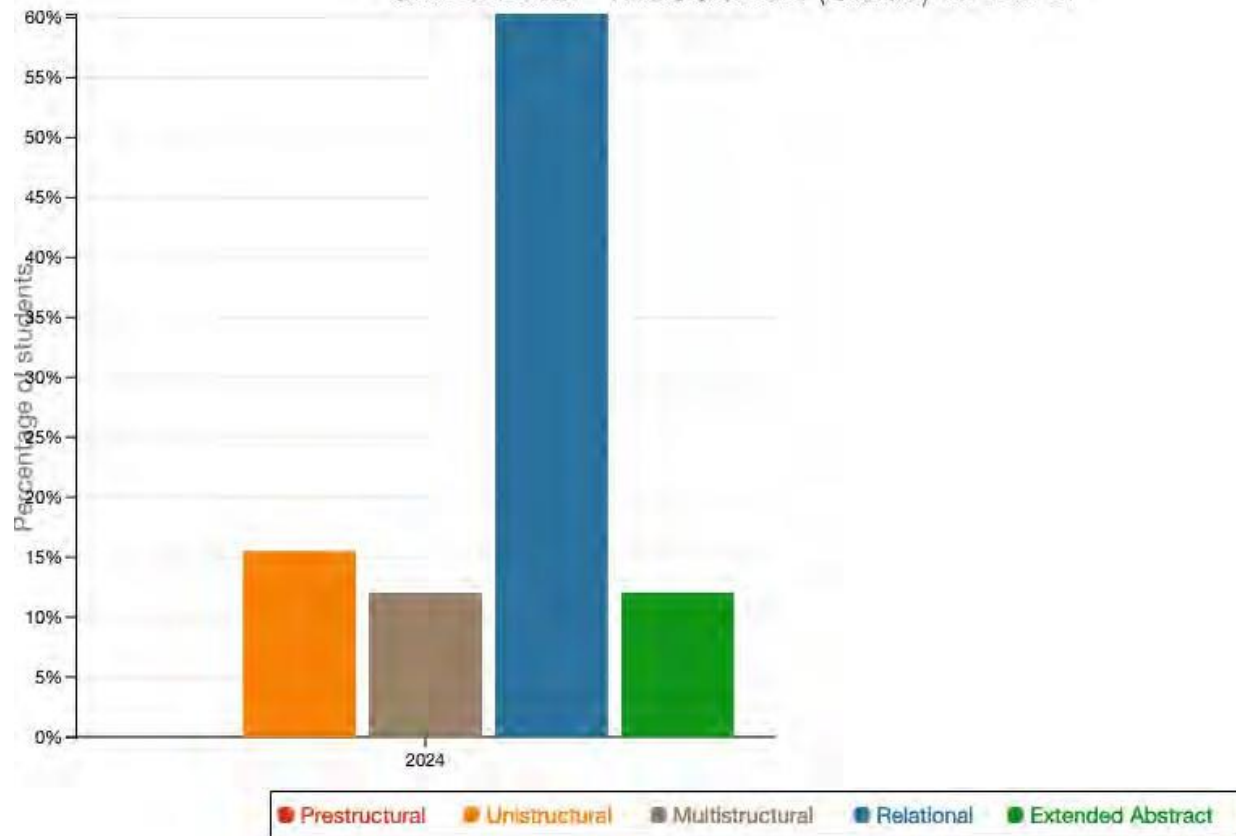
# SOLO Achievement

## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

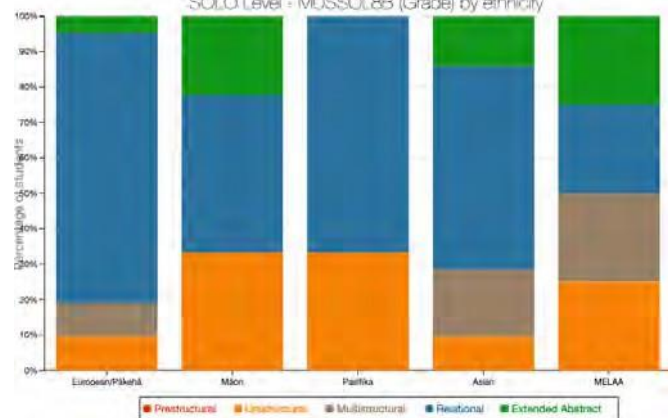
## Music - Overall

SOLO Level - MUSSOL8B (Grade) for 2024



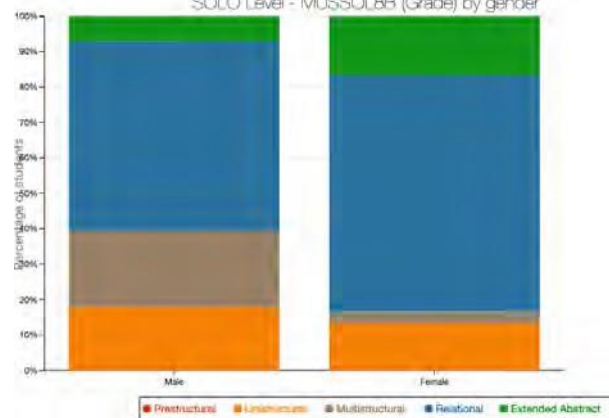
## Ethnicity

SOLO Level - MUSSOL8B (Grade) by ethnicity



## Gender

SOLO Level - MUSSOL8B (Grade) by gender



# YEAR 8 ANALYSIS

## Here's what ... (describe the data )

### NZC

- As is usual, 'Performance' NZC levels are higher than 'Composition'. However, unlike Semester 1, 'Composition' and 'Research' are on a par with each other. Research was lower in Semester 1.
- **At least 83% at Early Level 3 or above for all strands.** An improvement over Semester 1 data.
- Māori outperforming Pakeha in 'Composition' stats, but not in 'Performance' or 'Research'. A slight change from Semester 1 data.
- Females outperforming Males in 'Composition' and 'Research' strands with a wider range (incl. Level 2). But Males demonstrating higher NZC Levels in 'Performance'.
- **Overall, lower NZC Levels than the 2023 data, except in 'Performance'.**

### SOLO

- **Overall, higher SOLO achievement than in Semester 1.**
- **Māori outperforming Pakeha in SOLO statistics.**
- As in Year 7, Females are outperforming Males in SOLO data. But not significantly.

## So what ... (what does it show about your curriculum area this Semester for this level?)

- Success in Music is accessible for many students
- **Ethnicity and Gender continue to not barriers in Music**
- As per the Year 7's, students performed better in music performance as there were 'higher stakes' involved. E.g. playing in front of other people. As opposed to composition which was created and submitted to the teacher (e.g. the difference between writing an essay compared to giving a speech).

## Now what ... (Establish goals and possible PLD for your team for 2025)

- Check our SOLO Rubrics for accessibility of success for both genders.
- Is there another way /several ways that knowledge and understanding can be assessed?

# YEAR 9

## Curriculum Level Achievement

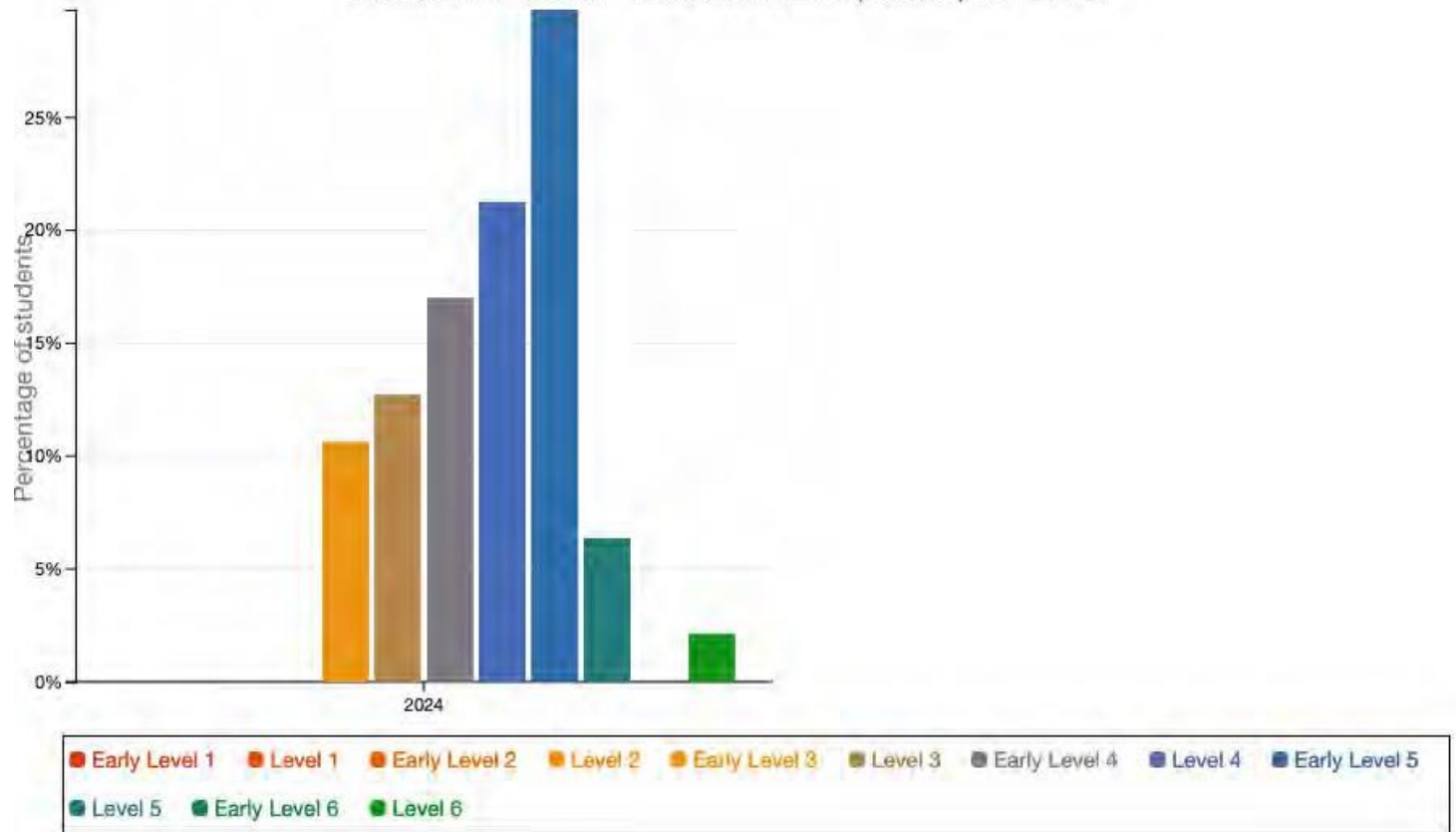
### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

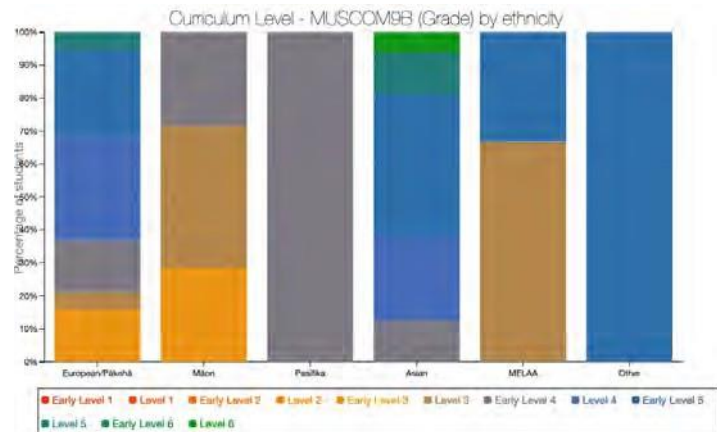
### Strand 1

#### Developing Ideas - Music Composition

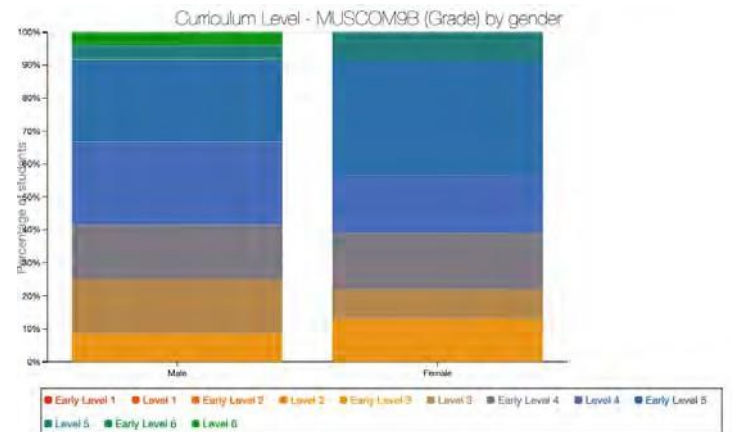
Curriculum Level - MUSCOM9B (Grade) for 2024



#### Repeat for Ethnicity

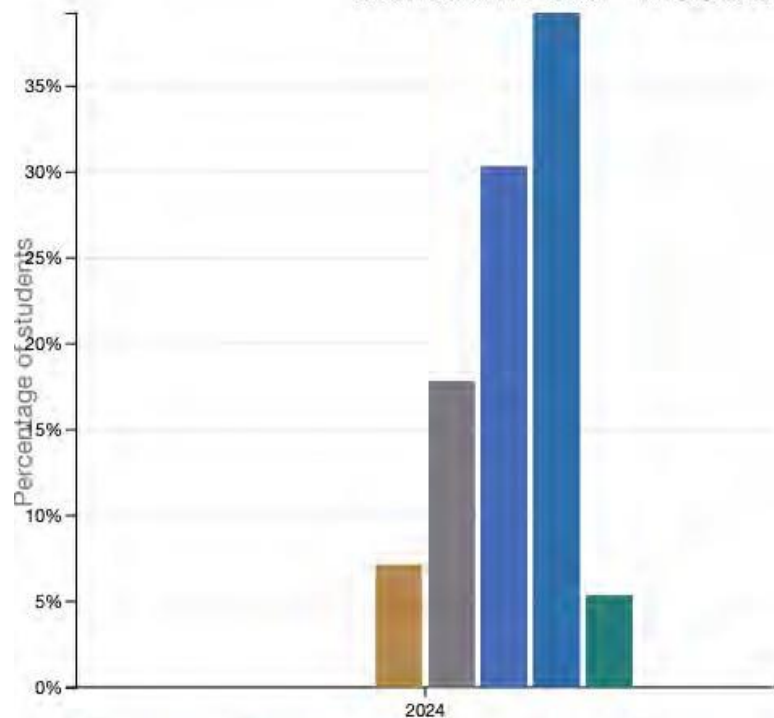


#### Repeat for Gender



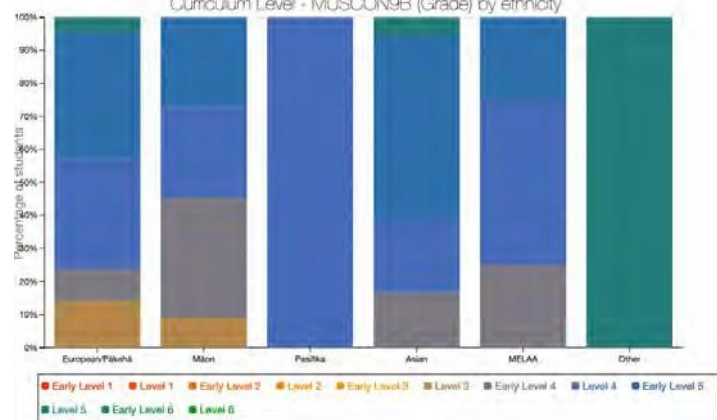
**Developing Practical Knowledge - Music Conventions**

Curriculum Level - MUSCON9B (Grade) for 2024



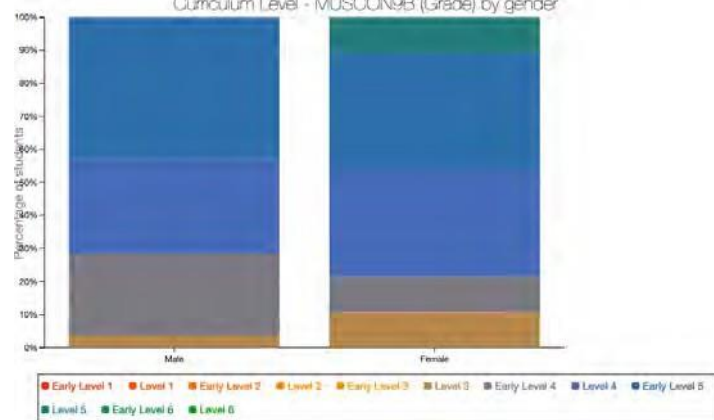
**Repeat for Ethnicity**

Curriculum Level - MUSCON9B (Grade) by ethnicity



**Repeat for Gender**

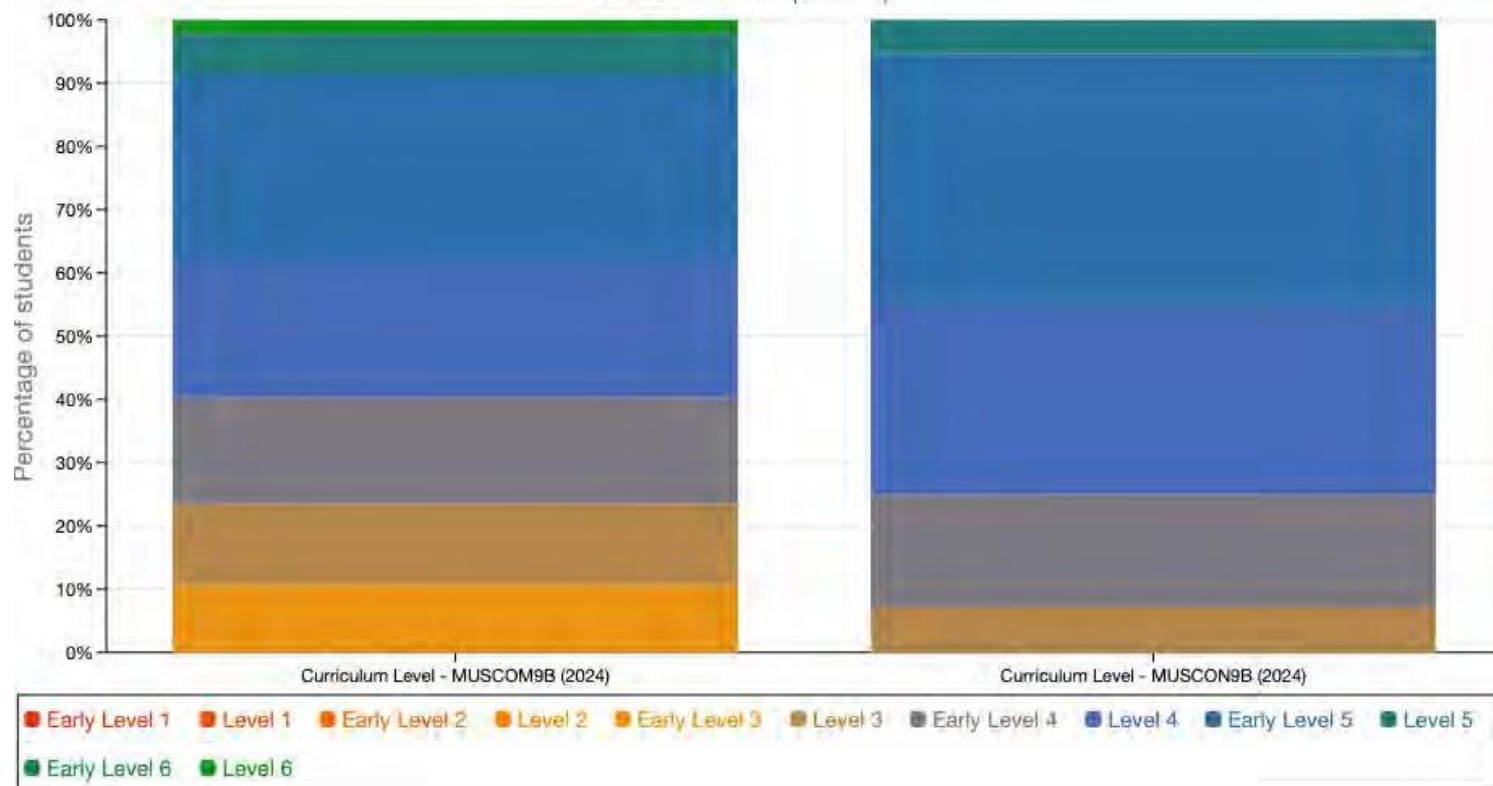
Curriculum Level - MUSCON9B (Grade) by gender



# Curriculum Level Achievement (All Strands)

## Music Composition / Music Conventions

Exam results for Curriculum Level - MUSCOM9B (2024), Curriculum Level - MUSCON9B (2024)



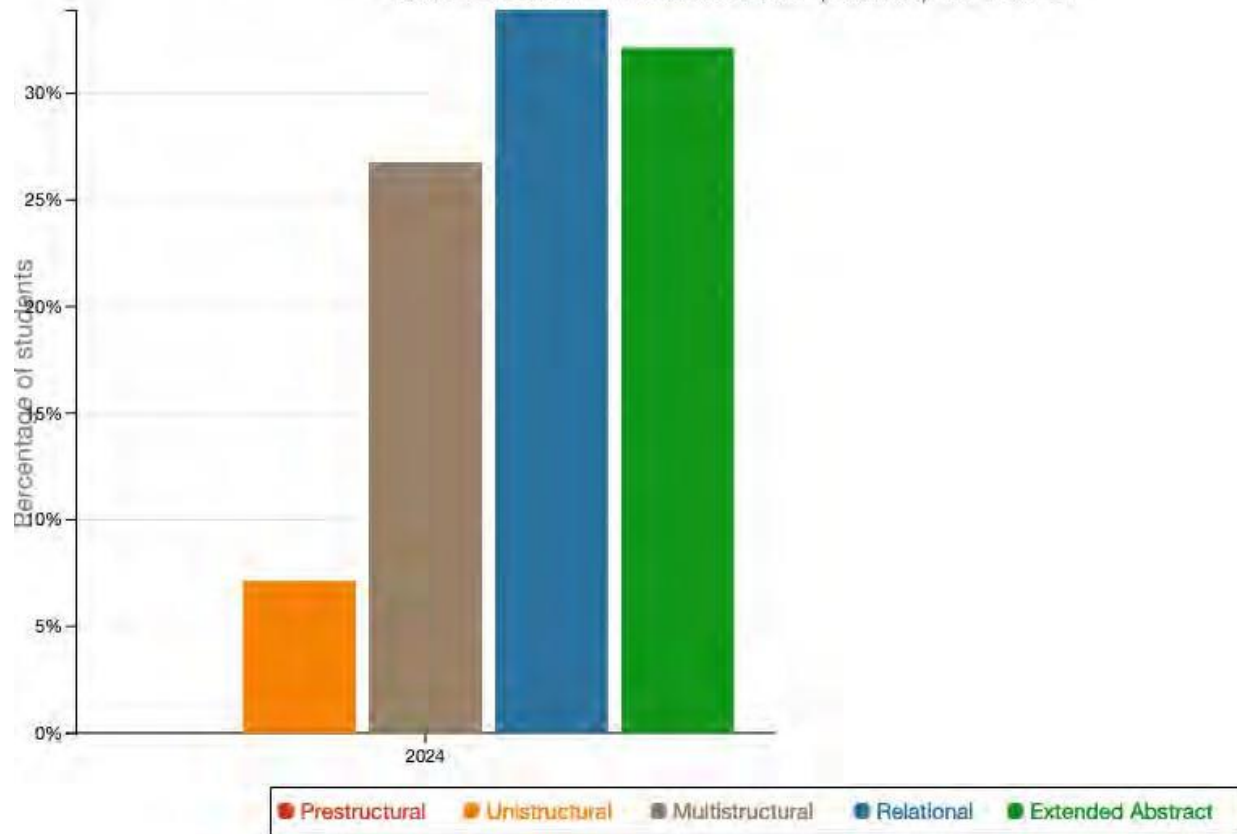
# SOLO Achievement

## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

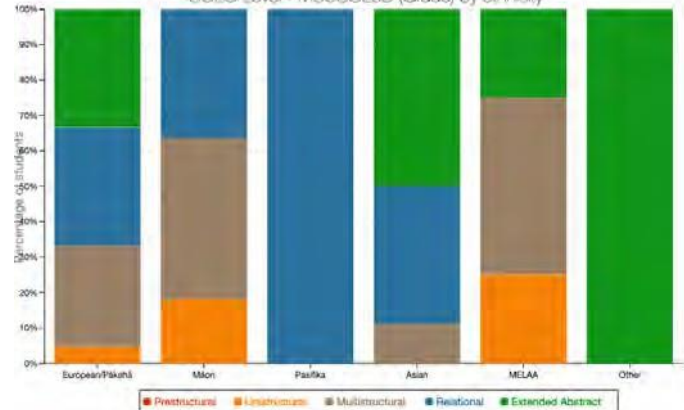
## Music - Overall

SOLO Level - MUSSOL9B (Grade) for 2024



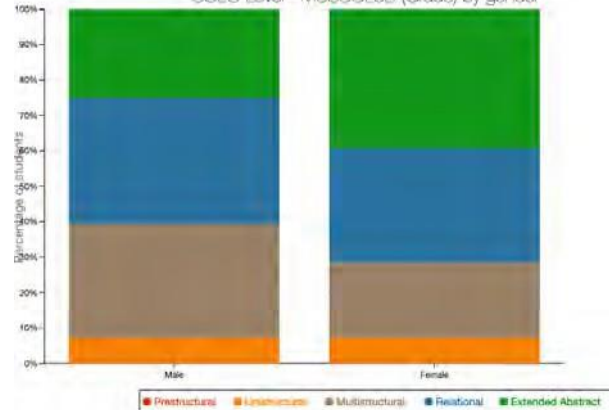
## Repeat for Ethnicity

SOLO Level - MUSSOL9B (Grade) by ethnicity



## Repeat for Gender

SOLO Level - MUSSOL9B (Grade) by gender



## YEAR 9 ANALYSIS - N/A

### Here's what ... (describe the data )

#### NZC -

- **Composition and Conventions data significantly higher than End of 2023 data.**
- 75% at Early Level 4 and above in Composition and 92% in Conventions.

#### SOLO -

- **67% at Relational and above** compared to 37% in 2023 data.
- Pakeha outperforming Māori in SOLO statistics.
- Females reflecting deeper thinking overall than males. But not significantly different.

### So what ... (what does it show about your curriculum area this Semester for this level?)

- Composition results were very pleasing, as this is a dimension that was targeted in our teaching for 2024.
- SOLO results were also very pleasing in comparison to 2023 data.
- **Ethnicity and Gender continue to not barriers in Music**

### Now what ... (Establish goals and possible PLD for your team for 2025)

- Making the connection between 'music conventions/theory' and putting that knowledge into practice in composition seems to be an area that requires ongoing work that started at the beginning of Semester 1 and will continue into 2025.
- NGR and AGO will continue to look into ways whereby the use of understanding is encouraged and made more accessible for composition - writing down and getting across their own ideas. More scaffolding could be useful here. The use of the HookPad composition software has been successful in this endeavour.
- Performance will once again become a priority strand in both Year 9 & 10 due to the inclusion of the Performing Arts Academy module that was introduced in 2023 and resulted in very pleasing results. Composition will also be a bigger factor in the Academy than it was in the 2023 module.

# YEAR 10

## Curriculum Level Achievement

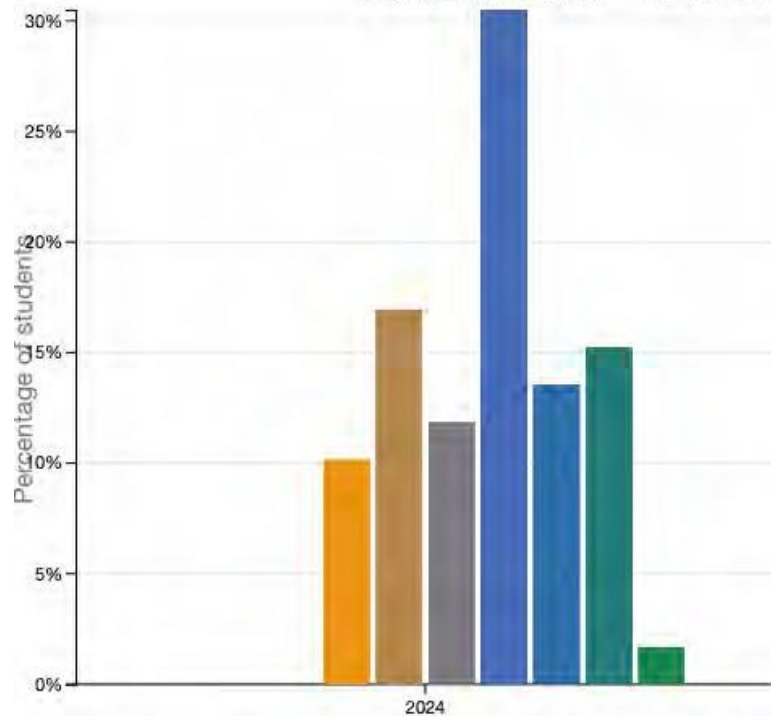
### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 4	4	Early 5	5	Early 6	6

### Strand 1

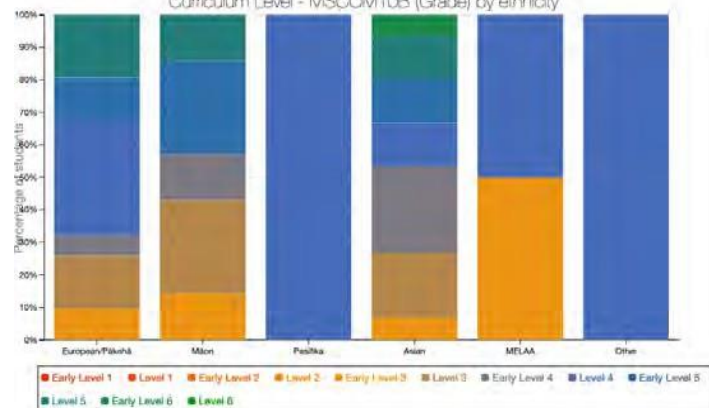
#### Developing Ideas - Music Composition

Curriculum Level - MSCOM10B (Grade) for 2024



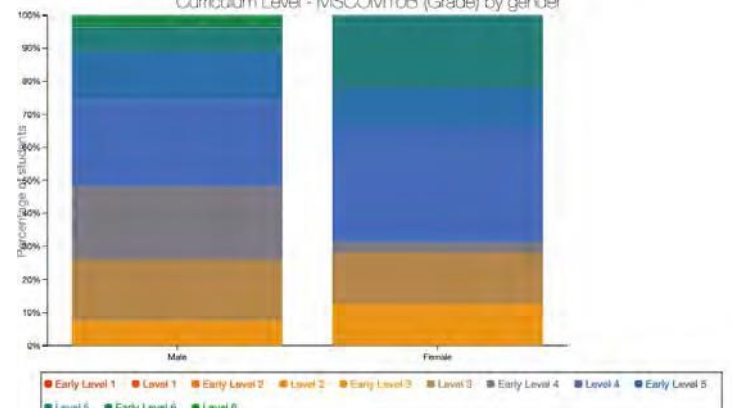
#### Ethnicity

Curriculum Level - MSCOM10B (Grade) by ethnicity



#### Gender

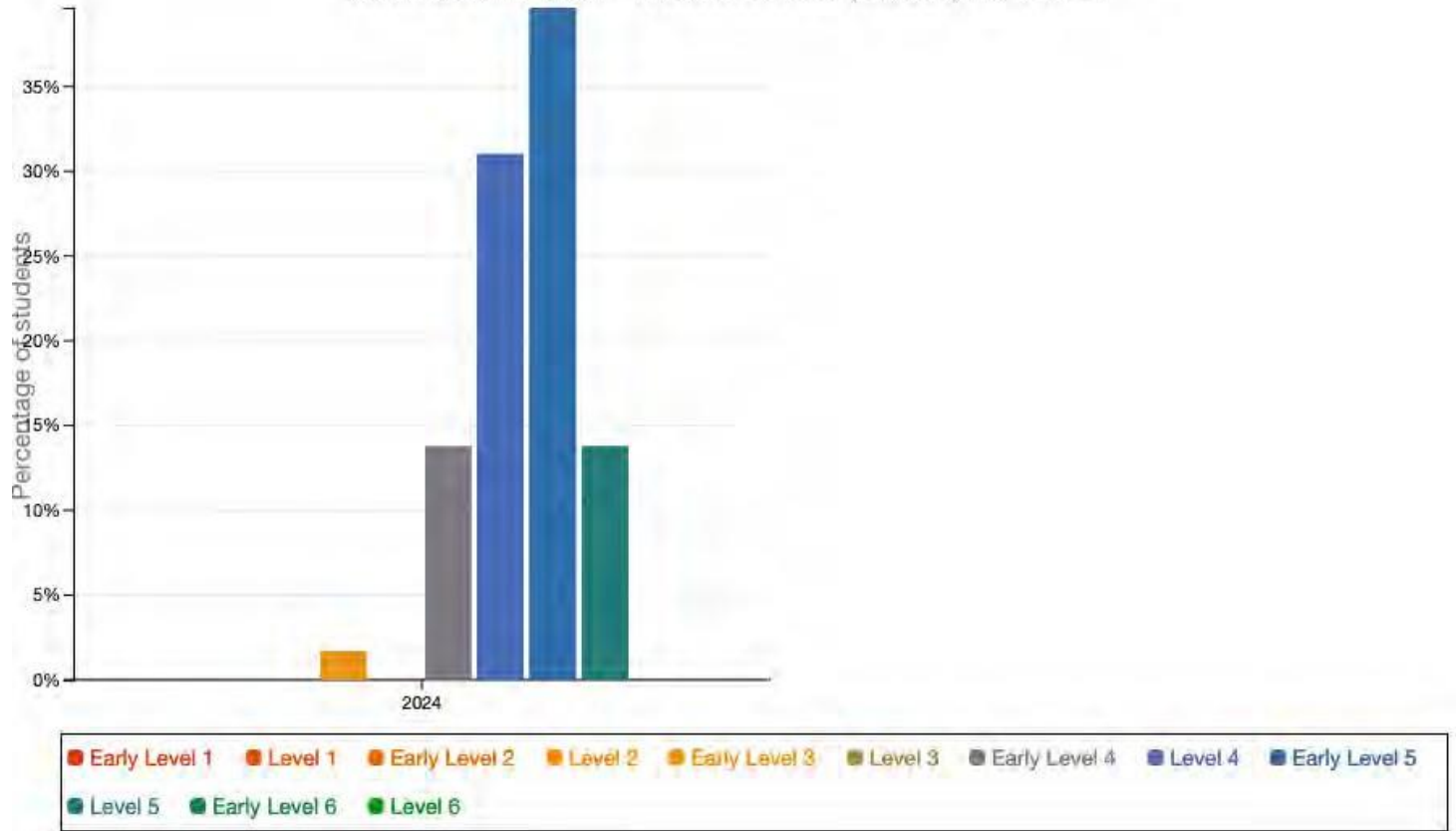
Curriculum Level - MSCOM10B (Grade) by gender



## Strand 2

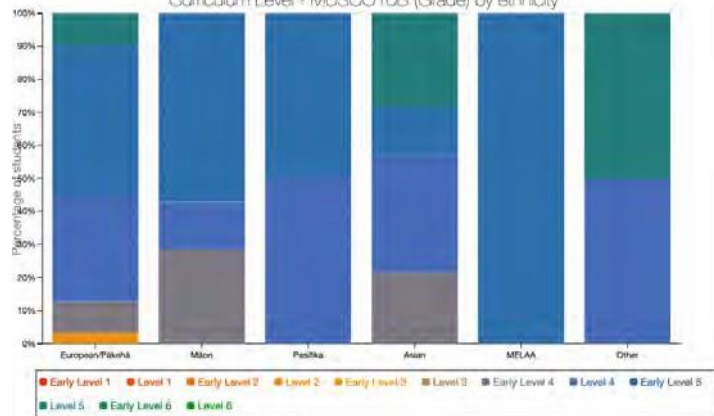
### Developing Practical Knowledge - Music Conventions

Curriculum Level - MUSCO10B (Grade) for 2024



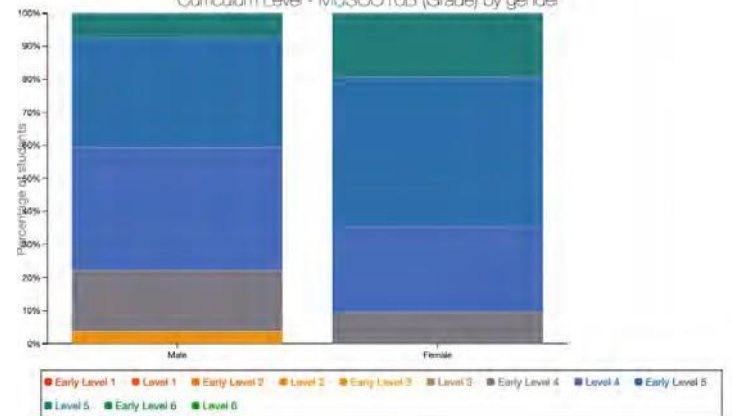
### Ethnicity

Curriculum Level - MUSCO10B (Grade) by ethnicity



### Gender

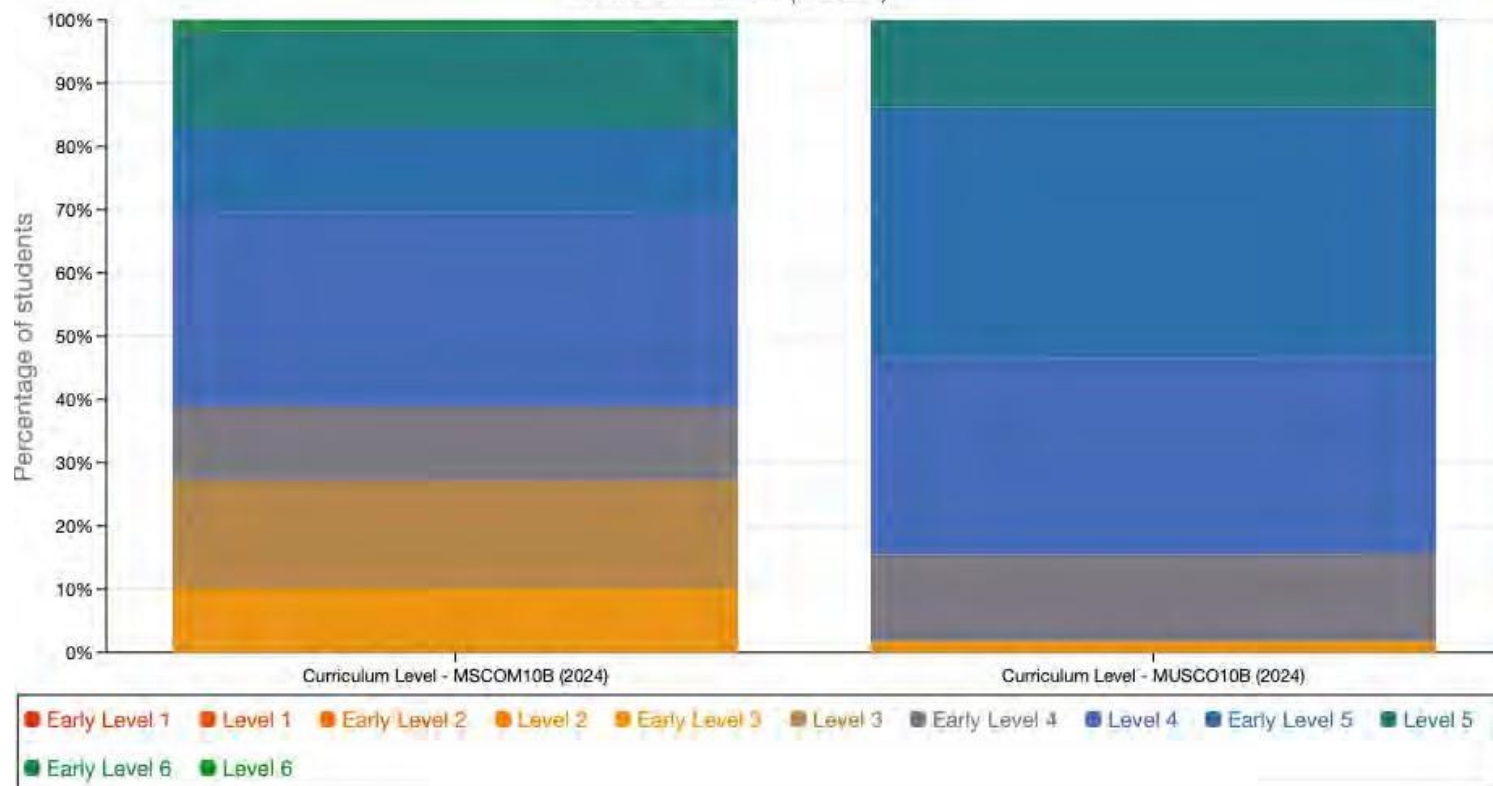
Curriculum Level - MUSCO10B (Grade) by gender



# Curriculum Level Achievement (All Strands)

## Music Composition / Music Conventions

Exam results for Curriculum Level - MSCOM10B (2024), Curriculum Level - MUSCO10B (2024)



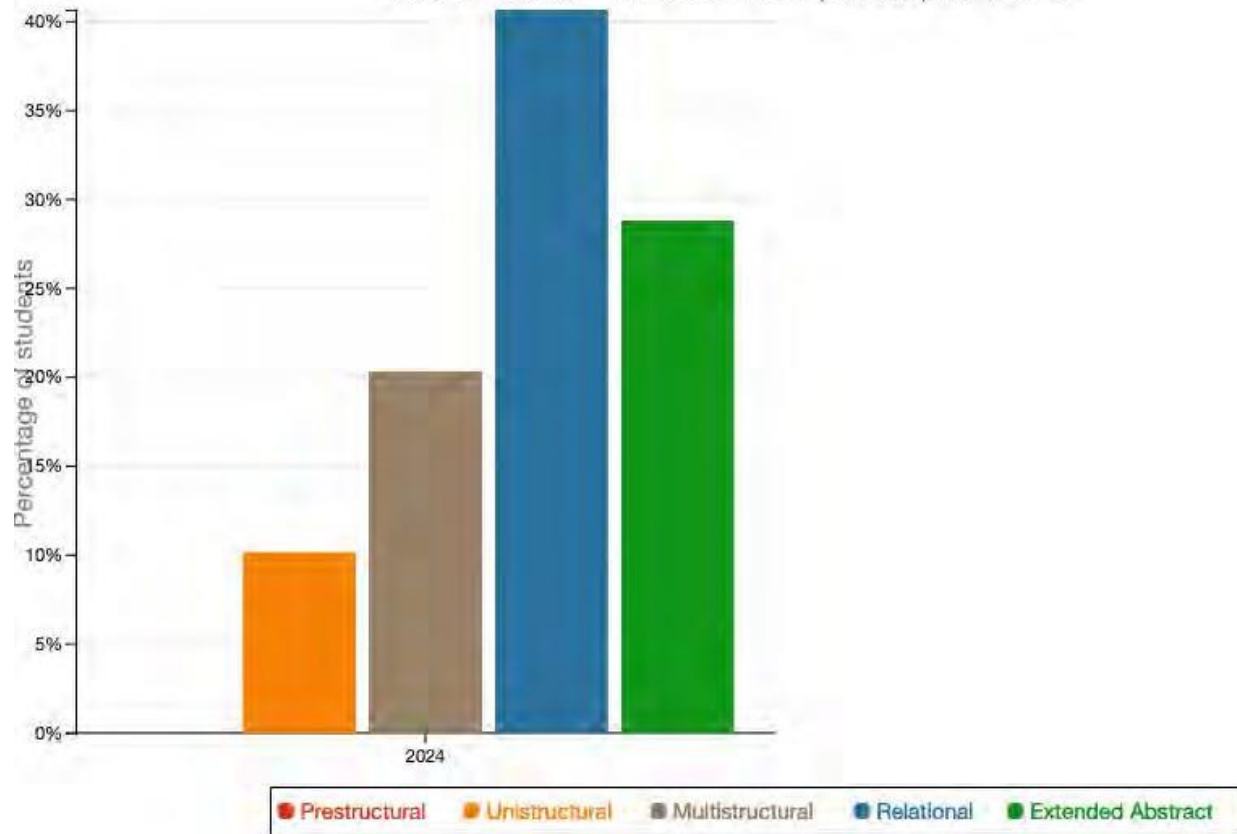
# SOLO Achievement

## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

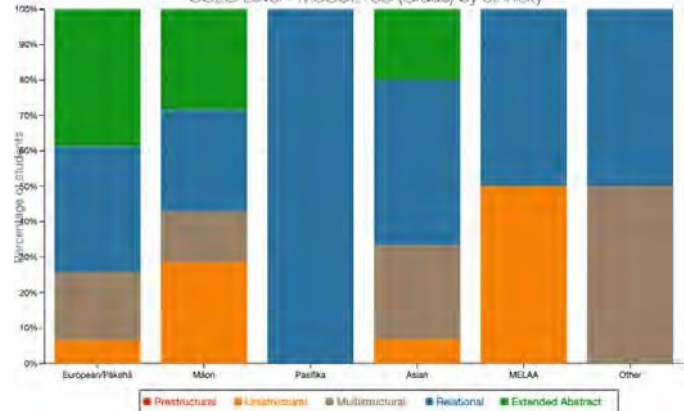
## Music - Overall

SOLO Level - MUSOL10B (Grade) for 2024



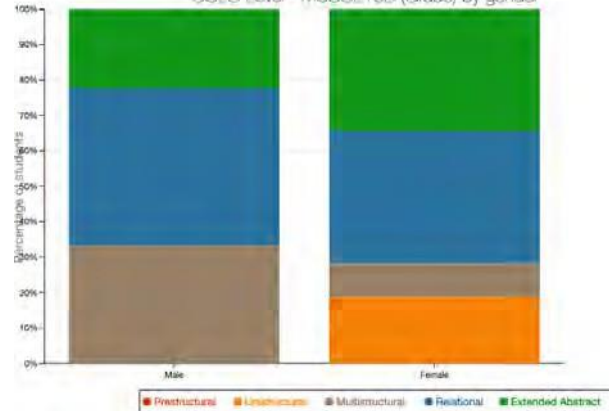
## Ethnicity

SOLO Level - MUSOL10B (Grade) by ethnicity



## Gender

SOLO Level - MUSOL10B (Grade) by gender



# YEAR 10 ANALYSIS

## Here's what ... (describe the data )

### NZC

- 60% at Level 4 or above for 'Composition'. A slight improvement over Semester 1 @ 55%.
- 84% at Level 4 or above for Conventions'. A slight improvement over Semester 1 @ 75%.
- In both Composition and Conventions, some students ready to progress to NCEA and Level 6, but most reflecting Level 4 at the moment. As is normal, many students have not taken Music before as a subject. So, to expect Early Level 5 or Level 5 is unrealistic.
- Māori underperforming compared to Pakeha in NZC statistics. But not significantly.

### SOLO

- **Males are outperforming Females in SOLO data! As in Semester 1.**
- Māori underperforming compared to Pakeha in SOLO statistics. Similar in NZC stats.

## So what ... (what does it show about your curriculum area this Semester for this level?)

- Many students at Early Level 5 or Level 5 in 'Conventions' which bodes well if they continue into NCEA learning.
- Many students at Level 4 or above in 'Composition' which is understandable and which allows for further development if they continue into NCEA learning.
- The 2023 Performing Arts Academy was excellent in allowing our creative performing arts students a pathway to explore their passion more than a standard module. Unfortunately, we did not have this opportunity in Semester 1 or 2 of 2024. So, 'Performance' was not a strand that was undertaken in Year 10 2024.

## Now what ... (Establish goals and possible PLD for your team for 2025)

- Making the connection between 'music conventions/theory' and putting that knowledge into practice in composition seems to be an area that requires ongoing work that started at the beginning of Semester 1 and will continue into 2025.
- NGR and AGO will continue to look into ways whereby the use of understanding is encouraged and made more accessible for composition - writing down and getting across their own ideas. More scaffolding could be useful here. The use of the HookPad composition software has been successful in this endeavour.
- Performance will once again become a priority strand in both Year 9 & 10 due to the inclusion of the Performing Arts Academy module that was introduced in 2023 and resulted in very pleasing results. Composition will also be a bigger factor in the Academy than it was in the 2023 module.

## OVERALL ANALYSIS

### Describe the overarching trends in the data

- Students continue to demonstrate overall good Music Performance skills in Year 7 & 8 compared to Composition, Conventions, and Research (the more 'academic' strands).
- Many students at Year 7 & 8 come into school without previous experience in Music. Therefore, demonstrating a lower NZC level overall than would be the case in other curriculum areas.
- At Year 10, overall NZC is looking relatively good, and will allow those students who wish to pursue Music to achieve success in their NCEA learning.
- **There has been a lift in Composition results which is good to see, as this was a targeted area for growth in 2024.**

Overall, results are comparative to 2023. This is not uncommon in the Performing Arts. There is always a wide spread of achievement results with the widest being at Year 10, where many students come into class with no previous experience in learning about music. So, to have some around Early 3 and L3 is common, whilst also seeing results at Level 5 or above.

Composition continues to be lower than Performance and, to an extent, Conventions/Theory. Performance is one aspect whereby students can display their skill and talents fairly readily. Ultimately, composing their own music can allow them to share their own ideas more. Hand in hand, these two strands (Composition and Performance) allow students to share not only their talents, but their ideas and thoughts.

### Set areas of target and/or goals for next semester/year, and plans to achieve these

- Engaging Māori ākonga and Males overall at Year 9 & 10. Keeping curriculum content and delivery relevant and engaging for them.
- Flight Times continue to be the option for a higher level of NZC learning and understanding to be undertaken. Especially for Composition and Conventions. **\*\*There are no statistical results for our Music Flight Times in this report\*\***. However, results from these Flight Times (via Schoology) reflect pleasing learning being undertaken.

The Year 9/10 Performing Arts Academy in Semester 1 2023 allowed strong achievement for our students who would seek this as a career pathway. Having this Academy again in Semester 1, 2025 will allow more curriculum coverage for these students and prepare them more as they move forward into Year 11/NCEA level learning. **A goal is to have many Year 10 students better prepared to move forward into their NCEA learning.**

NGR and AGO will continue to look into ways whereby the use of understanding is encouraged and made more accessible for composition - writing down and getting across student's own ideas. Ongoing scaffolding options will be looked into here.

The use of '[Hookpad](#)' (online composition tool) in 2023/24 at all year levels opened up new ways to teach composition. Planning and content delivery that scaffolds the learning of this software has been beneficial so far and will continue to be moving forward.

The use of '[Melodics](#)' (online music learning tool) will also help in this regard. This will allow theory and convention learning in a gamified way, and will also help music performance. This was used in our Year 7 & 8 programmes in 2024 and will be moving forward into 2025.

The use of '[Soundslice](#)' (online music teaching/learning tool) as a teaching tool will help with theory/conventions.

Ongoing PLD on both Melodics and Soundslice software programmes will be of value for NGR and AGO, plus thought given to appropriate scaffolding for each year level.

# END OF SEMESTER DATA ANALYSIS S2- Visual Arts

## 2024 ACHIEVEMENT TARGET

**70% of students achieve at Relational and Extended Abstract.**

This target was not achieved by any of the year groups. Semester 2 saw a drop in all year levels achieving at Relational or Extended Abstract.

- Y7 44.1%
- Y8 42.5%
- Y9 43.5%
- Y10 63.3%

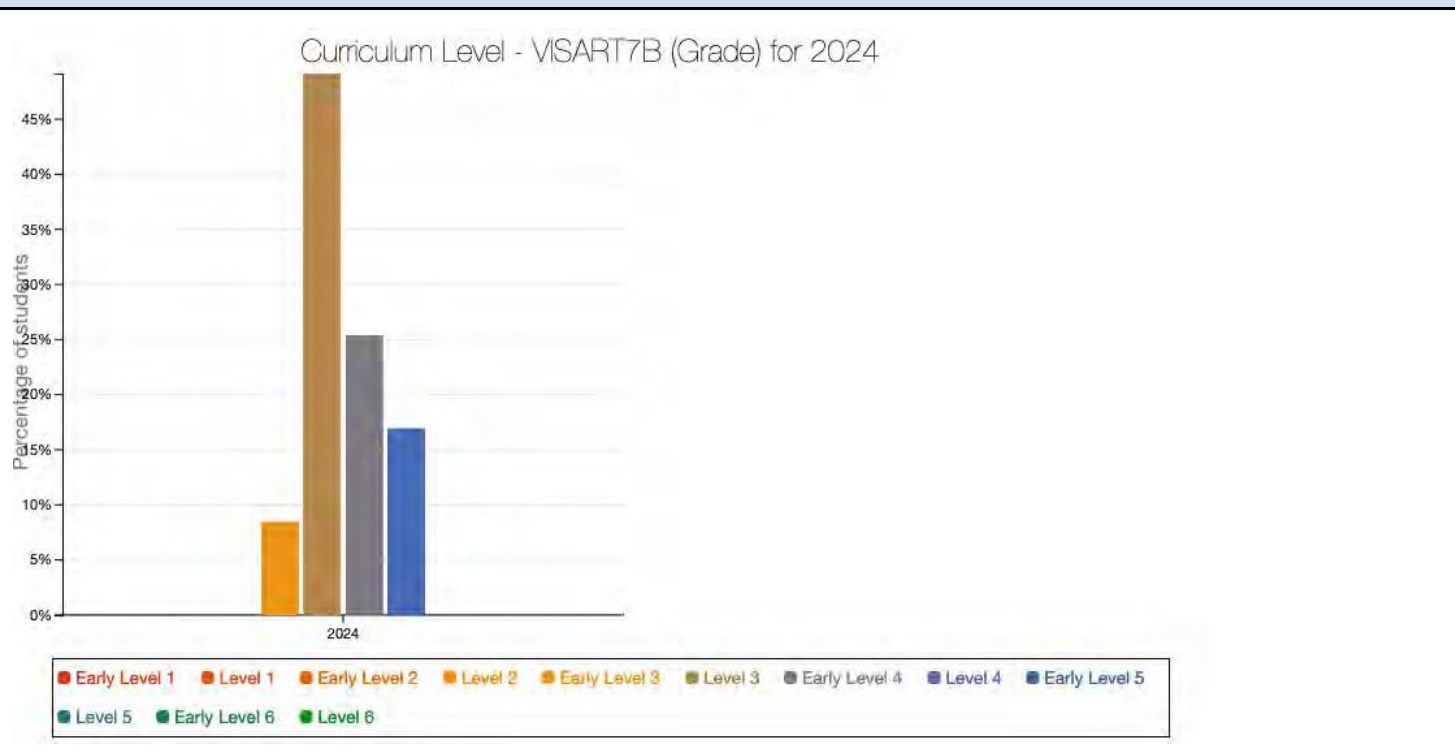
## YEAR 7

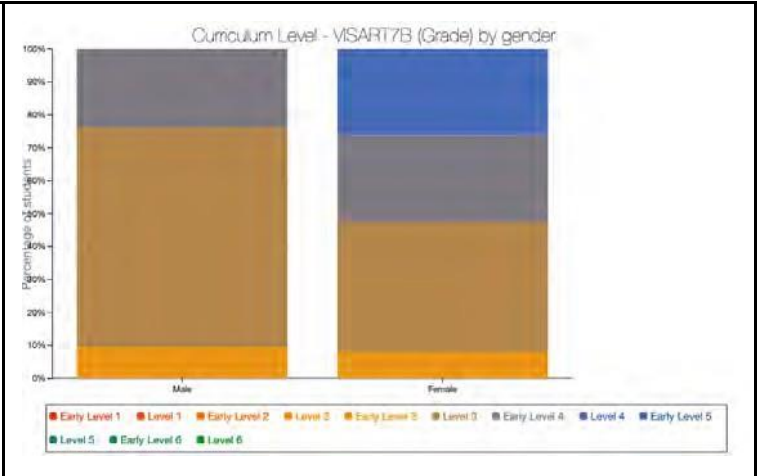
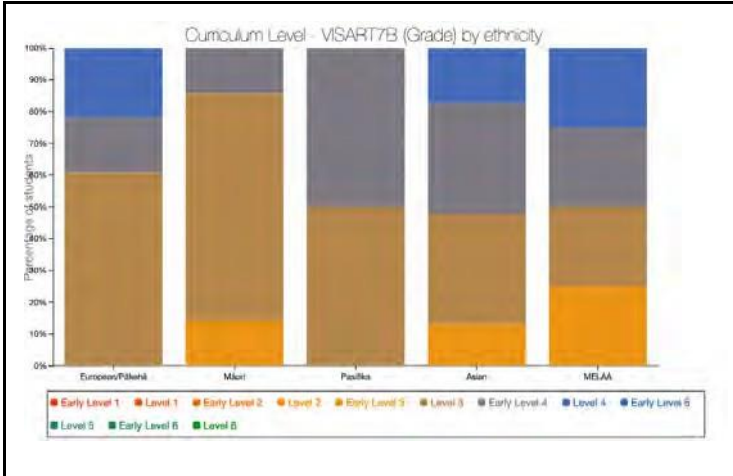
### Curriculum Level Achievement

#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

### Strand 1 - Visual Arts OTJ



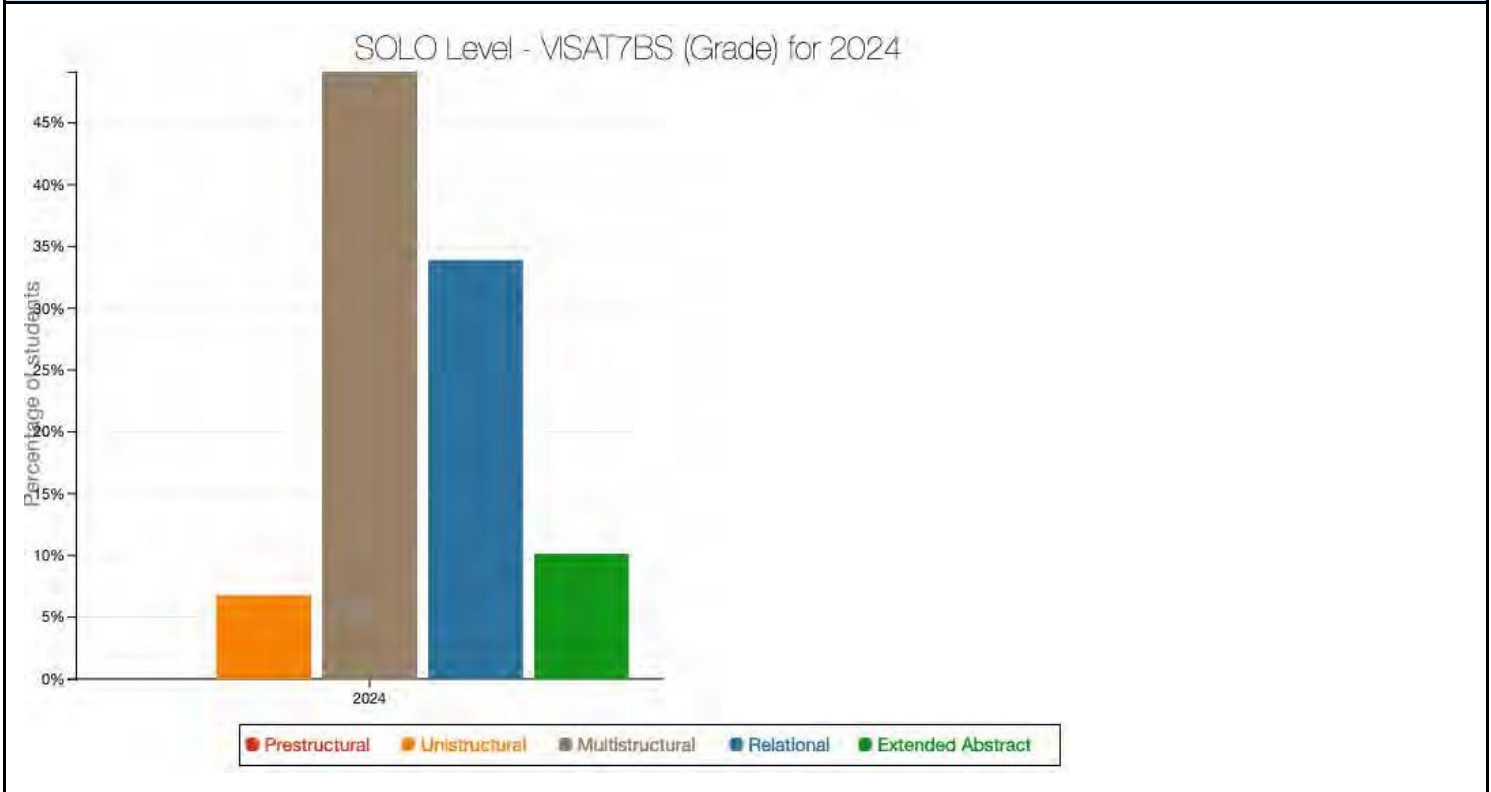


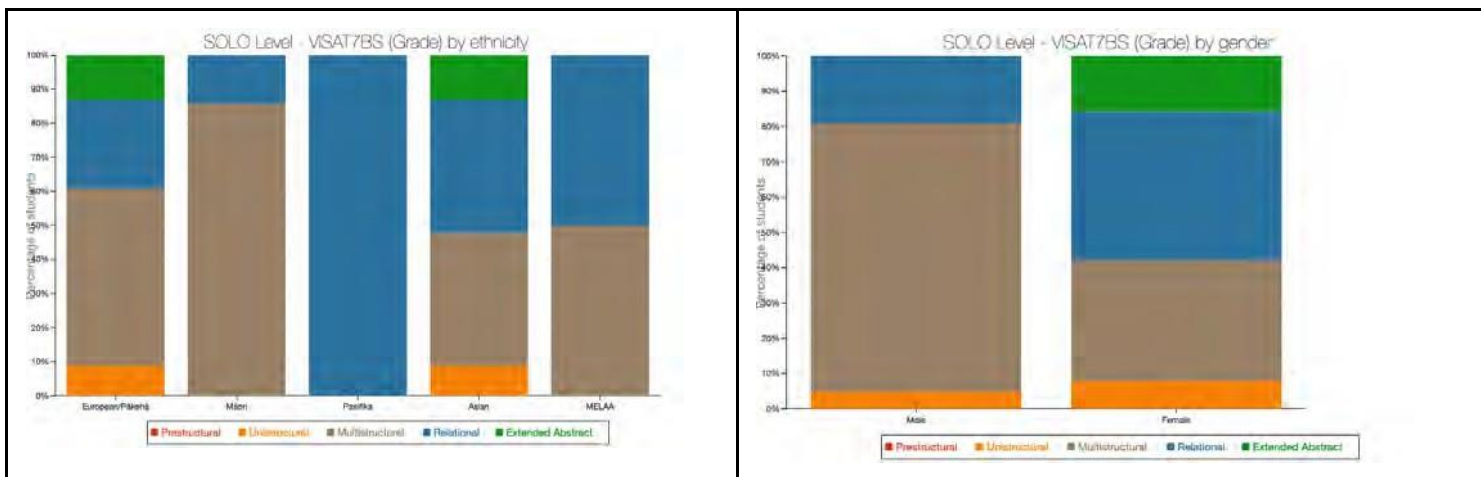
## SOLO Achievement

### Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 - SOLO OTJ





## YEAR 7 ANALYSIS

### Here's what ... (describe the data )

The proportion of students achieving at or above the curriculum expectation in Year 7 is 91.5%. There is little difference in gender, and there's no significant difference in the data across the ethnic groups.

In SOLO data, 93.2% of the year 7 students are achieving at a multistructural level or above, with 44.1% achieving at Relational or above.

For most ethnicities multistructural is the most common grade.

### So what ... (what does it show about your curriculum area this Semester for this level?)

This is relatively consistent with the previous two semesters. Year 7 students are provided with a wide range of opportunities to explore art making processes and media, and they are beginning to develop their ideas. Their understanding of the SOLO taxonomy is developing and they are starting to use the assigned rubrics to think about their next learning steps and to action feedback.

### Now what ... (Establish goals and possible PLD for your team for 2025, S1)

Exposure to artist models (with a specific focus - Eg. one element of art)  
 Place a greater emphasis on using a number of artist models to influence and inform the ideas and development of their own artwork. Provide explicit modeling and examples of how to do this.

Continue to provide explicit teaching of how to act on feedback to develop work to a higher, more in depth standard. Provide feedback alongside exemplars to show what achievement at Relational and Extended Abstract looks like in visual art. Continue to uphold the expectation that Multi is a starting point, but students are expected to act on feedback and raise their standard to Relational or Extended Abstract.

# YEAR 8

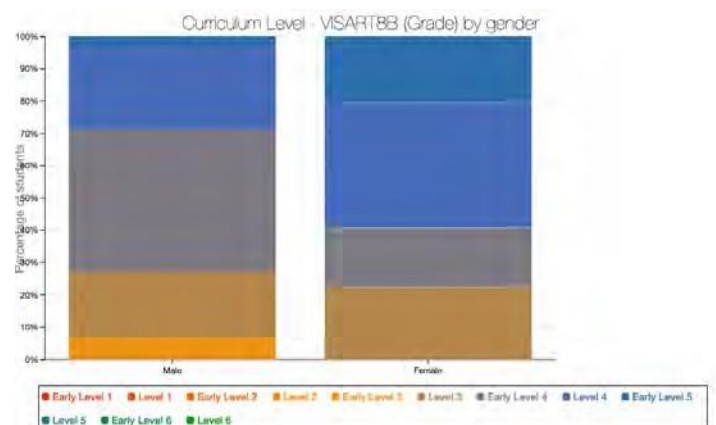
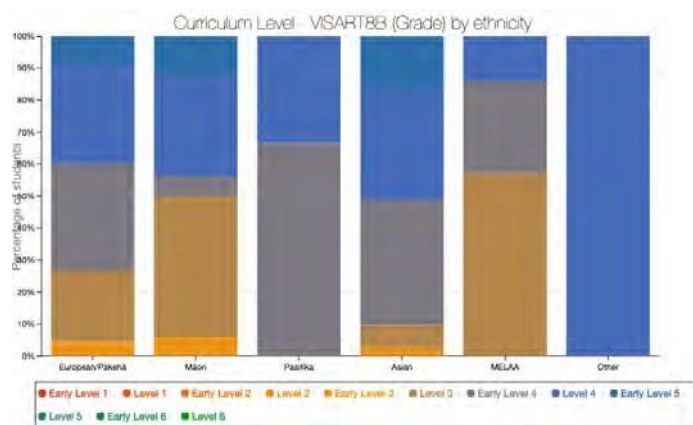
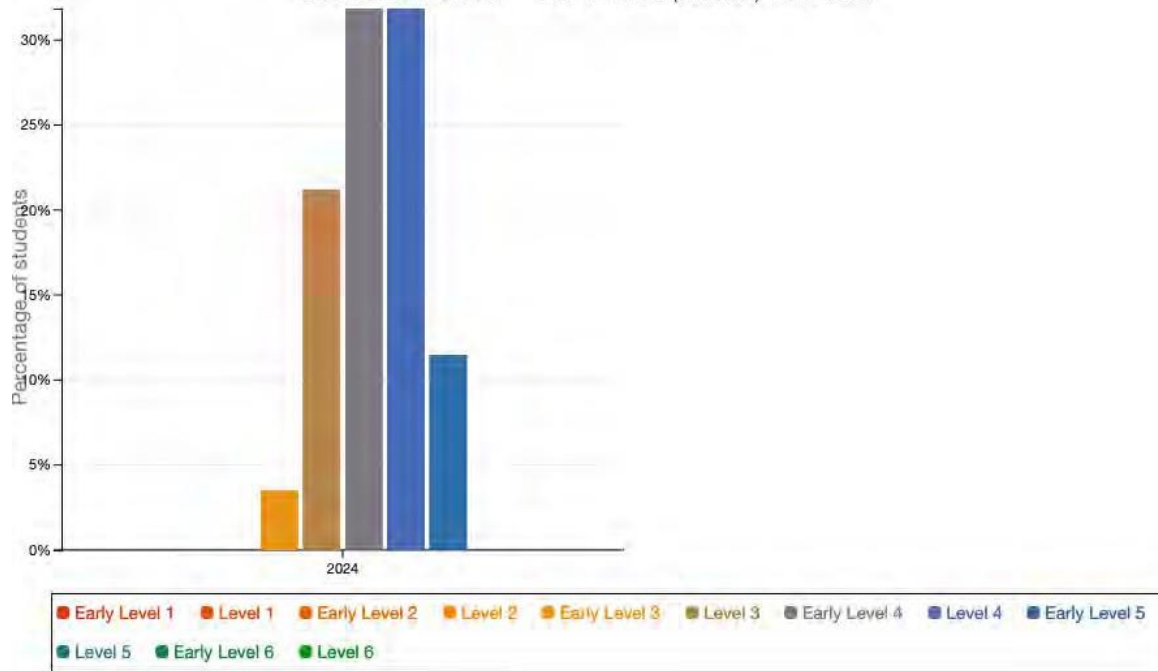
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

### Strand 1 - Visual Arts OTJ

Curriculum Level - VISART8B (Grade) for 2024



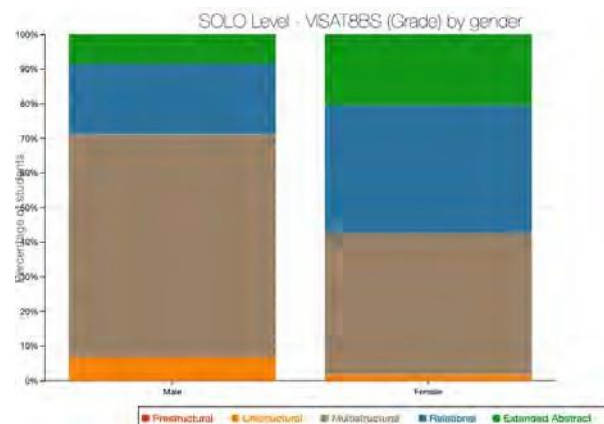
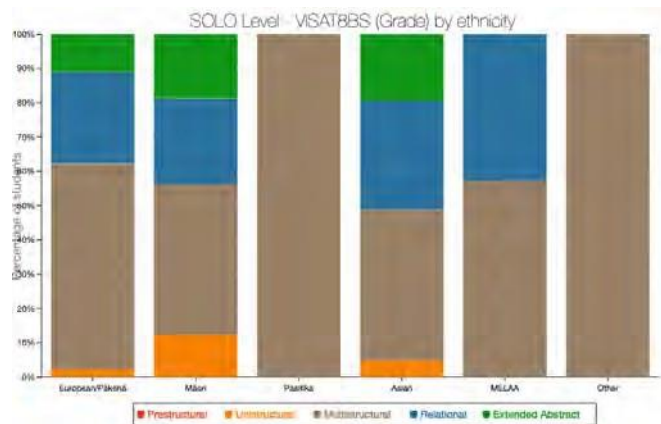
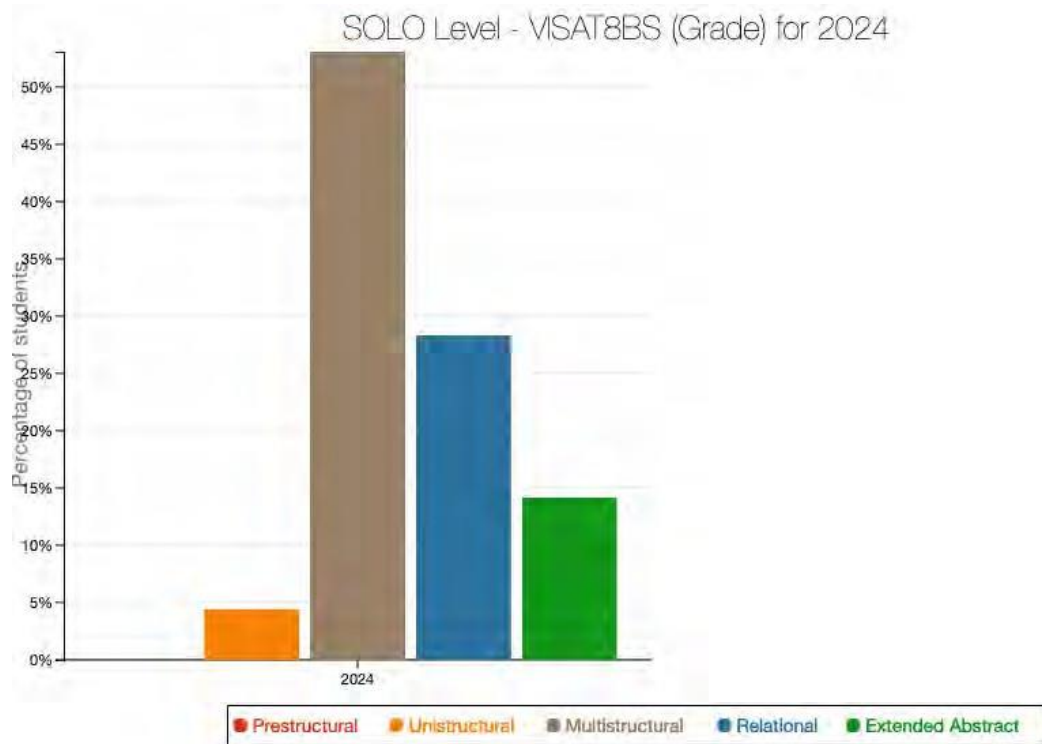
## SOLO Achievement

### Expected levels of achievement

	CAUSE FOR CONCERN	GOOD	EXCELLENT
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SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
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## Strand 1 - SOLO OTJ



## YEAR 8 ANALYSIS

### Here's what ... (describe the data )

The proportion of students achieving at or above the curriculum expectation in Year 8 is 75.3%. This is a continued downward trend from the previous two semesters.

There is no significant difference of achievement between girls and boys with both curriculum and SOLO grades.

Asian and Maori students achieved higher proportions of Extended Abstract SOLO grades and Above Standard curriculum grades than other ethnicities. However, Maori students also had a higher proportion of Unistructural and Below Standard grades.

SOLO achievement (Multi and above) has remained consistent across the last three semesters (93.6%, 96.4%, 95.6%).

**So what ... (what does it show about your curriculum area this Semester for this level?)**

The downward trend in curriculum grades show that students are able to explore and use art making techniques, but are not as strong at making connections to other artists. At this level of the curriculum, being able to communicate ideas through art is starting to be emphasised and students find this an abstract concept.

**Now what ... (Establish goals and possible PLD for your team for 2025, S1)**

Place a greater emphasis on using a number of artist models to influence and inform the ideas and development of their own artwork. Provide explicit modeling and examples of how to do this.

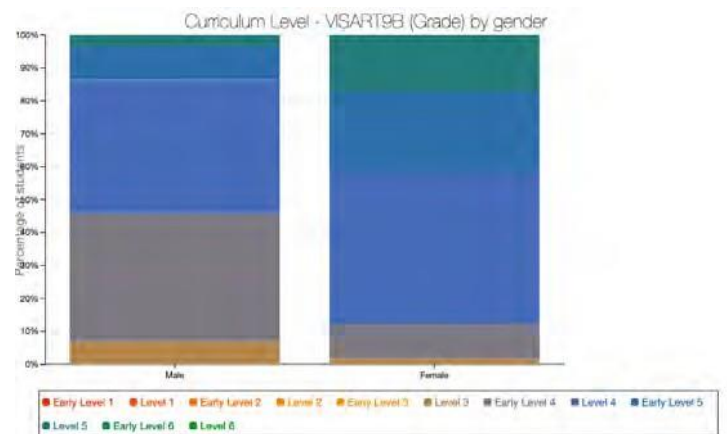
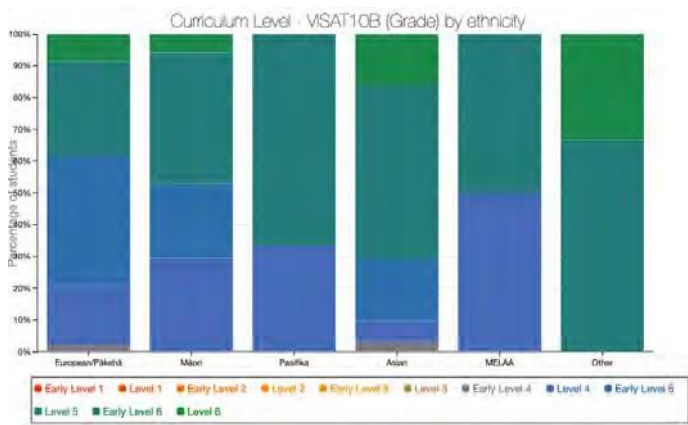
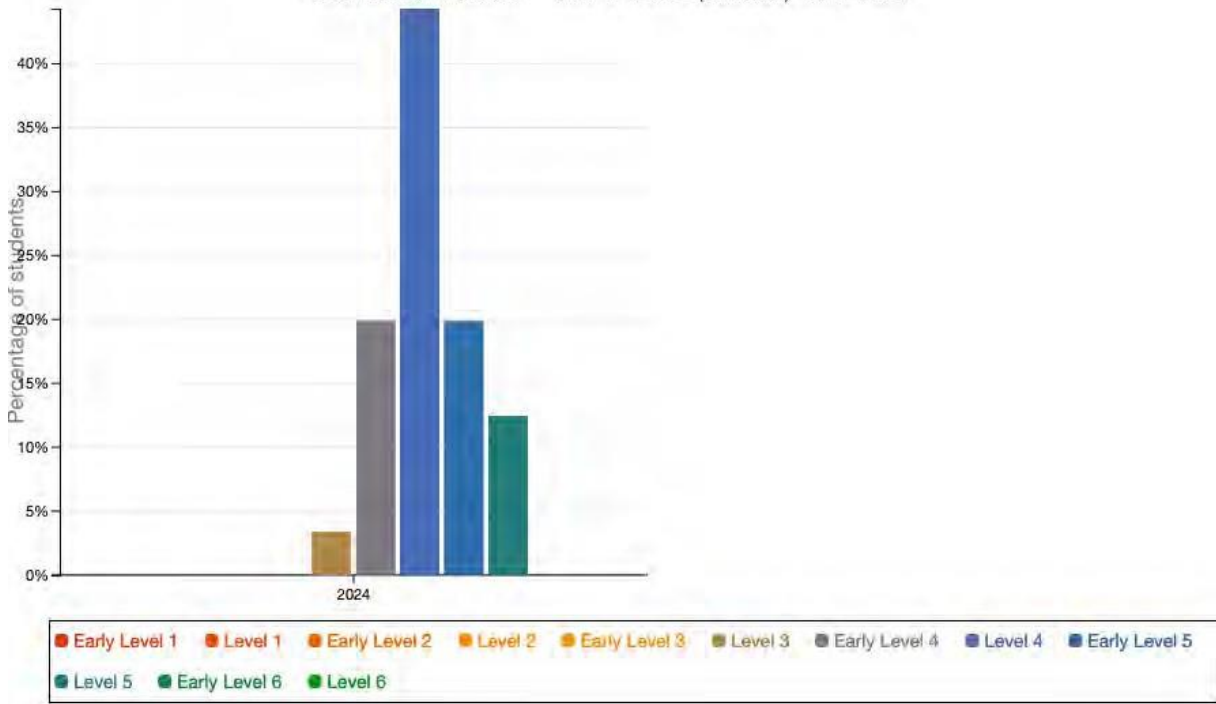
Place a greater emphasis on developing the skills needed to communicate and interpret ideas through art.

Continue to provide explicit teaching of how to act on feedback to develop work to a higher, more in depth standard. Provide feedback alongside exemplars to show what achievement at Relational and Extended Abstract looks like in visual art.

<b>YEAR 9</b>						
<b>Curriculum Level Achievement</b>						
<b>Expected Levels of Achievement</b>						
	<b>CAUSE FOR CONCERN</b>		<b>GOOD</b>		<b>EXCELLENT</b>	
<b>NZC LEVELS</b>	3	Early 4	4	Early 5	5	Early 6

**Strand 1 - Visual Arts OTJ**

Curriculum Level - VISART9B (Grade) for 2024

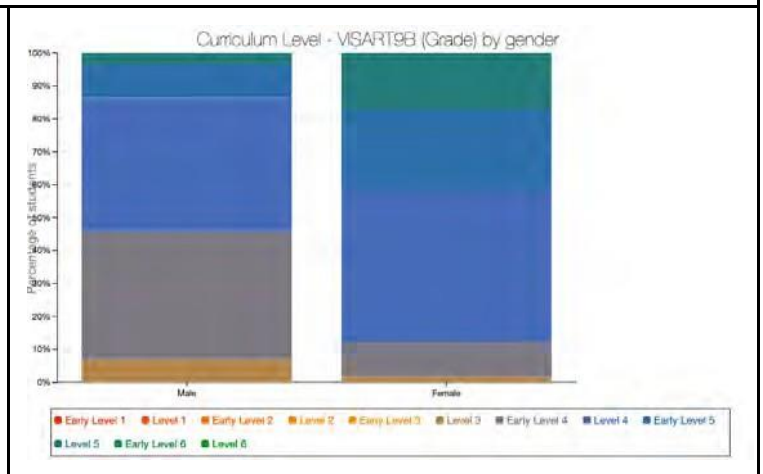
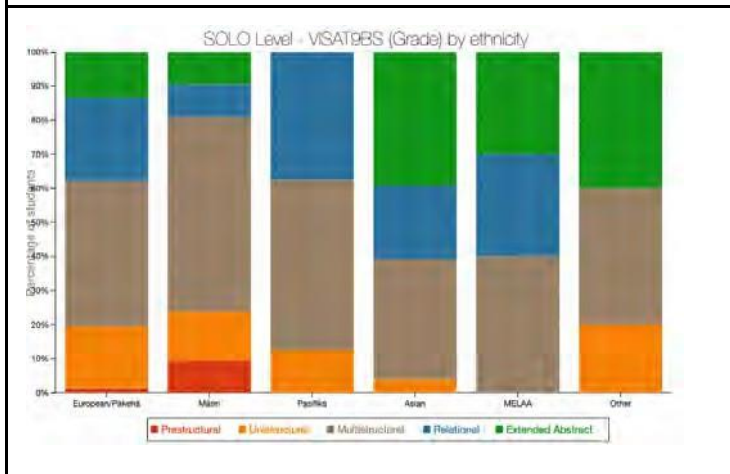
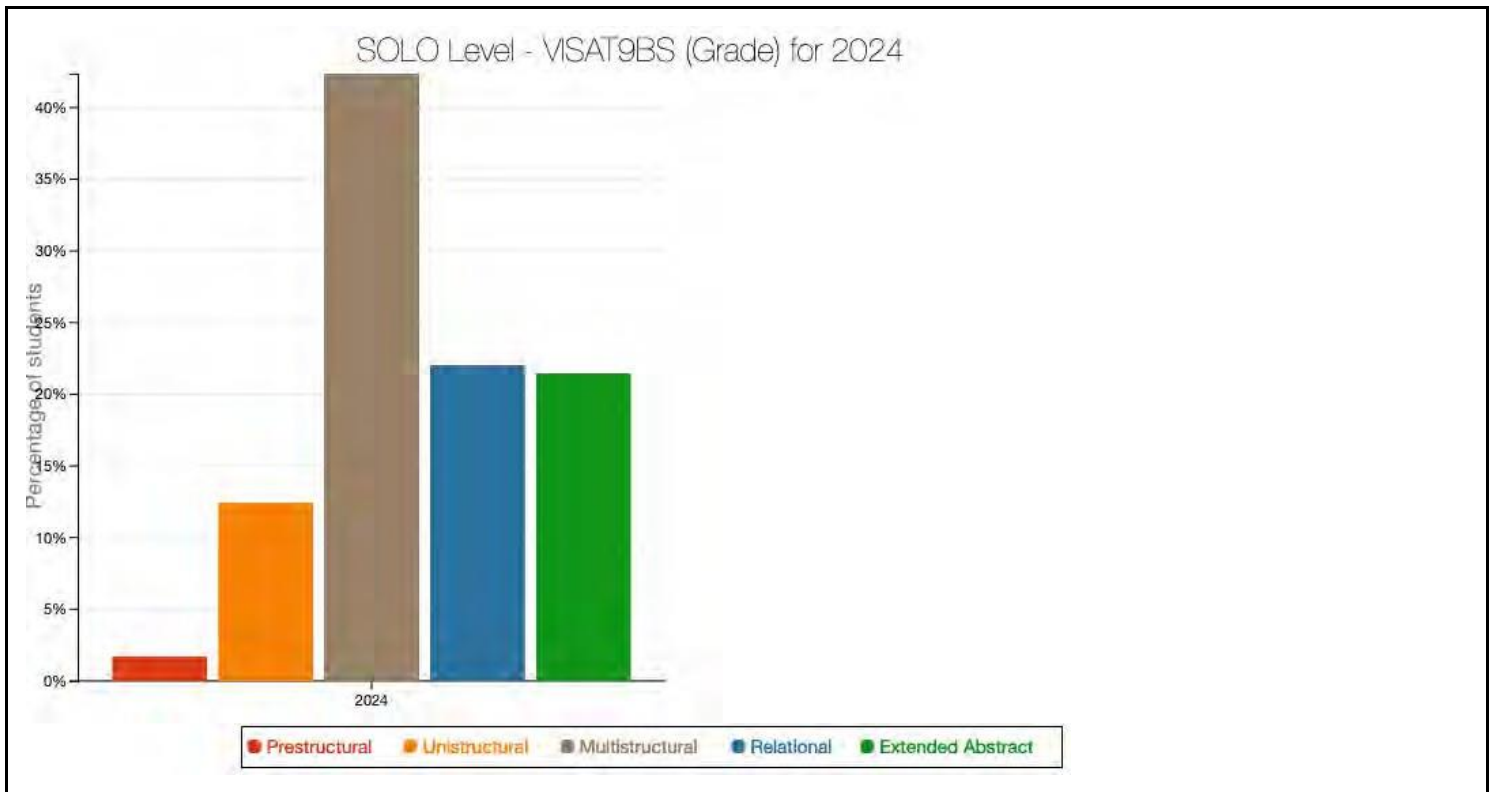


## SOLO Achievement

### Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 - SOLO OTJ



## YEAR 9 ANALYSIS

### Here's what ... (describe the data )

The proportion of students achieving at or above the curriculum expectation in Year 9 is 76.7%. This is a huge drop from last semester (92.9%).

There is a very significant difference of achievement between girls (88.1%) and boys (54.3%).

The proportion of Asian students achieving **above** standard is significantly higher than other ethnic groups: Asian (27.5%), European/Pakeha (6.2%), Maori (4.8%), Pasifika (12.5%), MELAA (10%).

SOLO achievement at a multistructural level or above is 85.9%. This is over 10% lower than last semester.

There is a small difference between girls (89.8%) and boys (78%), and little difference across ethnicities.

### So what ... (what does it show about your curriculum area this Semester for this level?)

The downward trend in curriculum grades is concerning. Students have strengths in developing practical skills. But at this level of the curriculum, students need to develop and refine their ideas in greater depth, showing increased understanding of context, influences, and established practice.

The significant drop in SOLO data is not consistent with the other year groups. This is of some concern, given that SOLO

has been the key area of focus for team meetings.

**Now what ... (Establish goals and possible PLD for your team for 2025, S1)**

A mindset shift is needed so that students value the process of the development and refinement of ideas. Seeking and acting on feedback needs to be embedded in all cycles of learning.

Place a greater emphasis on using a number of artist models to influence and inform the ideas and development of their own artwork. Provide explicit modeling and examples of how to do this.

Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in art.

Continue to provide explicit teaching of how to act on feedback to develop work to a higher, more in depth standard. Provide feedback alongside exemplars to show what achievement at Relational and Extended Abstract looks like in visual art.

# YEAR 10

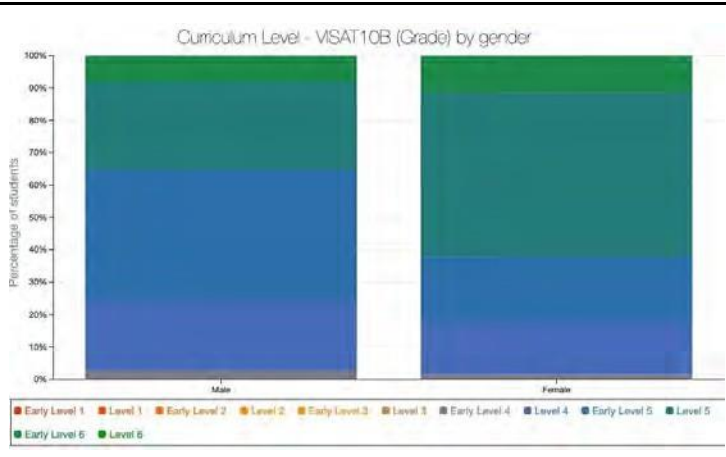
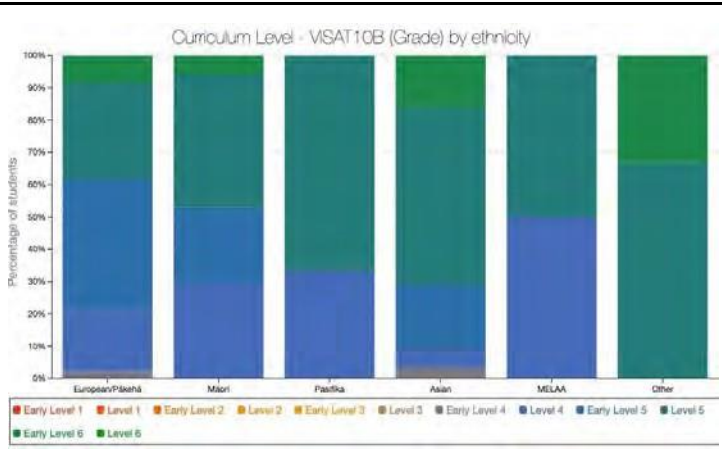
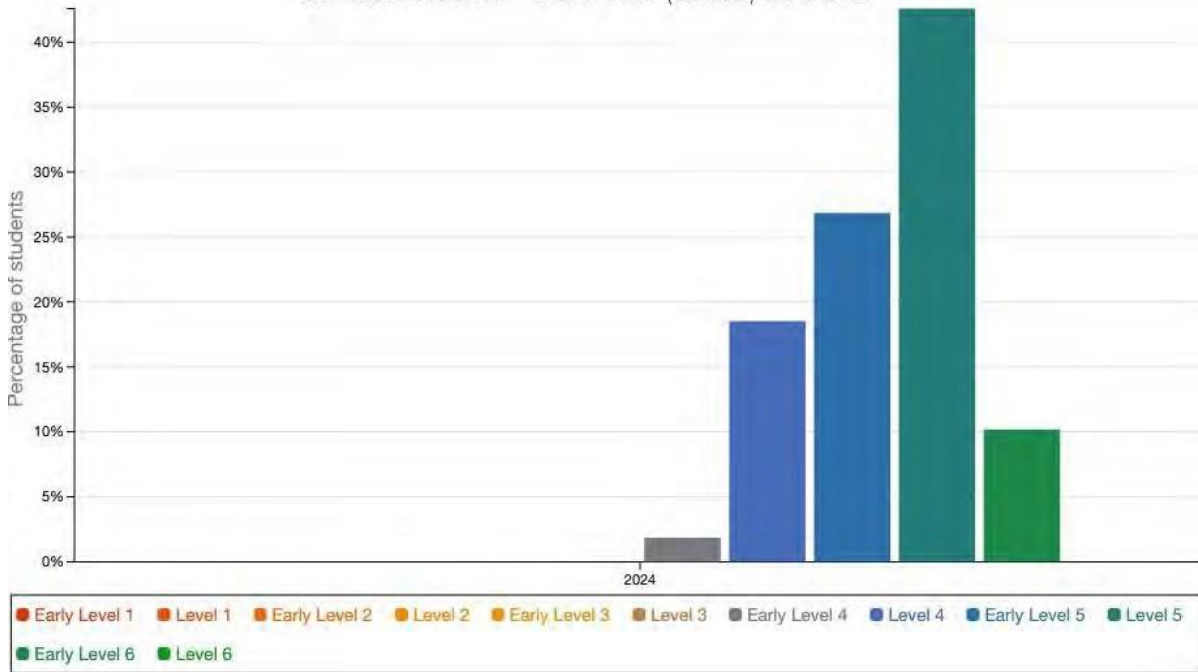
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 4	4	Early 5	5	Early 6	6

## Strand 1 - Visual Arts OTJ

Curriculum Level - VSAT10B (Grade) for 2024



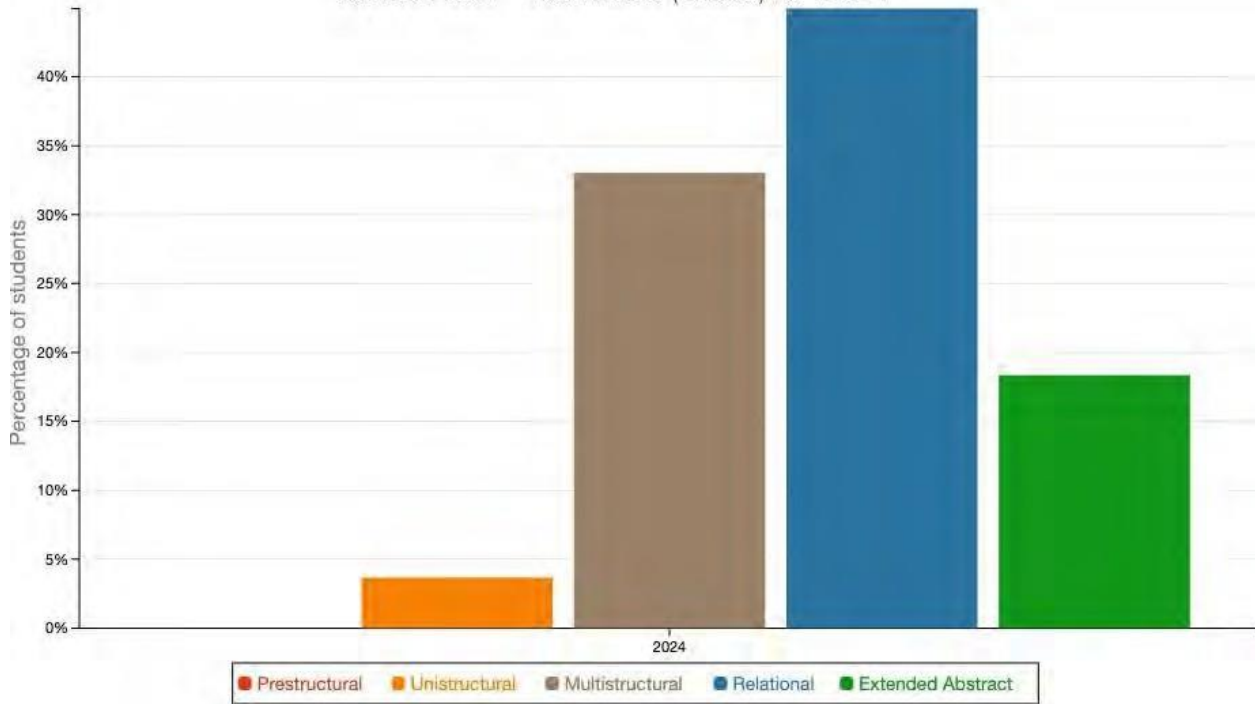
## SOLO Achievement

### Expected levels of achievement

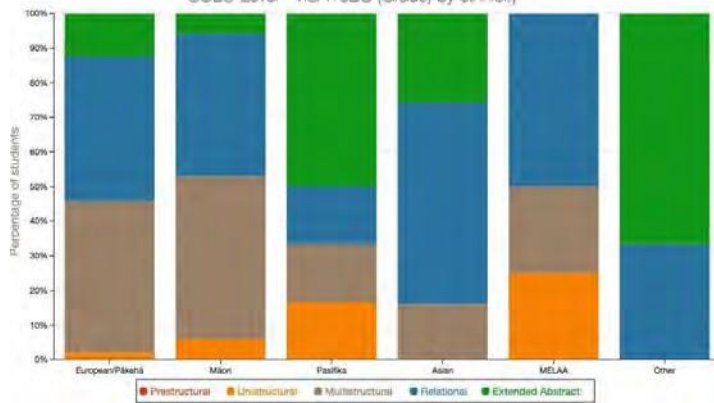
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 - SOLO OTJ

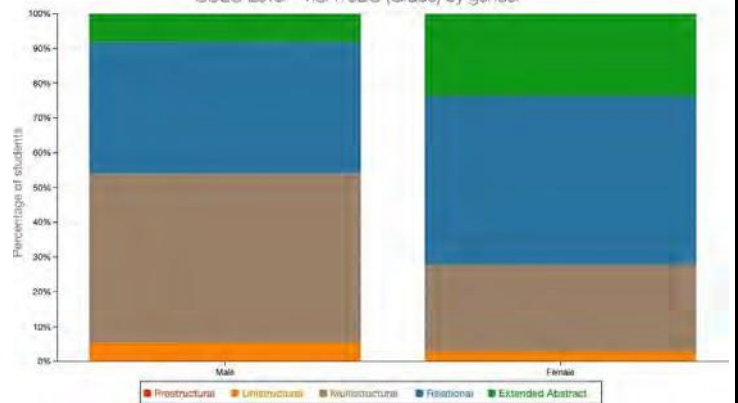
SOLO Level - VISA10BS (Grade) for 2024



SOLO Level - VISA10BS (Grade) by ethnicity



SOLO Level - VISA10BS (Grade) by gender



## YEAR 10 ANALYSIS

### Here's what ... (describe the data )

The proportion of students achieving at or above the curriculum expectation in Year 9 is 79.7%.  
The proportion of students achieving above standard is fairly evenly spread across ethnic groups.

SOLO achievement at a multistructural level or above is at 94.3%, with 63.3% of students at Relational or higher. There is no significant difference between genders or across ethnicities.

Asian students have a significantly higher proportion of students achieving above curriculum standard and at Relational or Extended Abstract.

### So what ... (what does it show about your curriculum area this Semester for this level?)

The downward trend in curriculum grades is concerning. Students have strengths in developing practical skills. But at this level of the curriculum, students need to develop and refine their ideas in greater depth, showing increased understanding of context, influences, and established practice.

**Now what ... (Establish goals and possible PLD for your team for 2025, S1)**

A mindset shift is needed so that students value the process of the development and refinement of ideas, with a willingness to spend time on their artwork outside of class/school hours . Seeking and acting on feedback needs to be embedded in all cycles of learning.

Place a greater emphasis on using a number of artist models to influence and inform the ideas and development of their own artwork. Provide explicit modeling and examples of how to do this.

Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in art.

Continue to provide explicit teaching of how to act on feedback to develop work to a higher, more in depth standard. Provide feedback alongside exemplars to show what achievement at Relational and Extended Abstract looks like in visual art.

## OVERALL ANALYSIS

**Describe the overarching trends in the data**

It is a concern to see the year 8, 9 and 10 curriculum level data (achieving at or above) drop below 80%. Overall achievement of multistructural and above remains high, however, the target of achieving 70% at Relational or above was not reached.

**Set areas of target and/or goals for next semester, and plans to achieve these**

Lift curriculum achievement to 80% at and above by:

- Placing a deliberate focus on using a number of artist models to influence and inform the ideas and development of students' own artwork,
- Embedding feedback processes into all cycles of learning,
- Placing a greater emphasis on developing the skills needed to communicate and interpret ideas through art,
- Shifting students' mindset to value the process of the development and refinement of ideas.

# END OF SEMESTER DATA ANALYSIS S2 - ENGLISH

## 2024 ACHIEVEMENT TARGET

Improve Māori and Pasifika At/Above student achievement data in Reading and Writing (across Year 8-10s) by a further 10%.

### Snapshot of Achievement Data:

- 91.7% Year 7s are At/Above the expected Reading levels
- 89.1% of Year 7s are At/Above the expected Writing levels
- 90.7% Year 8s are At/Above the expected Reading levels
- 86.6% of Year 8s are At/Above the expected Writing levels
- 87.8% Year 9s are At/Above the expected Reading levels.
- 83.8% Year 9s are At/Above the expected Writing levels.
- 87.2% Year 10s are At/Above the expected Reading levels
- 85% of Year 10s are At/Above the expected Writing levels

Our overall goal of improving achievement across all year levels, specifically for Māori and Pasifika students, has been achieved. Significant progress is noted for Māori learners across all year levels.

Year 8: Goal Achieved! More than 12% improvement for Māori students in both Reading and Writing (compared to S1, 2024); 20% improvement in Reading for Pasifika students and a 13.3% improvement in Writing.

- 87.5% Y8 Māori students are At/Above expected levels in Reading
- 82.5% Y8 Māori students are At/Above expected levels in Writing
- 90% Y8 Pasifika students are At/Above expected levels in Reading
- 80% Y8 Pasifika students are At/Above expected levels in Writing

Year 9: More than 10% improvement for Māori students, an 8% improvement in Writing for Pasifika students and a 12% improvement in Reading (compared to S1, 2024)

- 78.4% Y9 Māori students are At/Above expected levels in Reading
- 69.7% Y9 Māori students are At/Above expected levels in Writing
- 74.5% Y9 Pasifika students are At/Above expected levels in Reading
- 62.5% Y9 Pasifika students are At/Above expected levels in Writing

Year 10: More than 20 % improvement for reading and writing (Māori students) while Year 10 Pasifika students had a drop from 72.8% to 63.9% in Reading, Writing is consistent.

- 85.1% Y10 Māori students are At/Above expected levels in Reading
- 80% Y10 Māori students are At/Above expected levels in Writing
- 63.9% Y10 Pasifika students are At/Above expected levels in Reading
- 72.7% Y10 Pasifika students are At/Above expected levels in Writing

## YEAR 7

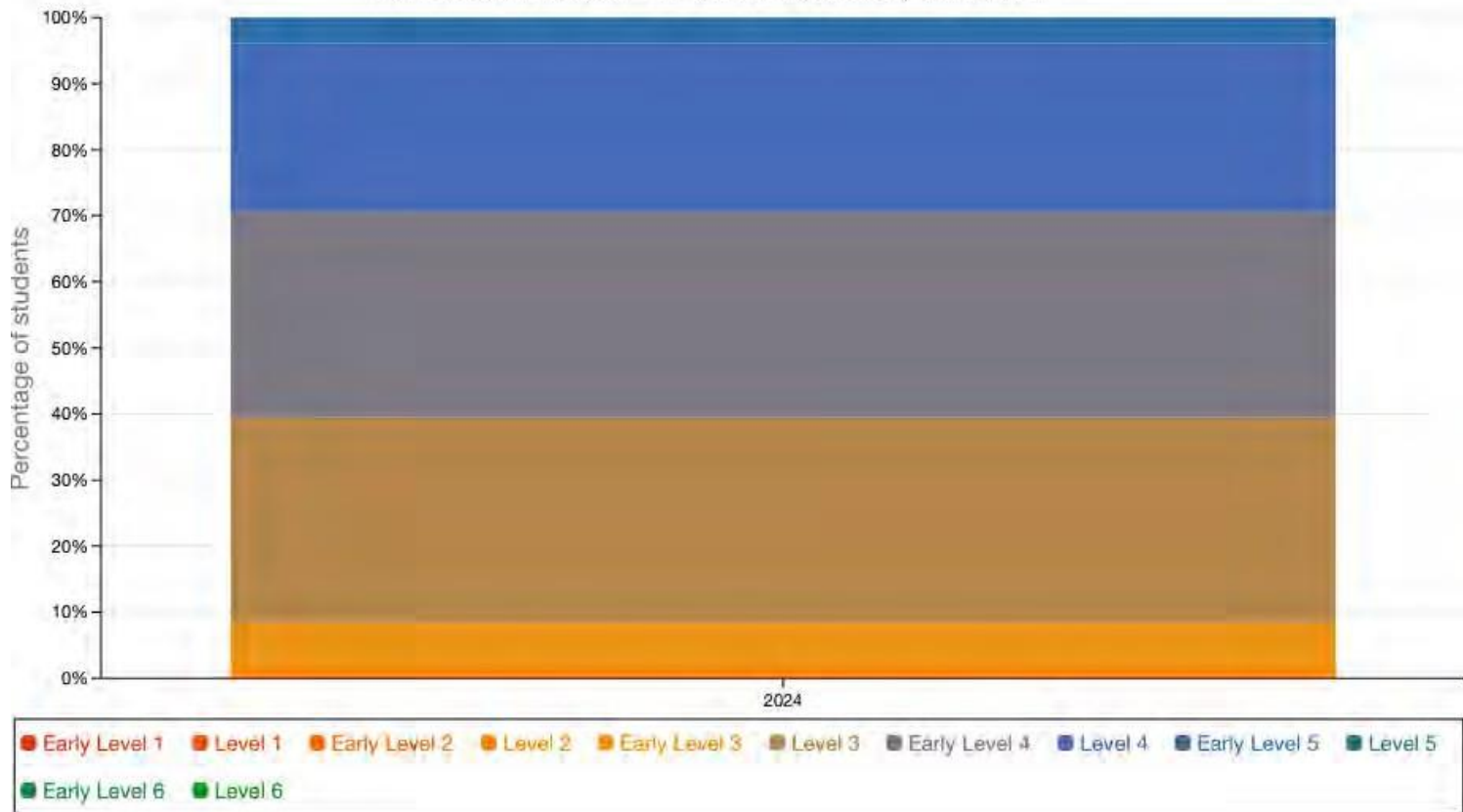
### Curriculum Level Achievement

#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3 <sub>79</sub>	Early 4	4	Early 5

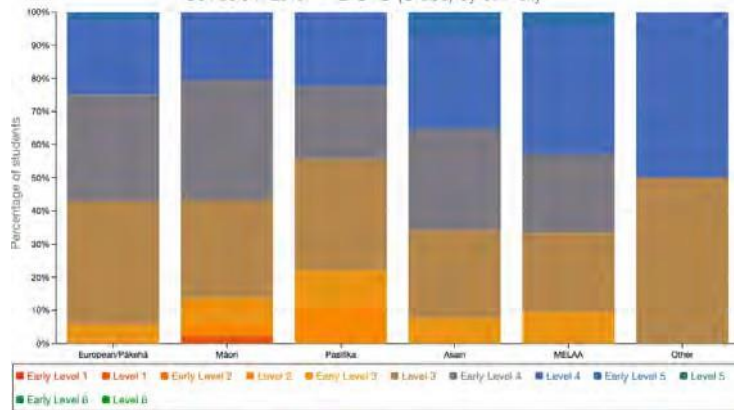
# Reading

Curriculum Level - READ7B (Grade) for 2024



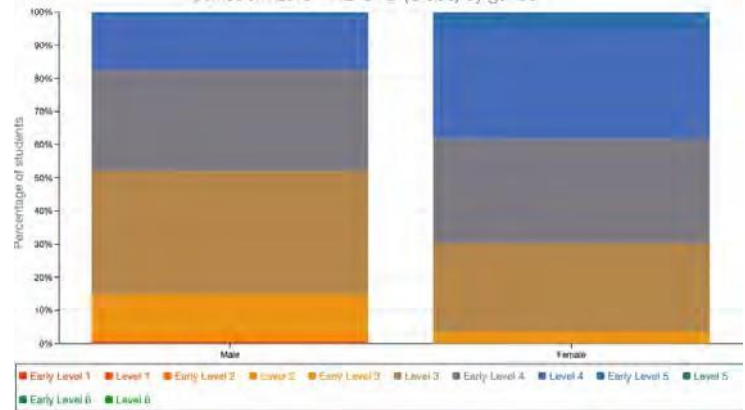
## Ethnicity

Curriculum Level - READ7B (Grade) by ethnicity



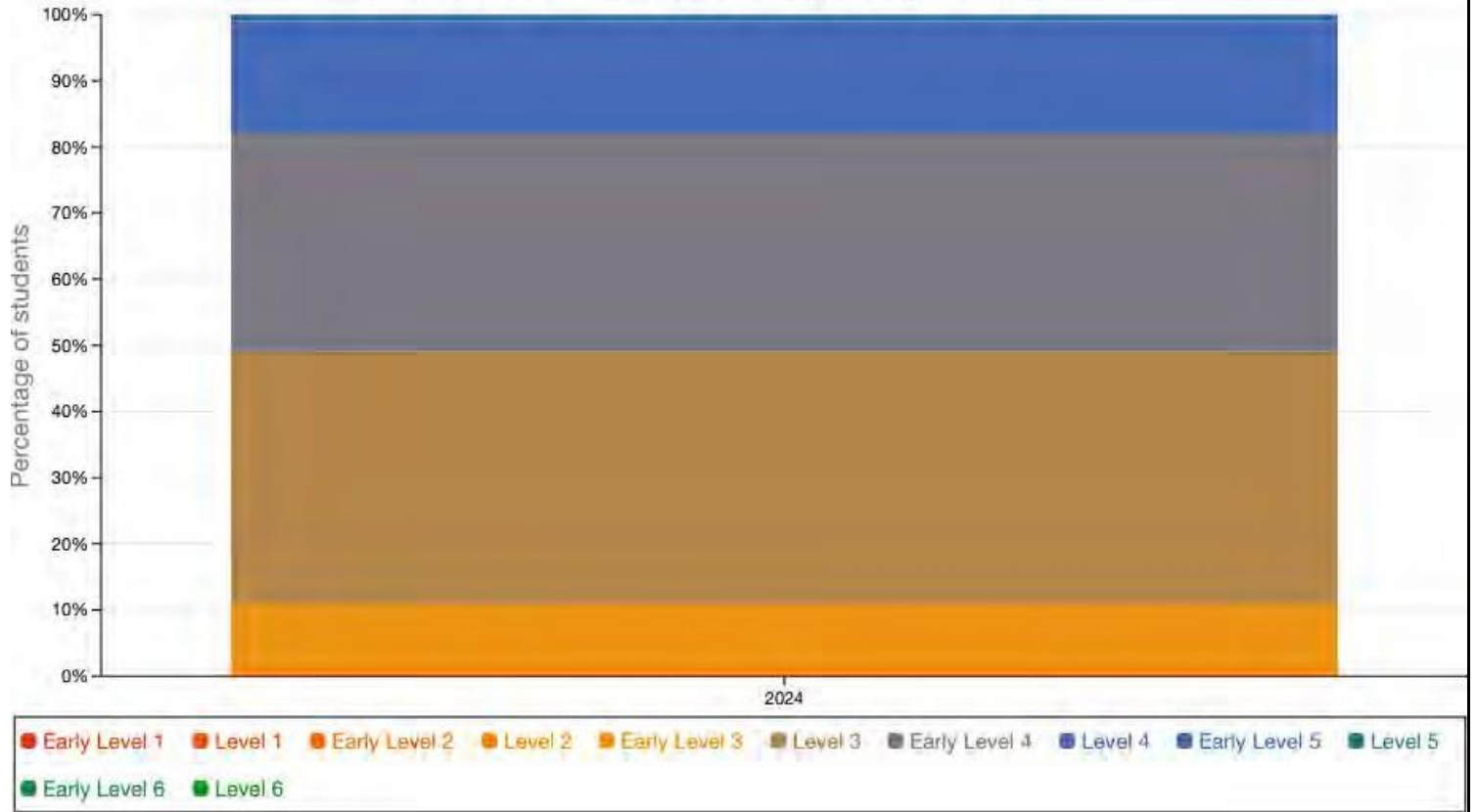
## Gender

Curriculum Level - READ7B (Grade) by gender

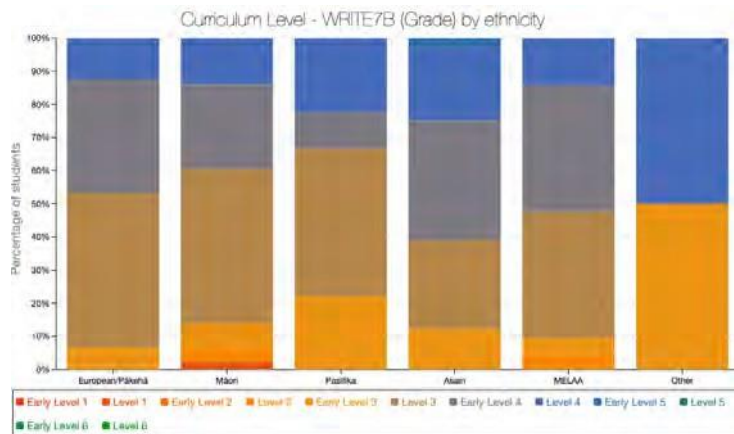


# Writing

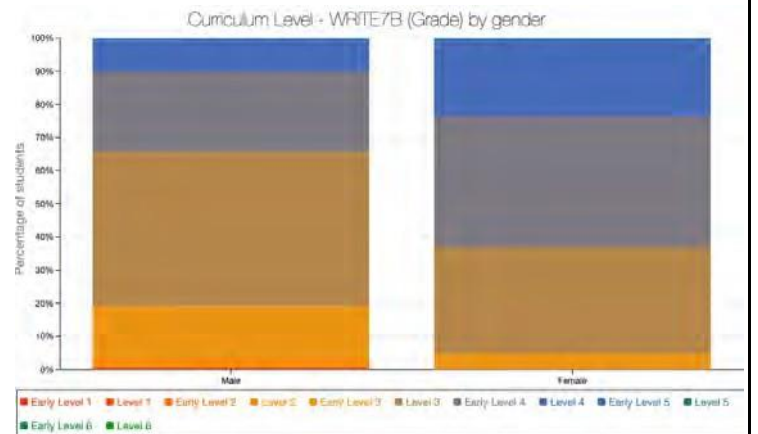
## Curriculum Level - WRITE7B (Grade) for 2024



### Ethnicity



### Gender



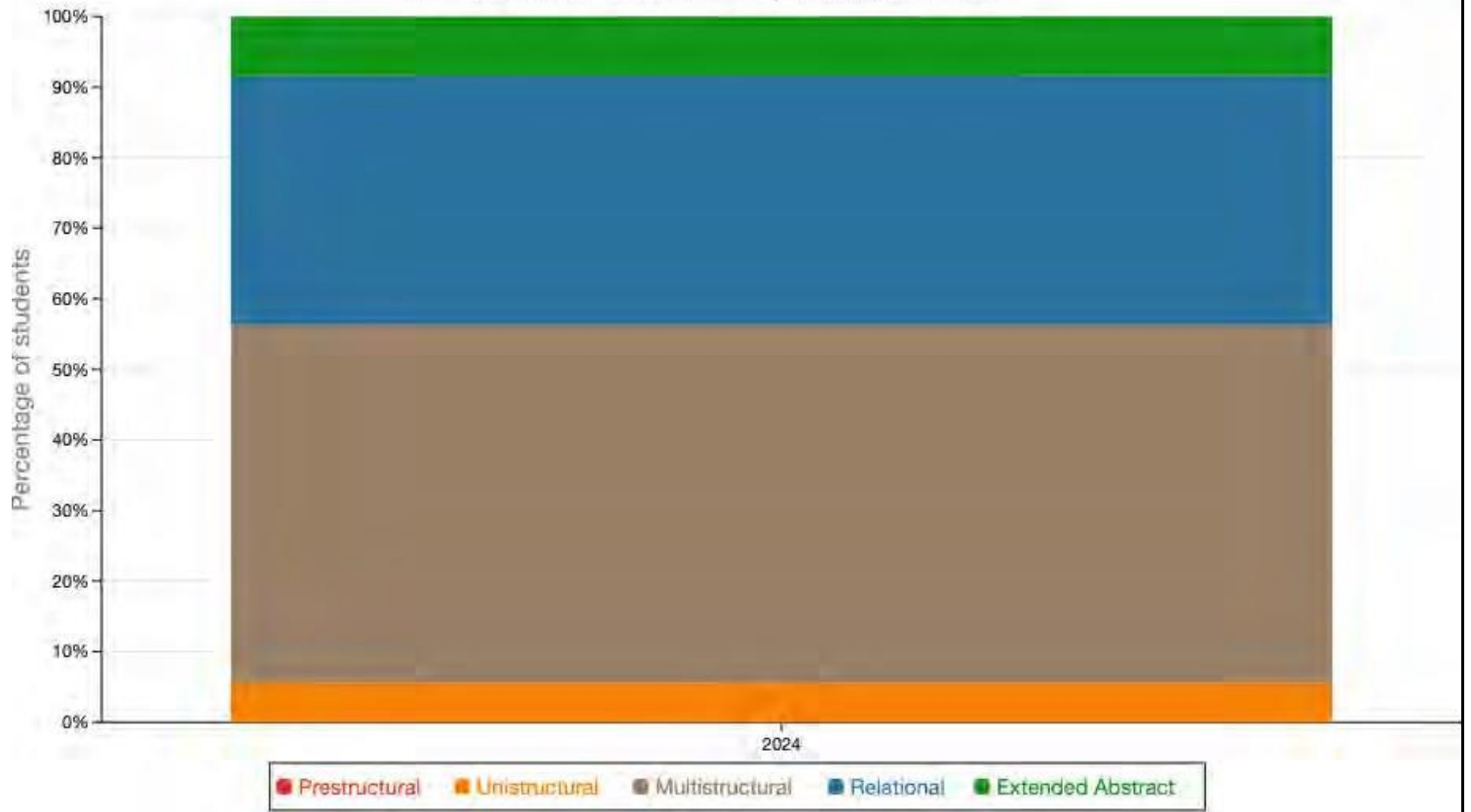
## SOLO Achievement

### Expected levels of achievement

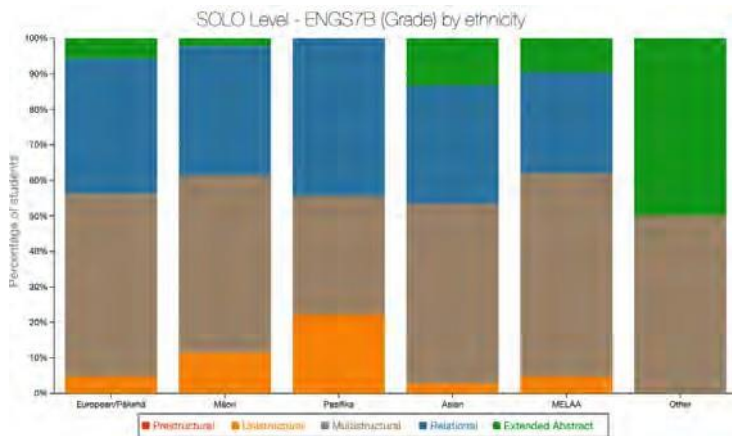
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## SOLO

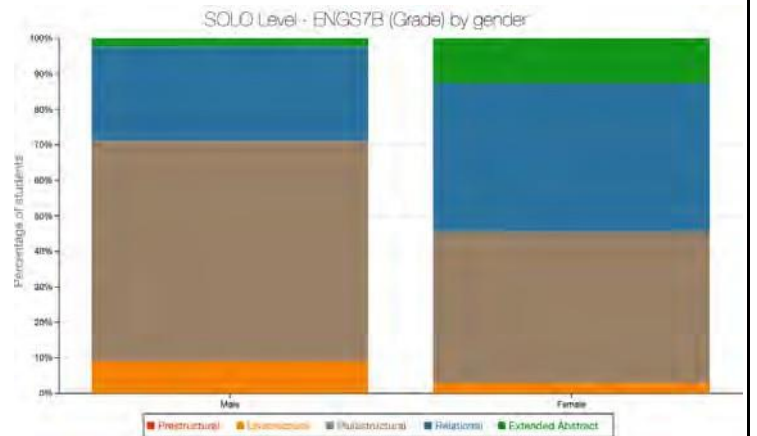
## SOLO Level - ENGS7B (Grade) for 2024



### Ethnicity



### Gender



## YEAR 7 ANALYSIS

Here's what ... (describe the data )

### Overall

- 91.7% Year 7s are At/Above the expected Reading levels (compared to 83% Y7s at End of 2023 and 78.6% End of S1 2024).
- 89.1% of Year 7s are At/Above the expected Writing levels (compared to 83% End of 2023 for Y7s and 75.8% End of S1 2024).
- SOLO Distribution is promising for this cohort and the Year level: 50.7% at Multistructural, 35.3% Relational and 8.4% EA.
- 69% Females are at Relational SOLO level compared to 26.4% Males; 12.7% females are at EA compared to 2.5% males
- 62% Males are at Multistructural level compared to 64.4% End of S1 2024.
- 31.1% Year 7s are at Level 3 and Early Level 4 for Reading
- 38.2% Year 7s are at Level 3 in Writing (109 students), 33% at Early Level 4

## Ethnicity

### Māori Student Achievement:

- 86.4% Y7 Māori students are At/Above expected levels in Reading
- 86% Y7 Māori students are At/Above expected levels in Writing
- 50% Multistructural; 36.4% Relational; 2.3% Extended Abstract

### Pasifika Student Achievement:

- 77.8% Y7 Pasifika students are At/Above expected levels in Reading
- 77.8% Y7 Pasifika students are At/Above expected levels in Writing
- 33.3% Multistructural; 44.4% Relational; 0% Extended Abstract

### NZ European Student Achievement:

- 94.2% Y7 European/Pākehā students are At/Above expected levels in Reading
- 93.3% Y7 European/Pākehā students are At/Above expected levels in Writing
- 51.4% Multistructural; 38.1% Relational; 5.7% Extended Abstract

### Gender:

- 96.4% Y7 Female students are At/Above expected levels in Reading
- 85.1% Y7 Male students are At/Above expected levels in Reading
  
- 95.2% Y7 Female students are At/Above expected levels in Writing
- 80.9% Y7 Male students are At/Above expected levels in Writing
  
- Female SOLO Distribution for Y7: 42.4% Multistructural; 41.8% Relational; 12.7% Extended Abstract
- Male SOLO Distribution for Y7: 62% Multistructural; 26.4% Relational; 2.5% Extended Abstract

## So what ... (what does it show about your curriculum area this Semester for this level?)

The adopted structured literacy approach for the Year 7s is working. Investing in Reading Boxes and literacy resources, supporting Year 7 seeds with structured reading programmes and critical thinking questions had a positive impact on the overall performance. Year 7 were excited for the CAA exam practices and a lot of them performed at standard for their age level.

Year 7s are heavily invested in Writers Toolbox, especially actioning feedback and improving their drafts.

ReadTheory as a reading mileage tool is engaging and offers short sharp reading texts with questions focusing on inference and making sense of text.

The curriculum modifications for S2 are effectively supporting students to bridge the gaps.

**Promising SOLO Distribution:** The SOLO distribution is a positive indicator of student cognitive development. 50.7% of students are at the *Multistructural* level, meaning they can handle multiple pieces of information but may not yet make connections. 35.3% are at the *Relational* level, where students start to link ideas and understand deeper concepts. Only 8.4% are at *Extended Abstract* (EA), indicating that there is room for growth towards higher-order thinking and more complex applications of knowledge.

**Wonderings:** Are the females advancing at a faster rate in terms of critical thinking and understanding relationships between ideas? Is this because girls are more interested in extensive reading than boys and have wider context knowledge to make connections?

Overall, Māori students are performing well; there is still a need to foster deeper understanding and higher-order cognitive skills.

Year 7 seeds are literacy experts, 'running their own shows'. They are an amazing team of skilled and experienced primary teachers who know what they are doing. As an SCL, I can vouch for their classroom strategies and practices.

## Now what ... (Establish goals and possible PLD for your team for S2)

Reflection of Goals End of S1, 2024: We established the following goals for Year 7s for Semester 2, 2024. Here are some thoughts regarding the progress we have made and what we can continue to work on in 2025:

1. Address SOLO/higher order thinking level: room for further development in higher-order thinking skills and critical thinking: analyse current assessment practices to ensure they support progression in SOLO, support teachers in understanding and developing SOLO based learning tasks. *After careful consideration and examining the schoology courses and learning offered across the English modules, we have come to a conclusion that we need a strategic focus on Quality Assessment Design for Learning. SCL English has designed a draft plan and will hand these over to the 2 second in-charge SCLs. When we offer robust internal moderation of learning tasks including SOLO, we indirectly support our teachers to develop their assessment writing skills and to explicitly focus on how they are promoting higher order thinking skills and critical literacy in their curriculum areas.*
2. Address gender disparity: Integrate differentiated instruction techniques for males - we can ask Ange for support in this area. *Seeds have offered a range of choice, designed and delivered very exciting courses. Some of the target learners who haven't performed well have high behaviour and attendance issues. As a school, we need to identify these at-risk learners from day 1 and offer mentoring so that we can support them with behavior, attitude to learning, and help them overcome the barriers to succeeding in the classroom. Classroom teachers may not be the best people for this as they have 50+ students to look after.*
3. Support and develop Māori and Pasifika students: continue with the culturally responsive PLD focus and use of target student lists for each year level; explicitly focus on how to engage and offer responsive and localised content, collect and reflect on student voice. *S2 was a targeted approach across all year levels, SCL offered CRT PLDs and readings to inspire seeds.*
4. When revising the Year 7 Curriculum Framework, focus on all the above, and integrate literacy tools such as the Literacy Box for low level readers. *Our 2025 CF for Year 7 reflects the learning progressions (Y6), the current AOs, literacy and scaffolded literacy strategies. We adapted some of the learning theories that underpin the structured literacy approach. NBU and VPR spent a lot of time designing the 2025 Framework to achieve a fine balance between literacy and English skill sets.*

### Possible Goal for 2025:

1. Continue Developing Critical Thinking and Reading Comprehension Skills
  - Incorporate more complex reading materials that require students to analyse, synthesise, and evaluate content (e.g., nonfiction texts, literature that challenges students' thinking).
  - Teach reading strategies that foster deep comprehension, such as making inferences, understanding context, and connecting texts to broader themes.
  - Use group discussions and critical thinking activities to deepen understanding of texts.
2. Support Māori and Pasifika students to reach 90% at or above expected levels
3. Encourage independent reading and writing outside the classroom; this is to maintain the results and to foster the love for reading and writing.

## YEAR 8

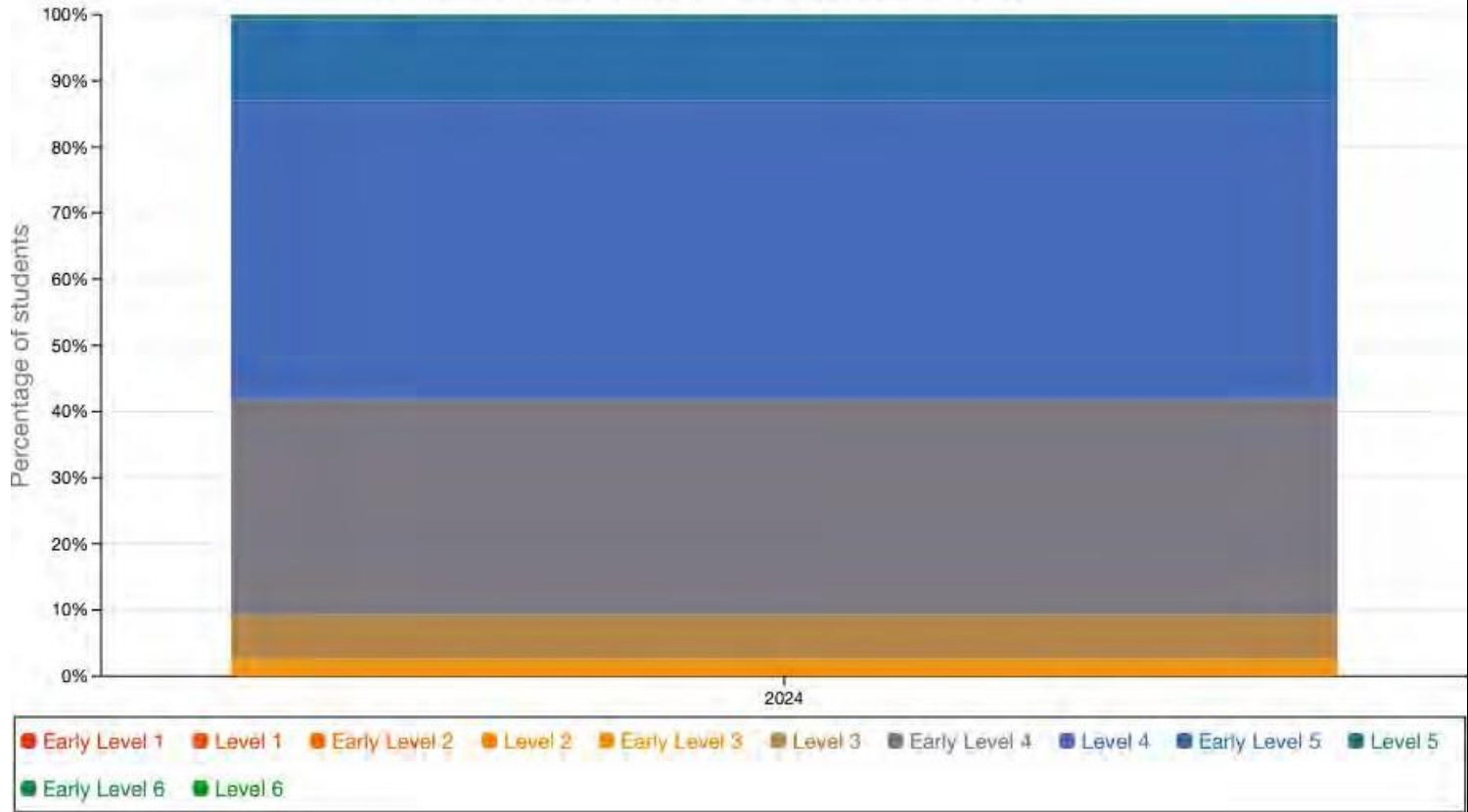
### Curriculum Level Achievement

## Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

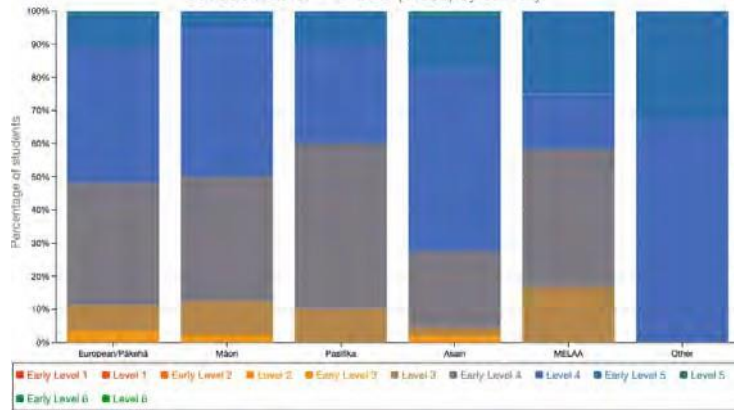
## Reading

Curriculum Level - READ8B (Grade) for 2024



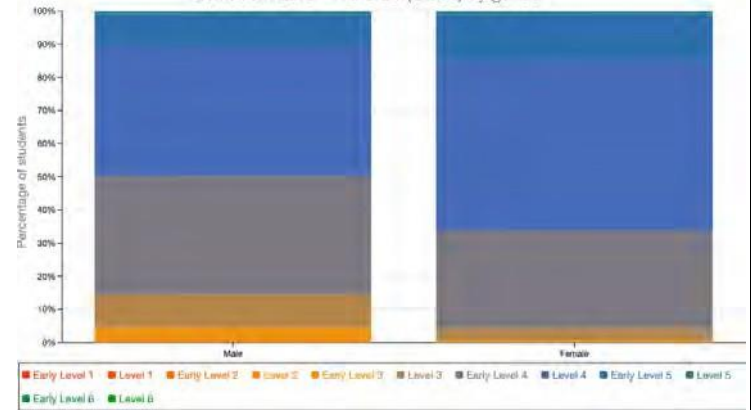
## Ethnicity

Curriculum Level - READ8B (Grade) by ethnicity



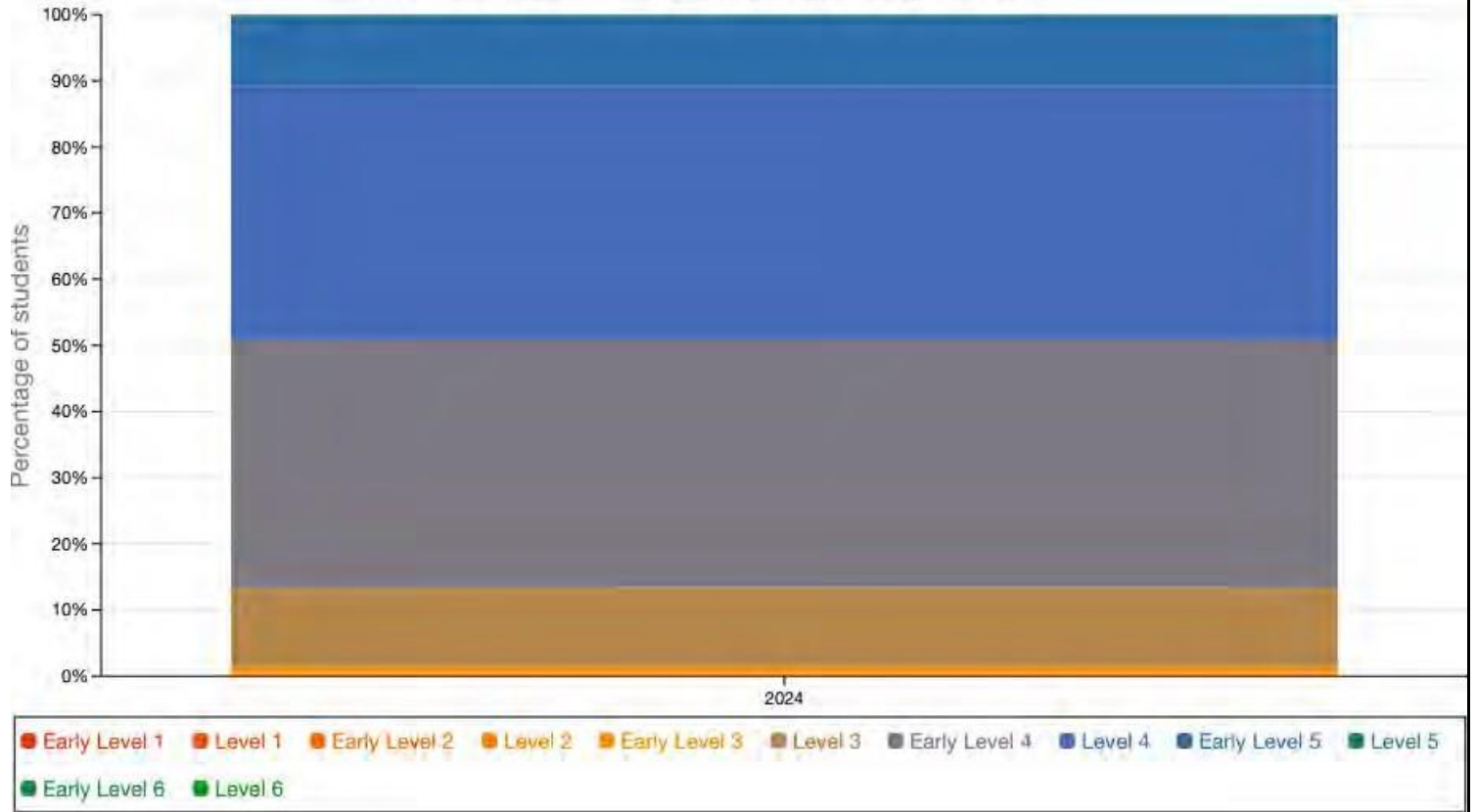
## Gender

Curriculum Level - READ8B (Grade) by gender

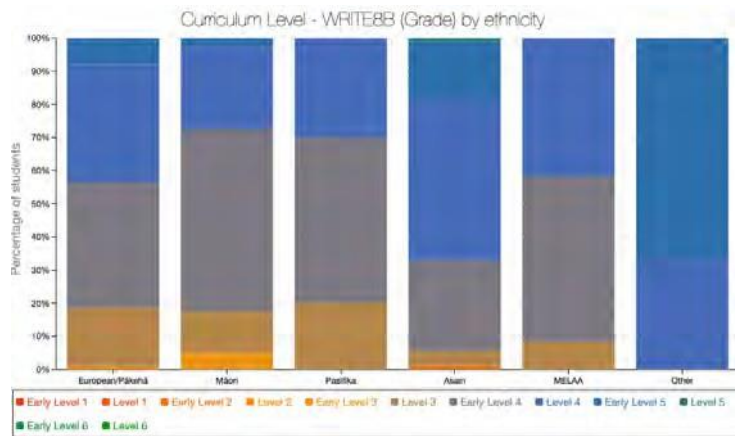


## Writing

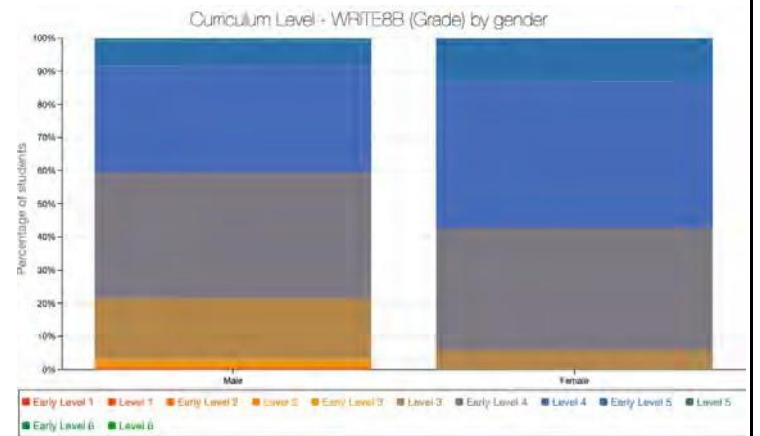
## Curriculum Level - WRITE8B (Grade) for 2024



### Ethnicity



### Gender



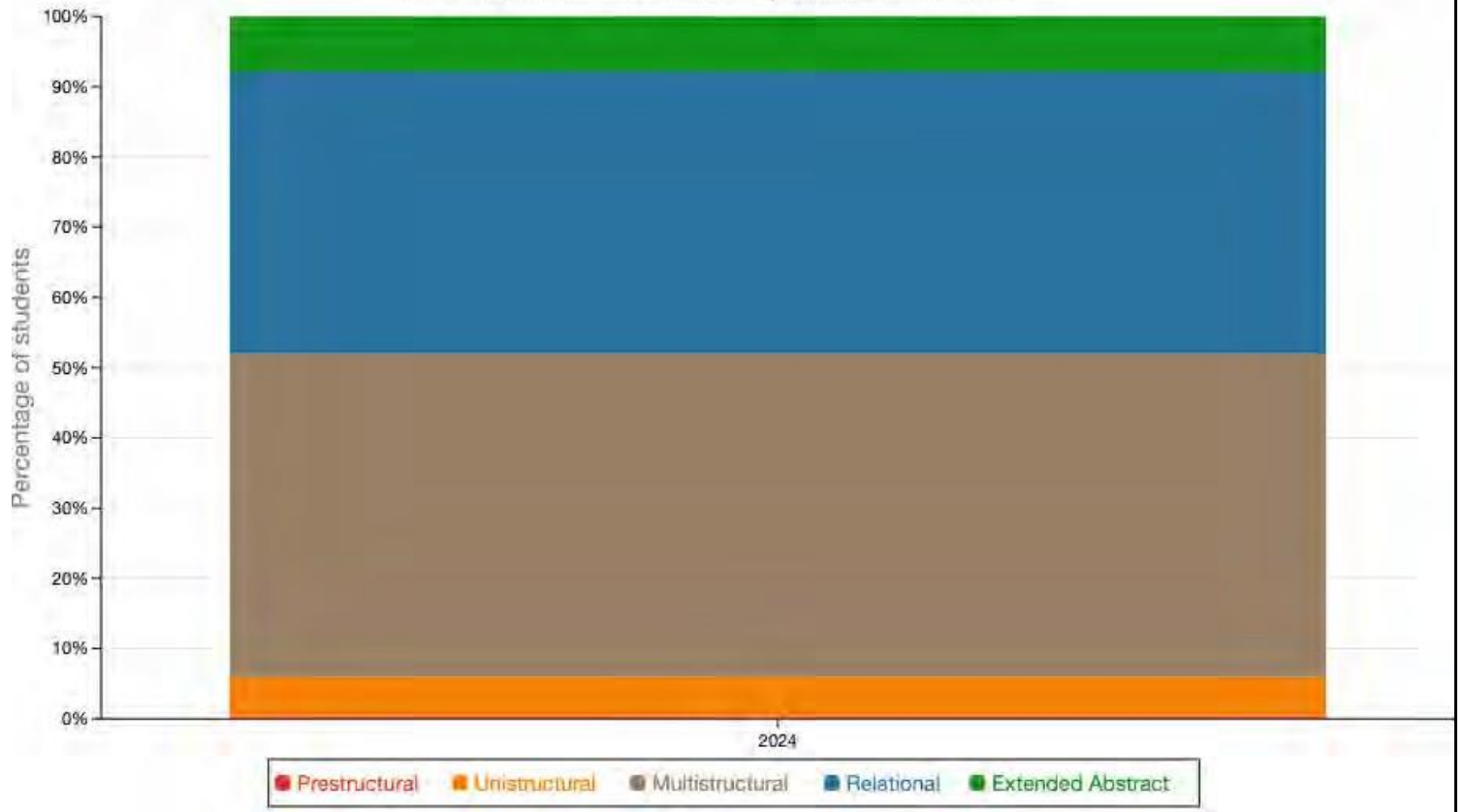
## SOLO Achievement

### Expected levels of achievement

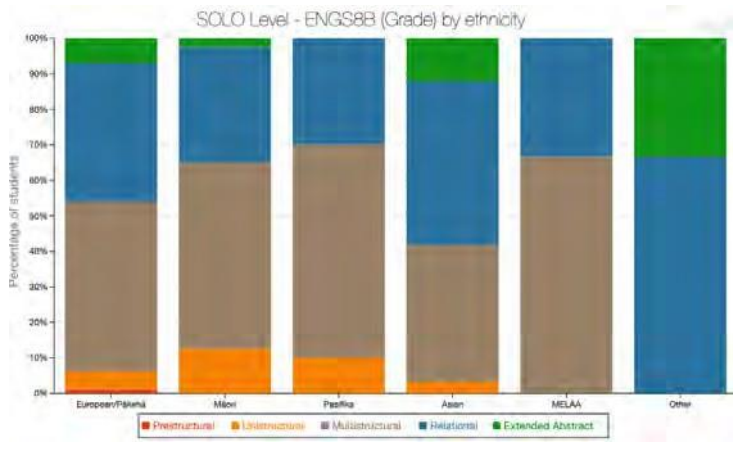
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## SOLO

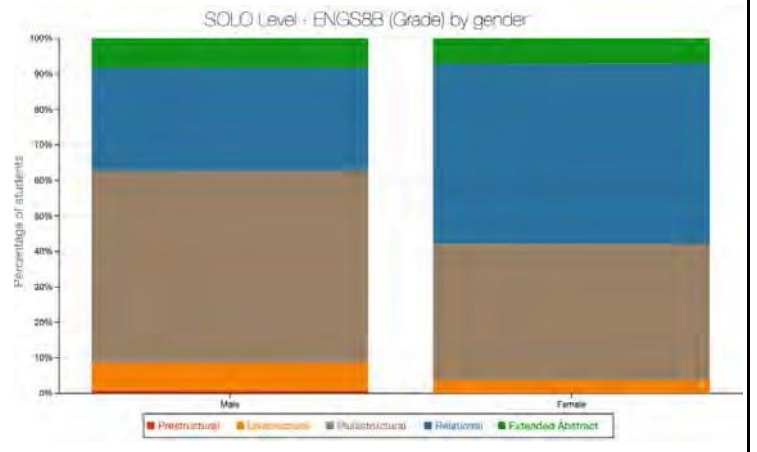
## SOLO Level - ENGS8B (Grade) for 2024



### Ethnicity



### Gender



## YEAR 8 ANALYSIS

### Here's what

#### Overall

- 90.7% Year 8s are At/Above the expected Reading levels (compared to 85% Y8s at End of 2023). This cohort was at 80.7% At/Above Reading at the end of S1 2024, and 83% At/Above Reading End of 2023).
- 86.6% of Year 8s are At/Above the expected Writing levels (compared to 83% End of 2023 for Y8s). This cohort was at 76% At/Above Writing at the end of S1 2024, and 83% At/Above Writing End of 2023).
- SOLO Distribution is promising for this cohort and the Year level: 46.1% at Multistructural, 40.1% Relational and 7.8% EA.
- Females have a higher percentage of Relational (50.7%) than Males being at 29%.
- 54.2% Males are at Multistructural level compared to 47.7% End of S1, 2024.
- Ethnicity Reading and Writing Level distribution looks very good for this year level.

### Ethnicity

#### Māori Student Achievement:

- 87.5% Y8 Māori students are At/Above expected level<sup>8s7</sup> in Reading

- 82.5% Y8 Māori students are At/Above expected levels in Writing
- 52.5% Multistructural; 32.5% Relational; 2.5% Extended Abstract

#### **Pasifika Student Achievement:**

- 90% Y8 Pasifika students are At/Above expected levels in Reading
- 80% Y8 Pasifika students are At/Above expected levels in Writing
- 60% Multistructural; 30% Relational; 0% Extended Abstract

#### **NZ European Student Achievement:**

- 88.6% Y8 European/Pākehā students are At/Above expected levels in Reading
- 81.4% Y8 European/Pākehā students are At/Above expected levels in Writing
- 47.8% Multistructural; 38.9% Relational; 7.1% Extended Abstract

#### **Gender:**

- 95.7% Y8 Female students are At/Above expected levels in Reading
- 85.5% Y8 Male students are At/Above expected levels in Reading
  
- 94.2% Y8 Female students are At/Above expected levels in Writing
- 78.6% Y8 Male students are At/Above expected levels in Writing
  
- Female SOLO Distribution for Y8: 38.4% Multistructural; 50.7% Relational; 7.2% Extended Abstract
- Male SOLO Distribution for Y8: 54.2% Multistructural; 29% Relational; 8.4% Extended Abstract

#### **So what ... (what does it show about your curriculum area this Semester for this level?)**

1. The curriculum is effective in helping students improve their reading skills. Continuing with current strategies or identifying successful interventions could further strengthen this positive trend.
2. The writing program is showing positive results, especially in terms of growth from Semester 1 to Semester 2. However, there may still be room to enhance writing instruction further, particularly in helping students who are just below the expected levels.
3. There is a notable gender gap in reading achievement, with females outperforming males. This may suggest the need for more targeted strategies to engage male students in reading and perhaps address any specific challenges they may face.
4. The gender gap in writing needs attention. Targeted interventions for male students, including motivation-building activities or differentiated writing strategies, could help improve male student performance in this area.

**Wonderings:** Can a seed or a CoL Literacy focus on Year 8 Boys Writing for an inquiry? It is at this year level where the boys are disengaging with writing; this is an observed trend from past years and Murray Gadd had explicitly mentioned this. If ignored, these boys will continue to disengage with writing impacting their achievement and the school's achievement for the next two years.

#### **Now what ... (Establish goals and possible PLD for your team for S2)**

Reflection of Goals End of S1, 2024: We established the following goals for Year 8s for Semester 2, 2024. Here are some thoughts regarding the progress we have made and what we can continue to work on in 2025:

1. Differentiated support might be needed for male students to enable them to reach higher levels. *Shift noted*
2. Supporting Māori and Pasifika learners to advance in SOLO levels - higher order and critical thinking skills. *Shift noted but a work in progress.*
3. Investigate external factors that are affecting student achievement: teaching methods, curriculum changes, subject combinations and pace of learning. *We realised the challenges that come with practical curriculum areas and addressed our concerns. Subjects such as PE are 75% practical heavy; this impacts the time we spend together for theory and co-teaching. While integration is achievable, co-teaching and in-depth teaching of reading and*

writing becomes a struggle. If the teachers aren't experienced or confident, they will find this combination very hard to work with. This applies to all year levels.

- Professional development: offer training on SOLO taxonomy and its application in lesson and task planning & designing, instructional approaches to address underperforming areas (eg evidence based boys writing program). This will continue in 2025. The reading programme - using reading boxes - was well received by all students. SIP offered PLD on SOLO.

**Possible Goals for 2025:**

- The focus should continue to be on helping students make deeper connections between ideas and move toward more complex and abstract thinking. This could involve more tasks requiring analysis, synthesis, and evaluation.
- Reduce the gender gap in Writing so that 85% of male students are at or above expected levels in Writing by the end of the year (currently 78.6%).
- Aim for 50% of students at the *Relational* level and 10% at the *Extended Abstract* level by the end of the year.
- Year 8 Boys Writing Inquiry

# YEAR 9

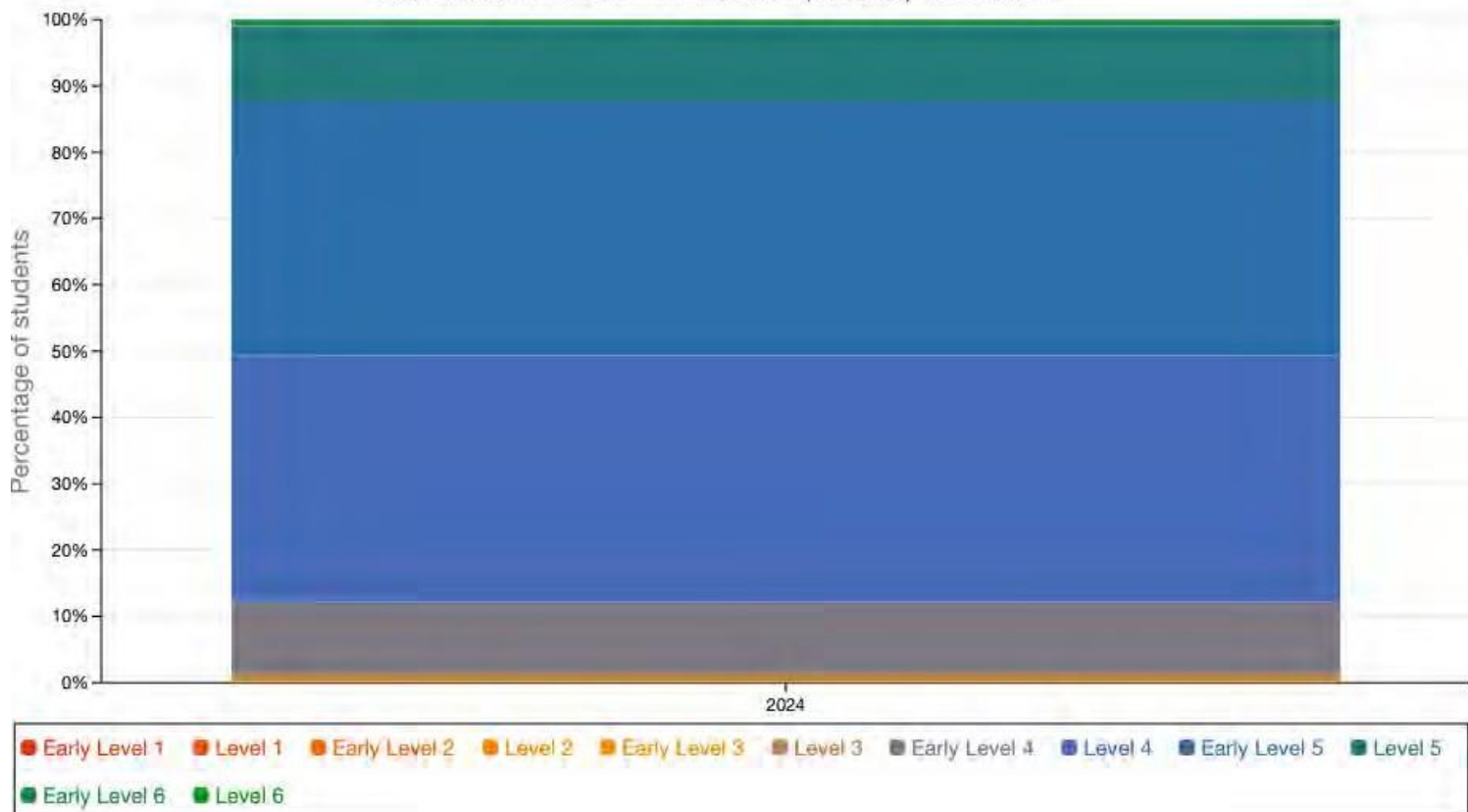
## Curriculum Level Achievement

**Expected Levels of Achievement**

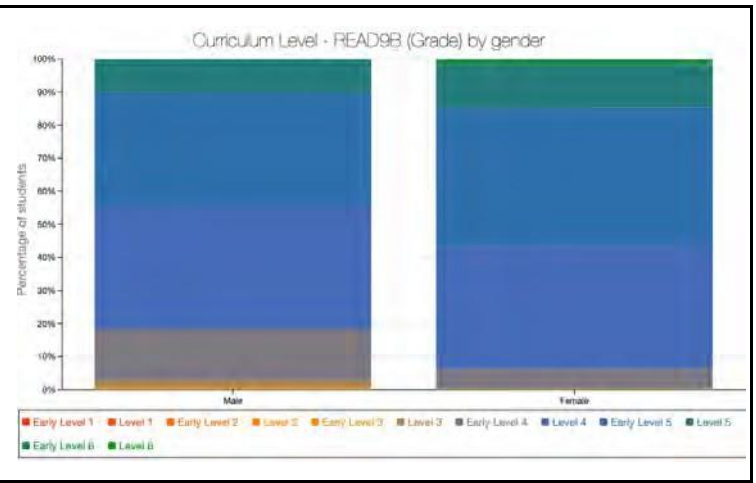
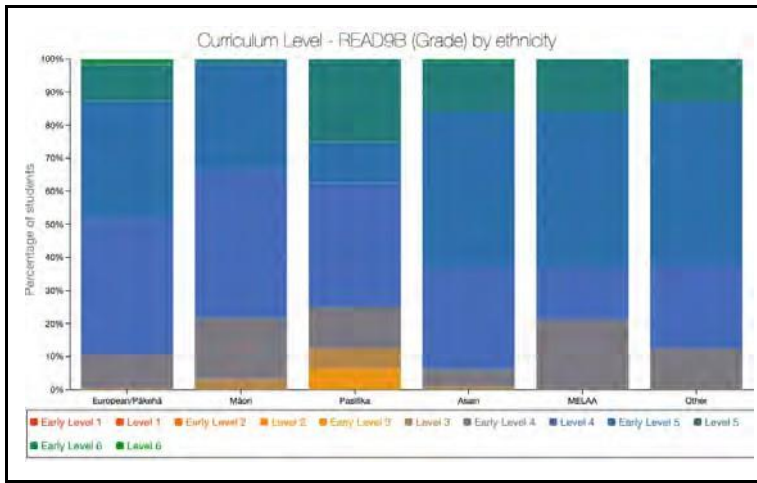
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	3	Early 4	4	Early 5	5	Early 6

## Reading

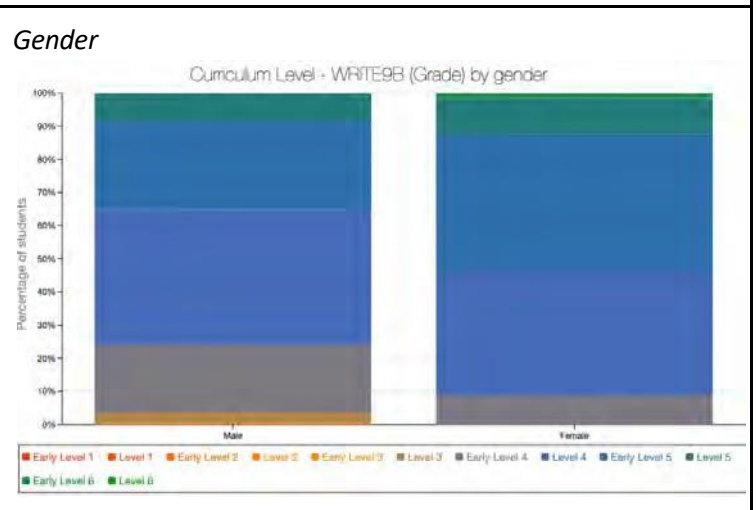
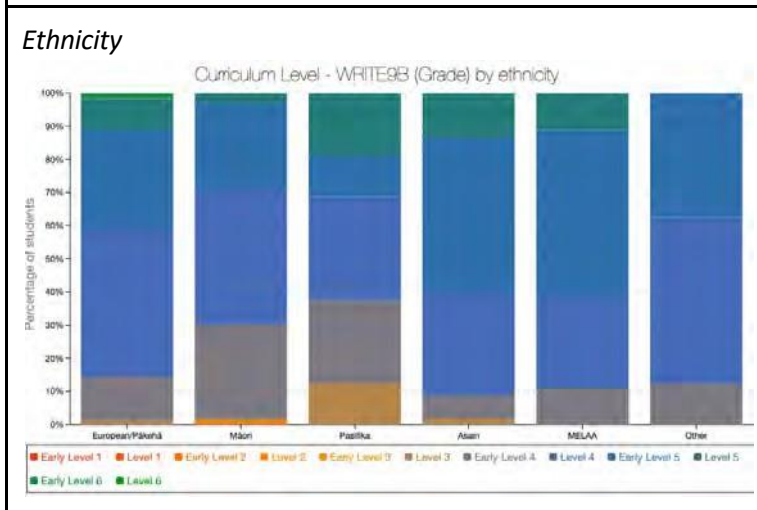
Curriculum Level - READ9B (Grade) for 2024



Ethnicity & Gender



## Writing

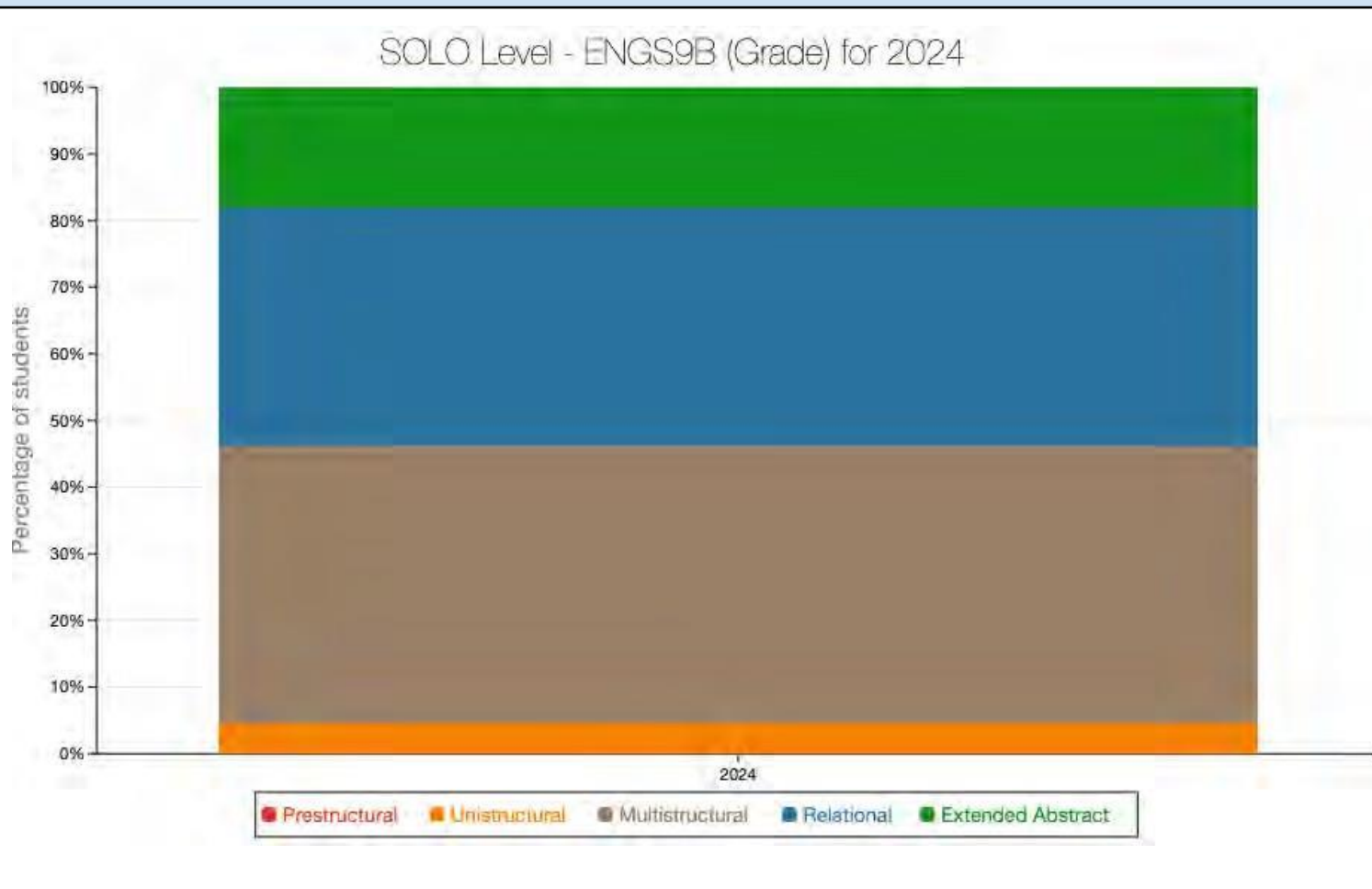


## SOLO Achievement

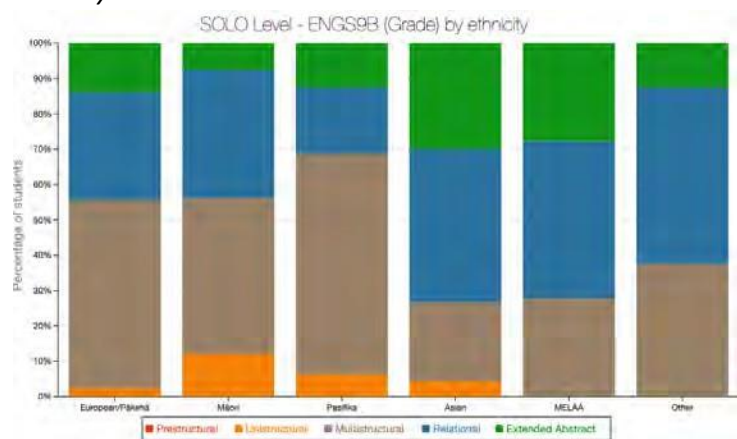
## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

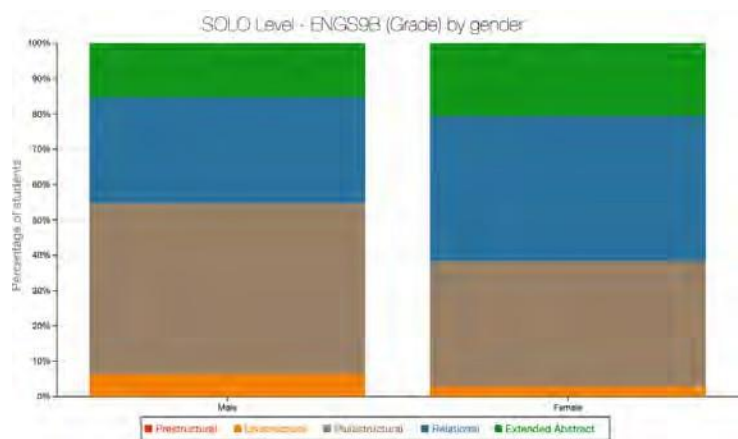
## SOLO



### Ethnicity



### Gender



## YEAR 9 ANALYSIS

### Here's what

#### Overall

- 87.8% Year 9s are At/Above the expected Reading levels. This cohort was at 78.6% At/Above Reading at the end of S1 2024, and 85% At/Above Reading End of 2023).
- 83.8% Year 9s are At/Above the expected Writing levels. This cohort was at 74.3% At/Above Writing at the end of S1 2024, and 83% At/Above Writing End of 2023).

- SOLO Distribution for the Year level: 41.6% at Multistructural, 35.8% Relational and 18% EA.
- Females have a higher percentage of Relational (41.2%) than Multistructural (20.6%).

## Ethnicity

### Māori Student Achievement:

- 78.4% Y9 Māori students are At/Above expected levels in Reading
- 69.7% Y9 Māori students are At/Above expected levels in Writing
- 43.9% Multistructural; 36.4% Relational; 7.6% Extended Abstract

### Pasifika Student Achievement:

- 74.5% Y9 Pasifika students are At/Above expected levels in Reading
- 62.5% Y9 Pasifika students are At/Above expected levels in Writing
- 62.5% Multistructural; 18.8% Relational; 12.5% Extended Abstract

### NZ European Student Achievement:

- 89.6% Y9 European/Pākehā students are At/Above expected levels in Reading
- 85.5% Y9 European/Pākehā students are At/Above expected levels in Writing
- 53.2% Multistructural; 30.6% Relational; 13.9% Extended Abstract

### Gender:

- 93.6% Y9 Female students are At/Above expected levels in Reading
- 81.7% Y9 Male students are At/Above expected levels in Reading
- 91.2% Y9 Female students are At/Above expected levels in Writing
- 76% Y9 Male students are At/Above expected levels in Writing
- Female SOLO Distribution for Y9: 35.3% Multistructural; 41.2% Relational; 20.6% Extended Abstract
- Male SOLO Distribution for Y9: 48.4% Multistructural; 30% Relational; 15.3% Extended Abstract

## So what ... (what does it show about your curriculum area this Semester for this level?)

1. Reading and Writing Improvements: There is a positive trend in both Reading and Writing achievement, with noticeable growth from Semester 1, 2024. Continuing to reinforce what is working in the curriculum and adjusting where students are struggling is important.
2. Focus on Male Students: The gender gap is a major concern, particularly in writing, with male students consistently underperforming compared to females. This trend becomes obvious from Year 8. We have to raise our expectations for Year 8 Boys and collaborate with whānau where needed.
3. Support for Māori and Pasifika Students: While these students are performing well in Reading, Writing achievement remains an area of concern. There is a need for targeted strategies to help Māori and Pasifika students, particularly in writing. The curriculum demands are high and learning is fast paced; this may be a factor impacting Māori and Pasifika learners.
4. We may need to increase the complexity of writing tasks, incorporating critical thinking and synthesis into reading and writing activities, and encouraging students to make connections across different subjects and themes. Writing tasks and moderation will help achieve this goal.
5. Curriculum Refinements: Incorporating differentiated instruction that caters to students at various levels (e.g., *Multistructural* to *Extended Abstract*) will be important for helping students progress in both Reading and Writing. Focus should be on fostering higher-level thinking.

## Now what ... (Establish goals and possible PLD for your team for S2)

Reflection of Goals End of S1, 2024: We established the following goals for Year 9s for Semester 2, 2024. Here are some thoughts regarding the progress we have made and what we<sup>9</sup>c<sup>2</sup>an continue to work on in 2025:

Embed CAA Literacy Outcomes in the Year 9 framework - students at Y9 must be introduced to CAA Writing and Reading Outcomes so that they start working on their CAA goals at an early stage. CAA Outcomes slightly overlap with English AOs so this is feasible. *This is a highlight for our Year 9s as they took the CAA exams very seriously. Their writing levels were highly comparable and with targeted teaching and practice, they will be able to fill in the gaps. 2025 CAA practice and preparation looks similar to 2024; we will offer targeted lessons and then offer a standardised writing task. Students will get feedback and some more time to revise before sitting the main CAA exam.*

Possible Goals for 2025:

1. Culturally Responsive Instruction: Implement localised content/texts/contexts to create greater engagement and allow students to connect with the ideas.
2. Quality Task Designing and Moderation + SOLO

# YEAR 10

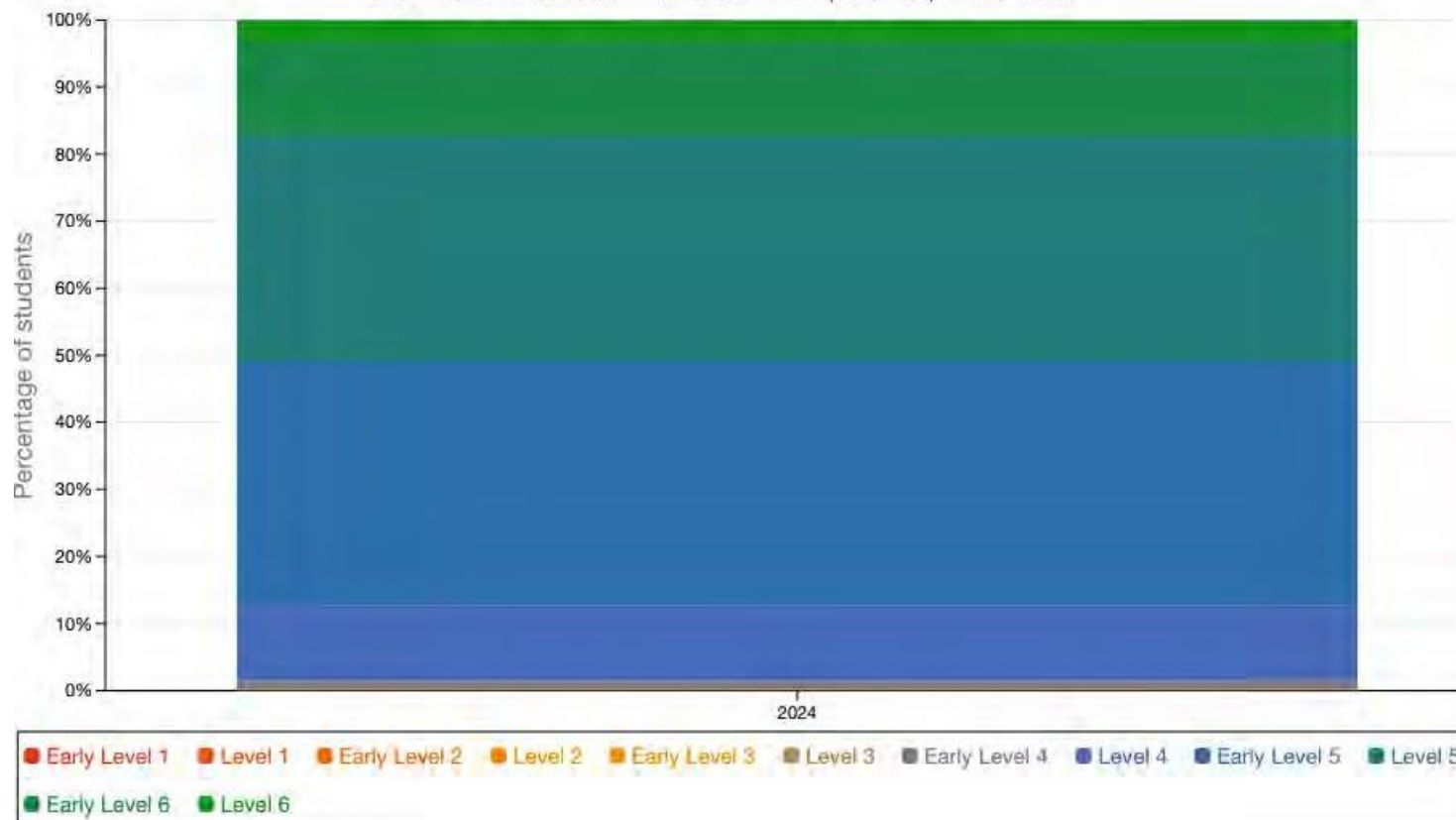
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 4	4	Early 5	5	Early 6	6

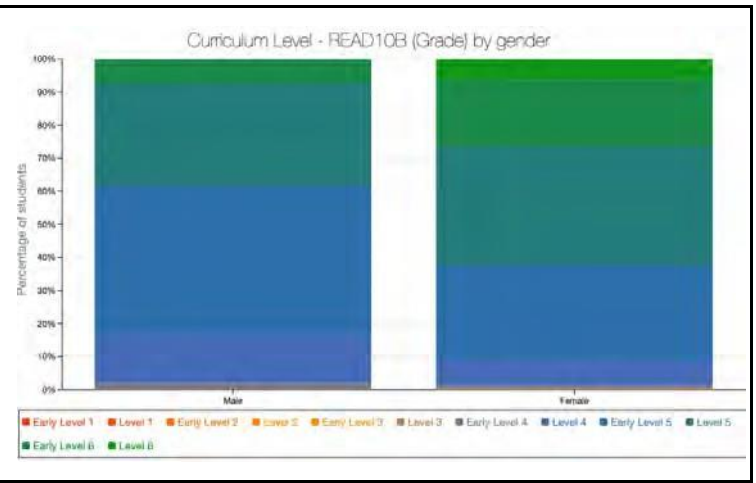
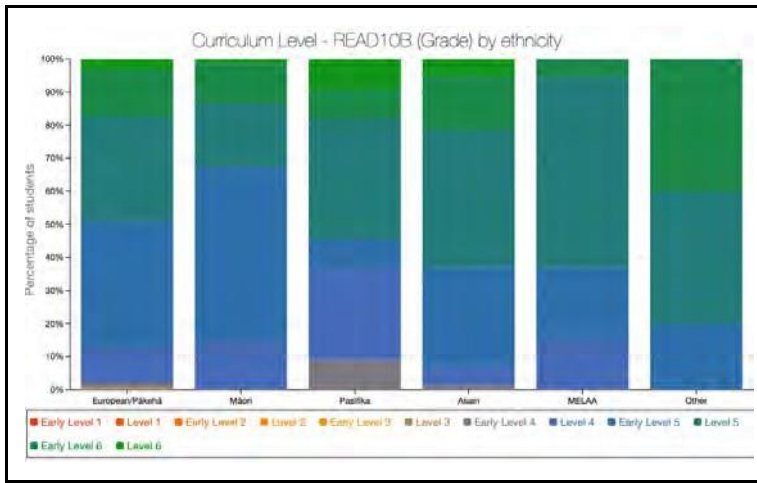
## Reading

Curriculum Level - READ10B (Grade) for 2024

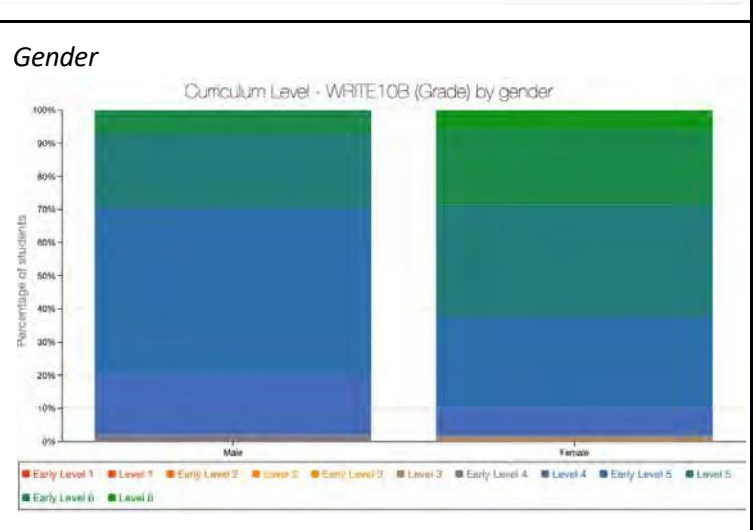
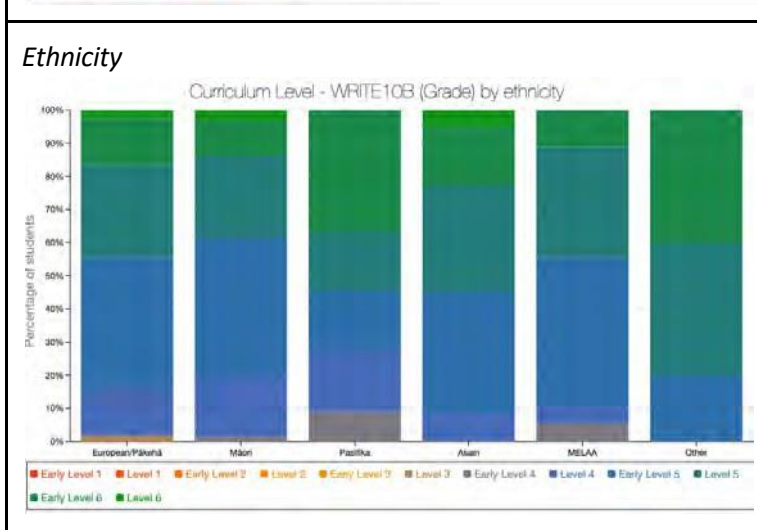
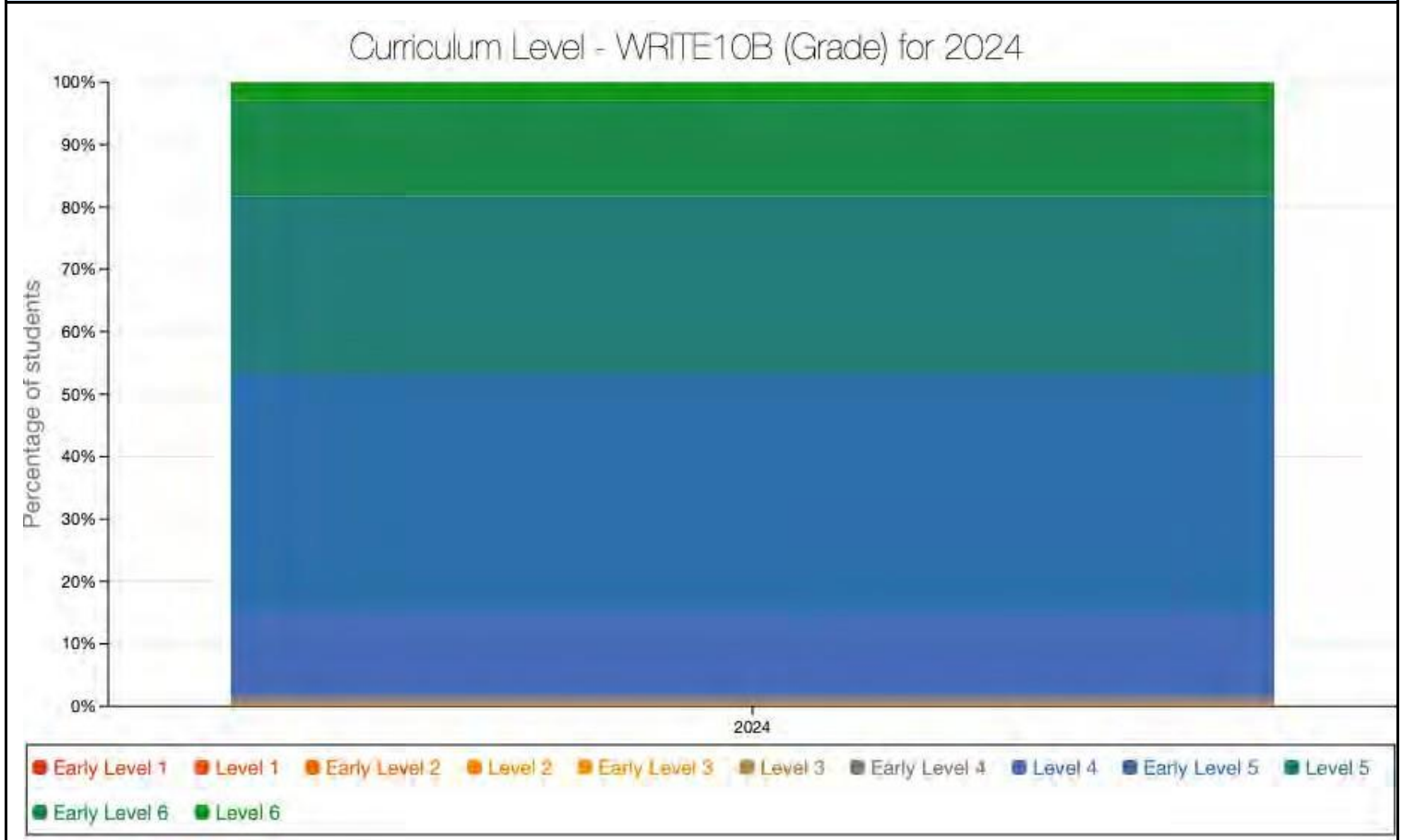


Ethnicity:

Gender:



## Writing

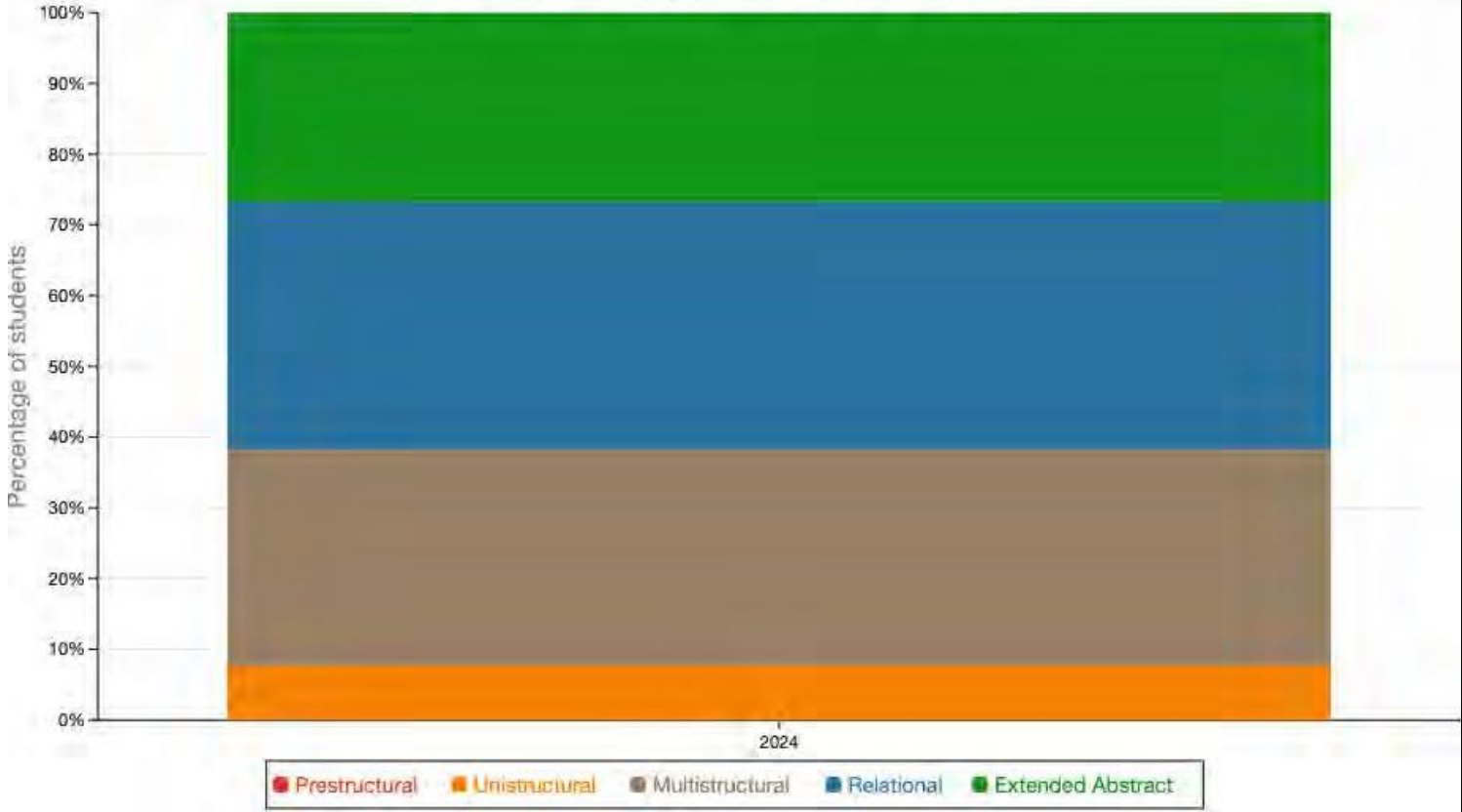


## SOLO Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

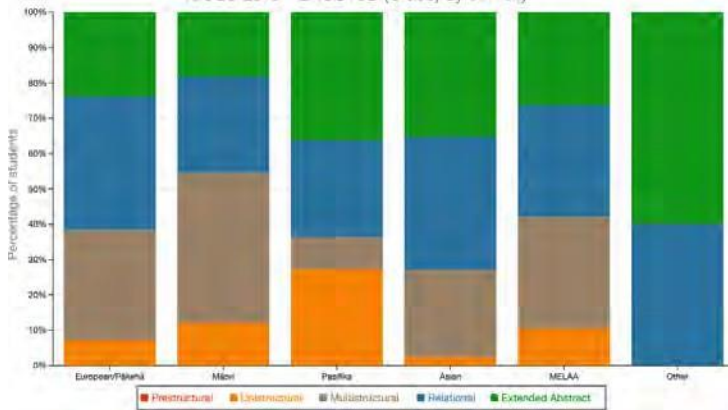
## SOLO

SOLO Level - ENGS10B (Grade) for 2024



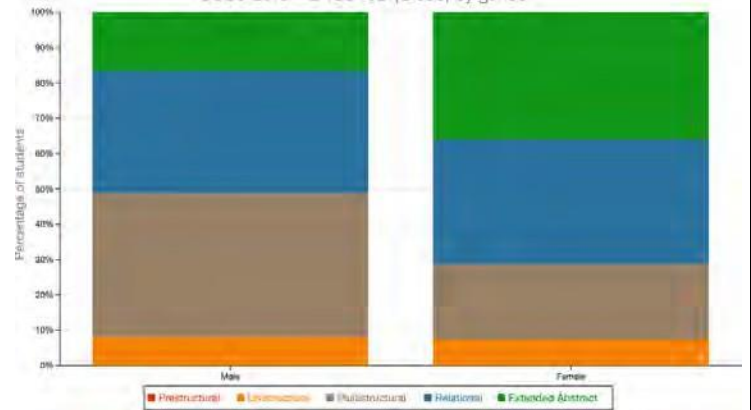
### Ethnicity:

SOLO Level - ENGS10B (Grade) by ethnicity



### Gender:

SOLO Level - ENGS10B (Grade) by gender



## YEAR 10 ANALYSIS

### Here's what

#### Overall

- 87.2% Year 10s are At/Above the expected Reading levels compared to 75.6% in S1, 2024. In 2023 (S2), we had 84% Year 10s At/Above Reading.
- 85% of Year 10s are At/Above the expected Writing levels compared to 73.8% in S1, 2024. In 2023, we had 77% Y10s At/Above expected Writing levels. The cohort underperformed and aren't consistent with their End of 2023 Writing achievement data which was 83% At/Above Writing.

- SOLO Distribution is consistent for this cohort and the Year level: 30.6% at Multistructural, 35% Relational and 26.7% EA.
- Pasifika learners have slightly gone down for Reading, however, we have a higher % at EA than previous semester.
- Outstanding performance for Māori learners.

### Ethnicity

#### Māori Student Achievement:

- 85.1% Y10 Māori students are At/Above expected levels in Reading
- 80% Y10 Māori students are At/Above expected levels in Writing
- 42.4% Multistructural; 27.3% Relational; 18.2% Extended Abstract

#### Pasifika Student Achievement:

- 63.9% Y10 Pasifika students are At/Above expected levels in Reading
- 72.7% Y10 Pasifika students are At/Above expected levels in Writing
- 9.1% Multistructural; 27.3% Relational; 36.4% Extended Abstract

#### NZ European Student Achievement:

- 86.7% Y10 European/Pākehā students are At/Above expected levels in Reading
- 83.4% Y10 European/Pākehā students are At/Above expected levels in Writing
- 31.1% Multistructural; 37.7% Relational; 23.8% Extended Abstract

#### Gender:

- 90.8% Y10 Female students are At/Above expected levels in Reading
- 83.3% Y10 Male students are At/Above expected levels in Reading
- 90.8% Y10 Female students are At/Above expected levels in Writing
- 79.9% Y10 Male students are At/Above expected levels in Writing
- Female SOLO Distribution for Y10: 21.1% Multistructural; 35.4% Relational; 36% Extended Abstract
- Male SOLO Distribution for Y10: 40.7% Multistructural; 34.6% Relational; 16.7% Extended Abstract

### So what ... (what does it show about your curriculum area this Semester for this level?)

1. The curriculum and interventions appear to be effective in improving reading and writing skills.
2. Male students have a consistent underachievement compared to females and could benefit from engaging, real-world writing tasks and targeted interventions to improve their critical thinking and reading comprehension. *Is our curriculum not responsive enough to boys? Or is this an attitude and effort factor that needs attention?*
3. Māori students are performing well overall, and culturally responsive practices/contexts appear to be working effectively. The high success rate is also due to CAA practices and the focus on NCEA level 1 English skills. Students were given opportunities to write for NCEA exams and to use exemplars for their literary essays
4. Year 10 English seeds are highly experienced and skilled teachers. They have worked really hard preparing students for CAA as well as film literature study (close viewing analysis).

### Now what ... (Establish goals and possible PLD for your team for S2)

1. The data is worth celebrating; continue using the high level exemplars for students to extend their skills. Year 10 seeds can continue with the 2024 CAA practice model they used as that was a success.
2. Boys writing remains a challenge so work with seeds from other year levels to tackle this problem.

## OVERALL ANALYSIS

### **Describe the overarching trends in the data**

1. Reading and Writing performance has improved across the years, especially when compared to Semester 1, 2024 and End of 2023
2. Females consistently outperform males in both Reading and Writing across all Year levels, with higher percentages of females achieving at or above expected levels.
3. European/Pākehā students maintain high achievement levels, particularly in Reading, where they show consistent success across the Year levels.
4. Māori students also show outstanding performance, particularly in Reading, where their achievement has been strong in comparison to other ethnic groups. This suggests that culturally responsive teaching is having a positive impact.

### **Set areas of target and/or goals for next semester, and plans to achieve these**

The overarching trend indicates positive growth in Reading and Writing across all Year levels, with disparities in gender and ethnicity that highlight areas requiring targeted interventions. The key focus for future curriculum development should be on:

1. Closing the achievement gap for males and Pasifika students.
2. Continuing to challenge students at the Multistructural and Relational levels to progress to Extended Abstract thinking.
3. Year 9 cohort moving into Year 10 in 2025: Department needs to closely monitor the boys and Māori/Pasifika learners who are below and well below. Sharing the priority learner list with seeds and explicitly focusing on these students is a must.
4. Analyse the curriculum 'jump' from Year 8 to Year 9, and support the boys and Māori/Pasifika learners through that transition. Seeds being aware of this 'jump' and slowing down in Term 1 for year 9s. Seeds teaching Year 8s should introduce a few Y9 concepts late Term 4 when they are finished with their programme. This might help with the transition.
5. A Inquiry focusing on Boys Writing at Year 8 level

The achievement target for 2025 should be to maintain the high success rate for reading and writing across all year levels and to aim for a 80% and above success rate for boys and Māori/Pasifika learners across all year levels for both reading and writing. I strongly believe that with the team and the resources we have at our kura, this is achievable.

I would like to thank the amazing English team, ILAs, Jackie, ELL team and our senior leadership team for supporting us throughout the year. Special mention to the Board for funding Writers Toolbox - this is one of the best investments we have made as a school

Moving onto Senior High, I envision a RHS English team that can collaborate and offer the best transition for our Year 10s and offer more learning opportunities for our seeds.

# END OF SEMESTER DATA ANALYSIS S2- Health & Physical Education

## 2024 ACHIEVEMENT TARGET

Decrease the percentage of Yr 10 students achieving at Level 4 and below from 28 % (end of 2023) down to 20%.

From the end of 2023 data Yr 10s were at 28% for Critical Thinking and 29% for Movement and Motor Skills. At the end of S1 2024 these had risen to 38% and 42% respectively. This was anticipated due to ongoing curriculum and assessment review with the aim of establishing greater clarity and consistency amongst teaching staff. We are pleased to report that the end of S2 data has the Yr 10s down 15 points to 23% for Critical Thinking, and 21 points to 21% for Movement and Motor Skills. We look forward to this trend continuing as we work to refine and improve our team's capacity into 2025.

## YEAR 7

### Curriculum Level Achievement

#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

#### Strand 1 (if applicable)

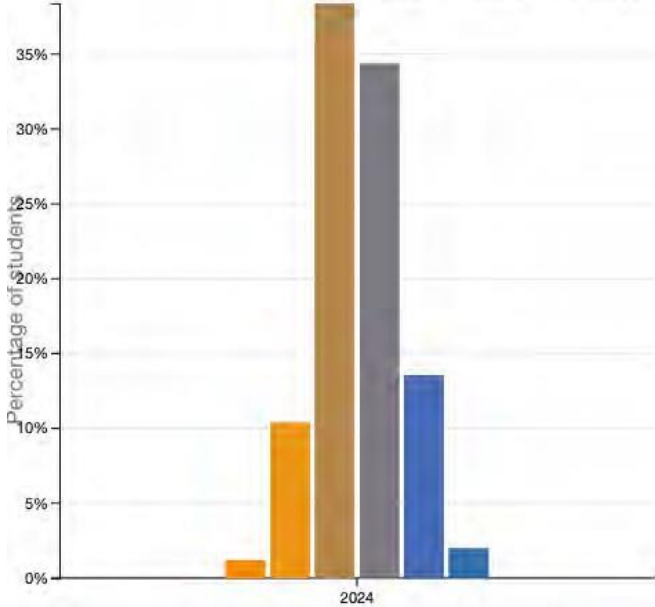
*Movement Motor skills*

*Cause for concern (<2,E3) - 36/246 = 12%*

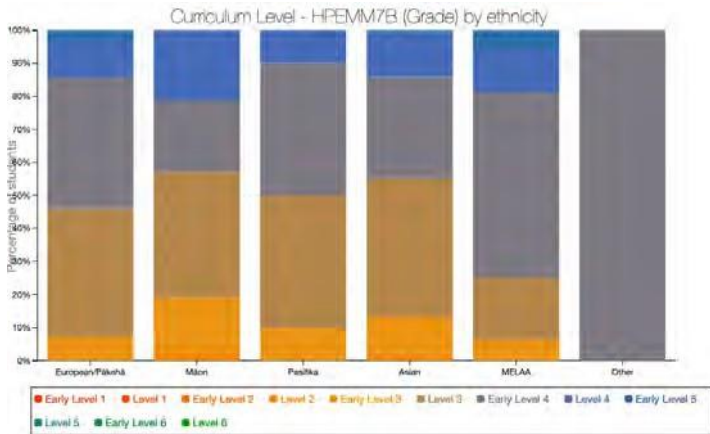
*Good (3,E4) - 177/246 = 74%*

*Excellent (4,E5) - 33/246 = 16%*

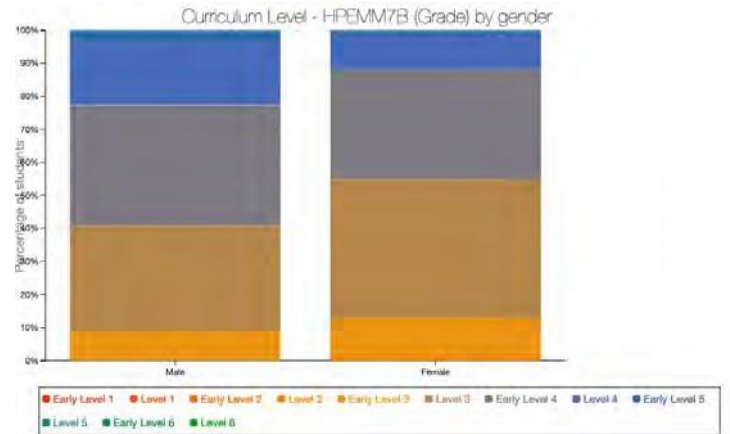
Curriculum Level - HPEMM7B (Grade) for 2024



Repeat for Ethnicity



Repeat for Gender



Strand 2 (if applicable)

Repeat as above

Repeat for Ethnicity

Repeat for Gender

SOLO Achievement

Expected levels of achievement

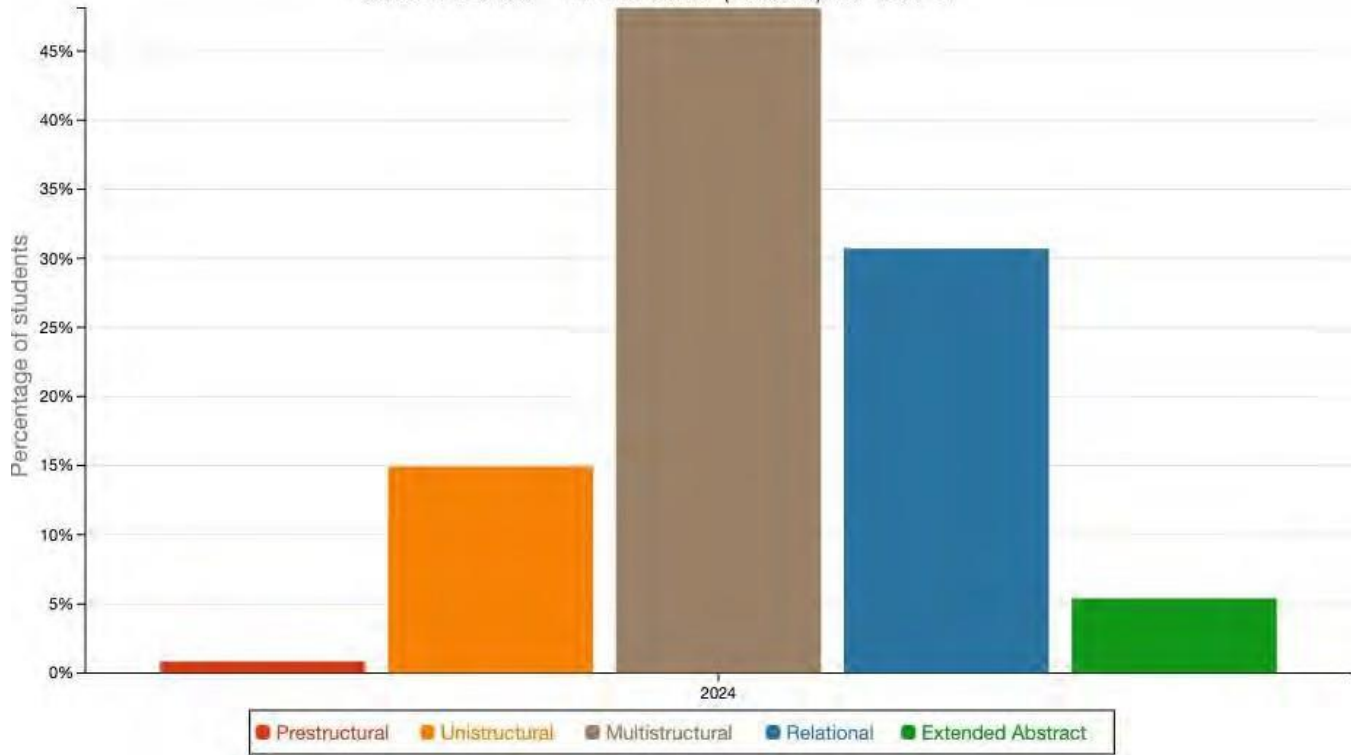
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

Strand 1 (if applicable)

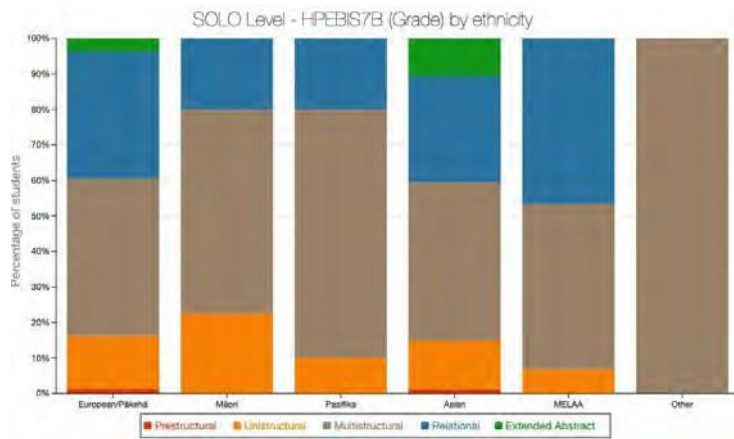
Big Ideas

Multistructural and above - 222/247 = 87% <> 89.9%

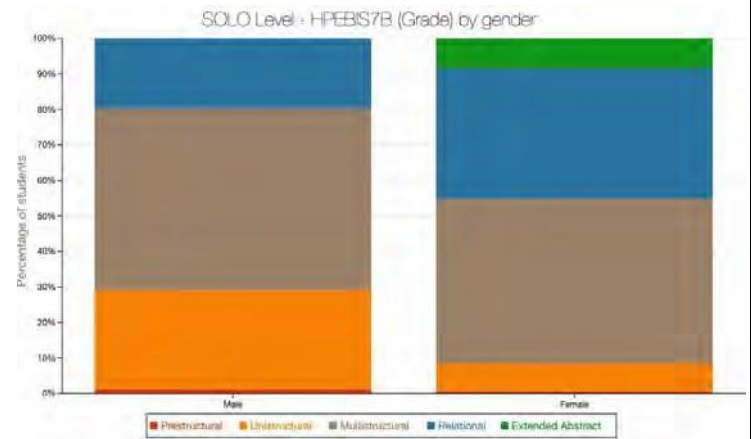
## SOLO Level - HPEBIS7B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



## Strand 2 (if applicable)

Repeat as above

Repeat for Ethnicity

Repeat for Gender

## YEAR 7 ANALYSIS

Here's what ... (describe the data )

### Curriculum Level

- 85% of year 7 students are meeting expectations and beyond for Movement and Motor Skills
- Males and females are similar in achievement for Movement and Motor Skills with males achieving higher only by 10%
- No ethnicity has less than an 80% achievement rate in Movement and Motor Skills

### SOLO

- 87% of students are achieving multi and above for BIS, with 36% Relational and Extended.
- 22% more females than males are achieving multi<sub>1</sub> to <sub>0</sub> and above in the BIS

- Asian has the highest percentage of Extended Abstract in the BIS
- The highest percentage of unistructural grades for BIS is Maori.

**So what ... (what does it show about your curriculum area this Semester for this level?)**

- The cohort's achievement level is strong across both Movement and Motor Skills and SOLO.
- The removal of Curriculum Level - Critical Thinking has enabled teachers to focus teaching and learning resulting in improved student achievement across all areas.

**Now what ... (Establish goals and possible PLD for your team for S2)**

- Increase the percentage of students achieving Relational and Extended in SOLO tasks.
- Close the gap between males and females in the BIS
- Continued refinement of Movement and Motor Skills assessment tracking for increased robustness.

# YEAR 8

## Curriculum Level Achievement

**Expected Levels of Achievement**

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	Early 3	3	Early 4	4	Early 5	5

**Strand 1** (if applicable)

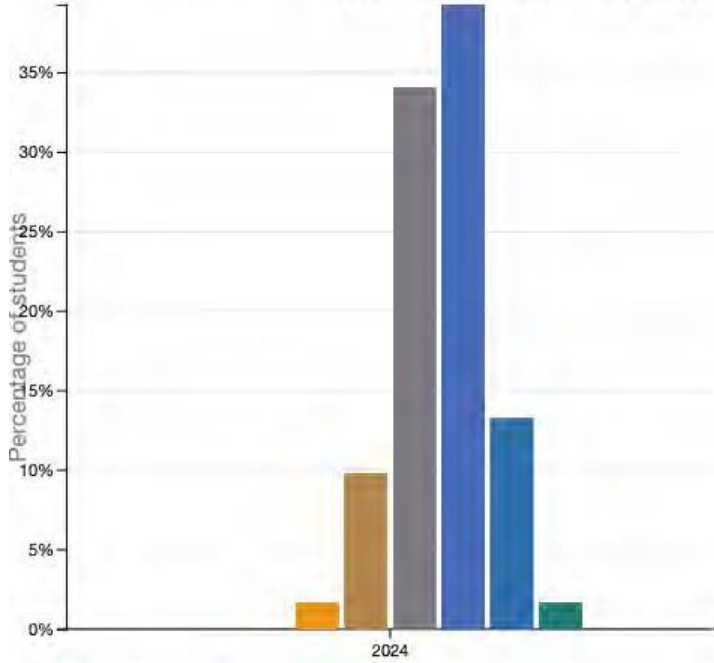
*Movement Motor skills*

*Cause for concern (<2, E3) - 12%*

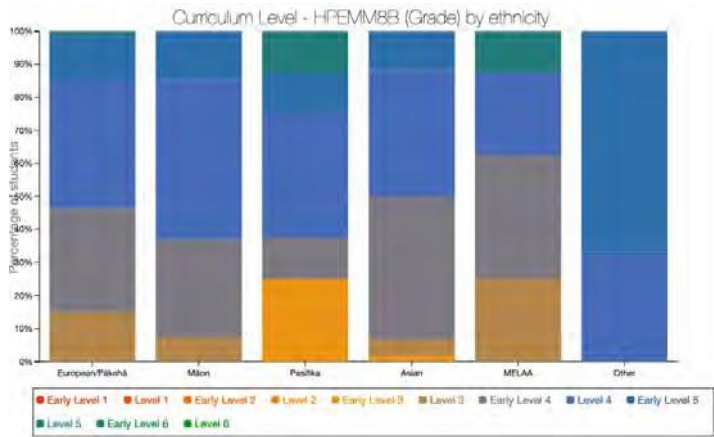
*Good (3,E4) - 74%*

*Excellent (4,E5) - 15%*

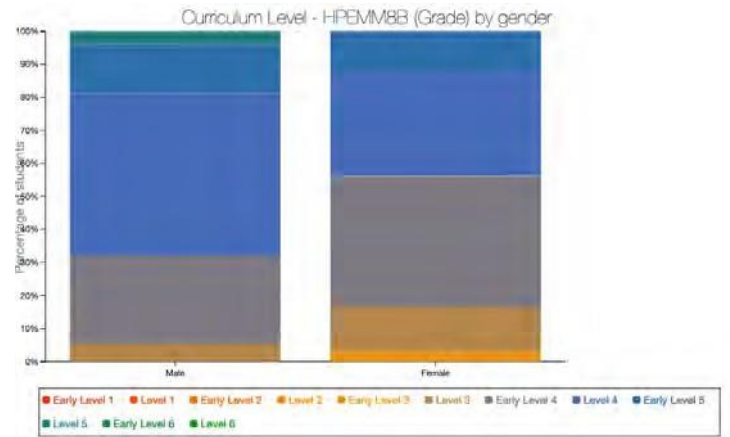
### Curriculum Level - HPEMM8B (Grade) for 2024



#### Repeat for Ethnicity



#### Repeat for Gender



### Strand 2 (if applicable)

Repeat as above

Repeat for Ethnicity

Repeat for Gender

## SOLO Achievement

### Expected levels of achievement

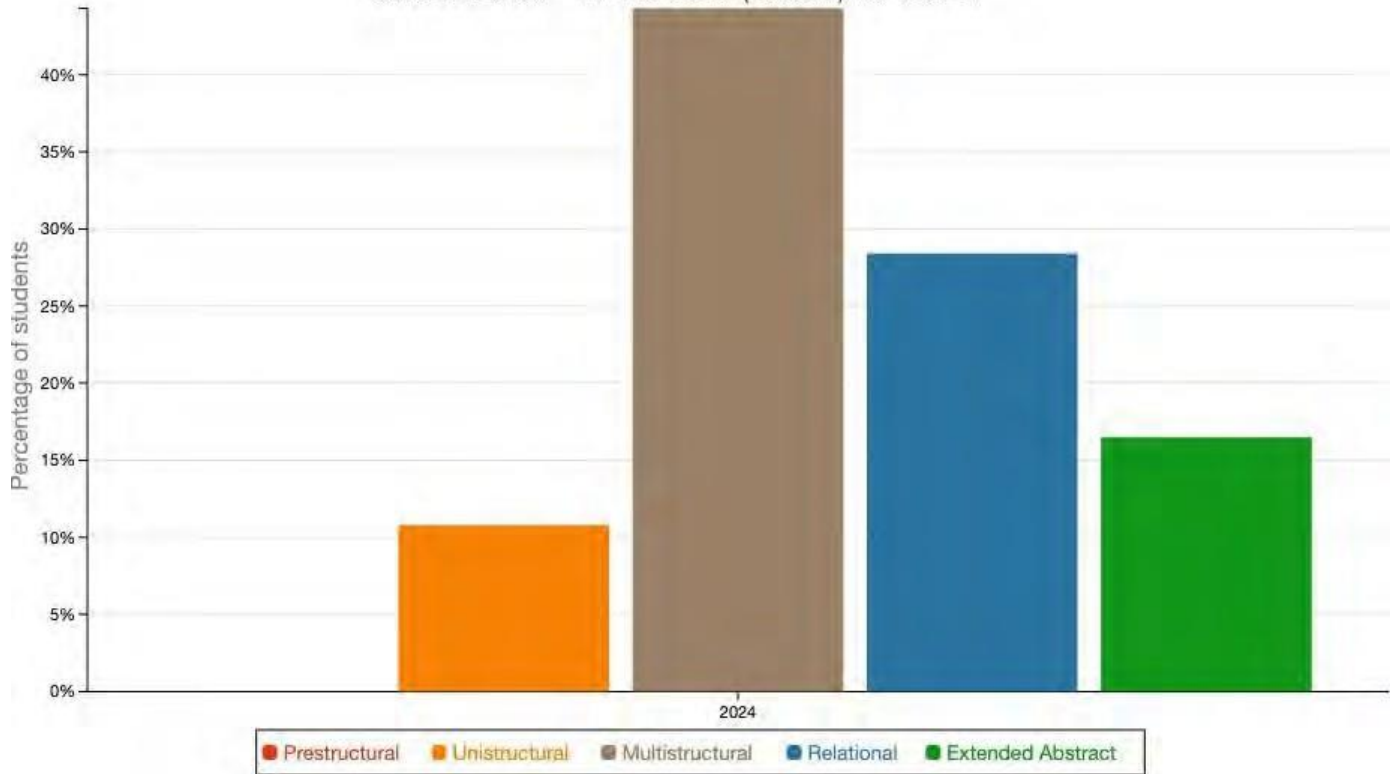
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 (if applicable)

**Big Ideas**

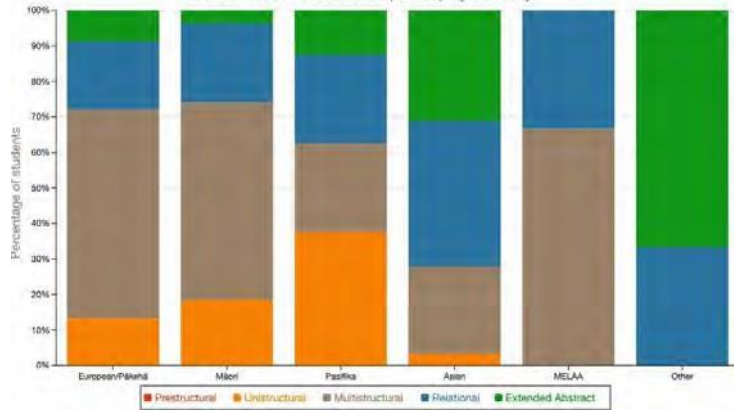
*Multistructural and above - 89%*

SOLO Level - HPEBIS8B (Grade) for 2024



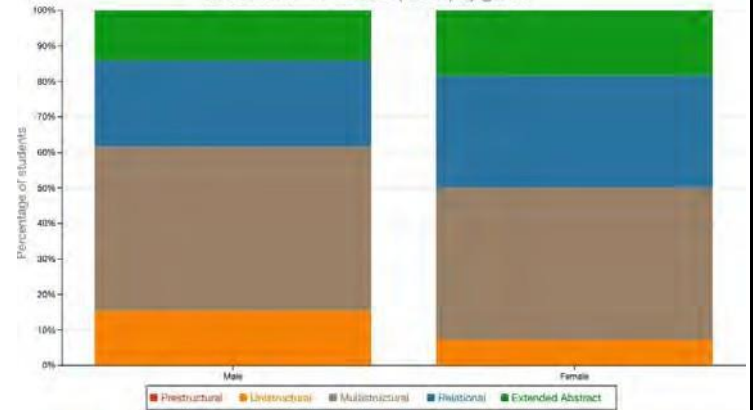
**Repeat for Ethnicity**

SOLO Level - HPEBIS8B (Grade) by ethnicity



**Repeat for Gender**

SOLO Level - HPEBIS8B (Grade) by gender



**Strand 2 (if applicable)**

*Repeat as above*

*Repeat for Ethnicity*

*Repeat for Gender*

**YEAR 8 ANALYSIS**

**Here's what ... (describe the data )**

**Curriculum Level**

- Just under 90% of year 8 students are meeting expectations and beyond for Movement and Motor Skills
- Males are higher achievers when looking at Movement and Motor Skills with an 18% difference between the E4 / 4 curriculum levels.

- Over 90% of Maori students are meeting and exceeding expectations for Movement and Motor Skills.

#### SOLO

- Almost 90% of students are achieving multi and above for BIS, with 45% Relational and Extended.
- Females are higher achievers when looking at the BIS by a few percentage points across levels.
- The highest percentage of unistructural grades for BIS is Pasifika and Maori.

#### So what ... (what does it show about your curriculum area this Semester for this level?)

- The cohort's achievement level is very strong across both Movement and Motor Skills and SOLO.
- The removal of Curriculum Level - Critical Thinking has enabled teachers to focus teaching and learning resulting in improved student achievement across all areas.

#### Now what ... (Establish goals and possible PLD for your team for S1)

- Increase the percentage of students achieving Relational and Extended in SOLO tasks.
- Continued refinement of Movement and Motor Skills assessment tracking for increased robustness.
- Opportunity to increase engagement / success for females in Movement and Motor Skills.

## YEAR 9

### Curriculum Level Achievement

#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

#### Strand 1 (if applicable)

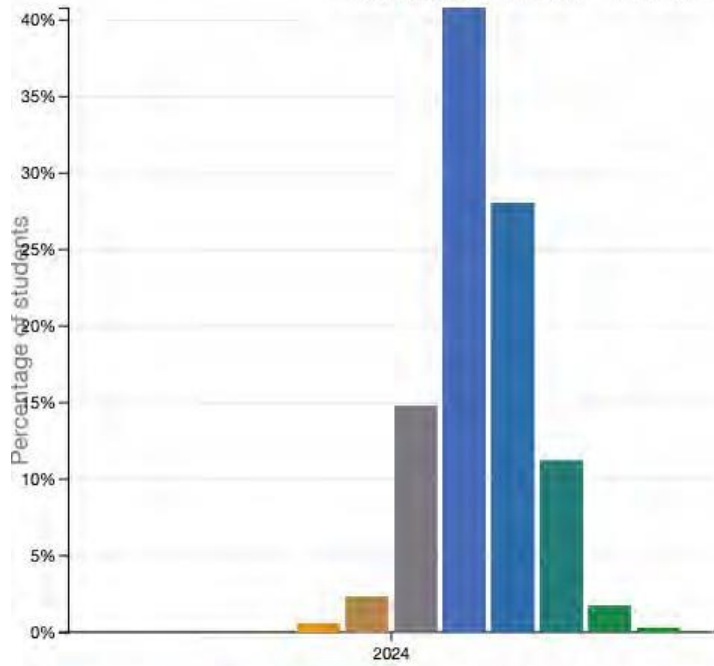
##### *Critical Thinking*

*Cause for concern (<3, E4) - 114/314 = 18%*

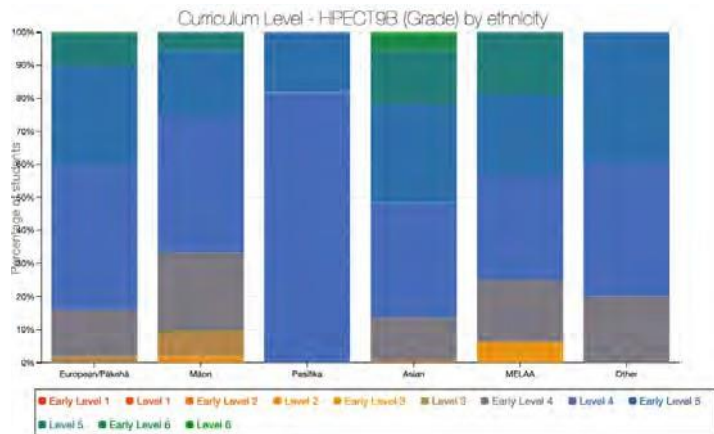
*Good (4,E5) - 175/314 = 68%*

*Excellent (5,E6) - 25/314 = 14%*

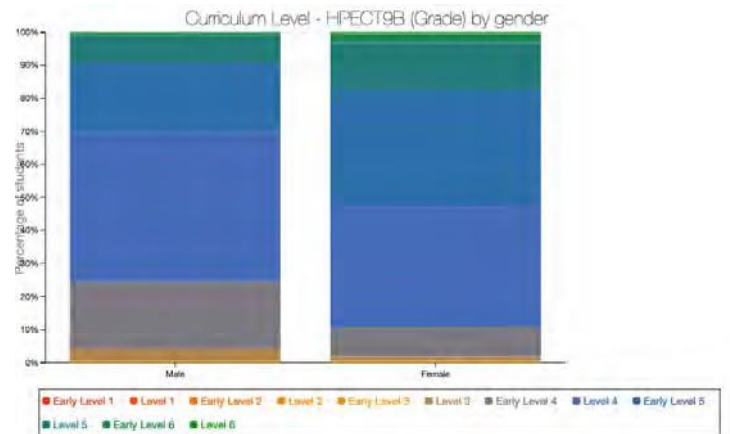
Curriculum Level - HPECT9B (Grade) for 2024



Repeat for Ethnicity



Repeat for Gender



**Strand 2 (if applicable)**

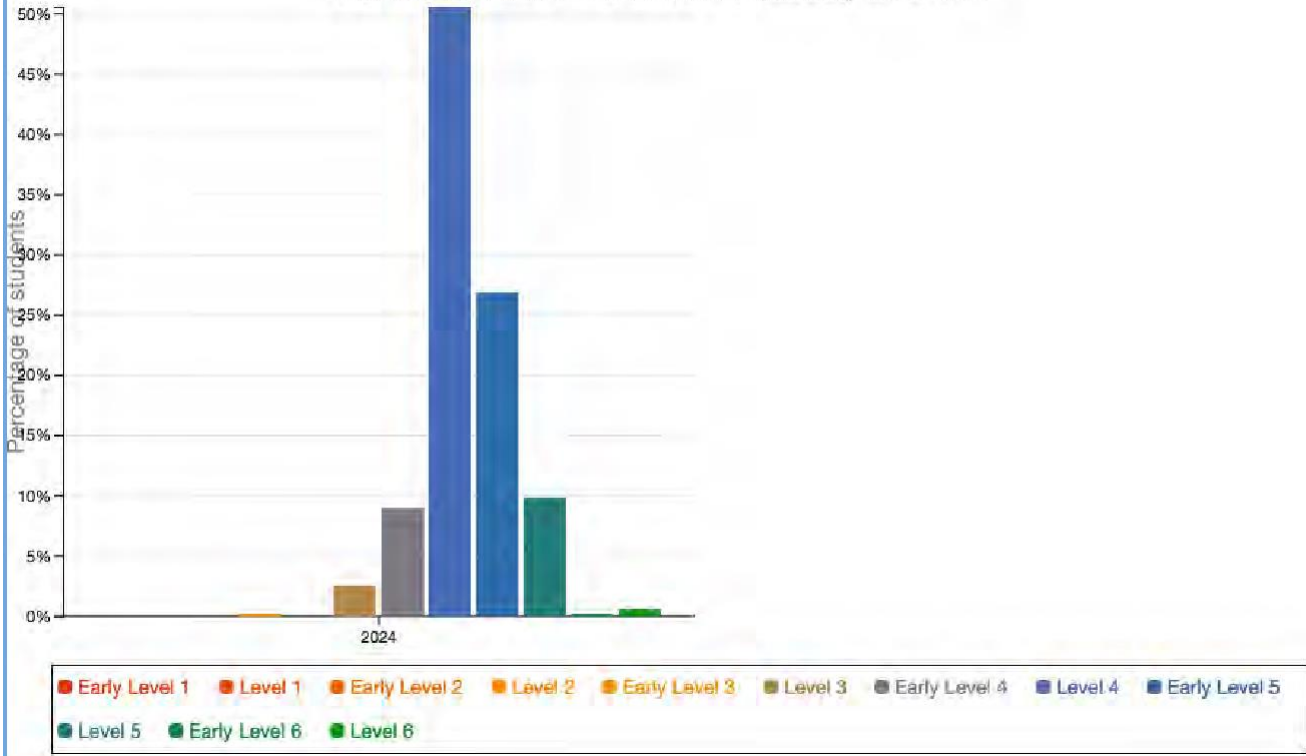
*Movement Motor skills*

Cause for concern (<3, E4) - 75/317 = 12%

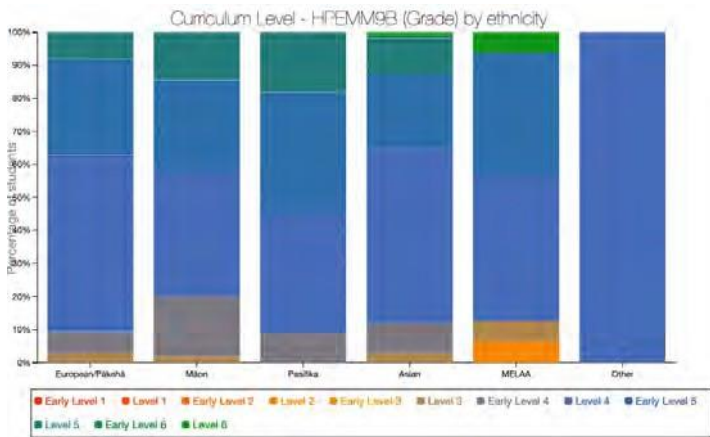
Good (4,E5) - 221/317 = 77%

Excellent (5,E6) - 21/317 = 11%

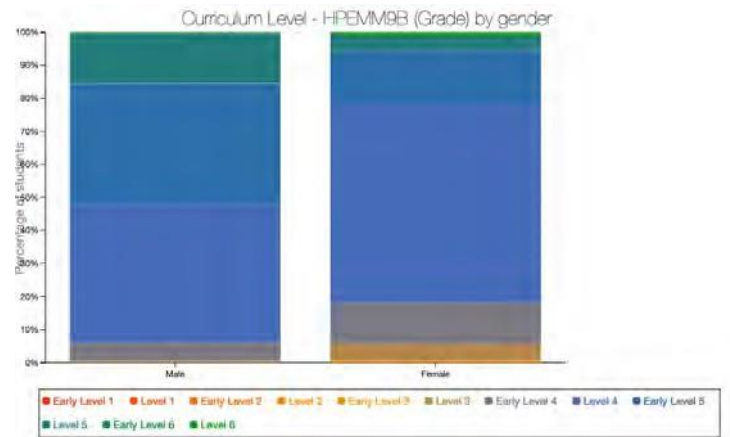
Curriculum Level - HPEMM9B (Grade) for 2024



Repeat for Ethnicity



Repeat for Gender



## SOLO Achievement

### Expected levels of achievement

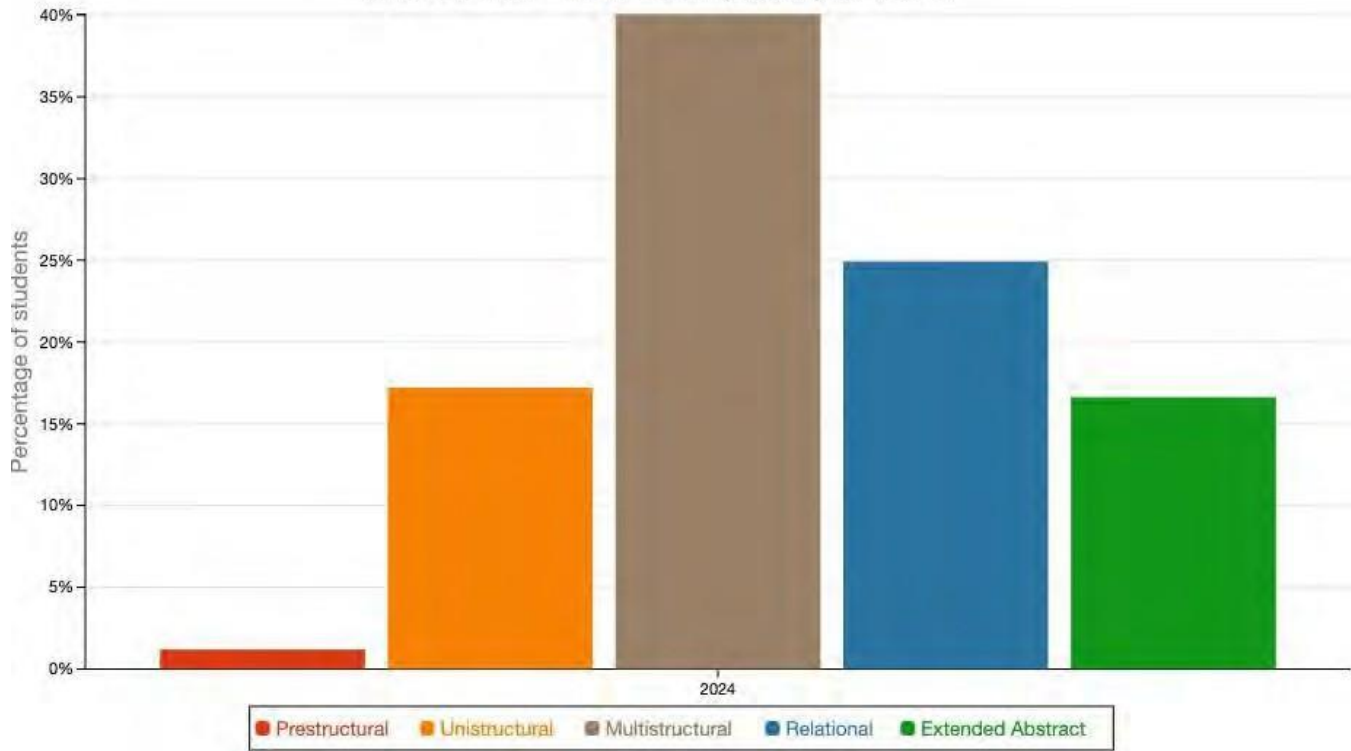
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 (if applicable)

#### Big Ideas

Multistructural and above -  $254/313 = 77\% \leftrightarrow 81\%$

## SOLO Level - HPEBIS9B (Grade) for 2024



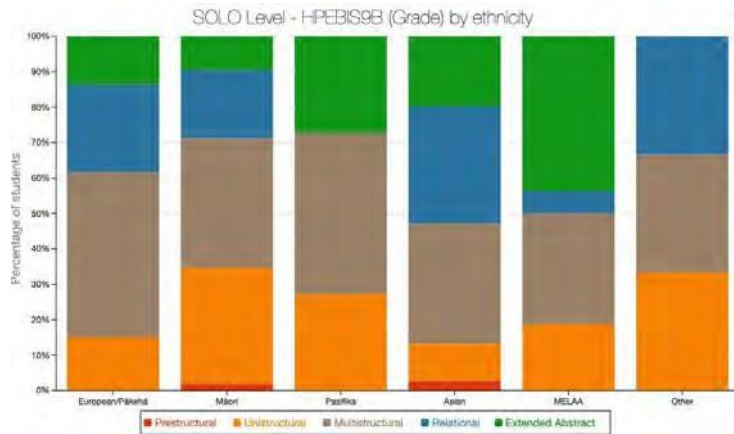
Repeat for Ethnicity

Repeat for Gender

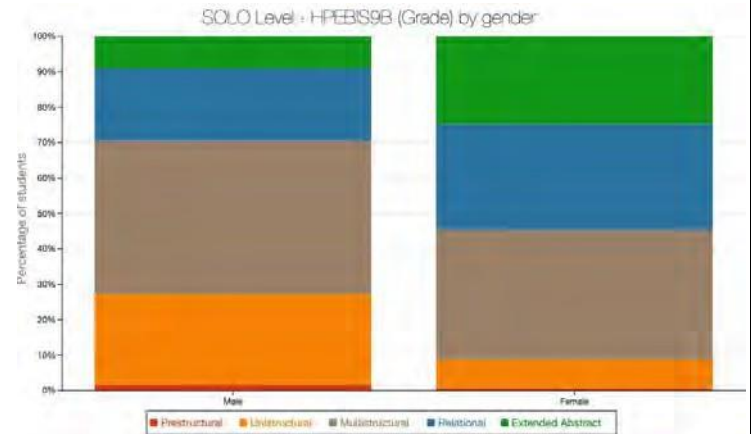
### Strand 2 (if applicable)

Repeat as above

Repeat for Ethnicity



Repeat for Gender



## YEAR 9 ANALYSIS

Here's what ... (describe the data )

Curriculum Level

- 82% of students are meeting expectations and beyond for Critical Thinking.
- Just under 90% of students are meeting expectations and beyond for Movement and Motor Skills
- Females are higher achievers in Critical Thinking with a 14% difference.
- Males are higher achievers when looking at Movement and Motor Skills with a 12% difference.
- 100% of the 11 pacifica students achieved expected CL and above in Critical thinking. Followed by Asian (86%). Maori had the lowest percentage of achievement with 67%.

## SOLO

- 82% of students are achieving multi and above for BIS
- Females achieve a larger number of Relational and Extended grades than males.
- Pasifika, Maori and MELAA had the highest percentage of unistructural grades for BIS.

### So what ... (what does it show about your curriculum area this Semester for this level?)

An increased focus on movement and motor skills has ensured a high percentage of achievement for year 9. Females continue to be higher achievers in Critical thinking and Males higher achievers in Movement and Motor skills. Maori have the lowest percentage of achievement in both Critical Thinking and BIS.

### Now what ... (Establish goals and possible PLD for your team for S2)

Increasing achievement success for Maori in theory and literacy based tasks to improve CT and BIS grades. Supporting males to close the gap in BIS, ensuring literacy is not a barrier to them expressing their understanding of theory topics.

Continue to encourage female participation in practical PE, develop strategies to ensure a safe and supportive environment.

# YEAR 10

## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 4	4	Early 5	5	Early 6	6

### Strand 1 (if applicable)

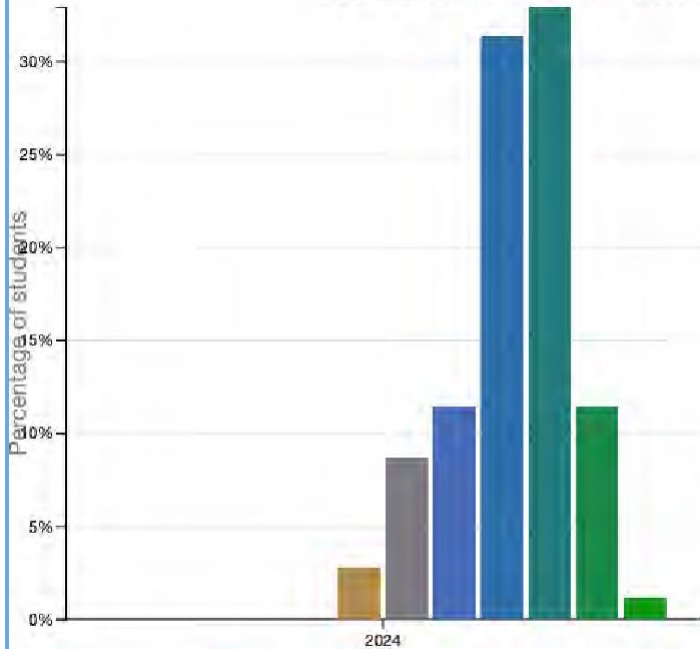
#### *Critical Thinking*

*Cause for concern (<E4,4) - 23%*

*Good (E5,5) - 67%*

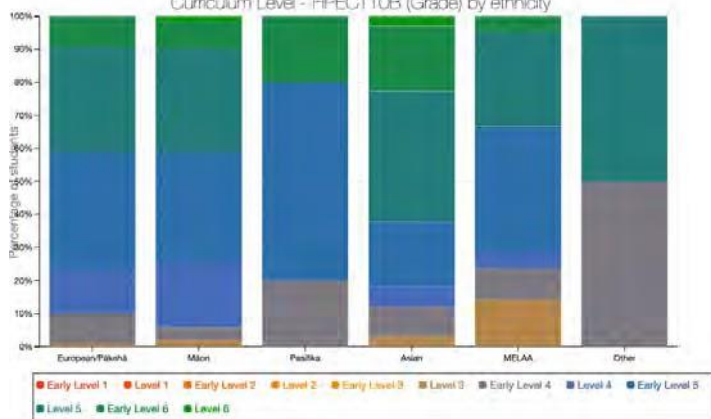
*Excellent (E6,6) - 10%*

Curriculum Level - HPECT10B (Grade) for 2024



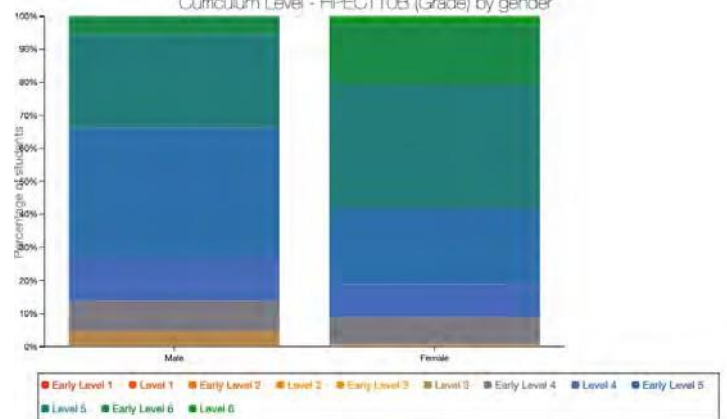
Repeat for Ethnicity

Curriculum Level - HPECT10B (Grade) by ethnicity



Repeat for Gender

Curriculum Level - HPECT10B (Grade) by gender



**Strand 2** (if applicable)

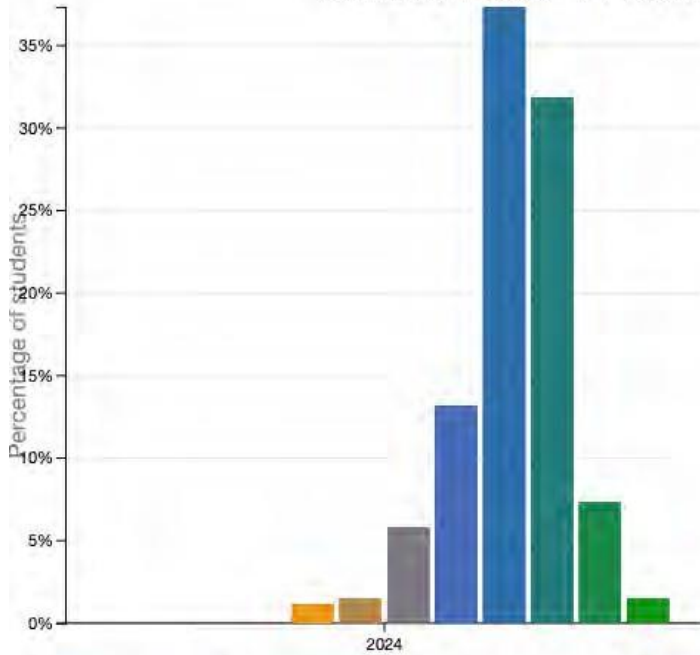
*Movement Motor skills*

Cause for concern (<E4,4) - 21%

Good (E5,5) - 71%

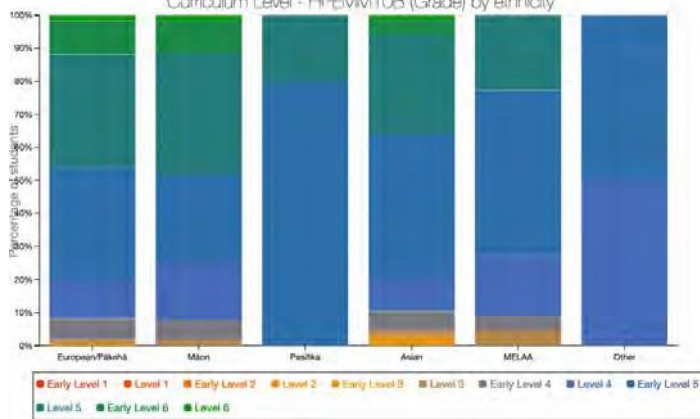
Excellent (E6,6) - 8%

Curriculum Level - HPEMM10B (Grade) for 2024



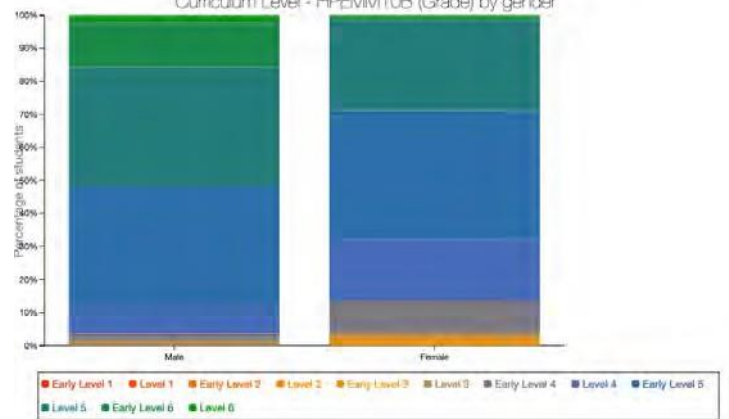
Repeat for Ethnicity

Curriculum Level - HPEMM10B (Grade) by ethnicity



Repeat for Gender

Curriculum Level - HPEMM10B (Grade) by gender



## SOLO Achievement

Expected levels of achievement

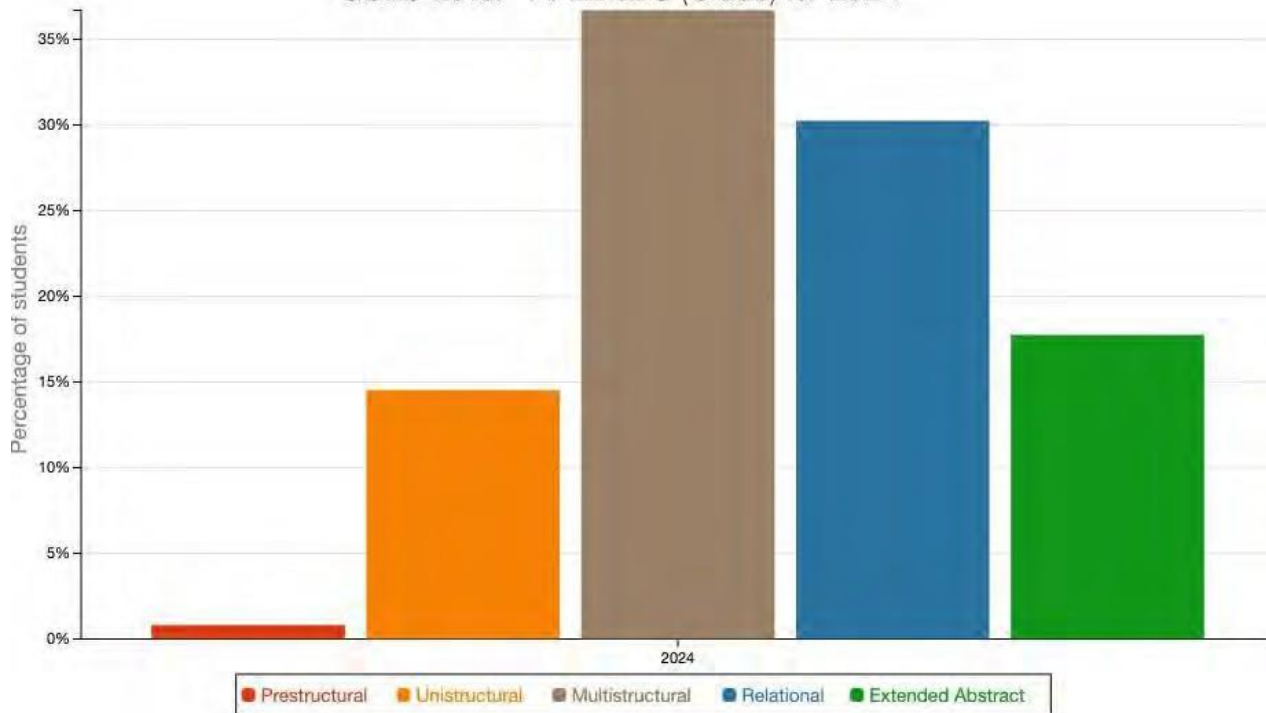
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

Strand 1 (if applicable)

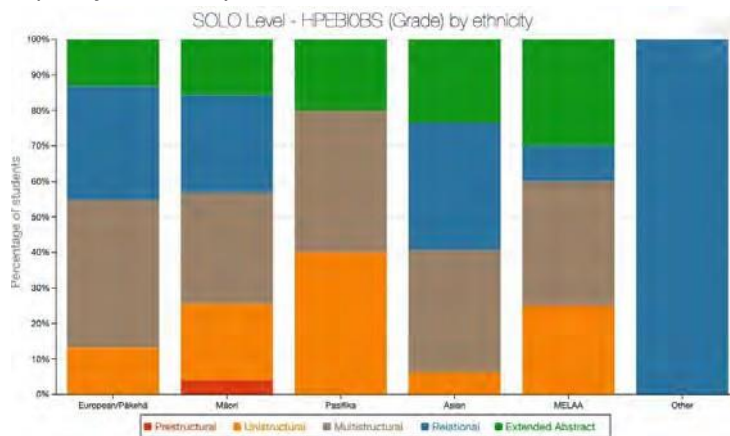
Big Ideas

Multistructural and above - 83%

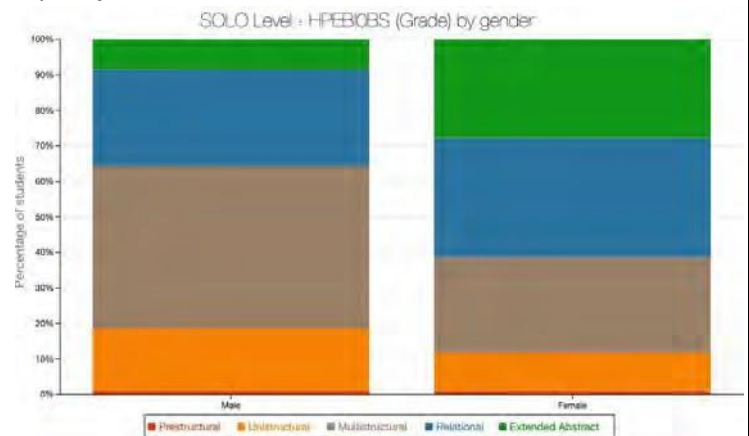
### SOLO Level - HPEBIOBS (Grade) for 2024



#### Repeat for Ethnicity



#### Repeat for Gender



### Strand 2 (if applicable)

Repeat as above

Repeat for Ethnicity

Repeat for Gender

## YEAR 10 ANALYSIS

Here's what ... (describe the data )

#### Curriculum Level

- Just under 80% of students are meeting expectations and beyond for Critical Thinking.
- Just under 80% of students are meeting expectations and beyond for Movement and Motor Skills
- Females are higher achievers when looking at Critical Thinking with a 20 percentage point difference at level 5.
- Males are higher achievers when looking at Movement and Motor Skills with a nearly 20 percentage point difference at level 5
- Asian has the largest percentage of students meeting and exceeding expectations for critical thinking followed by European and Maori.

## SOLO

- 83% of students are achieving multi and above for BIS
- Students achieving Extended sits around 17%, a 7% increase from S1.
- Females achieve a larger number of Relational and Extended grades than males.
- Pasifika, Maori and MELAA had the highest percentage of unistructural grades for BIS.

## So what ... (what does it show about your curriculum area this Semester for this level?)

- S2's cohort has strong achievement levels across both curriculum areas and SOLO.
- Engagement in practical lessons has increased overall leading to higher achievement levels for Movement and Motor Skills.
- Females outperform males at higher levels within SOLO grades.

## Now what ... (Establish goals and possible PLD for your team for S1)

- Continue goal of reducing Cause for Concern numbers to below 20%
- Deepen understanding of the relationship / dynamic both males and females have with practical PE and explore ways to address. Explore the idea of split gender options within / for lessons.

# OVERALL ANALYSIS

## Describe the overarching trends in the data

**Year 7s** overall achievement level is strong across both Movement and Motor Skills and SOLO. The removal of Curriculum Level - Critical Thinking has enabled teachers to focus teaching and learning resulting in improved student achievement across all areas. SOLO results are high, with 36% Relational and Extended.

**Year 8s** experience high levels of achievement with almost 90% of year 8 students meeting expectations and beyond for Movement and Motor Skills. SOLO results are high with nearly 90% of students achieving multi and above for BIS, with 45% Relational and Extended. Females continue to achieve at slightly higher levels in SOLO than males, with the inverse for Movement and Motor Skills

**Year 9s** have experienced an increase in achievement levels from previous with now over 80% in Critical Thinking and 90% in Movement and Motor Skills. SOLO grades are also above 80%, with females receiving a higher amount of Relational and Extended Abstract grades.

**Year 10s** have seen significant improvement. For Movement and Motor Skills and Critical Thinking achievement levels are nearly at 80%, which was a target goal for Semester B 2024. Males achieve significantly higher in Movement and Motor Skills, with females achieving higher in both Critical Thinking and SOLO grades.

Achievement levels are trending positively across all year levels and across Movement, Critical Thinking and SOLO.

## Set areas of target and/or goals for next semester, and plans to achieve these

Consolidate the Yr 7 and 8 programme.

- Support Yr 7 teachers in understanding and embedding existing learning programmes.
- Continue to uphold high expectations for teaching and learning within the year 7 & 8 programme.

Set L6 of curriculum as target for yr 10 learners.

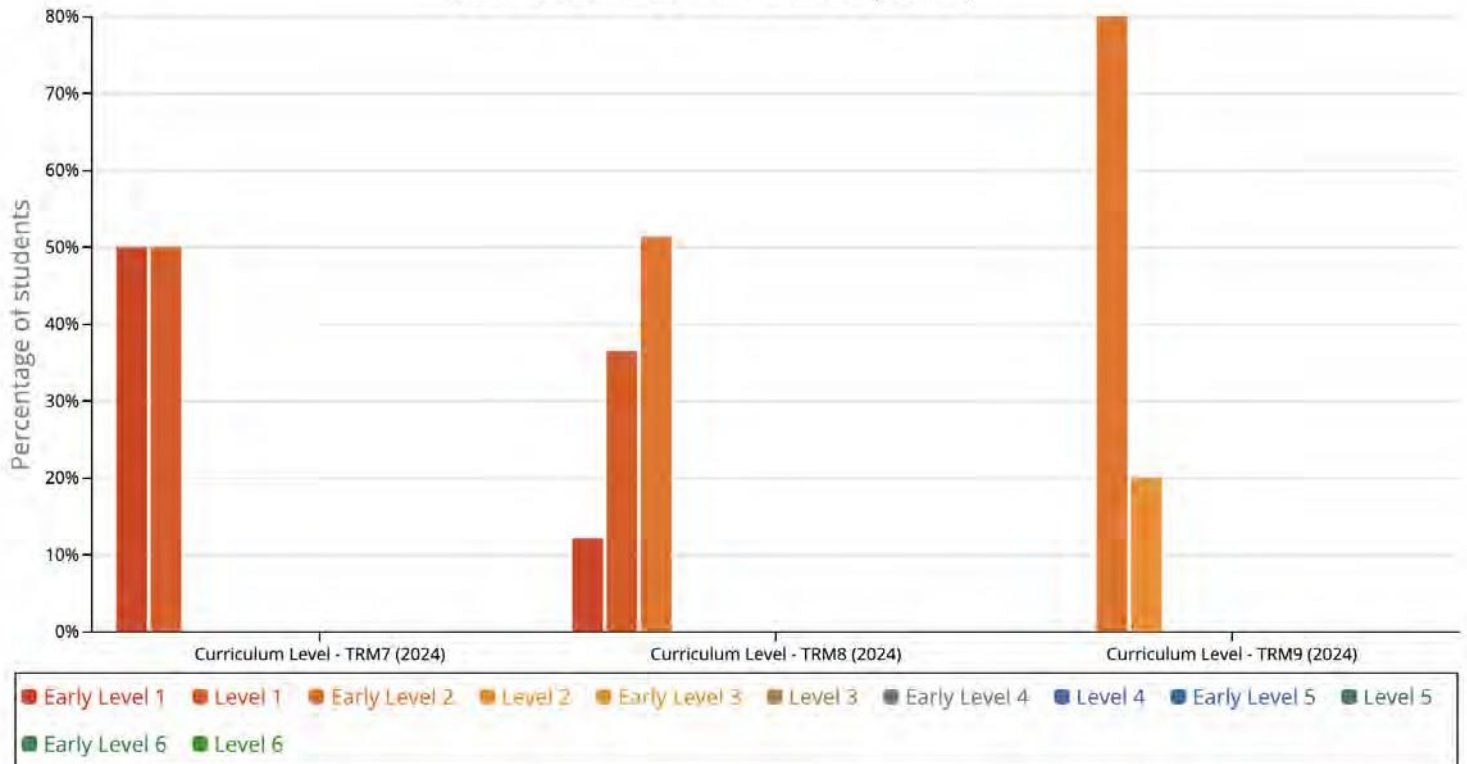
- Review existing curriculum docs and assessment rubrics to identify focus area to align with L6 of the curriculum.
- Support yr 10 teachers in understanding changes to identified focus area
- Develop learning activities that enable learners to access level 6

# Te Reo Maori END OF SEMESTER DATA ANALYSIS S2

## 2024 ACHIEVEMENT TARGET

Identify an area of achievement as a target to improve based on 2023 Achievement Data Analysis

Exam results for Curriculum Level - TRM7 (2024), Curriculum Level - TRM8 (2024), Curriculum Level - TRM9 (2024)



### NZC Curriculum Level Expectations for Te Reo Māori

Year Level      Expected NZC Level

Year 7 (TRM7)      Level 3

Year 8 (TRM8)      Level 4

Year 9 (TRM9)      Level 5

- Students who achieve at or above these levels are meeting or exceeding expectations.
- Students who fall below these levels are performing below expected standards.

#### 1. Year 7 (TRM7)

- 50% of students are at Early Level 1 and Level 1, meaning half of the students are far below the expected Level 3 standard.
- No significant representation at Level 3 or beyond, indicating that most students lack foundational proficiency in Te Reo Māori.

#### 2. Year 8 (TRM8)

- A clear shift upwards, with more students reaching Early Level 3 and Level 3.
- However, most students remain below the expected Level 4, suggesting gradual improvement

but still significant gaps in learning.

3. Year 9 (TRM9)

- A large portion of students remain at Level 2, with only a small percentage reaching Level 3 or Level 4.
- This shows that students are still below the expected Level 5, indicating challenges in progressing towards deeper Te Reo Māori proficiency.

### Considering Student Backgrounds

- Home Language Not Being Te Reo Māori
  - Many students are likely entering RJHS with little to no prior knowledge of Te Reo Māori.
  - Their progress in Te Reo Māori would naturally start at lower levels and require additional time to reach NZC expectations.
- Students Without Prior Te Reo Māori Classes
  - If students have not been in a bilingual or immersion setting before RJHS, their initial proficiency would be low.
  - The data suggests that many students are starting from Level 1 or below, which aligns with expectations for learners with limited exposure.

## YEAR 7

### Curriculum Level Achievement

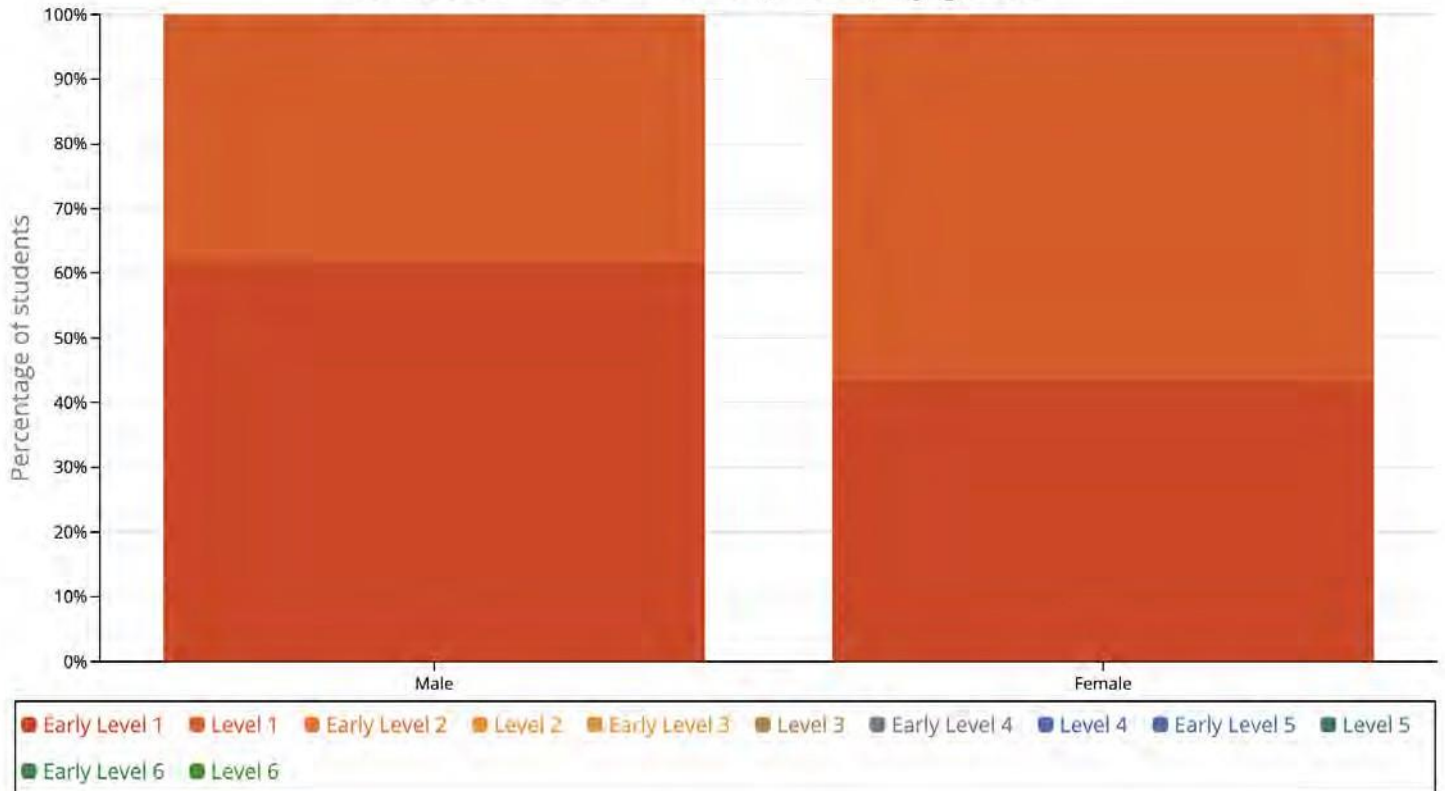
#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

### Strand 1 : Te Reo Maori

*TRM7*

## Curriculum Level - TRM7 (Grade) by gender



## SOLO Achievement

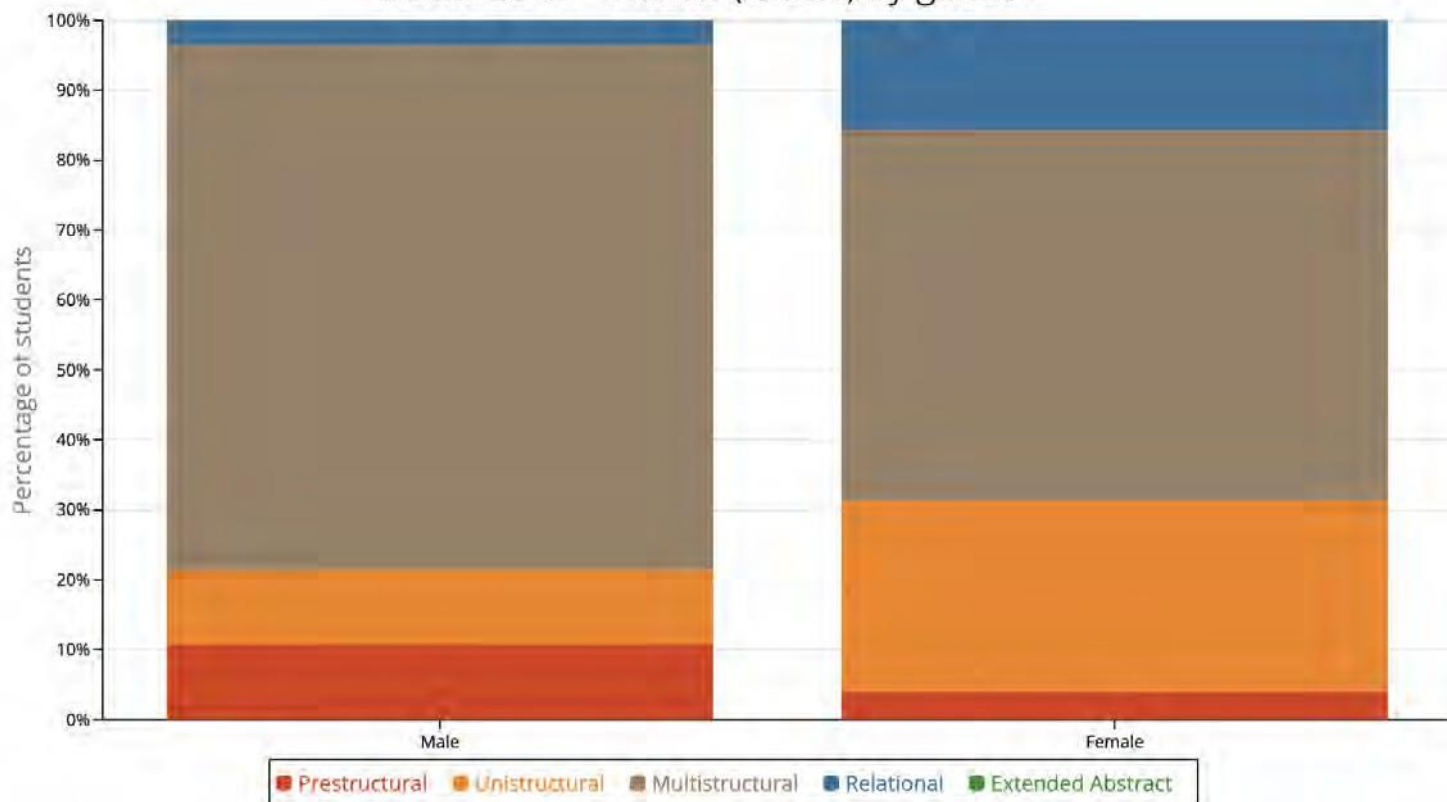
### Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 Te Reo Maori

*TRM7S*

SOLO Level - TRM7S (Grade) by gender



## YEAR 7 ANALYSIS

Here's what ... (describe the data )

- The majority of students (both male and female) are at **Early Level 2 and Level 2**, with some still sitting at **Level 1 or Early Level 1**.
- There are very **few students reaching Early Level 3 or beyond**, meaning most are **below their expected Level 2 standard**. This would be expected due to the majority of students not attending kohanga reo, other Reo Rua classrooms and not being raised in homes where Te Reo is spoken. Most students come to our context with very basic vocabulary knowledge.
- The distribution is fairly **even between male and female students**, showing **no major gender-based discrepancies** in curriculum achievement
- **Most students are at the Multistructural level**, meaning they are learning and remembering information but **struggle to connect ideas meaningfully**.
- A significant proportion of students remain at **Prestructural and Unistructural levels**, indicating **surface-level understanding** rather than deeper thinking.
- Only a **small number of students have reached the Relational level**, and **few or none are at Extended Abstract**.
- There is a slight **difference between genders**, with **female students showing slightly higher representation at the Relational level**.

So what ... (what does it show about your curriculum area this Semester for this level?)

- **Students are performing below their expected curriculum level**, with many still working at **Level 1 instead of Level 2**.
- This suggests that there are **gaps in foundational learning** that may be preventing students from progressing into Level 2 competencies.
- The lack of students achieving beyond **Early Level 2** indicates that **lessons and learning tasks may not be sufficiently challenging or scaffolded to support progression**.

- **Students may need additional literacy and oral language development in Te Reo Māori** to strengthen their skills and improve fluency.
- **Students are gathering knowledge but not applying it deeply**, which suggests that lessons may be **too focused on content delivery rather than inquiry-based learning**.
- The **lack of students at Extended Abstract and low numbers at Relational levels** show that they are **not yet developing critical thinking skills in Te Reo Māori**.
- Students need **more opportunities for analysis, synthesis, and problem-solving tasks in the language**.

Now what ... (Establish goals and possible PLD for your team for S2)

- **Immediate Curriculum Adjustments:**
  - Implement **structured literacy strategies** to support movement from Level 1 to Level 2.
  - Increase **oral language activities** to improve fluency and confidence in using Te Reo Māori.
  - Provide **targeted interventions for struggling students**, such as **smaller learning groups or differentiated instruction**.
  -
- **Professional Learning Development (PLD) for Teachers:**
  - Training on **effective scaffolding techniques** to help students **transition from Level 1 to Level 2 fluency**.
  - **Assessment moderation** to ensure **consistency in evaluating student progress**.
  - Explore **high-engagement strategies** such as **cultural storytelling, interactive learning tools, and gamification**.
- **Teaching Adjustments:**
  - Introduce **more problem-solving and inquiry-based learning** to help students transition from **Multistructural to Relational thinking**.
  - Encourage **higher-order questioning strategies** to **push students beyond surface-level understanding**.
  - Integrate **collaborative and discussion-based learning** to promote deeper engagement.
- **PLD for Teachers:**
  - **Training in SOLO-based questioning techniques** to foster **critical thinking** in Te Reo Māori.
  - How to **design activities that promote deeper learning**, such as **debates, project-based learning, and real-world problem-solving in Te Reo Māori**.
  - Using **reflective learning strategies** so students can **think about their thinking and track their learning progression**.

# Curriculum Level Achievement

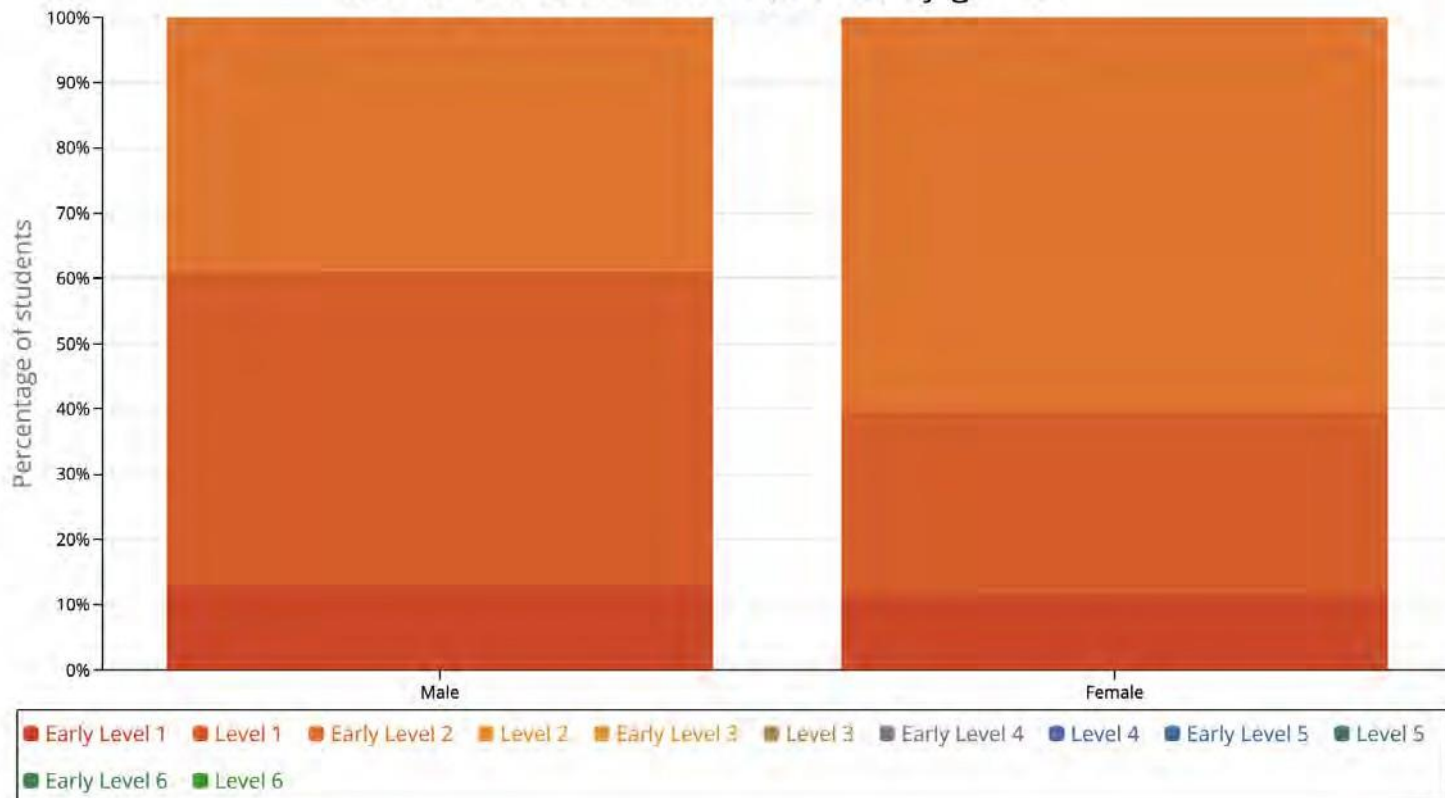
## Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

## Strand 1 Te Reo Maori

TRM8

Curriculum Level - TRM8 (Grade) by gender



# SOLO Achievement

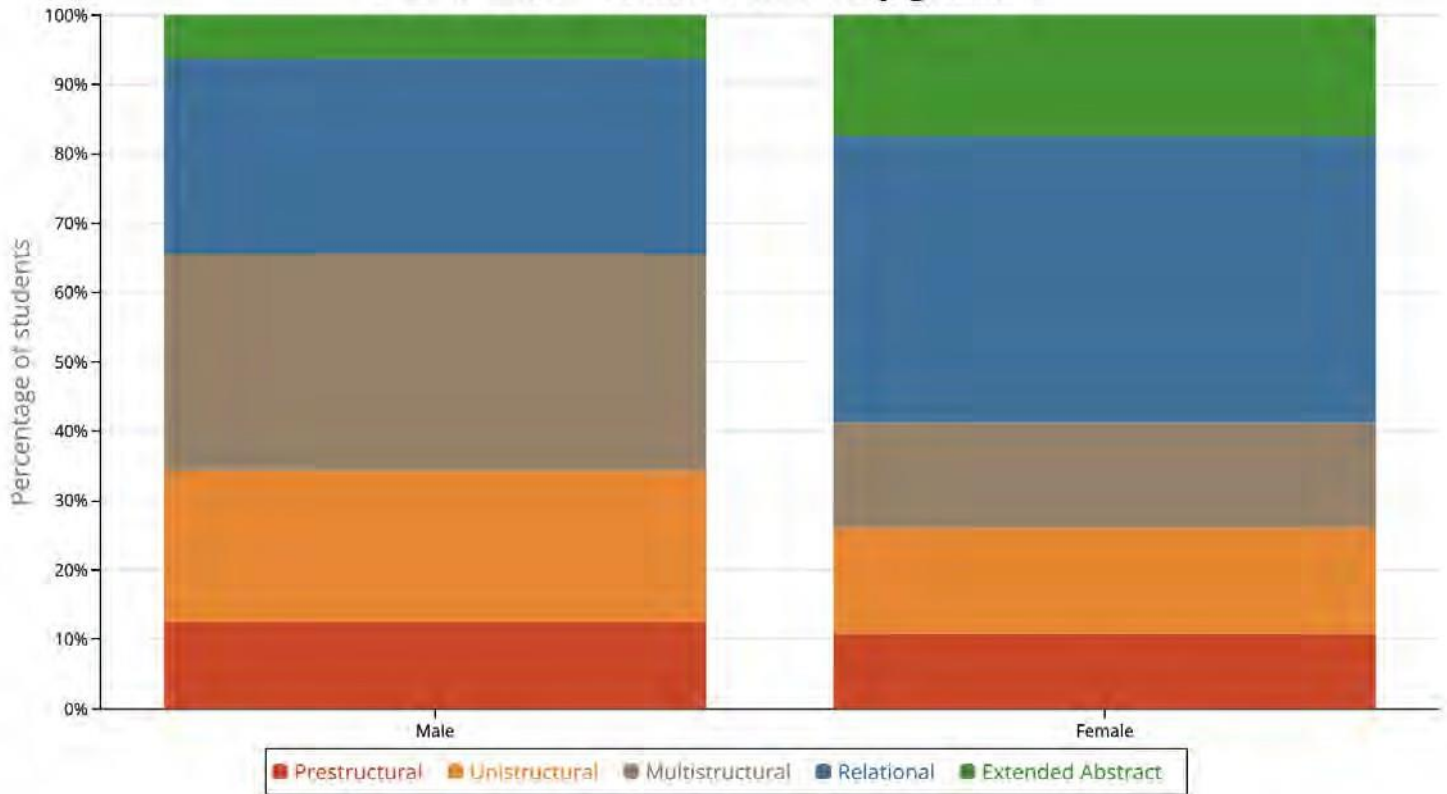
## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 Te Reo Maori

TRM8S

SOLO Level - TRM85 (Grade) by gender



## YEAR 8 ANALYSIS

Here's what ... (describe the data )

- The majority of students (both male and female) are working at **Early Level 2 and Level 2**, while only a small proportion are reaching **Early Level 3 or Level 3**. This would be expected due to the majority of students not attending kohanga reo, other Reo Rua classrooms and not being raised in homes where Te Reo is spoken. Most students come to our context with very basic vocabulary knowledge.
- **Few or no students are reaching Level 4**, which suggests that most students are behind their expected **Level 3 target** for this age group.
- There are no significant gender differences; both boys and girls display similar trends in achievement.
- **A more balanced spread across SOLO levels compared to TRM9**, indicating **some students are beginning to develop deeper thinking skills**.
- A significant portion of students remain at **Multistructural and Unstructural levels**, meaning they are **gathering knowledge but struggling to connect ideas**.
- A positive observation is that **many students have reached Relational level**, and some have even achieved **Extended Abstract**—showing that deeper thinking is possible for certain learners.
- **More females appear to be reaching Relational and Extended Abstract levels compared to males**.

So what ... (what does it show about your curriculum area this Semester for this level?)

- **Most students are one level below where they should be**, which indicates a **gap in foundational skills** needed for Level 3.
- The low number of students achieving Level 3 or higher suggests that **students are struggling with progression and may require more scaffolding and support**.

- This could indicate that **lesson pacing, teaching strategies, or assessments may not be effectively helping students transition from Level 2 to Level 3.**
- There may be a **need for increased focus on oral language, writing skills, and comprehension strategies** to bridge this gap.
- Unlike curriculum levels, **students are showing some depth in thinking, even if their language proficiency is behind.**
- The **gap between curriculum levels and SOLO thinking indicates students may understand concepts but struggle with language application.**
- There is still a need for **more students to transition from Multistructural to Relational** to ensure that they **not only collect knowledge but also apply and analyze it in meaningful ways.**

Now what ... (Establish goals and possible PLD for your team for S2)

- **Curriculum Intervention:**
  - Focus on **building key Level 3 skills:** sentence structure, complex vocabulary, and comprehension tasks.
  - Implement **targeted teaching for struggling students**, such as **small-group instruction or one-on-one support.**
  - Use **immersion-based learning** to improve fluency and engagement.
- **Professional Learning Development (PLD) Focus:**
  - **Scaffolding techniques** to transition students from Level 2 to Level 3.
  - **Effective use of assessment data** to track progression and adjust teaching strategies accordingly.
  - **Interactive and engaging methodologies** for Te Reo Māori instruction, such as **games, digital tools, and storytelling.**
- **Strengthen teaching strategies that encourage deeper thinking in Te Reo Māori:**
  - Increase **oral discussions, debates, and inquiry-based learning** to push students into Relational and Extended Abstract thinking.
  - Use **more problem-solving and real-world applications** in Te Reo Māori to enhance **cognitive engagement.**
  - Encourage **peer teaching** so students can explain and challenge each other's understanding.
- **Professional Learning Development (PLD) Focus:**
  - Training on **how to integrate SOLO Taxonomy into lesson planning.**
  - Strategies for **moving students from surface-level to deep-level learning in Te Reo Māori.**
  - **Assessment techniques** to measure SOLO progression and ensure it aligns with **curriculum development.**
  -

# YEAR 9 & 10

## Curriculum Level Achievement

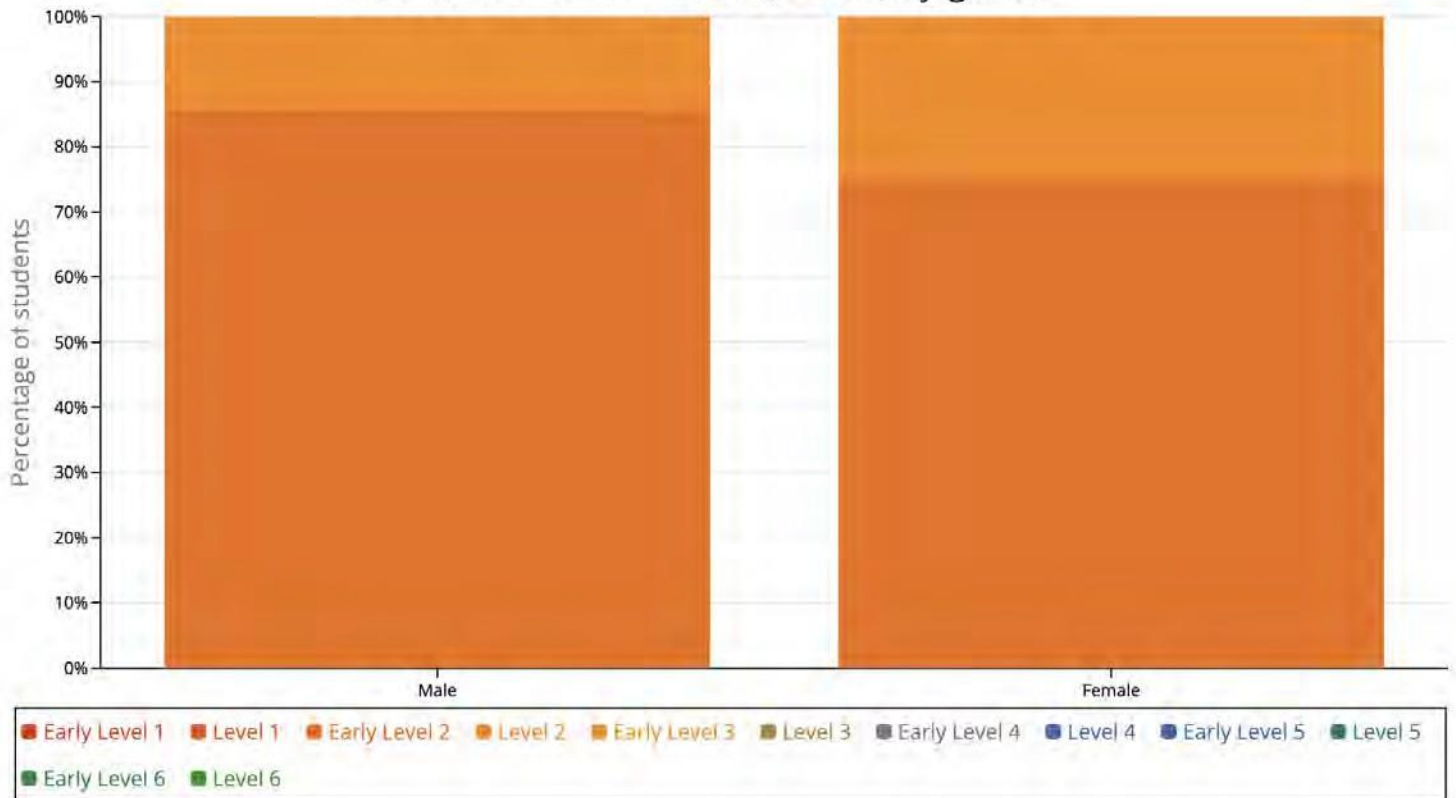
### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

## Strand 1 Te Reo Maori

TRM9

Curriculum Level - TRM9 (Grade) by gender



## SOLO Achievement

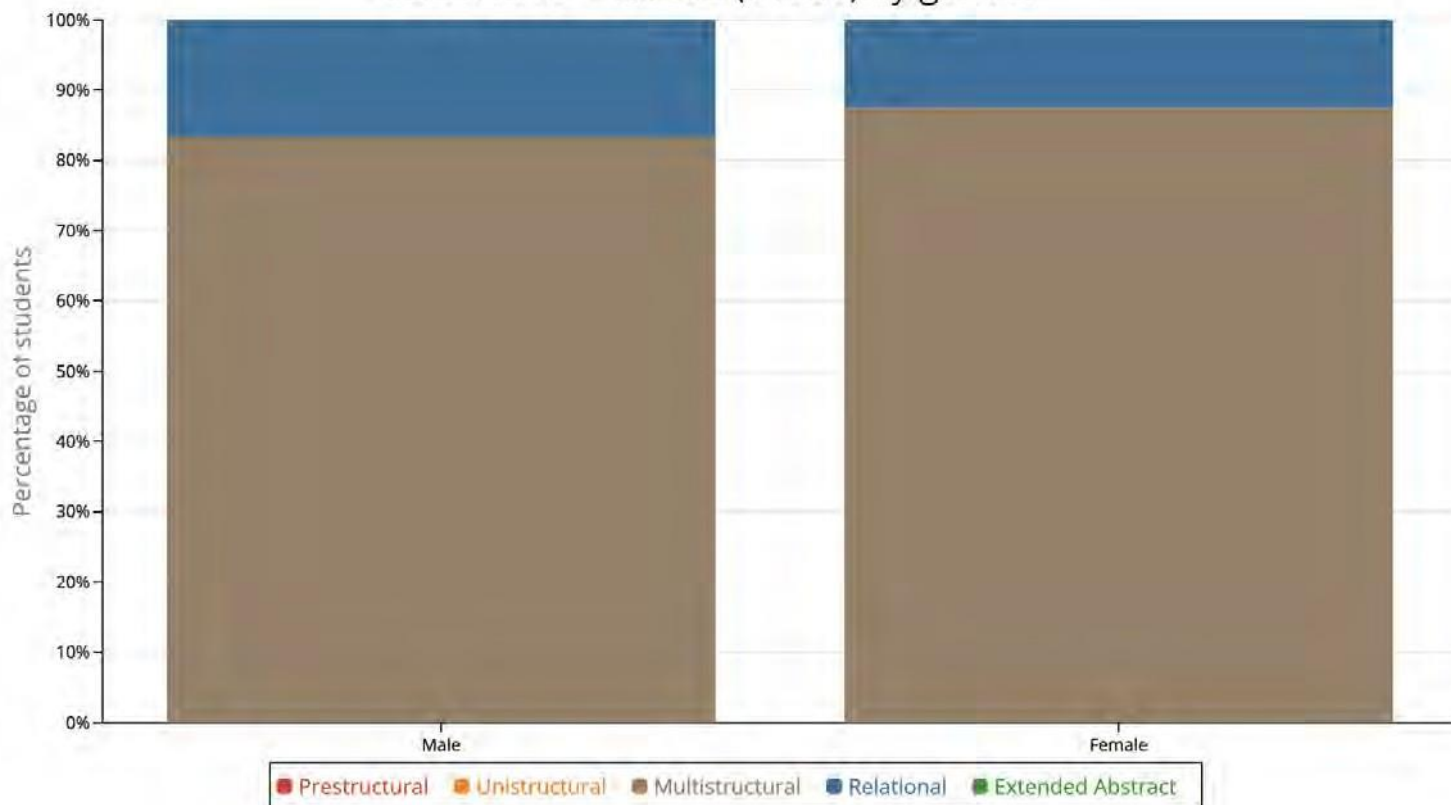
### Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract	

## Strand 1 Te Reo Maori

TRM9S

## SOLO Level - TRM9S (Grade) by gender



## YEAR 9 ANALYSIS

Here's what ... (describe the data )

- The majority of students, both male and female, appear to be at **Early Level 2 and Level 2**, which is **significantly below Level 4**—the expected curriculum level for 13-year-olds.
- There is very little representation in **Level 3 and Level 4**, meaning that most students are struggling to meet their expected curriculum level. This would be expected due to the majority of students not attending kohanga reo, other Reo Rua classrooms and not being raised in homes where Te Reo is spoken. Most students come to our context with very basic vocabulary knowledge.
- The data suggests **no major gender-based differences**; both males and females show similar distributions across levels.
- The majority of students in both gender groups are at the **Multistructural level**, meaning they are **collecting information but not yet making deeper connections**.
- Only a small portion of students are at the **Relational level**, where they can connect ideas meaningfully.
- There are very **few or no students at the Extended Abstract level**, which is the highest stage where students apply and generalize their learning independently.
- This suggests that most students are **stuck in surface-level understanding** rather than engaging in critical thinking.

So what ... (what does it show about your curriculum area this Semester for this level?)

- The fact that most students are working at Level 2 instead of Level 4 suggests that **they are behind in their learning progression**.

- This could indicate **gaps in prior learning**, possible issues with curriculum delivery, or a need for **better scaffolding** in the way content is being taught.
  - If students are not meeting expectations at this stage, **it may affect their ability to engage with more complex language structures** required for deeper learning in Te Reo Māori.
  - The lack of students at **Level 4+** suggests that either **assessments need to be reviewed** to ensure they align with expected outcomes, or more intervention is needed for students who are not progressing.
- 
- Students are acquiring facts and learning basic knowledge, but **struggle to make connections between ideas** in Te Reo Māori.
  - This might indicate that **teaching methods focus too much on rote learning rather than deep inquiry-based learning**.
  - The low numbers at **Relational and Extended Abstract levels** suggest that students are **not yet thinking critically in Te Reo Māori**—they may understand words and phrases but **lack the ability to analyze and apply language skills effectively**.

#### Now what ... (Establish goals and possible PLD for your team for S2)

- **Review curriculum alignment:** Ensure that teaching strategies and assessment methods support students in transitioning from Level 2 to Level 4.
- **Develop targeted interventions:** Introduce support programs such as **differentiated learning groups**, literacy support in Te Reo Māori, or extra learning sessions for struggling students.
- **PLD Focus for Teachers:**
  - **Scaffolding techniques:** Training on how to transition students from basic to more complex sentence structures.
  - **Assessment calibration:** Ensuring that teachers are assessing students at the right level and setting realistic but challenging goals.
  - **Engagement strategies:** Exploring how to make Te Reo Māori more interactive and immersive (e.g., **project-based learning, cultural narratives, and oral fluency activities**).
- **Embed more SOLO strategies into teaching:** Provide explicit teaching on **how to move from Multistructural to Relational and Extended Abstract thinking**.
- **Increase problem-solving and inquiry tasks:** Introduce more **open-ended tasks, discussion-based learning, and real-world application of Te Reo Māori**.
- **PLD Focus for Teachers:**
  - **Higher-order questioning techniques** to push students from Multistructural to Relational thinking.
  - **Metacognition training**, helping students reflect on their own learning process.
  - **Designing assessments and learning tasks** that encourage students to analyze, evaluate, and create in Te Reo Māori.

## OVERALL ANALYSIS

Describe the overarching trends in the data

- **Key Concern:** Students are **working two levels below the expected curriculum level** and **are not yet thinking critically** in Te Reo Māori.
- Still keeping in mind that students Te Reo Maori knowledge they have before starting here at Rototuna.
- Going forward Te Reo Maori assessments in E-asstle may be needed to set a benchmark of students current knowledge to structure learning programs adequately.

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**Set areas of target and/or goals for next semester, and plans to achieve these**

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- **Key Issue:** Students are behind in curriculum levels (mostly at Level 2 instead of Level 3 and level 4), but their SOLO thinking skills are more developed.
- **Immediate Actions:**
  - **Bridge the gap between knowledge and language application** by using **deeper-thinking activities** in **authentic Te Reo Māori contexts**.
  - **Support struggling learners** by providing **scaffolded literacy strategies** to help them **reach Level 3**.
  - **Differentiate teaching strategies** to **challenge higher-level thinkers** while still **supporting those below expectation**.
  - **Differentiate instruction:** Tailor lessons to help students **bridge the gap from Level 2 to Level 4**.
  - **Shift to deeper learning:** Implement SOLO-based teaching strategies to **move students from basic recall to critical thinking**.
  - **PLD Focus for Term 2:**
    - **Curriculum alignment & scaffolding techniques.**
    - **Assessment calibration & moderation.**
    - **Higher-order questioning & inquiry-based learning.**

# END OF SEMESTER DATA ANALYSIS - LANGUAGES

## 2024 ACHIEVEMENT TARGET

To improve tracking of students to ensure progress is being made by all.

I have used Schoology to collect data on various aspects of performance throughout the semester, starting at week one.

No Year 7 or Year 8 classes took a Languages class in 2024

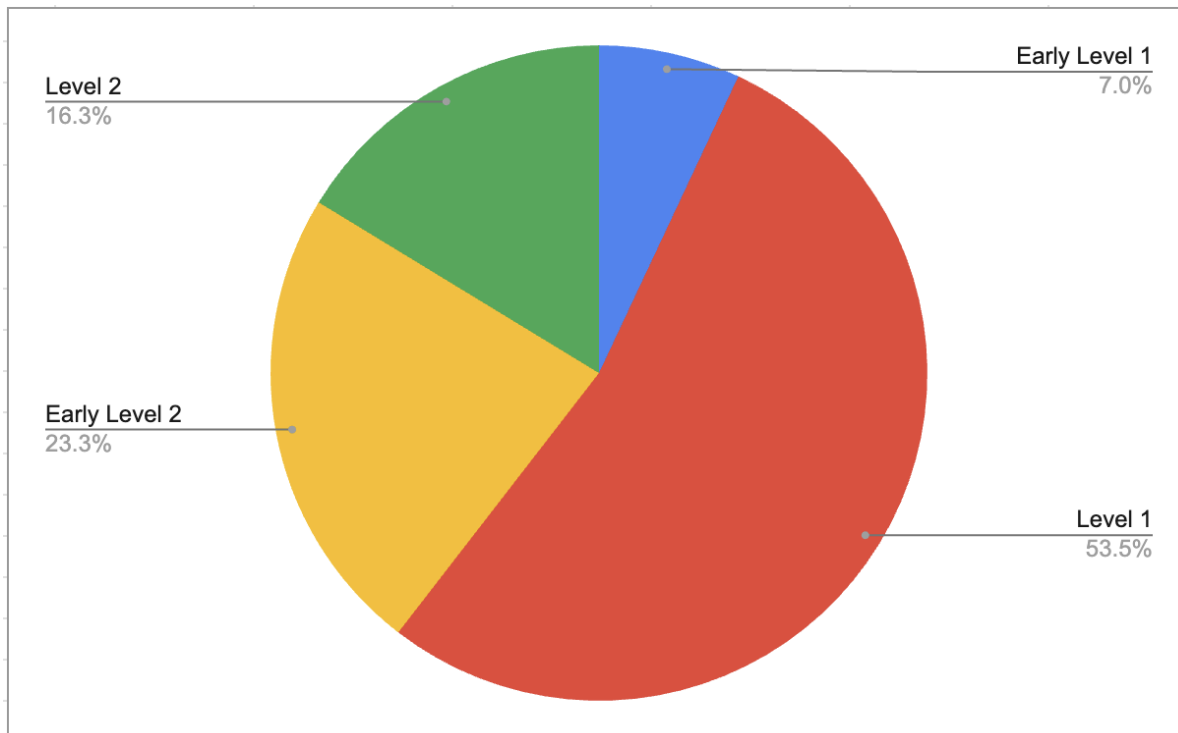
## YEAR 9

### Curriculum Level Achievement

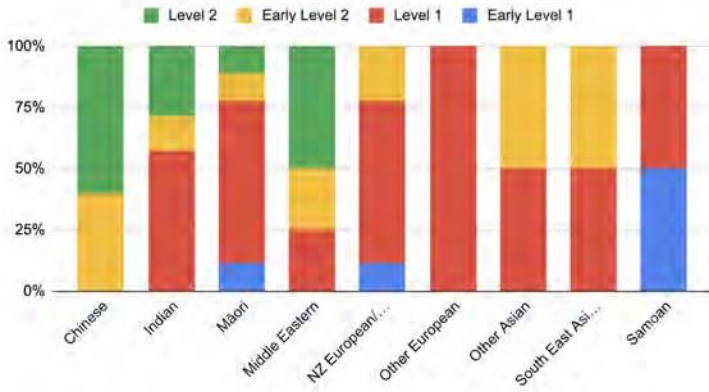
#### Expected Levels of Achievement

	CAUSE FOR CONCERN	GOOD	EXCELLENT
NZC LEVELS	Early 1	Level 1, Early 2	Level 2

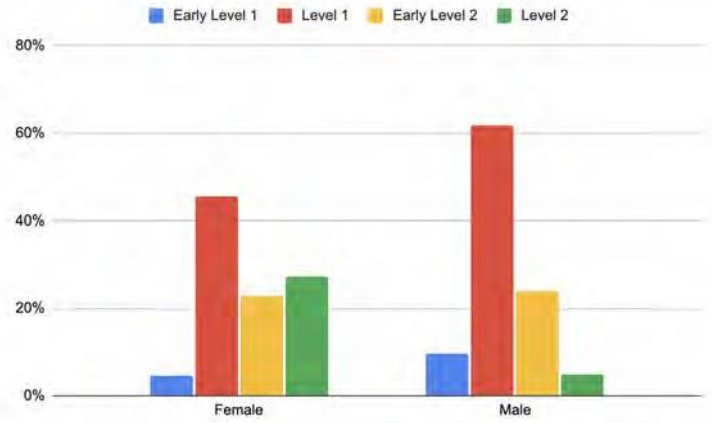
Most students were beginners so Level 1 is the expected level. Some students who had previous experience studying Japanese or who had done Flight Time classes with Kathryn were able to reach early level 2 or level 2.



Percentage of students at curriculum levels by ethnicity



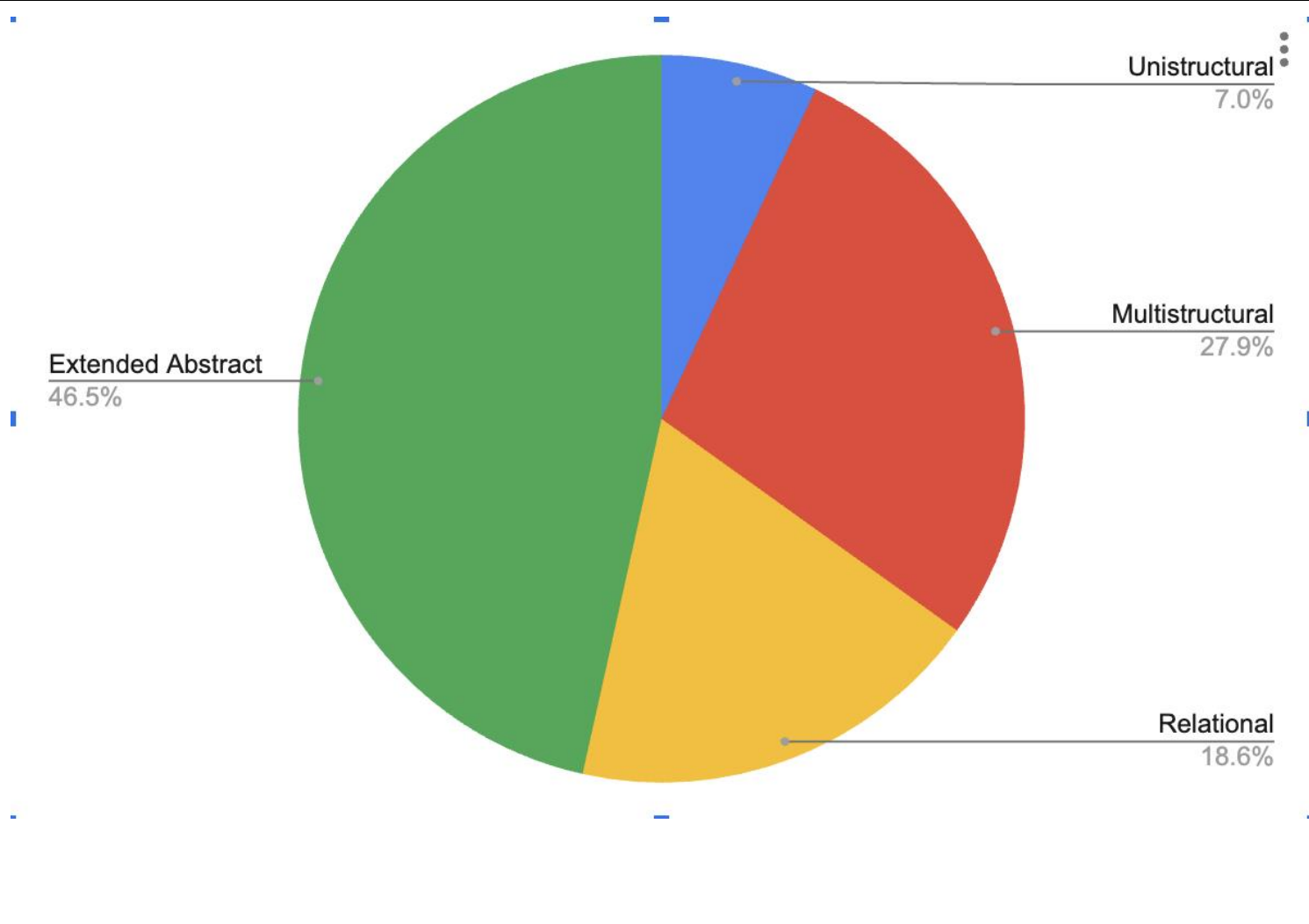
Percentage of students at curriculum levels by gender



## SOLO Achievement

### Expected levels of achievement

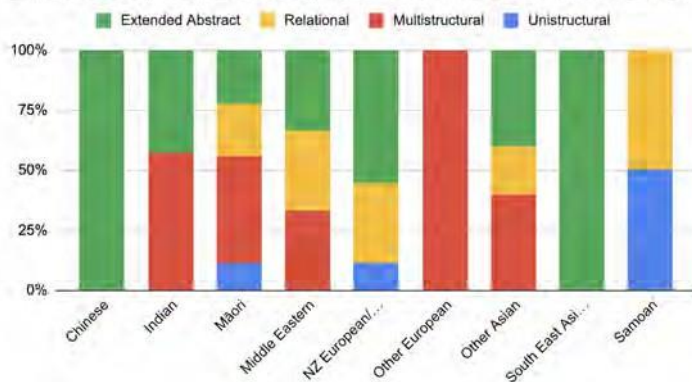
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract



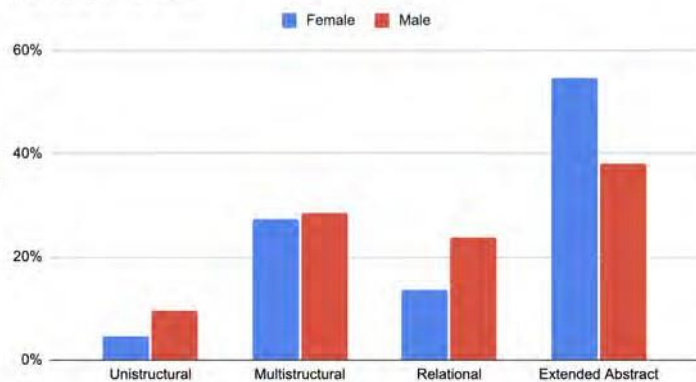
Percentage of Solo grades by Ethnicity

Percentage of Solo grades by Gender

Unistructural, Multistructural, Relational and Extended Abstract



Female and Male



## YEAR 9 ANALYSIS

### Here's what ... (describe the data )

This class was an interesting bunch, with several high achieving students who had studied Japanese in a previous module or flight time, enabling those who had an interest and dedicated time to the subject to learn a variety of Japanese, with most reaching multistructural or above. The large number of students who had studied Japanese previously were able to consolidate and build on their knowledge. Credit also needs to go to Kathryn Hogg who taught a Japanese Flight Time that many of these students attended which also helped to further their understanding of Japanese.

The biggest ethnicity group to gain Extended Abstract were Chinese which is not that surprising considering there is a link between Chinese and Japanese which makes it easier for Chinese students to learn. Also three of the students who had studied Japanese in a previous module were Chinese.

The only people who didn't progress beyond unistructural were 2 boys and one girl. Two of these students had behavioural issues which resulted in them being removed from class on occasion, hindering their learning. The third was a quiet student who struggled with the learning in both aspects of the course, was not a good attender and rarely submitted work on time if at all, and not to the required standard.

On the whole girls performed better than boys, although girls made up the bulk of the returning students. Some of the boys were very engaged with the learning and achieved great results in their first experience learning Japanese. However many of the boys only put in the minimum amount of effort to get Multistructural and weren't interested in investing further time or effort to improve their grades.

### So what ... (what does it show about your curriculum area this Semester for this level?)

Most students seemed to enjoy the Japanese parts of their lessons. Due to the nature of the class, the constraints of the teaching space and the preference of the other teacher, most lessons were split with half the class at a time which did not allow for much integration. Also there was a clear difference in engagement with this class compared to previous. In my initial "getting to know you" survey I asked why they had chosen this module and more than one student didn't show any particular interest in Japanese but said something like "well I had to choose English and this one looked less boring than the other English ones". Having said that most students did engage with the lessons and had a go at most activities and tasks.

### Now what ... (Establish goals and possible PLD for your team for S2)

It is very difficult to compare classes when paired with different subjects. Next year I will most likely have Year 9 again and since I have not had any Year 8 classes this year they will all be beginners so I would expect fewer students to reach Level 2 of the curriculum.

# END OF SEMESTER DATA ANALYSIS S2 - Maths and Statistics

## 2024 ACHIEVEMENT TARGET

Improve the relational and extended abstract results by 5% each by end of Semester 1 2024.

Professional Development of the Maths Seeds to unpack what relational and Extended Abstract looks like in maths, and applying that to assessment design. We will also introduce more robust task moderation for SOLO assessments.

In year 7 and 8, the SOLO results were not shifted from multistructural to relational or extended abstract by 5%, however, in year 9 and 10, the proportion of students at relational and extended abstract was shifted by more than 5% (12% and 7% respectively).

We did progress the team understanding of SOLO through PLD and created SOLO common assessment tasks for each year level. This will be useful going forward to further progress this goal.

Literacy goals in statistics. Work on developing statistical contexts that are culturally responsive to engage Māori and Pasifika students. Our goal is for a 10% increase in these ethnicities (Māori and Pasifika) achieving at or above the expected curriculum level by the end of the year.

The proportion of Māori and Pasifika students in year 10 achieving at or above curriculum expectations in Statistics moved from 59% and 43% in 2023 to 75% and 64% in 2024.

In 2023, the proportion of Māori and Pasifika students in year 9 achieving at or above curriculum expectations in Statistics was quite high (81%), this is compared to 62% and 81% for Māori and Pasifika students in 2024.

# YEAR 7

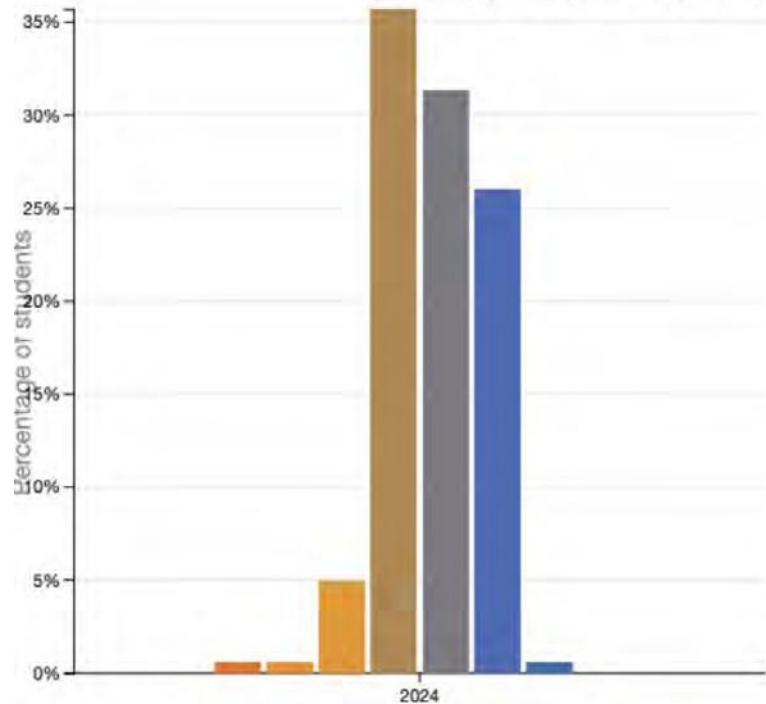
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

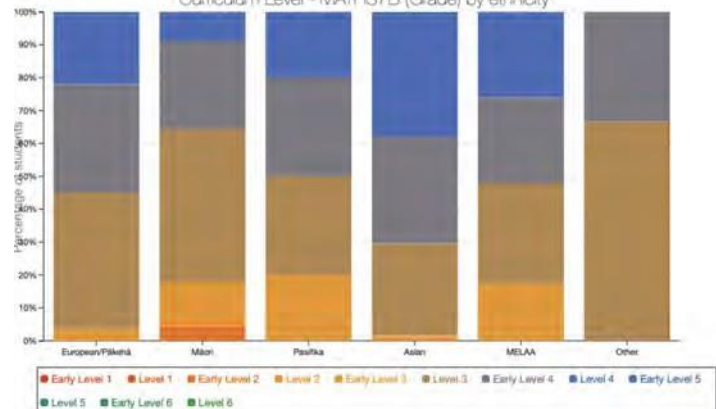
### Strand 1 - Maths Overall

Curriculum Level - MATHS7B (Grade) for 2024



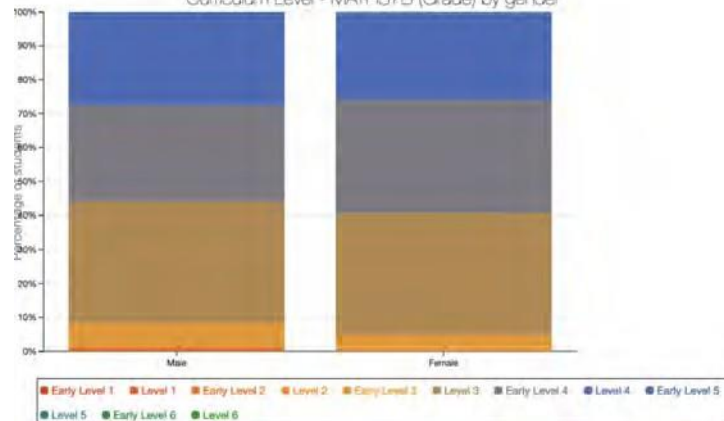
### Repeat for Ethnicity

Curriculum Level - MATHS7B (Grade) by ethnicity



### Repeat for Gender

Curriculum Level - MATHS7B (Grade) by gender



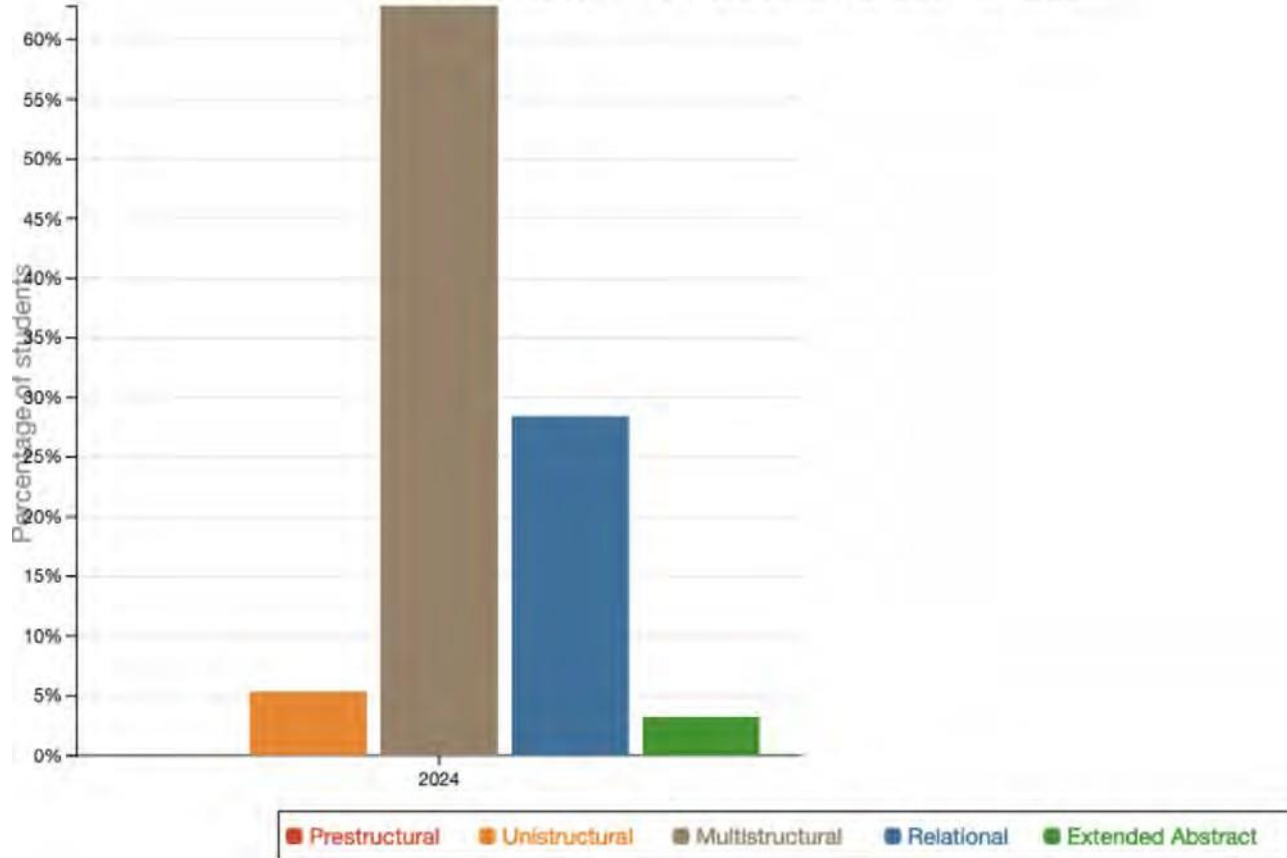
# SOLO Achievement

## Expected levels of achievement

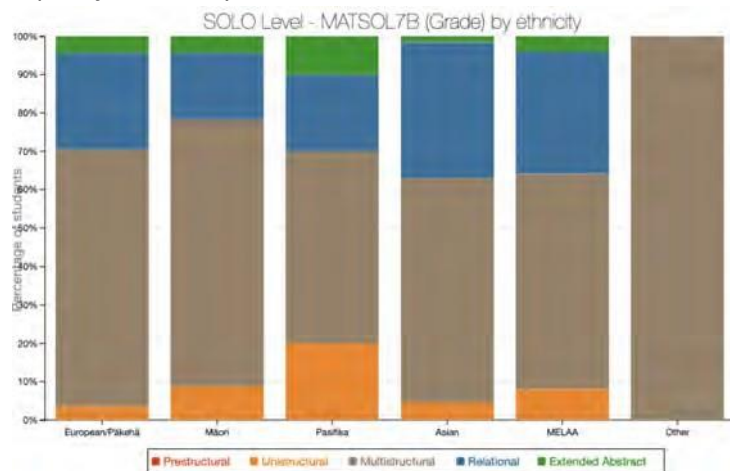
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 (if applicable)

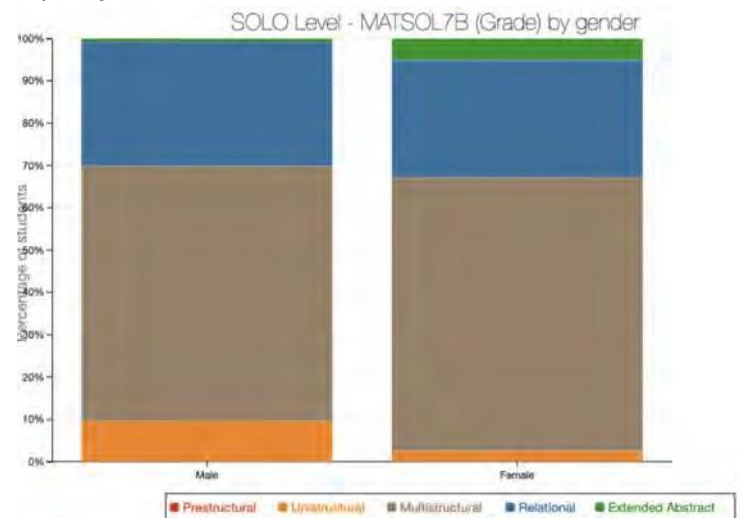
SOLO Level - MATSOL7B (Grade) for 2024



## Repeat for Ethnicity



## Repeat for Gender



## YEAR 7 ANALYSIS

### Here's what ... (describe the data )

The proportion of Year 7 students meeting curriculum expectations is 94%. There is no significant difference for achievement at Year 7 based on gender; 92% of Year 7 males are working at or above curriculum expectations, and 95% of Year 7 females are working at or above curriculum expectations. There are differences in achievement according to ethnicity, with a higher proportion of Pasifika students (20%), Māori (18%) and MELAA (18%) not meeting curriculum expectations. This is compared to Pākeha and Asian students where only 5% and 2% respectively are working below curriculum expectations. Asian students also have a higher proportion of students working above expectations with nearly 40%. This is compared to 22% for Pākeha and 9% for Māori students working above expectations.

For SOLO achievement at Year 7, Multistructural continues to be the most common grade, with over 60% of Year 7 students being assessed at Multistructural. There are 28% of students working at Relational, and 3% at Extended Abstract. There isn't really a difference in SOLO achievement at Year 7 except a few more males earn Unistructural compared to females, and a few more females earn Extended Abstract compared to males. For ethnicity, the trend follows achievement data, with Pasifika (20%), Māori (9%) and MELAA (8%) being over represented in Unistructural compared to Pākeha (4%) and Asian (4%). Māori has the lowest proportion of students achieving Relational.

### So what ... (what does it show about your curriculum area this Semester for this level?)

Compared to the end of Semester Two 2023, our achievement data at Year 7 has improved. At this point last year we had 86% of Year 7s meeting curriculum expectations, and this has risen by 8% to be at 94% overall. For SOLO achievement, we have slightly more students achieving Multistructural (63%) and Relational (28%). Although the proportion of Extended Abstracts have decreased slightly, so has the proportion of Unistructurals which is good.

There still continues to be an achievement difference based on ethnicity, and no difference based on gender.

### Now what ... (Establish goals and possible PLD for your team for 2025)

Te Mātaiaho - designing culturally responsive learning to help address the achievement differences in ethnicity

# YEAR 8

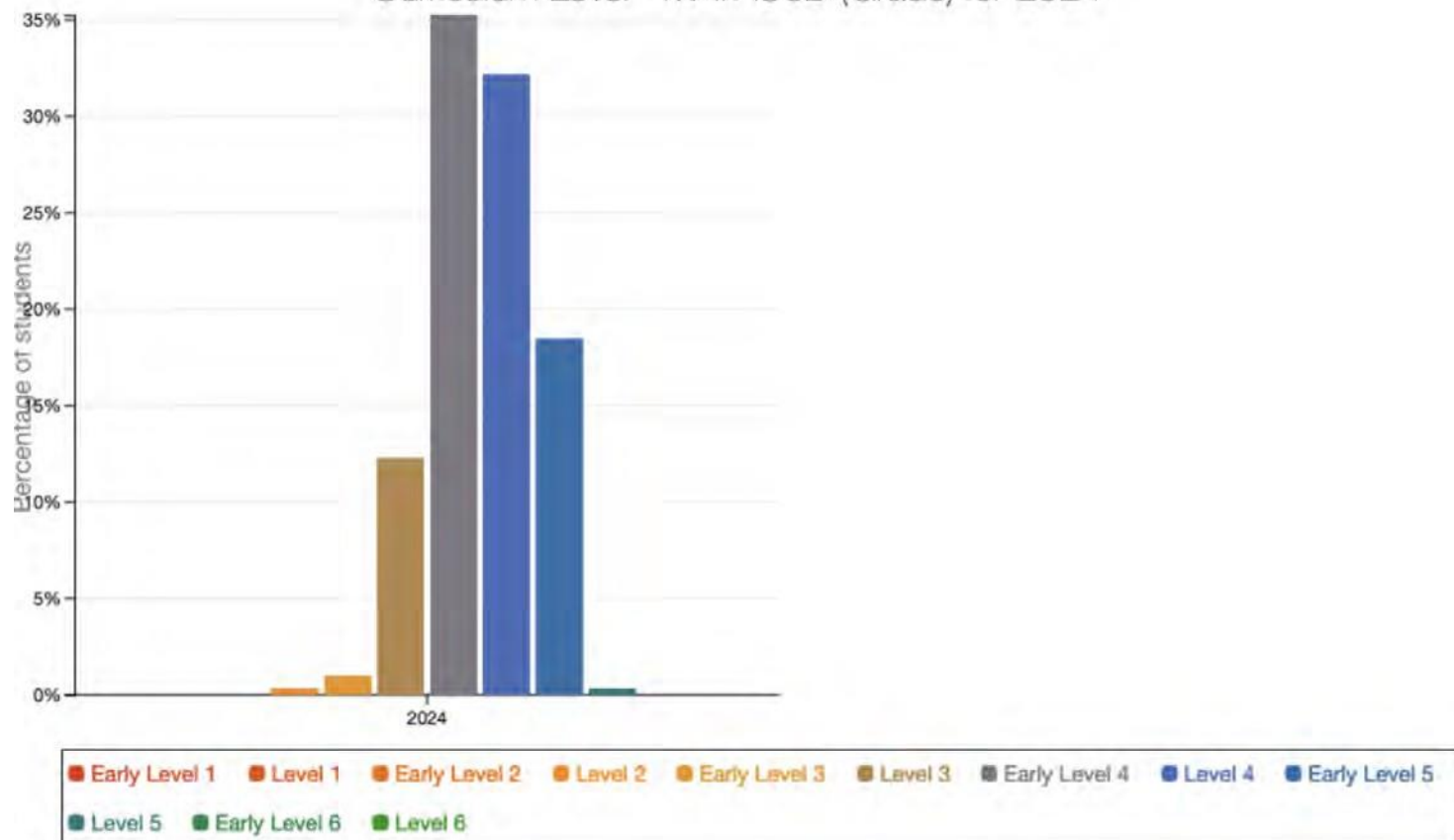
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

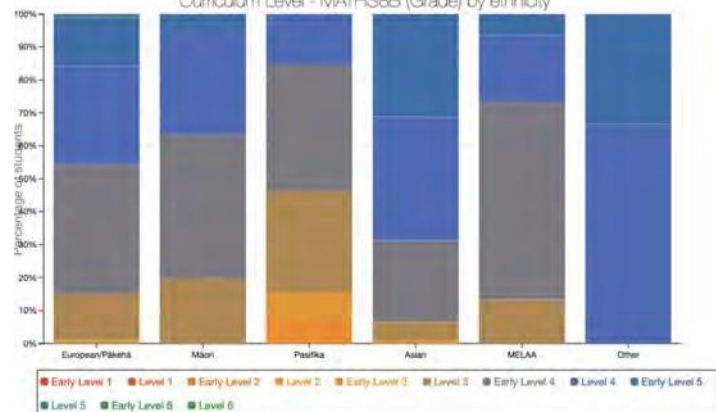
### Strand 1 - Overall Maths

Curriculum Level - MATHS8B (Grade) for 2024



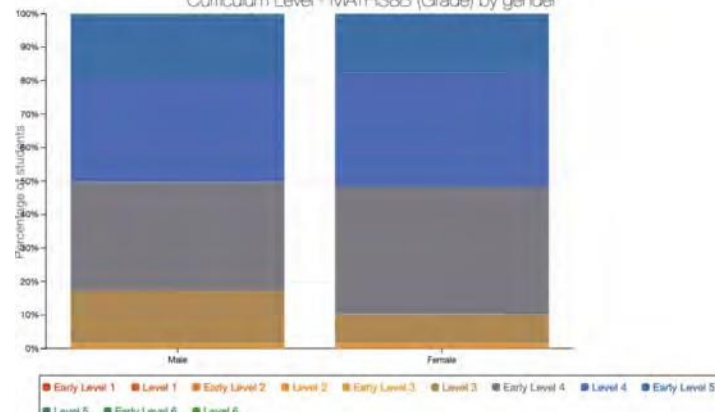
### Repeat for Ethnicity

Curriculum Level - MATHS8B (Grade) by ethnicity



### Repeat for Gender

Curriculum Level - MATHS8B (Grade) by gender

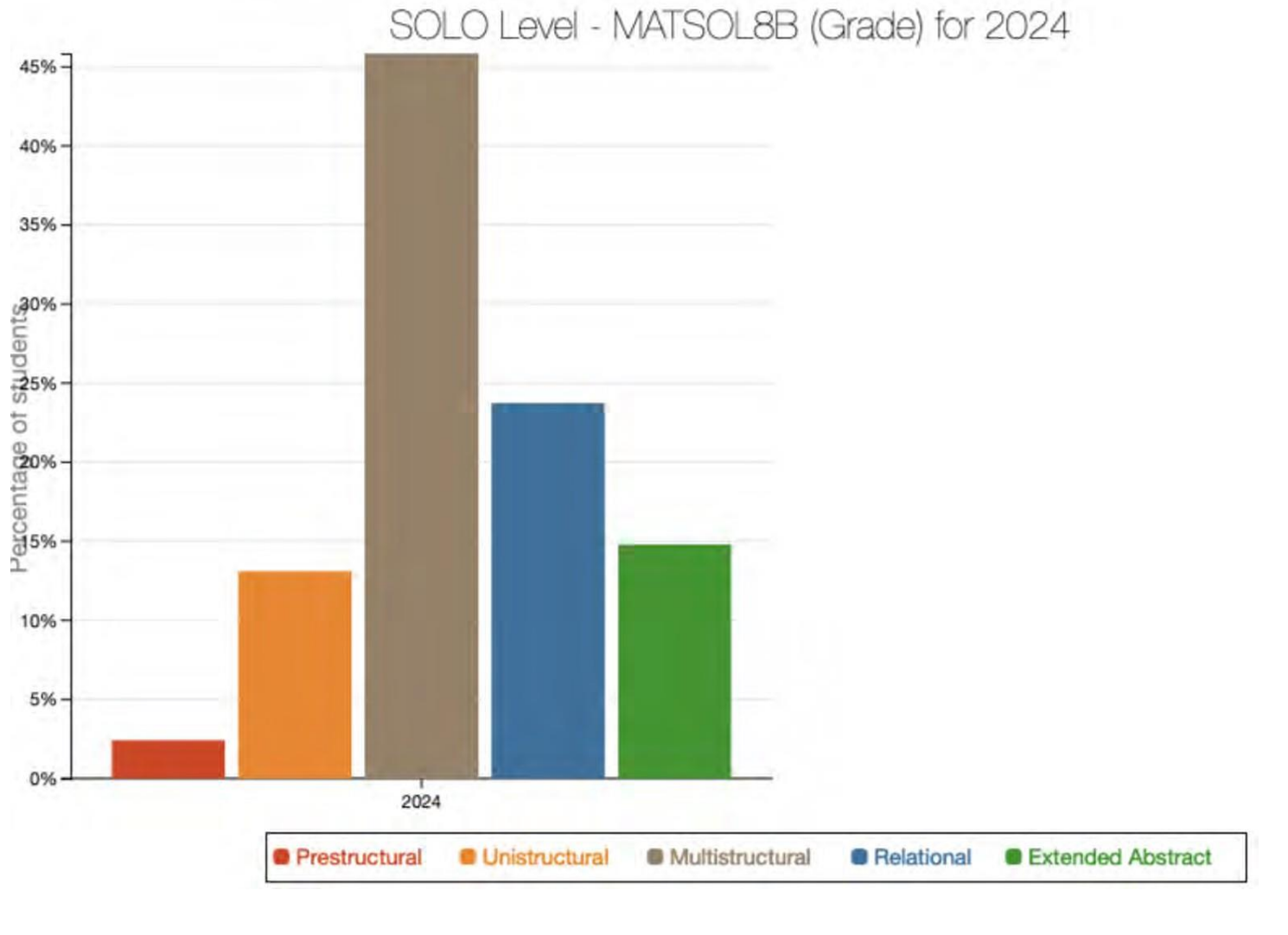


# SOLO Achievement

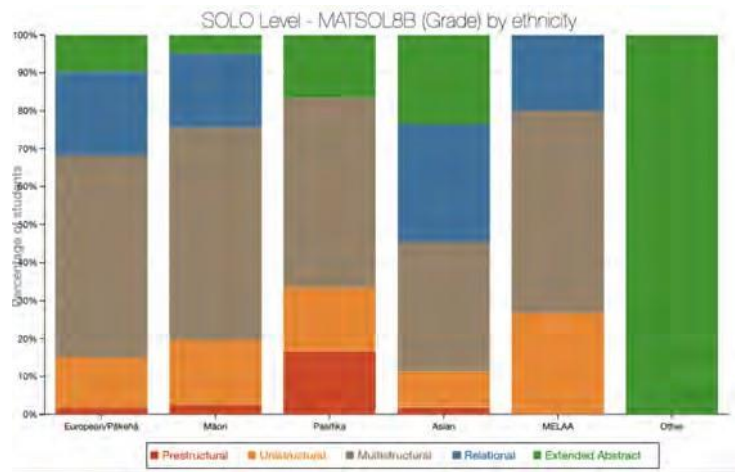
## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

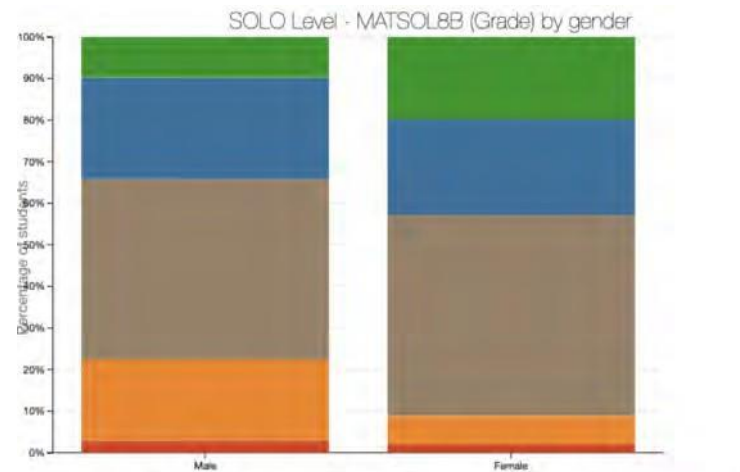
## Strand 1 (if applicable)



## Repeat for Ethnicity



## Repeat for Gender



## YEAR 8 ANALYSIS

### Here's what ... (describe the data )

The proportion of Year 8 students meeting curriculum expectations is 86%. The spread of achievement is fairly similarly distributed for males compared to females, except there is a slightly high proportion of males achieving below curriculum expectations; 17% of Year 8 males are working below curriculum expectations, and 10% of Year 8 females are working below curriculum expectations. There are differences in achievement according to ethnicity, with a higher proportion of Pasifika students (45%) and Māori (20%) not meeting curriculum expectations. This is compared to Pākeha, MELAA, and Asian students where only 15%, 12% and 7% respectively are working below curriculum expectations. Asian students also have a higher proportion of students working above expectations with 32%. This is compared to 15% for Pākeha and 5% for Māori students working above expectations.

In SOLO data, we have 15% of students working below expectations in the Prestructural and Unistructural range, 46% working at Multistructural, 24% working at Relational and 15% working at Extended Abstract. Females are achieving slightly higher in SOLO data with more Extended Abstracts, and fewer Unistructurals.

	Pre/Unistructural	Multistructural	Relational	Extended Abstract
Pākeha	15%	55%	20%	10%
Māori	20%	55%	20%	5%
Pasifika	32%	50%	0%	18%

### So what ... (what does it show about your curriculum area this Semester for this level?)

Unlike last year when Year 7 and 8 curriculum achievement were fairly similar, this year we have fewer students working at or above curriculum expectations in Year 8 (86%) compared to Year 7 (94%). However, if you compare these Year 8s to the Year 7s at the end of 2023, then the proportion of students working at or above curriculum is exactly the same.

Females are achieving slightly higher than males in both achievement data and SOLO data.

The number of students achieving Extended Abstract has doubled compared to last year, but we also have slightly more Prestructural and Unistructural grades.

Differences in achievement still exist based on ethnicity, particularly for Pasifika students. However, it is getting closer for Pākeha and Māori.

### Now what ... (Establish goals and possible PLD for your team for 2025)

Continue to focus on SOLO to shift the proportion of Multistructural into relational and extended abstract.

# YEAR 9

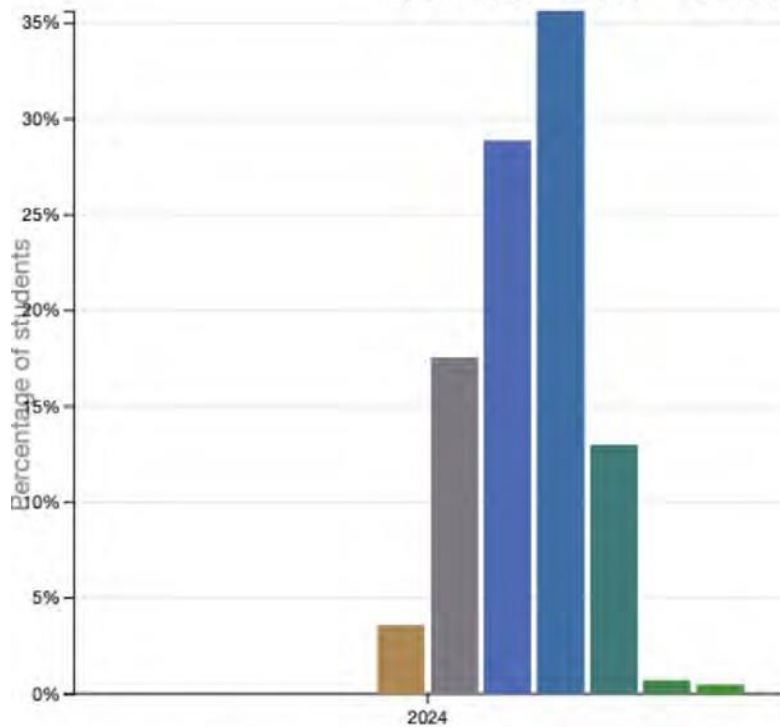
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

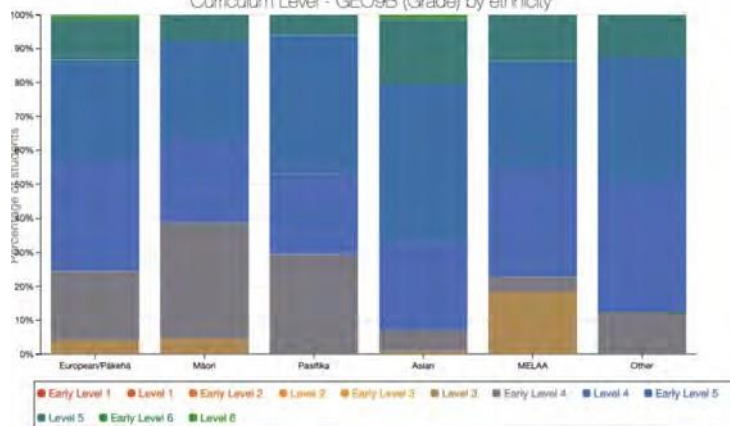
### Strand 1 - Geometry

Curriculum Level - GEO9B (Grade) for 2024



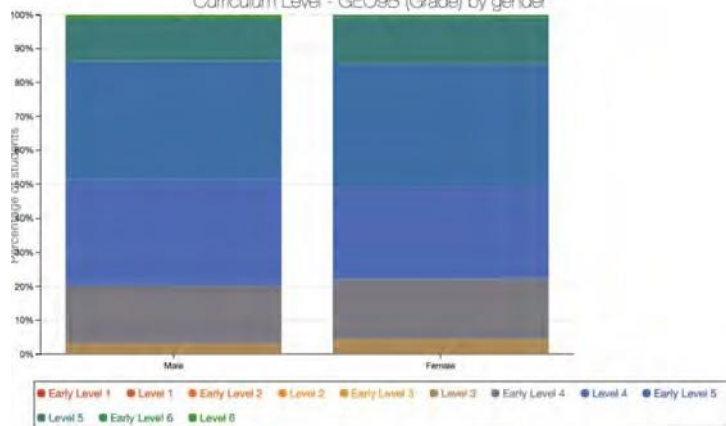
### Repeat for Ethnicity

Curriculum Level - GEO9B (Grade) by ethnicity



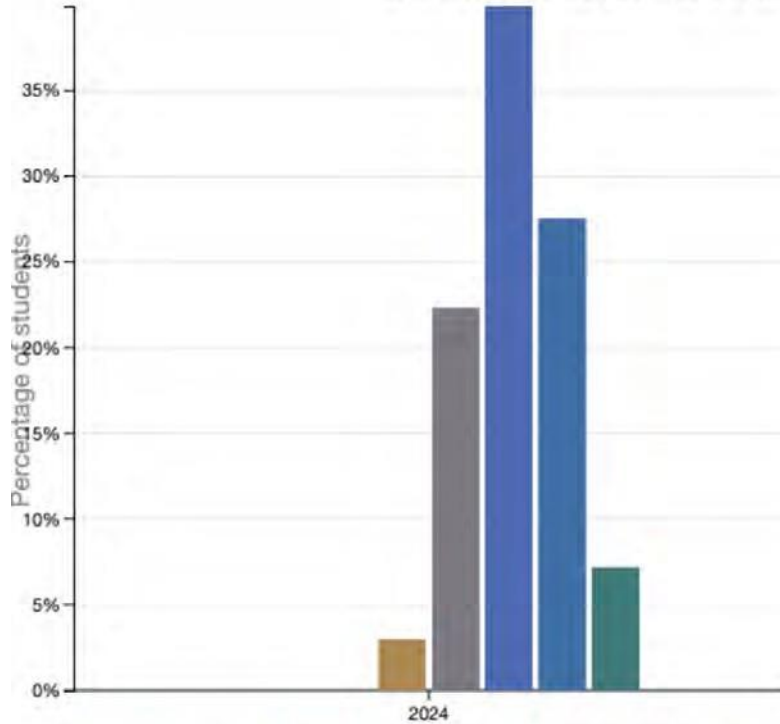
### Repeat for Gender

Curriculum Level - GEO9B (Grade) by gender



**Strand 2 - Statistics** (if applicable)

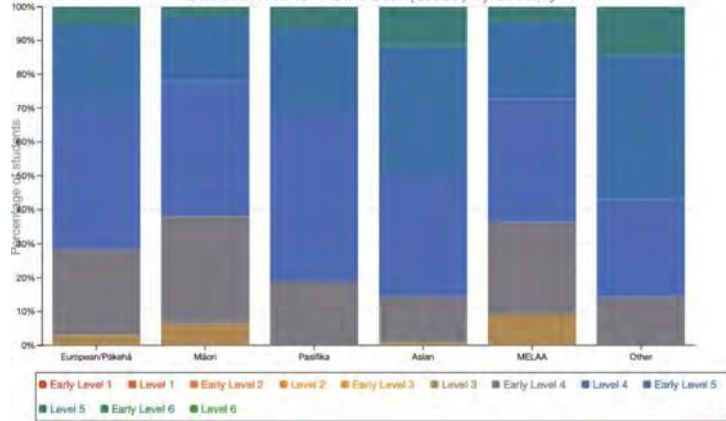
Curriculum Level - STATS9B (Grade) for 2024



- Early Level 1
 ■ Level 1
 ■ Early Level 2
 ■ Level 2
 ■ Early Level 3
 ■ Level 3
 ■ Early Level 4
 ■ Level 4
 ■ Early Level 5
- Level 5
 ■ Early Level 6
 ■ Level 6

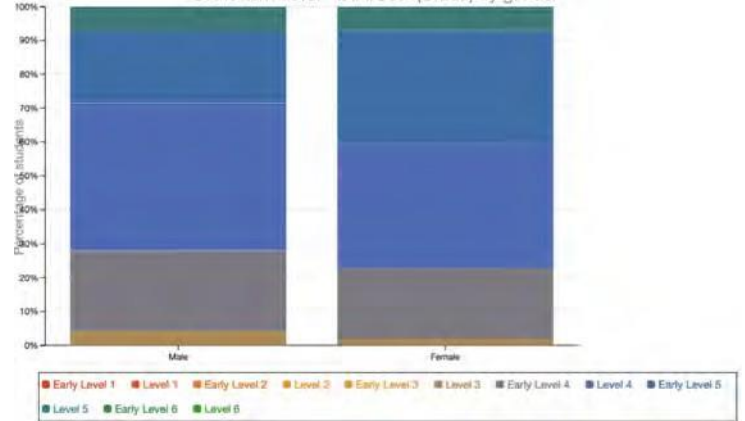
*Repeat for Ethnicity*

Curriculum Level - STATS9B (Grade) by ethnicity



*Repeat for Gender*

Curriculum Level - STATS9B (Grade) by gender

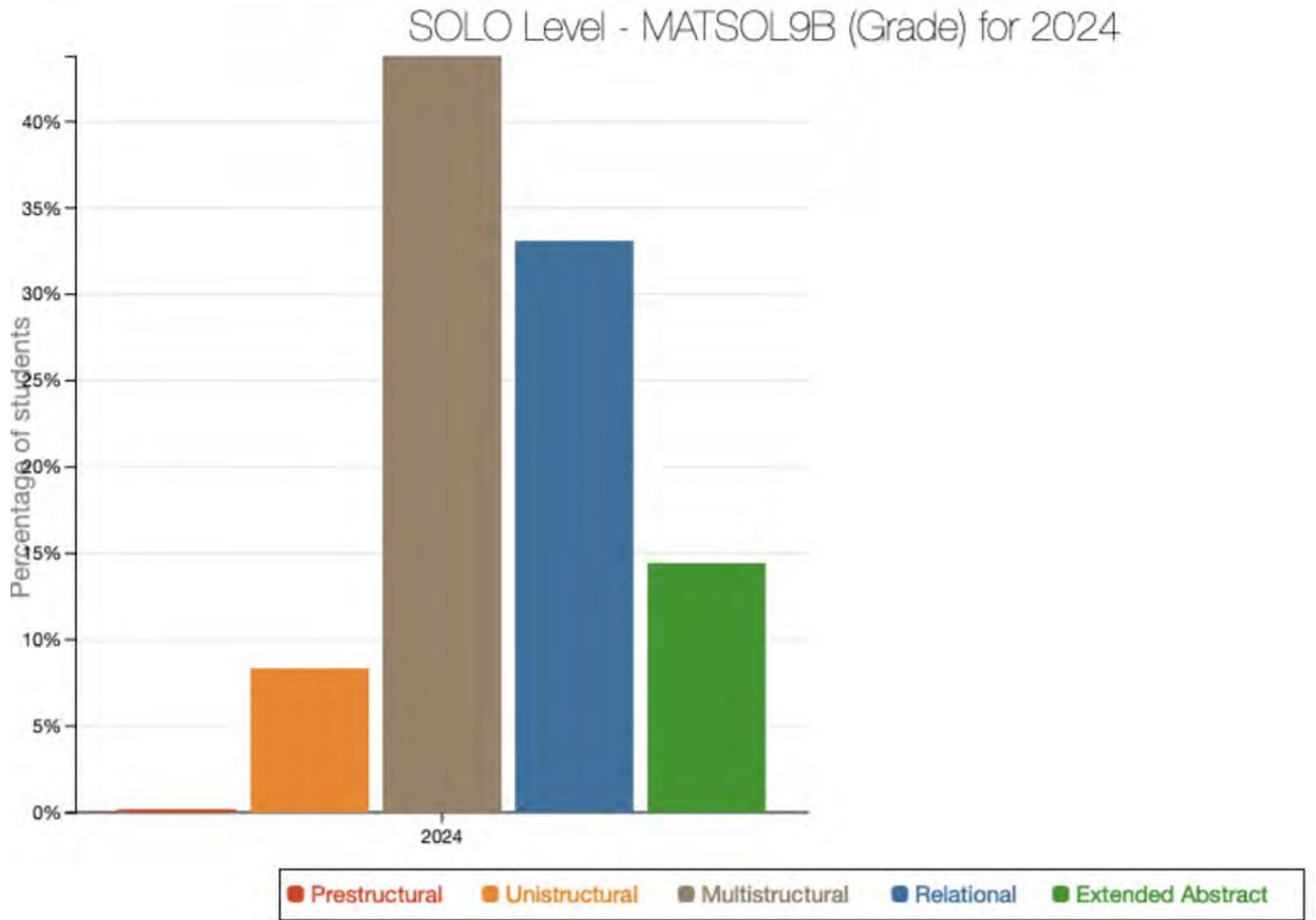


# SOLO Achievement

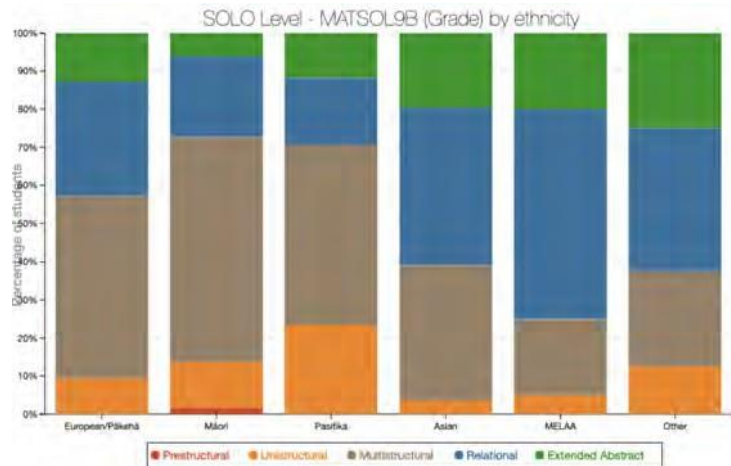
## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

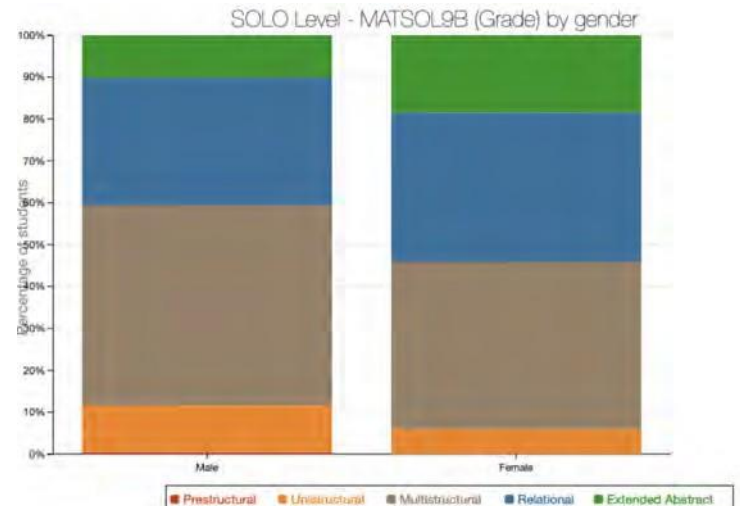
## Strand 1 (if applicable)



## Repeat for Ethnicity



## Repeat for Gender



# YEAR 9 ANALYSIS

## Here's what ... (describe the data )

Geometry: The proportion of Year 9 students meeting curriculum expectations in Geometry is 79%. There is no significant difference for geometry achievement at Year 9 based on gender; 80% of Year 9 males are working at or above curriculum expectations, and 78% of Year 9 females are working at or above curriculum expectations. There are differences in Geometry achievement according to ethnicity, with a higher proportion of Māori students (39%) and Pasifika students (30%) not meeting curriculum expectations. This is compared to Pākeha and Asian students where only 25% and 5% respectively are working below curriculum expectations. MELAA have a similar proportion as NZ European not meeting curriculum expectations (22%) however 18% are well below, compared to 3% of NZ European and 3% of Māori. Asian students also have a higher proportion of students working above expectations (20%) compared to 14% for Pākeha and 9% for Māori students working above expectations.

Statistics: The proportion of Year 9 students meeting curriculum expectations in Statistics is 75%. There are slightly more female students (76%) achieving at or above curriculum expectations than male students (71%). The same proportion of male and female students are achieving above curriculum expectations (7%). There are differences in statistics achievement according to ethnicity, with a higher proportion of Māori students (38%) and MELAA students (37%) not meeting curriculum expectations. This is compared to Pākeha students with 29% working below curriculum expectations. Pasifika and Asian have a lower proportion not meeting curriculum expectations with 19% and 15% respectively.

For SOLO achievement at Year 9, Multistructural continues to be the most common grade, with 45% of Year 9 students being assessed at Multistructural. There are 33% of students working at Relational, and 14% at Extended Abstract. Comparing this with 2023, 55% were assessed at Multistructural, 25% at Relational and 11% at Extended Abstract. There is a difference in SOLO achievement at Year 9 between the genders with 19% of female students achieving Extended Abstract and 36% achieving Relational compared with 10% of Male students Extended Abstract and 30% Relational. There are also more male students achieving Unistructural or Prestructural (12%) compared with female students (6%). For ethnicity, the trend follows achievement data, with Pasifika (24%) and Māori (14%) being over represented in Unistructural and Prestructural compared to Pākeha (10%) and Asian (4%). Similarly when looking at the proportion assessed at Relational and Extended abstract, Māori (28%) and Pasifika (29%) are lower compared with NZ European (42%) and Asian (60%). Interestingly MELAA have 75% assessed at Relational and Extended Abstract and only 5% at Unistructural.

## So what ... (what does it show about your curriculum area this Semester for this level?)

The proportion of students achieving at or above the curriculum expectations in Geometry is similar to last year (83%), however Statistics has dropped compared with last year (88%). The ethnicity gap at year 9 has reappeared after there was very similar achievement in Geometry between NZ European and Māori last year.

The overall proportion of students achieving Relational and Extended Abstract at year 9 has improved by 12% from last year (2023: 35%; 2024: 47%) so we did achieve our goal of shifting this data by 5% in year 9.

## Now what ... (Establish goals and possible PLD for your team for S2)

Maintain the shift to relational and extended abstract thinking.

Te Mātaiaho - designing culturally responsive learning to help address the achievement differences in ethnicity

# YEAR 10

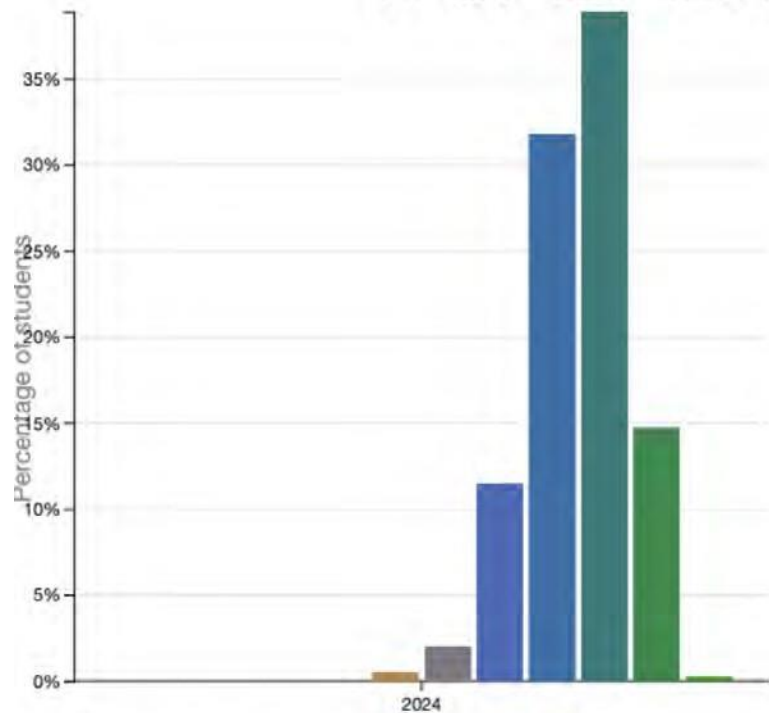
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 4	4	Early 5	5	Early 6	6

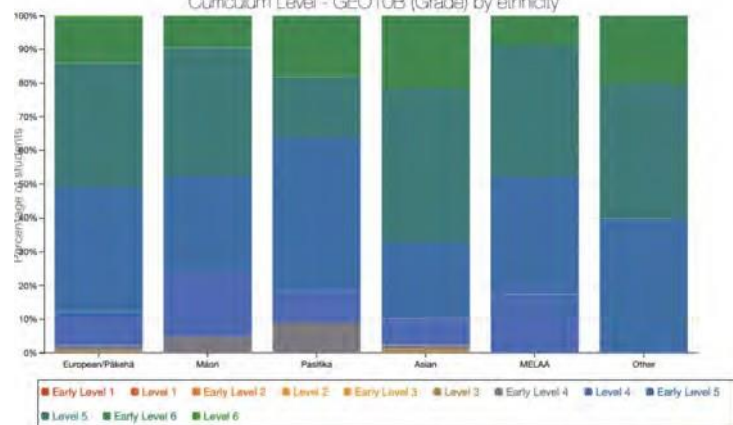
### Strand 1 - Geometry

Curriculum Level - GEO10B (Grade) for 2024



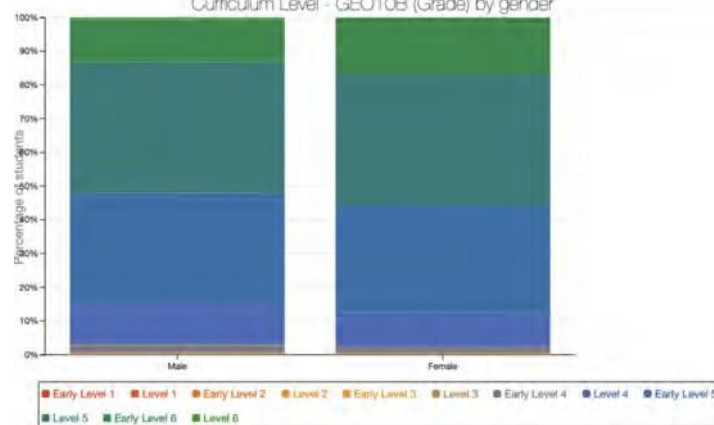
### Repeat for Ethnicity

Curriculum Level - GEO10B (Grade) by ethnicity



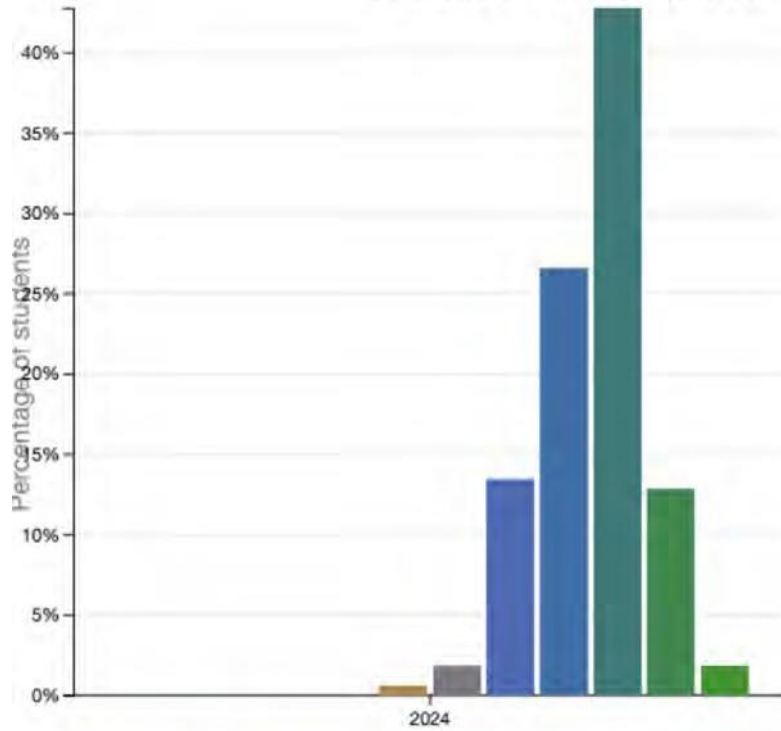
### Repeat for Gender

Curriculum Level - GEO10B (Grade) by gender



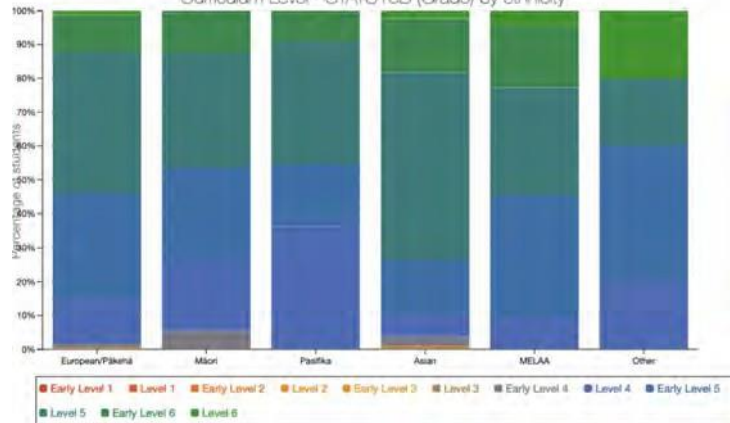
## Strand 2 - Statistics

Curriculum Level - STATS10B (Grade) for 2024



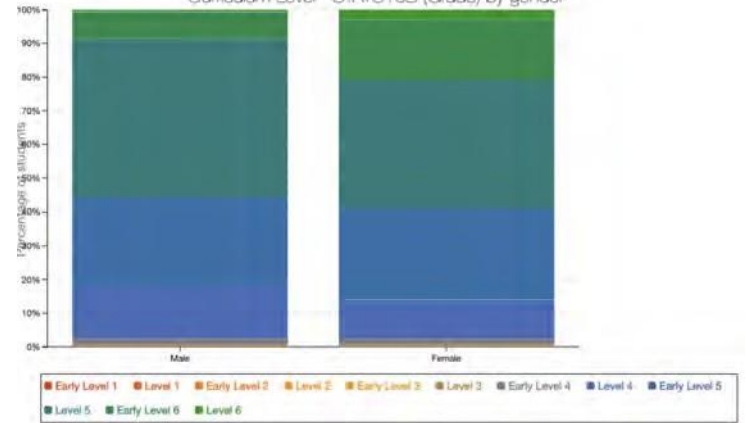
### Repeat for Ethnicity

Curriculum Level - STATS10B (Grade) by ethnicity



### Repeat for Gender

Curriculum Level - STATS10B (Grade) by gender

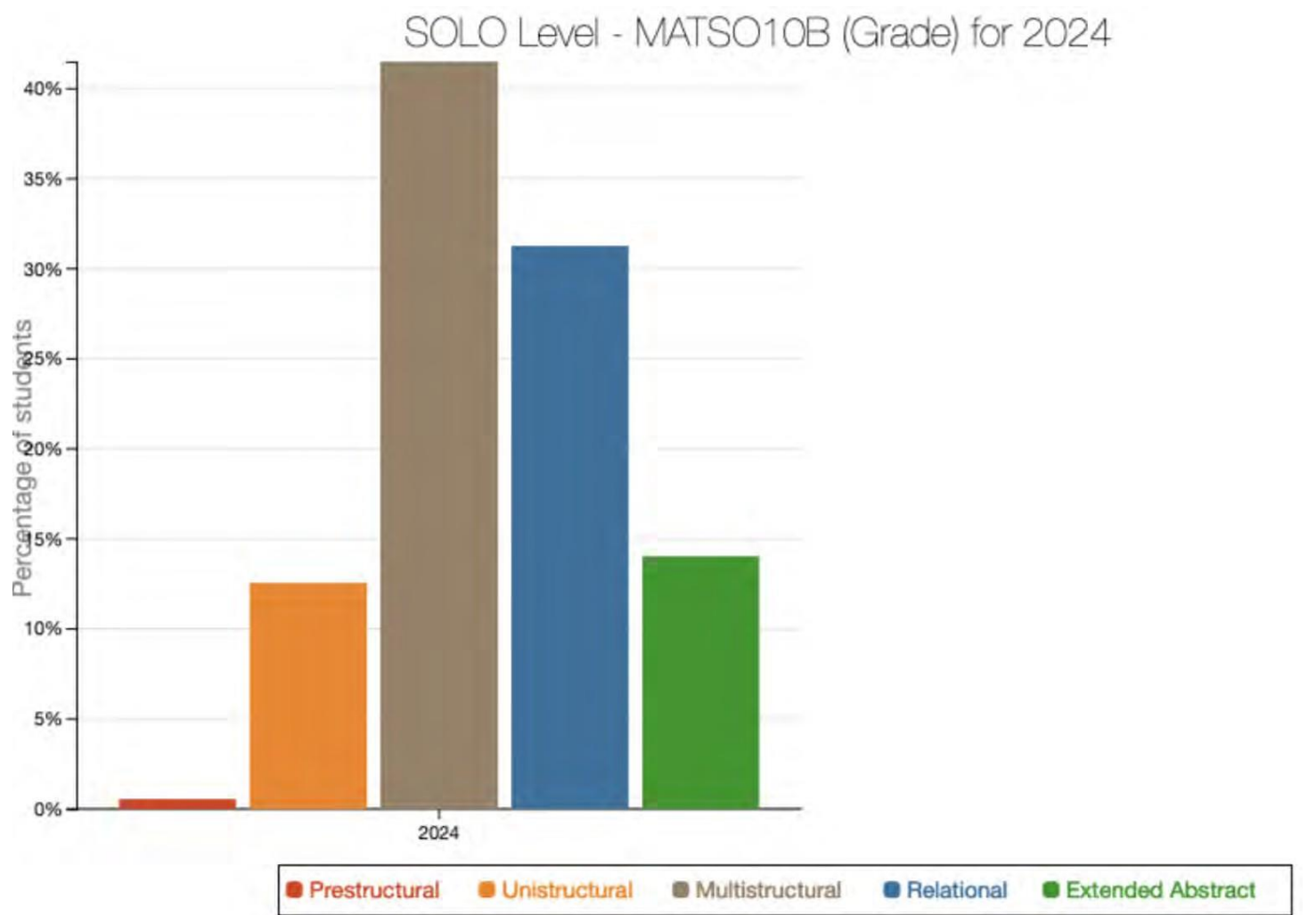


# SOLO Achievement

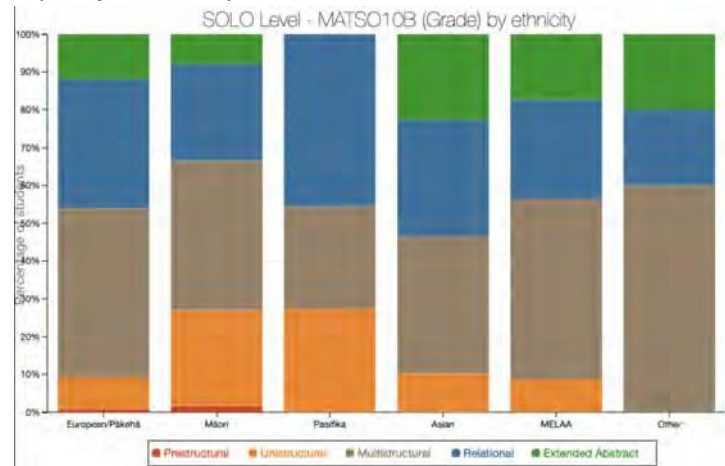
## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

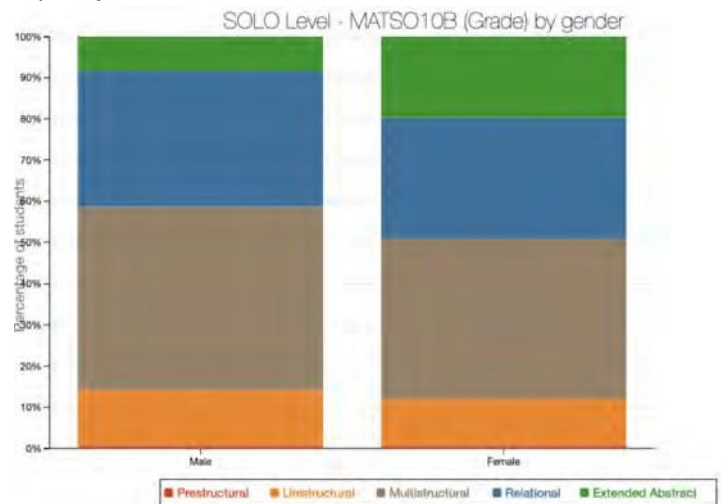
## Strand 1 (if applicable)



## Repeat for Ethnicity



## Repeat for Gender



# YEAR 10 ANALYSIS

## Here's what ... (describe the data )

Geometry: The proportion of Year 10 students meeting curriculum expectations in Geometry is 85%. There is no significant difference for geometry achievement at Year 10 based on gender; 84% of Year 10 males are working at or above curriculum expectations, and 86% of Year 10 females are working at or above curriculum expectations, however there is a larger proportion of females achieving above (18%) compared with male students (14%) There are differences in geometry achievement according to ethnicity, with a higher proportion of Māori students (25%), Pasifika students (19%) and MELAA students (18%) not meeting curriculum expectations. This is compared to Pākeha and Asian students where only 12% and 10% respectively are working below curriculum expectations.

Statistics: The proportion of Year 10 students meeting curriculum expectations in Statistics is 84%. There are slightly more female students (86%) achieving at or above curriculum expectations than male students (82%) with a higher proportion of female students achieving above curriculum expectations (21%) compared with male students (9%). There are differences in statistics achievement according to ethnicity, with a higher proportion of Māori students (25%) and Pasifika students (36%) not meeting curriculum expectations. This is compared to Pākeha students (15%), Asian students (10%) and MELAA students (9%) working below curriculum expectations. Asian students have a higher proportion achieving at the upper end of the expected range and above expectation (74%) compared to the other ethnicities, NZ European and MELAA (54%) and Māori and Pasifika (~45%).

For SOLO achievement at Year 10, Multistructural continues to be the most common grade, with 41% of Year 10 students being assessed at Multistructural. There are 31% of students working at Relational, and 14% at Extended Abstract. Comparing this with 2023, 44% were assessed at Multistructural, 26% at Relational and 11% at Extended Abstract. There is a difference in SOLO achievement at Year 10 between the genders with 20% of female students achieving Extended Abstract and 29% achieving Relational compared with 8% of Male students Extended Abstract and 32% Relational. There are also more male students achieving Unistructural or Prestructural (15%) compared with female students (13%). For ethnicity, Māori are under-represented in Relational (23%) and Extended abstract (8%) compared to NZ European, 32% and 12% respectively, and Asian, 30% and 23% respectively. Pasifika has 45% assessed at Relational, however both Pasifika and Māori are over represented in Unistructural and Prestructural with the proportion of both ethnicities at 28% compared with NZ European (10%), Asian (10%) and MELAA (9%)

## So what ... (what does it show about your curriculum area this Semester for this level?)

Year 10 geometry achievement continues to increase from previous years (Geometry was 83% in 2023) however the improvement in Statistics achievement is particularly pleasing having had a focus on literacy and exemplars (84%: 2024, 79%:2023, 75%:2022 and 71%:2021).

There is still a significant ethnicity gap, however Māori and Pasifika achievement has improved since last year (in 2023, 41% of Māori and 57% of Pasifika were below curriculum expectations).

SOLO achievement at relational and extended abstract has improved by 5% and 2% respectively so we did achieve our goal of shifting this data by 5% in year 10.

## Now what ... (Establish goals and possible PLD for your team for 2025)

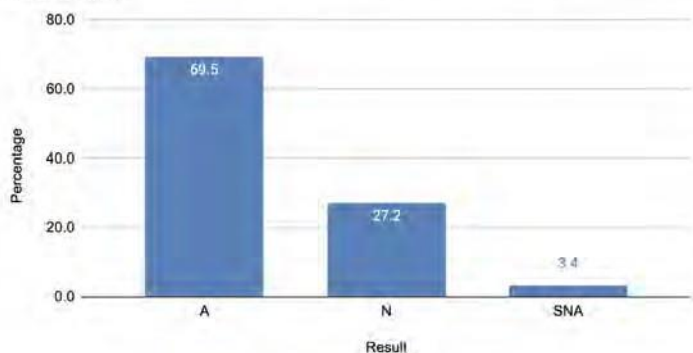
Maintain the shift to relational and extended abstract thinking.

Te Mātaiaho - designing culturally responsive learning to help address the achievement differences in ethnicity

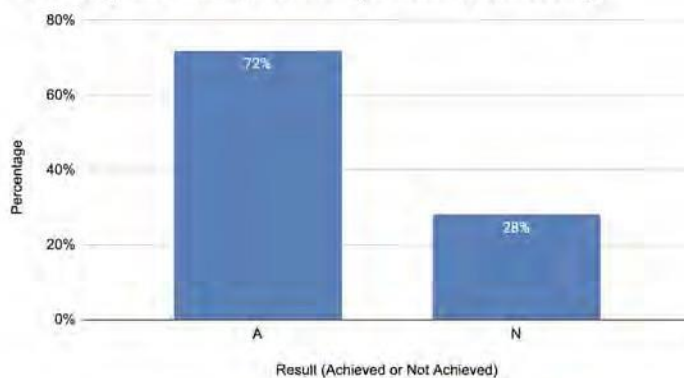
# NCEA / Numeracy Co-requisite results

## Numeracy Common Assessment Activity (US32406)

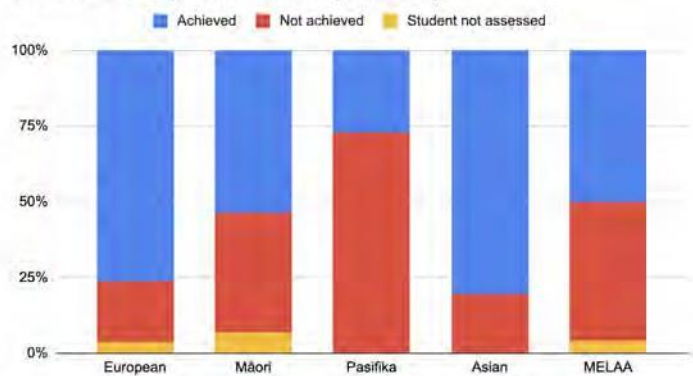
Numeracy CAA results (overall including students not assessed)



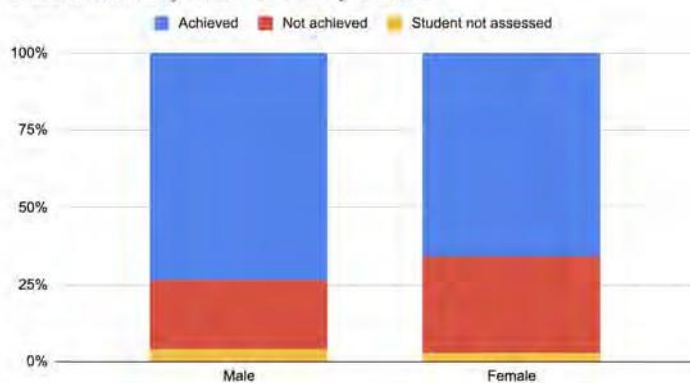
Numeracy CAA Results Overall (of students assessed)



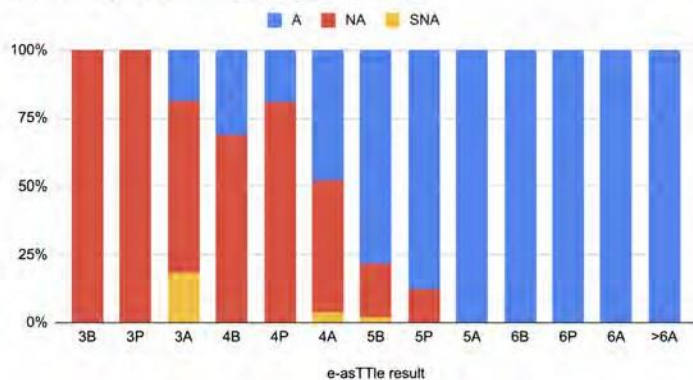
2023 Numeracy CAA results by Ethnicity



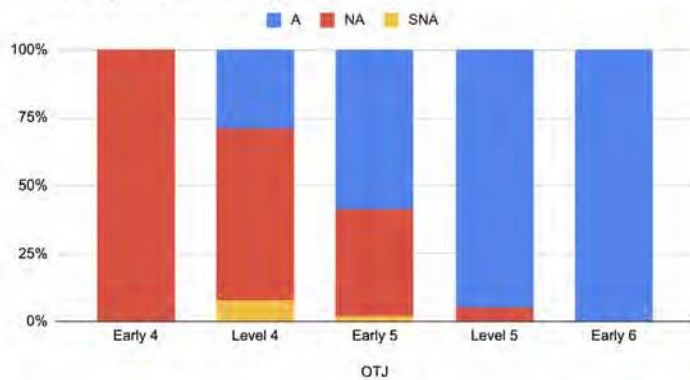
2023 Numeracy CAA results by Gender



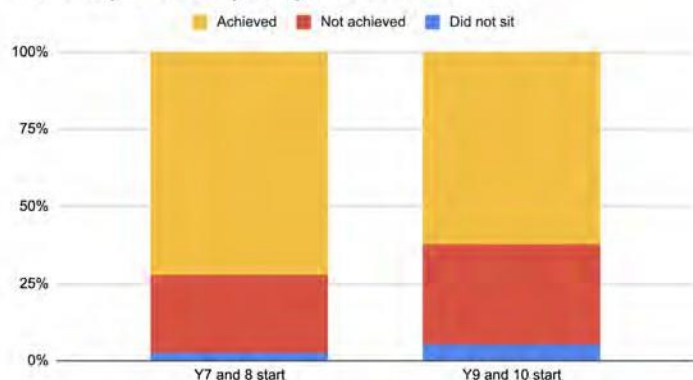
Numeracy CAA analysis by e-asTTle



Numeracy CAA results by OTJ



Numeracy CAA analysis by time at RJHS



## Here's what ... (describe the data )

We had a larger proportion of year 10 students sit the numeracy CAA assessment this year with only 3% not sitting it compared with 12% last year. This led to a higher proportion of all year 10s who passed this year (69.5% compared with 67%) despite having a lower proportion of those who sat the exam passing (72% compared with 77%).

The proportion of males who achieved the standard was slightly higher than females. There are differences in ethnicity with European and Asian students achieving better results than Māori, Pasifika and MELAA (although it is worth noting that the total number of Pasifika students is only 11).

We had a gut feel that the exams were slightly harder this year so we looked at achievement versus Number OTJ and end of year e-asTTle results. The NCEA website states the assessment covers upper level 4 to early level 5. Our results suggest an OTJ of at least early Level 5 or an e-asTTle of 5B and above is necessary to pass the assessment.

Students who started at RJHS in year 7 and 8 (only 24 students started at year 8), spending longer in our numeracy programme, had a higher proportion achieve the Numeracy CAA (72%) and a lower proportion not sit the assessment (3%) compared with students who started at year 9 or 10, who had 62% achieve the standard and 5% did not sit.

## So what ... (what does it show about your curriculum area this Semester for this level?)

The numeracy programme continues to successfully prepare our students for the CAA exam and we continue to perform above the national average which was 62% this year. Students who have been in the numeracy programme for longer do achieve at a higher proportion than those who start their schooling at RJHS later.

The ethnicity differences have changed. Last year Māori achieved at a higher proportion than any of the other ethnicities with 88% passing compared to 54% this year. This may be due to a number of contributing factors but is worth considering how to address that.

## Now what ... (Establish goals and possible PLD for your team for 2025)

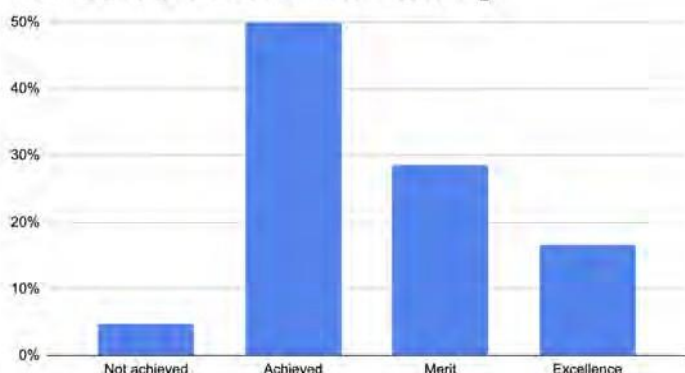
Designing culturally responsive learning to help address the achievement differences in ethnicity

## NCEA Level 1

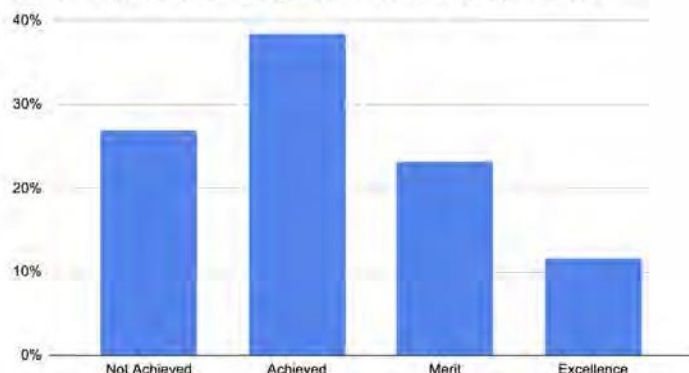
### AS1.4 Demonstrate Mathematical Reasoning

#### AS1.1 Explore Data using a Statistical Enquiry Process

AS1.4 Demonstrate Mathematical Reasoning



AS1.1 Explore Data using a Statistical Enquiry Process



42 Students took a second semester flight time that taught the content for AS1.4 Demonstrate Mathematical Reasoning. These students were selected for this flight time and followed an intensive learning programme to ensure enough coverage for this external exam. All students sat the exam, which was the first time Junior High students have sat an external NCEA exam. 95% of those students passed the assessment gaining 5 credits. 45% of students achieved a merit or excellence result.

78 Students sat standard AS1.1 Exploring Data using a Statistical Enquiry Process through their maths modules. 73% of those students passed the internal assessment gaining 5 credits.

With a change in course structure in the Senior High, we won't continue offering Level 1 internal standards, however, we will continue to offer the external standard through a flight time. This will allow extension for those students who wish to seek that opportunity. The flight time is being run all year in 2025.

## OVERALL ANALYSIS

### Describe the overarching trends in the data

The proportion of students achieving at or above their expected curriculum level is at 85% or above in every year level except Year 9 (79% in Geometry and 75% in Statistics).

There is very little difference between male and female achievement across all year levels except females achieve at a slightly higher proportion in Statistics (Year 9 and 10).

There are ethnicity differences across all year levels and strands with Māori and Pasifika students over represented in students who are not achieving at their expected curriculum level.

Across all year levels, most students are achieving at SOLO multistructural level. There has been some shift towards relational and extended abstract in year 9 and 10 but year 7 and 8 remain consistent with previous years.

### Set areas of target and/or goals for next semester, and plans to achieve these

With the PLD within the team around SOLO understanding, robust task moderation and common assessment development, we have shifted year 9 and 10 further into relational and extended abstract thinking. This may have occurred due to the students familiarity with the SOLO concept, making it easier to shift by using more explicit teaching. By continuing the PLD and focus within the team, we hope to shift SOLO grades by 5% into relational and extended abstract for year 7 and 8 by 5% and continue to shift year 9 and 10 data another 5%.

Using the new curriculum and culturally responsive practice, reducing the gap between Māori and NZ European students is an important focus. We would like to see at least a 5% improvement in Maori achievement across all strands in both semester 1 and semester 2.

# END OF SEMESTER DATA ANALYSIS S2 - SCIENCE

## 2024 ACHIEVEMENT TARGET

Continuing to work on the goal of curriculum data at below the expected levels at 25% or less. This is related to varied and differentiated teaching and learning activities, and also assessment design and opportunities.

As mentioned in Semester 1, science data can be difficult to compare semester to semester, due to the nature of changing Science curriculum areas each semester. This means that data within one year, within cohorts, is not easily comparable due to being different Science curriculum areas.

Our overall goal was to address the 'tail' of achievement, specifically as a department through looking at assessment. This included offering varied forms of assessment, open ended assessment, and scaffolded options.

The data for the semester as achieving 'below' the level expected for their age:

- Year 7 Earth and Space Science: 9.2%
- Year 7 Physical World: 14%
- Year 8 Earth and Space Science: 20.5%
- Year 8 Physical World: 25.6%
- Year 9 Earth and Space Science: 28.7%
- Year 9 Physical World: 29%
- Year 10 Earth and Space Science: 23.3%
- Year 10 Physical World: 28.8%

## YEAR 7

### Curriculum Level Achievement

#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

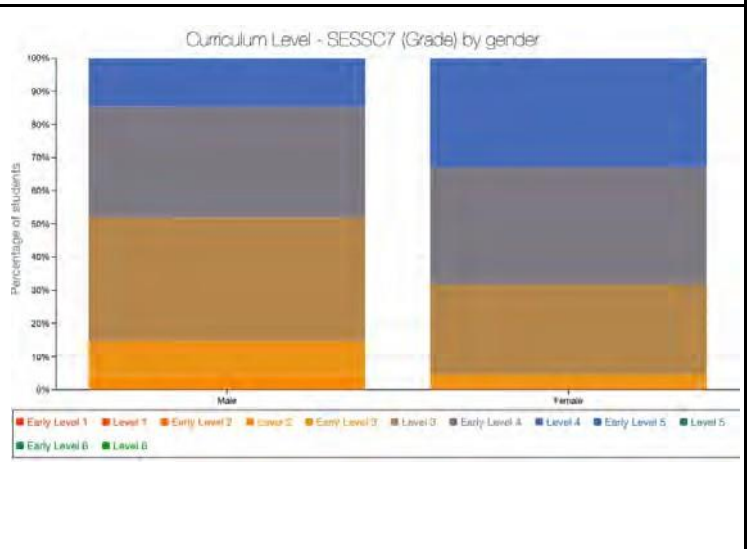
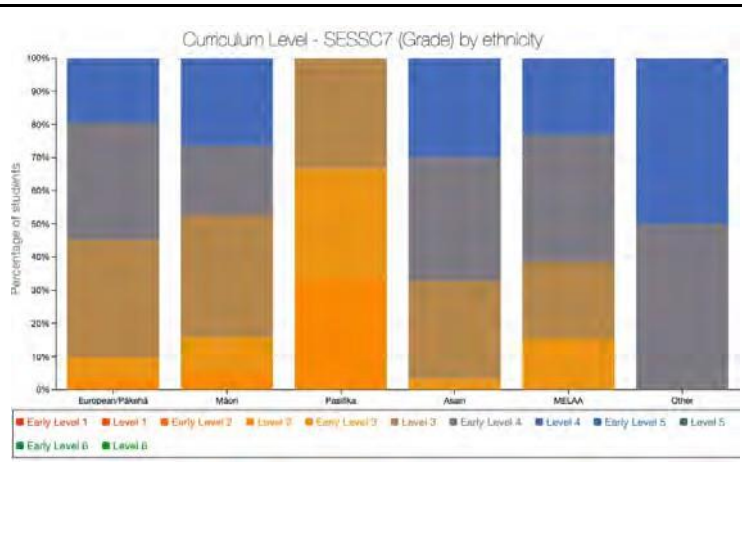
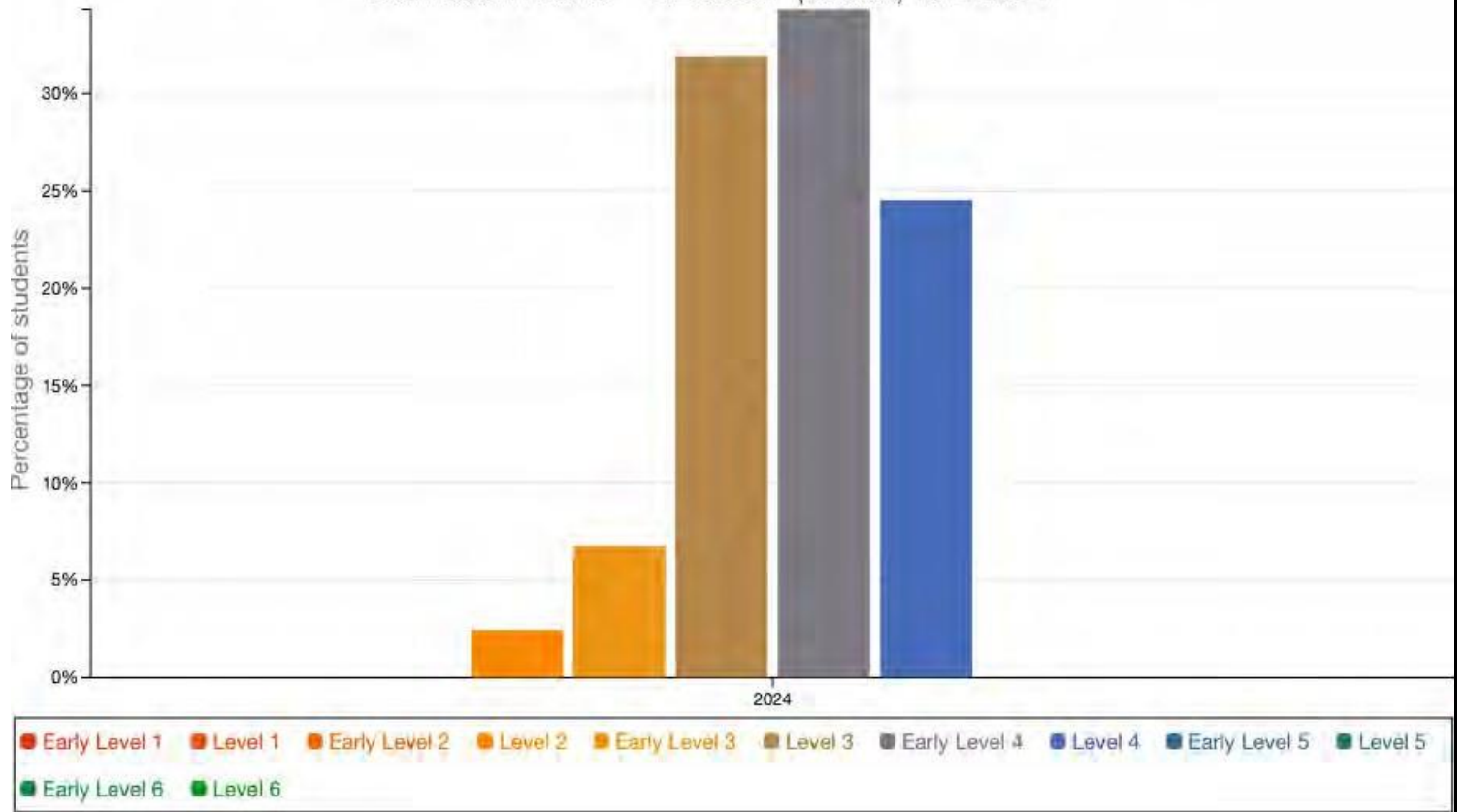
### Strand 1 - Earth and Space Science

*Cause for concern (<2, E3) = 9.2%*

*Good (3, E4) = 66.3%*

*Excellent (4, E5) = 24.5%*

## Curriculum Level - SESSC7 (Grade) for 2024



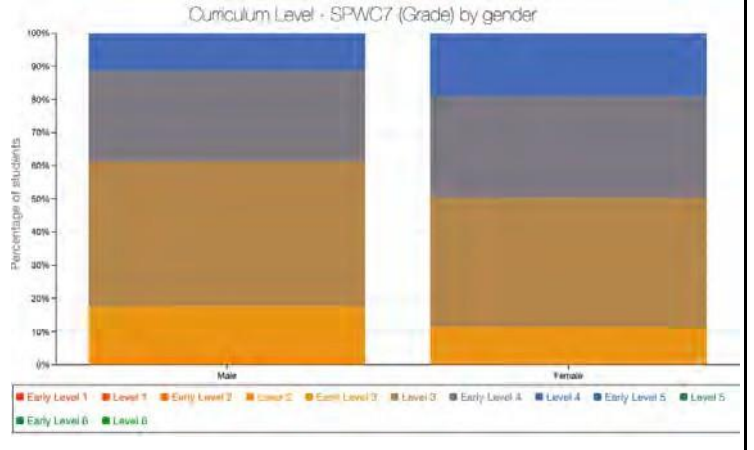
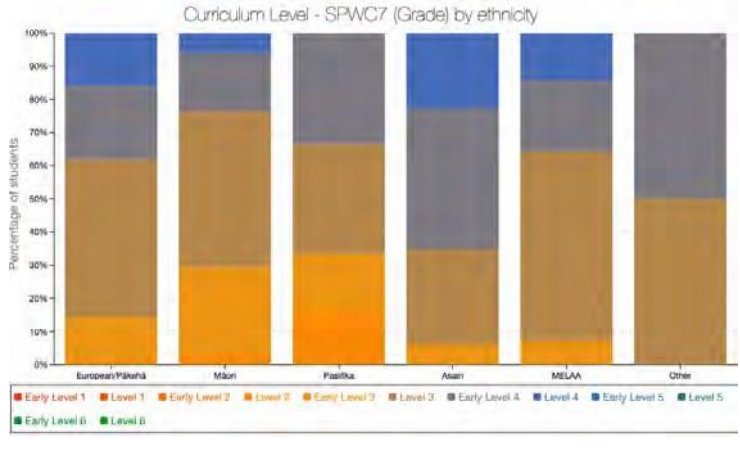
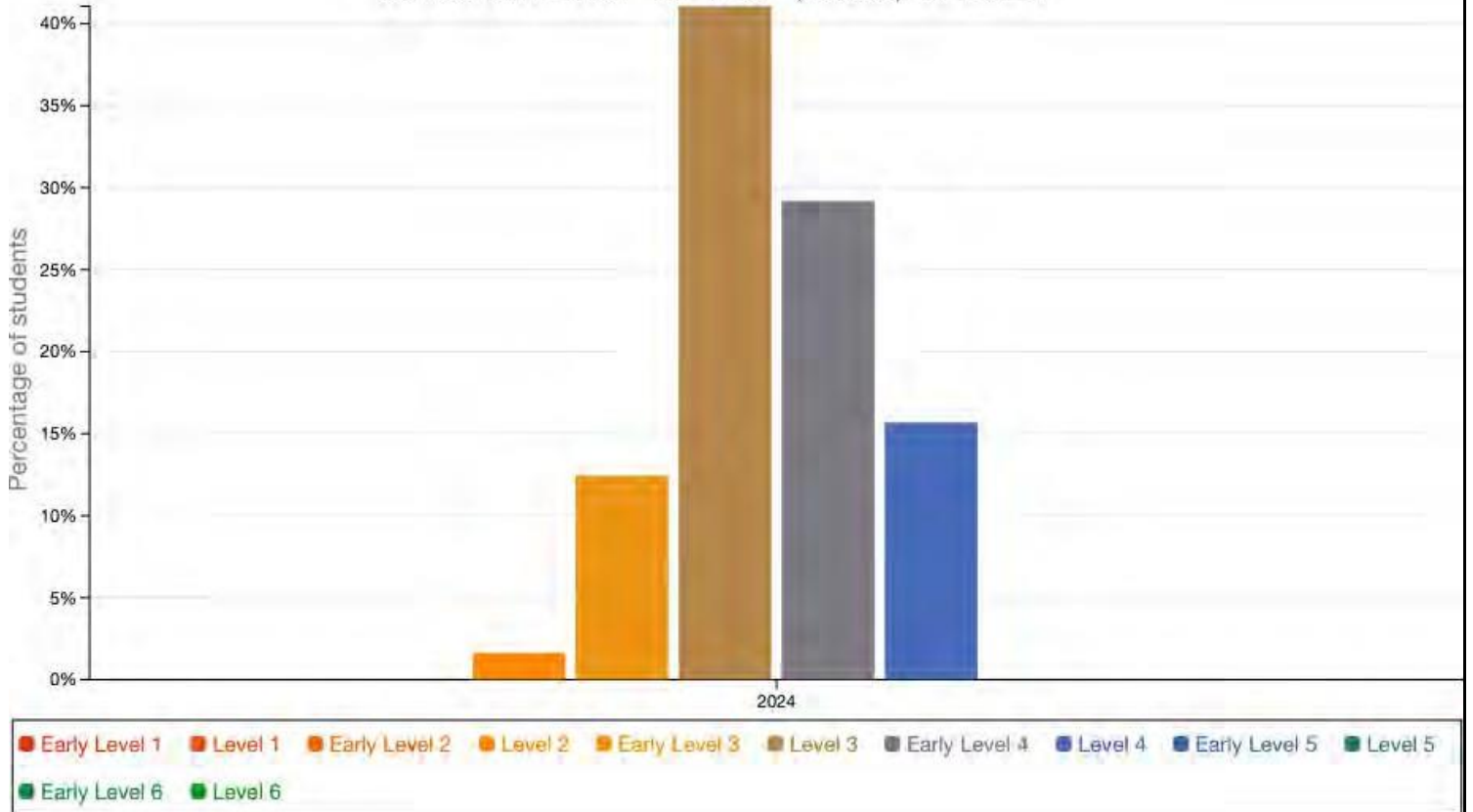
## Strand 2 - Physical World (Physics)

Cause for concern (<2, E3) = 14.0%

Good (3, E4) = 70.3%

Excellent (4, E5) = 15.7%

## Curriculum Level - SPWC7 (Grade) for 2024



## SOLO Achievement

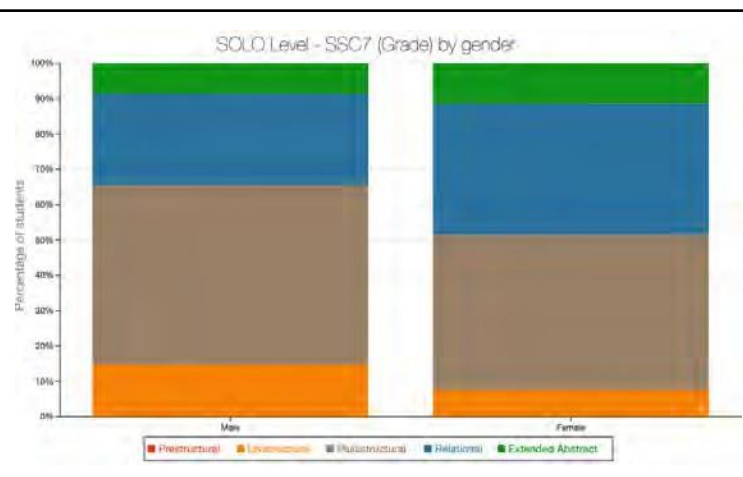
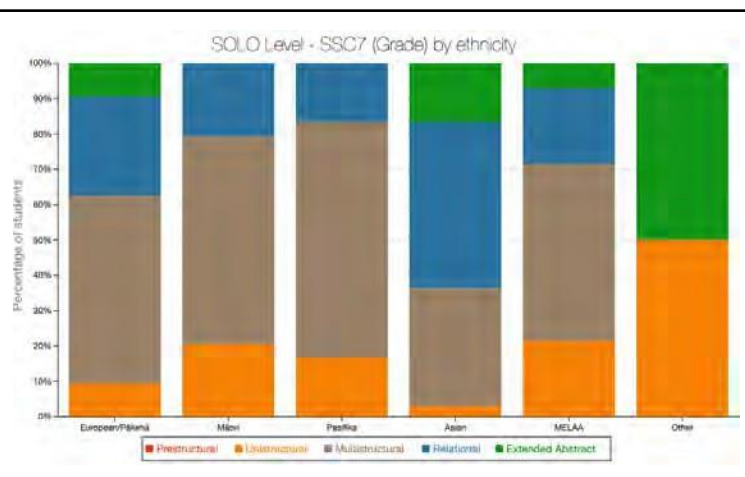
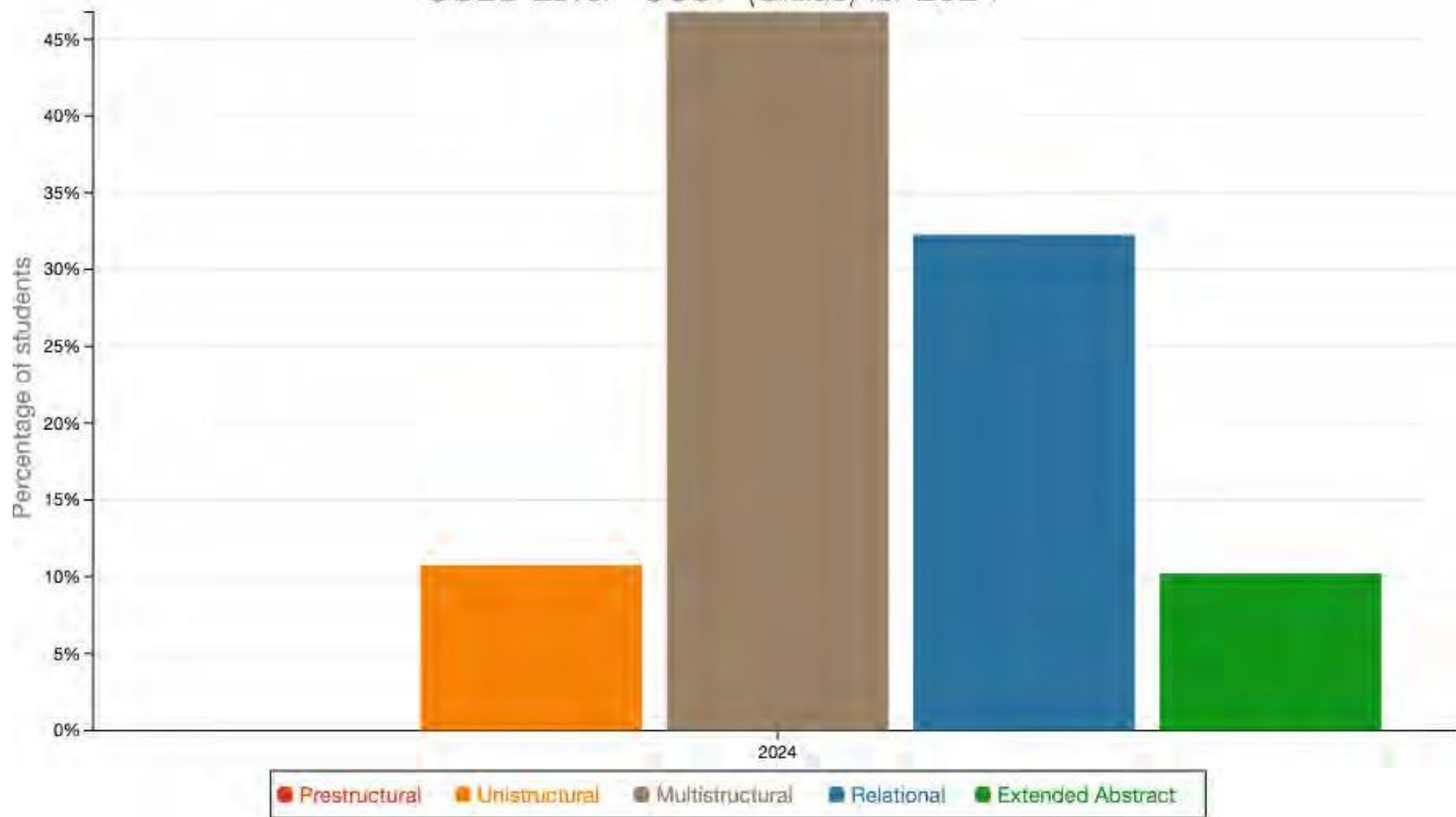
### Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Overall SOLO for Semester 2

Multistructural and above = 89.2%

## SOLO Level - SSC7 (Grade) for 2024



## YEAR 7 ANALYSIS

### Here's what ... (describe the data )

- Curriculum level data for both Planet Earth & Beyond and Physical World showed a normal distribution from level 2 through to early 4.
- 90.8% of students were at curriculum level or above in year 7 for **Planet Earth & Beyond**
- 85% of students were at curriculum level or above in year 7 for **Physical World** strand
- Greater proportion of European & Asian students at higher end of curriculum levels (Level 4 and above) compared to Māori
- 10% of students were at unistructural so over 90% of students were at multi-structural or above.
- Trends between genders are different, with more male students achieving below, and more female students achieving above. This is similar to nation wide data, and also to previous data analysis in Science at RJHS.

### So what ... (what does it show about your curriculum area this Semester for this level?)

- Students generally achieve expected curriculum level and SOLO level in Year 7. **Planet Earth & Beyond** data is slightly higher than **Physical World**.
- This data is within the goal of less than 25% at or less than below curriculum expectation.

- The year 7 cohort worked across both curriculum levels to a pleasing level, with trends better than in previous years, and in comparison to some of the nationally available historic data.

**Now what ... (Establish goals and possible PLD for your team for S2)**

- Focus on developing assessment within learning cycles so students can demonstrate learning and progress
- Incorporating greater opportunities for SOLO development to move students from unistructural to multistructural
- Engaging boys in science and lifting achievement
  - Literacy in Science
  - Engagement- Nature of Science

# YEAR 8

## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

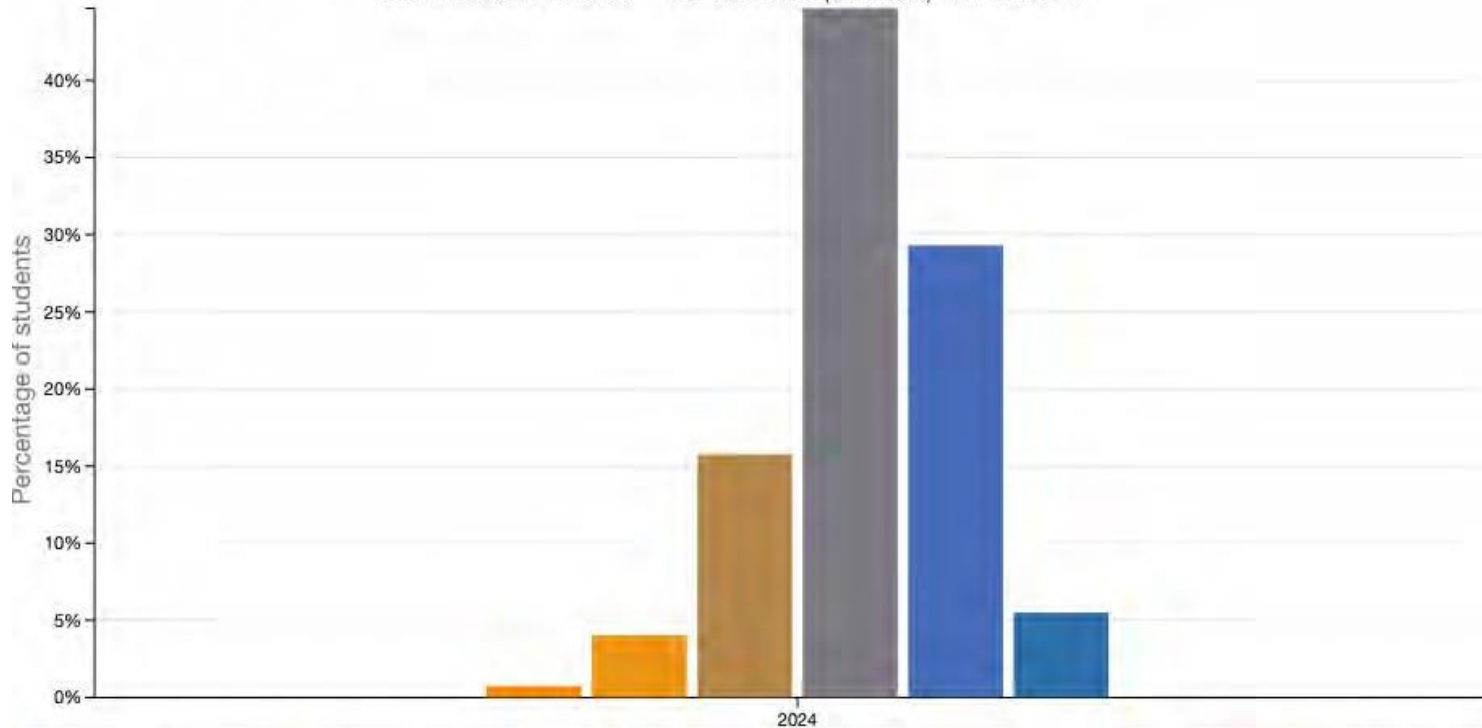
### Strand 1 - Earth and Space Science

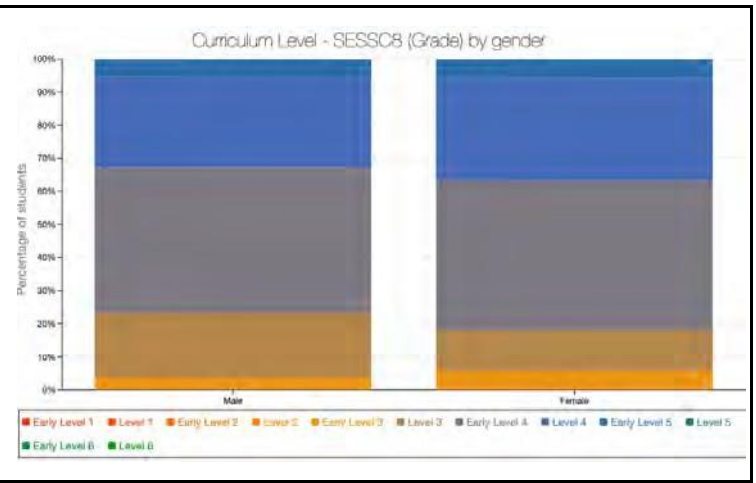
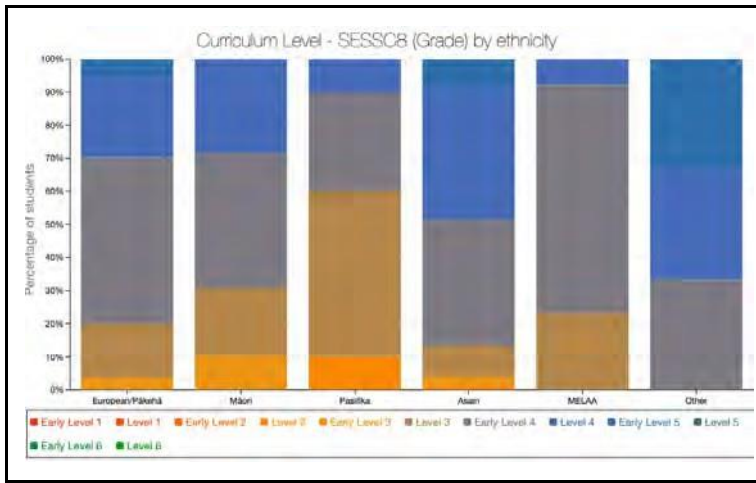
Cause for concern (<2, E3, 3) = 20.5%

Good (E4, 4) = 74.0%

Excellent (E5, 5) = 5.5%

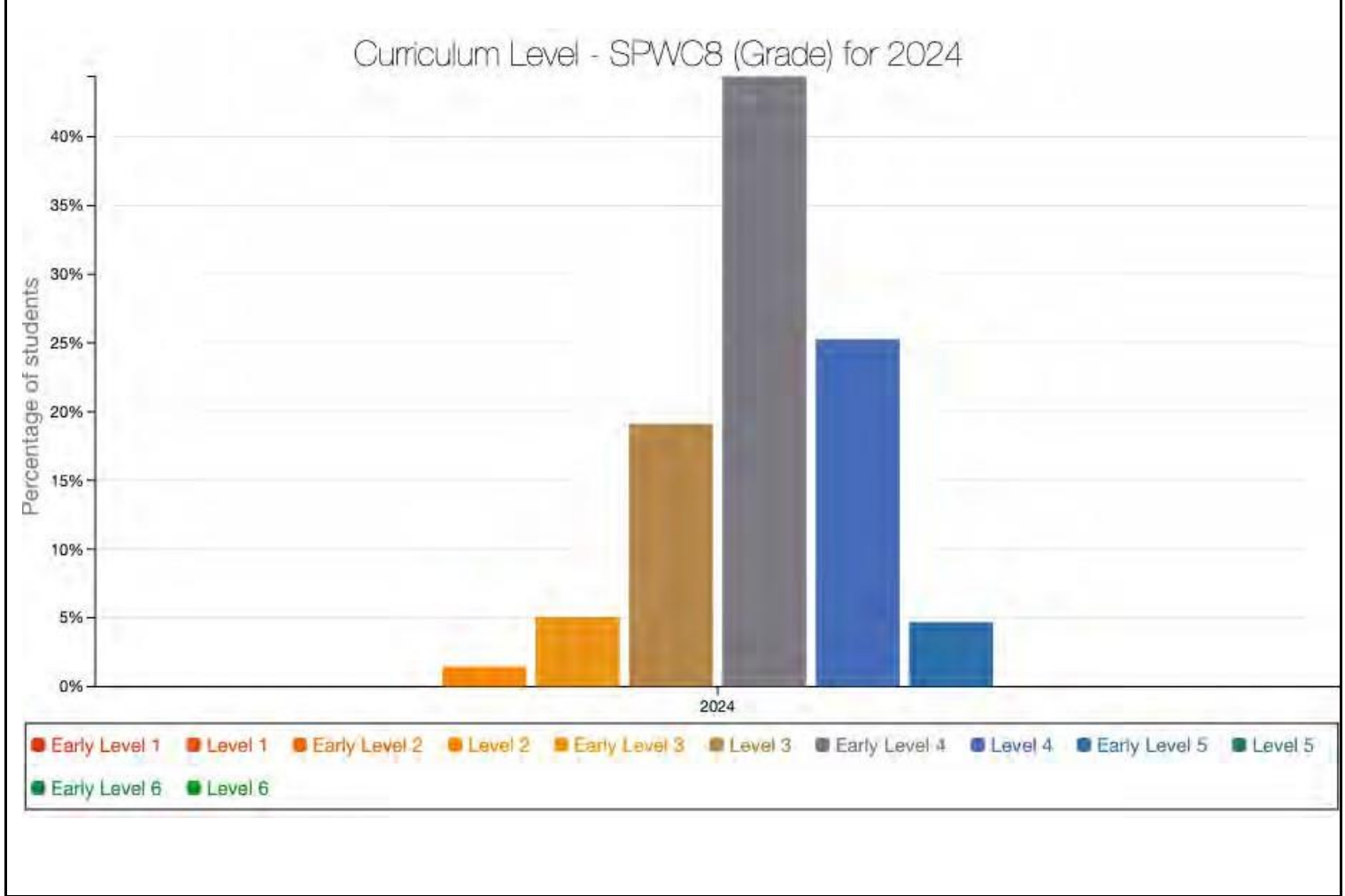
Curriculum Level - SESSC8 (Grade) for 2024

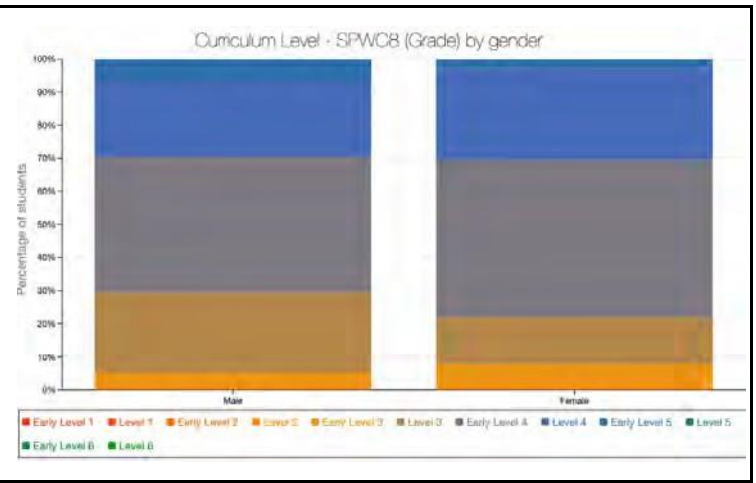
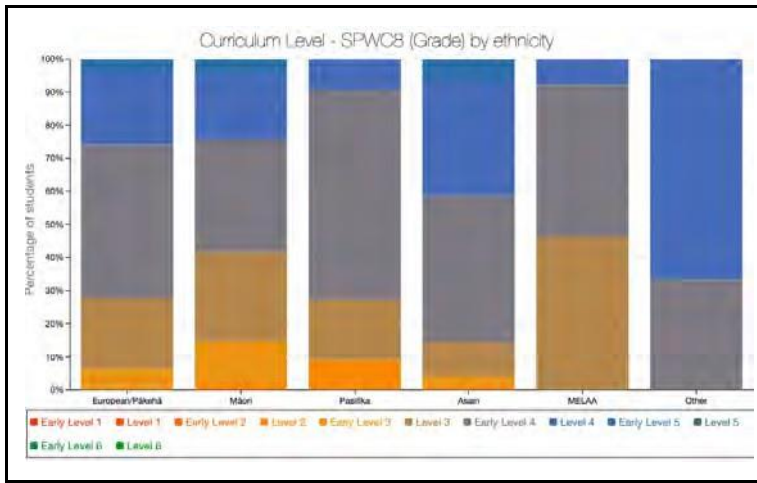




## Strand 2 - Physical World (Physics)

Cause for concern (<2, E3, 3) = 25.6%  
 Good (E4, 4) = 69.7%  
 Excellent (E5, 5) = 4.7%





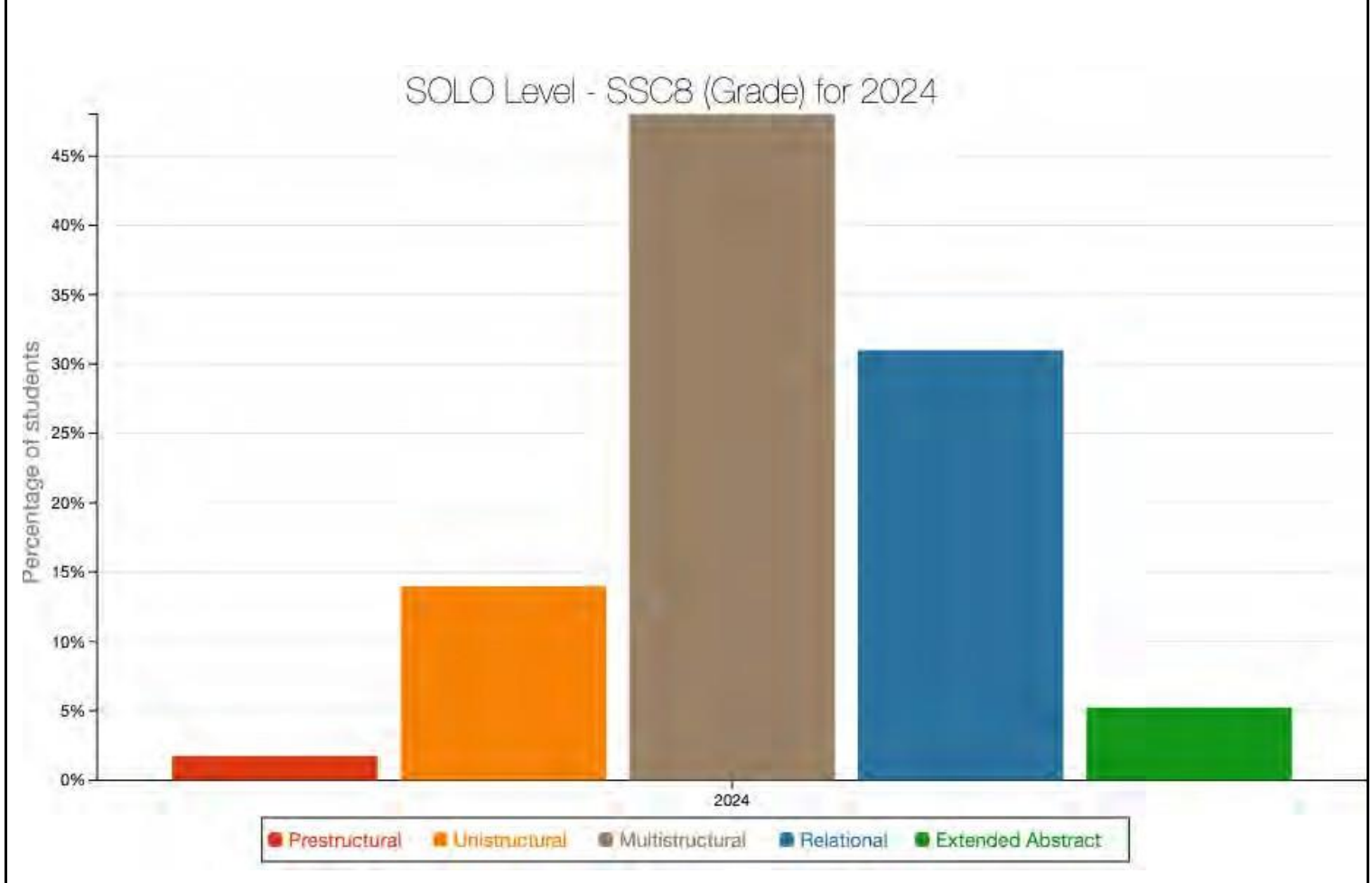
## SOLO Achievement

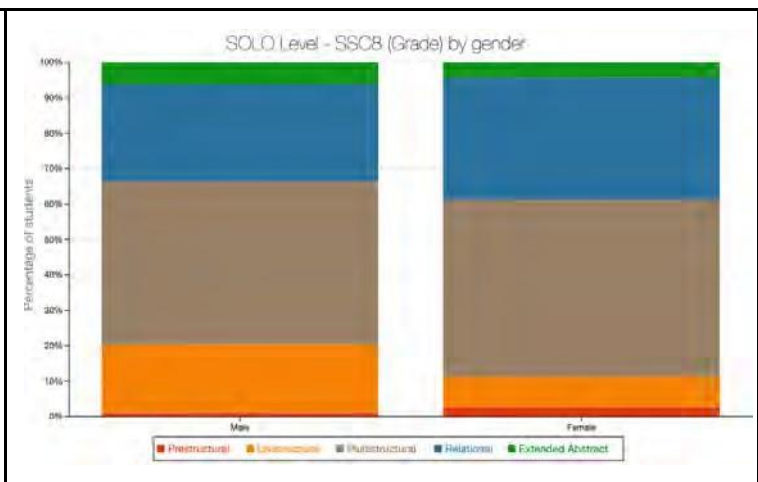
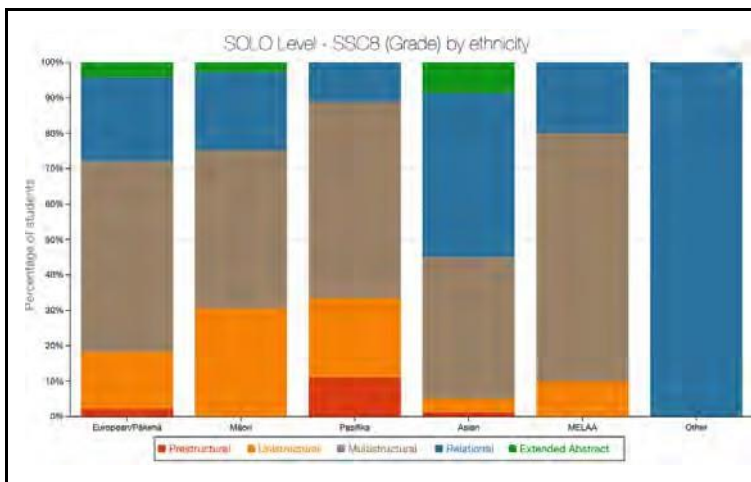
Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Overall SOLO for Semester 2

Multistructural and above = 84.3%





## YEAR 8 ANALYSIS

### Here's what ... (describe the data )

- Curriculum level data for both **Planet Earth & Beyond** and **Physical World** showed a normal distribution from level 2 through to 4.
- 79.5% of students at curriculum level for **Planet Earth & Beyond**, 20.5% of concern
- 74.4% of students at curriculum level for **Physical World**, 25.6% of concern
- Increase in percentage of pre/uni structural compared to year 7 data.
- Gender showed similar trends as previous years, with females on a whole achieving better than males. Males over represented in unistructural data but slightly higher than females in extended abstract data. This trend is repeated for the curriculum data.

### So what ... (what does it show about your curriculum area this Semester for this level?)

- More students of concern in the **Physical World** curriculum strand than **Planet Earth & Beyond** strand.
- There is an increase in the number of students who are of concern between the year 7 cohort and year 8 cohort including in the SOLO data. This is of concern as we would expect students to have a greater depth of understanding and skills as they progress from year 7 to year 8. Feedback from teachers suggest there were some challenging lines within the year 8 sets which may have made progress harder to achieve. It will be interesting to see how this cohort progresses in year 9 in 2025.

### Now what ... (Establish goals and possible PLD for your team for S2)

- Focus on quality assessment within cycles of learning particularly in SOLO
- Engaging boys in science and lifting achievement
  - Literacy in Science
  - Engagement- Nature of Science (see notes at bottom)

## YEAR 9

### Curriculum Level Achievement

Expected Levels of Achievement						
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

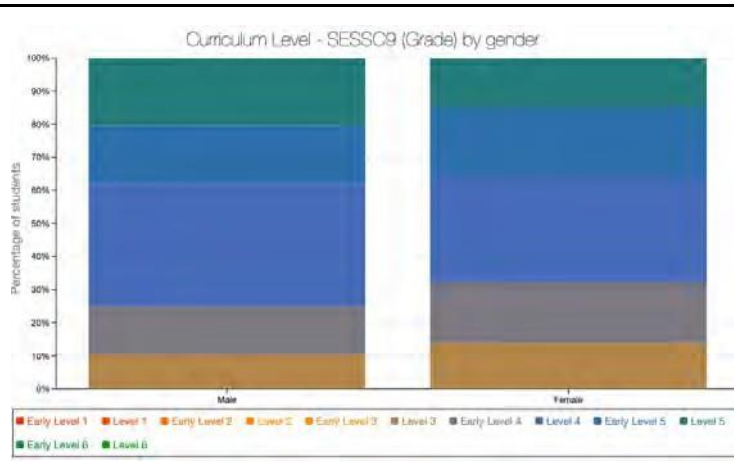
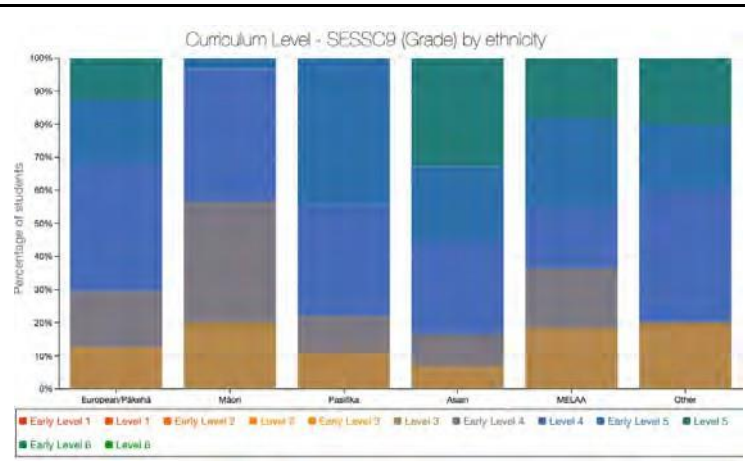
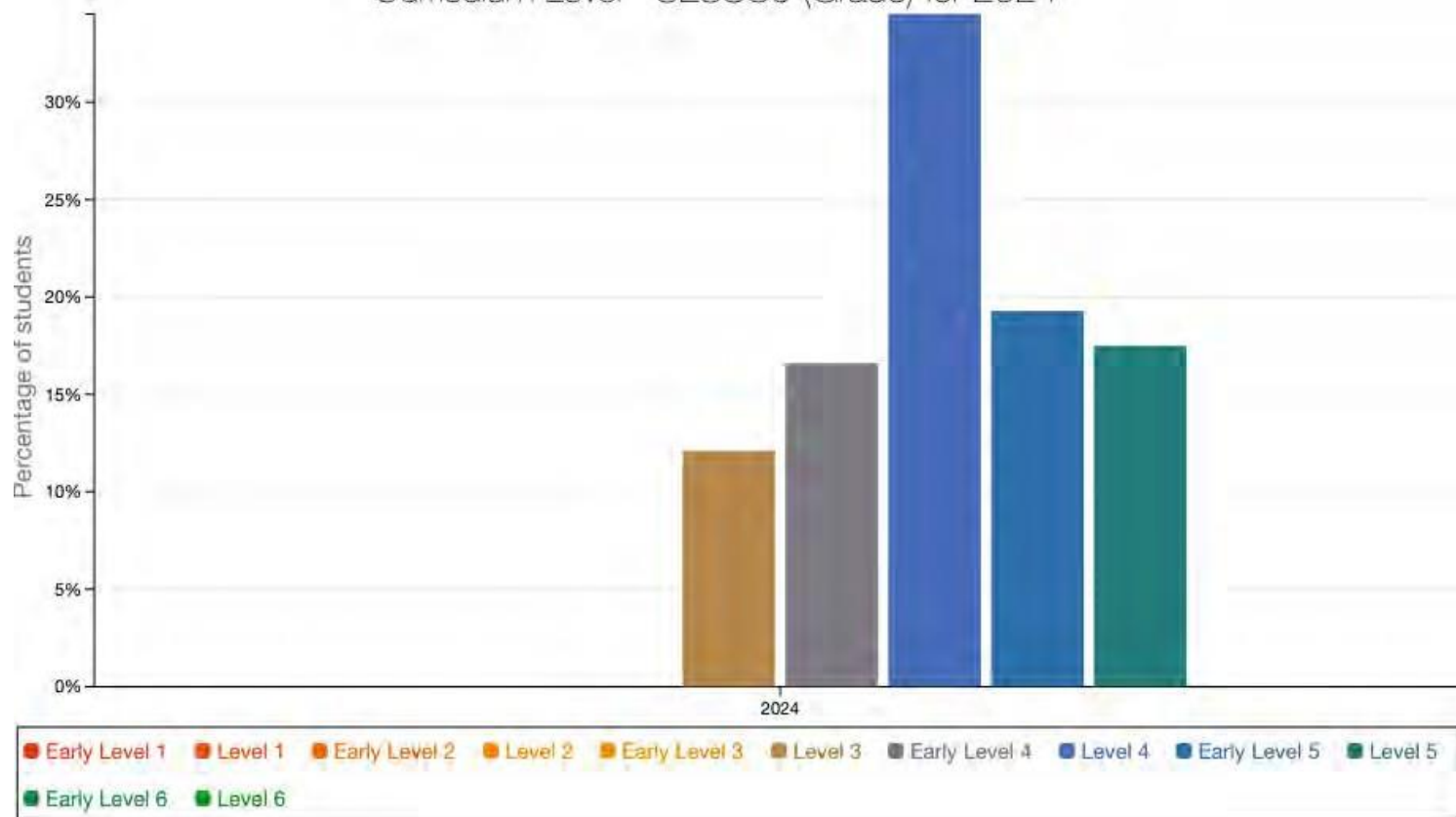
## Strand 1 - Earth and Space Science

Cause for concern (3, E4) = 28.7%

Good (4, E5) = 53.8%

Excellent (5, E6) = 17.5%

Curriculum Level - SESSC9 (Grade) for 2024



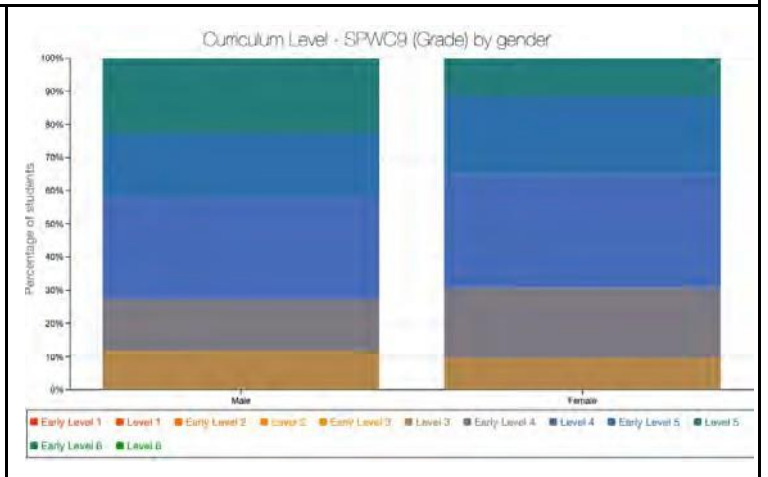
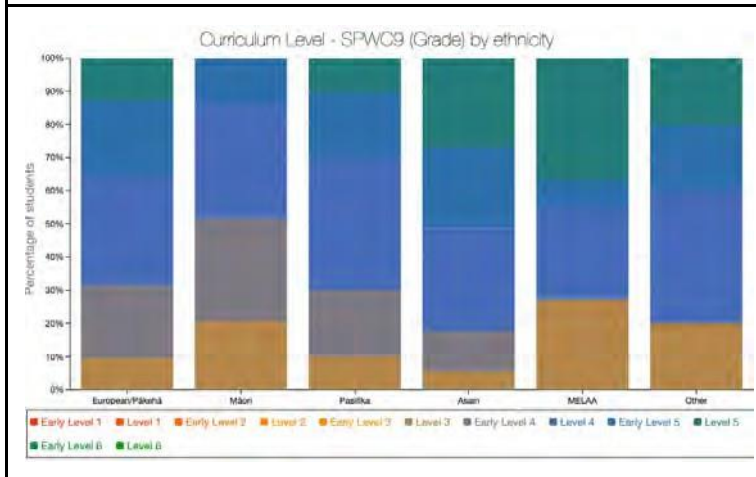
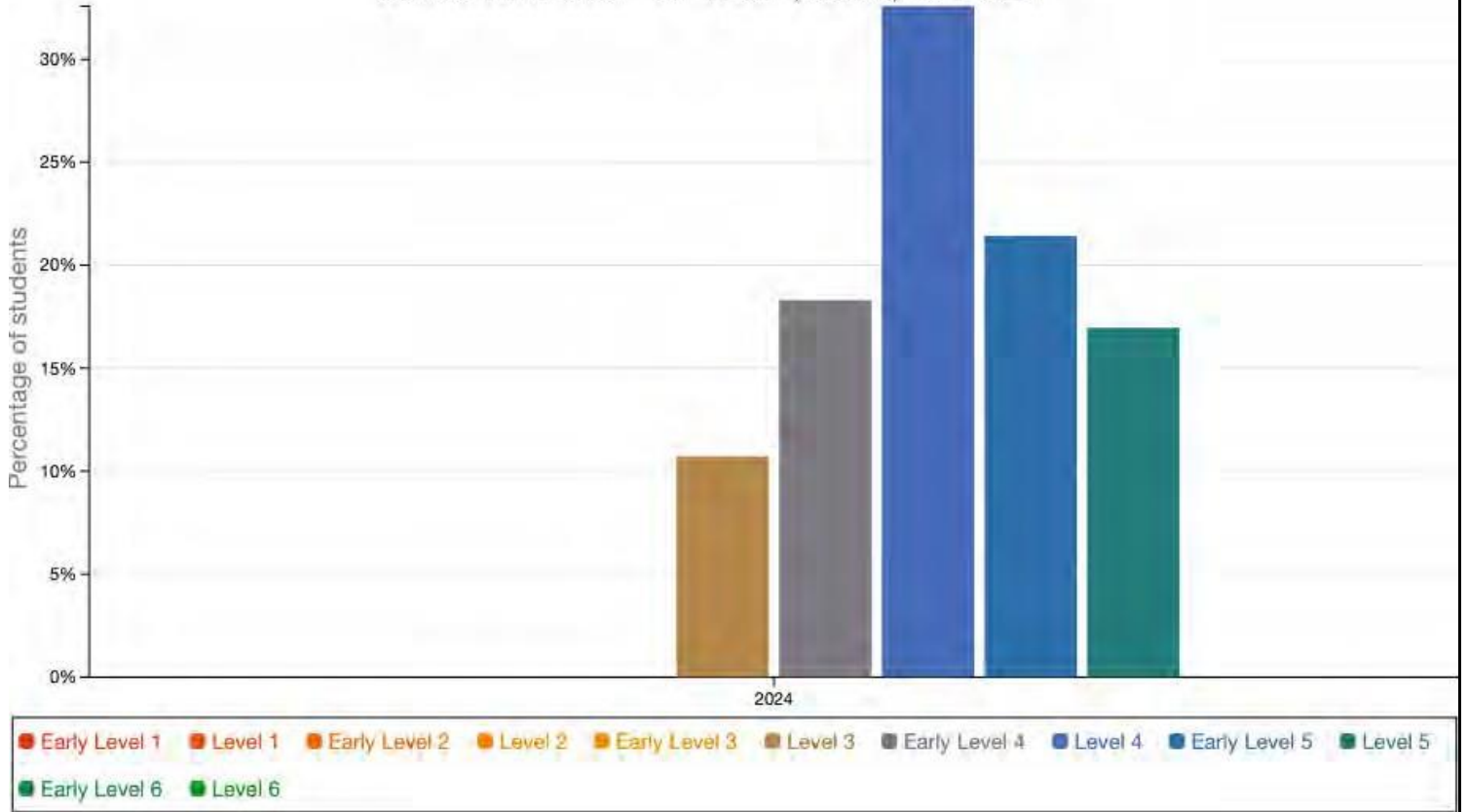
## Strand 2 - Physical World (Physics)

Cause for concern (3, E4) = 29.0%

Good (4, E5) = 54%

Excellent (5, E6) = 17.0%

## Curriculum Level - SPWC9 (Grade) for 2024



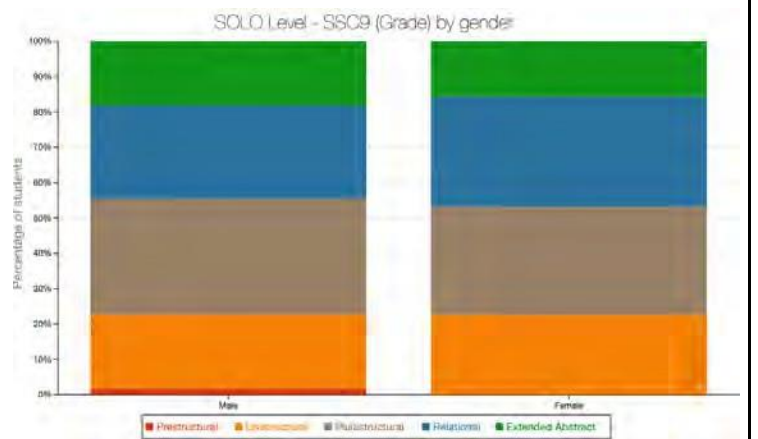
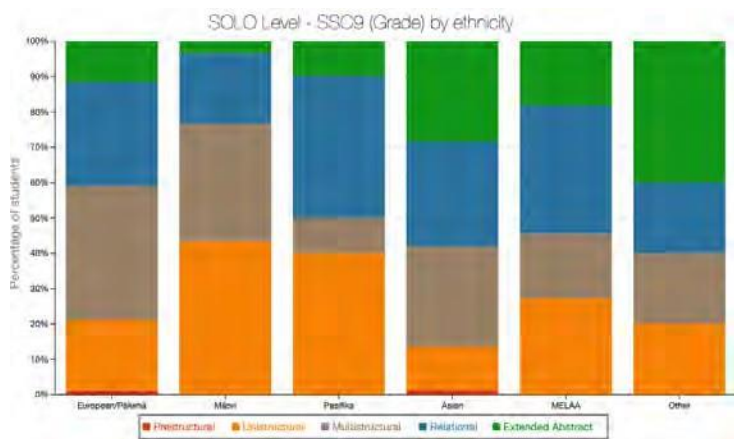
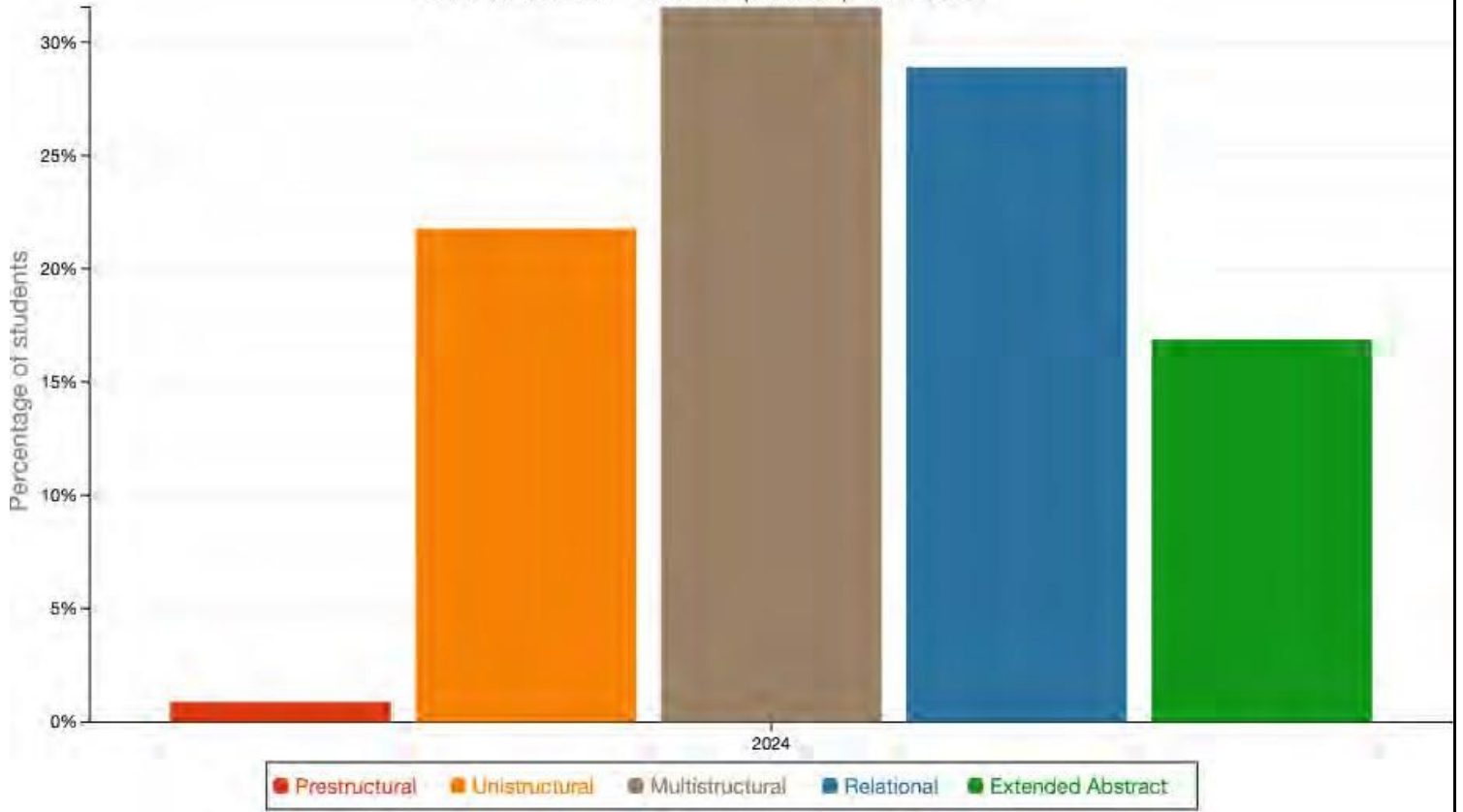
## SOLO Achievement

Expected levels of achievement					
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Overall SOLO for Semester 2

*Multistructural and above = 77.3%*

## SOLO Level - SSC9 (Grade) for 2024



## YEAR 9 ANALYSIS

### Here's what ... (describe the data )

- For both curriculum strands **Planet Earth & Beyond** and **Physical World** there is a normal distribution of data from level 3 to level 5.
- **Planet Earth & Beyond** has 28.7% of students below curriculum level while the **Physical World** has 29% of students below curriculum level. This is above the threshold goal that was set at the start of 2024 which stated that
- 22.7% of students were pre or unistructural
- Māori students are overrepresented in unistructural data and lower curriculum levels.
- Compared to the level 8 cohort there was a 10% increase in the number of students who achieved extended abstract.

### So what ... (what does it show about your curriculum area this Semester for this level?)

- Increase in student who 'of concern' both curriculum level and SOLO compared to other cohorts. Possibly a drop in engagement in science. There is also significant cognitive and developmental changes starting during this time.

It's important to note that the jump in the curriculum between year 8 and 9, and also the skills required to complete and manage learning for year 9 students (having one less module lesson a week) is significant, and may impact the achievement in the first semester when the students are adjusting. The loss of 90 minutes of curriculum time means that there is less time available to teachers to cover both curriculum strands.

- Māori over represented in unistructural data compared to Pākehā. This is a continuous trend in most data sets presented here.

**Now what ... (Establish goals and possible PLD for your team for S2)**

- Scaffolding learning/assessment as students move from year 8 to year 9 as there is 1) drop off in effort and 2) increased learning expectations. Focus on increasing disciplinary literacy to support this.

# YEAR 10

## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	Early 4	4	Early 5	5	Early 6	6

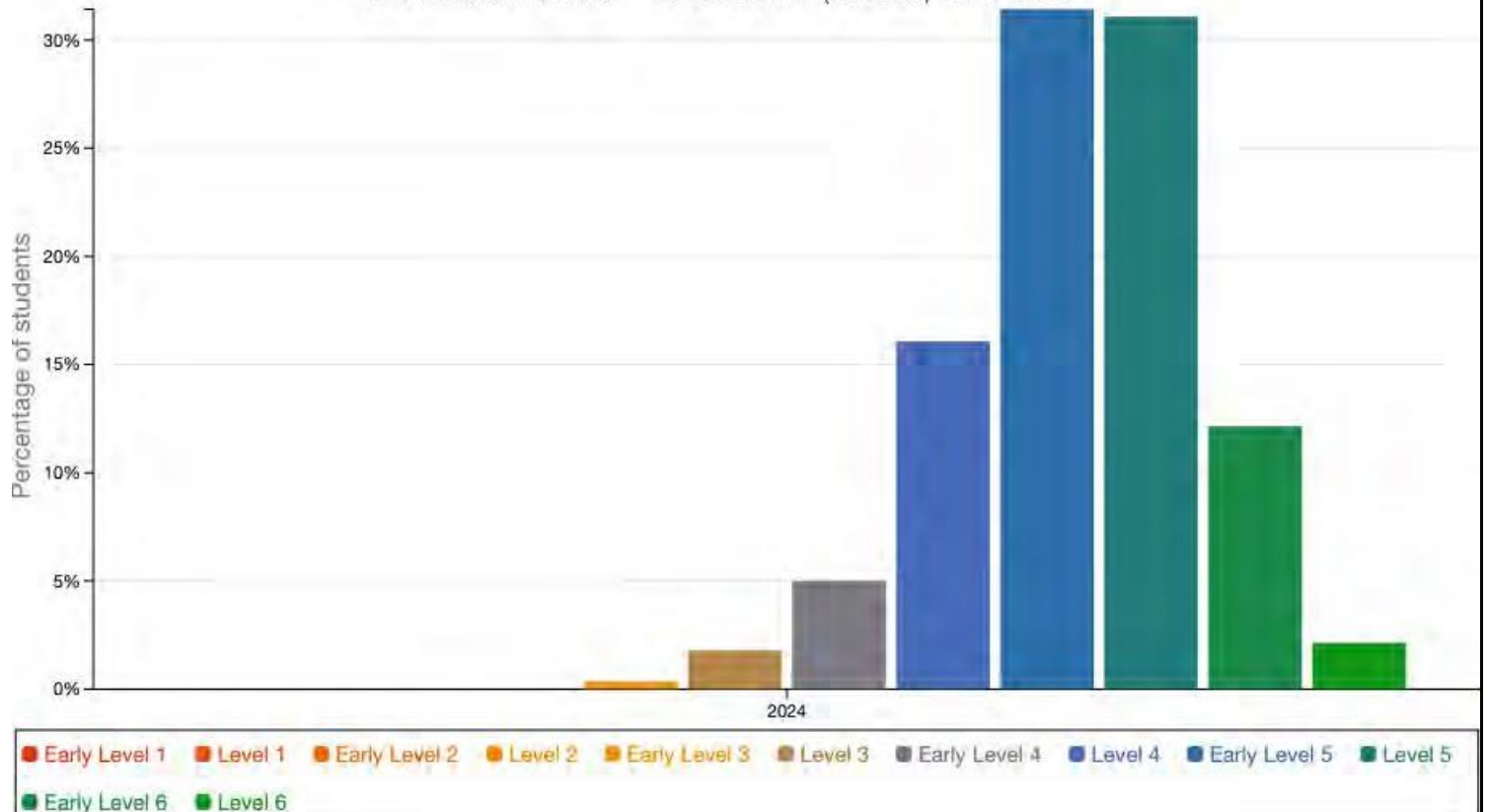
### Strand 1 - Earth and Space Science

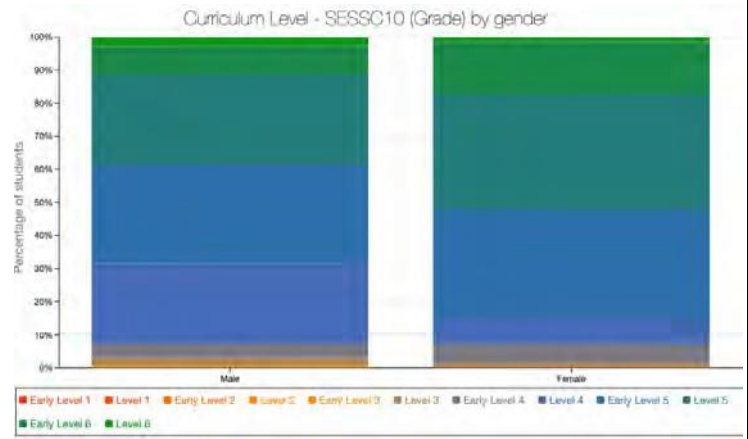
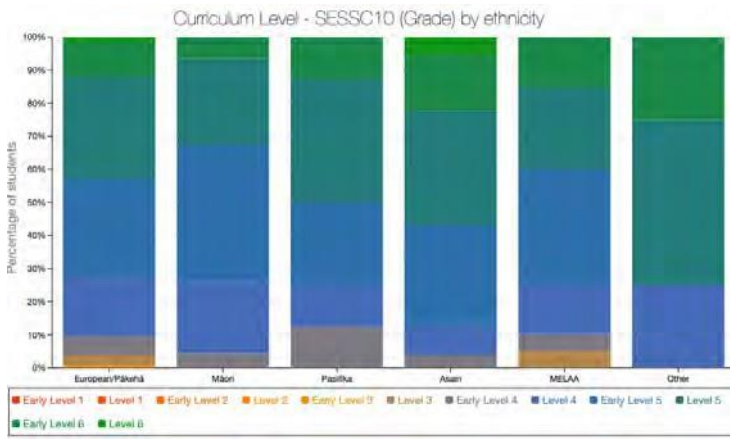
Cause for concern (E3, 3, E4, 4) = 23.3%

Good (E5,5) = 62.5%

Excellent (E6, 6) = 14.1%

Curriculum Level - SESSC10 (Grade) for 2024



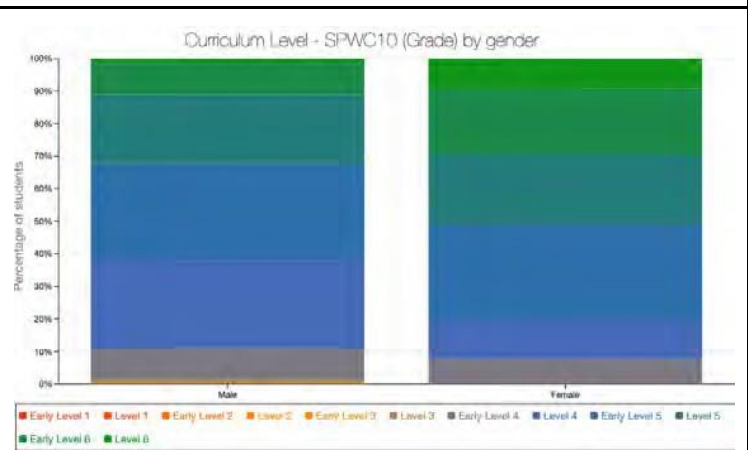
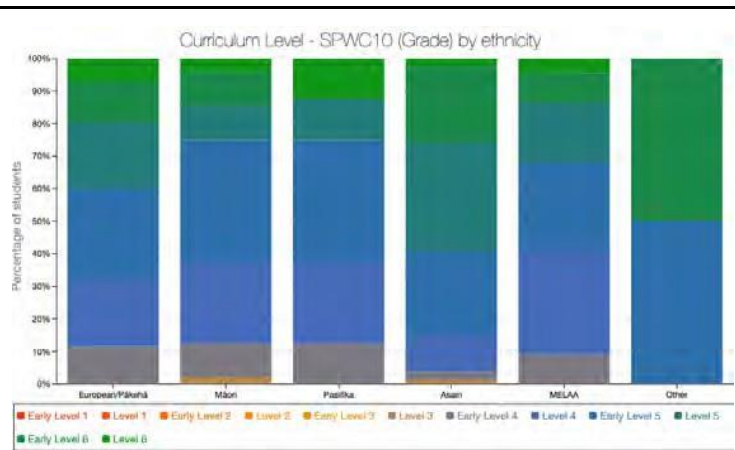
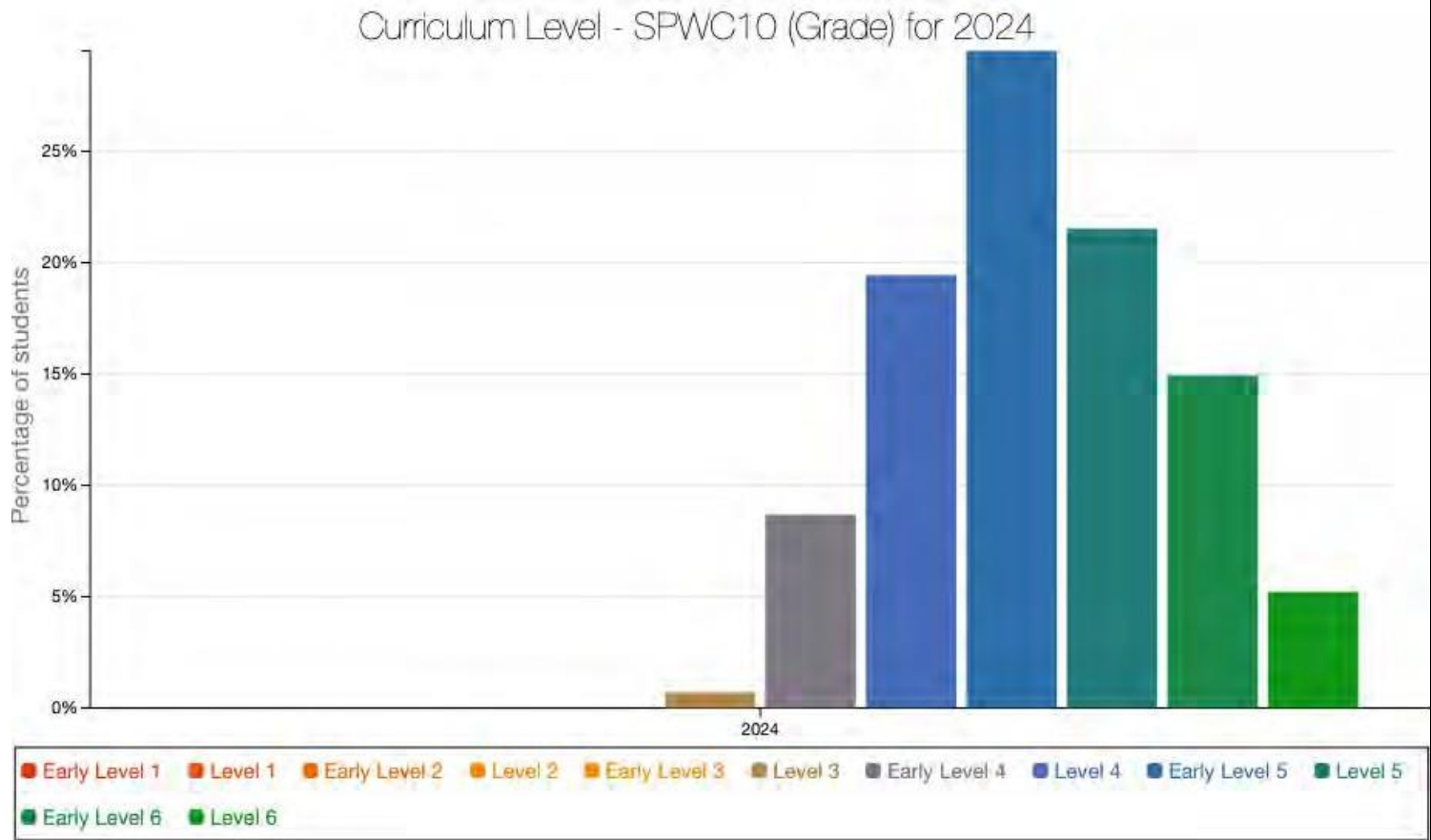


## Strand 2 - Physical World (Physics)

Cause for concern (3, E4, 4) = 28.8%

Good (E5,5) = 51.0%

Excellent (E6, 6) = 20.1%



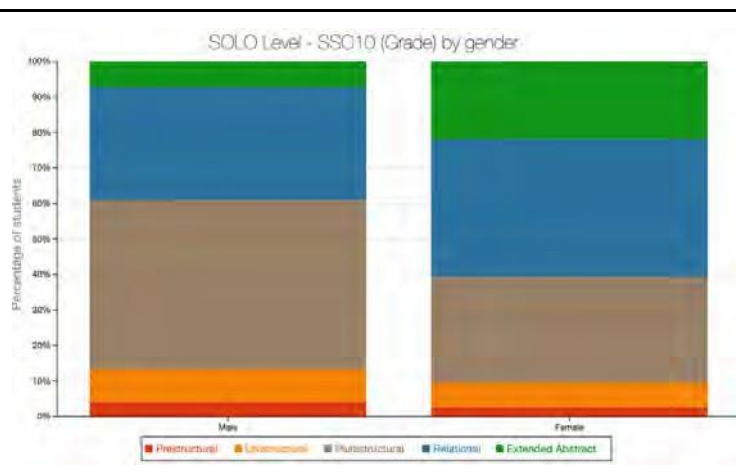
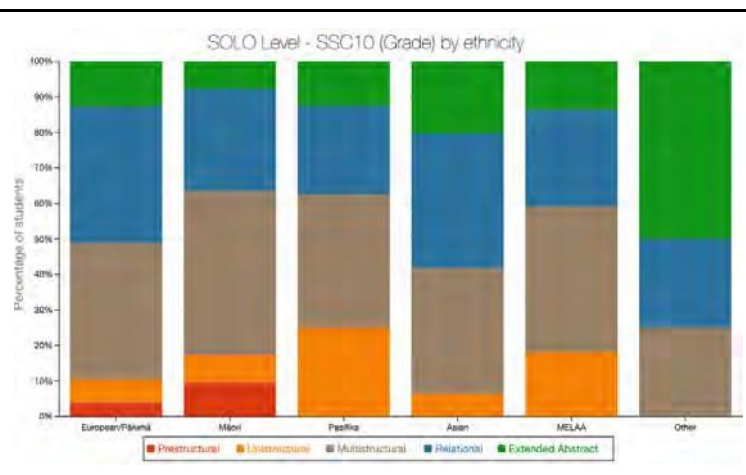
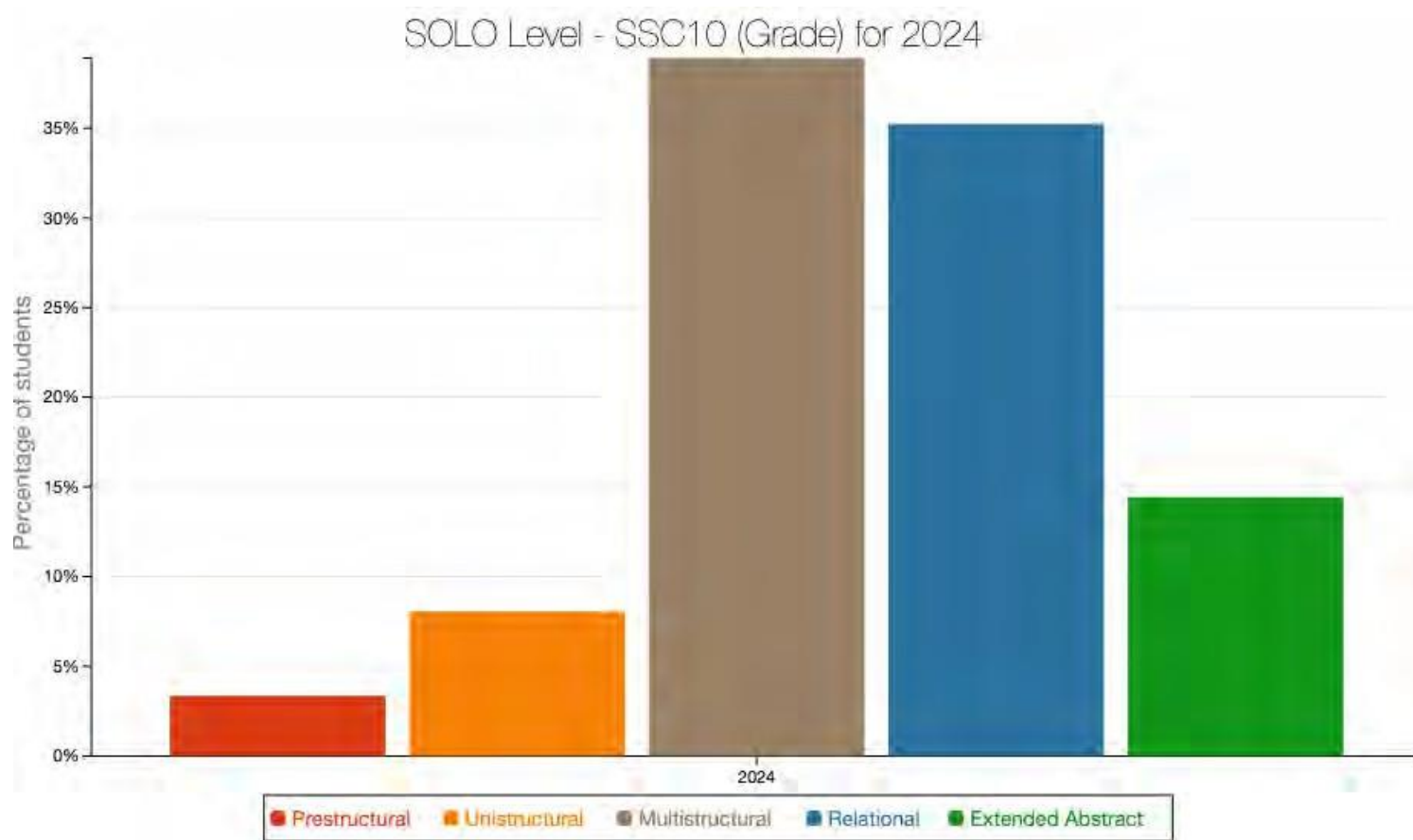
# SOLO Achievement

## Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Overall SOLO for Semester 2

Multistructural and above = 88.5%



## YEAR 10 ANALYSIS

Here's what ... (describe the data )

- The data for **Planet Earth & Beyond** and **Physical World** shows a normal distribution over a large range of data from level 3 to early level 6. At year 10, we expect students to be at level 5 of the curriculum. It is interesting to see

almost 10% of students at level 3/early 4 for **Physical World** strand.. This is significantly lower than expected. At this stage, there are a number of complex physics ideas that are introduced and the use of more sophisticated equations increases. This is at times a barrier for some students with lower numeracy skills.

- **Planet Earth & Beyond** has 23.3% of students below curriculum level. This meets the goal set for 2024.
- **Physical World** has 28.8% of students below curriculum level. This does not meet the goal set for 2024.
- 11.5% of students were pre or unistructural with just under 15% of students achieving extended abstract.
- Lower results in **Physical World** compared to **Planet Earth & Beyond**. This is typical of prior experience and data from other cohorts.

### So what ... (what does it show about your curriculum area this Semester for this level?)

- Year 10 higher SOLO achievement than year 9 cohort .
- Students struggling more in Physics than in Earth/Space Science. This is in line with previous experience and anecdotal evidence. The development of key numeracy skill becomes very evident at this stage. The linking of key physics ideas and equations is important for developing a deeper understanding of physics.

### Now what ... (Establish goals and possible PLD for your team for S2)

- Scaffolding learning - provide opportunity for feedback and practice assessment
- Focus on increasing disciplinary literacy to support this

## OVERALL ANALYSIS

### Describe the overarching trends in the data

- From year 7 to year 10 there is an increase number of students who are of concern.
- SOLO results dip in year 8 and 9
- **Physical World** results lower than **Planet Earth & Beyond** across the board. This is in line with the curriculum expectations. Physics becomes numeracy heavy and the ideas more complex compared to Earth/Space Science. However, there is some crossover in content knowledge between the strands. This is in line with previous experience between the Physical World and Planet Earth & Beyond curriculum strands.
- We would expect students to develop skills associated with demonstrating their depth of understanding moving from year 7 to 10. At year 7 more students are multi-structural or above compared to other cohorts. However, other year 9s did have a higher number of students at the higher end of SOLO thinking (extended abstract). This would be related to the sustained effort to achieve at a multi structural level of learning over the semester.

The following strands/cohort met our 2024 goal of having less than 25% of students below curriculum level. We achieved this goal in 4 of the 8 year level strands. The other values are between 25% and 30% which is just outside of the range.

- **Year 7 Earth and Space Science: 9.2%**
- **Year 7 Physical World: 14%**
- **Year 8 Earth and Space Science: 20.5%**
- **Year 10 Earth and Space Science: 23.3%**

### Set areas of target and/or goals for next semester, and plans to achieve these

- Retaining interest and achievement in Science from year 7 to year 10.
  - Scaffolding learning as content gets harder
  - **Mātauranga Māori** context to increase engagement
    - Identify authentic opportunities
    - Science learning hub resources
  - **Nature of Science:** Look at making connections with external agencies/people. Connections with scientists in various roles/professions? Provide students with an opportunity to see what 'scientists' do in real life. Connections to community.
    - [Citizen Science](#): Getting students involved in Science
    - KST to provide PD into new nature of science NCEA assessments in level 1 (filter back to develop understand of 1) practical investigat<sup>1</sup>io<sup>60</sup>ns 2) science-related claims)

- Increase disciplinary literacy in Science
  - NZASE [Link](#)
  - [Effective literacy guide](#)
  - [Supporting literacy in science](#)
  - Focus on writing for success in year 9 and 10. Assessment becomes more difficult. While we have developed a range of different assessment opportunities it is important that students still have a basic level of literacy whether it is written or oral literacy.
    - Frequent opportunities to write their own ideas. (eg. shared paragraph writing, quick writing)
    - Strategies to plan and structure ideas. Starting with building sentences. (Graphic organisers, SOLO maps, PEEL, brainstorm, WTB).
    - Reading: building on vocabulary skills
      - Making vocab visible
      - Direct and explicit instruction are vital acquiring specialized vocabulary
      - Developing understanding of words that also have everyday meaning (eg. mass/volume)
- Increase SOLO capabilities
  - Unpack how we currently use SOLO in learning and assessment to assist in moving away from unistructural into multistructural. Use resources we already have such as HOT MAPS to develop capacity and to act as a scaffold for more complex writing.
  - Work on developing extensions within these tasks. We need to develop the skills and capacity of students so they can achieve at a relational/extended abstract level.
  - Link with literacy development as above to facilitate this demonstration of learning with either written or oral literacy.
  - Continue to work on diverse tasks which allow students to demonstrate their understanding.

# END OF SEMESTER DATA ANALYSIS S2- SOCIAL SCIENCE

## 2024 ACHIEVEMENT TARGET

Shift the proportion of Year 9 students achieving at or above the expected Curriculum Level in Place and Environment and The Economic World in Semester 2 to 90%.

The data shows that Year 9 students are performing well in both the Place and Environment and The Economic World strands, with overall achievement rates 89%, one percent off the target of 90%. However, while females have already exceeded this target, males and both Māori and New Zealand European students are slightly below in both strands (range from 84%-88%). To reach the 90% target across all groups, strategies could focus on lifting male achievement and ensuring both Māori and New Zealand European students receive targeted support to strengthen their understanding in the strand where they are slightly behind.

## YEAR 7

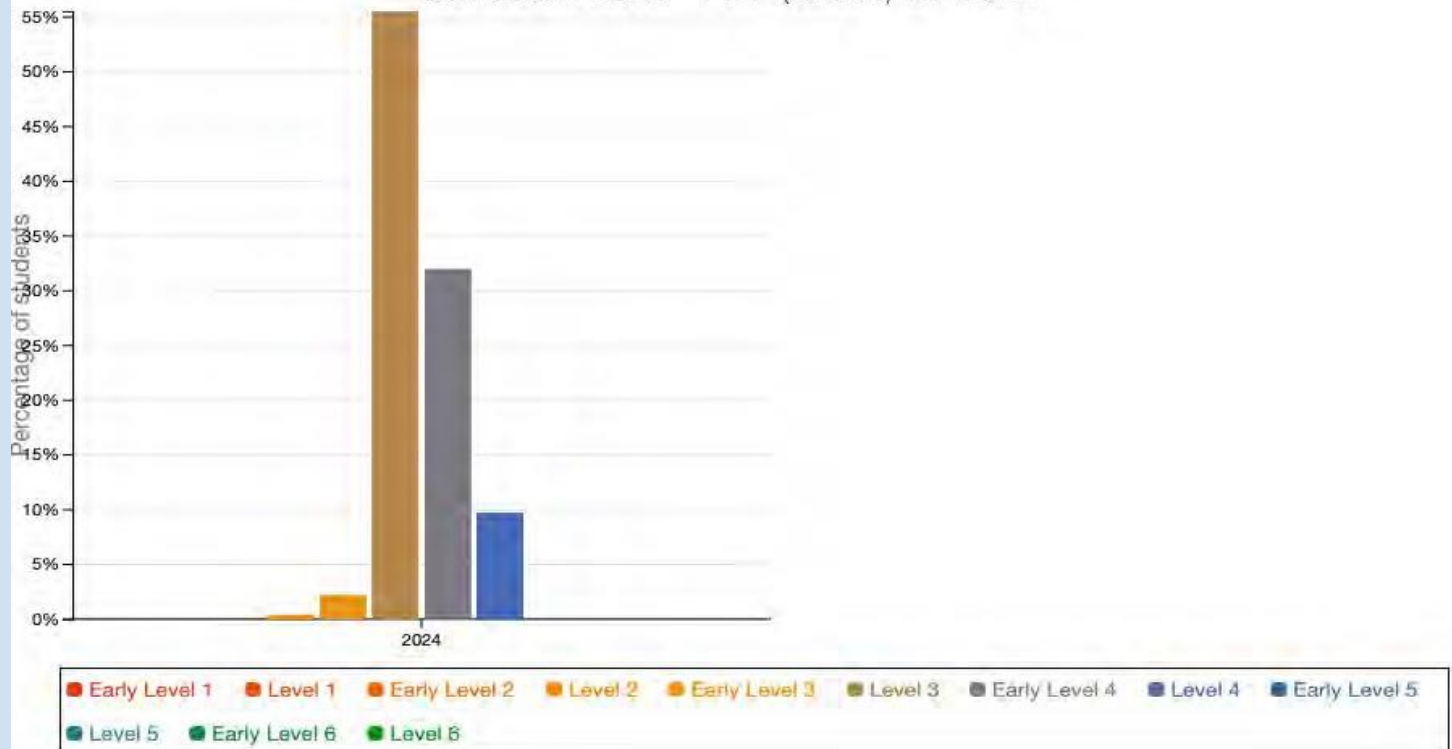
### Curriculum Level Achievement

Expected Levels of Achievement. to

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

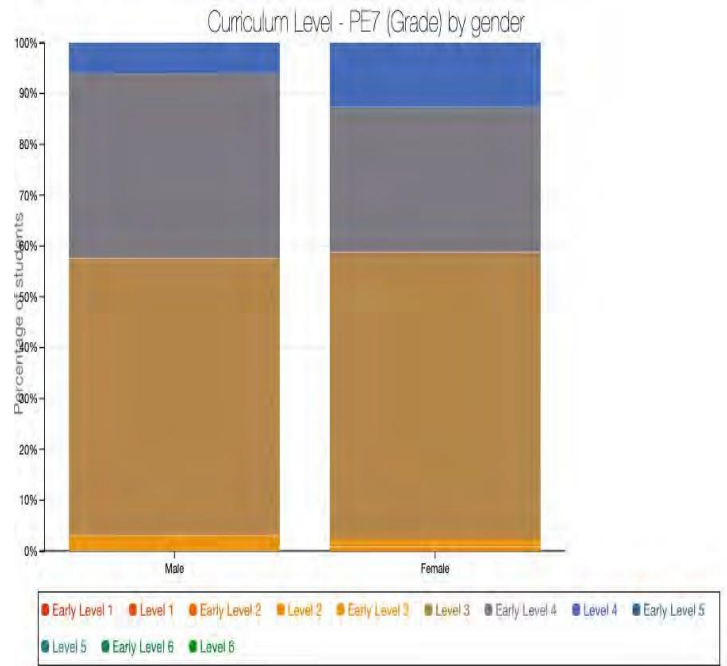
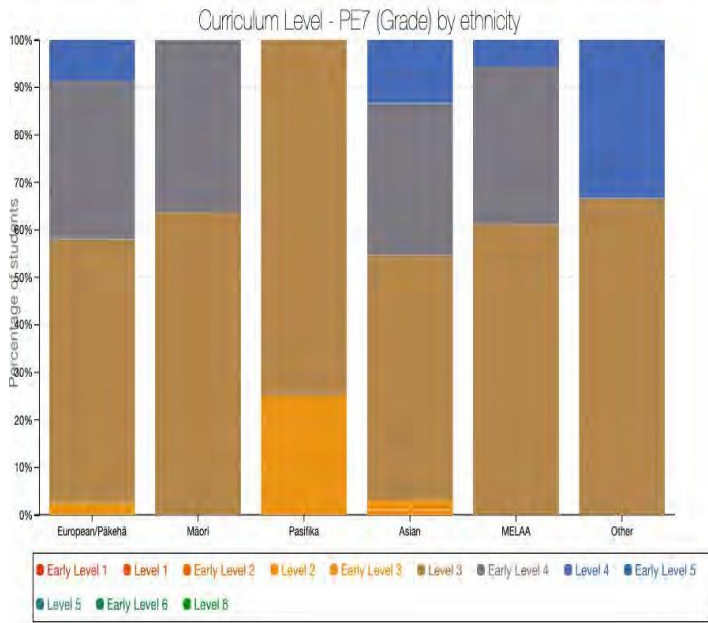
### Strand 1-PLACE AND ENVIRONMENT

Curriculum Level - PE7 (Grade) for 2024

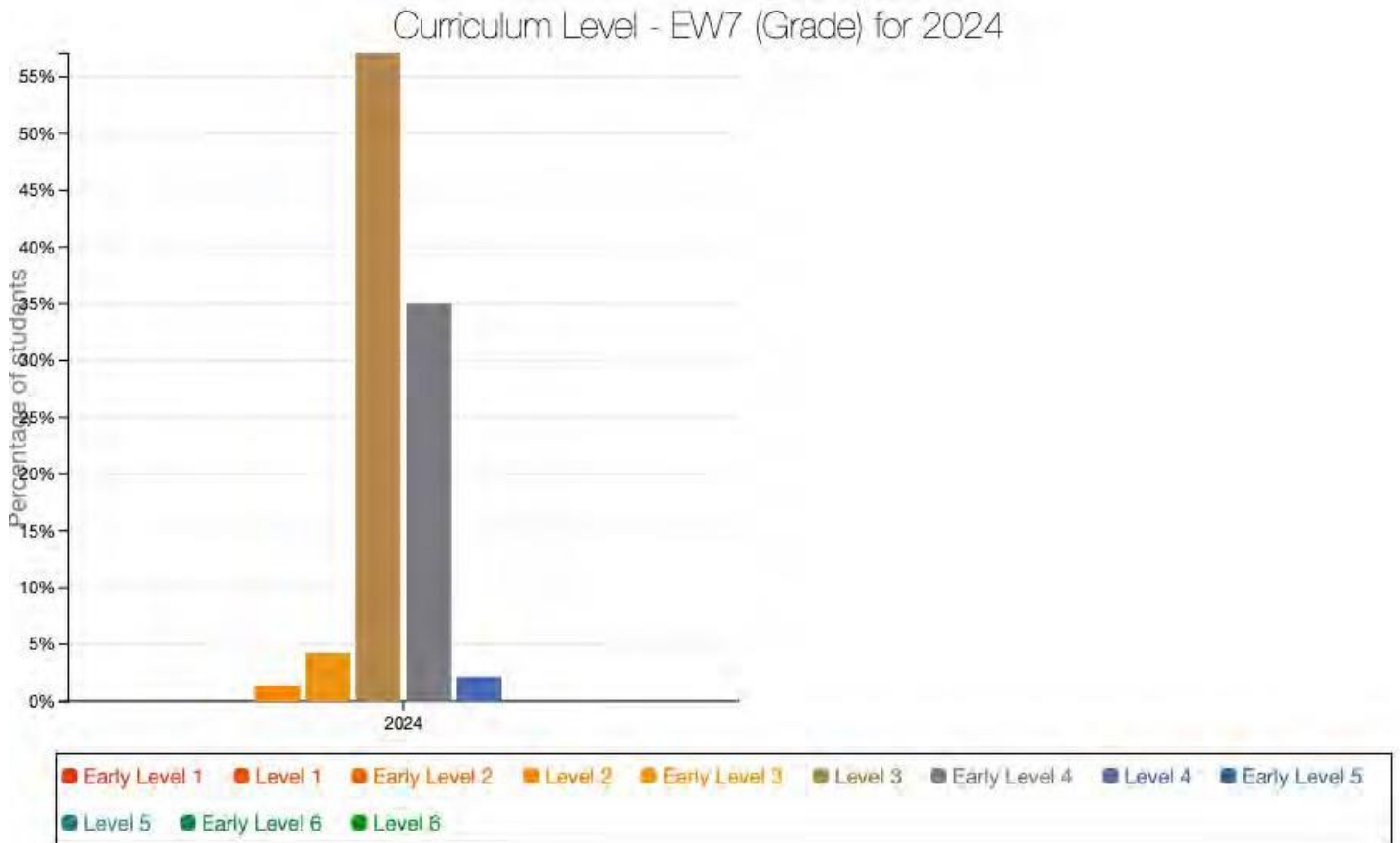


Ethnicity

<sup>1</sup> <sup>2</sup>Gender

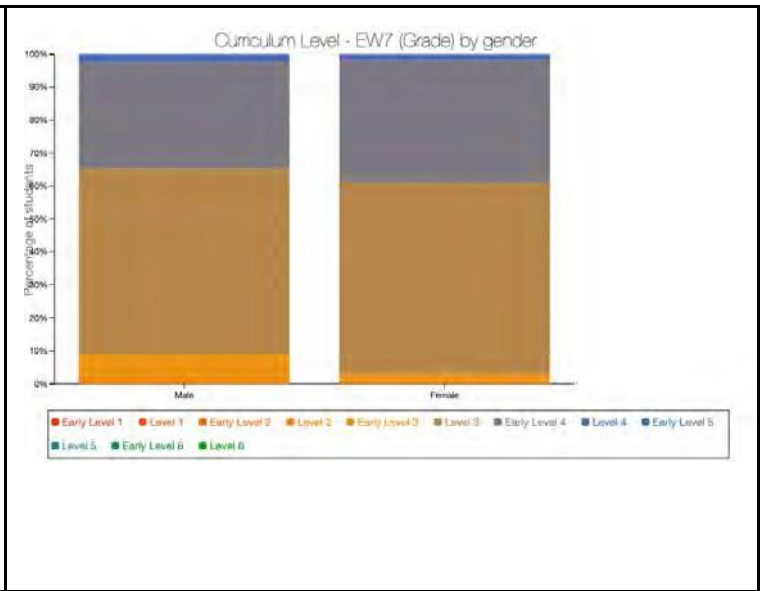
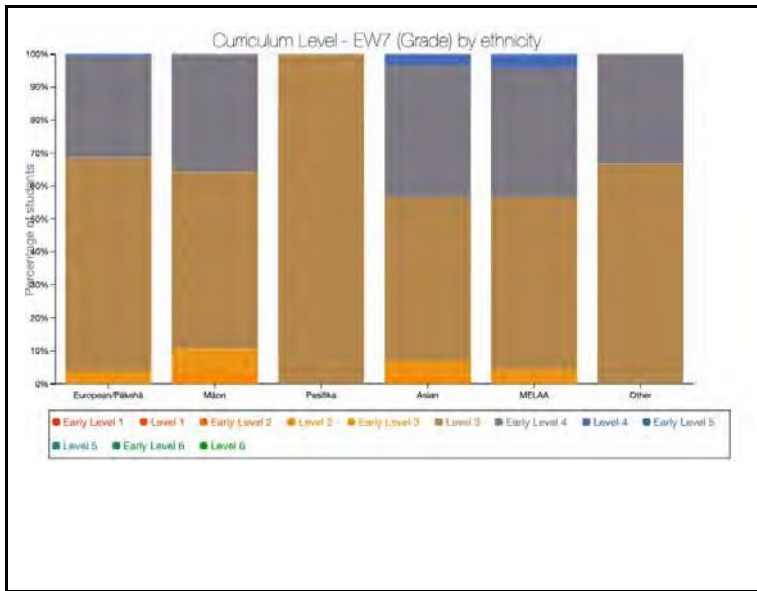


## Strand 2-THE ECONOMIC WORLD



**Ethnicity**

**Gender**

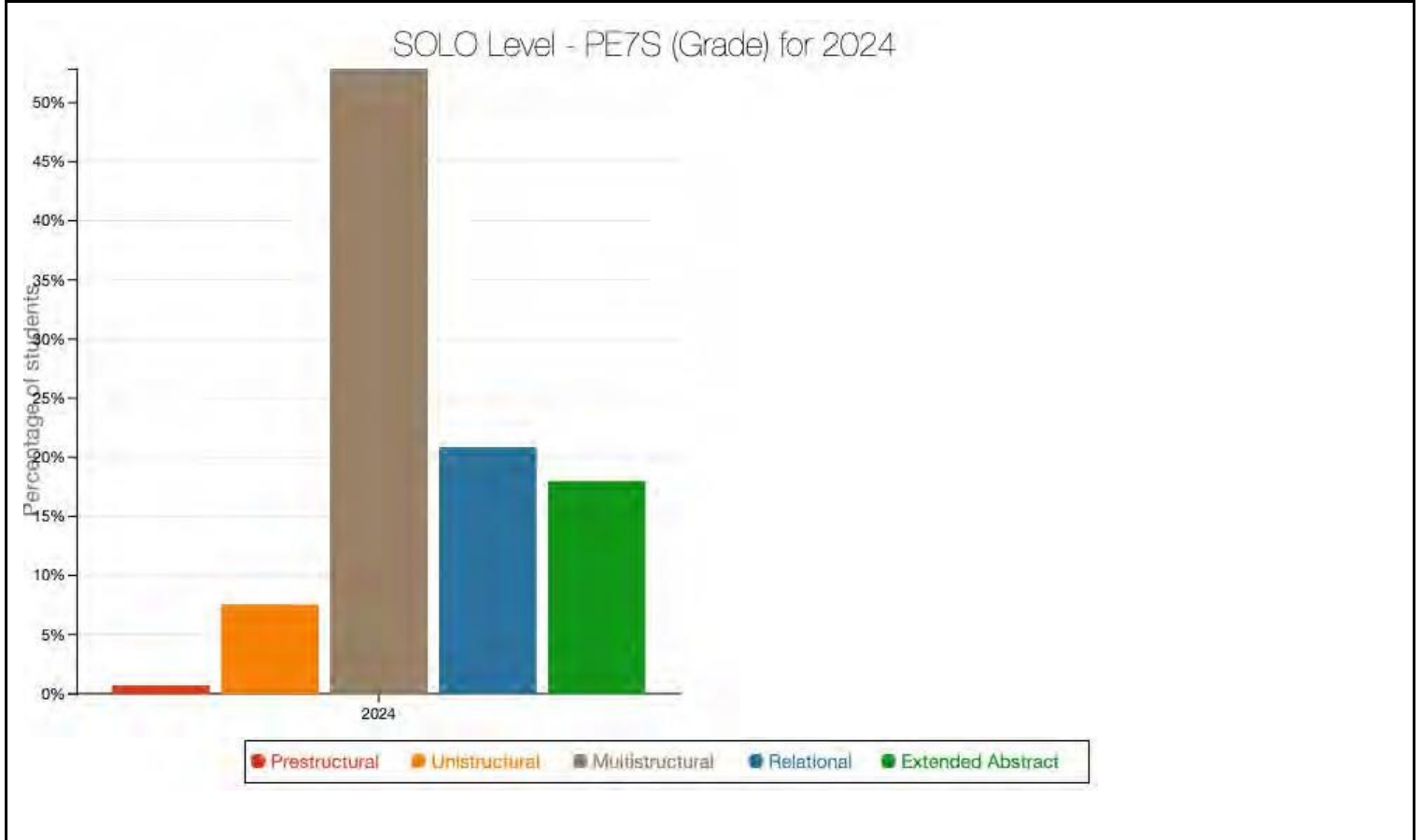


## SOLO Achievement

Expected levels of achievement

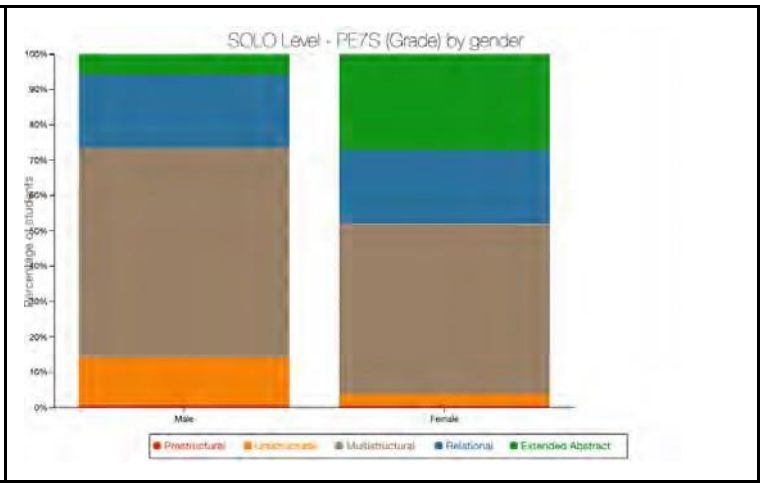
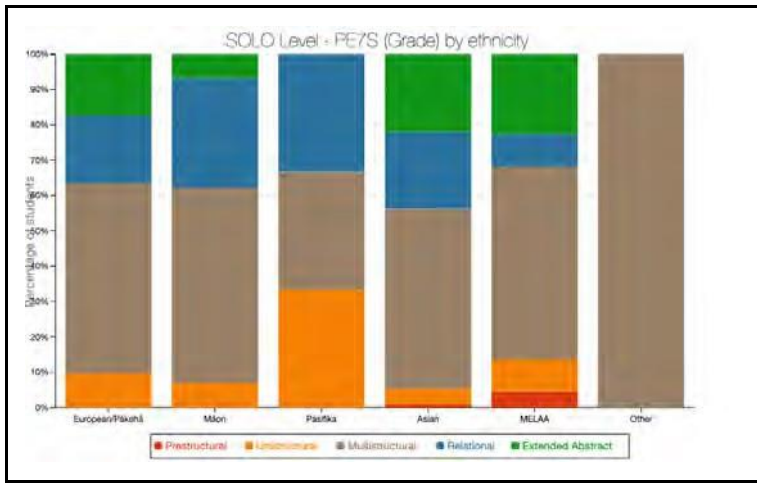
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1-PLACE AND ENVIRONMENT

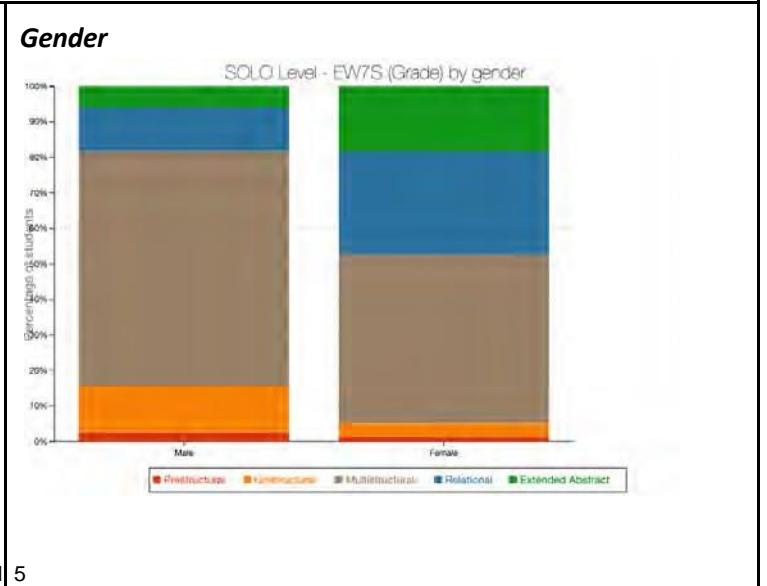
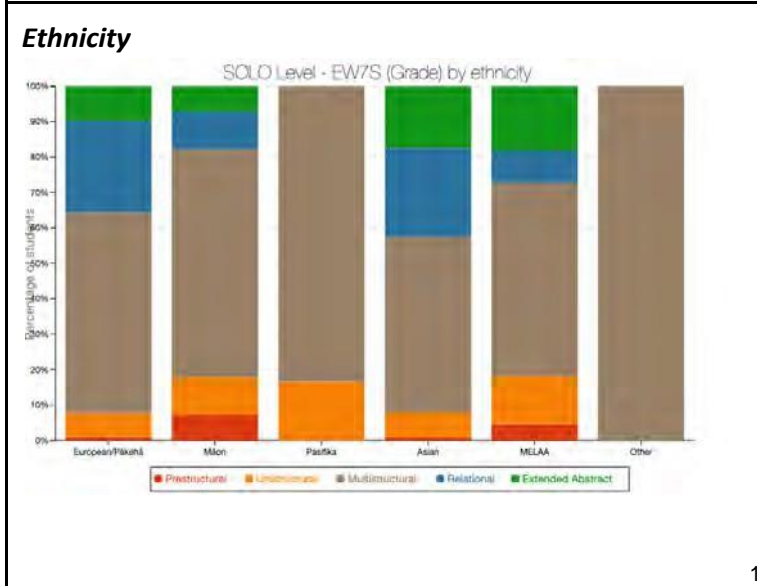
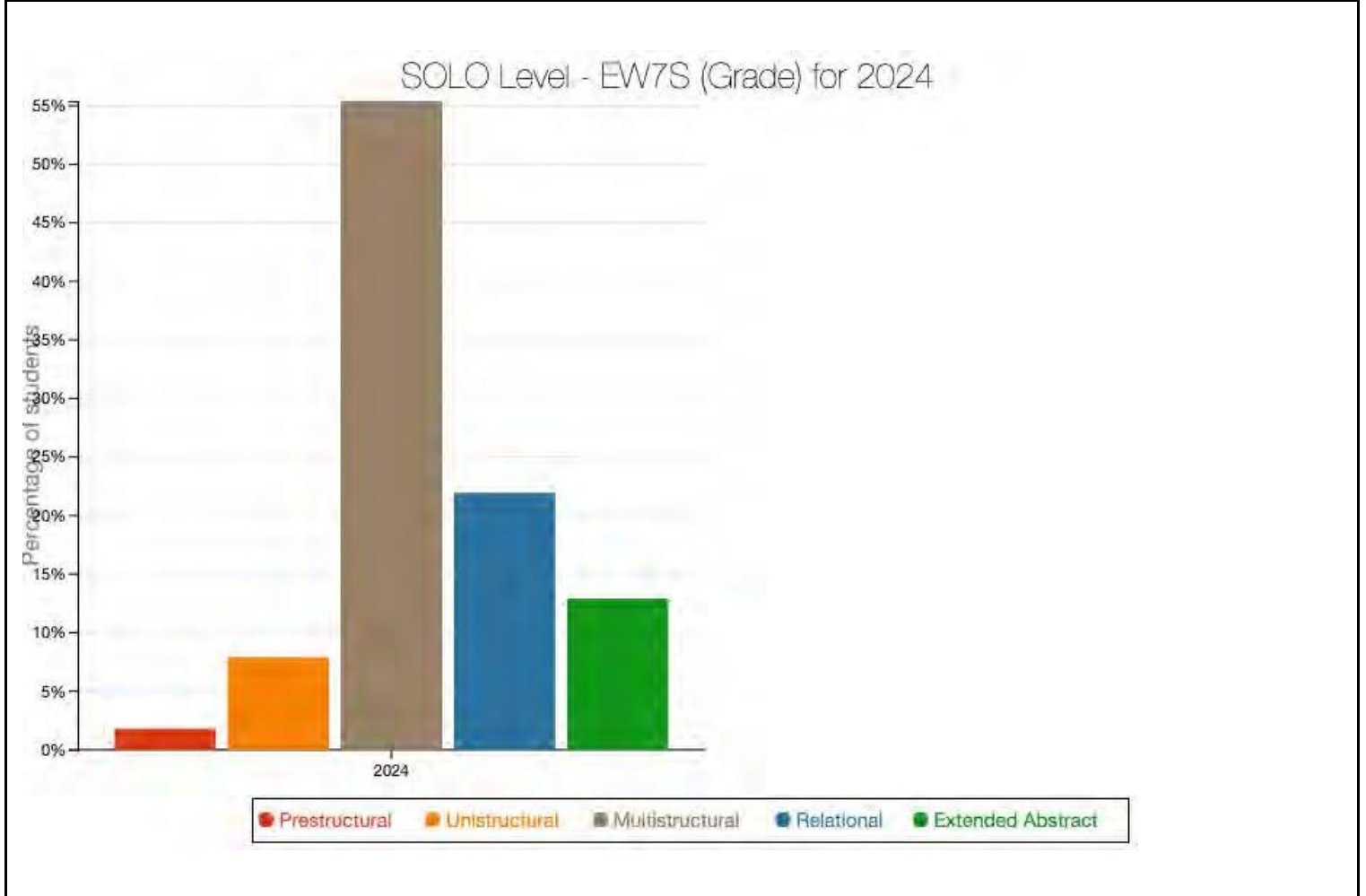


**Ethnicity**

**Gender**



## Strand 2-THE ECONOMIC WORLD



# YEAR 7 ANALYSIS

## Here's what ...

In the Place and Environment strand 94% of Year 7 students achieved at or above the expected Curriculum Level (91% of males and 97% of females). 89% of Māori and 96% NZ European achieved at or above the expected Curriculum Level.

In the Economic World strand 94% of Year 7 students achieved at or above the expected Curriculum Level (91% of males and 97% of females). 89% of Māori and 96% NZ European achieved at or above the expected Curriculum Level.

In the Place and Environment strand 90% of Year 7 students achieved at or above Multistructural in SOLO (84% of males and 95% of females). 82% of Māori and 92% NZ European achieved at or above Multistructural in SOLO.

In the Economic World strand 90% of Year 7 students achieved at or above Multistructural in SOLO (84% of males and 95% of females). 82% of Māori and 92% NZ European achieved at or above Multistructural in SOLO.

## So what ...

94% of Year 7 students achieved at or above the expected Curriculum Level in both the Place and Environment and Economic World strands, reflecting high achievement across these two strands.

Females consistently outperformed males in both strands, with 97% of females achieving at or above the expected Curriculum Level compared to 91% of males. This trend was also evident in SOLO levels, with 95% of females achieving at or above compared to 84% of males.

NZ European students achieved higher success rates than Māori students in both strands, with 96% of New Zealand European students achieving at or above the expected Curriculum Level compared to 89% of Māori students. Similar gaps were also evident in SOLO Multistructural levels.

## Now what ...

Developing classroom practices that encourage boys to achieve higher SOLO levels.  
 Reviewing strategies to engage more boys more effectively like hands-on activities and competition.  
 Building culturally responsive practices that are being implemented.

# YEAR 8

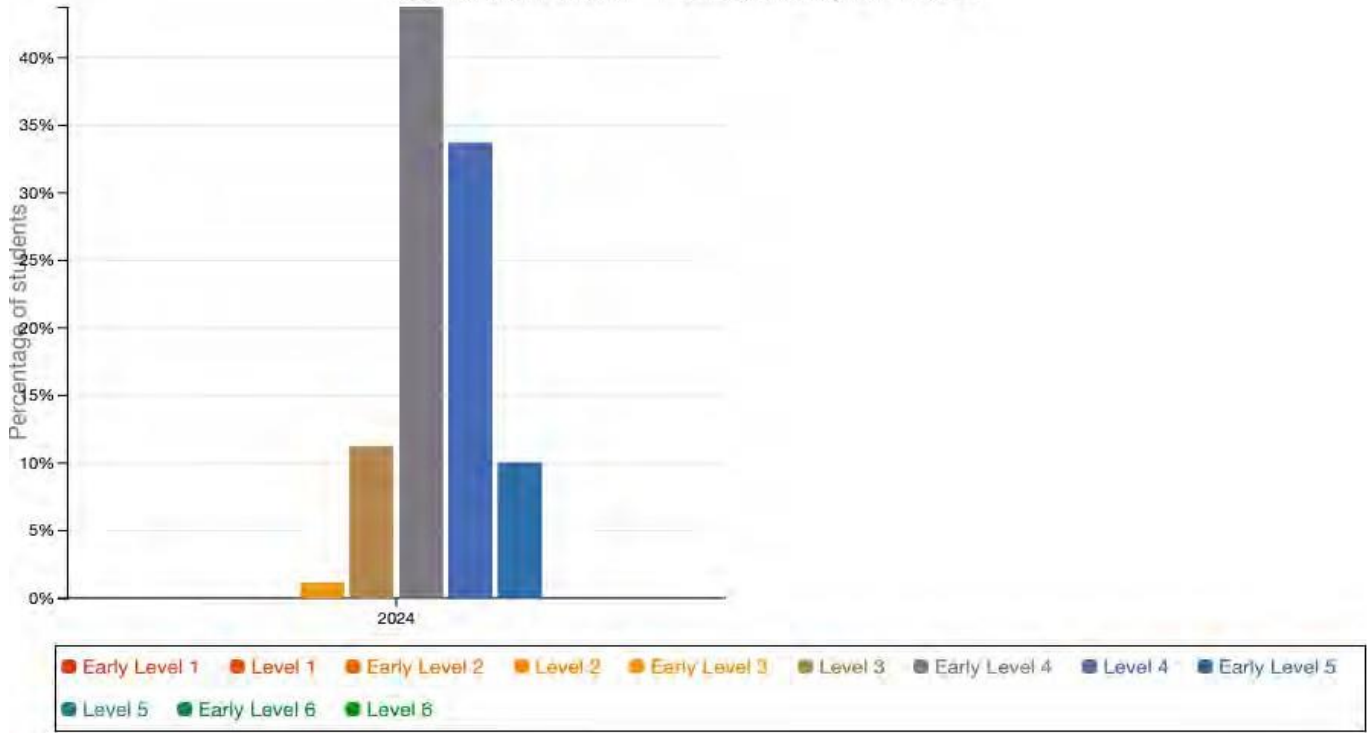
## Curriculum Level Achievement

### Expected Levels of Achievement

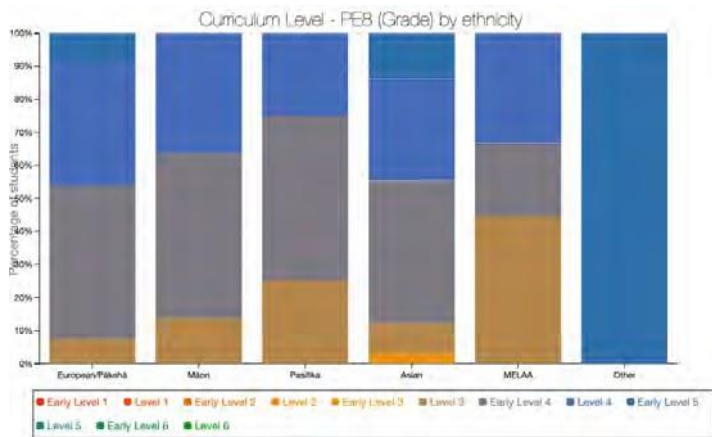
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

## Strand 1- PLACE AND ENVIRONMENT

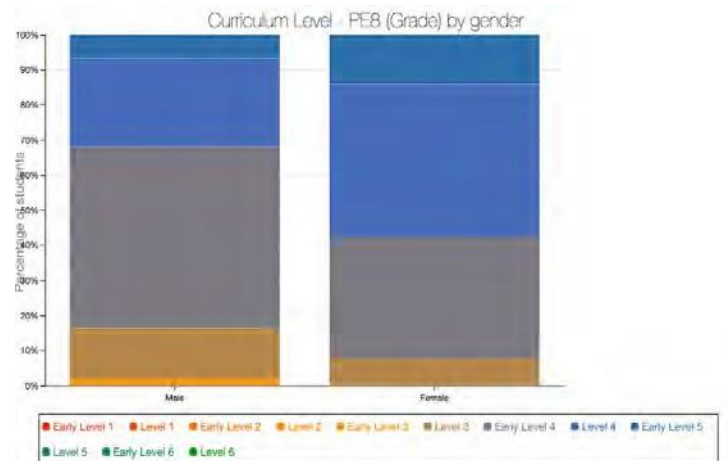
### Curriculum Level - PE8 (Grade) for 2024



### Ethnicity

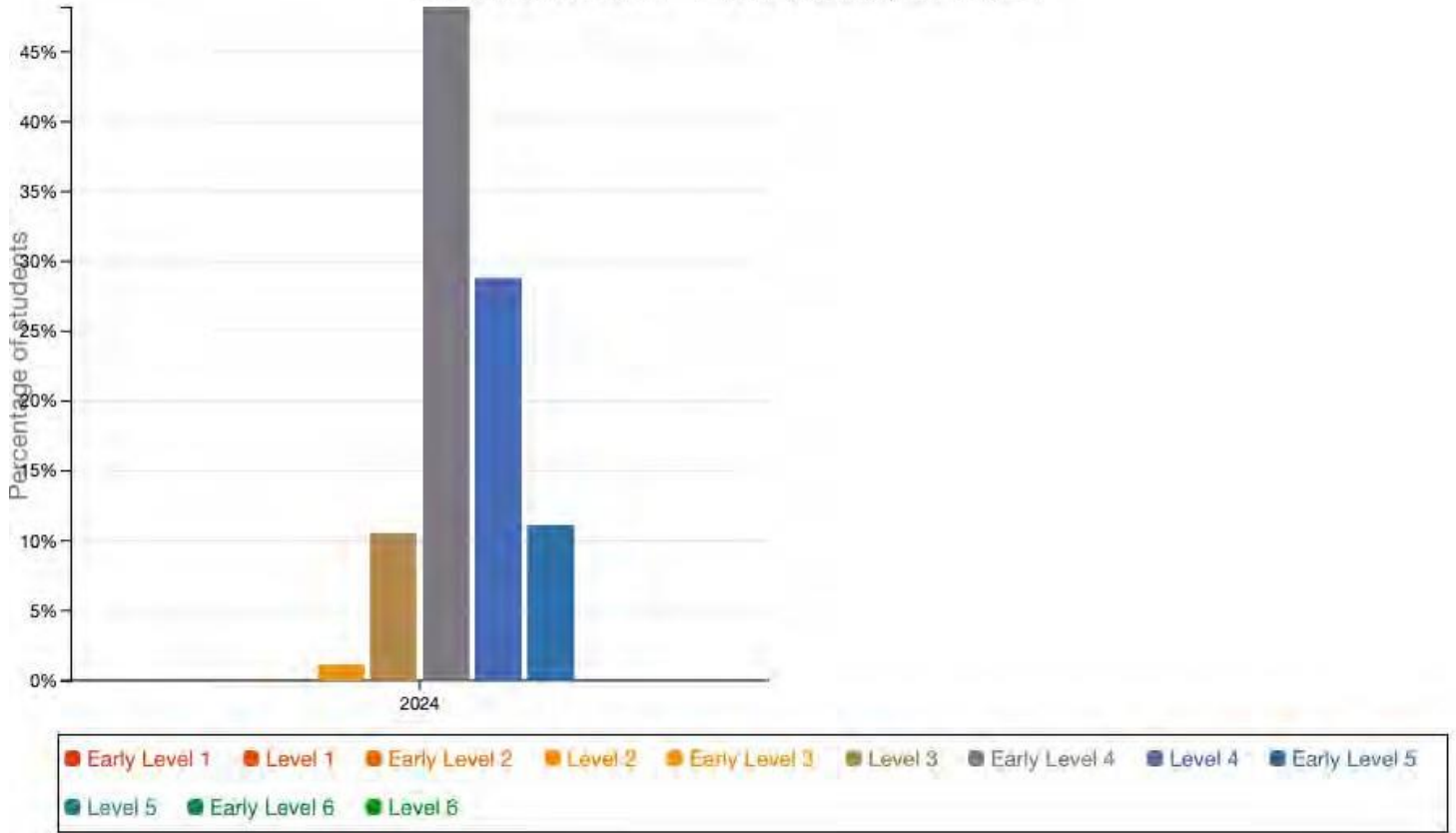


### Gender

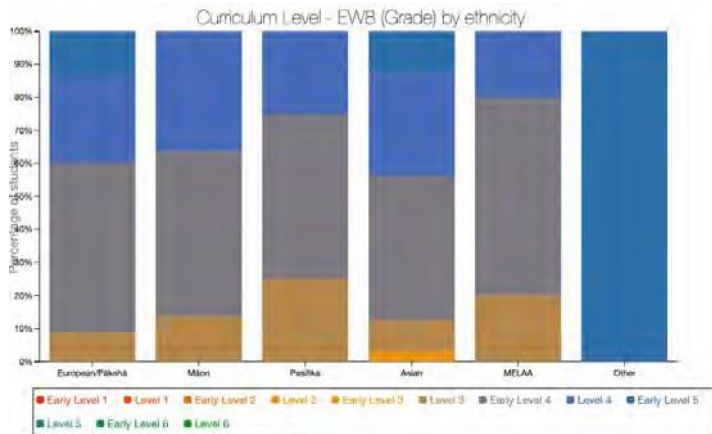


## Strand 2-THE ECONOMIC WORLD

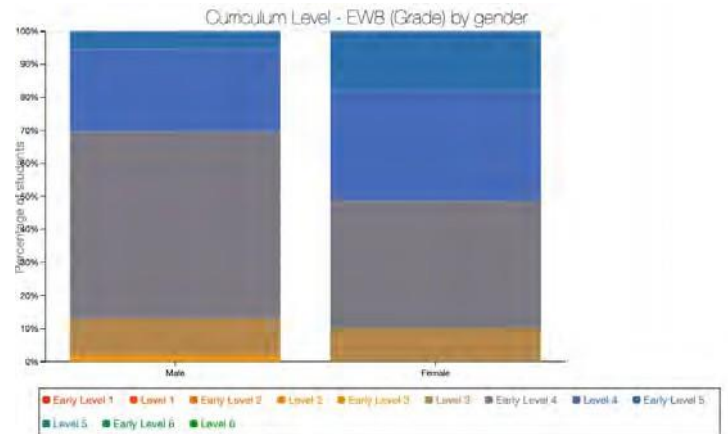
## Curriculum Level - EW8 (Grade) for 2024



### Ethnicity



### Gender



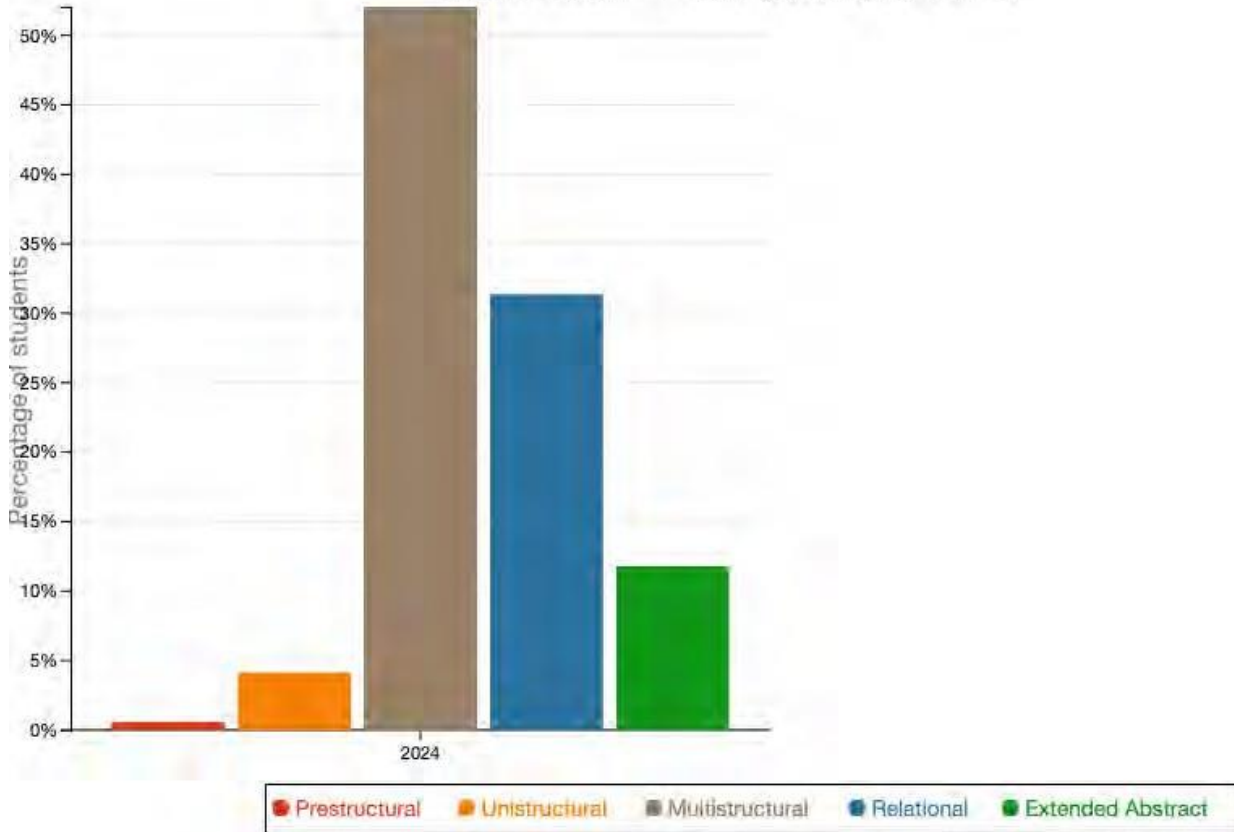
## SOLO Achievement

### Expected levels of achievement

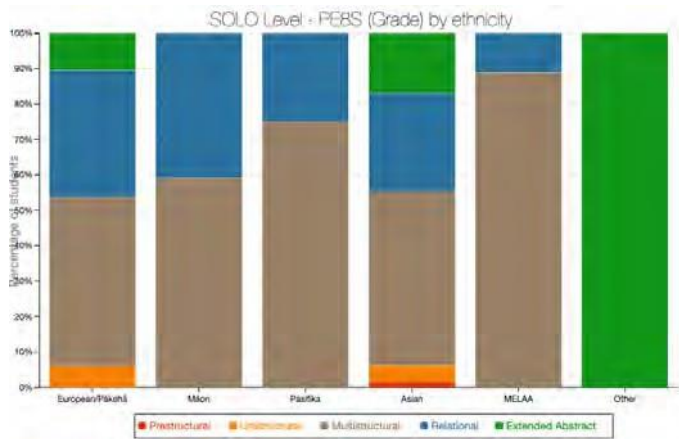
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1-PLACE AND ENVIRONMENT

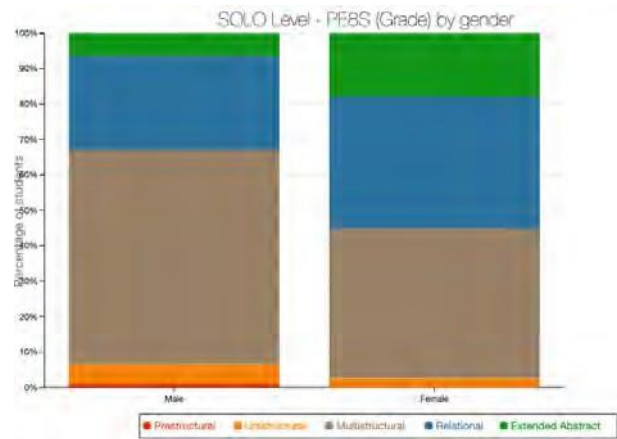
### SOLO Level - PEBS (Grade) for 2024



### Ethnicity

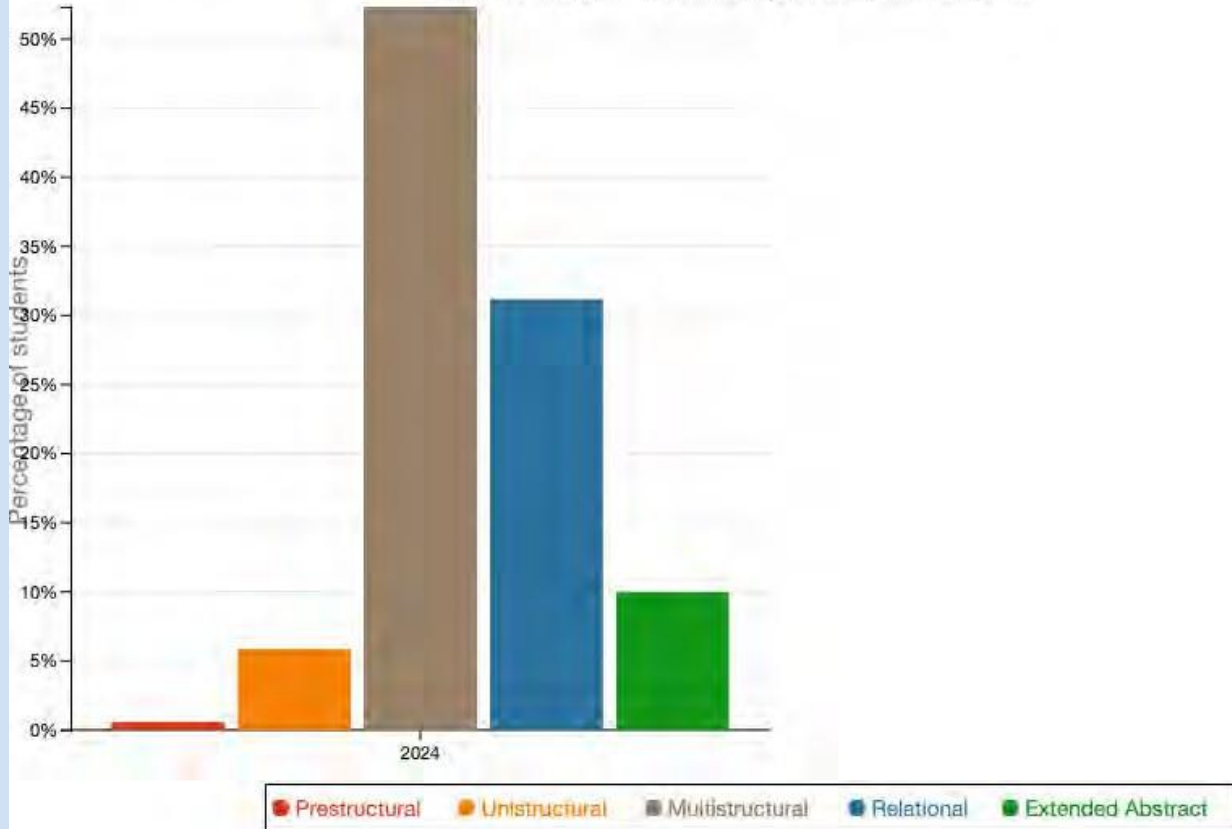


### Gender

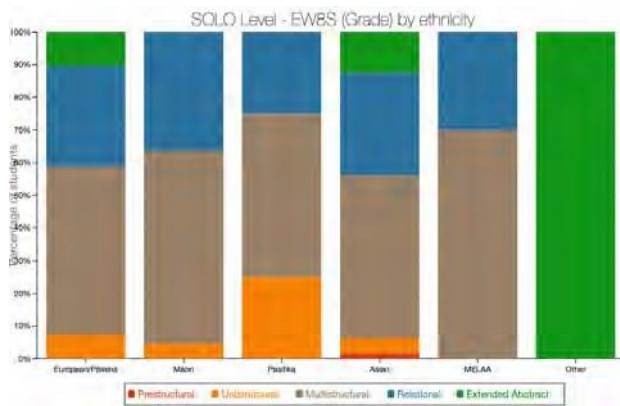


## Strand 2-THE ECONOMIC WORLD

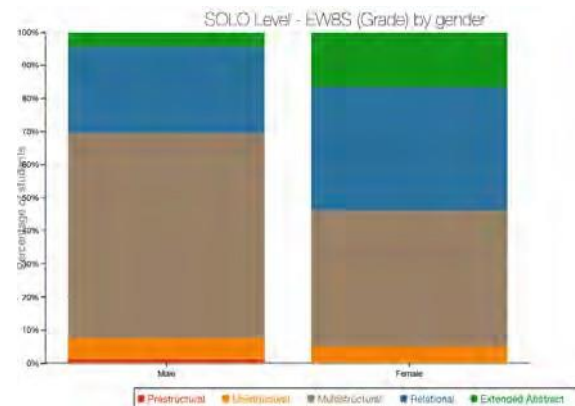
## SOLO Level - EW8S (Grade) for 2024



### Ethnicity



### Gender



## YEAR 8 ANALYSIS

### Here's what ...

In the Place and Environment strand 88% of Year 8 students achieved at or above the expected Curriculum Level (84% of males and 92% of females). 86% of Māori and 93% NZ European achieved at or above the expected Curriculum Level.

In the Economic World strand 88% of Year 8 students achieved at or above the expected Curriculum Level (87% of males and 90% of females). 86% of Māori and 91% NZ European achieved at or above the expected Curriculum Level.

In the Place and Environment strand 95% of Year 8 students achieved at or above Multistructural in SOLO (93% of males and 97% of females). 100% of Māori and 94% NZ European achieved at or above Multistructural in SOLO.

In the Economic World strand 94% of Year 8 students achieved at or above Multistructural in SOLO (92% of males and 95% of females). 96% of Māori and 93% NZ European achieved at or above Multistructural in SOLO.

### So what ...

In both strands, 88% of Year 8 students achieved at or above the expected Curriculum Level.

In terms of SOLO, 95% in Place and Environment and 94% in Economic World achieved at or above Multistructural.

Females consistently performed slightly better than males across both Curriculum level achievement and SOLO.

Māori students achieved highly in SOLO levels, with 100% at or above Multistructural in Place and Environment and 96% in Economic World. However, Māori achievement at the expected Curriculum Level (86%) is slightly lower compared to NZ European students (93% in Economic World and 91% in Place and Environment).

**Now what ...**

Consistency and accuracy in assessing Curriculum Levels and SOLO levels.

Reviewing strategies to engage more boys more effectively like hands-on activities and competition.

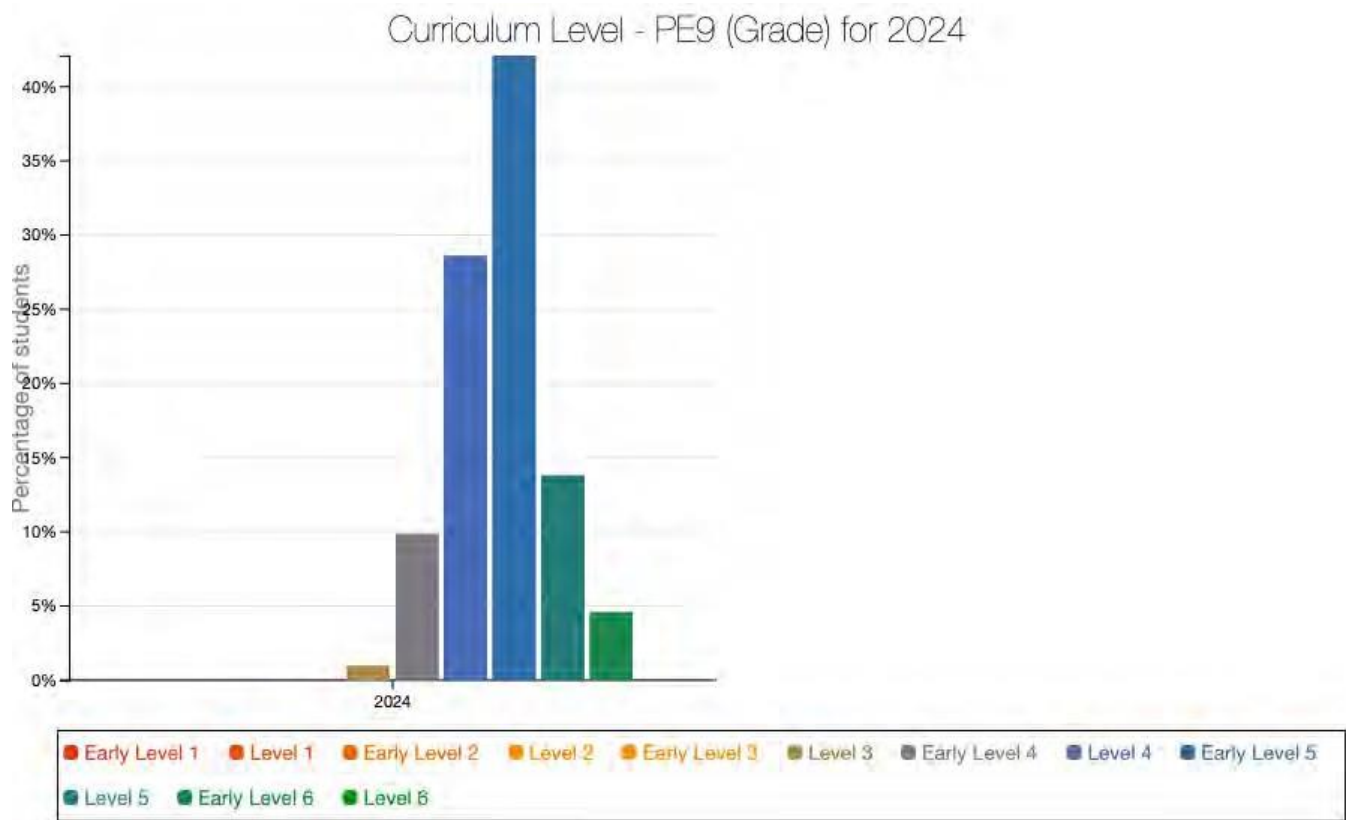
# YEAR 9

## Curriculum Level Achievement

### Expected Levels of Achievement

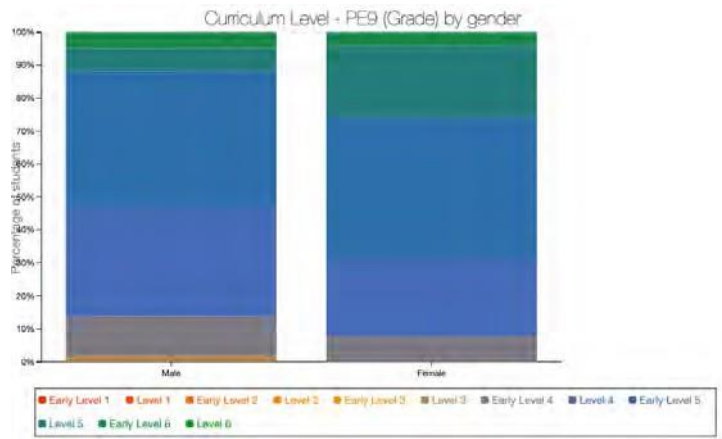
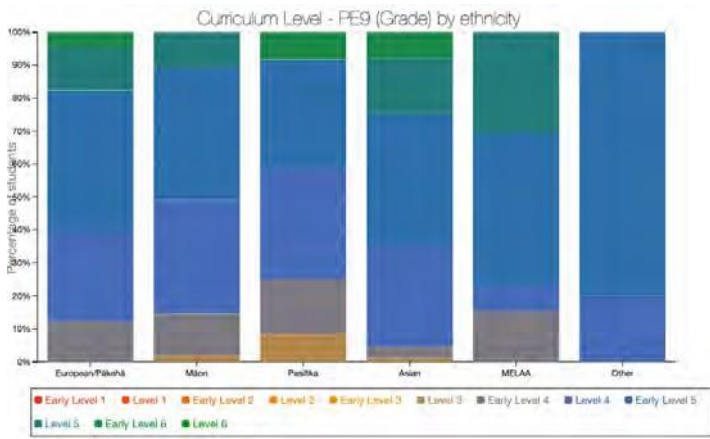
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	3	Early 4	4	Early 5	5	Early 6

### Strand 1-PLACE AND ENVIRONMENT

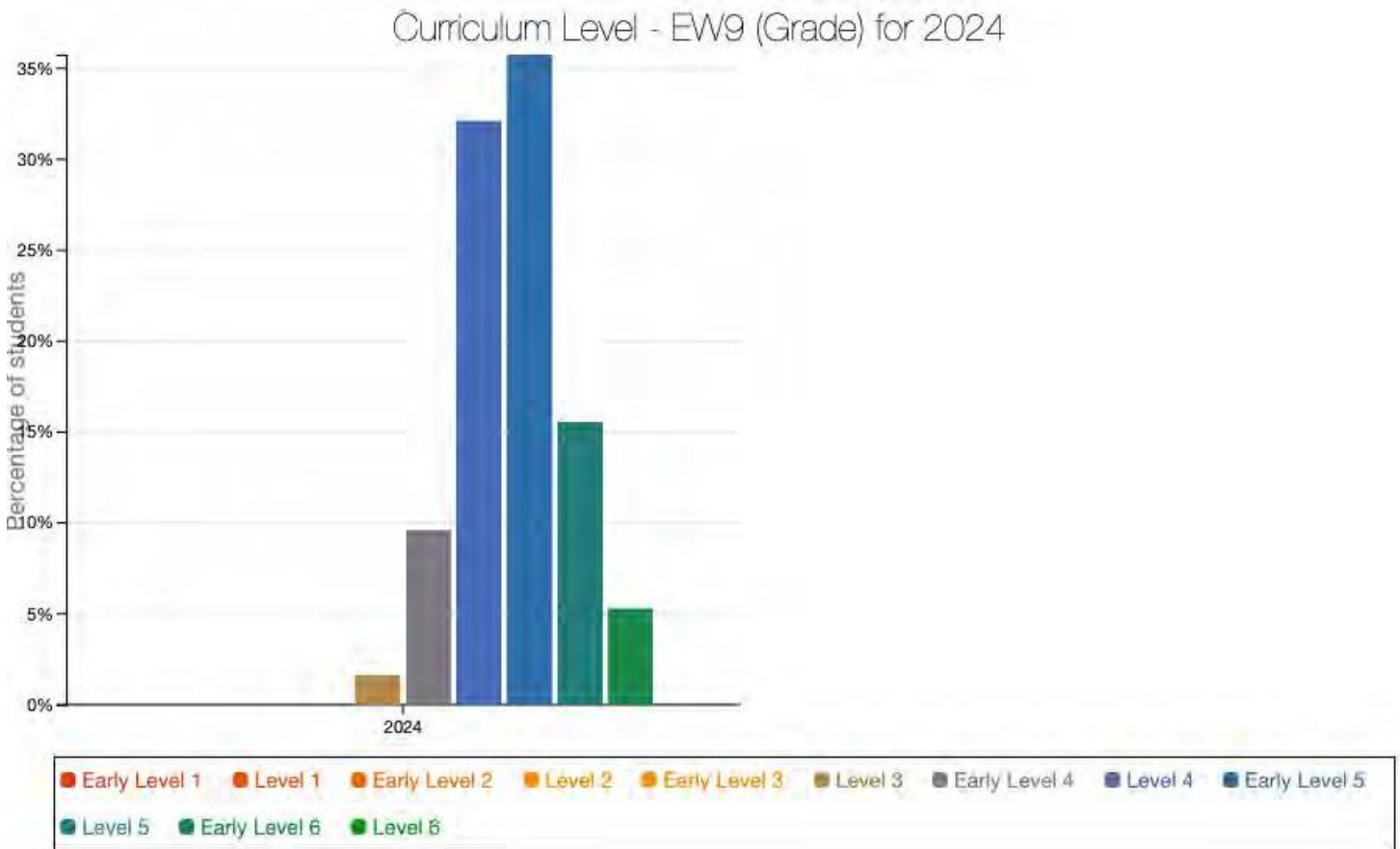


Repeat for Ethnicity

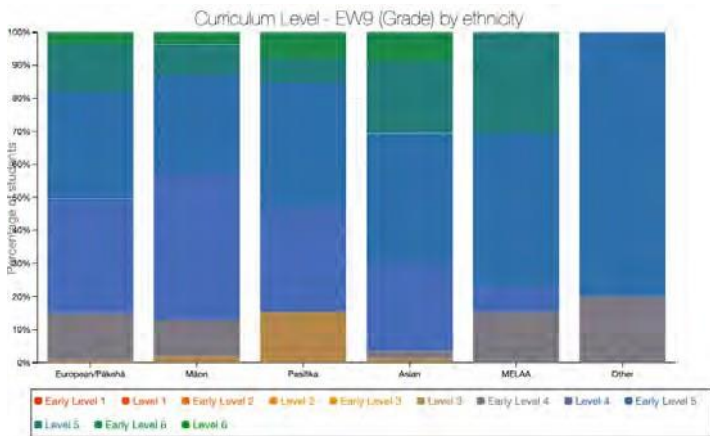
Repeat for Gender



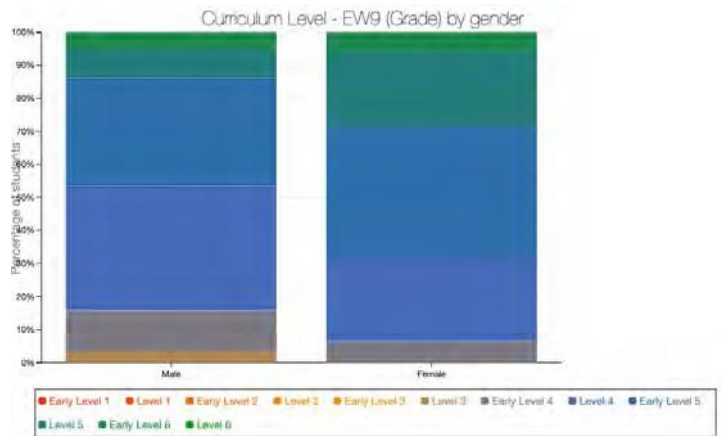
## Strand 2-THE ECONOMIC WORLD



### Ethnicity



### Gender



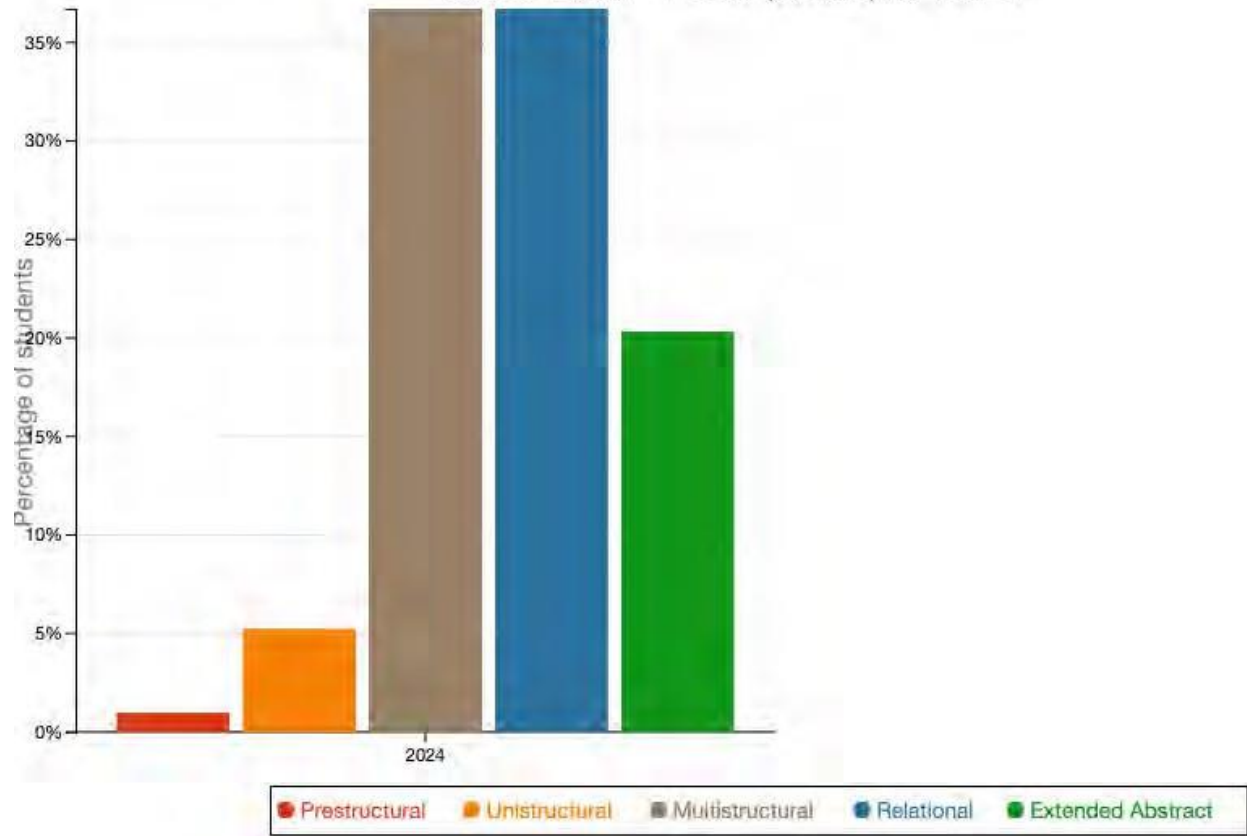
## SOLO Achievement

Expected levels of achievement

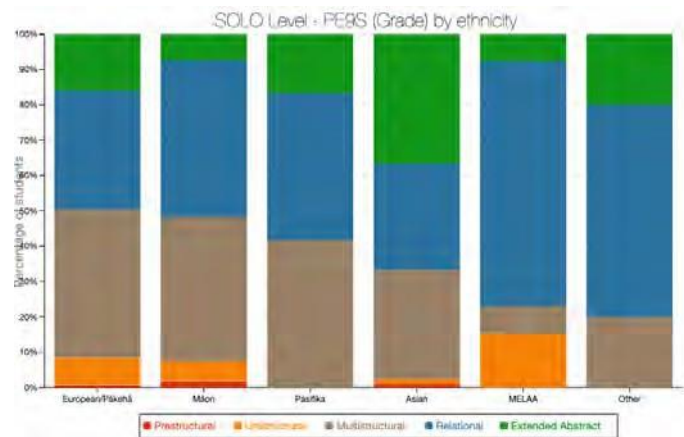
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1-PLACE AND ENVIRONMENT

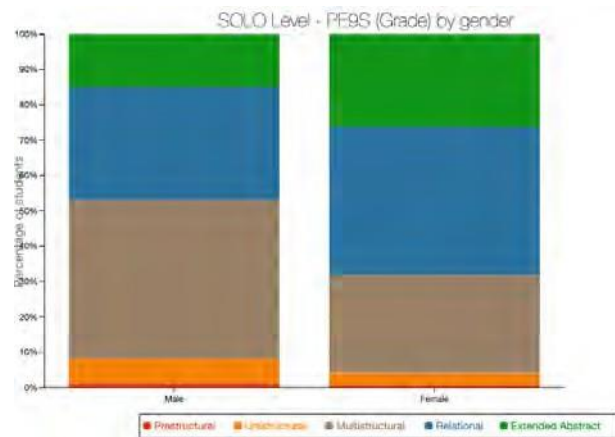
SOLO Level - PE9S (Grade) for 2024



#### Ethnicity

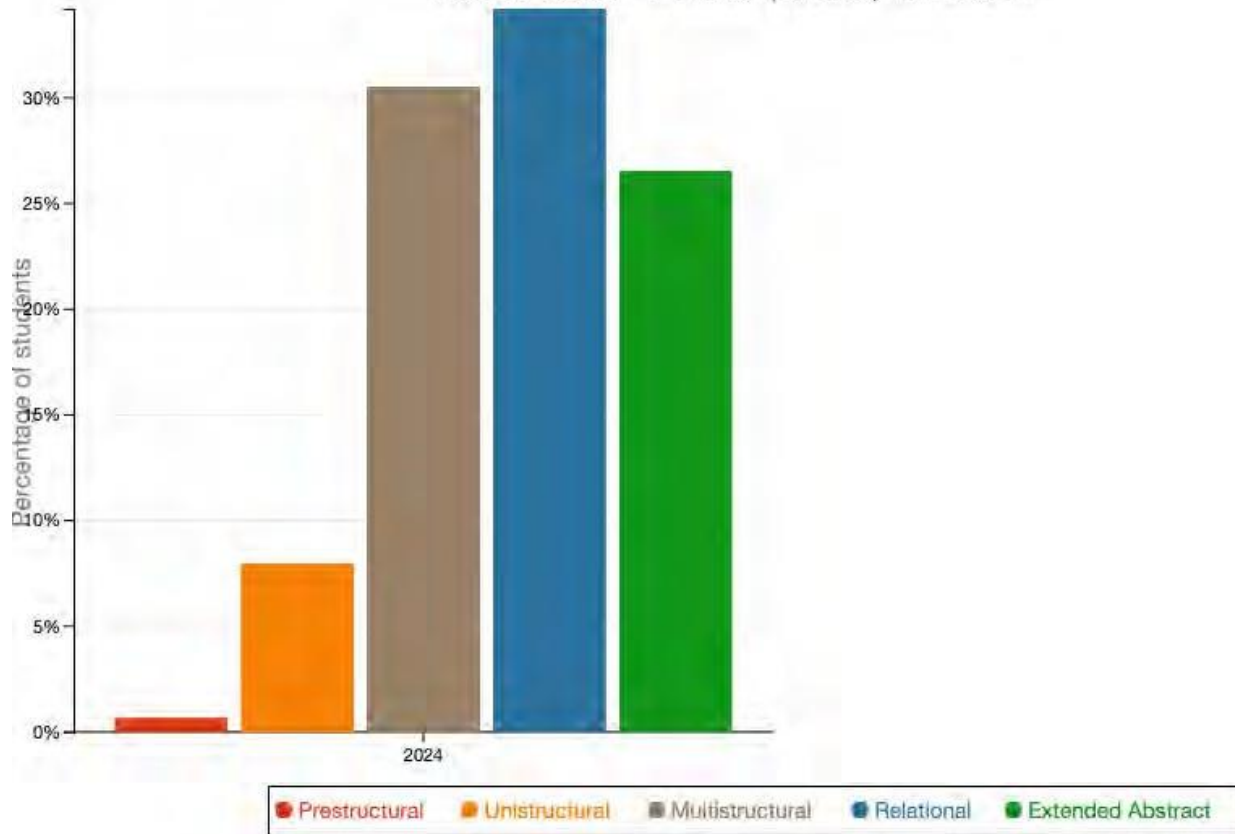


#### Gender

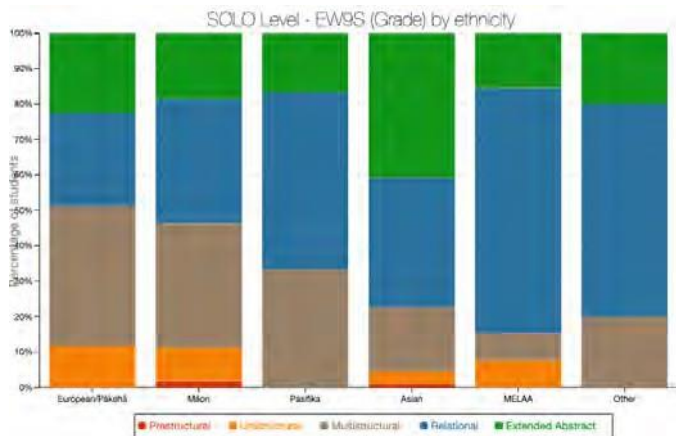


### Strand 2-THE ECONOMIC WORLD

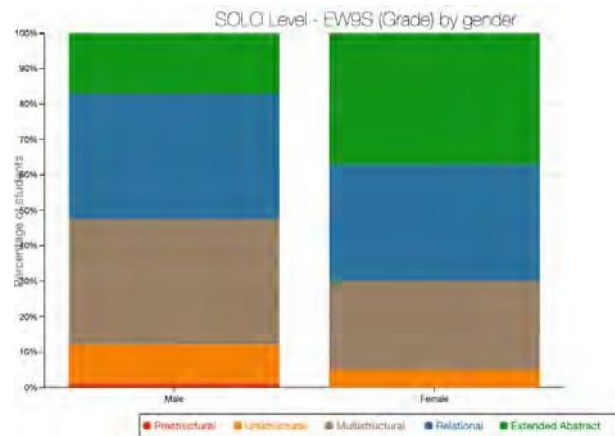
## SOLO Level - EW9S (Grade) for 2024



### Ethnicity



### Gender



## YEAR 9 ANALYSIS

### Here's what ...

In the Place and Environment strand 89% of Year 9 students achieved at or above the expected Curriculum Level (86% of males and 92% of females). 85% of Māori and 88% NZ European achieved at or above the expected Curriculum Level.

In the Economic World strand 89% of Year 9 students achieved at or above the expected Curriculum Level (84% of males and 94% of females). 87% of Māori and 85% NZ European achieved at or above the expected Curriculum Level.

In the Place and Environment strand 94% of Year 9 students achieved at or above Multistructural in SOLO (92% of males and 96% of females). 93% of Māori and 92% NZ European achieved at or above Multistructural in SOLO.

In the Economic World strand 91% of Year 9 students achieved at or above Multistructural in SOLO (88% of males and 95% of females). 89% of Māori and 88% NZ European achieved at or above Multistructural in SOLO.

### So what ...

In both strands, females outperform males in achieving at or above both the expected Curriculum Level and SOLO with a significant disparity in the Economic World strand.

Achievement at or above Multistructural in SOLO is more consistent across Māori and New Zealand European in both Curriculum and SOLO ,with Māori students slightly outperforming New Zealand European students.

**Now what ...**

Reviewing strategies to engage more boys more effectively like hands-on activities and competition.

Implement teaching practices that actively engage boys, particularly in the Economic World strand.

# YEAR 10

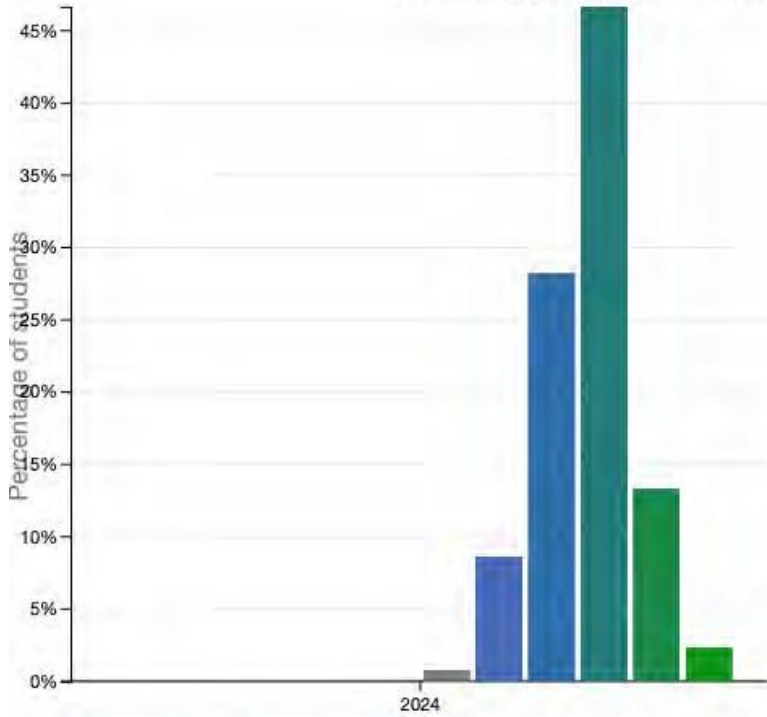
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 4	4	Early 5	5	Early 6	6

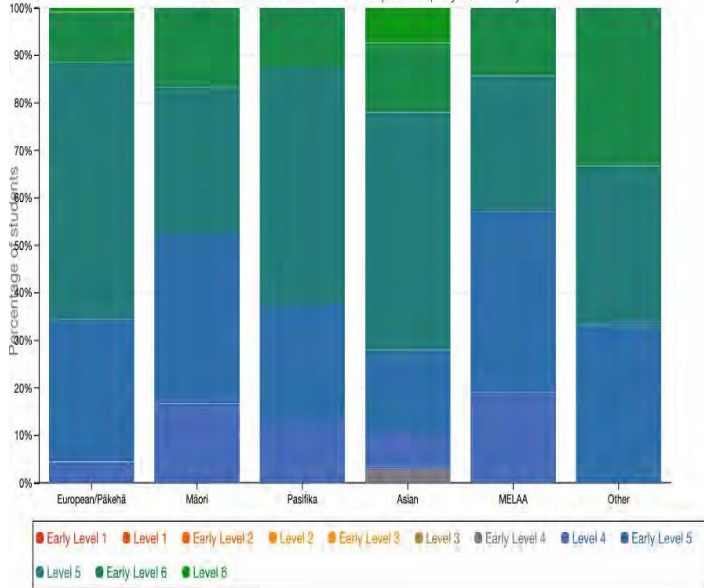
## Strand 1-PLACE AND ENVIRONMENT

Curriculum Level - PE10 (Grade) for 2024



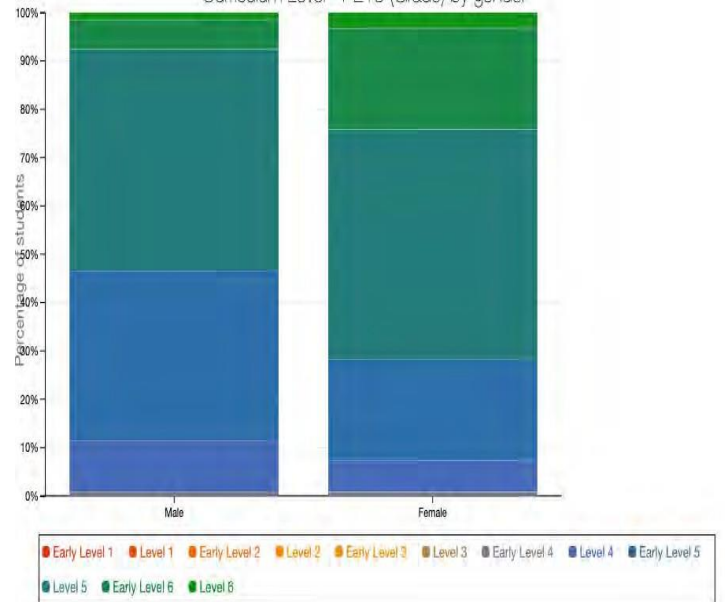
**Ethnicity**

Curriculum Level - PE10 (Grade) by ethnicity



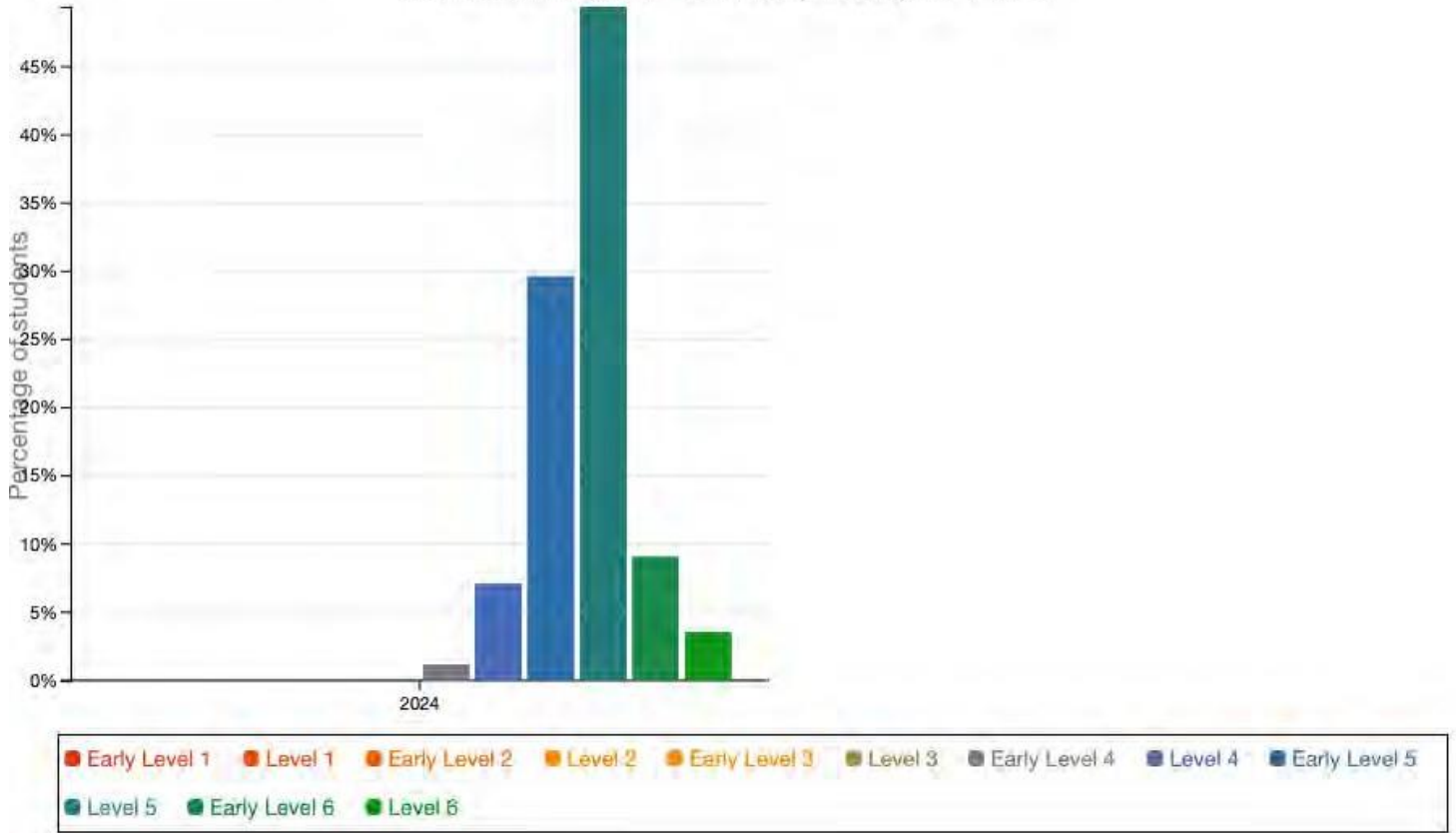
**Gender**

Curriculum Level - PE10 (Grade) by gender

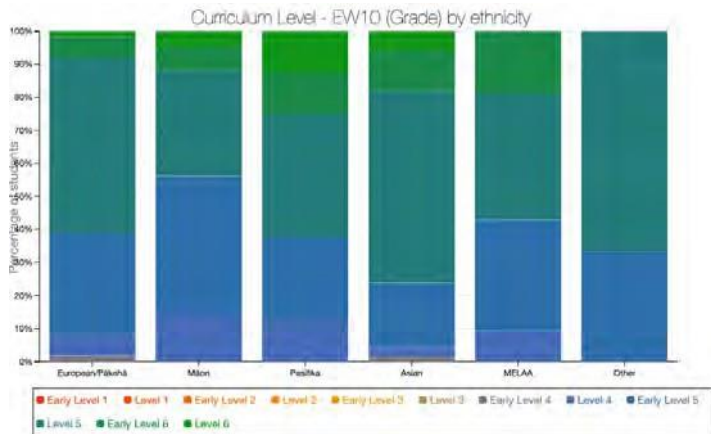


**Strand 2-THE ECONOMIC WORLD**

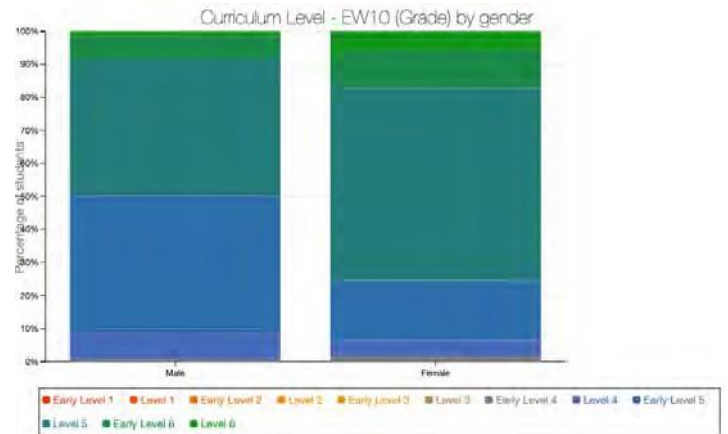
## Curriculum Level - EW10 (Grade) for 2024



### Ethnicity



### Gender



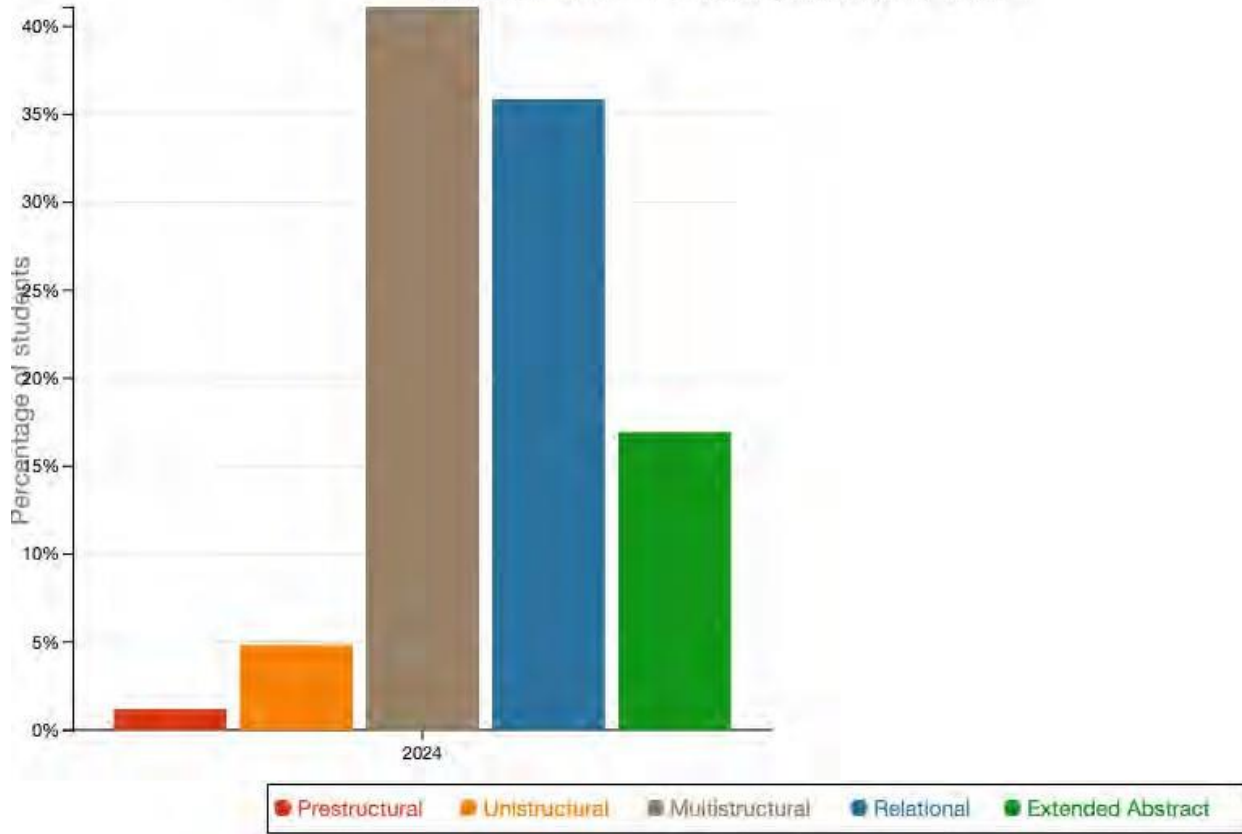
## SOLO Achievement

### Expected levels of achievement

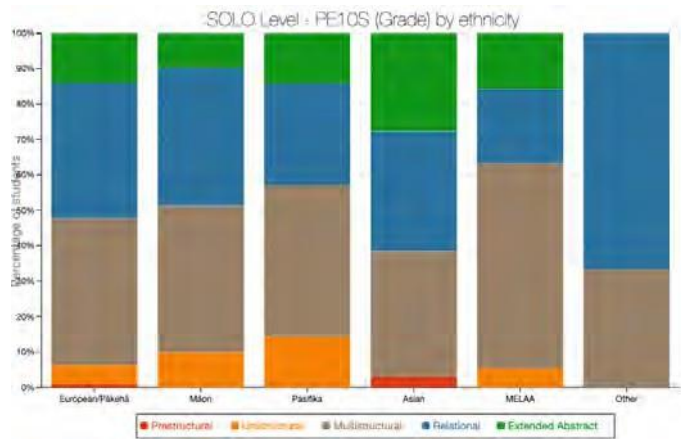
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1-PLACE AND ENVIRONMENT

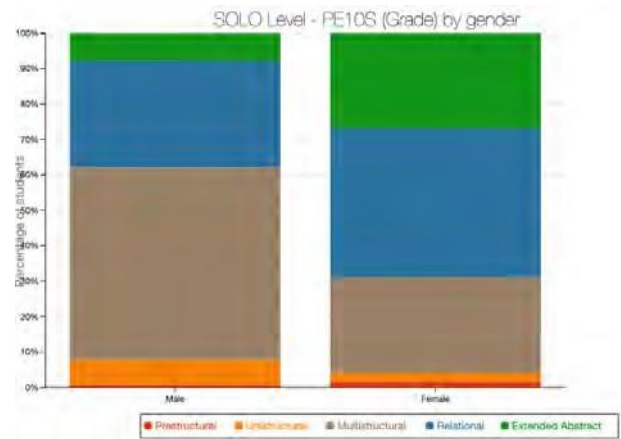
SOLO Level - PE10S (Grade) for 2024



**Ethnicity**

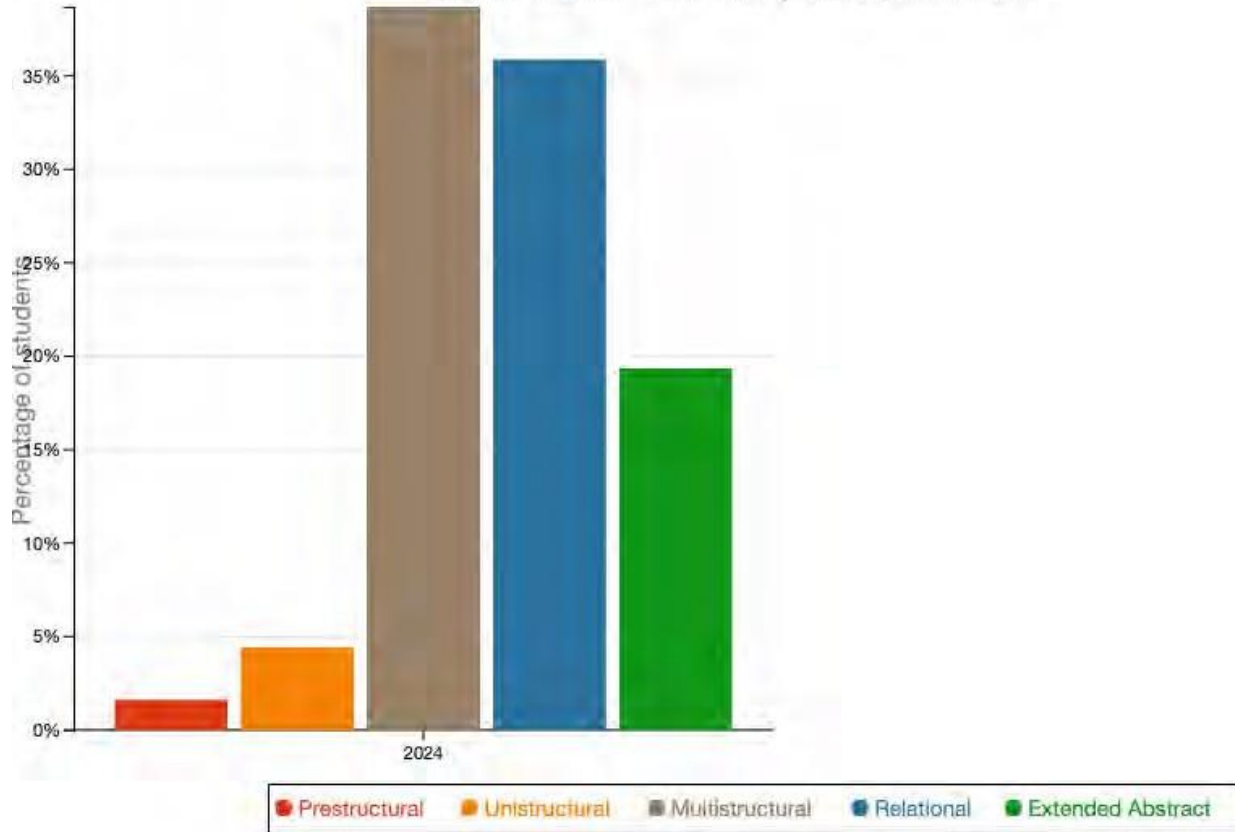


**Gender**

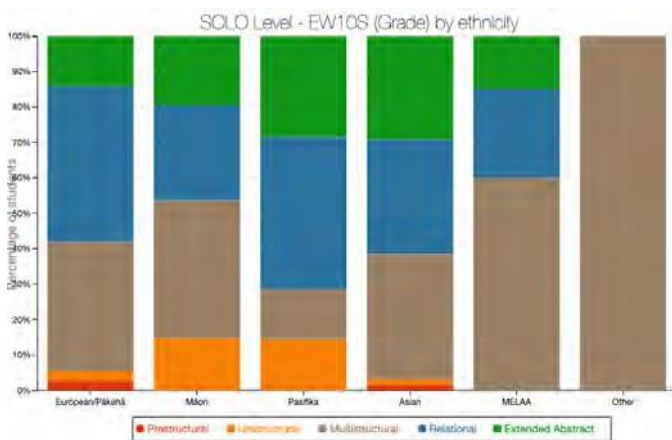


**Strand 2-THE ECONOMIC WORLD**

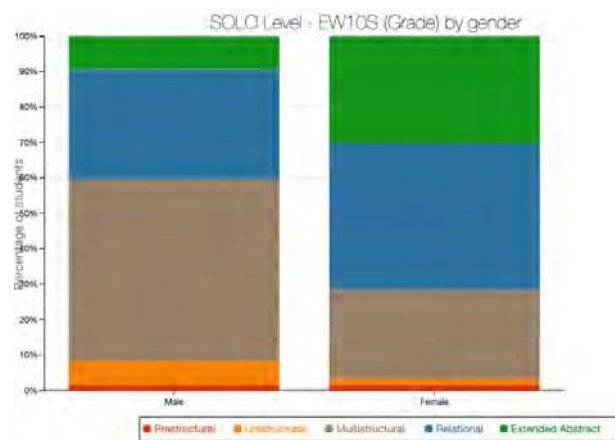
## SOLO Level - EW10S (Grade) for 2024



### Ethnicity



### Gender



## YEAR 10 ANALYSIS

### Here's what ...

In the Place and Environment strand 91% of Year 10 students achieved at or above the expected Curriculum Level (89% of males and 93% of females). 83% of Māori and 96% NZ European achieved at or above the expected Curriculum Level.

In the Economic World strand 92% of Year 10 students achieved at or above the expected Curriculum Level (90% of males and 93% of females). 85% of Māori and 92% NZ European achieved at or above the expected Curriculum Level.

In the Place and Environment strand 94% of Year 10 students achieved at or above Multistructural in SOLO (92% of males and 96% of females). 90% of Māori and 94% NZ European achieved at or above Multistructural in SOLO.

In the Economic World strand 94% of Year 10 students achieved at or above Multistructural in SOLO (92% of males and 97% of females). 85% of Māori and 95% NZ European achieved at or above Multistructural in SOLO.

### So what ...

The overall percentages are strong, with both strands seeing over 90% of students achieving at or above the expected level, with females slightly outperforming males.

Most notable difference NZ European achieving significantly higher Curriculum level to Māori in the Economic World strand.

In SOLO level, 94% of students overall are meeting the expectations, with the gender and ethnic breakdowns showing similar patterns to the Curriculum Level data.

#### **Now what ...**

Investigate factors contributing to the achievement gap between NZ European and Māori students in both strands and SOLO.

Integrating strands across the Semester so the Economic World gets equal weighting with Place and Environment.

## **OVERALL ANALYSIS**

### **Describe the overarching trends in the data**

Overall, student achievement across the Place and Environment and Economic World strands remains high, with the majority of students meeting or exceeding the expected Curriculum Levels. Year 7 students demonstrated particularly strong performance, with 94% achieving at or above expectations in both strands. A consistent trend across all year levels is that females outperform males in both curriculum achievement and SOLO levels. New Zealand European students generally achieve at higher rates than Māori students, though the gap varies by year level and strand. Year 8 and Year 9 students showed slightly lower achievement than Year 7, with percentages ranging from 86% to 89% at the expected Curriculum Level. However, in SOLO assessments, Year 8 and 9 students continued to achieve well, with most students reaching Multistructural or above. By Year 10, achievement levels remain strong, with 91–92% of students meeting or exceeding the expected Curriculum Level and even higher results in SOLO. While the gender and ethnic disparities persist, overall results indicate consistently high levels of success across the school.

### **Set areas of target and/or goals for next semester, and plans to achieve these**

Goal 1: Ensure Consistent Use of the Refreshed Social Sciences Curriculum in Module Planning

#### **Plan to Achieve This:**

- Develop a shared planning template that aligns modules with the curriculum's progress outcomes.
- Map assessment opportunities across cycles to ensure a balance between knowledge acquisition ('Knows') and skill application ('Do's').

Goal 2: Implement a Consistent Rubric for Assessing the 'Knows' Across Each Year Level

#### **Plan to Achieve This:**

- Create a generic 'Know' rubric for each year, ensuring progression across the 'Knows'.
- Hold moderation sessions at the end of each cycle instead of the end of the semester. This allows teachers to review student work more frequently, maintain consistency in grading, refine their teaching strategies as needed, and provide more effective feedback to students.
- Develop exemplars at different levels to help teachers apply the rubric consistently.

Goal 3: Raise outcomes for males and Māori learners

#### **Plan to Achieve This:**

- Design tasks and use a variety of assessment strategies including learning conversations, self-assessment and peer feedback.
- Incorporate active and hands-on learning opportunities as males often benefit from kinaesthetic learning.
- Encourage critical thinking strategies using the 'Do's' to achieve this. For example, by asking students to explore multiple perspectives on historical events Also ensuring that historical perspectives include Māori voices and stories.
- Whānau and Community Involvement (e.g., students sharing/celebrating learning with whānau, connecting with community organisations to connect learning to real-world experiences.

- Use "What if?" scenarios to challenge students to consider alternative outcomes in history and frame tasks around big questions (e.g. Why do people fight for their land? or "How do governments create fairness?").

# END OF SEMESTER DATA ANALYSIS S2 - Digital Technology

## 2024 ACHIEVEMENT TARGET

TERM TWO VISIBLE STRATEGY						
Deadline	Point Person	Key Activities	1st Win	Goals (Annual Goals)	Focus (Initiative)	Key Success Factor (Goal)
End of Year	ALW	Ensure curriculum planning is robust and accessible with deliberate acts of differentiation. Digital walkthroughs - focus on scaling and levelling with Annelle.	Scaffolding in DDDO work	Reducing the lower end tail in the students identified as achieving 'below' their expected curriculum level to less than 30% for all year levels.	Use Te Mataiaha to review and reinvigorate our localised curriculum to prioritise engaging, real world contexts; and	Provide engaging and challenging learning opportunities so
End term 3	ALW	Development of searching and sorting cycle of learning based of the old 91885 assessment standard	Unit developed for both seniors and Jrs and shared with team. Previous teaching from SSL and SRA reflecting some of the content. ABO to use unit in term 2. Unit to be curated and stored on DTC schoology board	Improve curriculum achievement for year 10s, try to align with SOLO. i.e. high achievers sitting at 5 or 6 of the curriculum. Provide more opportunities to meet these higher levels.		Strengthen approaches that provide stretch/appropriate levels of challenge/high expectations/rigour
		Build capacity within team with additional resources, support + technologies to create a broader scope of learning opportunities  Increase team familiarity with NCEA L1 materials, discuss how to scale differentiate to our akonga.	"Toy of the week" video series started and regular feature of curriculum meeting	Increase year 9 and 10 students achieving Excellence by 5%		

Our goal of lifting year 9 and 10 students achieving Excellence has been achieved! The divide between SOLO and CL achievement has been reduced, although in some cases this is due to a dip in SOLO grades as well as the increased Curriculum levels.

The goal of reducing students achieving below their expected curriculum level has not been achieved with some levels still sitting as high as 35%. This has remained stubbornly persistent and requires additional focus. This category in the junior end of the school is now down to as low as 5%.

## YEAR 7

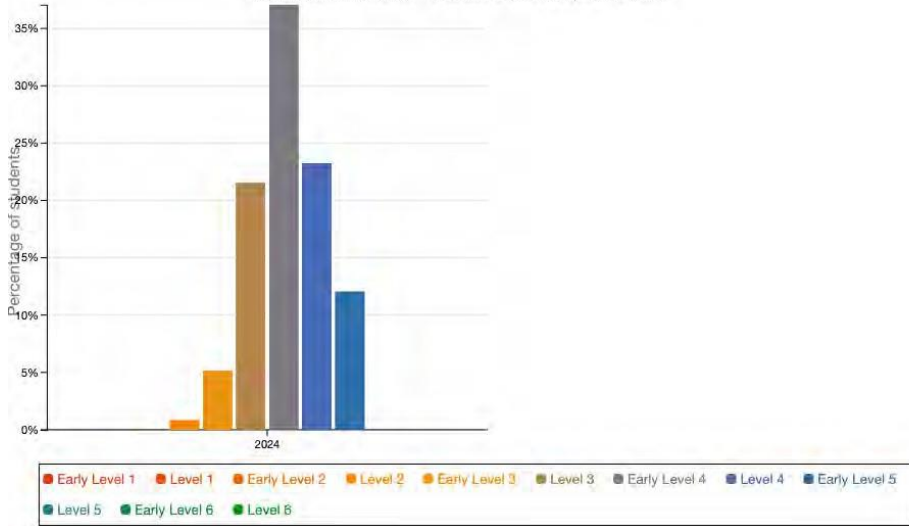
### Curriculum Level Achievement

#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

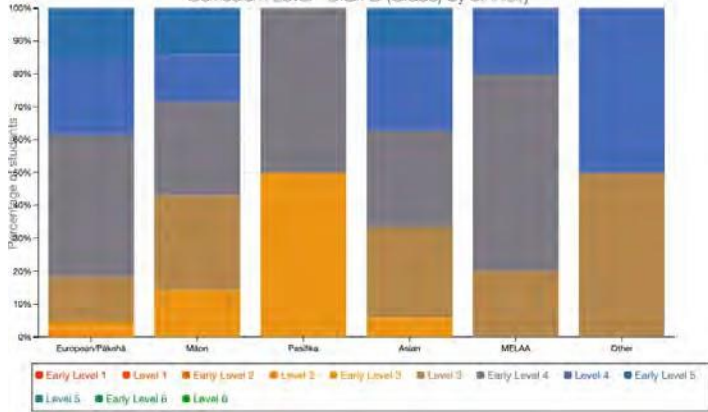
#### Strand 1 (if applicable)

Curriculum Level - DIGI7B (Grade) for 2024



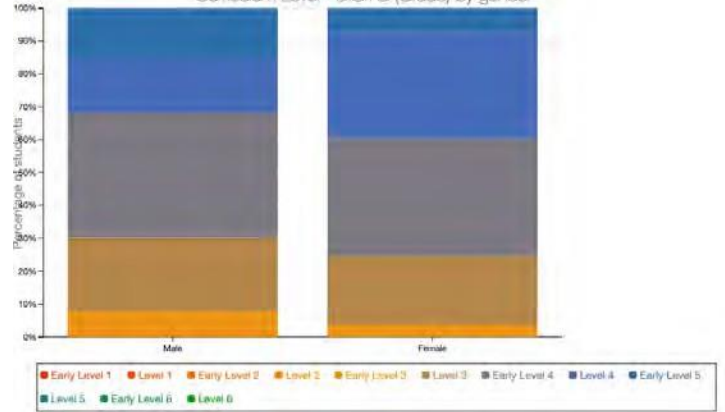
Repeat for Ethnicity

Curriculum Level - DIGI7B (Grade) by ethnicity



Repeat for Gender

Curriculum Level - DIGI7B (Grade) by gender



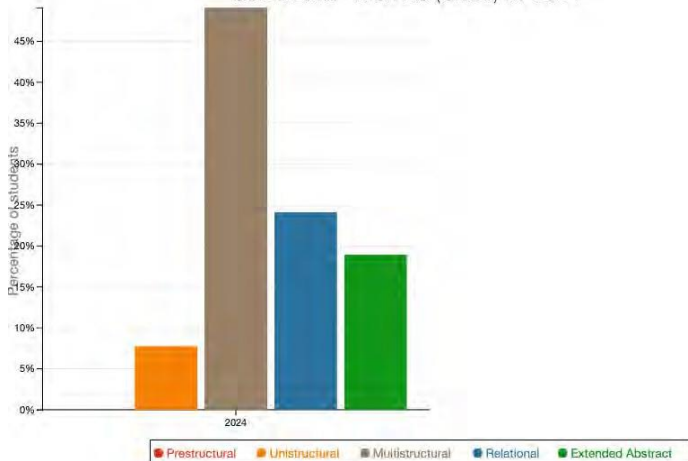
## SOLO Achievement

Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

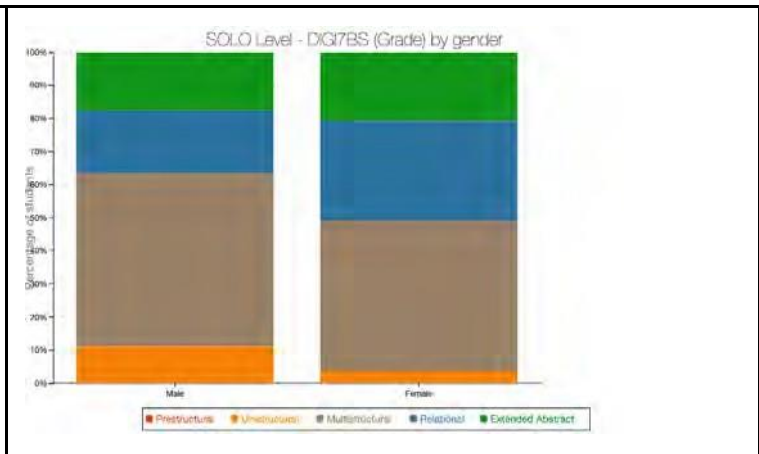
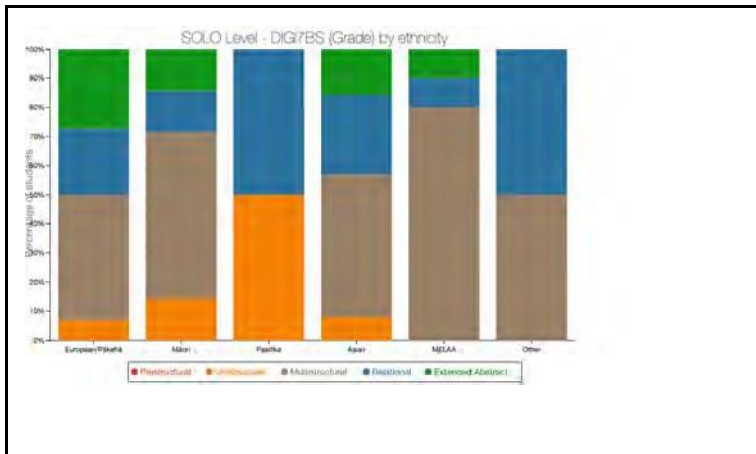
Strand 1 (if applicable)

SOLO Level - DIGI7BS (Grade) for 2024



Repeat for Ethnicity

Repeat for Gender



## YEAR 7 ANALYSIS

Here's what ... (describe the data )

- 94% of year 7s at Good or Excellent for Curriculum Levels **-1% on S1**
- 35% of year 7s at Excellent for Curriculum Levels **+31% on S1**
- Students achieving Excellence for CL arriving from all ethnic categories except Pasifika and from both genders
- Maori, Pasifika and Male students are more likely to be categorised as cause for concern
- Pakeha, Asian, Other and Female are more likely to achieve in the Excellence bracket.
- Solo Cause for Concern low at 7% **+1% on S1**

So what ... (what does it show about your curriculum area this Semester for this level?)

This shows a hugely successful course that is providing for the needs of our students while meeting the NZC. There has been a substantial change from S1 where year 7 students are now being offered more opportunities to achieve at levels 4 and 5 of the curriculum and students are making the most of these opportunities. The Cause for Concern category is phenomenally low, showing that we are meeting the needs of all of our students.

Now what ... (Establish goals and possible PLD for your team for S2)

- Continue to focus on lifting Depth of Thinking
- Employ strategies from the Science of Learning to scaffold towards excellence
- Focus on shifting Maori achievement from Good to Excellent

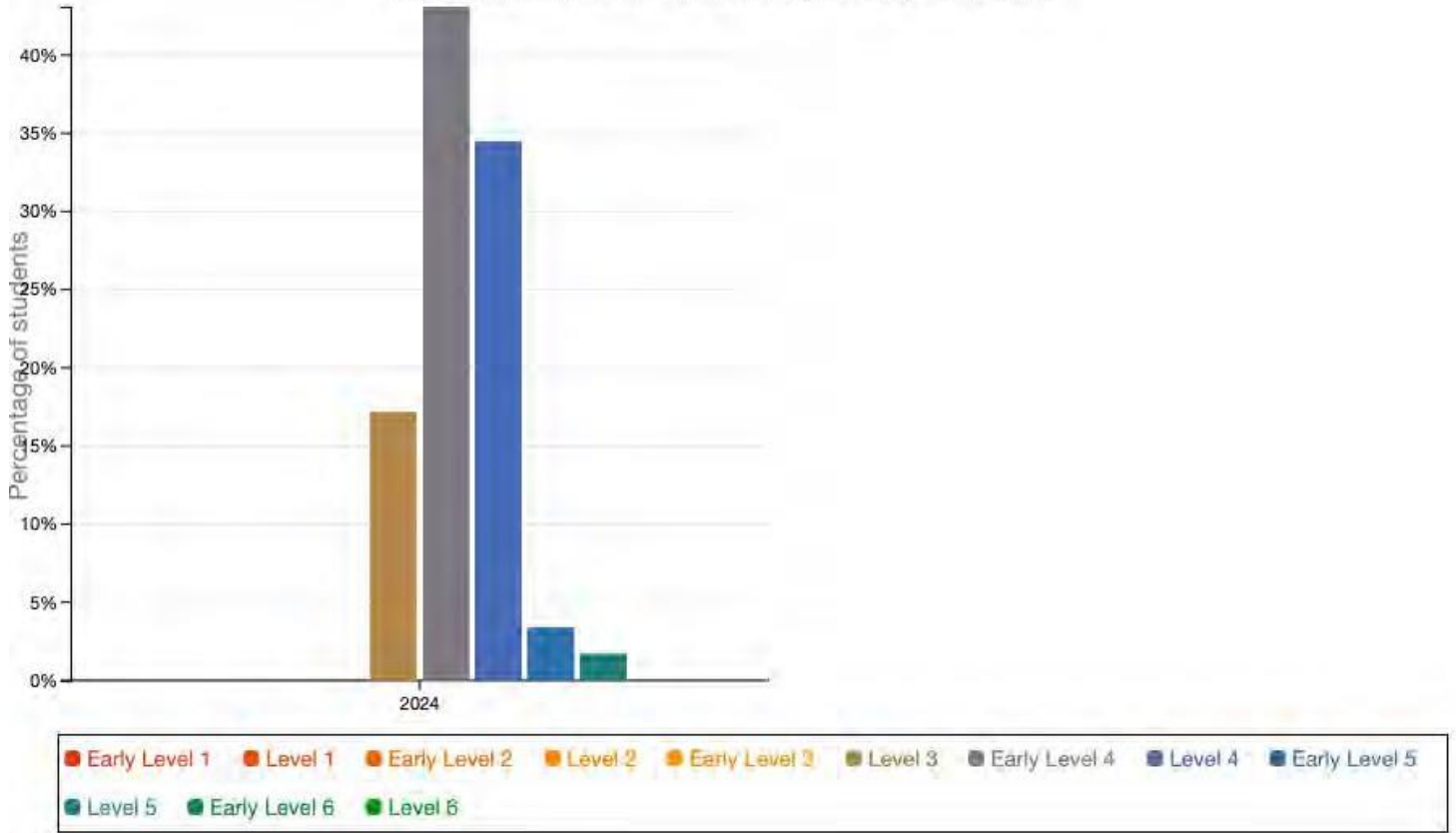
## YEAR 8

### Curriculum Level Achievement

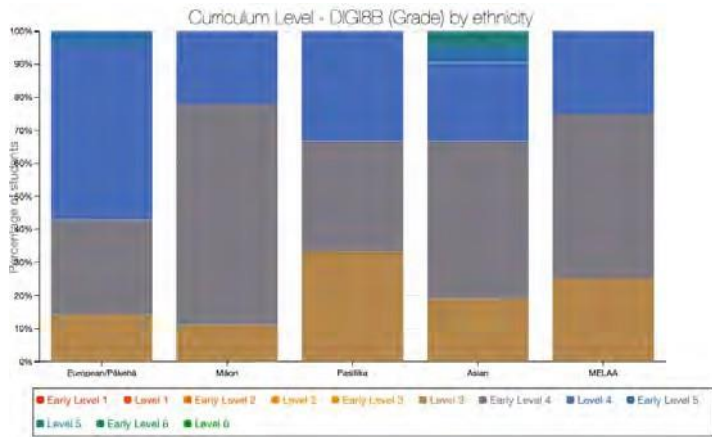
Expected Levels of Achievement						
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5

Strand 1 (if applicable)

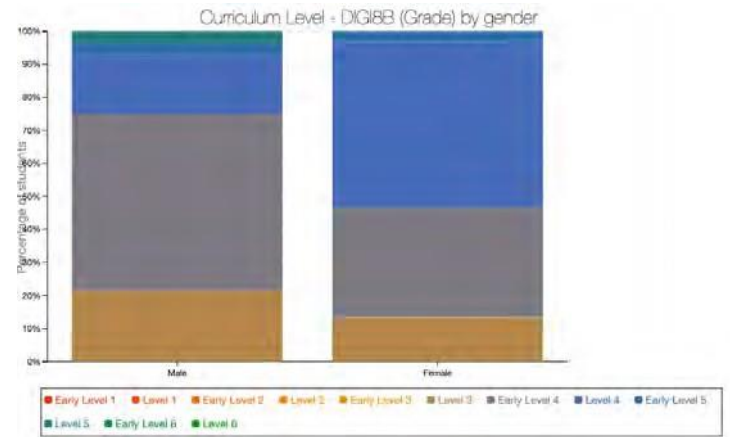
## Curriculum Level - DIGIBB (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



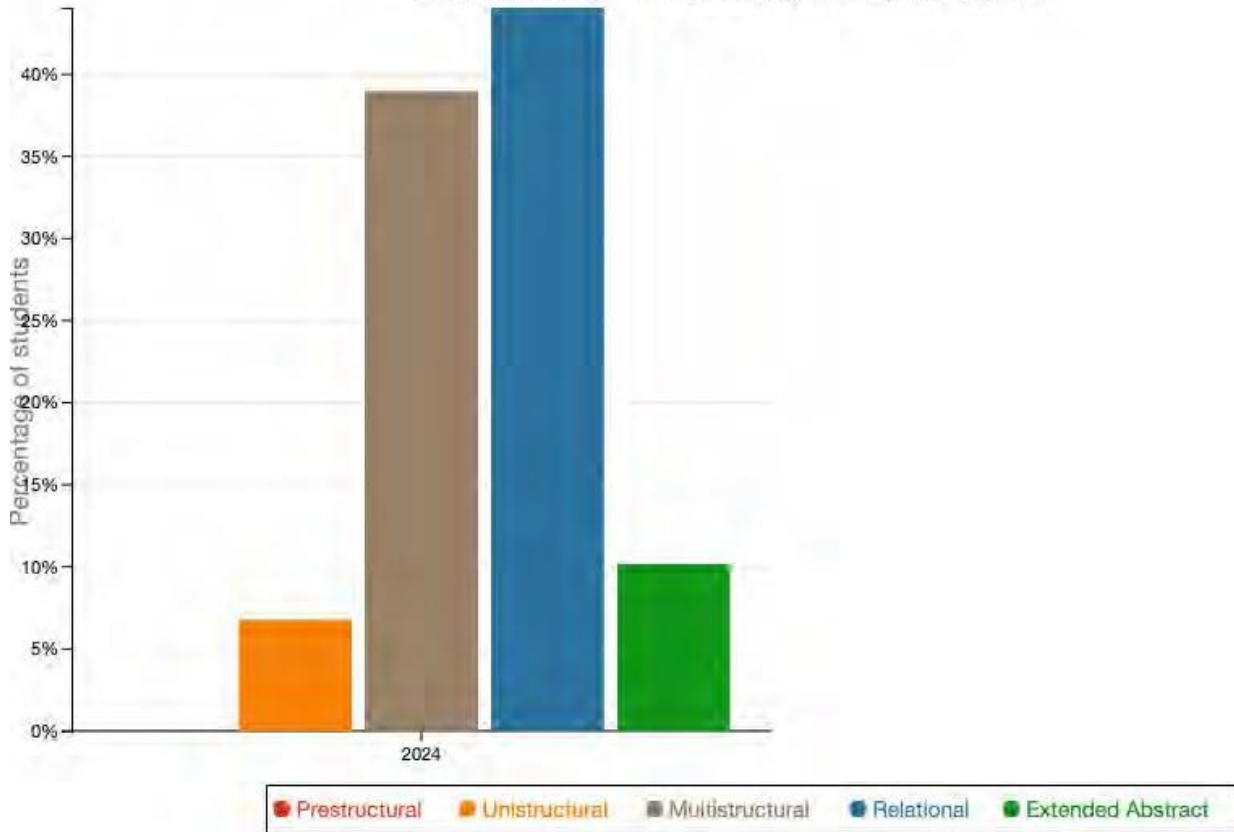
## SOLO Achievement

### Expected levels of achievement

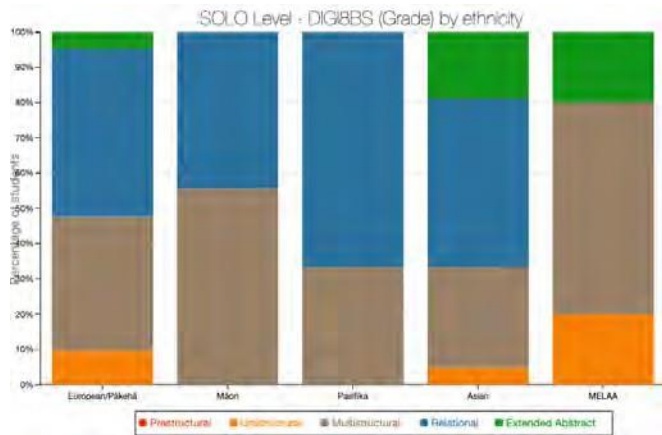
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 (if applicable)

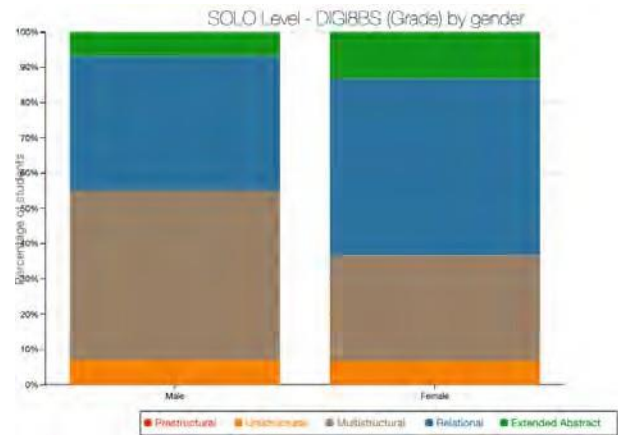
## SOLO Level - DIGIBS (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



## YEAR 8 ANALYSIS

### Here's what ... (describe the data )

- Around 45% of year 8 students are at early level 4 in the curriculum with an additional 35% at level 4
- 63% of females have been awarded Relational or better
- 55% of all students awarded relational or better
- 18% of students at Cause for Concern at curriculum level
- No students at prestructural -6% on S1
- Significantly fewer students achieving EA -14% on S1
- Significantly fewer students achieving Unistructural -9% on S1

### So what ... (what does it show about your curriculum area this Semester for this level?)

This shows an outstanding proficiency of our department at delivering and assessing SOLO tasks. However Curriculum levels do not match this achievement nor do the expected profiles of Extended Abstract follow from a large relational achievement.

The significant reduction in P and U Solo grades show that we are meeting the needs of all students suggesting successful

UDL practices targeting the lower end of achievement.

The divide between male and female achievement is very pointed at this level with over 20% fewer boys achieving relational or better

**Now what ... (Establish goals and possible PLD for your team for S2)**

Alignment of Curriculum Level and SOLO assessments

Revisit moderation processes.

Moderation of rubrics and tasks

Raise expectations - Level 5 to be obtainable to all students at this level.

Design and deliver SOLO tasks specifically targeting Extended Abstract

Investigate reasons behind the success of SOLO in this semester and apply to other year levels

# YEAR 9

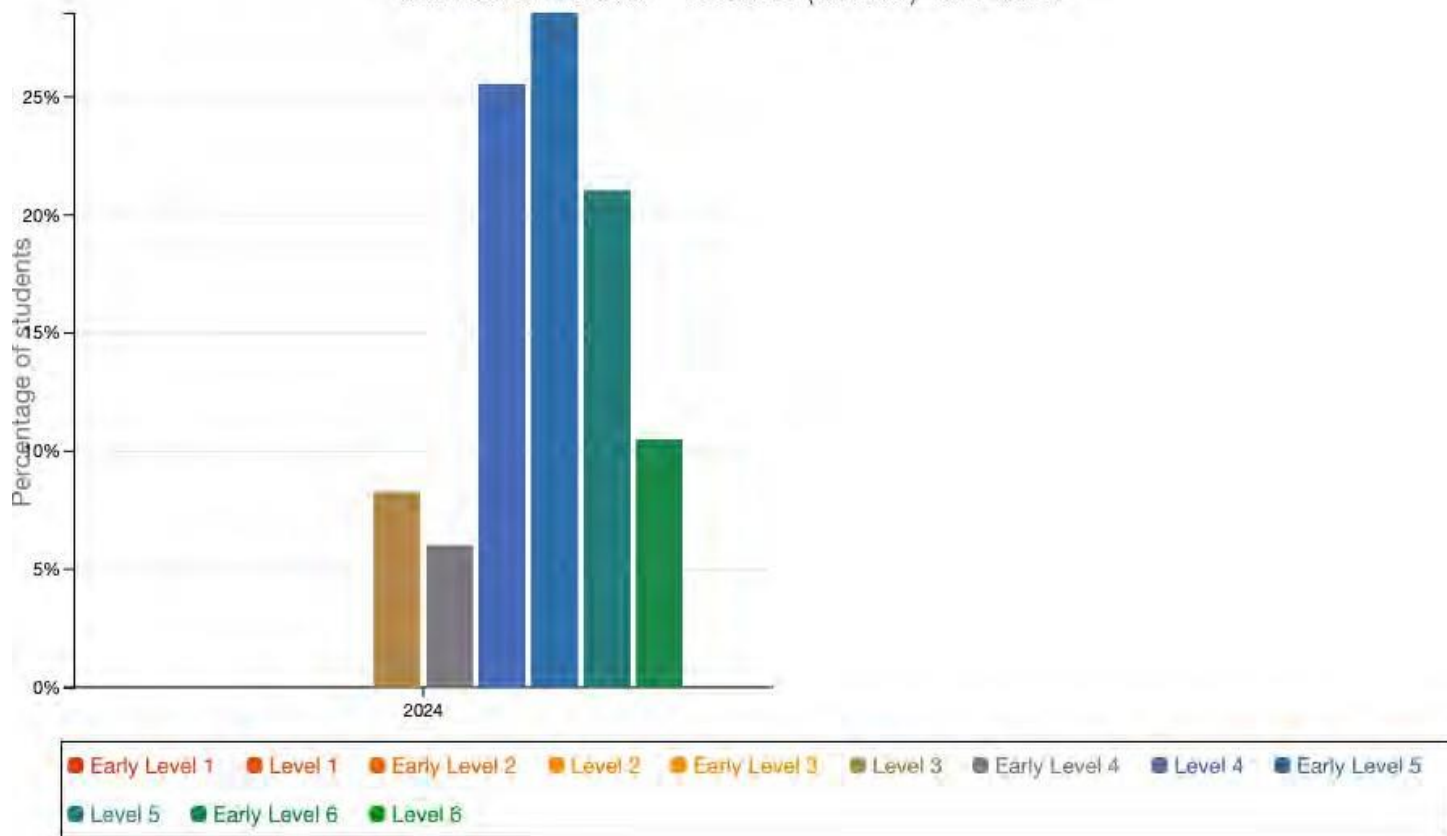
## Curriculum Level Achievement

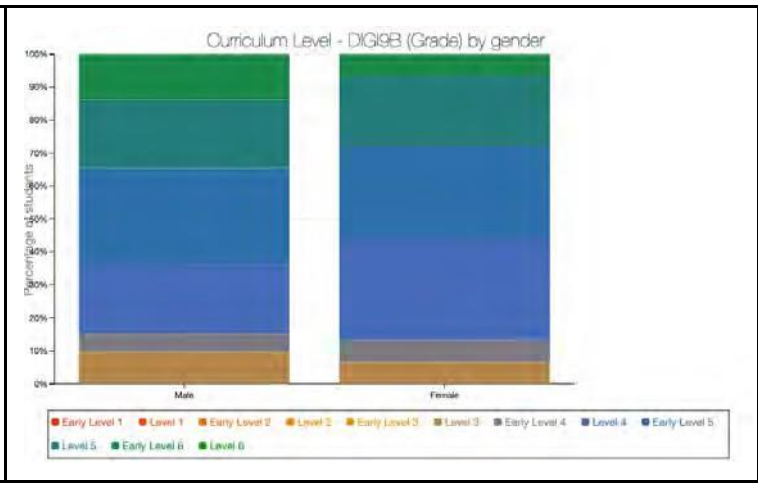
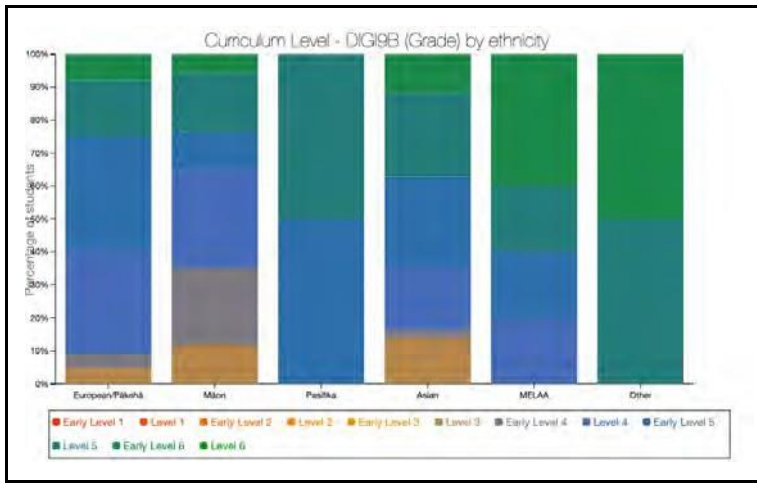
### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

### Strand 1 (if applicable)

Curriculum Level - DIGI9B (Grade) for 2024



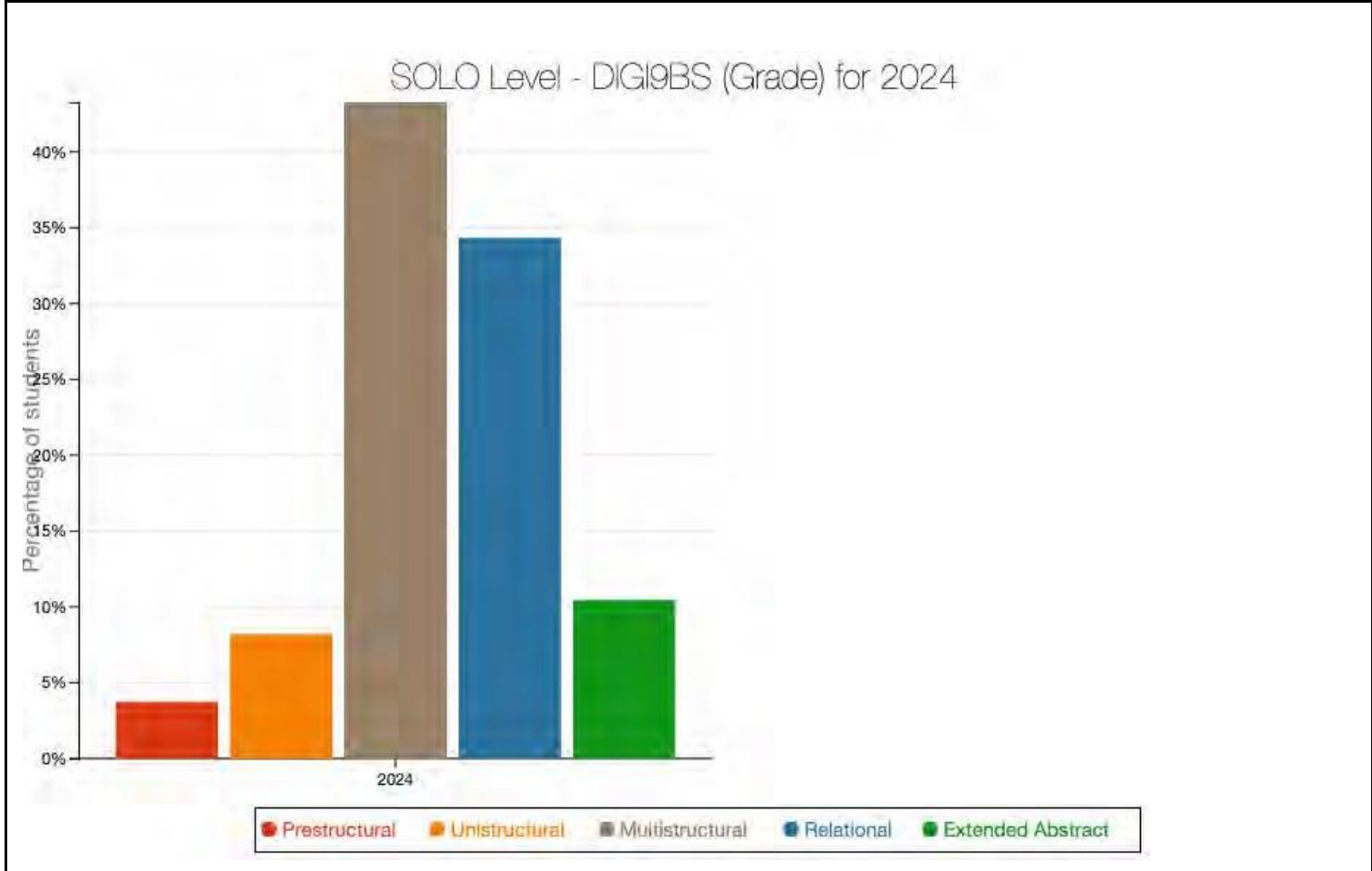


## SOLO Achievement

Expected levels of achievement

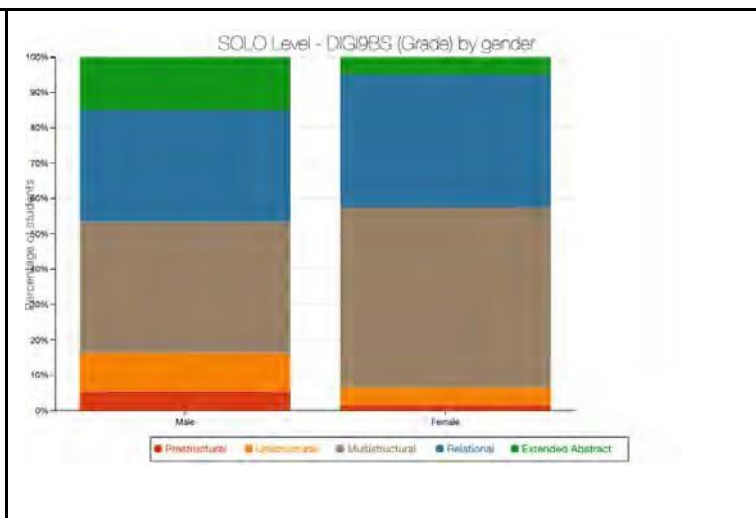
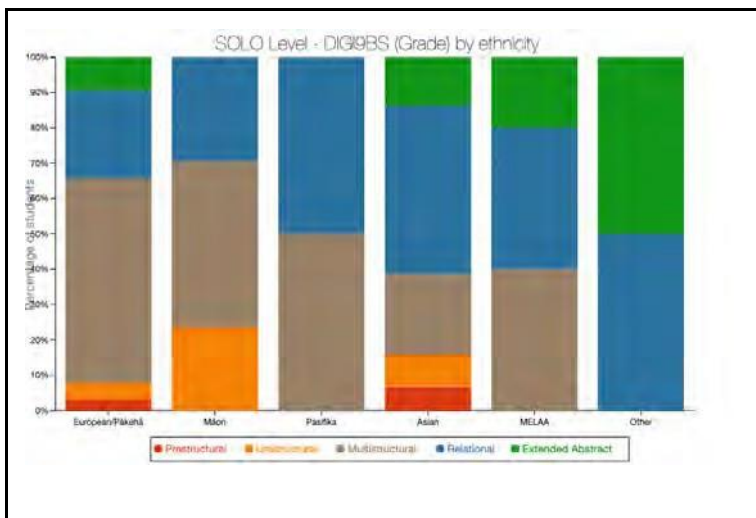
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 (if applicable)



Repeat for Ethnicity

Repeat for Gender



## YEAR 9 ANALYSIS

### Here's what ... (describe the data )

- Solo data remarkably flat on S1 with only a small increase in Prestructural grades and reasonable reduction in Unistructural grades.
- Maori, Asian and male more likely to have a Cause for Concern Solo grade.
- Maori and European significantly less likely to have an Excellent Solo grade
- Male somewhat more likely to achieve Excellence
- Overall Curriculum Level Excellence attainment significantly increased to 33% **+20% on S1**
- More students have achieved Level 5, Early 6 than last semesters' Year 10 cohort.

### So what ... (what does it show about your curriculum area this Semester for this level?)

Efforts to reach our 2024 achievement target have been massively successful. We have overshot our target to lift curriculum excellence attainment by 15% more than our goal. Interestingly this focus has flipped the expected profile of gender delineated achievement where boys are slightly outperforming girls at the higher levels. The increase in CL grades has not impacted SOLO achievement significantly for better or worse, showing that curriculum content expectations can be significantly higher than previously thought possible without leaving anyone additional behind.

### Now what ... (Establish goals and possible PLD for your team for S2)

Focus on distributing the success of this semester more widely, especially in Maori and European students. Push to similarly raise expectations in the year 7 and 8 level

# YEAR 10

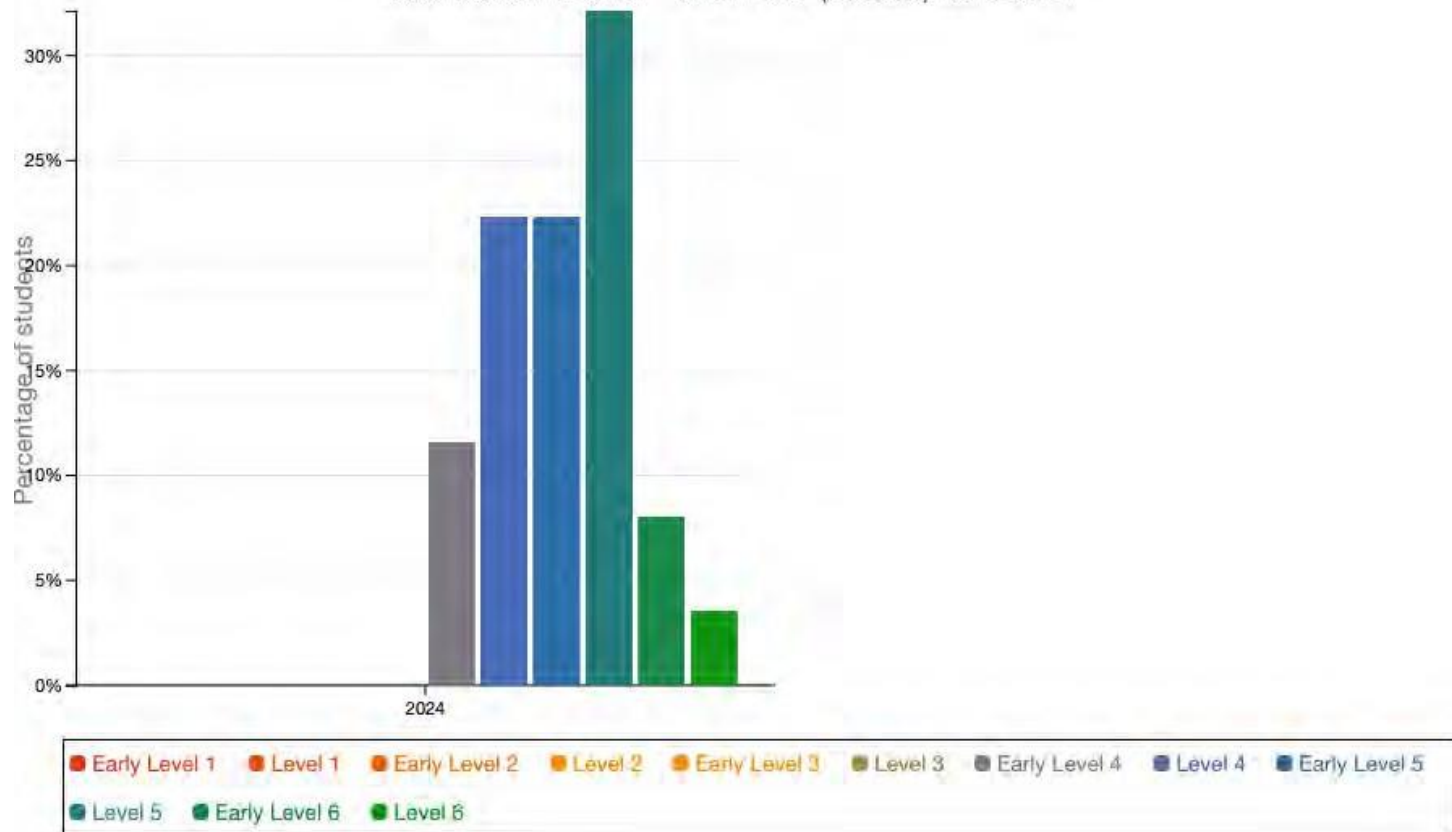
## Curriculum Level Achievement

### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	Early 4	4	Early 5	5	Early 6	6

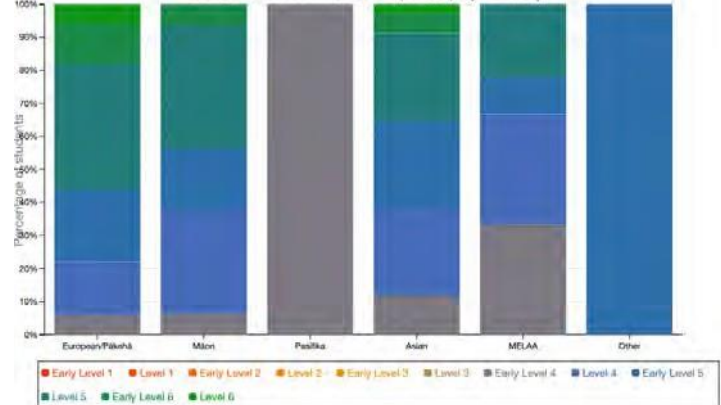
### Strand 1 (if applicable)

Curriculum Level - DIG10B (Grade) for 2024



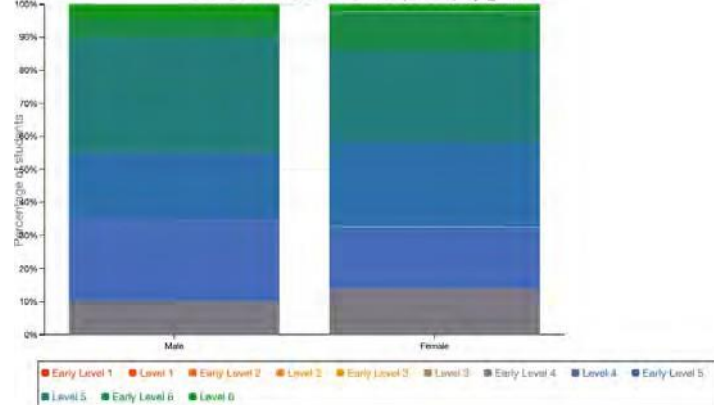
### Repeat for Ethnicity

Curriculum Level - DIG10B (Grade) by ethnicity



### Repeat for Gender

Curriculum Level - DIG10B (Grade) by gender



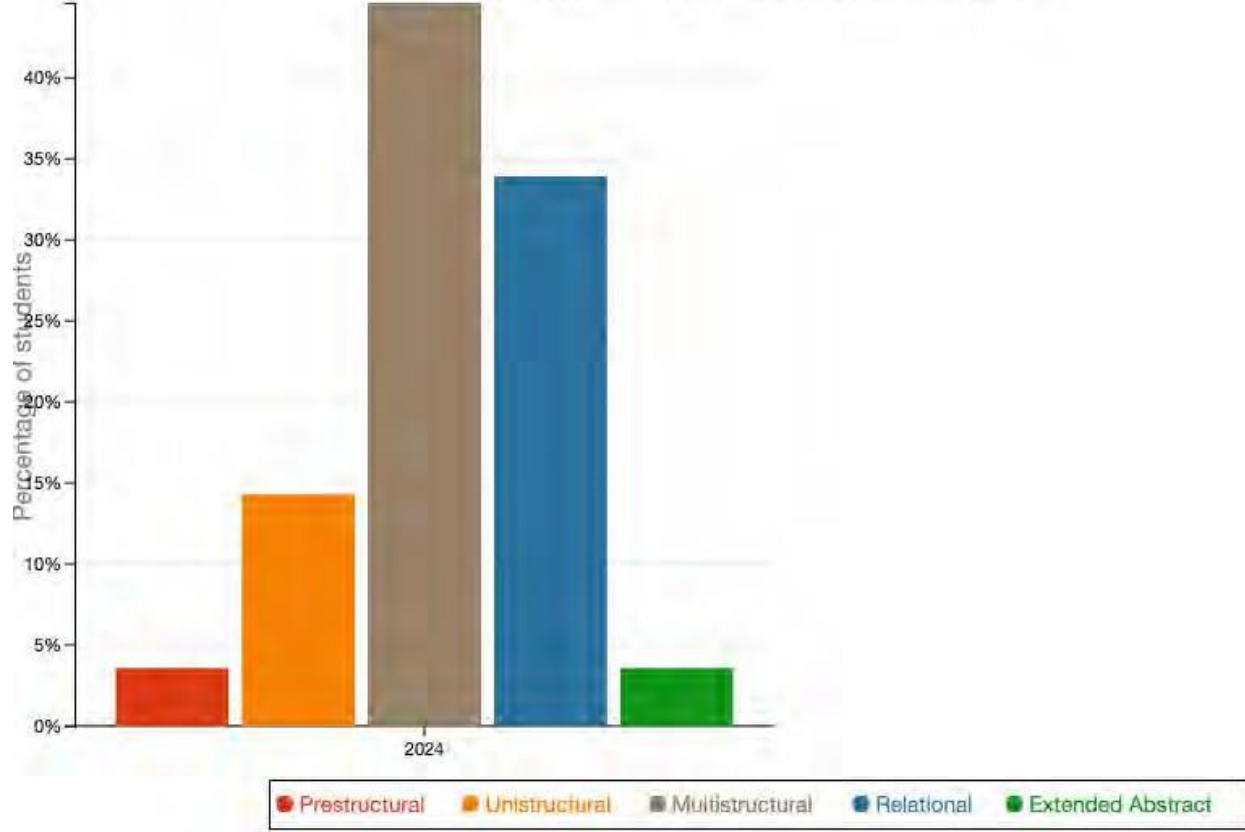
## SOLO Achievement

Expected levels of achievement

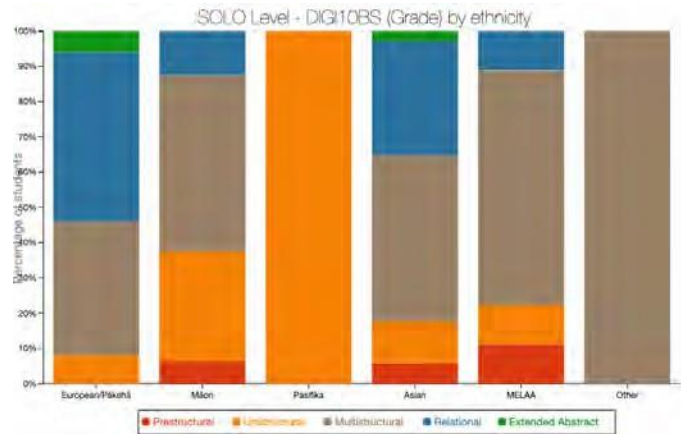
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

**Strand 1** (if applicable)

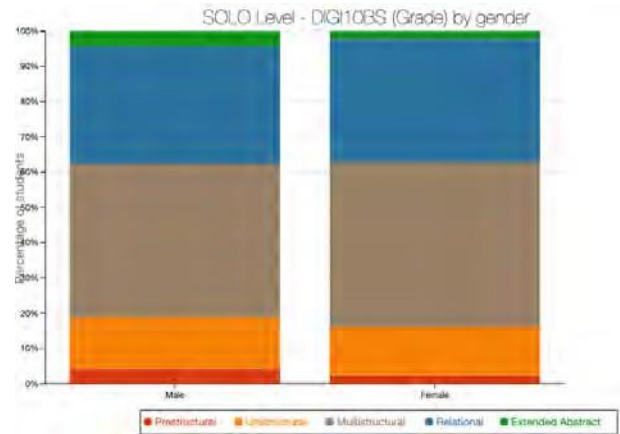
SOLO Level - DIG10BS (Grade) for 2024



*Repeat for Ethnicity*



*Repeat for Gender*



**YEAR 10 ANALYSIS**

**Here's what ... (describe the data )**

- 35% of year 10 students at Cause for Concern for Curriculum Level +4% on S1
- 12% of year 10 students at Excellence for Curriculum level + 5% on S1
- Gender delineated data remarkably flat
- Large reduction of EA grades on S1 -10% on S1
- Relational Solo achievement increased by a similar level
- European students have significantly higher achievement in this cohort for both CL and SOLO

**So what ... (what does it show about your curriculum area this Semester for this level?)**

We have reached our target of raising Excellence curriculum level achievement by 5% in this level. Although excellence attainment has lifted we have not seen the same lift at this level and it appears to have been somewhat at the expense of the lower end of these classes. This is expected to be due to the complexity of teaching level 5 and 6 curriculum content has led some students to find the course too difficult. Further scaffolding is required here. It is expected that lifting the expectations in the earlier years may alleviate this issue somewhat as many more students with exposure to a DT class previously with have a higher depth of thinking.

Ethnic delineated data has become significantly more skewed in this semester, while curriculum level attainment has increased for most ethnicities from S1, SOLO achievement has dropped for all ethnicities except pakeha who have seen a large increase in Relational grades and a drop in Prestructural and Unistructural achievement.

Gender delineated data is exceptionally flat and has seen a significant raise in achievement for boys.

**Now what ... (Establish goals and possible PLD for your team for S2)**

Scaffolding the lower end of classes.  
Further 'prep' for this level - leveraging Science of Learning  
Continue to push for level 6 content  
Specifically targeting Extended Abstract for Solo tasks  
Implement tactics to lower the ethnic distribution of grades.

## OVERALL ANALYSIS

**Describe the overarching trends in the data**

This data shows a hugely successful implementation of the goals of the year. Our targets have been reached and in some cases significantly exceeded. This data shows that having high expectations of curriculum content knowledge in this area is a successful approach and should be maintained.

Having higher expectations and significantly more advanced content knowledge in this area appears to significantly decrease the gender divide, although it appears to have a little to a significant effect on the ethnic divide.

As is typical of the results in this subject area this data shows almost all, 94% of students in year 7 being able to enter into a DT course be competent and capable with the curriculum content to the expected level, however this slowly decreases over the next four years until this is possible for only 64% of students.

**Set areas of target and/or goals for next semester, and plans to achieve these**

Continue to focus on lifting Curriculum Level attainment at Excellence for year 10s by 5%  
Maintain year 9 Excellence Curriculum level attainment at Excellence  
Get Extended Abstract attainment for all year levels above 10%  
Continue to work towards reducing Cause for Concern to under 30% for all year levels

# END OF SEMESTER DATA ANALYSIS S2- Food Technology

## 2024 ACHIEVEMENT TARGET

**Year 8-10 Target:** Achieve 85% of students at or above their respective year levels.

**Year 7 Target:** Ensure 85% of students reach Level 3 or above, with a focus on foundational skills and knowledge, aiming for 85% to achieve at or above the multistructural level.

**Year 10 Target:** Aim for 20% of students to achieve the standard "Develop a Materials and Processing Technology Outcome in an Authentic Context" (92012).

From Semester 1 to Semester 2, progress toward the achievement targets was evident, particularly in Year 8-10, where the majority of students met or exceeded their expected curriculum levels. In Year 7, achievement improved, with more students reaching Level 3 or above, though there remains a need to strengthen foundational skills to ensure 85% reach this benchmark. Year 8 maintained strong performance, with over 85% achieving at or above their level, reinforcing engagement and conceptual understanding. Year 9 continued to present challenges, with a significant proportion of students needing further support to progress beyond Early Level 4. Year 10 exceeded expectations, surpassing the 20% target for students achieving credits in the Level 1 standard, with over 50% gaining success.

## YEAR 7

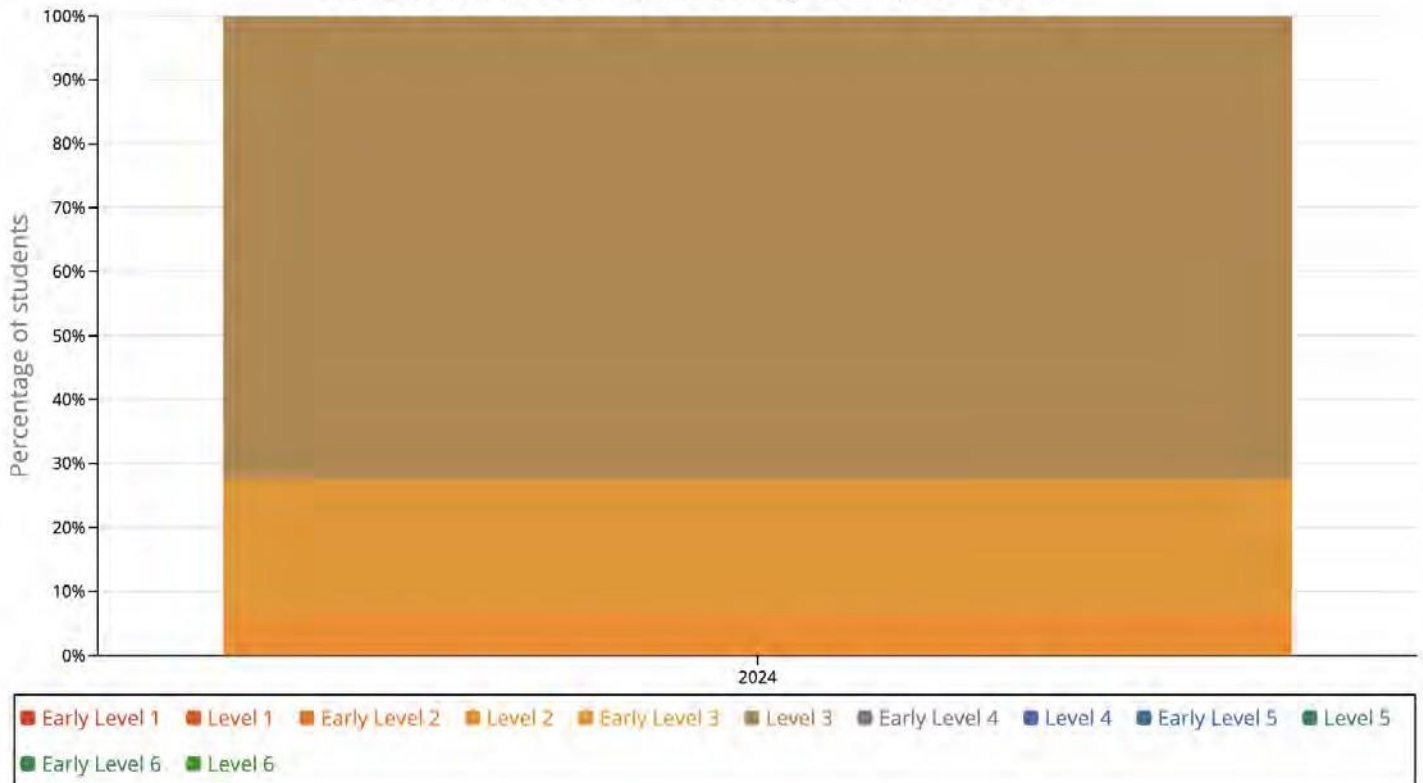
### Curriculum Level Achievement

#### Expected Levels of Achievement

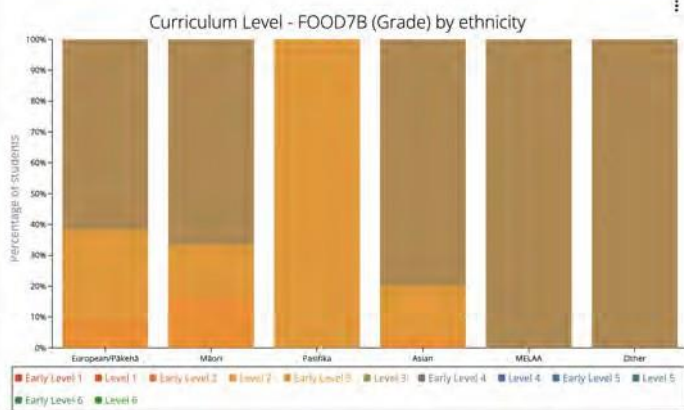
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

**Strand 1** - Design Thinking - integrated module with HPE

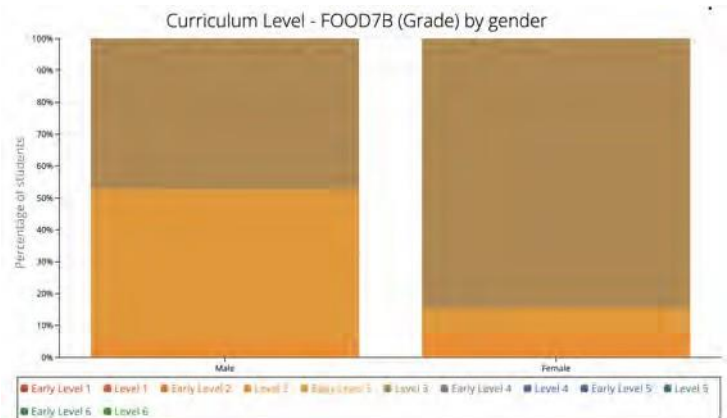
## Curriculum Level - FOOD7B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



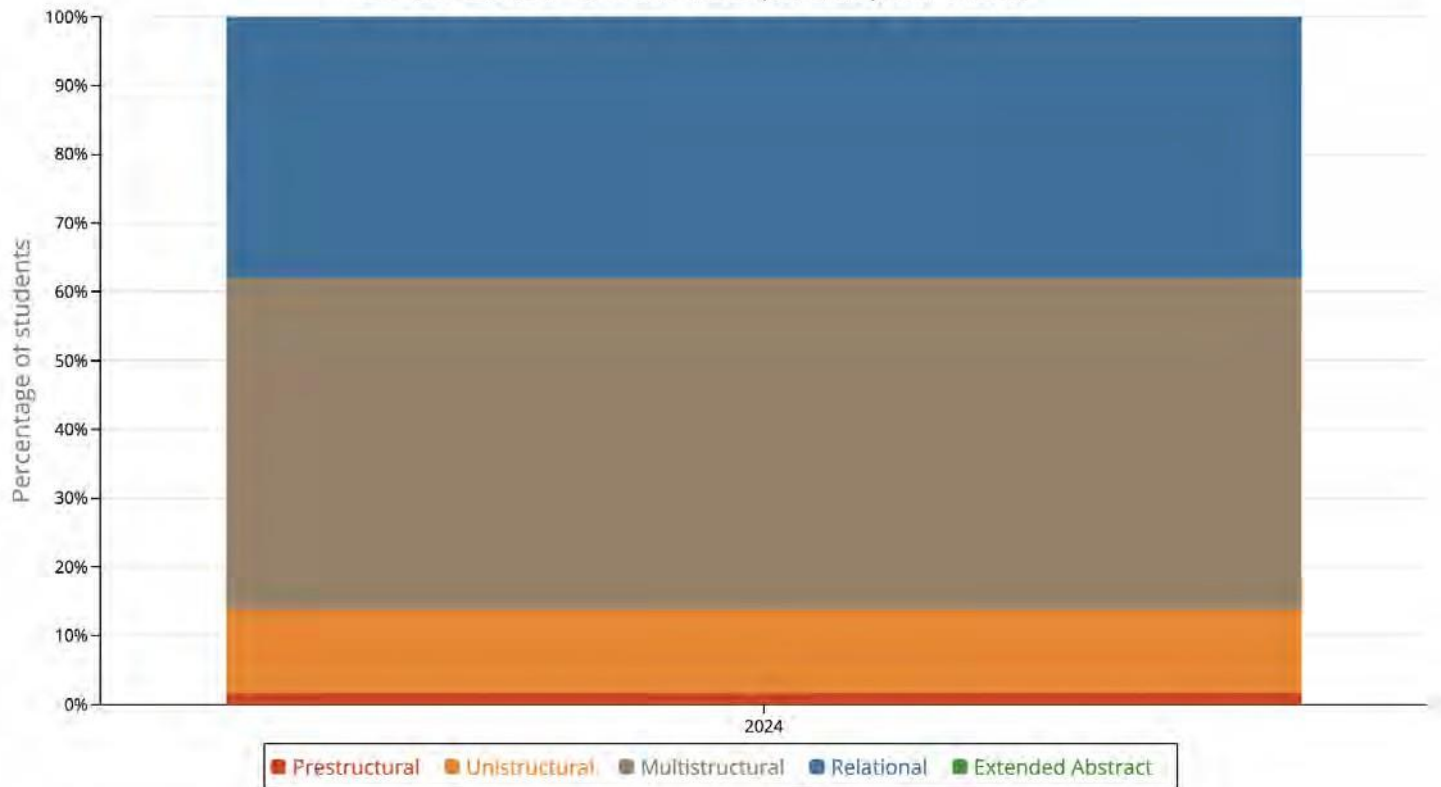
## SOLO Achievement

### Expected levels of achievement

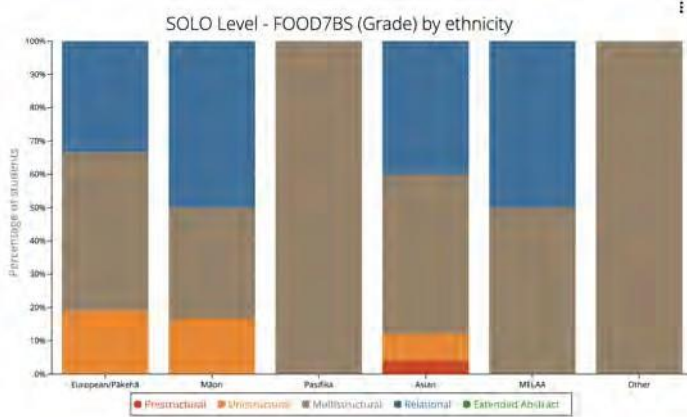
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 Design Thinking integrated with

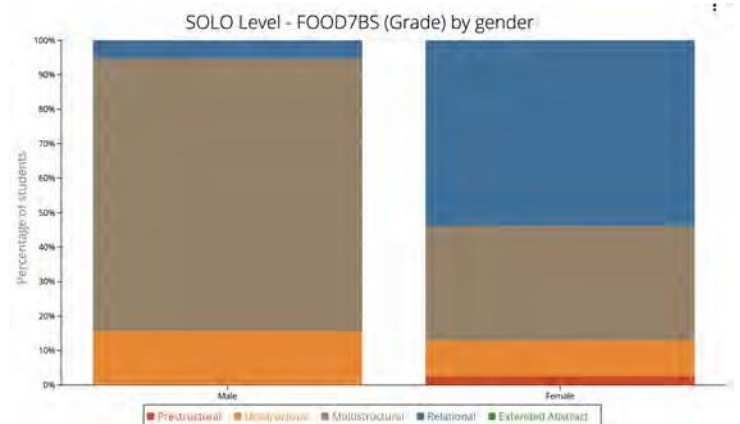
## SOLO Level - FOOD7BS (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



## YEAR 7 ANALYSIS

### Here's what ... (describe the data )

Most students perform at Level 3 and Early Level 4, aligning with expectations. However, few reach Early Level 5. European/Pākehā and Asian students are more represented in higher levels, while Māori and Pasifika students are concentrated at Level 3. SOLO results show most students at Multistructural and Relational levels, with limited Extended Abstract achievement, indicating gaps in depth of thinking.

### So what ... (what does it show about your curriculum area this Semester for this level?)

Students are building foundational knowledge but need more challenge to progress to higher levels. Achievement gaps

for Māori and Pasifika students highlight a need for culturally responsive teaching. The lack of Extended Abstract performance suggests limited opportunities for deep learning and problem-solving. Applying *John Spencer's Design Thinking*—where students iterate through real-world challenges—can foster critical thinking. The *Science of Learning* principles, such as scaffolding and retrieval practice, can support long-term retention as well as conceptual application.

**Now what ... (Establish goals and possible PLD for your team for S2)**

To improve achievement toward Early Level 4+ and foster critical thinking, we will focus on self & peer assessment (John Spencer), SOLO-based scaffolding, and culturally responsive teaching (Tātaiako & Tapasā).

Goals/PLD

- Self & Peer Assessment: Empowering students with structured reflection and feedback.
  - Design Thinking: Encouraging inquiry-based, real-world problem-solving.
  - SOLO Progression: Scaffolding tasks to develop deeper learning.
  - Science of Learning: Using retrieval practice, spaced repetition, and metacognition to improve retention within the 5 stages of the design process.
1. Embed self & peer assessment to develop student agency, deepen understanding, and refine problem-solving skills.
  2. Scaffold SOLO tasks with inquiry-based learning to ensure cognitive progression, critical thinking, and engagement for all students.

# YEAR 8

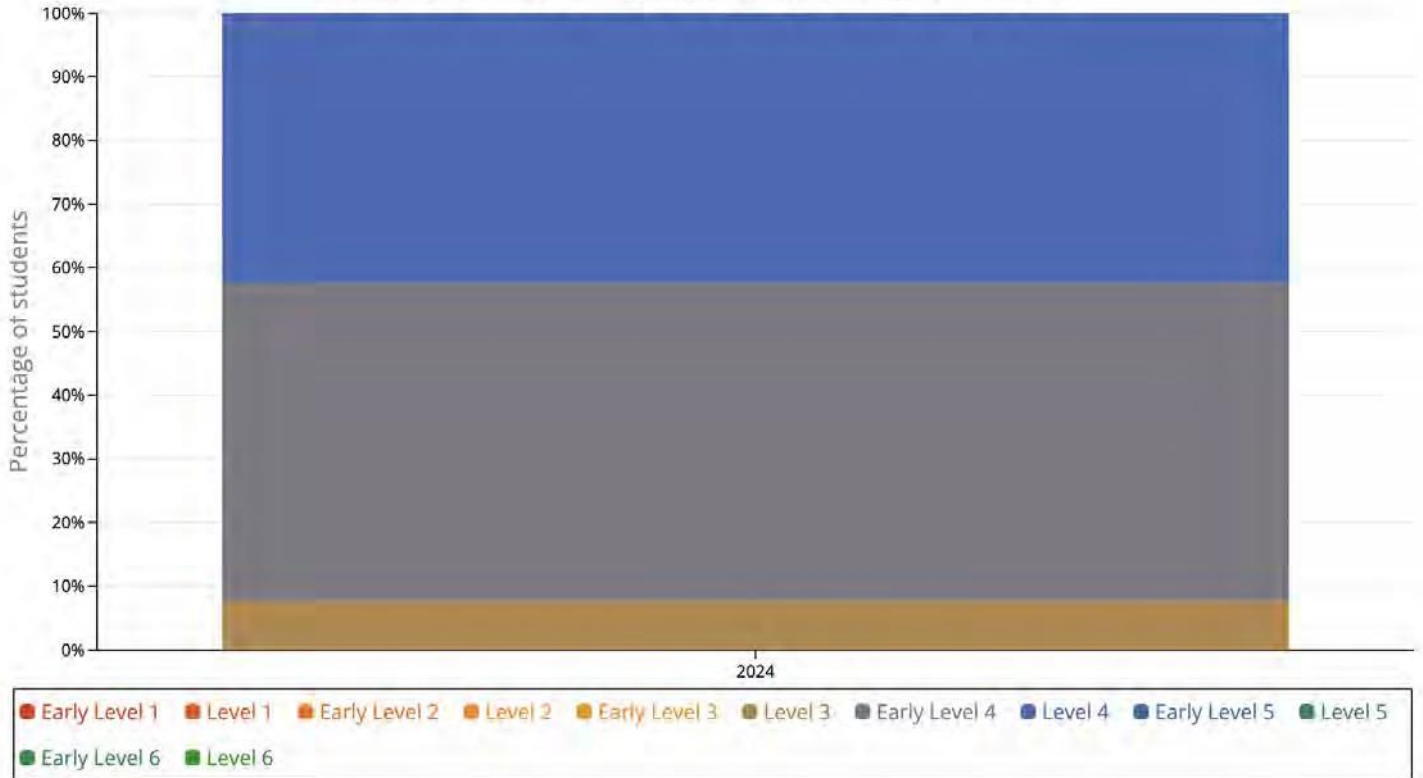
## Curriculum Level Achievement

**Expected Levels of Achievement**

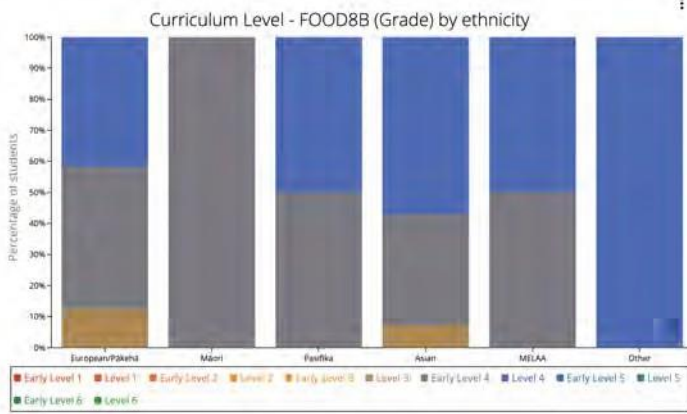
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	Early 3	3	Early 4	4	Early 5	5

**Strand 1** Design Thinking integrated with English

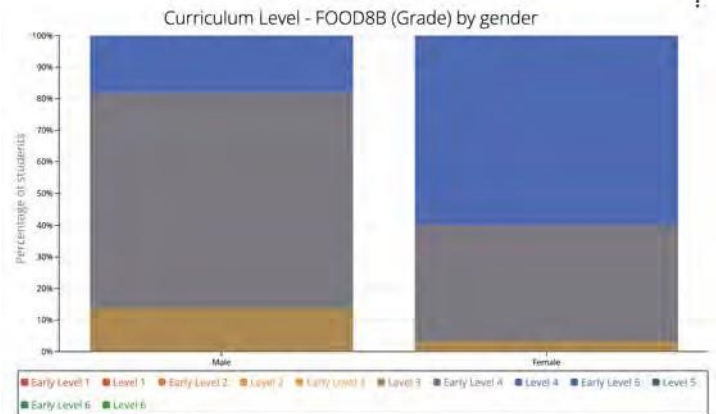
## Curriculum Level - FOOD8B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



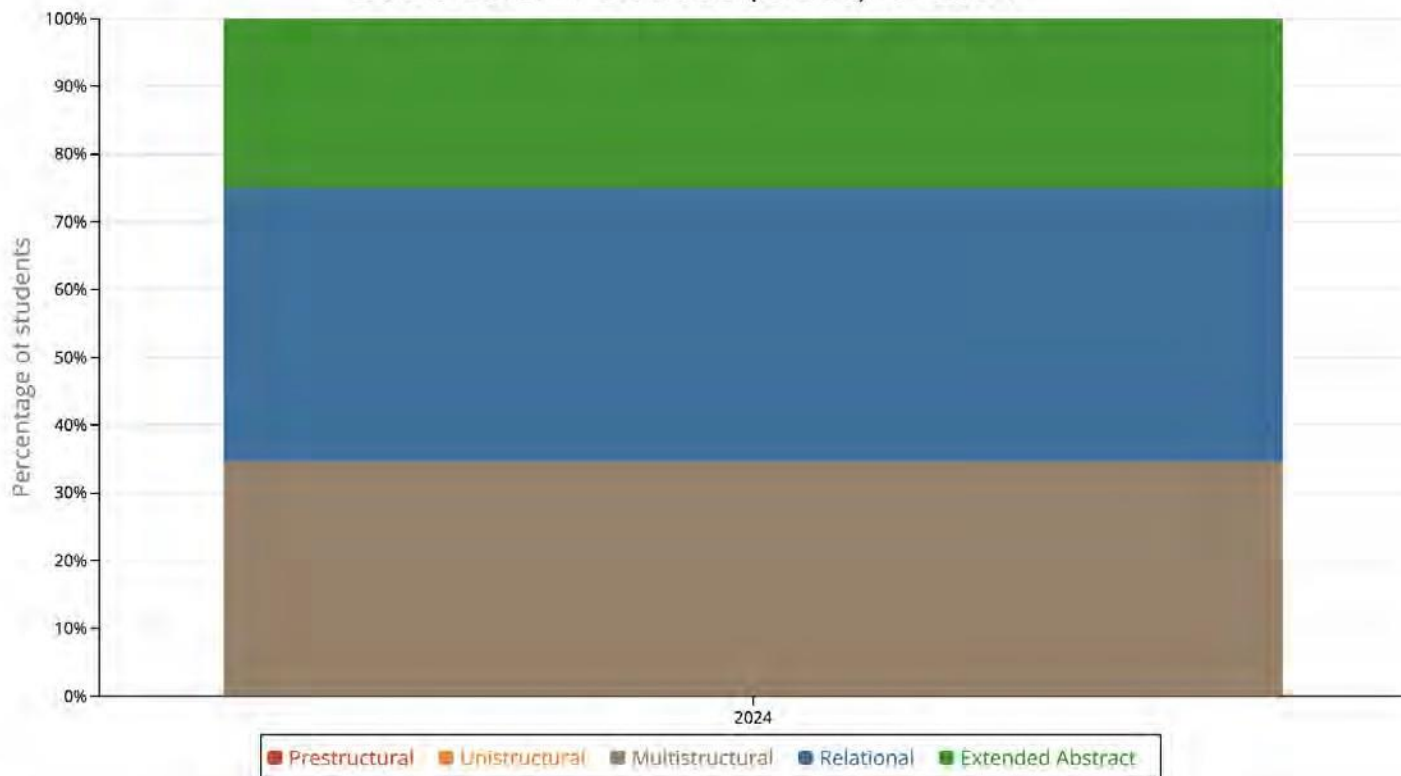
## SOLO Achievement

### Expected levels of achievement

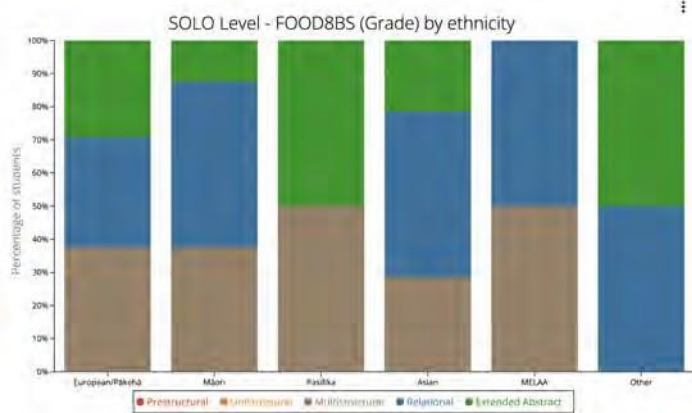
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 - Design Thinking paired with English

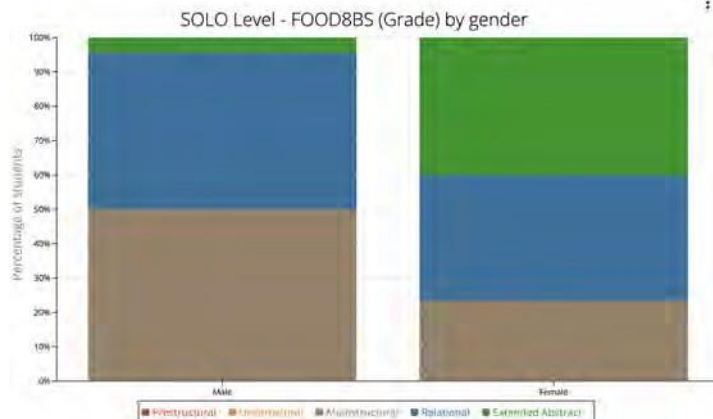
## SOLO Level - FOOD8BS (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



## YEAR 8 ANALYSIS

### Here's what ... (describe the data )

Most students are performing well at Level 4, meeting expectations, with a solid number progressing to Early Level 5. This indicates strong foundational knowledge and engagement in the subject. Ethnicity data shows European/Pākehā and Asian students reaching higher levels, while Māori, Pasifika, and MELAA students are mainly at Level 4, with some needing targeted support. Gender trends show females outperforming males, with more reaching Early Level 5. SOLO data is positive, with most students at Relational, meaning they can connect ideas and apply their knowledge. A growing number of students are reaching Extended Abstract, showing they can think critically and independently.

So what ... (what does it The curriculum is effectively supporting most students, with a strong majority achieving at the expected level. However, the challenge is to move more students, particularly Māori, Pasifika, and males, toward Early Level 5 and Extended Abstract thinking. The current structure supports foundational knowledge well, but deeper

inquiry and problem-solving opportunities could help close achievement gaps. The disparity in gender achievement suggests a need for varied teaching strategies that engage different learning styles. show about your curriculum area this Semester for this level?)

**Now what ... (Establish goals and possible PLD for your team for S2)**

Building on these strengths, we will integrate structured self and peer assessment, as advocated by John Spencer, to encourage student ownership of learning. Science of Learning strategies, such as retrieval practice and spaced repetition, will be embedded to reinforce understanding and long-term knowledge retention.

Goals/PLD

1. Introduce structured self and peer assessment to improve metacognition, reflection, and student-led learning.
2. Develop inquiry-based projects that promote critical thinking and real-world problem-solving, pushing students toward Extended Abstract levels.

# YEAR 9

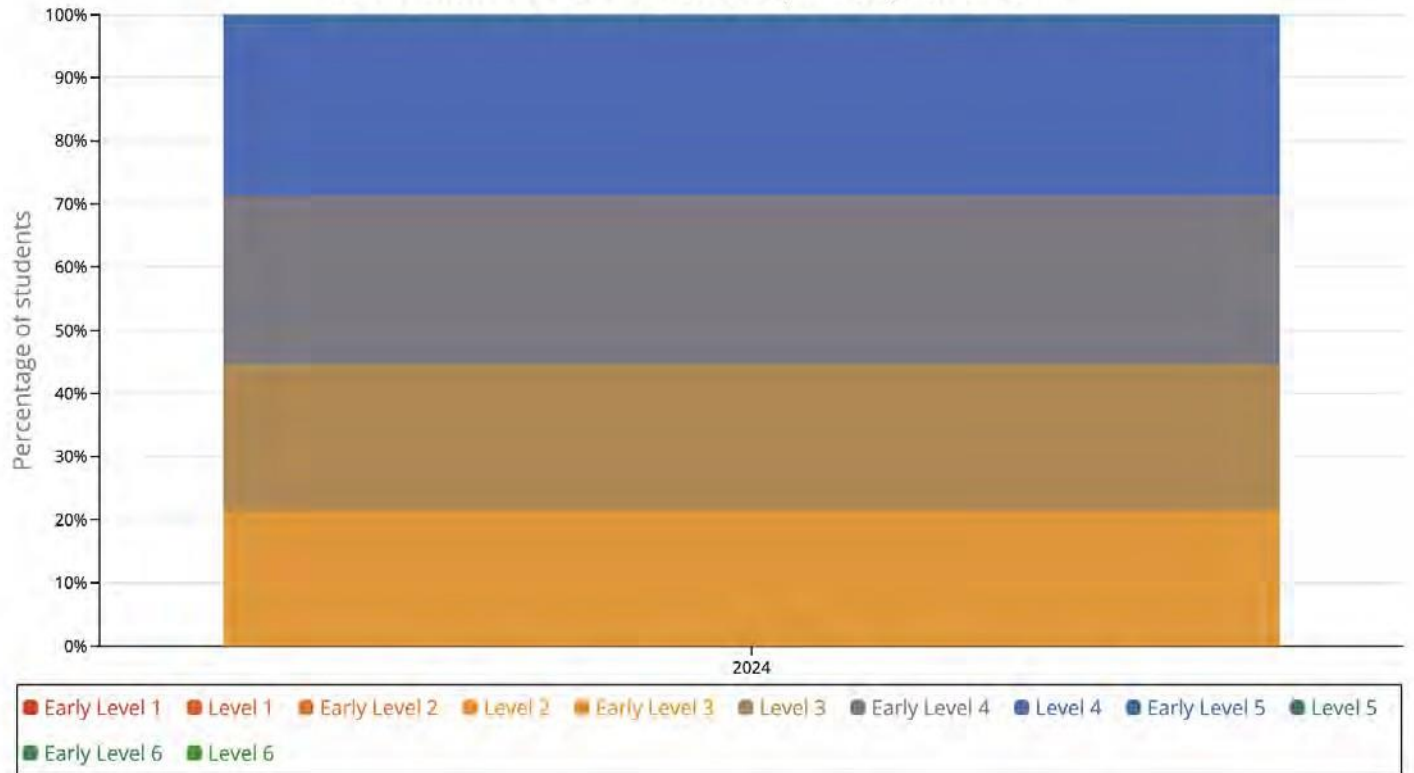
## Curriculum Level Achievement

**Expected Levels of Achievement**

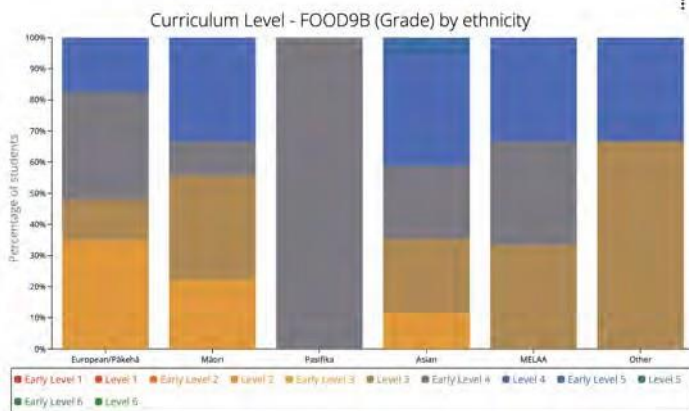
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	3	Early 4	4	Early 5	5	Early 6

**Strand 1** - Design Thinking paired with HPE

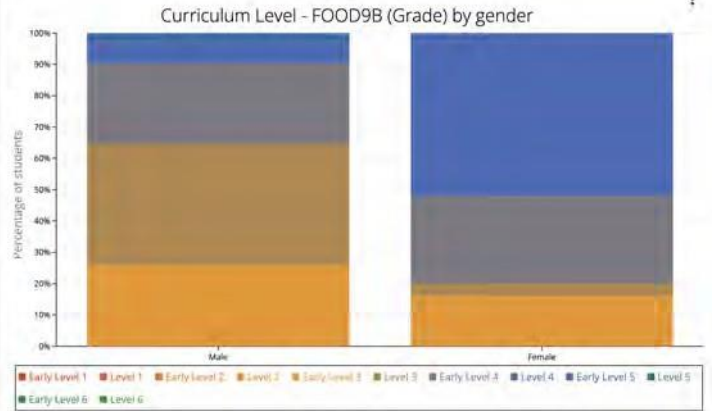
## Curriculum Level - FOOD9B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



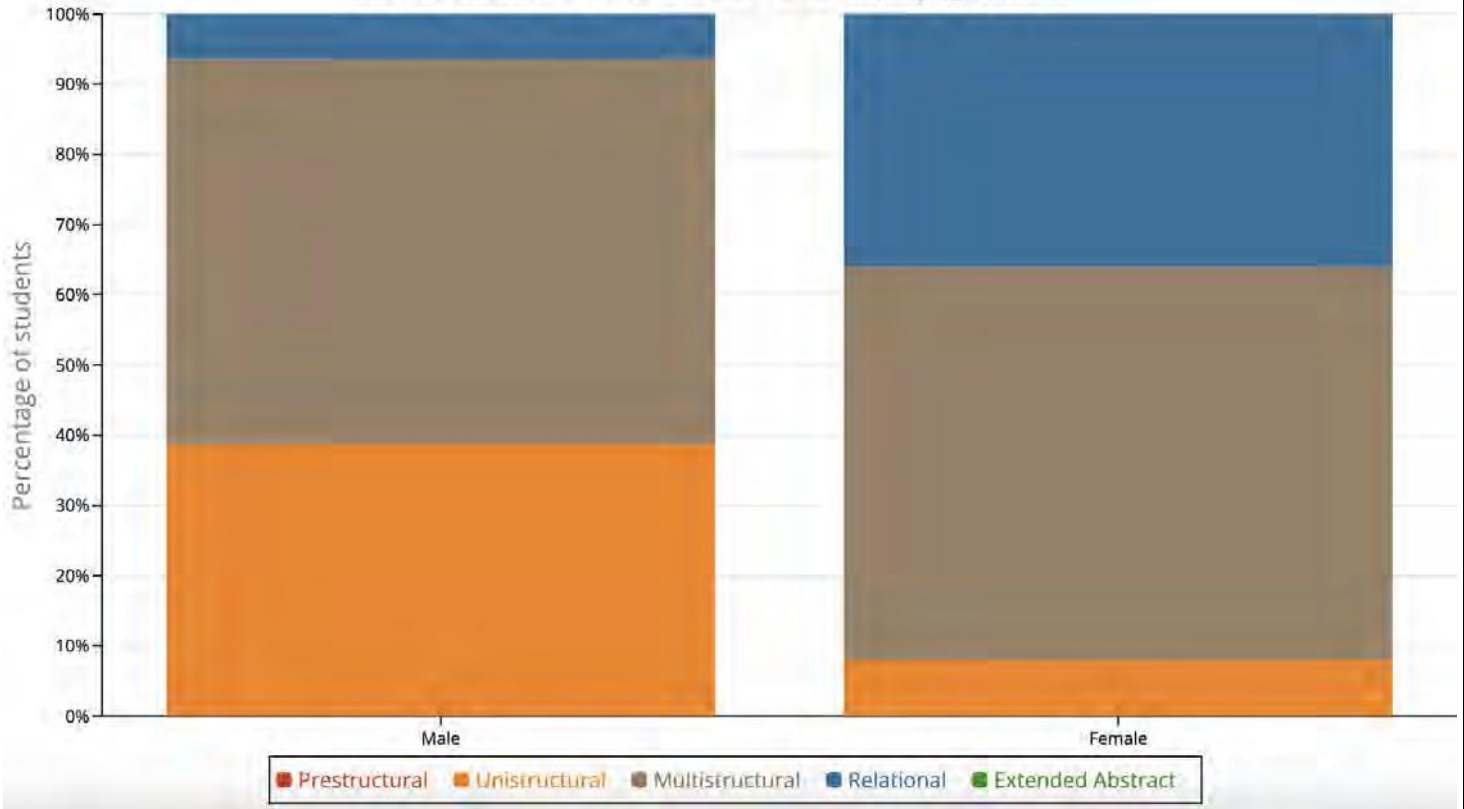
## SOLO Achievement

### Expected levels of achievement

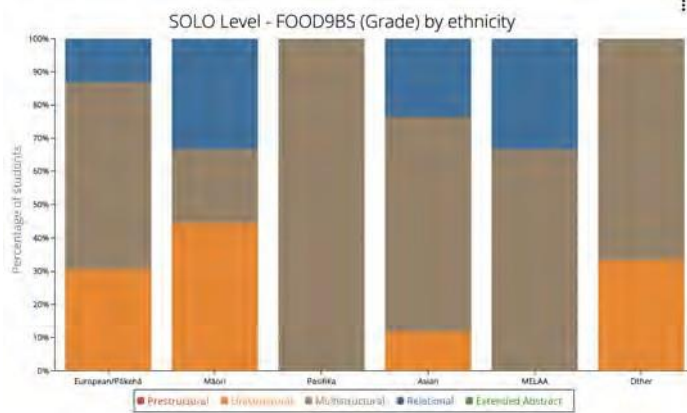
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 - Design Thinking integrated with HPE

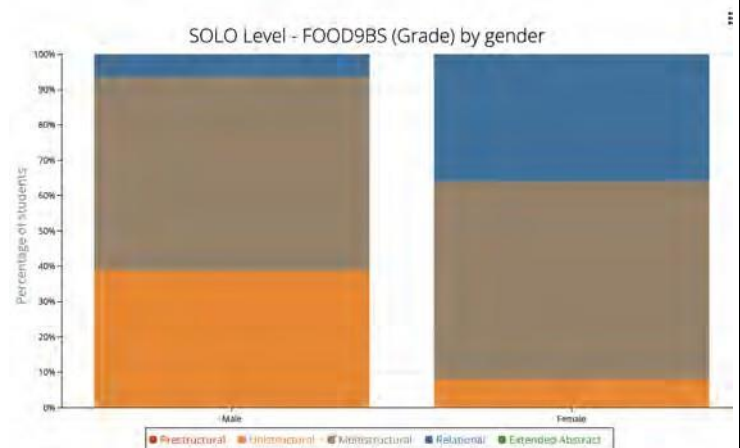
SOLO Level - FOOD9BS (Grade) by gender



Repeat for Ethnicity



Repeat for Gender



## YEAR 9 ANALYSIS

Here's what ... (describe the data )

The majority of students are performing at NZC Levels 3, Early Level 4, and Level 4, with fewer at Early Level 5 or higher. There's a noticeable cluster at Level 4 (GOOD), indicating many students are meeting expected achievement levels.

Females outperform males significantly in the higher levels (Level 4 and Early Level 5), with more females at Level 5 compared to males. Males are more concentrated in the lower levels, specifically Level 3 and Early Level 4.

Pasifika students dominate Level 3 (CAUSE FOR CONCERN), indicating a need for support to reach higher

achievement levels. Māori and European/Pākehā students are distributed across Levels 3 to Level 4, with a slight presence at Early Level 5. Asian students show strength in Early Level 4 to Level 5. MELAA and "Other" categories also show some variation, with "Other" students performing relatively well at higher levels.

**So what ... (what does it show about your curriculum area this Semester for this level?)**

There are disparities in achievement levels based on gender and ethnicity. There's a gap in performance between males and females, particularly at higher levels, suggesting that the curriculum or teaching approaches might not fully engage male students. Pasifika students need targeted intervention to improve their achievement levels, as they are underrepresented in levels above Level 3.

Teaching methods and content may not be equally effective for all groups, indicating areas for differentiated instruction or tailored resources.

**Now what ... (Establish goals and possible PLD for your team for 2025)**

Increase the percentage of students achieving at Level 4 and above, particularly focusing on male and Pasifika students. Enhance engagement and support for lower-achieving groups to reduce the disparity.

**PLD**

Culturally Responsive Practices: Provide opportunities in curriculum team meetings to incorporate culturally relevant pedagogy to better support all cultures and specifically Pasifika and Māori students.

Gender-Responsive Strategies: Explore teaching methods that actively engage male students in Food & Textiles Technology.

Differentiated Learning: Develop strategies to cater to varied achievement levels within the class, providing scaffolding for those at Level 3 and challenging tasks for students at Level 4 or higher.

**Considerations for my strategy board:**

- ~ Introduce collaborative projects that promote peer learning and mentorship between students at different levels.
- ~ Use formative assessments to identify gaps and provide immediate feedback. What best practice look like?
- ~ Foster stronger community and parental involvement for Pasifika and Māori students to support learning.

# YEAR 10

## Curriculum Level Achievement

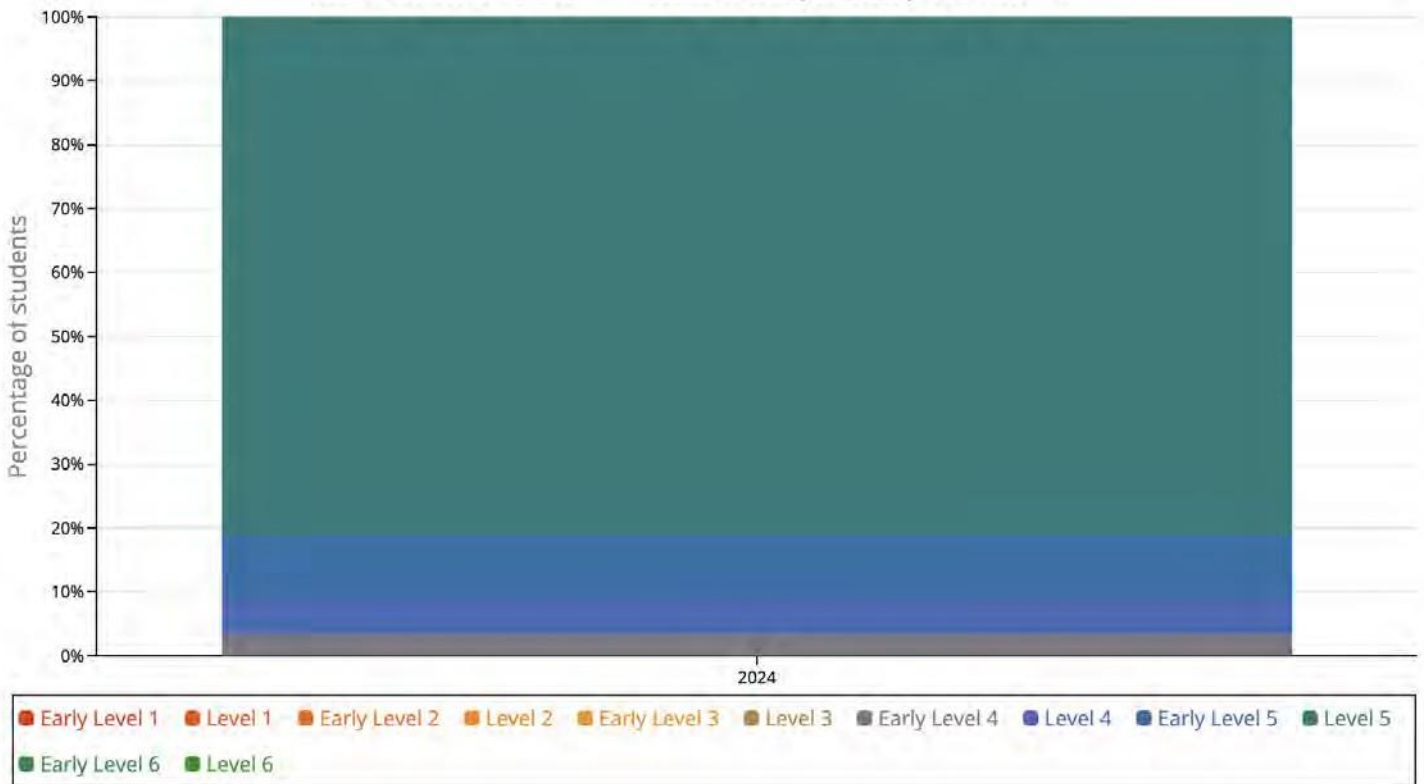
**Expected Levels of Achievement**

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	Early 4	4	Early 5	5	Early 6	6

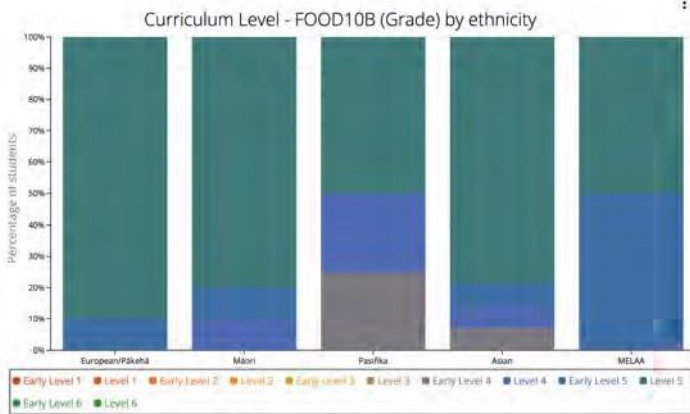
**Strand 1** - Design Thinking paired with English

**Design Thinking** encompassing the 3 strands of Technology Curriculum

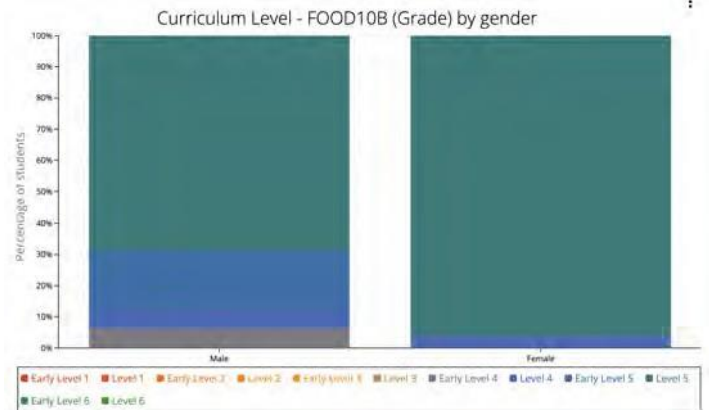
Curriculum Level - FOOD10B (Grade) for 2024



**Repeat for Ethnicity**



**Repeat for Gender**



**SOLO Achievement**

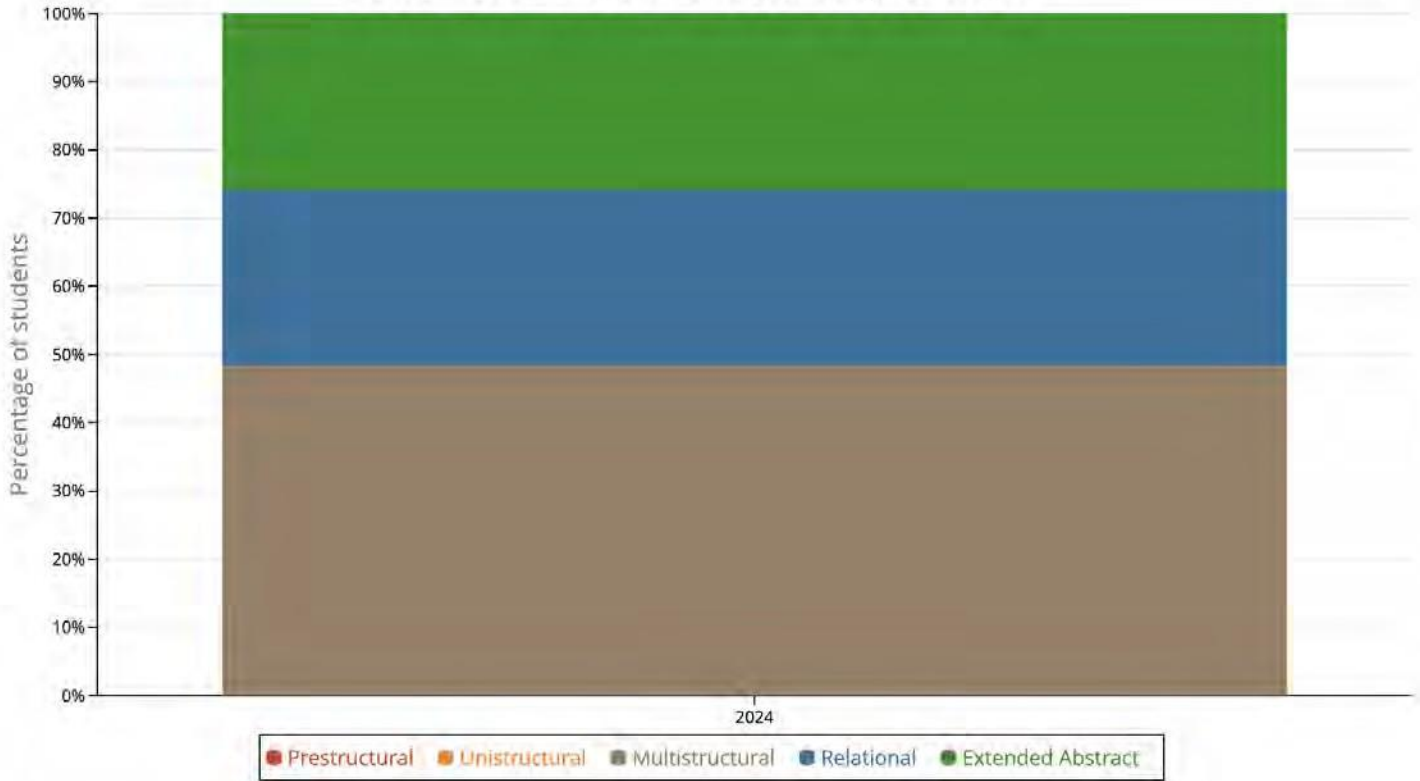
**Expected levels of achievement**

	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

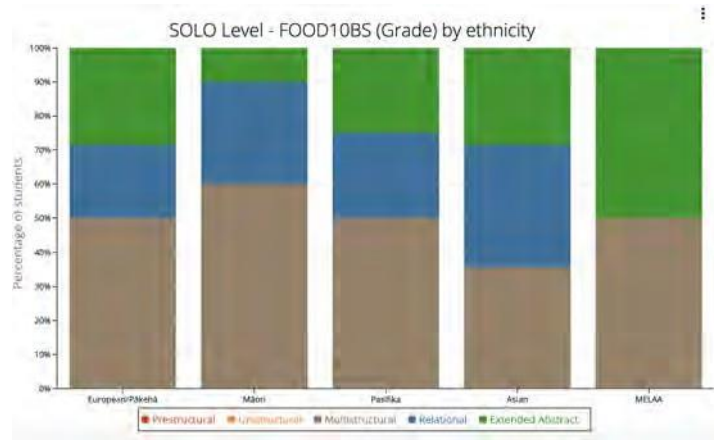
**Strand 1** Design Thinking paired with English

**Design Thinking** encompassing the 3 strands of Technology Curriculum & integration with English

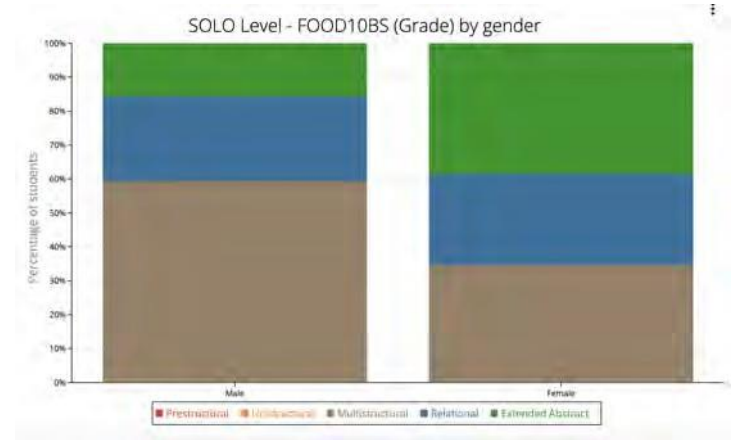
SOLO Level - FOOD10BS (Grade) for 2024



*Repeat for Ethnicity*



*Repeat for Gender*



**YEAR 10 ANALYSIS**

**Here's what ... (describe the data )**

The majority of students (81%) are achieving at or above the expected curriculum level.

Females excel in higher-order thinking (extended abstract), showcasing strength in analytical and conceptual understanding.

European/Pākehā students perform consistently across all levels, indicating solid engagement.

A small percentage (9%) of students are below the expected level, with Māori and Pasifika students slightly

overrepresented in this group.

Males are underrepresented at the extended abstract level, suggesting a need to foster deeper learning and critical thinking for this group.

Māori and Pacifica students primarily cluster at the multistructural level, indicating they may struggle to connect concepts relationally or abstractly.

Ethnic disparities in achievement levels highlight a need for targeted support for Māori, Pacifica, and some Asian students.

**So what ... (what does it show about your curriculum area this Semester for this level?)**

Support our Underperforming Students: Implement interventions with a focus on Māori, Pacifica, and Asian students.

Enhance Male Engagement in Higher-Order Thinking: Develop strategies to move male students from multistructural to relational and extended abstract levels.

**Now what ... (Establish goals and possible PLD for your team for S2)**

Culturally Responsive Pedagogy: Provide training to better engage Māori and Pacifica students, integrating their cultural contexts into our learning contexts aligning with industry partners.

SOLO Taxonomy Training: Equip teachers with strategies to support transitions from multistructural to relational and extended abstract levels.

Differentiated Instruction: Develop skills for tailoring lessons to diverse learning needs, particularly for males and underrepresented ethnic groups.

Considerations for my strategy board (Encourage as possible coaching goal)

Collaborative Learning: Share and think about group activities that mix gender and ethnicity to encourage peer learning and diverse perspectives.

Critical Thinking Activities: Introduce more open-ended “how might we statements” to help students transition to relational and extended abstract thinking beyond the ‘ideal teacher outcome’ for the project.

## OVERALL ANALYSIS

**Describe the overarching trends in the data**

Food Technology showed steady progress across both semesters, with Year 8-10 largely meeting curriculum expectations. Year 7 improved in foundational skills, though the 85% target was not fully reached. Year 8 maintained strong achievement, but Māori and European students were underrepresented in higher levels. Year 9 remained a concern, with many students at Early Level 4, particularly males, highlighting a need for more scaffolding. Year 10 exceeded expectations, with over 50% achieving credits in the Level 1 standard. Males in Year 10 outperformed

females in Extended Abstract thinking and credit attainment, showing stronger risk-taking in project-based learning.

SOLO data showed progress, but the shift from Multistructural to Relational and Extended Abstract remains a challenge, especially for Māori, Pasifika, and male students. Design Thinking and inquiry-based learning improved engagement, but further refinement is needed to ensure all students progress toward deeper learning.

---

**Set areas of target and/or goals for next semester, and plans to achieve these**

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The Year 10 NCEA structure proved effective, with over 50% achieving Level 1 credits and strong engagement in project-based tasks. We will continue this approach to support critical thinking, real-world learning, and smooth progression into senior NCEA while refining assessments to align with industry and higher-level outcomes. The focus will be on strengthening higher-order thinking by improving scaffolding and structured inquiry-based learning. Self and peer assessment (John Spencer) will be embedded to build metacognition and student ownership. Culturally responsive pedagogy (Tātaiako & Tapasā) will be prioritized to support Māori and Pasifika learners.

To address gender gaps, strategies will encourage risk-taking for female students while fostering hands-on learning for males. Differentiated instruction, retrieval practice, and collaborative projects will be expanded to ensure equitable progress and deeper learning outcomes.

# END OF SEMESTER DATA ANALYSIS S2- Product Design

## 2024 ACHIEVEMENT TARGET

### *SOLO Target*

**45% Multistructural**

**25% Relational**

**15% Extended abstract**

### *Curriculum Target*

**Below 10-20%**

**At 65-75%**

**Above 10-20%**

We have achieved our targets in semester 1, semester 2 results have a wider range.

## YEAR 7

### Curriculum Level Achievement

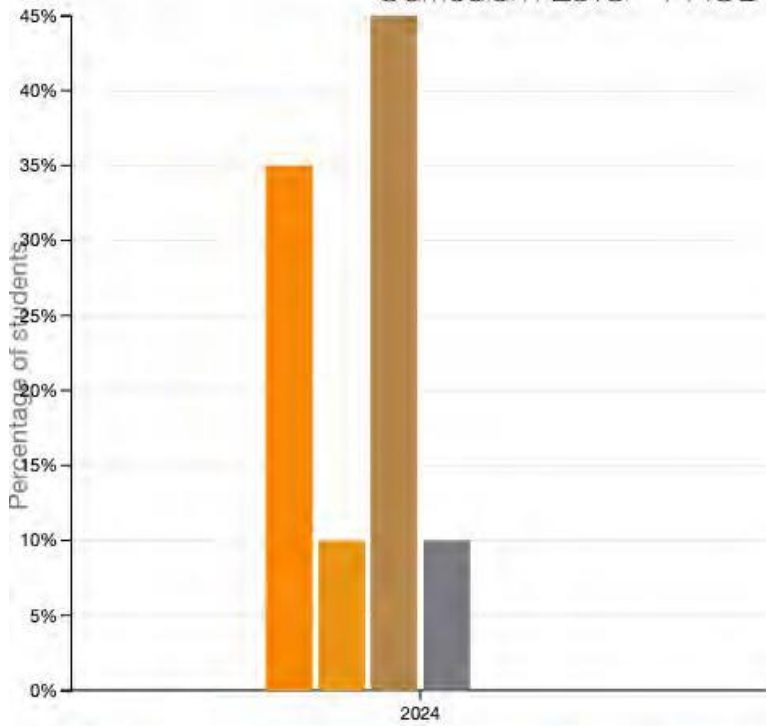
#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5
	35%	10%	45%	10%		

55% of students are at or above their expected curriculum level

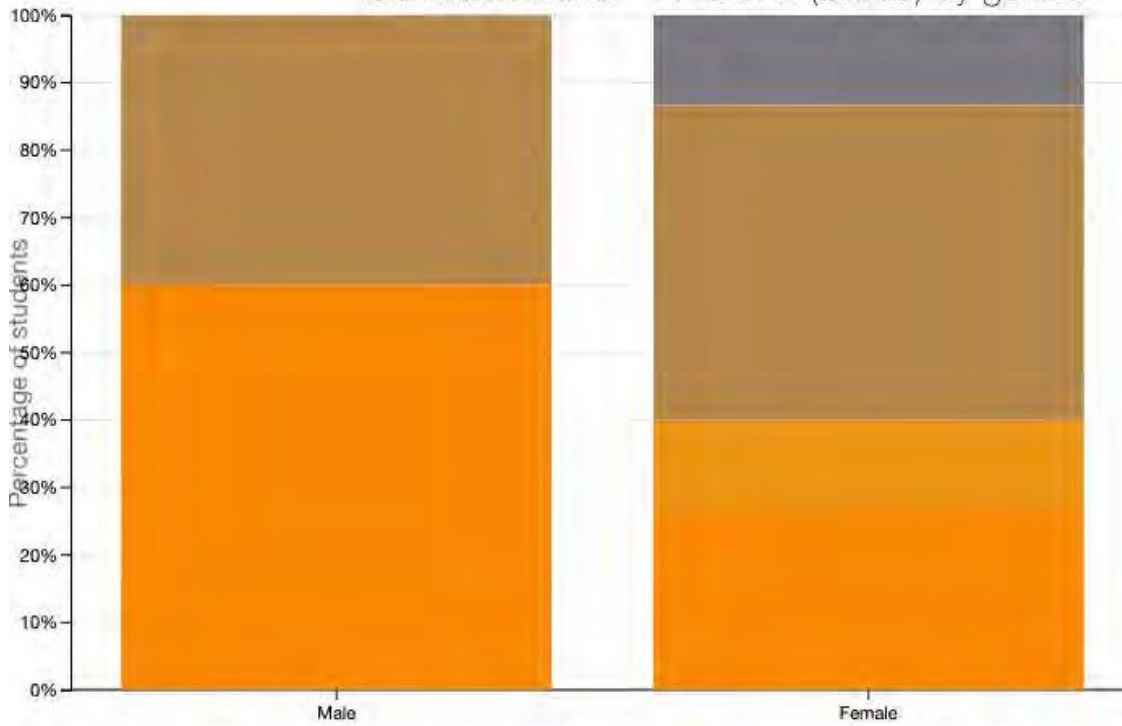
#### Strand 1 Product Design Capability

Curriculum Level - PROD7B (Grade) for 2024



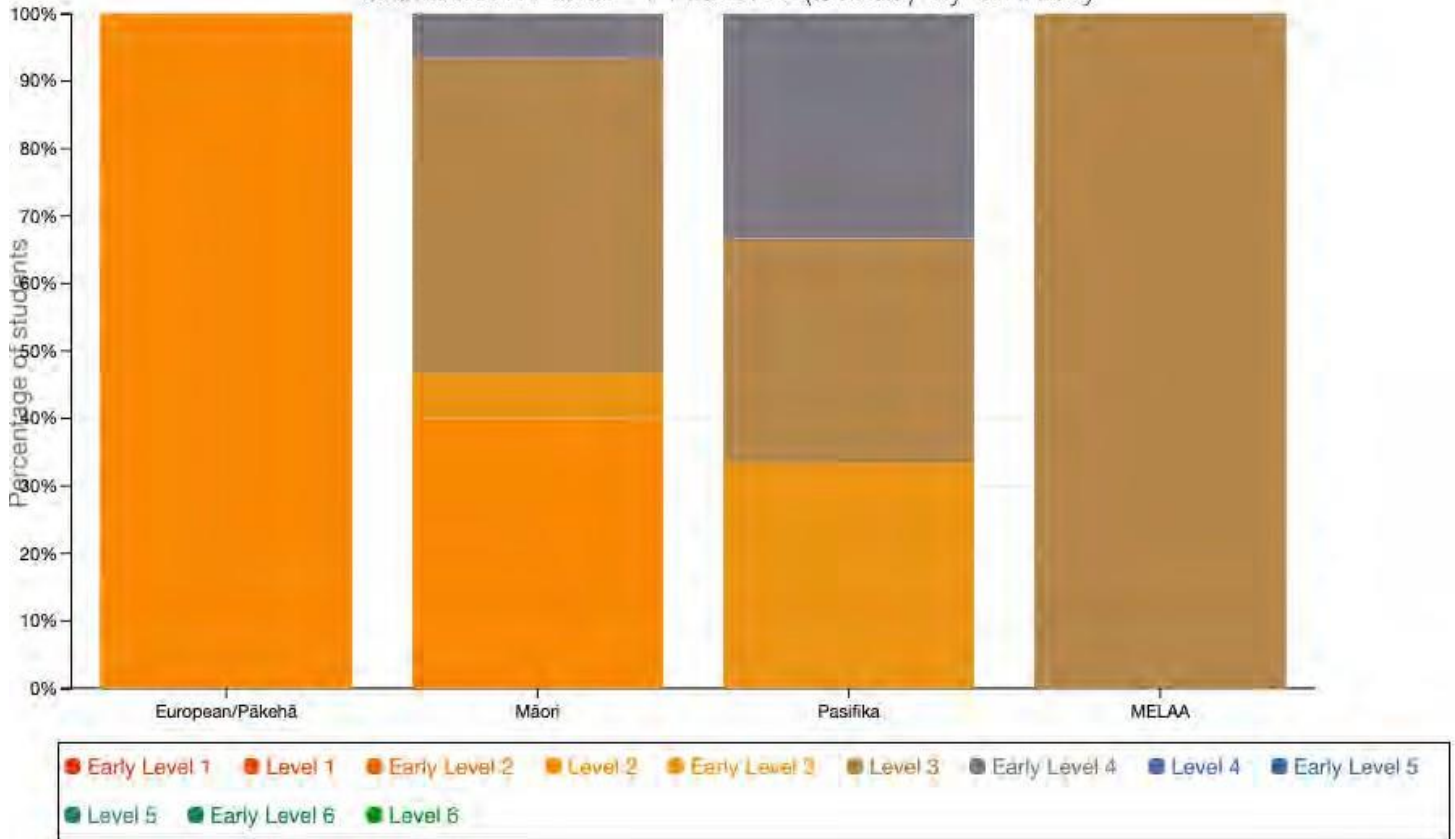
- Early Level 1 ● Level 1 ● Early Level 2 ● Level 2 ● Early Level 3 ● Level 3 ● Early Level 4 ● Level 4 ● Early Level 5
- Level 5 ● Early Level 6 ● Level 6

Curriculum Level - PROD7B (Grade) by gender



- Early Level 1 ● Level 1 ● Early Level 2 ● Level 2 ● Early Level 3 ● Level 3 ● Early Level 4 ● Level 4 ● Early Level 5
- Level 5 ● Early Level 6 ● Level 6

Curriculum Level - PROD7B (Grade) by ethnicity



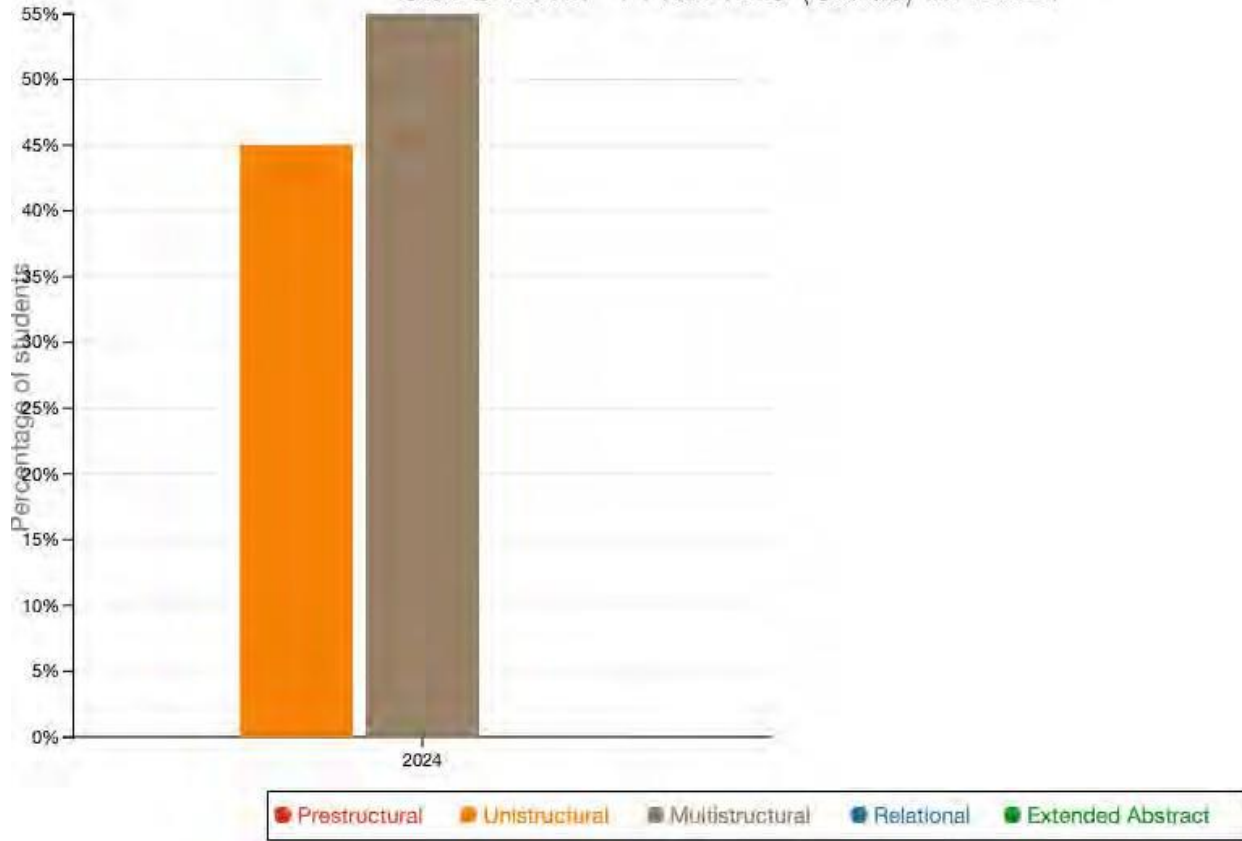
## SOLO Achievement

### Expected levels of achievement

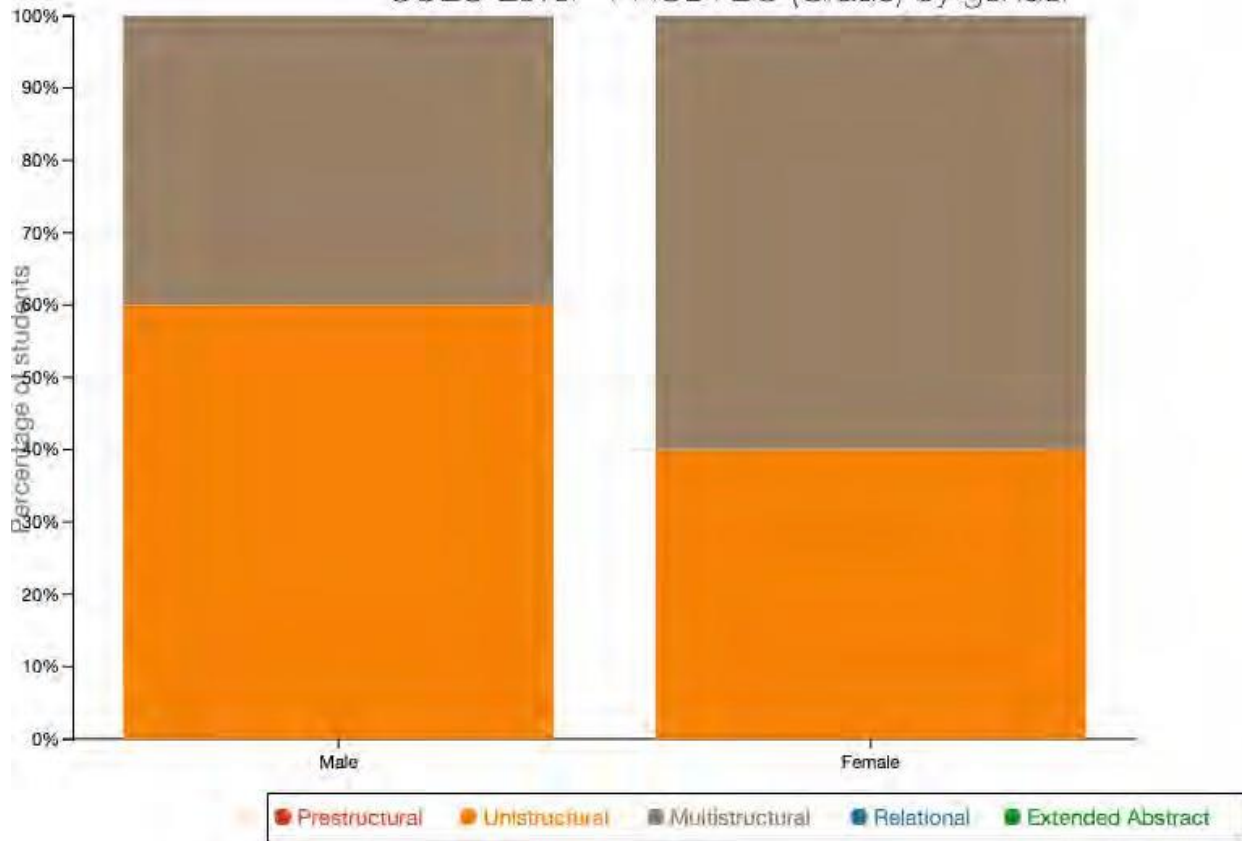
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
		45%	55%		

### Strand 1 Product Design Capability

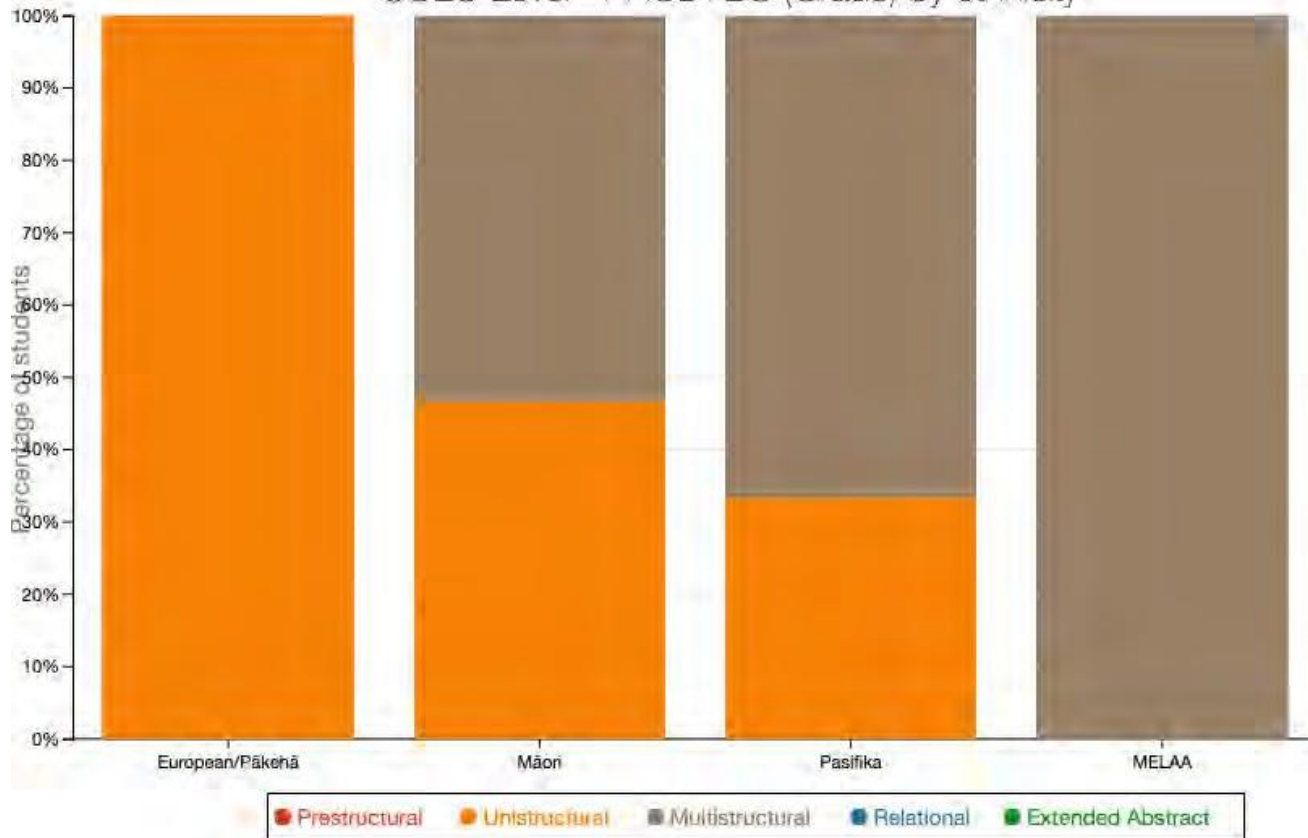
SOLO Level - PROD7BS (Grade) for 2024



SOLO Level - PROD7BS (Grade) by gender



SOLO Level - PROD7BS (Grade) by ethnicity



## YEAR 7 ANALYSIS

Year 7 is the first time most students have experienced engaging in any practical technology so it is understandable that the achievement at curriculum level is at 55%. However, I believe we need to look at the programme to see if we can support these students better so that next year sees an improvement to our expectations.

The achievement gender gap in curriculum level is not too far apart, as is the SOLO gender results.

There is a concerning spread in the curriculum grades by ethnicity. We will look at this more closely.

Likewise, 55% achieving Multistructural or above does not meet our expectation, particularly in allowing our students to excel. We will ensure that there are opportunities for students to gain Relational and Extended Abstract.

# YEAR 8

## Curriculum Level Achievement

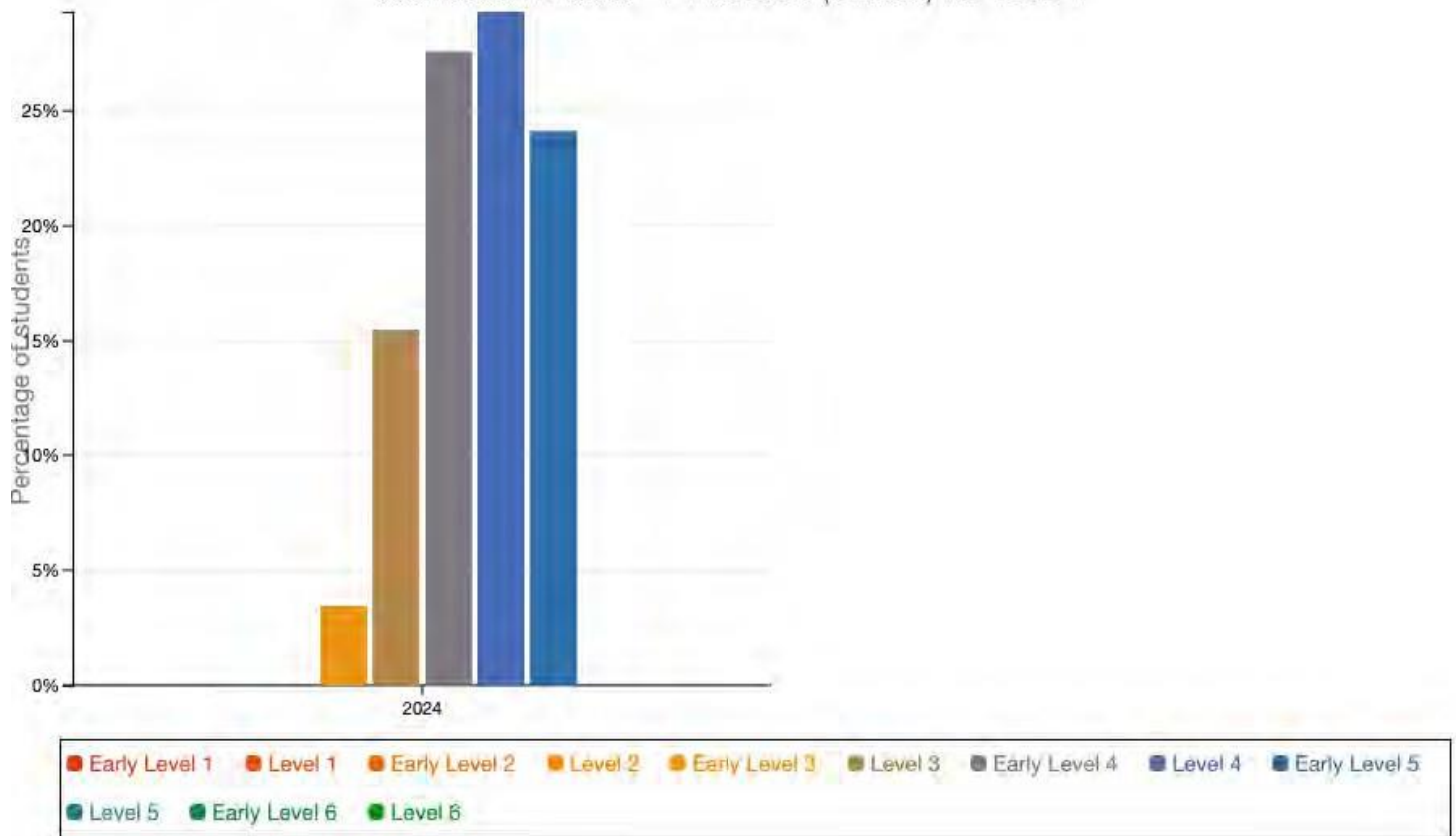
### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 3	3	Early 4	4	Early 5	5
	3%	16%	27%	30%	24%	

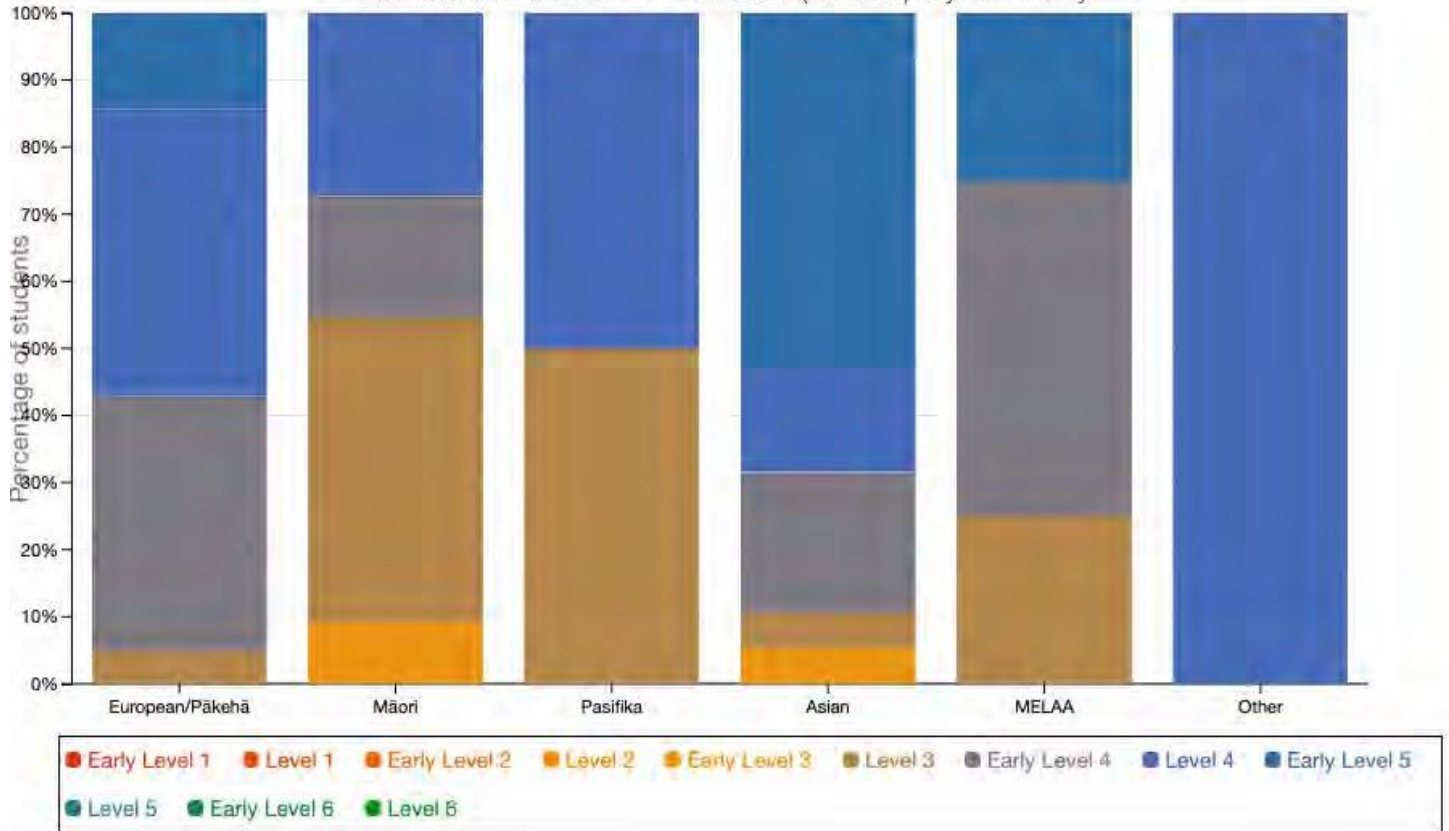
At or above the curriculum level 81%

### Strand 1 Product Design Capability

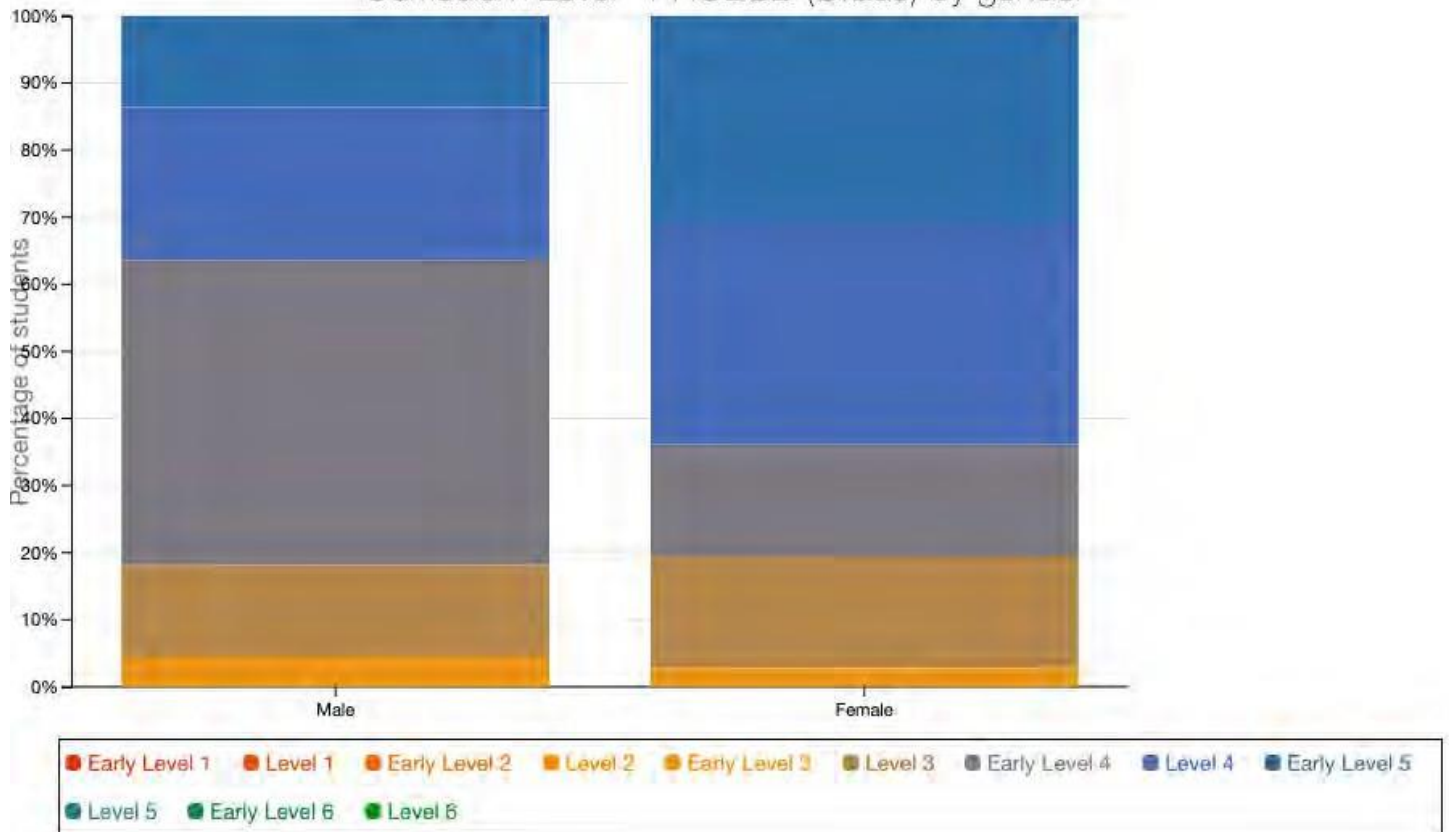
Curriculum Level - PROD8B (Grade) for 2024



Curriculum Level - PROD8B (Grade) by ethnicity



Curriculum Level - PROD8B (Grade) by gender



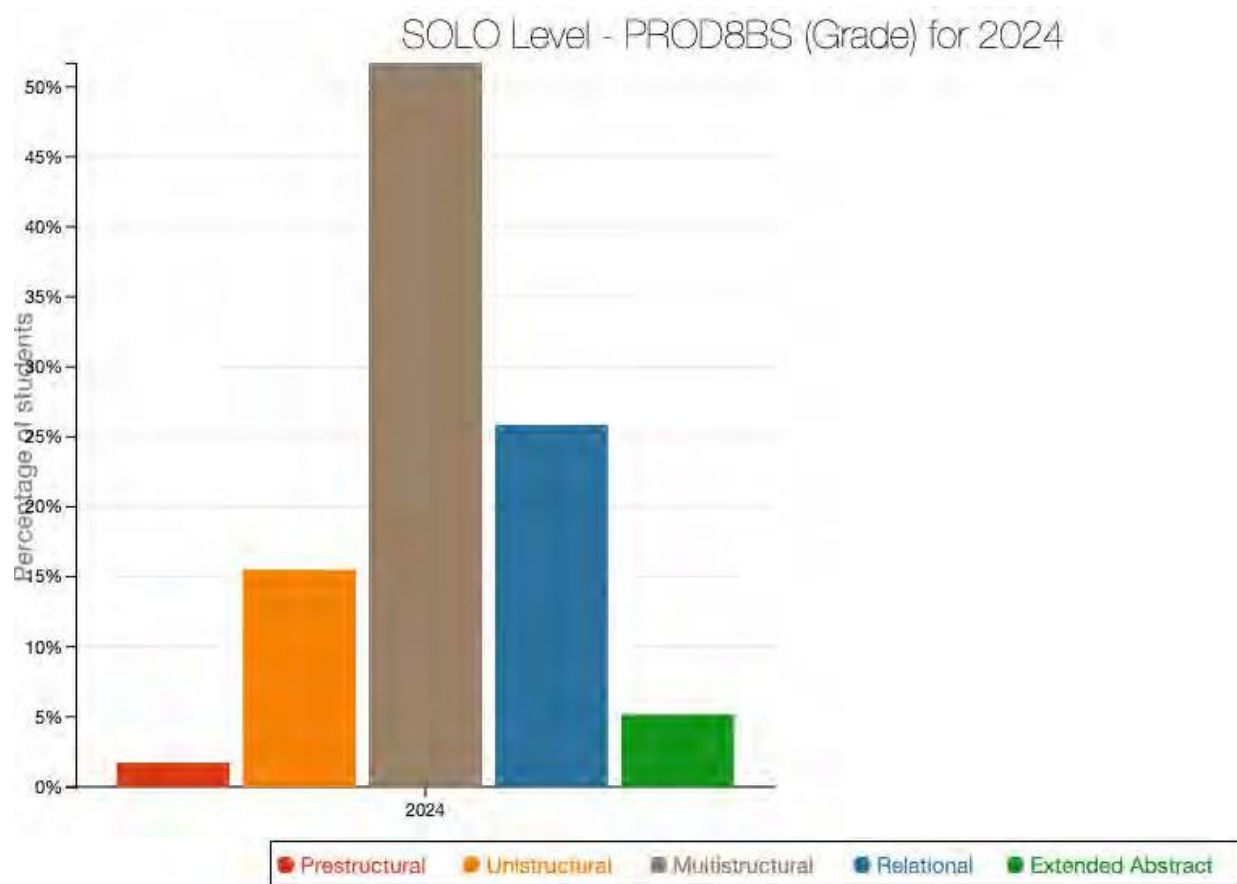
# SOLO Achievement

## Expected levels of achievement

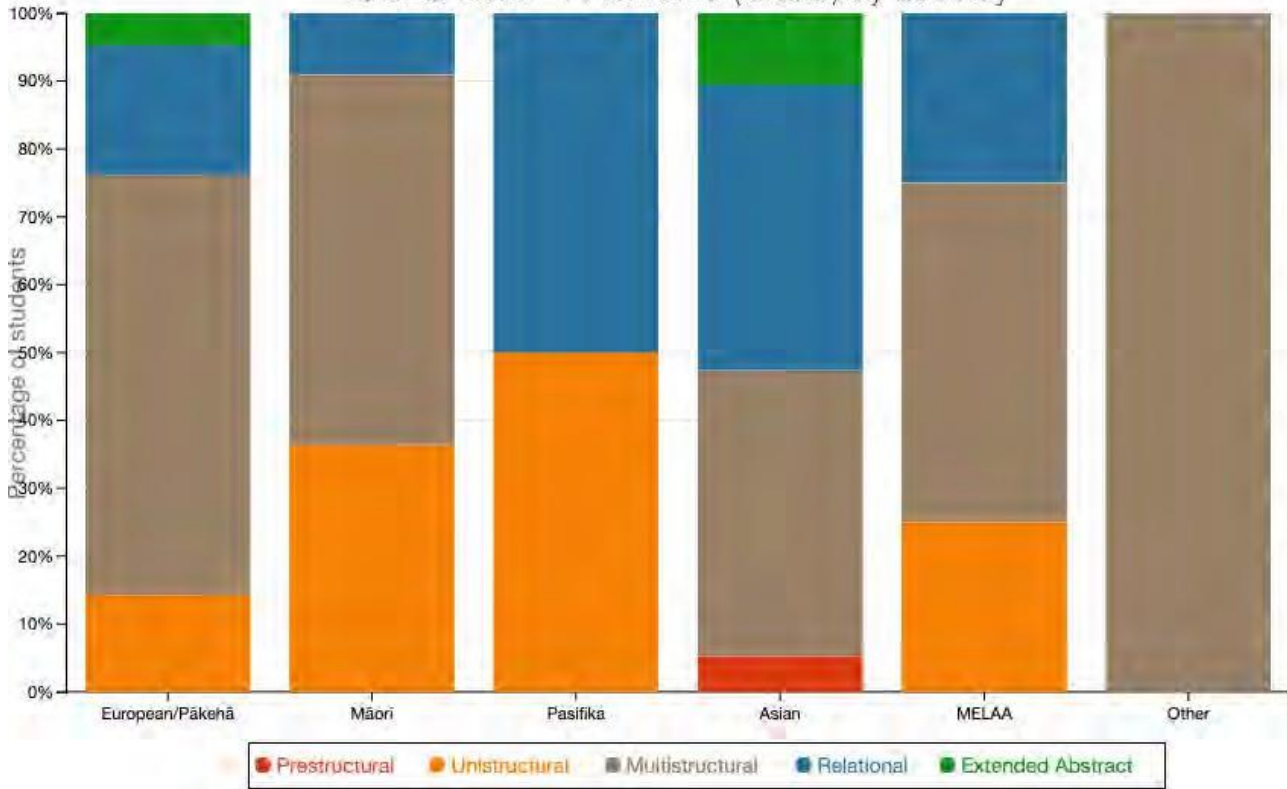
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
	2%	15%	52%	26%	5%

83% of the students are at or above Multistructural

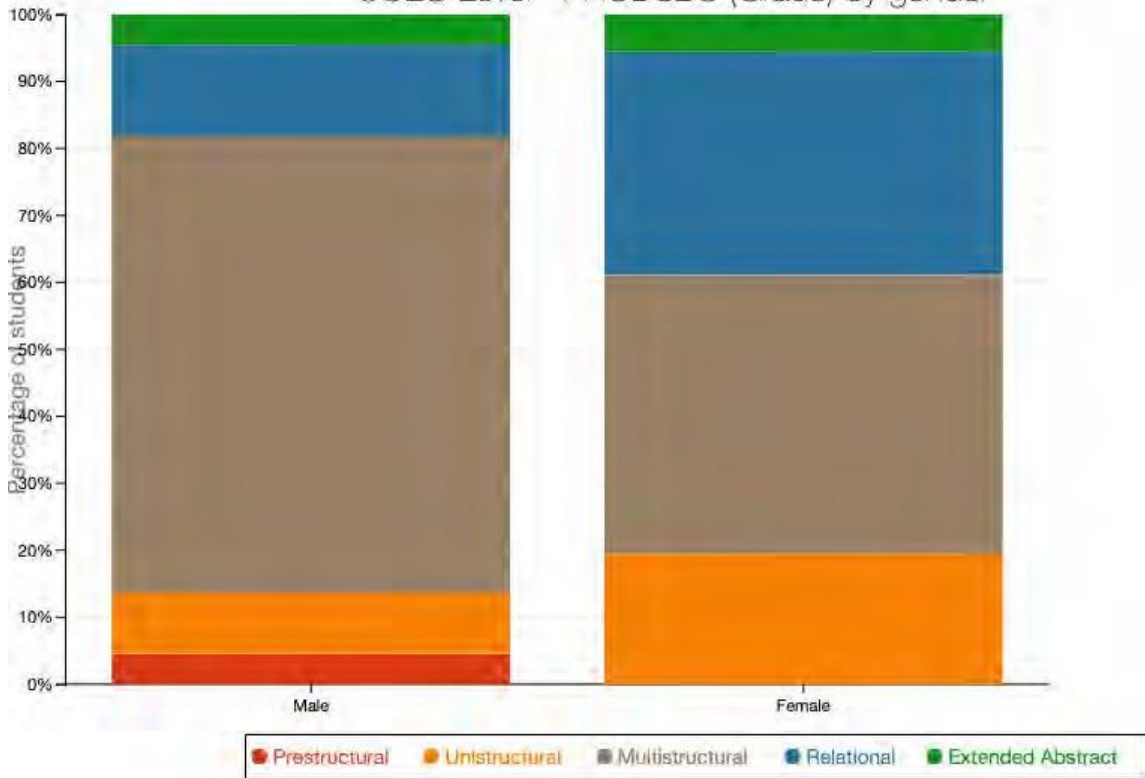
## Strand 1 Product Design Capability



SOLO Level - PROD8BS (Grade) by ethnicity



SOLO Level - PROD8BS (Grade) by gender



## YEAR 8 ANALYSIS

81% at or above the expected curriculum level is an excellent achievement. As is 24% above the expected curriculum level.

We need to continue to improve Maori achievement at the bottom and the top end. We believe that our programmes of enabling students to have input into their learning to reflect their identity and the introduction of web based tools is helping to improve this result and we expect better results next year.

83% of the students are at or above Multistructural. This is meeting our target expectations.

# YEAR 9

## Curriculum Level Achievement

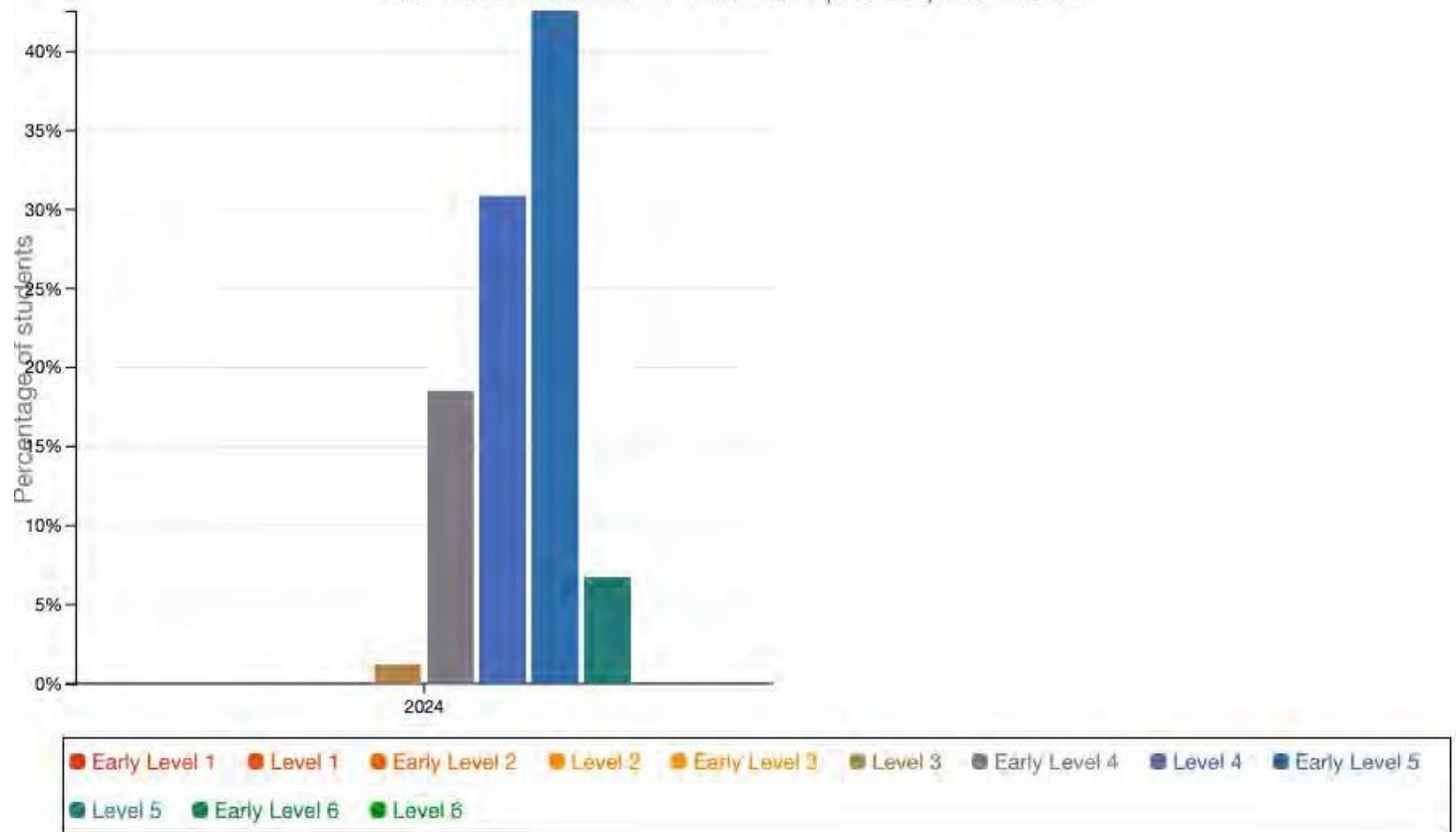
### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6
	1%	18%	32%	42%	7%	

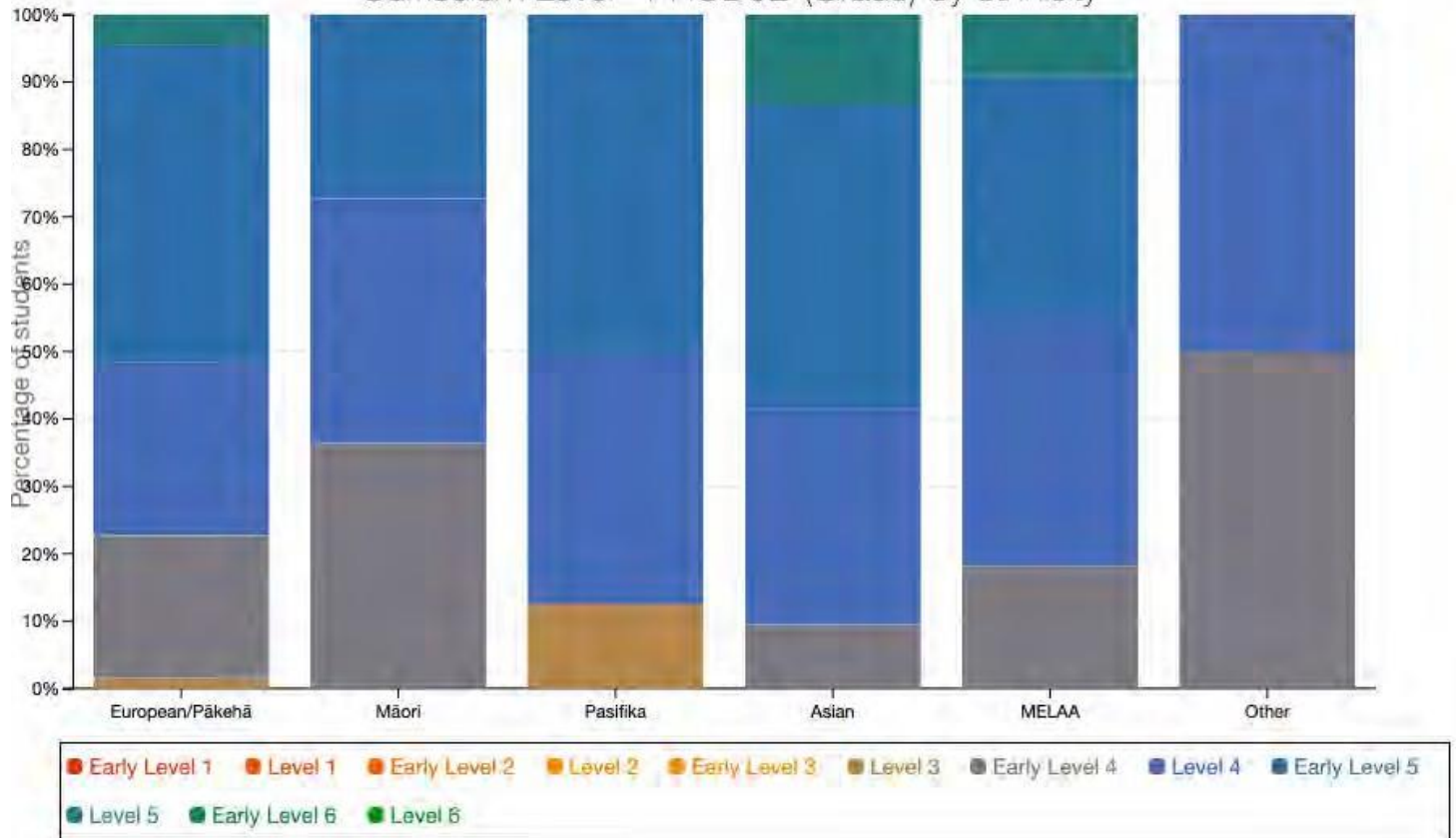
81% of students are at or above their expected curriculum level

### Strand 1 Product Design Capability

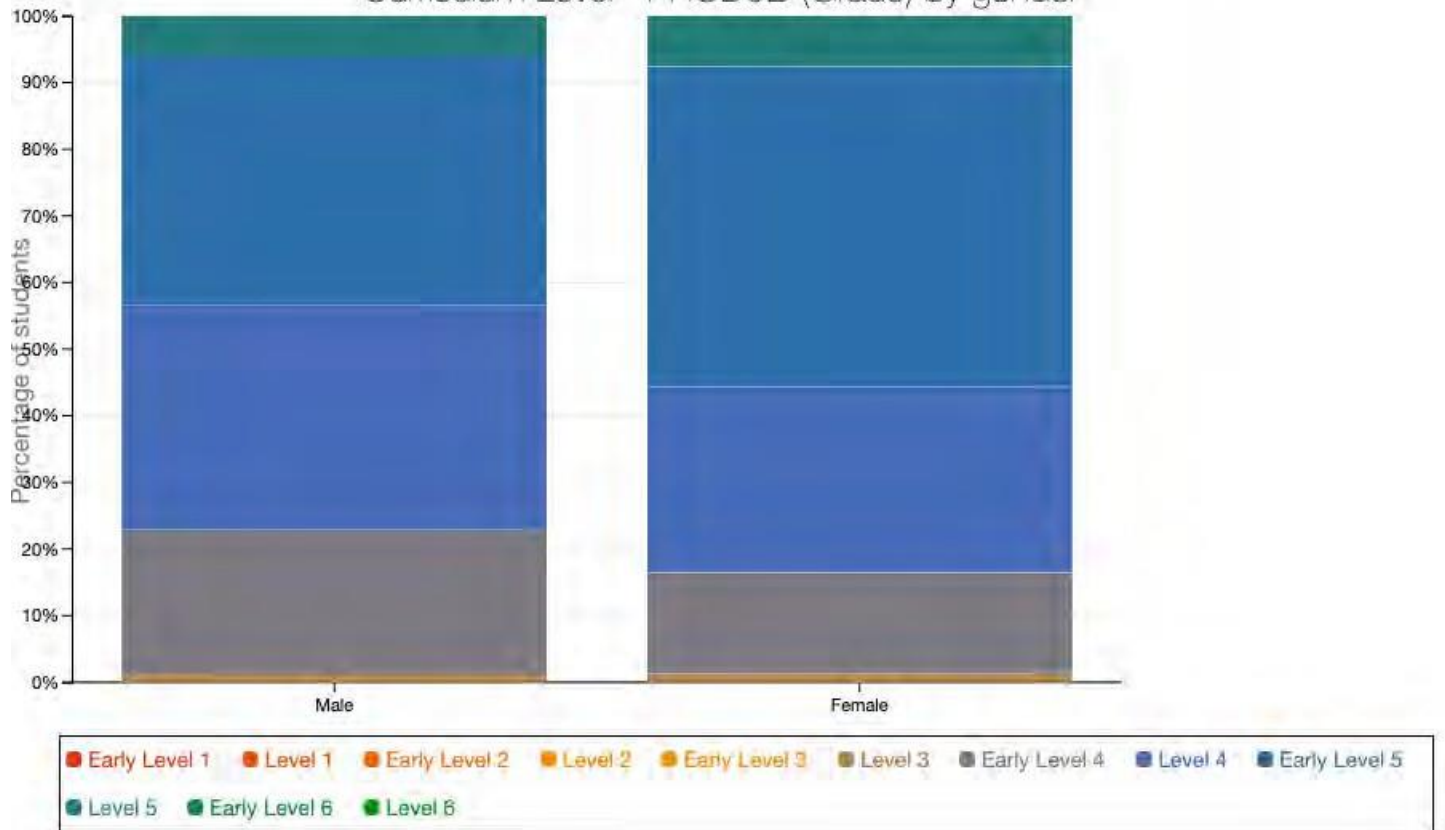
Curriculum Level - PROD9B (Grade) for 2024



Curriculum Level - PROD9B (Grade) by ethnicity



Curriculum Level - PROD9B (Grade) by gender



# SOLO Achievement

## Expected levels of achievement

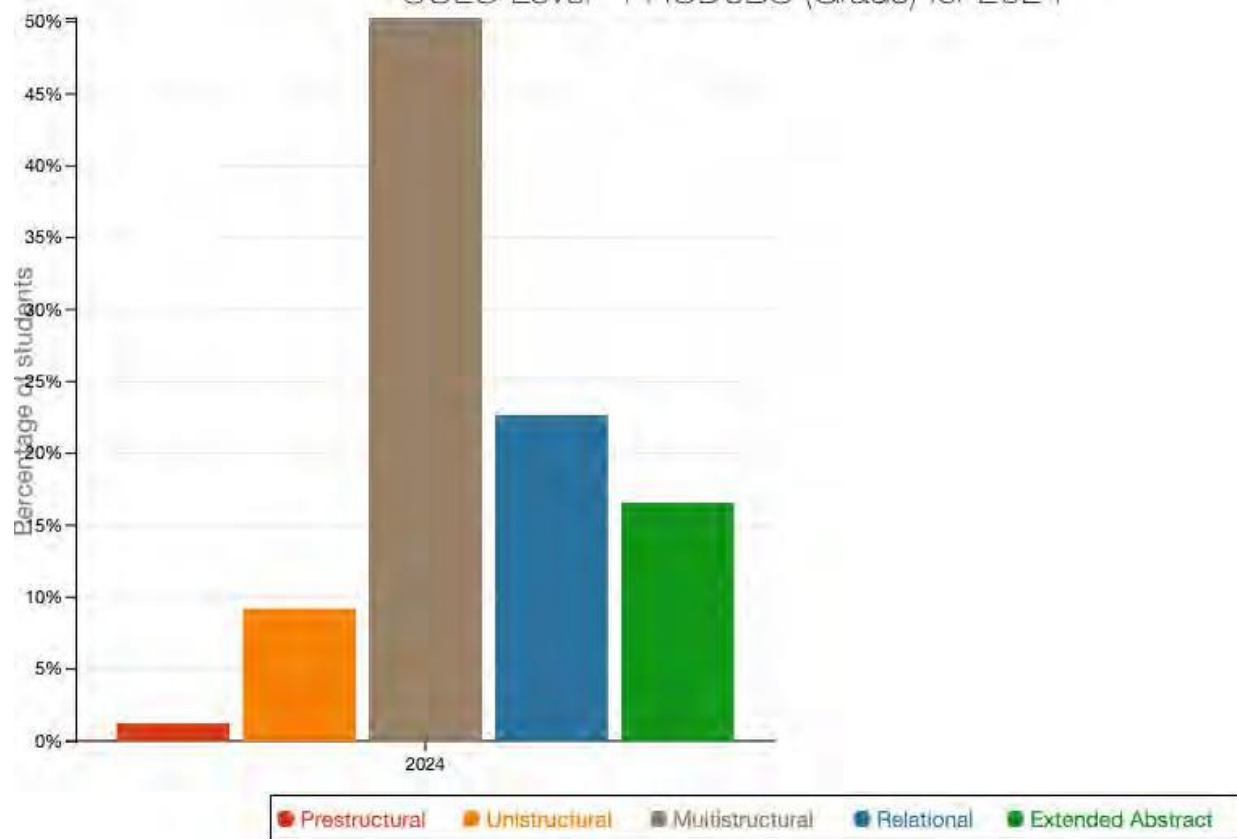
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
	1%	9%	50%	23%	17%

90% of students are working at or above the multistructural level

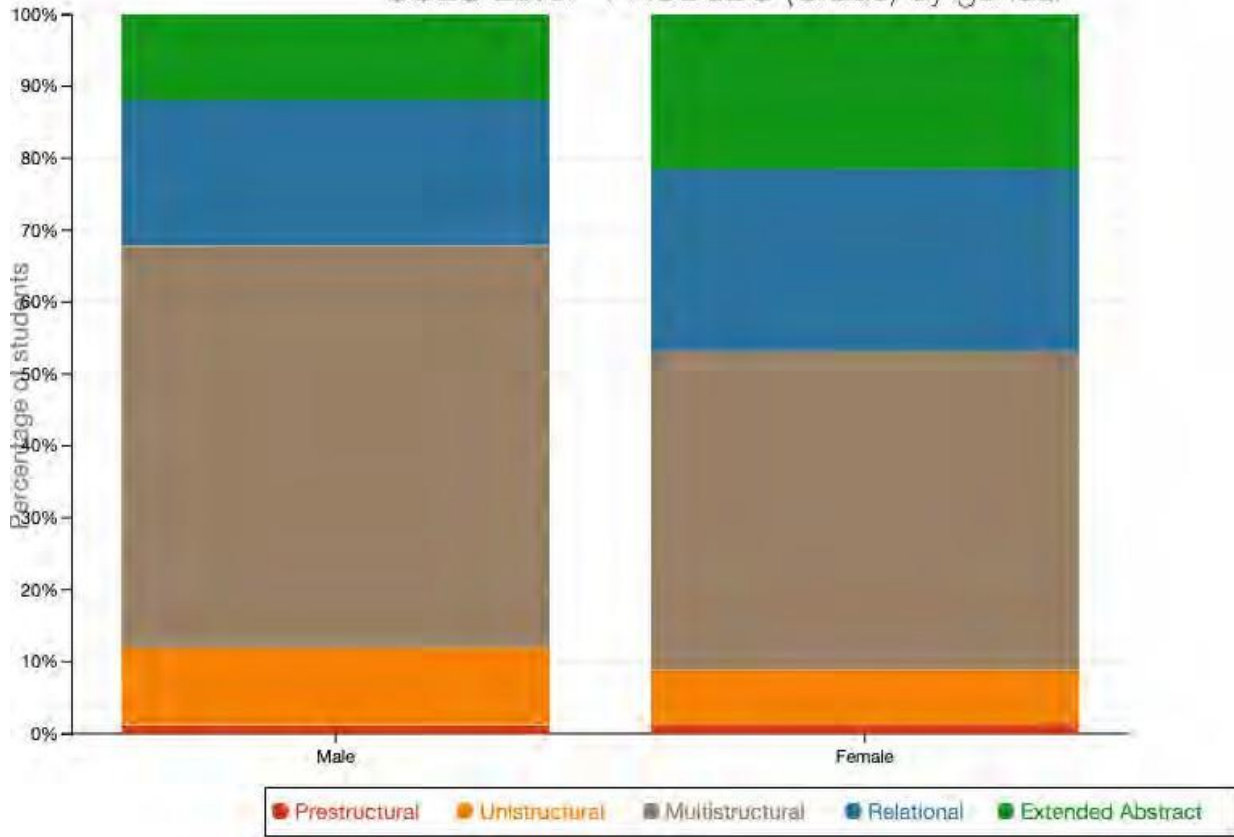
40% of students are working above Multistructural

## Strand 1 (if applicable)

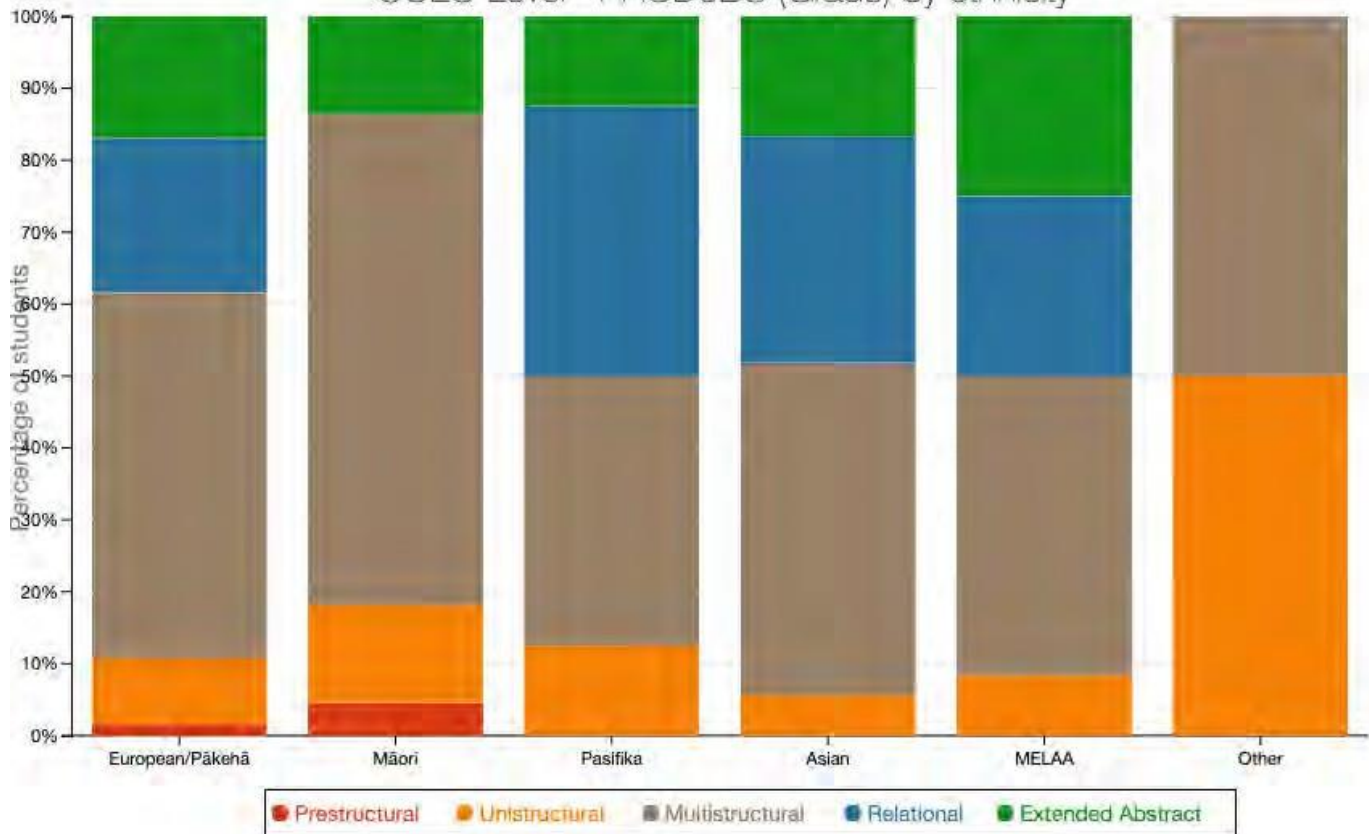
SOLO Level - PROD9BS (Grade) for 2024



SOLO Level - PROD9BS (Grade) by gender



SOLO Level - PROD9BS (Grade) by ethnicity



## YEAR 9 ANALYSIS

81% of students are at or above their expected curriculum level. We would like to see more students at above the expected curriculum level move from 7% to 15%. In 2025 we will spend more time and expectation in this endeavour- it is an explicit inclusion in our teaching programme of what makes a great technologist.

The difference between the ethnicity gap and the gender gap is less so with the gender gap, this is encouraging. Our programmes are peer received to ensure that they are inclusive, so we will continue to make a difference within our small sphere of influence.

90% of students are working at or above the multistructural level, 40% of students are working above Multistructural. This is inline with our expectations.

## YEAR 10

### Curriculum Level Achievement

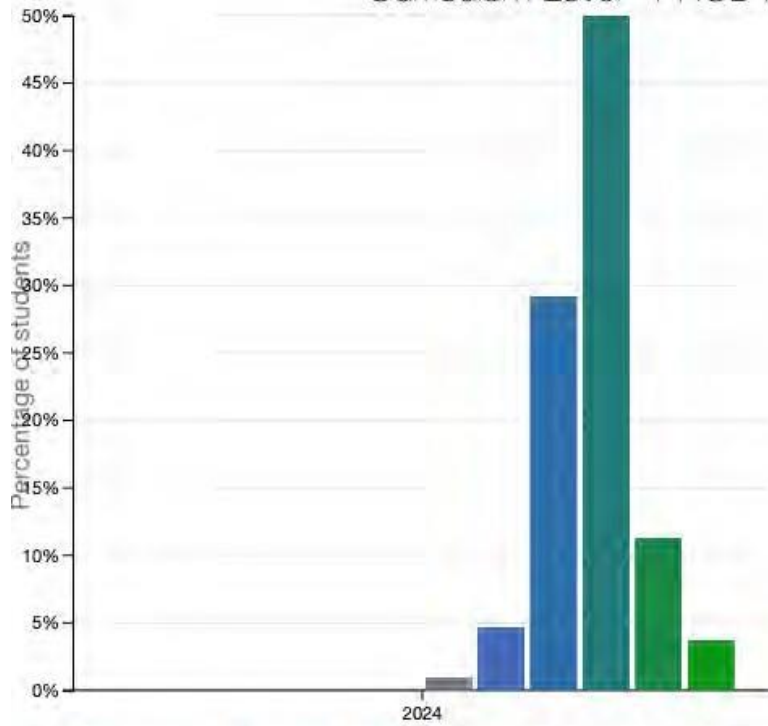
#### Expected Levels of Achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	Early 4	4	Early 5	5	Early 6	6
	1%	4%	28%	50%	12%	4%

95% of students are at or above their expected curriculum level

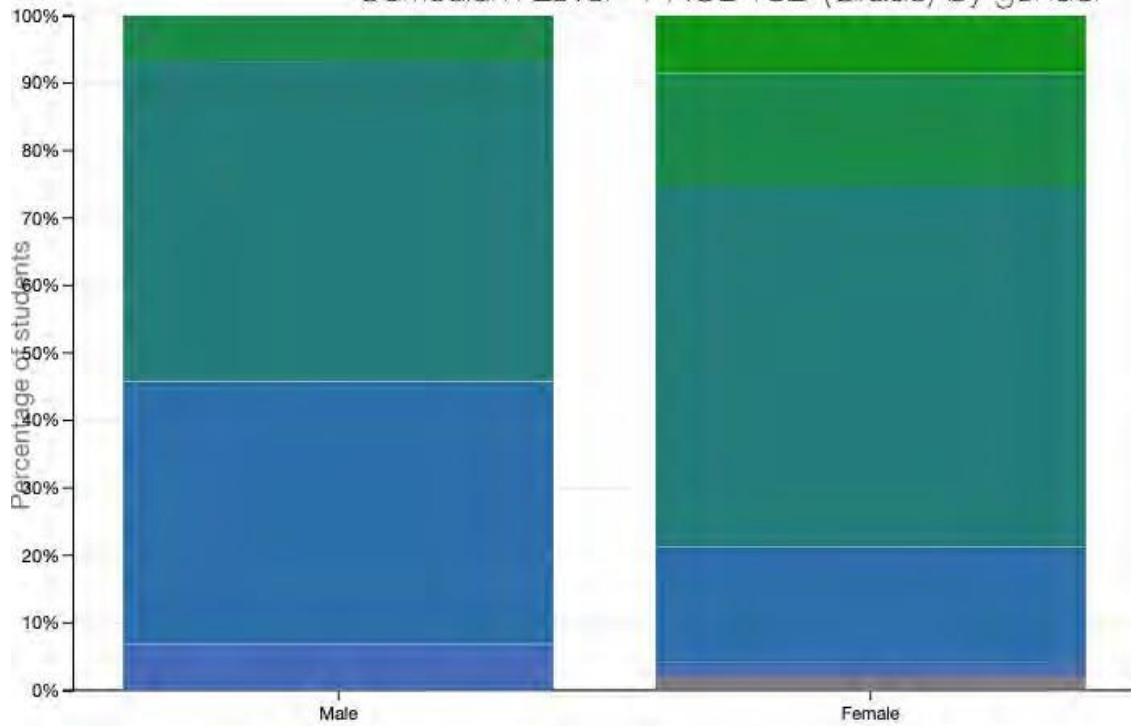
#### Strand 1 Product Design Capability

Curriculum Level - PROD10B (Grade) for 2024



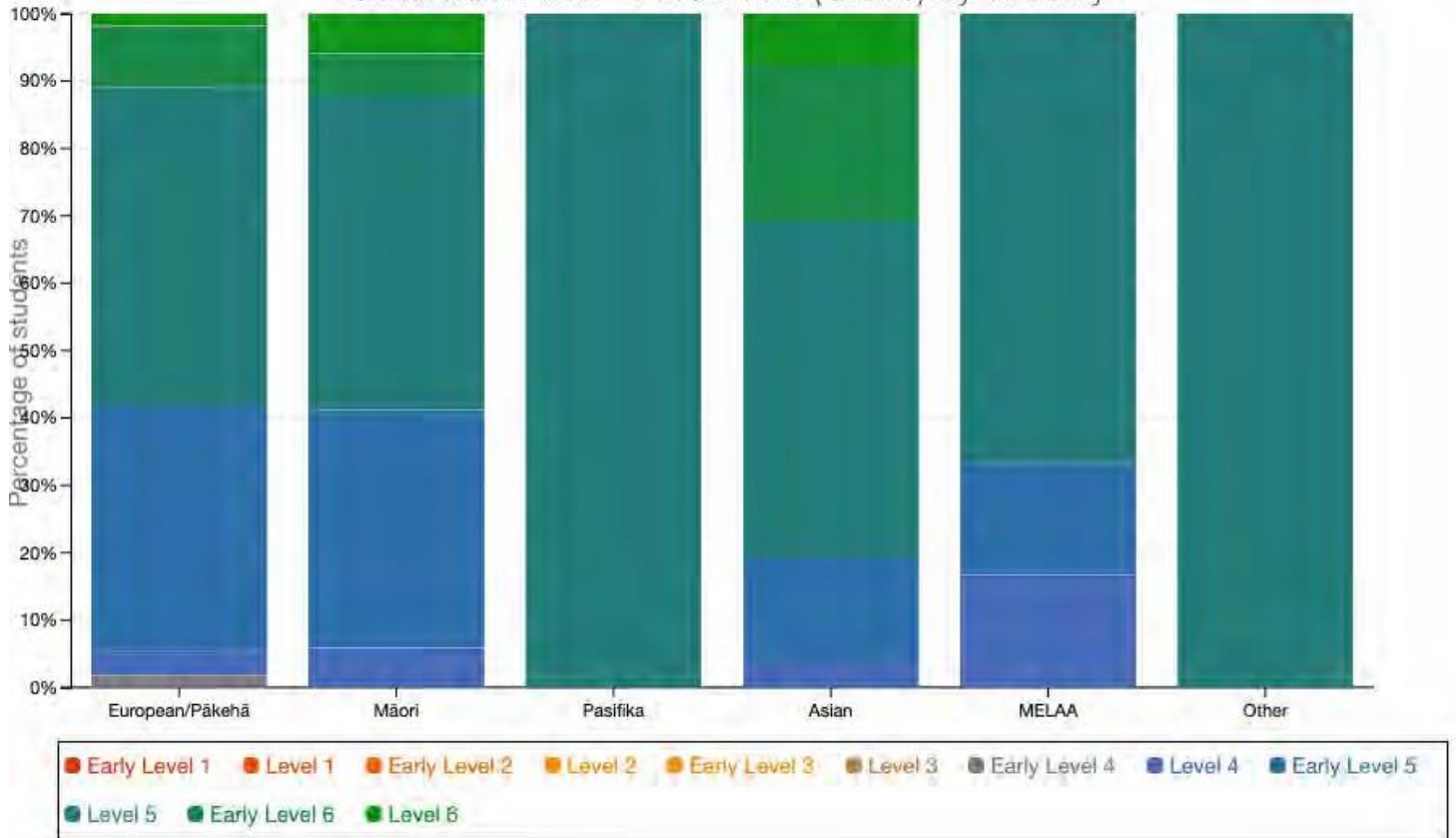
- Early Level 1 ● Level 1 ● Early Level 2 ● Level 2 ● Early Level 3 ● Level 3 ● Early Level 4 ● Level 4 ● Early Level 5
- Level 5 ● Early Level 6 ● Level 6

Curriculum Level - PROD10B (Grade) by gender



- Early Level 1 ● Level 1 ● Early Level 2 ● Level 2 ● Early Level 3 ● Level 3 ● Early Level 4 ● Level 4 ● Early Level 5
- Level 5 ● Early Level 6 ● Level 6

Curriculum Level - PROD10B (Grade) by ethnicity



## SOLO Achievement

### Expected levels of achievement

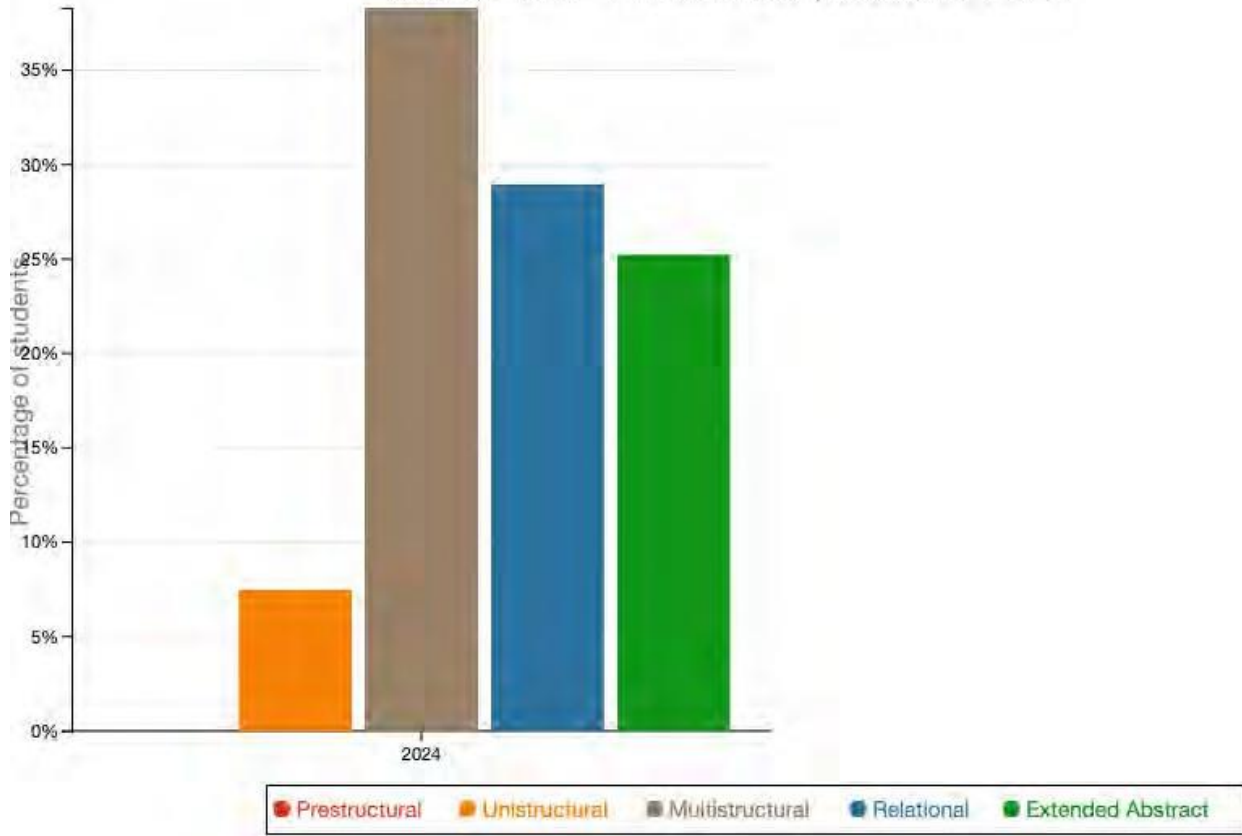
	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract
		7%	38%	29%	26%

93% of students are at or above multistructural

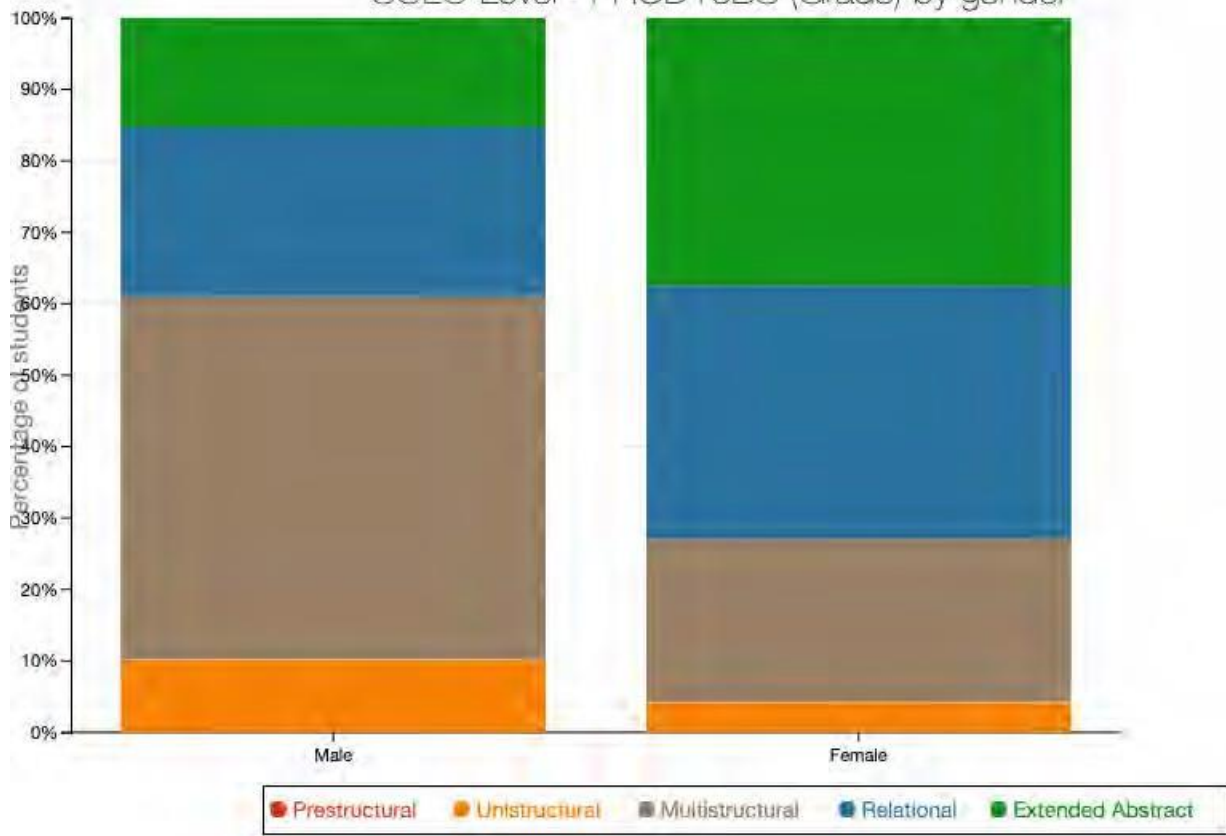
55% of students are at or above Relational

### Strand 1 Product Design Capability

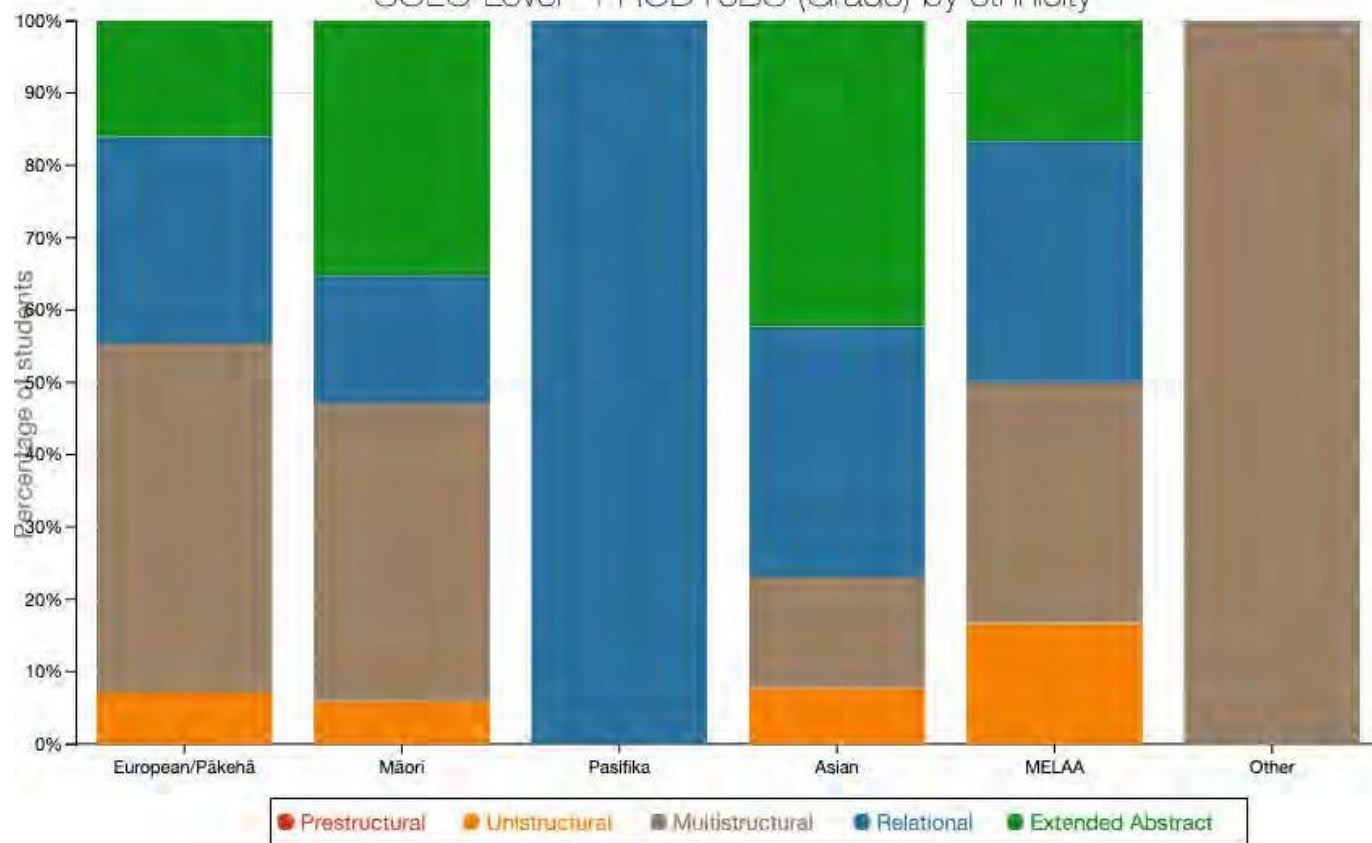
SOLO Level - PROD10BS (Grade) for 2024



SOLO Level - PROD10BS (Grade) by gender



SOLO Level - PROD10BS (Grade) by ethnicity



## YEAR 10 ANALYSIS

95% of students are at or above their expected curriculum level. Whereas, traditionally we see a dip in the achievement of our year 10 students. This excellent result is a testimony to our teachers and their high expectations coupled with their diligent work; the programmes of work are well suited to enable this achievement.

Not surprisingly this achievement is also reflected by the not too dissimilar gap in the gender and ethnicity results.

93% of students are at or above multistructural, 29% at Relational, and 26% at extended abstract.

These students had authentic clients that they had to solve a problem for; our students proved themselves great ambassadors to the school with their interaction with the community and the quality of their projects. The teaching team is to be congratulated.

## OVERALL ANALYSIS

### Describe the overarching trends in the data

We are on track. We have some improvements to work on in year 7. We will continue to dive deep into what quality technology looks like and have high expectations of our students.

### Set areas of target and/or goals for next semester, and plans to achieve these

We will continue with our present goal of:

Curriculum Target  
Below 10-20%

At 65-75%  
Above 10-20%

SOLO Target

45% Multistructural

25% Relational

15% Extended abstract

We will continue to work closely with our students, maintaining high expectations. We have more closely aligned our teaching programmes so that we can more accurately compare data.

We are working on learning how to best use the new Maui Atamai space and ensure that it is well resourced. Furthermore, now that we have greater access to the Waharua technology space it allows us more flexibility in our programmes. We are also working on the implementation of the new curriculum.

I would like to express my thanks to the Product Design team for their enthusiasm and hard work in sharing their passion for 'Making to Learn'

Thanks to the BOT and RJHS for their support.

Terry Beech

# END OF SEMESTER DATA ANALYSIS S2- Textiles Technology

## 2024 ACHIEVEMENT TARGET

Focus on Year 10 achieving a greater depth of thinking - movement from 30%-30%-30 and increase

The goal to increase depth of thinking was met, with 70% of students achieving Relational/Extended Abstract, showing strong progress. Many remained at Level 5, which aligns with expectations and demonstrates improved critical thinking and evaluation skills.

SOLO data showed improvement, with students strengthening their ability to justify and refine their design decisions. Structured scaffolding and explicit teaching of verbs supported deeper learning. Moving forward, pre/post-moderation, targeted scaffolding, and continued collections of exemplars will ensure continued success at Level 5 and help more students reach deeper conceptual understanding.

## YEAR 7

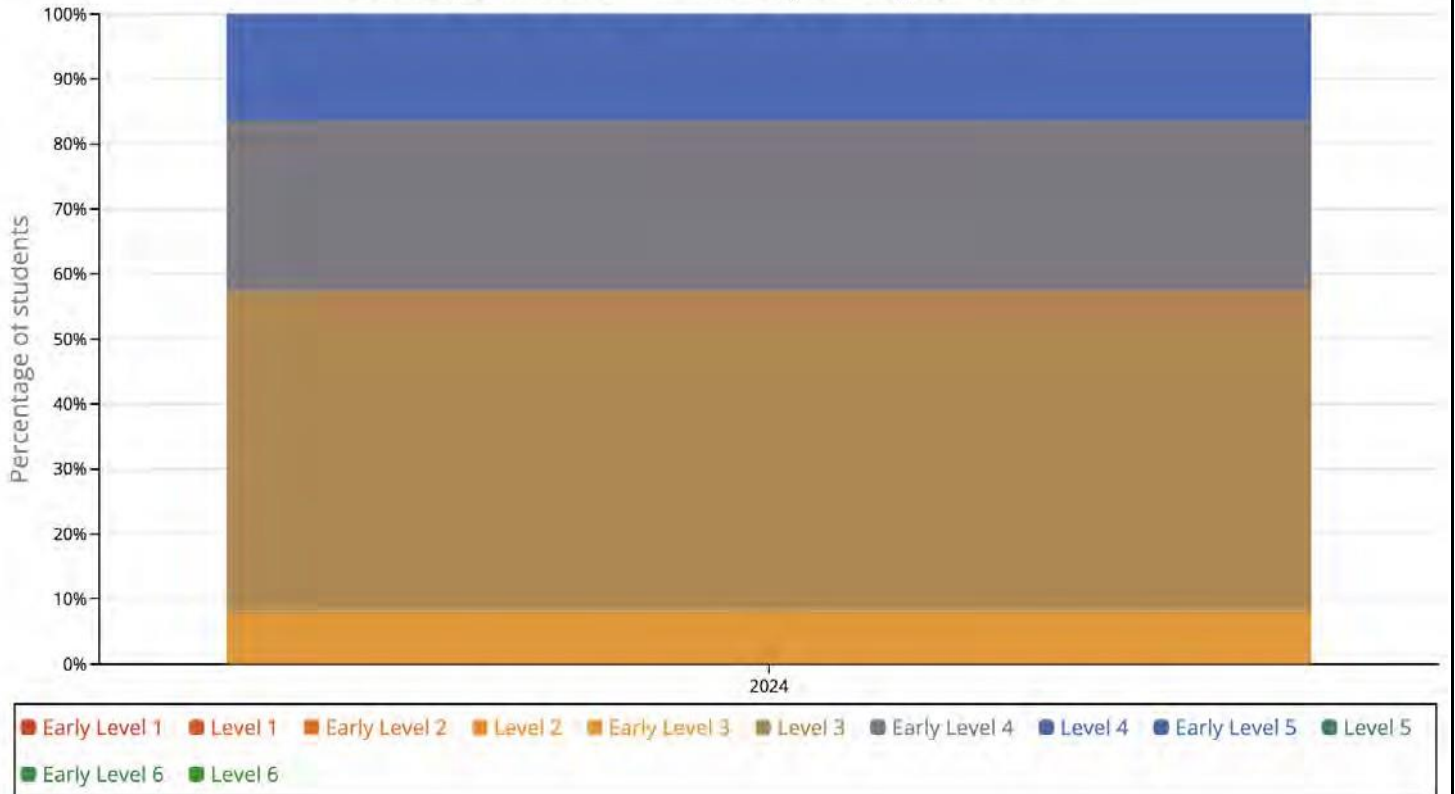
### Curriculum Level Achievement

#### Expected Levels of Achievement

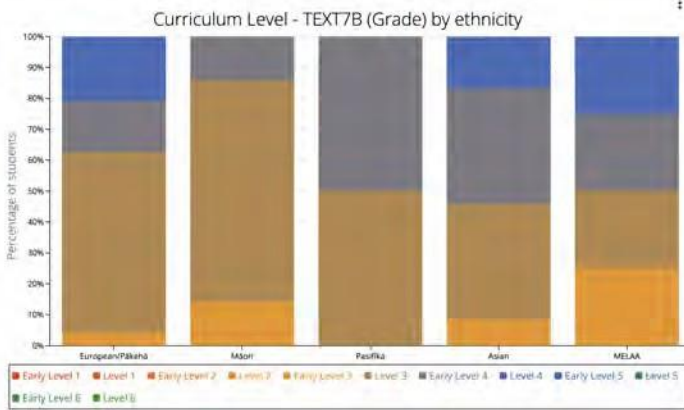
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	2	Early 3	3	Early 4	4	Early 5

#### Strand 1 Design Thinking

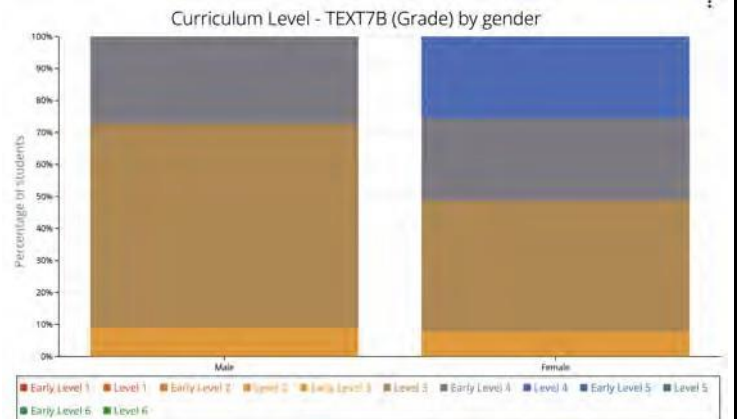
## Curriculum Level - TEXT7B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



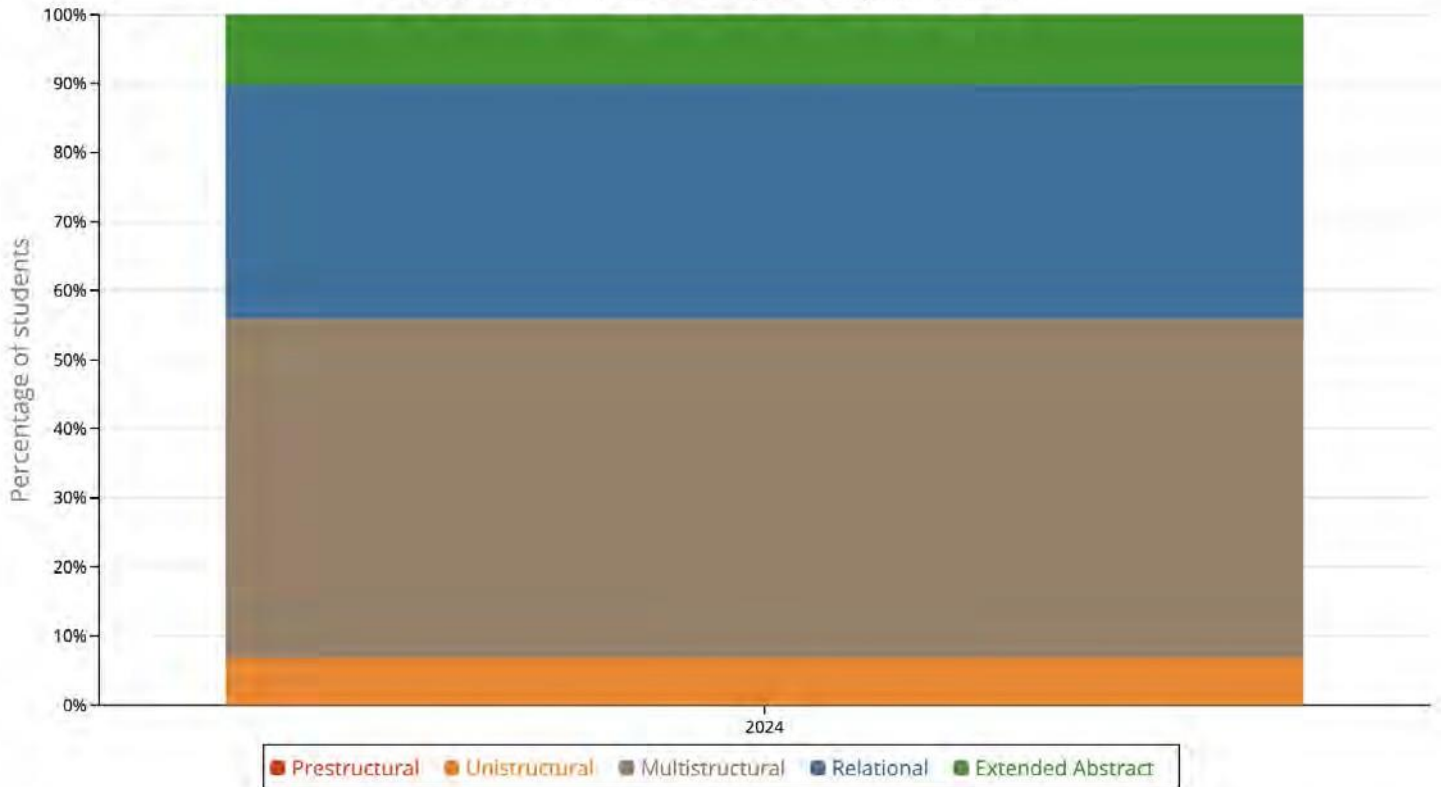
## SOLO Achievement

### Expected levels of achievement

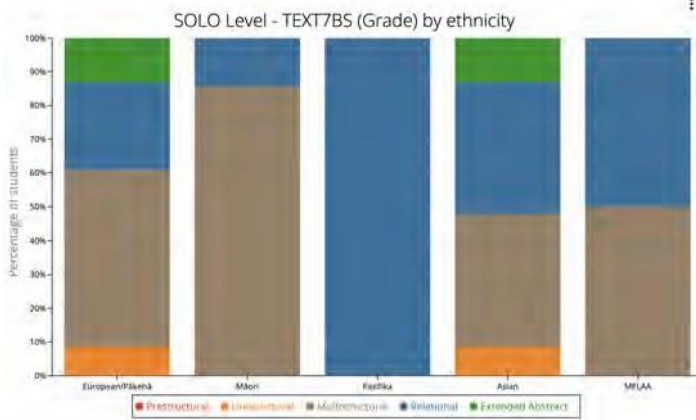
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 (if applicable)

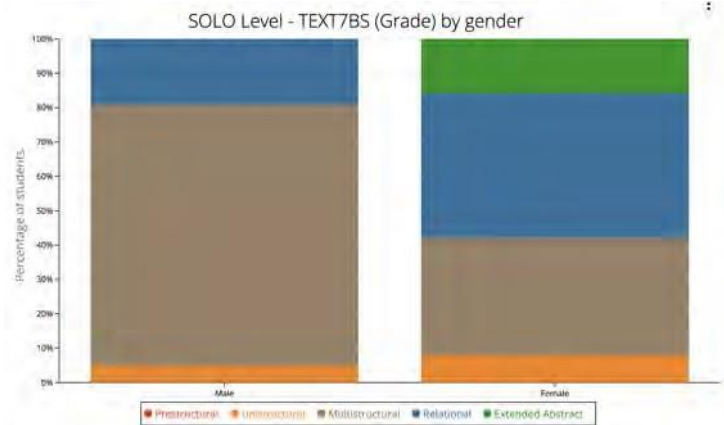
## SOLO Level - TEXT7BS (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



## YEAR 7 ANALYSIS

### Here's what ... (describe the data )

Curriculum Levels: Most students perform at Level 3 and Early Level 4, meeting Year 7 expectations. Fewer achieve Level 4+, with minimal representation at Early Level 5 or Level 5.

By Ethnicity: European/Pākehā and Asian students dominate higher levels, while Māori and Pasifika students are mostly at Level 3 or below. By Gender: Females outperform males at Level 4+, reflecting a notable achievement gap.

SOLO: Most students are at Multistructural or Relational levels, showing foundational understanding. Few reach Extended Abstract, reflecting limited deeper conceptual understanding.

SOLO by Ethnicity: European/Pākehā and Asian students excel at Relational and Extended Abstract levels, while Māori and Pasifika remain in Multistructural stages.

SOLO by Gender: Females outperform males in Relational and Extended Abstract, similar to Curriculum Levels trends.

**So what ... (what does it show about your curriculum area this Semester for this level?)**

Most students meet expectations at Level 3, but few reach higher levels (Level 4+) or Relational/Extended Abstract on SOLO, showing a need for deeper learning opportunities.

Equity Concerns: Māori, Pasifika, and male students are underrepresented in higher achievement categories, highlighting the need for culturally responsive and differentiated strategies.

Engagement and Challenge: The lack of Extended Abstract performance reflects limited opportunities for critical thinking and deeper learning, especially for underrepresented groups.

**Now what ... (Establish goals and possible PLD for your team for S2)**

Increase students achieving Level 3+ and Relational/Extended Abstract.

Address disparities for Māori, Pasifika, and male students with targeted strategies.

Culturally Responsive Pedagogy: Integrate Māori and Pasifika values using frameworks like Tātaiako and Tapasā.

SOLO: During curriculum team meetings: scaffold tasks for deeper conceptual understanding.

1. Design scaffolded tasks to deepen learning and move students up SOLO levels.
2. Provide targeted support and partner with whānau to address gaps and create meaningful learning experiences.

# YEAR 8

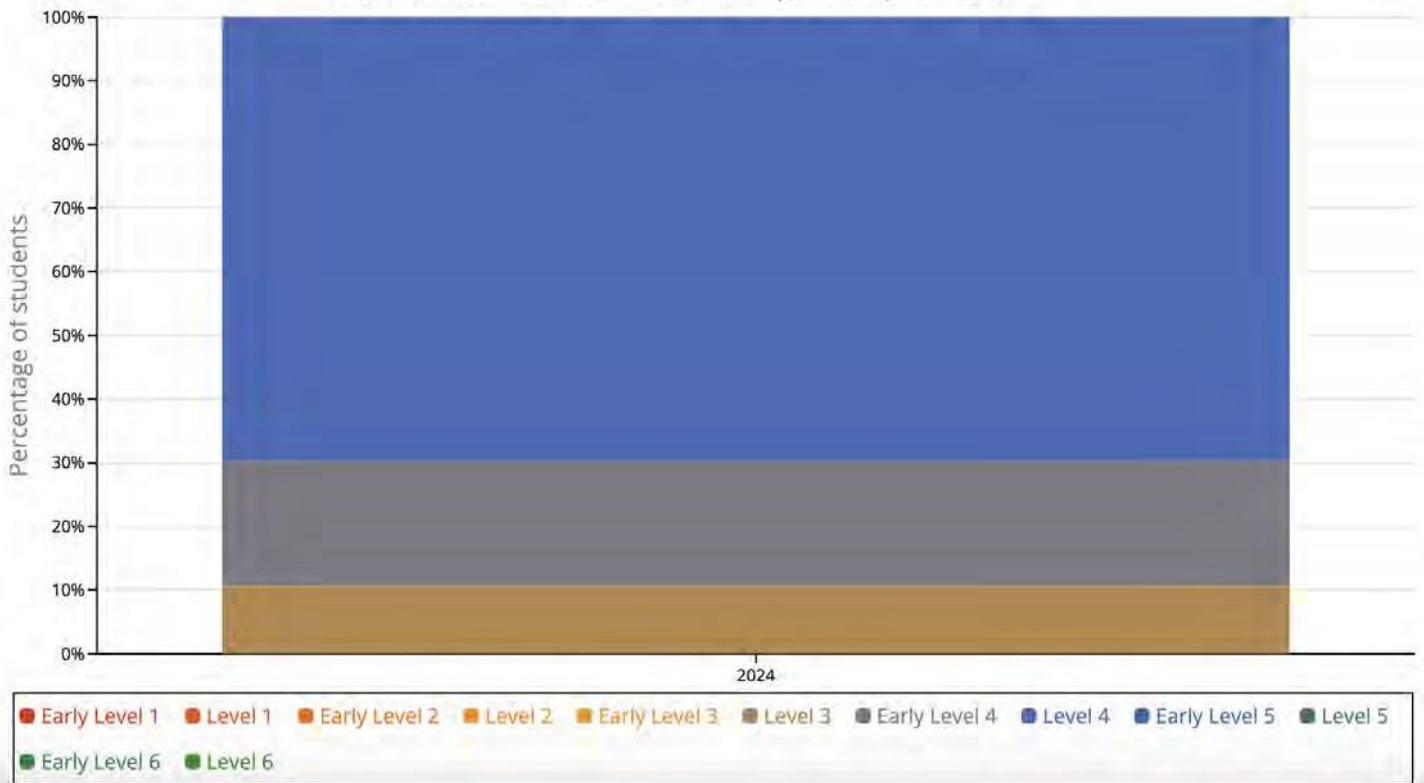
## Curriculum Level Achievement

**Expected Levels of Achievement**

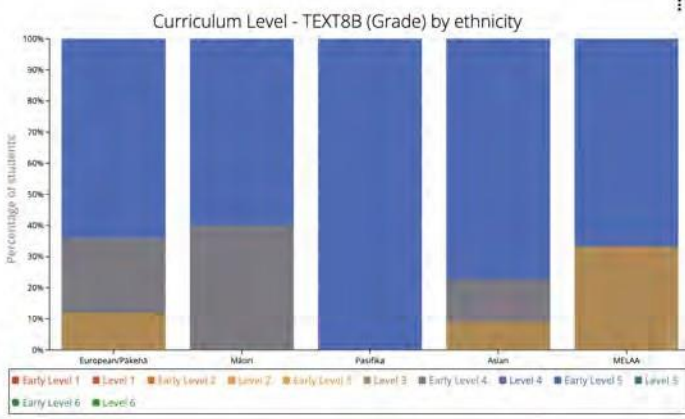
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
<b>NZC LEVELS</b>	Early 3	3	Early 4	4	Early 5	5

**Strand 1** Design Thinking

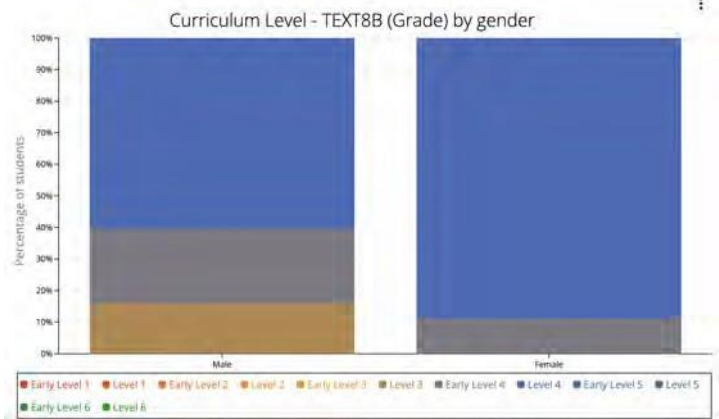
## Curriculum Level - TEXT8B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



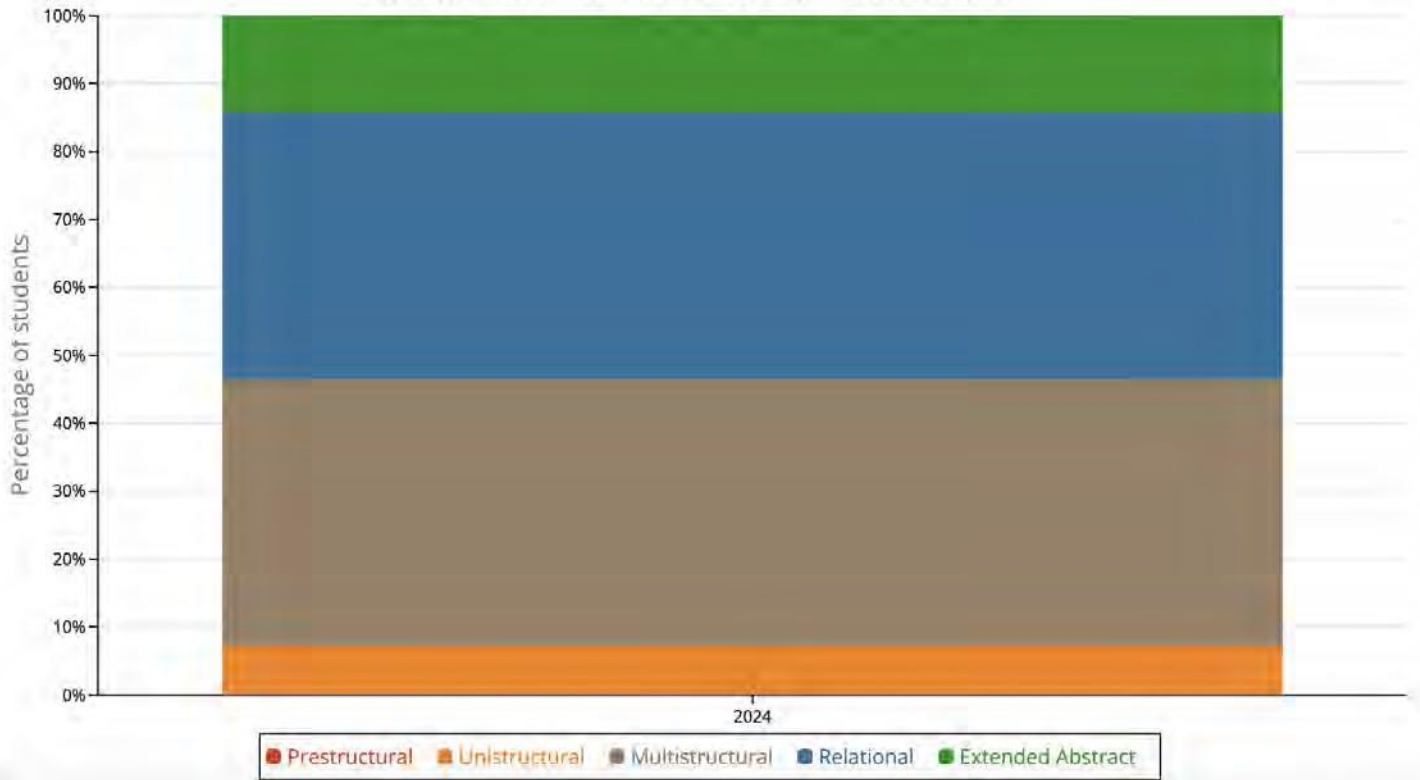
## SOLO Achievement

### Expected levels of achievement

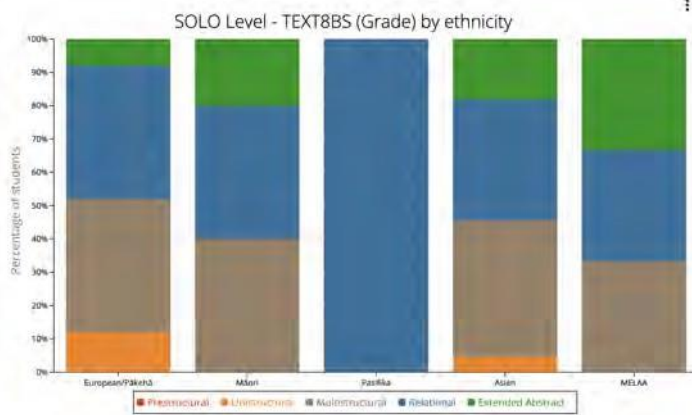
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 (if applicable)

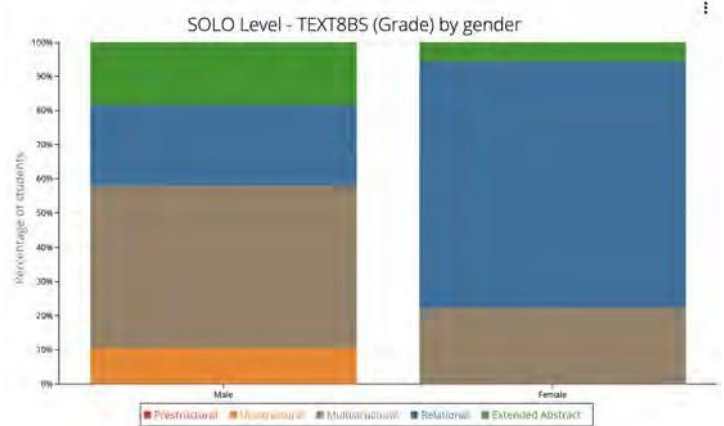
## SOLO Level - TEXT8BS (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



## YEAR 8 ANALYSIS

### Here's what ... (describe the data )

Curriculum Levels: Most students are at Level 4 ("GOOD"), with fewer at Early Level 5+ ("EXCELLENT") and some still at Level 3 ("CAUSE FOR CONCERN").

By Ethnicity: European/Pākehā and Asian students achieve higher levels, while Māori, Pasifika, and MELAA students are concentrated at Level 4 or below.

By Gender: Females outperform males, with more females at Early Level 5+ and males concentrated at Level 4.

SOLO Taxonomy: Most students are at Relational ("GOOD"), with fewer at Extended Abstract ("EXCELLENT"). Disparities exist, with Māori, Pasifika, and males underrepresented at higher SOLO levels.

### So what ... (what does it show about your curriculum area this Semester for this level?)

Curriculum Alignment: Students meet expectations at Level 4 but need support to achieve Early Level 5+ and Extended Abstract.

Equity Concerns: Māori, Pasifika, and males are underrepresented in higher levels, requiring targeted strategies.

Engagement: Limited deeper learning opportunities contribute to fewer students reaching higher critical-thinking levels.

**Now what ... (Establish goals and possible PLD for your team for S2)**

Increase students achieving Early Level 5+ and Extended Abstract.

Address achievement gaps for Māori, Pasifika, and males.

Culturally Responsive Pedagogy: Use frameworks like Tātaiako and Tapasā to integrate Māori and Pasifika contexts.

SOLO Strategies: Scaffold tasks to move students from Multistructural to Relational and Extended Abstract.

Gender-Inclusive Teaching: Engage males with hands-on and inquiry-based activities.

Action Steps:

- Scaffold lessons for deeper critical thinking.
- Provide targeted support and mentoring for underperforming groups.
- Use inquiry projects and culturally meaningful tasks to stretch high achievers.

# YEAR 9

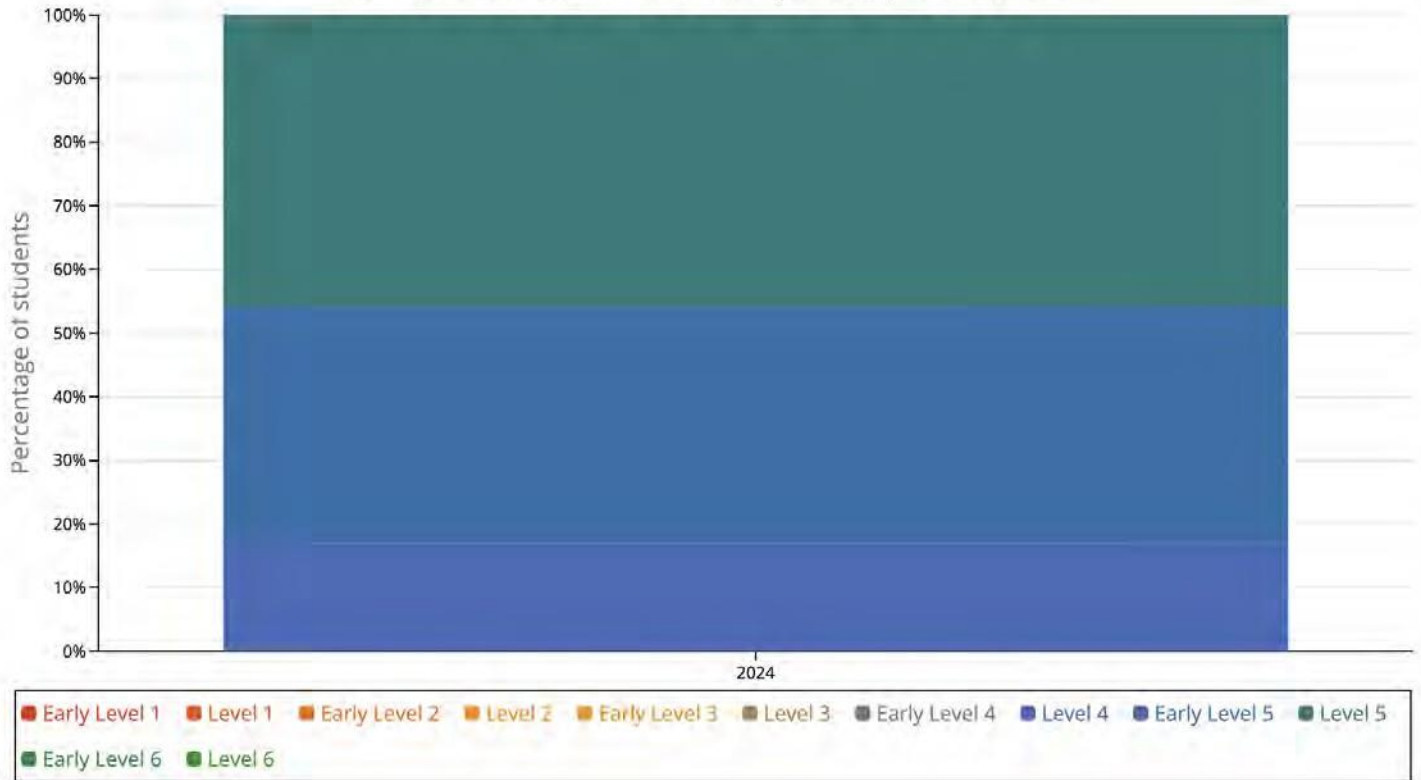
## Curriculum Level Achievement

### Expected Levels of Achievement

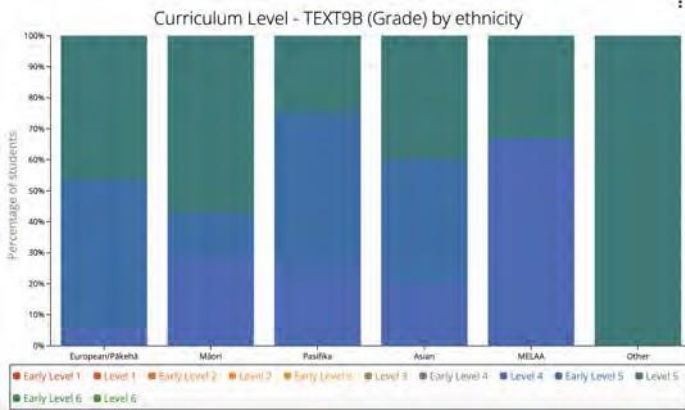
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	3	Early 4	4	Early 5	5	Early 6

### Strand 1 Design Thinking

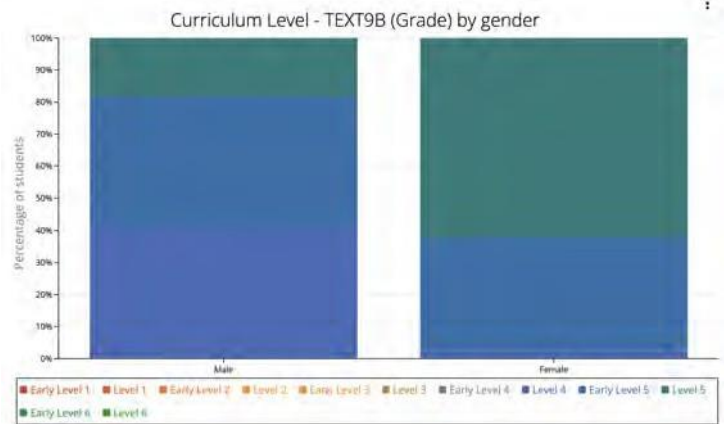
## Curriculum Level - TEXT9B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



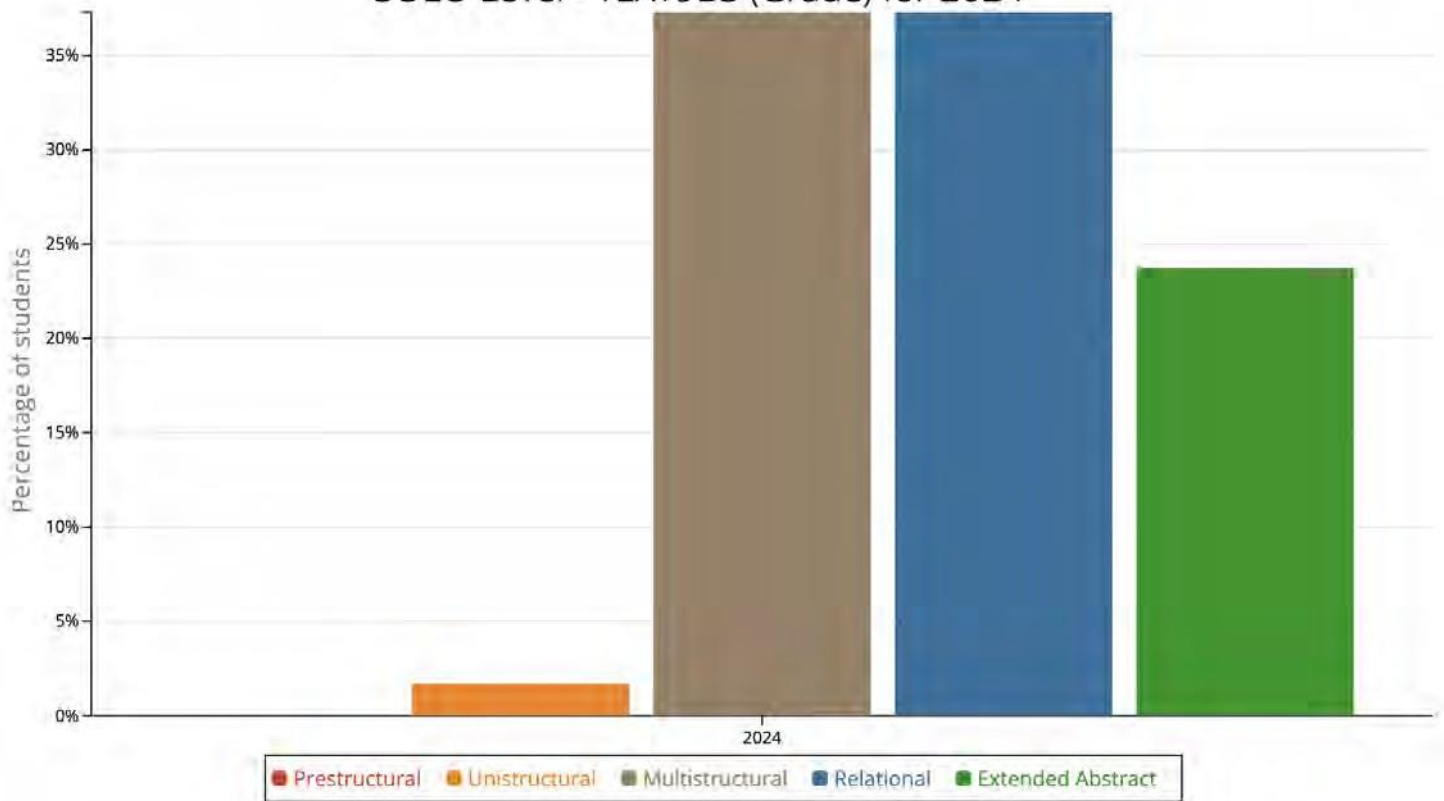
## SOLO Achievement

### Expected levels of achievement

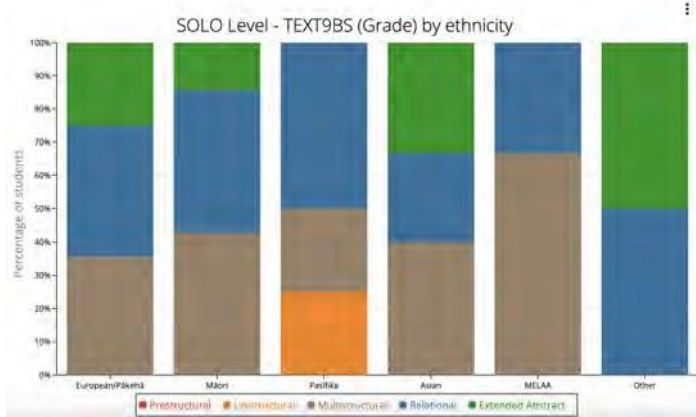
	CAUSE FOR CONCERN		GOOD		EXCELLENT
<b>SOLO</b>	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

## Strand 1 Design Thinking integrated with Art

## SOLO Level - TEXT9BS (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender



## YEAR 9 ANALYSIS

### Here's what ... (describe the data )

Most students are performing at Level 5 and Early Level 5, aligning with expectations, but few have reached Early Level 6. Some remain at Level 4, needing support to progress. European/Pākehā and Asian students are more represented at Early Level 5, while Māori, Pasifika, and MELAA students are concentrated at Level 4. Females outperform males, with more reaching Early Level 5. SOLO results show most students at Relational and Multistructural, with fewer at Extended Abstract, especially among Māori, Pasifika, and males, indicating a need for scaffolding towards deeper learning.

### So what ... (what does it show about your curriculum area this Semester for this level?)

To enhance learning design thinking in the classroom, we can integrate the Science of Learning principles to scaffold students toward higher-level achievement (Early Level 6 & Extended Abstract). Scaffolding and retrieval practice will ensure students build foundational knowledge before applying design thinking processes like empathize, define,

ideate, prototype, and test. Dual coding (visual + verbal learning) can support Māori, Pasifika, and male students, making abstract concepts more accessible. Spaced repetition and metacognition will help students refine their ideas, while inquiry-based and problem-solving tasks will encourage higher-order application and synthesis. Embedding active learning strategies (peer collaboration, iterative feedback, and real-world problem-solving) will ensure students engage deeply with design thinking while developing critical thinking and creative problem-solving skills.

**Now what ... (Establish goals and possible PLD for your team for S2)**

Pasifika, and male students, we need targeted interventions grounded in the Science of Learning. This includes scaffolding SOLO-based tasks, ensuring students progress from Multistructural to Relational and Extended Abstract levels through retrieval practice, spaced repetition, and metacognition. Culturally responsive pedagogy (Tātaiako & Tapasā) will be embedded to support Māori and Pasifika learners, while gender-inclusive strategies will be explored to enhance male student engagement.

Key actions include:

- Design thinking integration to promote higher-order application and problem-solving.
- Cross-curricular, inquiry-based projects to challenge high achievers while providing scaffolded support for lower achievers.
- Targeted mentoring and peer collaboration, using active learning techniques to enhance comprehension.

# YEAR 10

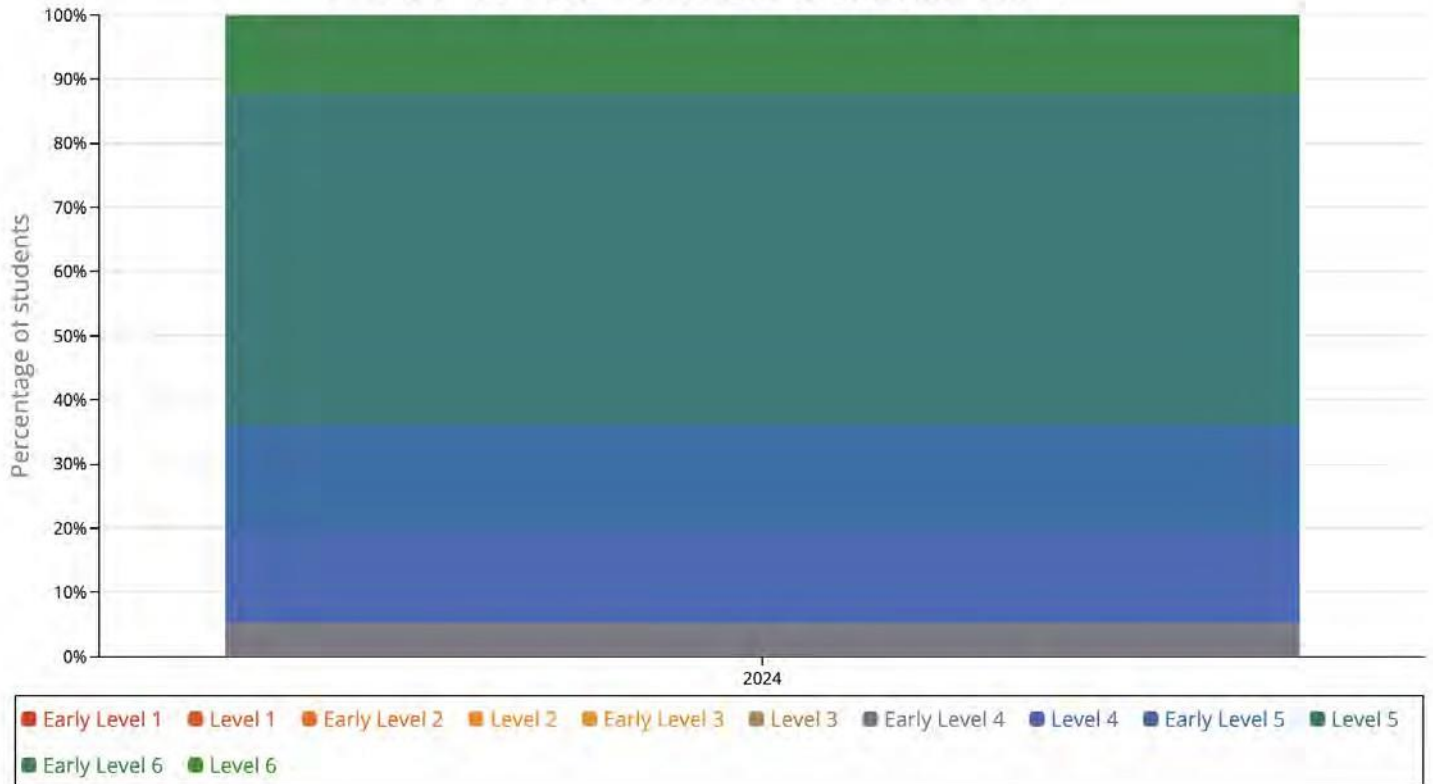
## Curriculum Level Achievement

### Expected Levels of Achievement

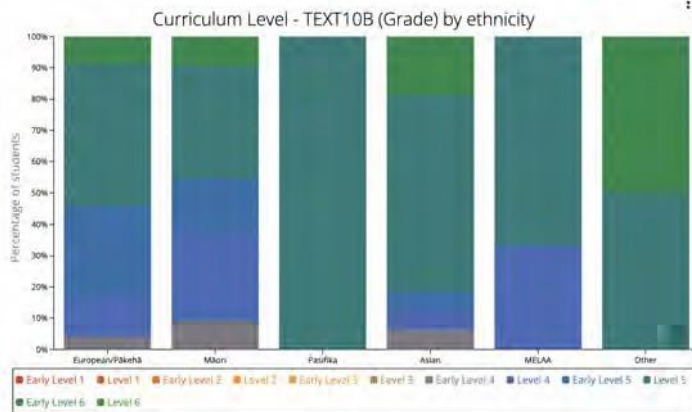
	CAUSE FOR CONCERN		GOOD		EXCELLENT	
NZC LEVELS	Early 4	4	Early 5	5	Early 6	6

### Strand 1 Design Thinking

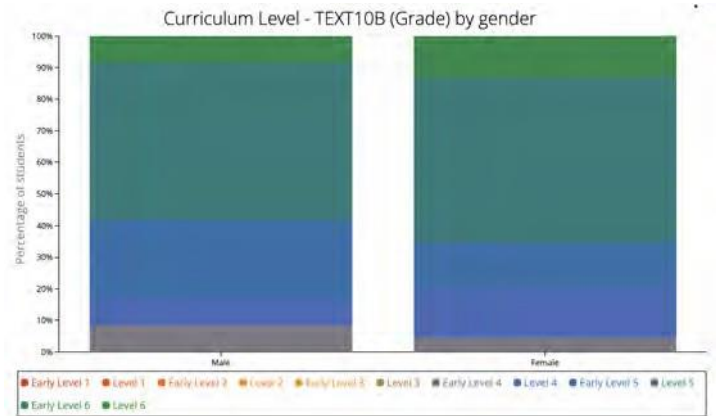
## Curriculum Level - TEXT10B (Grade) for 2024



### Repeat for Ethnicity



### Repeat for Gender

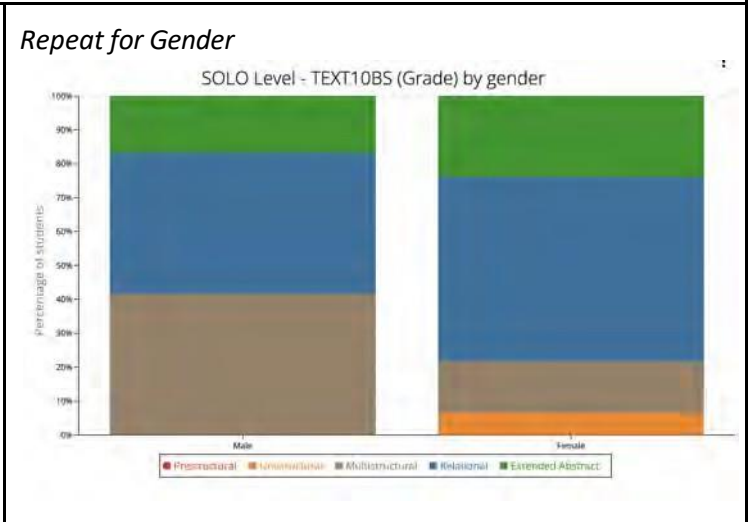
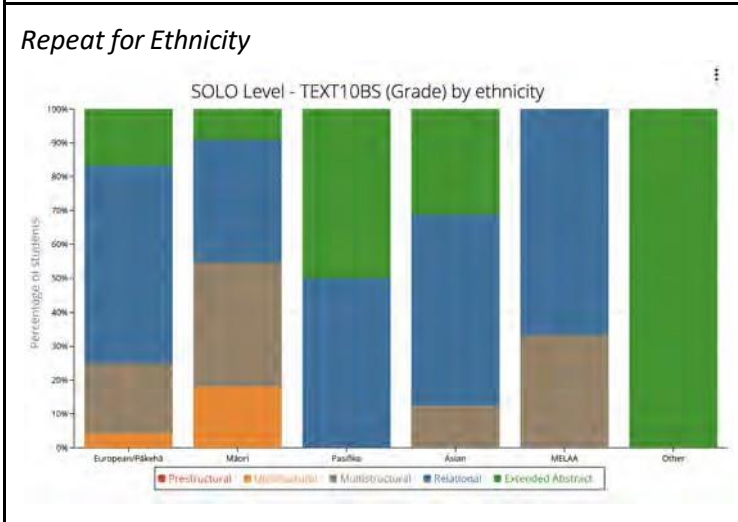
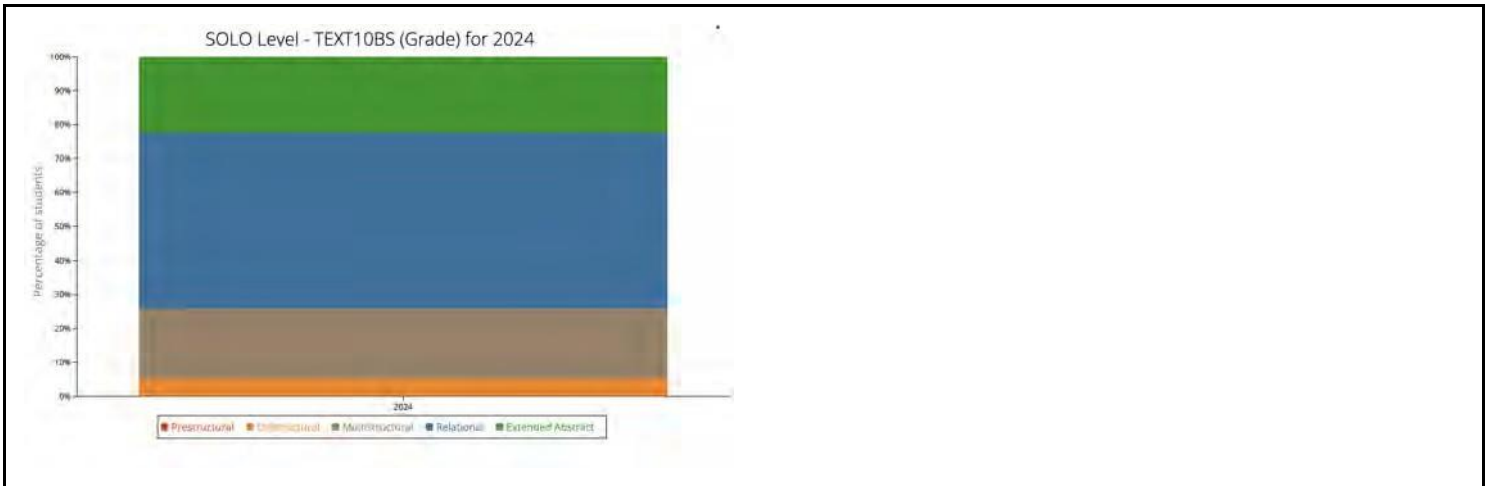


## SOLO Achievement

### Expected levels of achievement

	CAUSE FOR CONCERN		GOOD		EXCELLENT
SOLO	Prestructural	Unistructural	Multistructural	Relational	Extended Abstract

### Strand 1 Design Thinking integrated with Art



## YEAR 10 ANALYSIS

### Here's what ... (describe the data )

Most Year 10 students are achieving at Level 5, aligning with curriculum expectations. However, a significant portion remains in Early Level 5, with fewer reaching E6. SOLO data indicates that while many students are at the Relational level, fewer reach Extended Abstract, highlighting gaps in higher-order thinking. Māori and Pasifika students are underrepresented in higher achievement levels, and males show lower attainment in SOLO Relational and Extended Abstract levels.

### So what ... (what does it show about your curriculum area this Semester for this level?)

The data suggests that while students are generally on track, there is a need to push more toward Level 6 achievement and deeper learning. The gap for Māori, Pasifika, and male students suggests a need for targeted support and engagement strategies. The curriculum appears to build foundational knowledge well but lacks sufficient scaffolding for critical thinking and synthesis.

### Now what ... (Establish goals and possible PLD for your team for S2)

Increasing the proportion of students achieving Level 6 and Extended Abstract and closing gaps for Māori, Pasifika, and males. PLD should focus on culturally responsive teaching (Tātaiako & Tapasā), SOLO-aligned scaffolding, and gender-inclusive strategies. Science of learning principles such as spaced repetition, retrieval practice, and metacognition should be integrated to deepen understanding. Actions include structured scaffolding for SOLO progression, targeted interventions, and inquiry-based, cross-curricular projects to challenge high achievers while engaging diverse learners.

## OVERALL ANALYSIS

### Describe the overarching trends in the data

Across both semesters, students met expected curriculum levels, with strong achievement at Level 5 in Year 10 and steady progress in earlier year levels. The Year 10 depth of thinking target was successfully met, with 70% of students achieving Relational/Extended Abstract. While many remained at Level 5, this demonstrated improved critical thinking and evaluation skills. Year 7-9 showed progress in SOLO levels, but fewer students reached Extended Abstract, indicating a need for further scaffolding of higher-order thinking skills.

SOLO data reflected steady improvement, with most students at Multistructural and Relational levels, but the transition to Extended Abstract remains an area for growth. While students are engaging with Design Thinking processes, more structured support is required to develop conceptual understanding and problem-solving skills. Attendance and prior learning experience influenced achievement, particularly in early engagement with project-based learning.

### Set areas of target and/or goals for next semester, and plans to achieve these

To increase high achievement, SOLO-based scaffolding, retrieval practice, and structured critical thinking tasks will be integrated to deepen learning. Culturally responsive teaching (Tātaiako & Tapasā) will support equity gaps, ensuring all students have access to meaningful learning. Science of Learning principles, including dual coding, metacognition, and iterative feedback (including self and peer), will be embedded to strengthen knowledge retention. Continuing our Inquiry-based approach with Industry partners integrated with another learning area will continue to enhance engagement and real-world problem-solving skills.



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**2024**

Rototuna Senior High School

# Annual Report





Rototuna High Schools focus on four (4) strategic goals:

**Strategic Goal One - HAPORI**

Foster a culture that is inclusive and values all.

**Strategic Goal Two - WHANAUNGATANGA**

Strengthen our partnerships with whānau, iwi and community.

**Strategic Goal Three - WAANANGA**

Provide engaging and challenging learning opportunities so everyone thrives.

**Strategic Goal Four - MANAAKITANGA**

Ensure our environment enhances well being/hauora for all RHS students.

**Achievement Targets 2024**

**OVERALL NCEA ACHIEVEMENT** is at or exceeds Equity Index Band

**Year 11 Progress:** @ 10 Lit and 10 Num @30+ Credits @ Level 2  
**Year 12 Progress:** @ 80% gain NCEA L2  
**Year 13 Progress:** @ 75% gain NCEA L3 @ 65% University Entrance

**Endorsed Certificates at both Level 2 and 3:**  
 @ 20% Merit endorsed @ 15% Excellence endorsed

**And Māori experience the same levels of success as non-Māori**

**Engagement 2024**

**That our ākonga attend 85% or more of the time in all three parts of our curriculum:**

Whānau  
Wānanga Ako  
Puna Wānanga

All students at year 13 have met with a career advisor, and those at year 12 who go on to train, trades or employment.

**Rototuna Senior High School: Annual Report 2024**

**Part 1 - Giving Effect to Te Tiriti o Waitangi**

**Part 2 - 2024 Goal Review - Statement of Variance**

LEARNING DESIGN

KNOWING OUR LEARNERS

RESTORATIVE & WELLBEING

LEARNING EXPERIENCES

PROFESSIONAL LEARNING

CULTURALLY SUSTAINING

2024 - Annual focus

Goal 1 - To cause deep learning for all students in ways that stretch student thinking

Goal 2 - Harness the tools we have to know our impact and to inform next steps so that Māori students experience the same levels of success as non Māori

**Part 3 - Analysis of Variance**

# PART 1A: Giving Effect to Te Tiriti o Waitangi

We recognise the importance of Te Tiriti o Waitangi, tangata whenua, mana whenua and all other people.

Every student will be aware of the dual cultural history of Aotearoa/New Zealand and the significant position of Māori as the original people of the land. For Rototuna High Schools we want to work in ways that nurture the significant relationship of our local iwi, Tainui, and our local Hapuu, Ngāti Wairere to our school community.

The Rototuna Senior High aims to provide instruction in Tikanga Māori and Te Reo Māori and takes all reasonable steps to do so.

We design and deliver learning that is underpinned by our schools founding and culturally sustaining principles: Ako/Waananga, Whaanaungatanga, Manaakitanga, and Tangata Whenuatanga. These principles are informed by research and a range of sources including Tataiako.

The following information reports on how we give effect to Te Tiriti o Waitangi in addition to the work we do to support our Maaori rangatahi achieving as Maaori as documented in Part 2 and 3.

1. HIGHLIGHTS / NGA A PIKI	
<p><b>CULTURALLY SUSTAINING Goal / Actions</b> Our community is actively participating in meaningful practices that improve our understanding of Te Ao Māori.</p> <p><b>Outcomes</b> Our community increasingly understands and feels confident in Te Ao Māori.</p>	<p>Matariki Dinner Kaphaka Dress Rehearsal</p> <ul style="list-style-type: none"> <li>- Acknowledging those who've passed on (Pohutukawa)</li> <li>- Celebrating reo and culture through performances</li> <li>- Karakia / karanga / pao / mau rākau</li> <li>- Food preparation (junior high modules/inspired seniors)</li> <li>- Setting up Te Rangimareikura for service</li> <li>- Senior students who'd left the kura supported the kaupapa</li> </ul>
	<p>Kapa Haka</p> <p>This year in a change to how Kapa Haka instruction was delivered to students, the concept of Te Ao Haka was developed. Students from Rototuna Senior High School participated in Te Ao Haka as part of their Puna Wananga programme (around 12 students). This offered senior high students the opportunity to refine their Kapa Haka skills and earn NCEA Kapa Haka credits.</p> <p>The first term and a half of the year saw our Te Ao Haka students working with teachers and students from Te Wharekura o Kirikiriroa in preparation for a performance as a combined group - Te Weherua o Koura. By combining resources, both teachers and students, our Rototuna students were able to learn from students with a higher skill level in Kapa Haka and in doing so grow their own skills. Two separate occasions performing for an audience at Te Pou o Mangatawhiri's dress rehearsal for Tainui Regionals, and performing at Koroneihana for Kingi Tūheitia's entourage were valuable opportunities for our students to learn and grow as Kapa Haka performers. Our Te Ao Haka students contributed performances for the Te Pae Here showcase hosted by Rototuna High Schools during Te Wiki o Te Reo Maori (Week 9 of Term 3). Our Kapa Haka students stood at Koroneihana as Te Weherua o Koura - a combined group with Te Wharekura o Kirikiriroa and had a opportunity to perform as part of a historical moment - the passing of Kiingi Tuheitia and the naming of the new monarch, his daughter Kuini Nga Wai Hono i te Pou.</p> <p>The roopuu will also be performing at the annual WIMS Kapa Haka festival again held at our school part way through Term 4.</p>
	<p>Manukura/Kaikorkori</p> <p>The manukura are the head students at school and often work alongside other student leaders from different areas including student councils and Iwi leadership (kaikorkori). These students work to create activities for our student body to celebrate important cultural celebrations including:</p> <ul style="list-style-type: none"> <li>- Matariki</li> <li>- School Waita</li> <li>- Te Wiki o te Reo Maaori</li> </ul>
	<p>RSHS Cultural Council divide into 2 International Council Maaori &amp; Pasifika</p> <p>The RSHS cultural council has grown in size since it was established in 2022 and continues to grow today. 2023 the council consists of 9 students and 5 staff members.</p> <p>2024 The International Council has up to 18 students and 2 staff members. The Maaori and Pasifika Council has up to 10 students and 2 staff members.</p> <p>Recent successes:</p> <ul style="list-style-type: none"> <li>- The connection with the councils and Puna Wananga Students leading projects.</li> <li>- Leading &amp; running of Significant Cultural Community Events</li> <li>- Student Activities &amp; Entertainment organised, promoted and delivered in break times</li> <li>- Activities for Whaanau ako delivery</li> </ul> <p>For the first time the RSHS and RJHS Cultural Councils have connected to share common goals and aspirations. They meet often in the boardroom. They will continue to collaborate for our community Cultural Events.</p>

Model United Nations working strongly with the International Council.

The Maaori and Pasifika Council voiced a need for a Cultural Space in the Puna Wananga Programme. This was created and its success shared at the Semester 2 Expo evening.

The Cultural Infographic shows some of the exciting work we have been doing.

# RSHS CULTURAL REPORT

2024



**AKO**  
We value ako, which is based on the principle of reciprocity. Ako is a notion that ensures that power is shared in learning.



**WHANAUNGATANGA**  
We value quality learning relationships. Learning thrives in a whānau-based environment that supports engagement and success.



**MANAAKITANGA**  
We value integrity, sincerity and respect towards differences, beliefs, language and culture.



**TANGATA WHENUATANGA**  
We value learning that is connected. Contexts are provided for learning where identity, language and culture are activated.

Strategic Goal 1

## Hapori

Identity/Language/Culture

Foster a culture that is inclusive and values all.

Strategic Goal 2

## Whānaungatanga

Relationships

Strengthen our partnerships with whānau, iwi and community.

Strategic Goal 3

## Wānanga

Learning

Provide engaging and challenging learning opportunities so everyone thrives.

Strategic Goal 4

## Manākitanga

Caring/Well-being

Ensure our environment enhances well being/haora for all RHS students.

### Honoring Te Tiriti o Waitangi | Our People, Our Place



#### 2024 CULTURAL COUNCIL SIGN UP

RSHS 1st meeting Cultural Council had over 30 students in attendance - record breaking!



#### COUNCILS MOVE TO 2

The International Council & Maaori/Pasifika Council.

Term 3 RSHS & RJHS Cultural Councils connected



#### TE AO KAPA HAKA

Programme evolved. RSHS students join RJHS students on a Wednesday under Matua Kaharau & Robbie leadership.



#### KAUTE PASIFIKA

Work begins with Kaute Pasifika Mentors.

#### UOW LIASION

RSHS maintains connection with the UoW Maaori Liaison



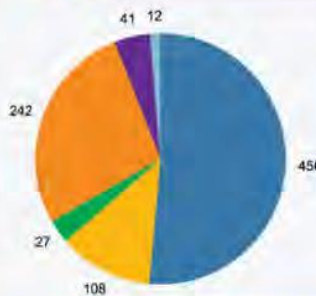
#### SPIRIT WEEK

The councils lead exciting and educating activities about the different cultures @ RSHS



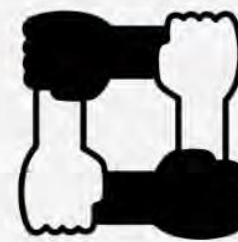
#### UOW OPEN DAY

RSHS Maaori & Pasifika students visit Uni. Yes you can go to University. For most they would be the 1st in their family.



#### RSHS ETHNICITIES

European - Blue  
Asian - Orange  
Maaori - Yellow  
MELAA - Purple  
Pasifika - Green  
Other - Light Blue



#### PUNA WAANANGA PROJECTS

Tuna Tank saw an increase in student projects aiming to improve school wide culture & inclusiveness. A Cultural Class was created in Semester 2.



#### SIGNIFICANT EVENTS

EiD Celebration  
NCEA Pasifika Fono  
Te Wiki O Matariki  
Mid Autumn festival  
Te Wiki O Te Reo Maaori  
KORONEIHANA  
Language Weeks

#### WHAT NEXT

Continue to build a sense of belonging. Nurture and support the connection established with RJHS Cultural Council. Grow our external connections, experiences and opportunities for our students so they can walk strong in the world.

“ Māori experience the same levels of success as non-Māori”

# Part 2 - Statement of Variance for 2024

## Overview of Key Information from Analysis of Variance

In 2024 there were two overarching goals established maintaining a continue to focus on Deep learning - "Teaching students HOW to think"

**GOAL 1:** As a school we build our capabilities and implement practices that support our quality teaching for deep learning model.

**As a school worked to:**

- Begin connecting our theory of improvement--Our model of quality teaching for deep learning--to our teaching approaches/strategies
- Investigated what principles and practices support these beliefs
- Agree on shared approaches to lesson planning that will enable learning to happen.

**To teach for deep learning we are aimed to:**

- Identify and explicitly teach metacognitive skills and dispositions in the context of your subject/curriculum.
- We know if deep learning is happening by checking if students learned what we had planned they would learn.

**To embed our systems to respond to and monitor student learning we continued to:**

- Split Kamar
- Embed formative and summative reporting systems to share data
- Develop our response strategy that coordinates effective communication across layers within the school to support student learning and progress (Te Kupenga)
- Regularly use Te Kupenga data to respond to groups of students and individual's aspirations.
- Use attendance data to monitor attendance against targets and engagement on Wednesday 70% target

**Professional Growth we began capability development for lesson studies:**

- Implementing systems (lesson studies) to work regularly with teachers to know deep learning is happening

**GOAL 2: Harness the tools that we have available to know our impact and to inform next steps so that Maaori students experience the same levels of success as non Maaori**

- Identify our Māori learners using Te Kupenga and check information
- Working alongside Te Aho Whakawhanake ropu to support staff building capabilities for designing and delivering lessons that deepen understanding of our Maori learners
- Work with Māori ākonga through cultural council to expand the ways we can acknowledge and celebrate ongoing successes
- Regularly collect student voice from our Māori students experiences in lessons
- Began identifying our Māori learners using Te Kupenga and check information (work on)
- Work alongside the within school leaders begin to establish our learning study system
- Began looking at systems in other schools that have been effective for Māori achieving success as Māori
- Work with Māori ākonga through cultural council to identify ways we can celebrate ongoing successes

## RSHS Goals for 2025

Strat Goal	Initiative (2024)	RSHS Initiative (2025)
Foster a culture that is inclusive and values all.	→	Celebrate diversity and promote inclusion (language, culture and ethnicity; identity)
	→	Recognise successes (awards, recognition, prizegiving, comms)
Strengthen our partnerships with whaanau, iwi and community	→	Review and refine the ways we engage with whaanau
	Implement our kahui ako plan with Ngaati Wairere & Te Pae Here	Strengthening the role of the Kaiarahi in the learning partnership with whaanau
Provide engaging and challenging learning opportunities so everyone thrives.	Use Te Mataiaho to review and reinvigorate our localised curriculum to prioritise engaging, real world contexts; and future-focused, responsive, pathways.)	Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all
	Strengthen approaches that provide stretch/appropriate levels of challenge/high	Develop teaching capabilities using our RSHS quality teaching model to cause deep learning
Ensure our environment enhances wellbeing/ hauora for all RHS students.	→	Develop and strengthen prosocial practices across the schools
	→	Ensure effective wellbeing supports are available for all students.

# Part 2 - Statement of Variance for 2024

## Analysis of Variance

### Strategic Goal Three - WAANANGA

Provide engaging and challenging learning opportunities so everyone thrives.



#### School Sub-goal 1

To cause deep learning for all students in ways that stretch student thinking



**Initiative: As a school we build our capabilities and implement practices that support our quality teaching for deep learning model.**

Part 1	<p><b>Lesson studies</b> that drive professional growth and capability development that stretches student thinking.</p> <ul style="list-style-type: none"> <li>Teaching staff observe each other's practice</li> <li>The language of learning is being used more intentionally by teachers and students</li> <li>Increase the visibility of the thinking we are trying to achieve with use of learning intentions.</li> <li>Feedback loops used to refine practice</li> <li>Impactful practice is shared and informs refining our effective teaching profile</li> <li>Updating Professional Growth (professional standards expectations) and understanding of processes</li> </ul>			Intended Outcomes	<ul style="list-style-type: none"> <li>The use of language of learning increases</li> <li>Every teacher has at least 2 cycles of a TLC including student voice and collegial feedback by the end of the year</li> <li>Resource bank linked to our quality teaching model refines our teacher profile based on the professional standards is being populated with examples of best practice</li> </ul>	Actions taken/progress	<p>50h PLD funding application approved to continue working with experts to implement AFL (Growing student agency and teacher capability to formatively assess and deepen learning).</p> <p>3 x TLC sessions per term</p> <p>Term 1    Thinking Routines (project zero)</p> <p>Term 2    Teaching to the North East (High Expectations w high impact pedagogical practices)</p> <p>Term 3    Science of Learning (connection with exam preparation)</p> <p>Term 1-3    Teachers begin to obtain 3 types of feedback loops across the year (observations, peer feedback on planning + student voice).</p> <p>Te Aho Leaders reported conversations about practice are going beyond TLC sessions. Teachers were beginning to talk about strategies they are trialling and the impact on student learning.</p> <p>Teachers begin journaling their learning.</p> <ul style="list-style-type: none"> <li>Feedback loop summaries beginning to be collected</li> <li>TLC action plans documented by teachers to capture a resource bank</li> <li>Begin generating an outward facing resource bank with the support of SCT</li> </ul> <p>Term 4    Teachers presented their learnings and impact on student learning and achievement through the Lesson Studies to each other and to Dr Nina Hood + Evaluation associates.</p> <p>Survey was administered to monitor impact of lesson studies</p>
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Analysis	<p><b>Impact:</b></p> <p>Increased teacher conversations around what pedagogical practices are working and why    teachers becoming more skilled in connecting their practice to research.</p> <ul style="list-style-type: none"> <li>Evidence of teachers scaffolding students through exam preparation as seen by walkabouts (STH)</li> <li>Teachers continuing to obtain 3 types of feedback loops (observations, peer feedback on planning + student voice)</li> <li>Student voice continues to be used more as part of teacher intentional planning</li> <li>90+ % teaching staff were intentionally observed by a colleague and provided feedforward for their lessons</li> <li>96% staff gained feedback from their students about the learning in their classes</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>To continue to grow the culture of professional learning in our school</li> <li>Identified need to continue to funnel down into the shared accountability of the model - this is hinged on the facilitators gaining in confidence to direct conversation toward the impact of practice on student learning in the classroom</li> <li>Develop systems for documenting and sharing desirable teaching strategies/modes that connect to the model and promote these practices (resource bank, tracking feedback loops)</li> <li>Identify teaching council expectations and set up a system for people to keep records of reflection and learning to update Professional Growth (professional standards expectations) and understanding of processes. Begin to collaborate teaching practices based on Teaching Standards as per the process for this to occur.</li> </ul>
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School Sub-goal 1  
To cause deep learning for all students in ways that stretch student thinking

cont'd

**Initiative: As a school we build our capabilities and implement practices that support our quality teaching for deep learning model.**

Intentionally teaching selected skills and/or dispositions for deep learning through the **Whānau** curriculum.

- Focus on 2 skills/areas that relate to deep learning eg *Caring Thinking* and modify some of our resources/activities to explicitly teach as part of the whānau curriculum.
- Consistent messaging from Kaihau regarding high expectations of deliberate planning for whānau curriculum time.
- More time has been allocated for Iwi and hapu planning - 'sharing the gold' and to ensure explicit planning is happening.

Intended Outcomes

- The language of the specific and transferable skills/dispositions of deep learning begins to be used by Kaiarahi in Whānau.
- Continue to implement Whānau/iwi recognition celebrating those who are meeting and exceeding their academic and personal goals. Eg Iwi assembly celebrations and 'Praise postcards' are created to recognise student success and this is sign posted in our termly calendar.

Actions taken/progress

Sought Kaiarahi feedback about collaboration in Whānau and hapu. Trying to identify breakthroughs where students show more confidence sharing their opinions with the group.

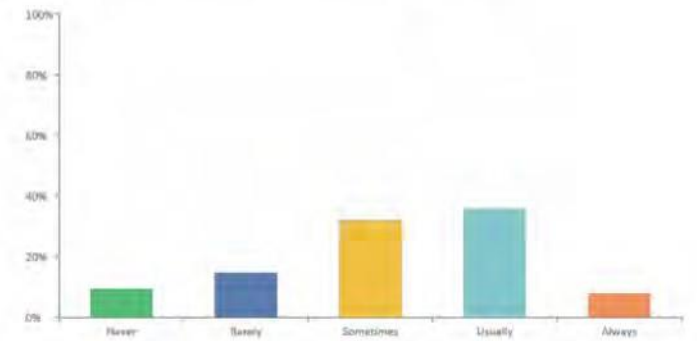
Identified and agreed on the focus of 'Caring Thinking' for whānau curriculum development.

Collected baseline data from 263 students and 77 staff around restorative practices and language. 46 teachers and 31 support staff.

**Of note from the student responses:**

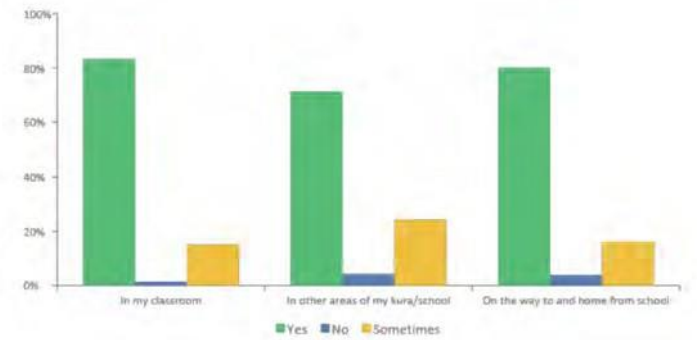
**Q15: I feel a sense of connection and belonging here.**

Answered: 263 Skipped: 0



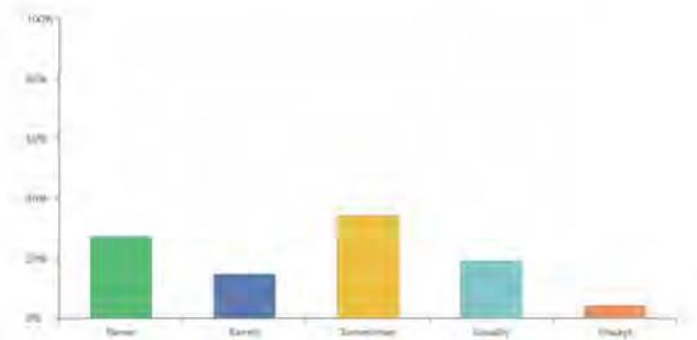
**Q9: I feel safe as a learner**

Answered: 263 Skipped: 0



**Q6: I am offered a restorative conversation when a conflict or a problem occurs.**

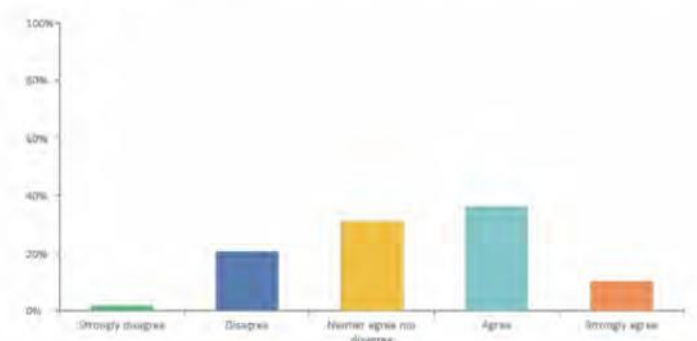
Answered: 263 Skipped: 0



**Of note from the staff survey:**

**Q22: I am clear about our restorative processes, as in who responds, in what ways and when.**

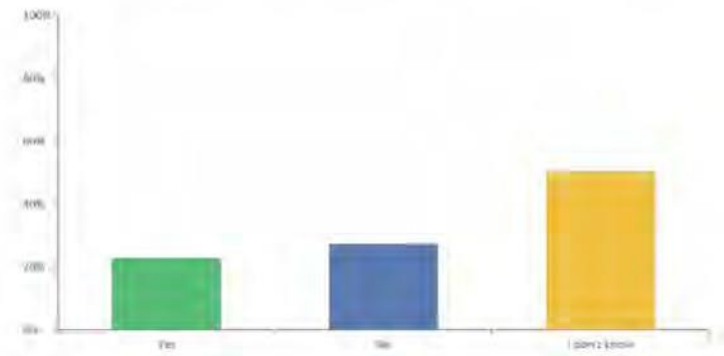
Answered: 56 Skipped: 19



Intended Actions

Q11: Restorative Practice is successfully connected to other professional learning initiatives and the links are made clear.

Answers: 00 Skipped: 11



65% of staff recognised that restorative practices are a strategic focus of the school.

Creation of follow up questions for small pilot group of students  
Creation of questions for Whaanau teachers, collecting feedback around Whaanau curriculum design for Huarahi Ako and Manaakitanga

Continued the celebration of a student from each whaanau nominated by their whaanau because of contribution to their peers in that space. Acknowledged students during iwi assemblies who have 100% attendance at school (includes Justified absences).

Impact:

- Sharing of best practice during Whānau PL and Iwi PL team has created opportunities for Kaiarahi to see what best practice looks like and to grow their understanding of great practices in the Whānau space.
- The Manaakitanga/Caring Thinking curriculum was introduced from Week 6, Term 3 to Week 2, Term 4. However, implementation was low, with an estimated fewer than a third of Kaiārahi incorporating activities into Whānau classes. Instead, the focus shifted to Te Wiki o te Reo Māori preparations, practice exams preparations and an increased student assessment load. Early Term 4 was further impacted by Year 13 farewell activities, academic mentoring, and intervention tracking.

Recommendations

- Protect Whānau Curriculum Time – Ensure activities align with key priorities and limit disruptions. A detailed termly calendar will help plan for events like subject selection conversations.
- Sharpen Hui Focus – Reduce admin tasks and ensure hui time is centered on learning. Moving to a three-week cycle: Iwi Hui → Hāpu Planning → Check & Connect (1:1 mentoring), with Week 3 providing Kaihautū time to support and build Kaiārahi capability and consistency.
- Track Engagement – Use ‘purposeful noticings’ to monitor student participation and Kaiārahi implementation of designed curriculum activities. Explore ways to gauge student connection, including attendance monitoring. Establish a student focus group to assess and check about sense of belonging and their shared understanding of caring thinking after the implementation of activities.
- Strengthen ākonga understanding of our restorative processes, language, and the restorative ‘way of being’.
- Build confidence in using restorative practices (e.g., circles, mini conferences, class conferences) to set expectations and shared understanding from the start of the year.
- Ensure staff consistency by developing confidence through training and practice. Ensure that we are sharing restorative practices with all staff, especially with our ‘student facing’ staff.
- Make clear connections between restorative practices, other PLD initiatives, and school values.



School Sub-goal 1

To cause deep learning for all students in ways that stretch student thinking

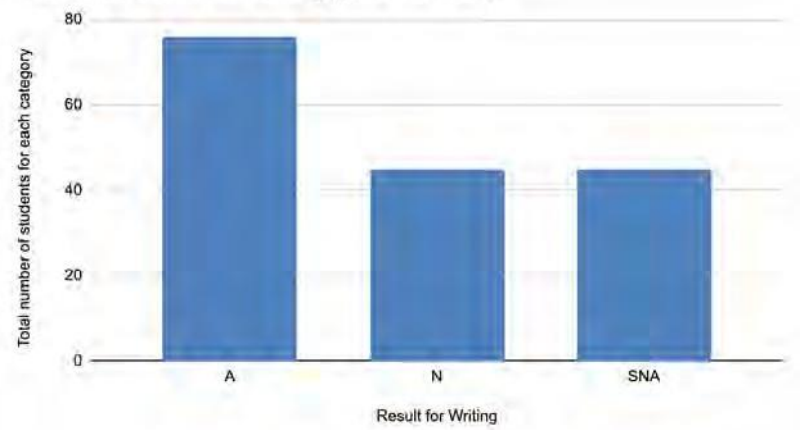
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**Initiative: As a school we build our capabilities and implement practices that support our quality teaching for deep learning model.**

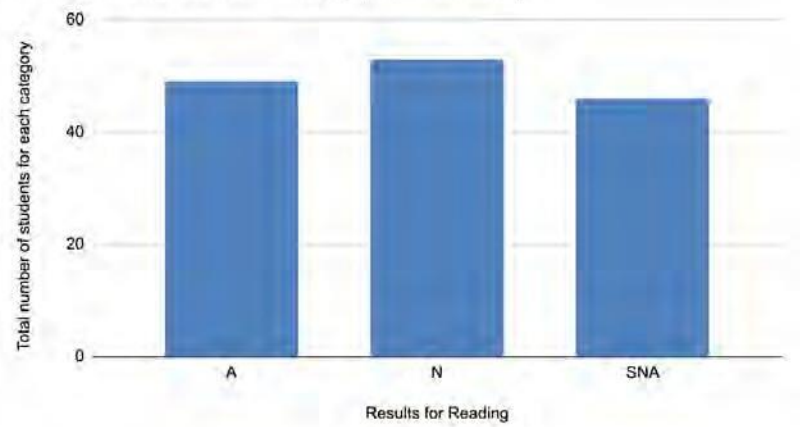
Intended Actions	<p>Creating learning focused, respectful, and supportive learning environments in <b>Wānanga Ako</b> by developing <del>our use of learning modes as a way of facilitating this</del> a consistent approach to effective planning</p> <ul style="list-style-type: none"> <li>Unpack learning modes and critique alongside the intersection of Ako and whānaungatanga (on the model).</li> </ul> <p><del>Not progressed</del> Instead - features of a quality planning (courses and tracking) agreed across LA.</p> <ul style="list-style-type: none"> <li>PLD opportunities with Educatalysts re intentional grouping, setting and mentoring Poutiaki to progress departmental goals which will result in deep learning</li> </ul> <ul style="list-style-type: none"> <li>Consider what types of thinking might be missing and can be enhanced through collaborative learning. <b>Where is the connection with learning modes and the cognitive process?</b></li> </ul> <p><del>Not progressed</del> Changed to address recurring gaps in learning identified by poutiaki</p> <p>A safe learning environment that values each person's identity, language and culture is a prerequisite for students to be willing to take risks and share ideas with others in ways that deepen each other's learning.</p>	Intended Outcomes	<ul style="list-style-type: none"> <li>Dashboards are updated regularly and shared with DP mentors to monitor consistency in planning (@ course design level) and tracking features.</li> </ul> <p>To develop a shared understanding about how to make deep learning happen.</p> <ul style="list-style-type: none"> <li>We would see departments develop good goals that progressed learning areas and intentional development of deep learning in their context.</li> </ul> <ul style="list-style-type: none"> <li>Tracking the use of language of learning in lesson design</li> </ul> <p>Poutiaki have visited every team member and have noted features (count by end of term 3) Does this become a regular conversation with DPs. This was an intention but did not happen. The focus shifted to responding to Poutiaki identifying the need to build in progressions each year</p> <ul style="list-style-type: none"> <li>There is an increased use of intentional grouping (learning modes) across departments.</li> <li>Literacy and numeracy is tracked at midpoint when CAA results are available.</li> </ul>	Actions taken/progress	<p>Poutiaki ensured all members of their learning area linked their planning/moderation and documentation to the Dashboard and the Dashboard was updated and discussed at each Learning Area Hui. This was consistent across departments. Dashboards were linked to a shared document to be visible for all as a central way of checking and monitoring consistency of practice across learning areas.</p> <p>50h of PLD funding approved (aligning with Govt priorities) for DP and Poutiaki to work with Educatalysts to develop Learning Area goals that deepen student learning and understanding.</p> <p>Poutiaki worked alongside the DP and Alana Madgwick twice a term to: Develop Learning Area goals connected to deepening student learning through critical, creative and caring thinking.</p> <p>Alana worked with each Poutiaki to progress this work through determining the initial actions, then reflecting and reviewing these in subsequent meetings to identify agreed next steps. This iterative review was intended to support them to work towards their goals while bringing their learning areas into this work.</p> <p>An example of <a href="#">session April 11</a> with Alana</p> <p>Development of the explore, specialist and mastery courses to help address gaps in learning so good foundations are established from which deep learning can occur as student progresses.</p> <p>Individual use of intentional grouping used by teachers and reported through lesson studies</p> <p>Midpoint CAA results</p>
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- Learning in Wananga Ako results in higher levels of Merit and Excellences across specialist subjects. **That these are increasing from current levels and moving closer to targets (or beyond).**
- NCEA progress tracked as outlined in the next section of Waananga Ako under Goal 2.

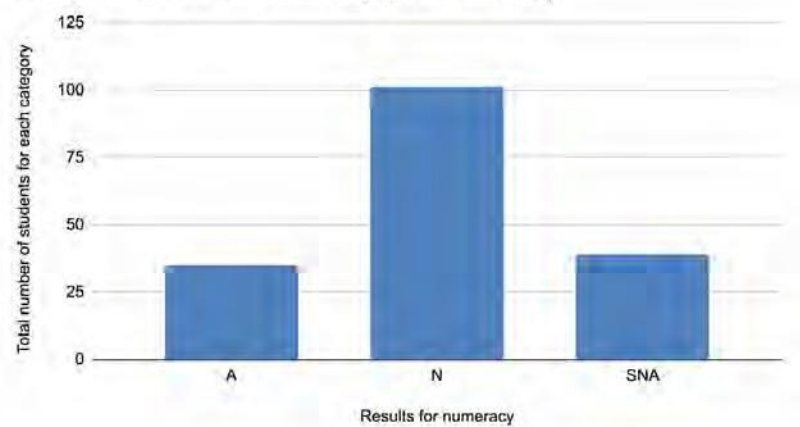
Students results for writing (total number)



Students results for reading (total number)



Students results for numeracy (total number)



From this work students at N and SNA levels were identified and further support put in place. A platform called eeStudy was purchased so that these students could develop their confidence answering online literacy and numeracy assessments. This platform also gave students immediate feedback - feedforward so they could improve their literacy and numeracy. Final results are reported in Part 3.

Merit and Excellence endorsements were monitored at school level over the year. The final results are reported in Part 3.

Overall NCEA progress was monitored at school level over the year. The final results are reported in Part 3.

Impact:

- Through goal development Poutiaki had to grapple with and develop their understanding of what deep learning looked like in their learning areas.
- Some Poutiaki learned the strategies Alana shared and used these to model good practice with their departments. For example, PE used intentional grouping to model the intersection of learning from each other and Ako in our quality teaching model. Another department that did this intentionally was English.

Recommendations:

- Learning areas should monitor their progress against the school's targets and their department goals.
- Intentionally capturing observations of strategies that the Poutiaki are leading in their departments to monitor changes
- Using previous work (2023) develop consistent design features of quality lessons through an iterative consultation process involving all Learning Areas. These features should begin to be visible and used throughout Learning Areas. The initial focus will be on quality learning intentions and developing Poutiaki understanding about what makes it quality.

Features identified from previous work involved:

- involve intentions that are focused on what we will learn and the thinking developed
- learning experiences should be chunked to keep momentum, engagement and the opportunity to assess progress (feedback, feedforward)
- involve the teacher in gathering information to help them understand the impact of their teaching (did the students learn what was expected? This is linked to lesson study work).



## School Sub-goal 1

To cause deep learning for all students in ways that stretch student thinking

cont'd

**Initiative: As a school we build our capabilities and implement practices that support our quality teaching for deep learning model.**

Intended Actions	<p>Use phases of the design thinking process to deepen learning in <b>Puna Wānanga</b>.</p> <ul style="list-style-type: none"> <li>● Improve intentional planning using the design thinking process to deepen learning</li> <li>● Develop a system that allows teachers and Pouarataki to regularly gather meaningful student voice, reflect and act</li> <li>● Partners and connections database to support all teachers to ensure students have authentic partnerships</li> <li>● Pathways team targets their support so that students can have greater access to authentic partners &amp; future pathways.</li> </ul>	Intended Outcomes	Actions taken/progress	<p>A planning dashboards was established well and linked to Te Wairepo. All outlines that could be used to plan lessons were provided by Pouarataki. <a href="#">Puna Wānanga dashboards</a> updated and shared with Pouarataki to mentor.</p> <p>This included the first block fully planned to gain a consistent/quality experience for our students. <a href="#">What's on Slideshow</a> utilised in Block 1 each Wednesday.</p> <p>All dashboards checked by KBL, FZO, AMA, NAM show links to design thinking but still feel there room for improvement. An ongoing goal for the year was to simplify and improve planning. The maintaining and checking of Kaiarataki planning (teachers) started well, but this was hard to maintain as the year progressed.</p> <p>Pourarataki regularly walked the floor asking students and teachers ....          "Who is your community Partner"          "How is what you are doing building and bettering community"          "Where are in the design thinking process are you"</p> <p><a href="#">LINK here</a> - Spreadsheet being filled in and growing connections are evident</p> <p><a href="#">Tuna Tank Link</a> - Increasing high stakes and increasing ownership and significance of the importance of PUNA</p> <p>Teachers demonstrated a better understanding of the design thinking process and referred to this more consistently as the year progressed. This was supported by the use of tools and resources that were provided.</p> <p>Google sites was beginning to be used to record PW portfolio work for each student.</p>
Analysis	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>● Highest 76% over the past 3 years in the number of students attending PW and also note has been higher than other week days!!!! Of these observations/conversations - student voice indicated. Identified that Y13 attendance was lowest. Leading to recommendation at end of year regarding Unistart.</li> <li>● There is inconsistency with understanding &amp; implementation therefore Paourataki are redesigning Block 1 mahi</li> <li>● When questioned during lessons and in Tuna Tank students started recognising and talking to the design thinking process when they presented or were questioned.</li> <li>● Tuna Tank was fully booked in Semester Two.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>● Create a Unistart and Intern pathway for Year 13 students on a Wed.</li> <li>● Create a 6 Roopu theme for PW. This will allow for a more flexible and adaptable space for the creation of student inquiry projects - called "How Might We".</li> <li>● Create a new vertical Professional learning structure similar to our TLC space. For 2 reasons - to reduce cognitive load on teachers and also allow for a meaningful support system - where Pouarataki can mentor and build teacher capability - in particular around the DTP. We will call these Oohoo. 3 Pouarataki to lead each Oohoo.</li> <li>● Work closely with The Design Factory NZ around building a stronger understanding on how to deliver a stronger DTP programme. Upskill teachers and therefore improve quality experience.</li> <li>● Engage in professional learning with the Youth Change Agents Scholarship. Again the focus will be on the Strengthening of how to teach DTP.</li> <li>● Ensure all students have a PW google site as portfolio evidence.</li> </ul>			



## Analysis of Variance (cont'd)

Strategic Goal One - HAPORI		Strategic Goal Two - WHANAUNGATANGA			
Foster a culture that is inclusive and values all.		Strengthen our partnerships with whānau, iwi and community.			
		<b>School Sub-goal 2</b> Harness the tools we have to know our impact and to inform next steps so that Māori students experience the same levels of success as non Māori			
<b>Part 2 Initiative: As a school we embed routines that regularly monitor progress and understanding to encourage deep learning for all</b>					
Intended Actions	Use evidence and feedback gathered during <b>Lesson studies</b> to drive instructional decision making for improvement. <ul style="list-style-type: none"> <li>Regularly collect a range of student voice including our Māori students experiences in lessons</li> <li>All staff seek student voice about how successful they were achieving the intended learning (and this voice includes Māori and Pasifika students)</li> <li>Kaiako can demonstrate that they are putting their learning into practice by refining their instructional approaches to engage and deepen learning for Māori students in response to feedback</li> </ul>	Intended Outcomes	<ul style="list-style-type: none"> <li>Māori student voice is captured/highlighted within the feedback loops of student voice and collegial feedback in lesson studies</li> <li>A specific TLC session will focus on Māori learners with a feedback loop provided to scaffold thinking re: impact made for these students</li> </ul>	Actions taken/progress	<ul style="list-style-type: none"> <li>3 x TLC sessions run in term2    Teaching to the North East (High Expectations w high impact pedagogical practices).</li> </ul> <p>Teaching to the North-East responds to the marginalisation of particular groups of students with a way of teaching intended to increase equity in the education system. One way this marginalisation happens is when the special qualities students bring to the classroom are treated as deficiencies. This consigns Indigenous, migrant, refugee, faith-based students, students with learning difficulties, and students of difference to educational “failure”. Russell Bishop sets out how schools and teachers can respond to diverse groups of students and develop teaching practices that promote learning for everyone. In this approach, students’ prior knowledge, language and ways of making sense of the world are used to inform teaching practices rather than being seen as barriers to learning.</p> <ul style="list-style-type: none"> <li>All teachers commit to trialling research informed practice connected to the pedagogies Teaching to the North-East promotes</li> <li>1 x case study presented per TLC group + each teacher summarising their intentional practice in the ‘whip around’</li> <li>Student voice continued to be used more as part of teacher intentional planning through feedback loops</li> </ul>
	<b>Analysis</b> <p>As per 2a: Impact:</p> <ul style="list-style-type: none"> <li>Increased teacher conversations around what pedagogical practices are working and why    teachers becoming more skilled in connecting their practice to research.</li> <li>Evidence of teachers scaffolding students through exam preparation as seen by walkabouts (STH)</li> <li>Teachers continuing to obtain 3 types of feedback loops (observations, peer feedback on planning + student voice)</li> <li>Student voice continues to be used more as part of teacher intentional planning</li> <li>90+ % teaching staff were intentionally observed by a colleague and provided feedforward for their lessons</li> <li>96% staff gained feedback from their students about the learning in their classes</li> <li>Survey came back that many staff did not seek out the voice of Māori students specifically, and did not understand how to do this well.</li> </ul> <p>Recommendations</p> <ul style="list-style-type: none"> <li>Intentional focus on collecting student voice from potentially marginalised groups to understand the impact of teaching and learning for them.</li> <li>Survey is regularly conducted (termly) to then intentionally pull out student voices from those who have specific learning needs.</li> </ul>				

Strategic Goal One - HAPORI

Strategic Goal Two - WHANAUNGATANGA

Foster a culture that is inclusive and values all.

Strengthen our partnerships with whānau, iwi and community.



School Sub-goal 2  
Harness the tools we have to know our impact and to inform next steps so that Māori students experience the same levels of success as non Māori

Part 2

Initiative: As a school we embed routines that regularly monitor progress and understanding to encourage deep learning for all

Regularly use Te Kupenga to track access and progress of students in **Whānau**.

- All Kaiarahi know who their Māori and Pasifika students are and this is recorded on Te Kupenga
- Timely contact with whānau if there are celebrations or concerns

Intended Outcomes

- Use Te Kupenga every term to monitor and check student access and progress.

- Identify students in whānau who are meeting goals and to share/celebrate with parents.
- If students do not complete work, and/or loses access (including NCEA cert or 3x 14c UE) then kaiārahi contact kaiako and whānau to determine next steps (recorded on Kamar).
- UE access will be monitored using appropriate tracking systems (Te Kupenga and Kamar notifications)

Actions taken/progress

Worked with the Te Kupenga manager to review and align data collected to annual plan goals including performance goals.

Te Kupenga modifications fed into regular school level updates for tracking (the rolling snapshot). This information was regularly shared with the BoT to monitor progress against performance targets.

DP continued to work with Te Kupenga database manager to review and refine this system. Last year the system had a number of stability issues drawing information from kamar. Now after the split, we have refined the questions about goals, and streamlined the information so that it more closely aligns with our targets.

Te Kupenga allows Kaiarahi to track their whaanau aakonga progress:

- towards their goals
- NCEA Entries (check they have access or not)
- NCEA Achievements
- Their academic goals and aspirations
- Their future goals (beyond school), for example, pathway opportunities they might like
- Understanding where they want to be in the future

Te Kupenga updated to identify Maaori and Pasifika students

In term 2 Kaiarahi completed the questions for Te Kupenga in Kamar, so the goals and progress towards them were showing.

The roll out was delayed due to the system continuing not to pull reliable data (goal inputting was not representing what Kaiarahi had inputted to kamar).

Te Kupenga manager continued to work with kamar and DP across the year to troubleshoot the system. Also worked towards developing a way to pull 14c per subject/domain across. As a result we postponed the rollout of TeKupenga for Kaiarahi until a time when the information was accurate. We do not want Kaiarahi tracking their whaanau with unreliable information. Ensuring accuracy of the system is a work-on for 2025.

In the final Whaanau conference teachers reflected with students and families on the goals set at the beginning of the year and students progress towards achieving these goals.

Te Kupenga was not available to systematise this monitoring. This is a work-on for 2025. However, this was the expectation that Kaiarahi are monitoring access, and this happened in a variety of ways involving monitoring kamar results.

UE was also monitored by Kaiarahi using kamar. The problem is that this relies on individuals to do this. Some do it really well. Many alerted kaiako via email if there were problems, but expectations could be clarified.

Intended Actions

Analysis

Impact:

- Regular school level updates using Te Kupenga to monitor progress
- Staff continued to use kamar as part of their tracking routine in whaanau. Approaches varied depending on what worked for individual Kaiarahi.

Recommendations

- Continue to refine Te Kupenga to ensure accuracy for individual tracking across Whānau and Iwi.
- Clarifying the purpose of each Whānau conference held during the year; setting clear expectations about the focus of the conferences and the outcomes that they are seeking and recorded.
- Create a process to create restored in Te Kupenga and the accuracy of the data.

- Establish clear routines for Kaiārahi during Whānau time to regularly check Te Kupenga and monitor any changes in students' goal access due to shifts in their credit attainment.
- Revisit our current system for Non completion or Not Achieving an NCEA assessment. We need to ensure that instructions are clear to staff about their roles and how we can streamline this process. Eg creating
- Ensure that instructions to staff are clear regarding entering their Whānau goals in Te Kupenga and that SLT check these are entered correctly.

Strategic Goal One - HAPORI

Strategic Goal Two - WHANAUNGATANGA

Foster a culture that is inclusive and values all.

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School Sub-goal 2  
Harness the tools we have to know our impact and to inform next steps so that Māori students experience the same levels of success as non Māori

Part 2

Initiative: As a school we embed routines that regularly monitor progress and understanding to encourage deep learning for all

Learn how to use Education Potential tools to track progress and success for students in Wānanga Ako.

- All kaiako have identified their Māori and Pasifika students, and show this by completing their dashboard.
- Poutiaki learn how to use Education potential tracking tools to monitor learning area progress.
- The tool (education potential) becomes part of the review process throughout the year to identify areas of improvement or intervention as assessments are completed.
- Use tools to track access and completion towards 14c for UE and intervene as needed.
- More emphasis is placed on practising external exams.
- Use tools to analyse external exams and identify areas that need improvement.
- Kaiako also begin to contact home to involve whānau in learning (not just rely on kaiārahi)
- Poutiaki are proactive in following up with Kaiako in their departments that have students gaining not achieved grades and where needed, offer interventions or additional standards.

Intended Outcomes

- Poutiaki regularly meet with DP and use tools to look at data and progress against targets for the department **(the same as the schoolwide targets outlined on page 3.)** This should happen as and when summative assessments have been moderated to:
  - Identify what is working
  - Identify where supports or changes are needed.
- If a student does not complete work, and/or loses access to 14c then the kaiārahi are informed. Intervention recorded on Kamar.
- Department review template changed to include analysis of individual standards by the teacher and reflections on how to use this information.
- More students participate and show up for their external exams.
- An intervention process is clear and all departments have an intervention plan in place that connects with families.

Actions taken/progress

Maaori and Pasifika learners identified - this was part of the dashboard. DP in charge of Wananga Ako regularly checked.

Poutiaki met regularly with DPs to talk about progress and departmental goals.

Checking against goals happened throughout the year, this was difficult as often there was a delay in assessment completion and markbook publishing (linked to moderation).

Poutiaki used both Ed potential and kamar as data sources for their annual reports. This was not used consistently throughout the year after this reporting.

The DPs worked with Kaihautu to track and develop intervention plans for students who did not complete assessments successfully. Kaiarahi informed and recorded on Kamar.

Practice exams were moved to TRM, and run by external examiners to give students the chance to practice exams in the same conditions as final exams.

The template was changed at the beginning of 2024 for 2023 data.


This may also be reviewed and refined in 2025 for 2024 results.  
Currently working analysing results for board reports.

Poutiaki worked with Kaiako to plan and offer workshops so that students who needed to complete assessments or prepare for exams were supported. This included contacting home and offering targeted support depending on the needs of each student. For example, students in Level 3 English who needed R or W UE literacy were offered additional standards.

Spreadsheet developed, to keep a track on students and who were withdrawn from standards and how access was affected.  
The process was being followed across departments.

Year 10 transition / Alt Learning Pathway transition, Data & Achievement in the transition space with DP teams across RJHS and RSHS working with staff to develop

				<a href="#">Transition Nugget</a> (English Example). This is to strengthen our understanding of our young people and their prior knowledge.
Analysis	<p>Impact:</p> <ul style="list-style-type: none"> <li>Knowing the Maaori students raised kaiako awareness</li> <li>This became part of the tracking and their intentional planning</li> <li>There was a general increase in achievement in NCEA results, in UE and for our Maaori and Pasifika students. See analysis in part 3.</li> </ul> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Learning areas should monitor their progress against the school's targets and their department goals.</li> <li>Tracking and interventions a more consistent approach across learning areas led by Poutiaki with DP support.</li> <li>Focussing on completion of assessments and ensuring that course completion is marked by achieving over 14 credits at Level 2 and 3. This is actively monitored by Poutiaki.</li> <li>Continue to work with RJHS to grow understanding of learning students bring through development of transition nuggets for more learning areas</li> </ul>			


Strategic Goal One - HAPORI	Strategic Goal Two - WHANAUNGATANGA
Foster a culture that is inclusive and values all.	Strengthen our partnerships with whānau, iwi and community.
	<b>School Sub-goal 2</b> Harness the tools we have to know our impact and to inform next steps so that Māori students experience the same levels of success as non Māori


Part 2	<b>Initiative: As a school we embed routines that regularly monitor progress and understanding to encourage deep learning for all</b>
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Intended Actions	Develop criteria to identify deep learning in <b>Puna Wānanga</b> using the design thinking process. <ul style="list-style-type: none"> <li>Reviewing the showcase to hold more weight for students, for example presenting to authentic partners.</li> <li>Developing levels of recognition that recognise the level of problem solved or attempted (the depth of learning)</li> <li>Kaiarataki to contact home to raise whānau awareness and support to increase engagement - concerns and celebrations.</li> </ul>	Intended Outcomes	<ul style="list-style-type: none"> <li>Two showcases each year involving authentic partners</li> <li>Attendance is taken</li> <li>Questions (in the showcase) use the key vocabulary for design thinking</li> <li>Kaiarataki contact home if students are struggling in PW</li> <li>Kaiarataki are involved in meetings with Whānau</li> <li>Whānau meetings have happened for students who are not engaging in PW</li> </ul>	Actions taken/progress	Two expos occurred. Increased involvement with authentic partners. Keynote at each expo to showcase importance of the design thinking process. <p>Attendance was taken by some. This needs to be consistent</p> <p>Greater connection via their experiences in these spaces to their future pathways</p> <p>Pouarataki identified need to create stronger criteria for Internship that links to design thinking to deepen learning</p> <p>Pouarataki picked up this work contacting home. This was to address any attendance issues and engagement. Generally this would begin with whaanau meetings to unpack and understand what was happening. Then to collectively make a plan that worked for each individual student.</p>
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Analysis	<p>Impact:</p> <ul style="list-style-type: none"> <li>Parent voice shared that the difference from Expo One - Two was that more students demonstrated confidence and were clearer when presenting their project.</li> <li>The two Expos involved community partners and the engagement with Whaanau had increased from previous year. Unfortunately not all teachers completed rolls so we do not have actual numbers.</li> <li>At the Expo events we witnessed more students presenting and celebrating their projects to whaanau and community partners.</li> <li>Quick follow-up and actions regarding concerns led to increased student engagement. This was tracked.</li> </ul> <p>Recommendation:</p> <ul style="list-style-type: none"> <li>Create a Unistart and Intern pathway for Year 13 students on a Wed.</li> <li>Create a 6 Roopu theme for PW. This will allow for a more flexible and adaptable space for the creation of student inquiry projects - called "How Might We".</li> <li>Create a new vertical Professional learning structure similar to our TLC space. For 2 reasons - to reduce cognitive load on teachers and also allow for a meaningful support system</li> <li>Pouarattaki to track student attendance and engagement in their Oohoo and liaise with their kaiarataki for quick action when needed</li> <li>Ensure all students have a PW google site as portfolio evidence.</li> </ul>			
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Strategic Goal Two - WHANAUNGATANGA		Strategic Goal Four - MANAAKITANGA	
Strengthen our partnerships with whānau, iwi and community.		Ensure our environment enhances well being/hauora for all RHS student	
		<b>School Sub-goal 3</b> Continuing to progress and develop rich experiences that grow a sense of belonging for our rangatahi	
Part 3	<b>Initiative: As a school we seek opportunities to grow a culture that increases rangatahi sense of belonging and wellbeing.</b>		
Intended Actions	Intended Outcomes	Actions taken/progress	
<p>Encouraging Māori ākonga to positively connect with the cultural council to celebrate their identify, language and culture and successes at school</p> <ul style="list-style-type: none"> <li>Recruiting cultural expertise and support that enhances connections with whānau through working with ākonga Māori and Pasifika</li> <li>Growing Māori and Pasifika student leaders through the cultural council and increasing the voice and influence these rangatahi have</li> <li>Ensure we identify &amp; support staff with expertise to initiate and lead cultural activities &amp; celebrations</li> </ul>	<ul style="list-style-type: none"> <li>An increase in external providers to support our Māori and Pasifika</li> <li>Student numbers increase in the cultural council</li> <li>Council has completed some action plans developed to increase sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Connection maintained with UOW Pasifika and Maori Liaison</li> <li>Maori and Pasifika council has increased to 3 teachers and 12 students with the increase in male students</li> <li>First time group has attended UOW Open day</li> <li>Both Councils led activities during Spirit Week, Matariki and Language weeks (Samoan language week, and Te Reo Maaori week)</li> <li>First year that RJHS and RSHS councils working together on community events</li> <li>1st time Pasifika community Fono with an Academic pathway focus</li> <li>A number of new cultural events were celebrated with families and students across both schools</li> </ul>	
Analysis	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Involvement of staff and students increased and was spread more widely</li> <li>Appointment of two cultural liaison teachers to be involved in this work.</li> <li>Regular council meetings and opportunities for students to proactively involve others celebrating their cultures with the school and wider community.</li> <li>Establishing a cultural preservation roopuu in PW that was highly successful for engaging Maaori and Pasifika students in projects.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>NAM to work closely with our RSHS Culturally liaison teachers to wrap around our Maaori and Pasifika students at Y11, 12, 13</li> <li>Deputy principal RSHS/RJHS team work together to coordinate and continue to grow involvement in cultural celebrations across both schools</li> <li>Look for external opportunities for our Cultural Council to engage in. Events, Expos and Scholarships</li> <li>Ensure Staff know who these students are - Pathways, SLT, Kaihautu, Kaiarahi</li> <li>New Pathways director to connect with UoW and set regularly mentoring visit at kura and at campus for our Maaori and Pasifika students</li> </ul>		

Strategic Goal Two - WHANAUNGATANGA		Strategic Goal Four - MANAAKITANGA		
Strengthen our partnerships with whānau, iwi and community.		Ensure our environment enhances well being/hauora for all RHS student		
		<b>School Sub-goal 3</b> Continuing to progress and develop rich experiences that grow a sense of belonging for our rangatahi		
Part 3	<b>Initiative: As a school we seek opportunities to grow a culture that increases rangatahi sense of belonging and wellbeing.</b>			
Intended Actions	Supporting Kahui Rangatahi to evaluate current programmes and set department direction <ul style="list-style-type: none"> <li>Identify effective supports and initiatives that promote prosocial relationships beyond the classroom</li> <li>Develop and strengthen tracking systems to understand the impact of their support services</li> </ul>	Intended Outcomes	Actions taken/progress	<ul style="list-style-type: none"> <li>Student numbers decrease in the Good Space survey</li> <li>Staff are regularly using the tracking system to monitor student wellness</li> <li>Students who have presented with wellbeing challenges have successfully transitioned away from formal support</li> </ul> <p>Good Space 'roll out' Term 3.          The guidance team surveyed Yr 11 &amp; Yr 13 students. (Yr 12 students were surveyed 2023).          Year 11, 2024 14%          Year 13, 2024 27%  <b>Year 11, 2023 54%</b></p> <p>We are seeing a dramatic decrease in the students responding to the survey.</p> <p>Tracking is occurring based on issues students present with. This has been done as a snapshot. To be useful some categories need more information. Begin to use this as baseline data to monitor numbers seeking support and areas of need.</p> <p>Only way to know the impact at the moment regarding transitioning away from formal support is using case information. Currently investigating how this could happen.</p> <p>Hired an additional counsellor and wellbeing administrator          Both these appointments have added to the diversity of the KR team both in age and ethnicity.</p>
Analysis	<b>Impact:</b> <ul style="list-style-type: none"> <li>Follow up of all students reporting as critical happened</li> <li>Baseline data gave us initial trends of issues students are grappling with</li> <li>Goodspace does not have the uptake from students that was expected.</li> </ul> <b>Recommendations:</b> <ul style="list-style-type: none"> <li>Deputy principals across both schools continue to coordinate actions working with Kahui Rangatahi to begin establishing useful tracking systems.</li> <li>Continue to use Good Space as a tool to measure presenting issues, until another tracking tool is found.</li> <li>Collect data early so that there is time to respond.</li> <li>Director of KR to work with DPs to Identify and implement an alternative tracking management system, to monitor student outcomes and provide data to help inform decision making.</li> </ul>			

Strategic Goal Two - WHANAUNGATANGA		Strategic Goal Four - MANAAKITANGA			
Strengthen our partnerships with whānau, iwi and community.		Ensure our environment enhances well being/hauora for all RHS student			
		<b>School Sub-goal 3</b> Continuing to progress and develop rich experiences that grow a sense of belonging for our rangatahi			
<b>Part 3</b> <b>Initiative: As a school we seek opportunities to grow a culture that increases rangatahi sense of belonging and wellbeing.</b>					
<b>Intended Actions</b>	Working with Te Pae Here principals to continue to find meaningful ways to connect with our manawhenua and encourage their involvement in our kura	<b>Intended Outcomes</b>	<ul style="list-style-type: none"> <li>Increased representation of Ngāti Wairere at school events</li> </ul>	<b>Actions taken/progress</b>	The idea was proposed to Te Pae Here lead principal.
	<ul style="list-style-type: none"> <li>Establish and appoint the Kahui Ako Ngāti Wairere Liaison position</li> <li>Form a working relationship with the Kahui Ako Ngāti Wairere liaison</li> </ul>				Other principal members voted to support.
				Te Pae Here principals drafted a role for the liaison position.	Lead Principal - Te Pae Here, discussed and presented to the Ngaati Wairere Marae Committees.
				No further actions have come from this	The political climate and priorities have shifted in this time, and may impact our ability (funding) to see this initiative progress further.
<b>Analysis</b>	<b>Impact:</b> <ul style="list-style-type: none"> <li>Support was unanimous to pursue this initiative. However, any further development will be dependent on Ngaati Wairere and funding options/Government priorities</li> </ul>				
	<b>Recommendations:</b> Review RSHS initiative in 2024 from implement our kahui ako plan with Ngaati Wairere & Te Pae Here to strengthening the role of the Kaiarahi in the learning partnership with whaanau.				

Strategic Goal Two - WHANAUNGATANGA

Strategic Goal Four - MANAAKITANGA

Strengthen our partnerships with whānau, iwi and community.

Ensure our environment enhances well being/hauora for all RHS student



School Sub-goal 3  
Continuing to progress and develop rich experiences that grow a sense of belonging for our rangatahi

Part 3

Initiative: As a school we seek opportunities to grow a culture that increases rangatahi sense of belonging and wellbeing.

Deliberate targeting of pathway opportunities for students

- Targeted support by Pathways team

Intended Outcomes

- All Year 13 students meet with a member of the Pathways team to get career support before they leave school

Actions taken/progress

**Provide engaging and challenging learning opportunities so everyone thrives.**

Progress on deliberate targeting of pathway opportunities for students. This work is led by Natalie Maurice with our Director of Pathways, Leah Crawford.

**University y13 visits**

Otago	UOW	Canterbury	Auckland	Massey	Victoria
80	100	80	100	40	60

UoW Presenter shared that this was the highest turnout in all of the Waikato. All presenters feedback that these were excellent numbers and the highest RSHS have had to date.

**UNISTART Course**

Y13 Students with a history of Excellence and Merits are eligible. 60 attended UNITSTART workshop with UOW  
7 students enrolled in Semester 1 paper  
· Can qualify for a Scholarship to receive fees free.  
· Students can complete a university paper while still at school.

**Y13 Interviews**

70% of Year 13 cohort is completed  
The following industries have been identified as the most popular, chosen by RSHS students who are transitioning to Employment or further Education over the next 2 years. These also reflect some of the NZ & Waikato skill shortages;

1. Medical Field & Health & Social Services
2. Education
3. Engineering & Infrastructure
4. Mechanical
5. Law
6. Accounting
7. IT
8. Design
9. Trades
10. Recreation, Hospitality & Tourism
11. Agriculture & Horticulture or Marine

[Please see additional Pathways updates and next steps](#)

Careers central became a key part of the Whaanau Huarahi Ako curriculum and all students had the opportunity to work through career planning modules that were targeted to their year groups.

Pathways developed a transition plan with Kaihautu to focused on successful transition for students who wanted to leave school during the year. Many students completed necessary assessments alongside CAAs to successfully pathway beyond school.

In semester 2, a new module was created - E2E - education to employment. Kaihautu and DP's worked to proactively identify students who wanted to transition out of school.

Intended Actions

Analysis

Impact

- Students who were part of the E2E course completed necessary qualifications, leaving school with options open. We did find that often gaining numeracy was a barrier even though there were targeted supports. We need to set up systems to track this data.
- 33 monetary scholarships offered to Year 13 students
- 4 x Te Paewai o te Rangī: The University of Waikato Scholarship for Outstanding Academic Achievement offered valued at \$30,000 - highest in the Waikato
- 2 x AUT Welcome to Auckland Scholarship valued at \$30,000

#### Recommendations

- Create a Students Pathways tracking system. Monitors completion of Pathways interview and Career Pathway. Track transition in E2E
- Start scholarship support and application process early in Term 2
- Run E2E on Wed to allow students to complete work experience without impacting on wananga ako attendance
- Run Unistart on a Wed for students to study - liaise with teh UoW for students to work on campus
- Run Intern on Wed and create Portfolio work for students to showcase
- Employ a Gateway - teacher who can teach E2E and also lead gateway
- Continue to develop the Huarahi Ako curriculum
- Organise some targeted PL for key staff members to explore and understand how Career Central can further support students career/pathways planning



## Part 3 - Evaluation of Student Achievement 2024

Achievement Targets				
OVERALL ACHIEVEMENT				
Year 11 results are at or exceed the literacy and numeracy results for our EQI	EQI(%)		School(%)	
Y11 Literacy	81.3		86.5	
Y11 Numeracy	77.9		82.4	
AND 80% have achieved 30+ credits at Level 2	70%			
Overall 80% of students in Year 12 achieve Level 2 NCEA	Target(%)	EQI(%)	National(%)	School(%)
	80	77.9	73	79
Overall 75% of students in Year 13 achieve Level 3 NCEA	Target(%)	EQI(%)	National(%)	School(%)
	75	71.3	68.7	70.3
Endorsements for Year 12 at NCEA for Level 2 meet or exceed:	Target(%)	EQI(%)	National(%)	School(%)
Merit 20%	20	22	24.9	16.9
Excellence 15%	15	12	15.2	12.3
Endorsements for Year 13 at NCEA for Level 3 meet or exceed:	Target(%)	EQI(%)	National(%)	School(%)
Merit 20%	20	23.2	25.9	18.6
Excellence 15%	15	11.8	14.2	16.8
Overall 65% of students in Year 13 achieve UE	Target(%)	EQI(%)	National(%)	School(%)
	65	48.7	49	55.5
MĀORI ACHIEVEMENT				
Māori experience the same levels of success as non-Māori	EQI (%)		School(%)	
Y11 Māori Literacy	81.3		80.5	
Y11 Māori Numeracy	77.9		68.3	
AND 80% of Y11 Māori students have achieved 30+ credits at Level 2	Māori(%)		School(%)	
	40%		70%	
Overall 80% of Māori students in Year 12 achieve Level 2 NCEA	Target	EQI(%)	National(%)	School(%)
	80	71	64.7	60.4

Overall <b>75%</b> of Māori students in Year 13 achieve Level 3 NCEA	Target	EQI(%)	National(%)	School(%)
	75	62.8	58.3	66.7
Endorsements for Year 12 Māori at NCEA for Level 2 meet or exceed:	Target(%)	EQI(%)	National(%)	School(%)
Merit 20%	20	22	24.9	14
Excellence 15%	15	12	15.2	5
Endorsements for Year 13 Māori at NCEA for Level 3 meet or exceed:	Target(%)	EQI(%)	National(%)	School(%)
Merit 20%	20	23.2	25.9	23
Excellence 15%	15	11.8	14.2	9
Overall 65% of Māori students in Year 13 achieve UE	Target(%)	EQI Māori (%)	National Māori (%)	School(%)
	65	33.8	30.9	50

While we aim for all students to achieve NCEA L2 by the end of Year 12, this is not always the case. Students progress at different rates and will have varying learning needs. Therefore, there may be a small number of students who will be working towards an NCEA L2 over 3 years. We would expect the majority of year 13 students to be working towards a L3 certificate with a portion of these students attaining University Entrance if that is their chosen pathway.

<b>Attendance Target</b>	
<b>ENGAGEMENT</b>	
<p><b>That our ākongā attend 85% or more of the time in all three parts of our curriculum:</b></p> <p style="text-align: center;">Whānau Wānanga Ako Puna Wānanga</p> <p>All students at year 13 have met with a career advisor, and those at year 12 who go on to train, trades or employment.</p>	<p><b>Calculation made based on regular attendance + irregular absences (as these were the data sets available) per term</b></p> <p style="text-align: right;">Term 1 - 72% Term 2 - 68% Term 3 - 57%</p> <p>Our absences per term are made up mainly of approximately:</p> <ul style="list-style-type: none"> <li>- 36% medically justified absences,</li> <li>- 17% are explained absences by parents but not justified,</li> <li>- 5% are on holiday</li> </ul> <p><b>Y13 Interviews</b> 70% of Year 13 cohort was completed The following industries have been identified as the most popular, chosen by RSHS students who are transitioning to Employment or further Education over the next 2 years. These also reflect some of the NZ &amp; Waikato skill shortages;</p> <ol style="list-style-type: none"> <li>1. Medical Field, Health and Social Services</li> <li>2. Education</li> <li>3. Engineering &amp; Infrastructure</li> <li>4. Mechanical</li> <li>5. Law</li> <li>6. Accounting</li> <li>7. IT</li> <li>8. Design</li> <li>9. Trades</li> <li>10. Recreation, Hospitality &amp; Tourism</li> <li>11. Agriculture &amp; Horticulture or Marine</li> </ol> <p>Pathways developed a transition plan with Kaihautu to focus on successful transition for students who wanted to leave school during the year. Many students completed necessary assessments alongside CAAs to successfully pathway beyond school.</p> <p>In semester 2, a new module was created - E2E - education to employment. Kaihautu and DP's worked proactively to identify students who wanted to transition out of school and supported them to complete the qualifications needed to do this.</p>

## Understanding the data

The achievement data used in this report is the data that is reported by NZQA.

These statistics are calculated annually, and include all students attending school for a minimum of 70 calendar days of the 190 days a school is open for instruction. Calendar days are not school days or days a student has attended school. In the cases where students have been enrolled for 70 calendar days or more NZQA believes that a student has had sufficient time to engage in an assessment programme. If a student leaves school after this 70 day period, they will still be included in the calculations unless they have enrolled in another school and have attended the new school for 70 days (approximately 1.5 terms - 15 weeks). This affects the number of assessments a student is able to complete. These students are also included in the denominator used by NZQA to calculate our role-based achievement data.

These role-based statistics are presented as a percentage of the number of students who attain NCEA qualification out of the total number of students enrolled at the school. For example, all students on a school roll in year 11 form the denominator for statistical calculations for that cohort. A limitation of this statistic is that each year some students undertake personalised programmes which are not fully assessed using Achievement or Unit standards. These programmes may focus on developmental needs, or achieving a smaller number of assessments. Regardless that these programmes have reduced offerings to meet individual needs and goals, these students are still included in the enrolment-based cohort. The attainment of these personalised goals is not considered or reported by NZQA.

Please note that some of the statistics we generate as a school for this report to understand our students progress include all students who enrolled for that year (leavers and attending). In these cases the denominator will be slightly larger and the percentage will be reduced.

The number of students who attain NCEA qualifications is defined as the number of students who attain NCEA Levels 1, 2, or 3, in Year 11, Year 12, and Year 13, respectively. That is, the number of students who attain:

- NCEA Level 1 by the end of Year 11
- NCEA Level 2 by the end of Year 12
- NCEA Level 3 by the end of Year 13.

For the University Entrance award it is the number of students in Year 13 awarded University Entrance by the end of Year 13.

A cumulative attainment percentage is used in the graphs and comparisons that follow.

This definition includes students in that year who achieved the qualification concerned in an earlier year. For example, a student who is in Year 11 in 2020 and achieved level 2 in 2020 who is in Year 12 in 2021 would be included as a Year 12 having achieved level 2 in 2021.

Note that a margin of error (or confidence interval) is relative to the number of results analysed, with low numbers producing a wider confidence interval. An individual class can therefore be expected to have a high margin of error associated with its data. A handful of especially strong or weak students in a particular year will make a substantial difference to the results profile of a class or of a small cohort. In a class of 25 students, for example, a single student constitutes 4% of the class, so if three students were to move from not achieving to achieving, the results profile would shift by 12 percentage points.

### Quality Credits

The quality of attainment refers to the number of Merit and Excellence a student achieves. A student can achieve a certificate endorsement or a subject endorsement. The two types of endorsement have different criteria. Certificate endorsement is counted from the top 50 quality credits a student achieves at or about a certificate level. This accumulation of quality credits is not time-bound and can occur over multiple years.

An excellence endorsed certificate requires a student to gain 50 or more excellence credits at or above the NCEA level being recognised over one or more years.

A merit endorsed certificate requires a student to gain 50 or more merit/excellence credits at or above the NCEA level being recognised over one or more years. Certificate endorsement is calculated in January each year when we release external assessment results. For multi-level study only the highest-level certificate awarded can be endorsed unless students achieve more than 1 NCEA certificate in a single year. To gain endorsement of a lower-level certificate, students must achieve additional credits at the level of the lower-level certificate.

The second type of endorsement is a subject endorsement. This type of endorsement is time-bound, and the quality credits must be gained within the academic year. To get a subject endorsement a student must gain 14 merit or excellence credits from the same subject domain. These credits must come from both internal and external assessments, at least 3 of these must be external merit or excellence credits. For example, a student achieved 12 excellence credits through her internal assessments in mathematics during the year. At the end of the year she sat a maths external assessment and achieved an additional 5 credits. Her external achievement was not at merit or excellence so this time the student will not qualify for subject endorsement in mathematics.

Due to the nature of our two year programme subject endorsement is most likely to happen at NCEA Level 2 during year 12 or NCEA Level 3 during year 13 of school. In our data, both Year 11 and 12 students are 'counted' if they attain a certificate endorsement at Level 2 and fulfil the requirements of Level 2 certification. This is unusual in the sense that the majority of secondary schools would only be reporting data for Year 12 students completing a certificate at Level 2 in Year 12.

### The Changing Space of NCEA

Over the past 4 years there have been a number of changes that have impacted schools and schooling. From 2019, schools have operated various models during the global pandemic to ensure students can continue to access their learning. This has also meant that the qualification authorities in New Zealand have shifted the requirements for students to attain their qualifications. For example, introducing recognition credits to inflate the total number of credits a student gained in a year so they met NCEA totals to gain certificates. In 2022, NZQA also reduced the number of credits required in a subject to gain UE (from 14 to 12 credits). Another change NZQA has introduced in 2023 to address workload issues for teachers has been that teachers can no longer give students additional opportunities to correct small errors or omissions to resubmit their work for consideration to gain a higher grade. Resubmissions now only occur if a student has not achieved a standard and is given an opportunity to resubmit to gain achieved.

Alongside these changes NZQA is undergoing a full review, re-write and rationalisation of the standards being offered for qualifications. In 2023, common assessment activities were introduced as a staged replacement of the current literacy and numeracy standards. It has been signalled that these co-requisites will be the only way students can demonstrate they have the literacy and numeracy skills needed as a co-requisite for their NCEA certificates. NZQA have reduced the number of standards available in subjects, as well as holding off specialisation of subjects until Year 12 and 13 to encourage students to gain a broader and deeper understanding of the big ideas in learning areas.

In 2023 the Government introduced an equity index (EQI) system, to replace the decile system used to provide additional funding for schools related to a better understanding of the socio-economic factors that can impact student achievement. This is a more fine-tuned method of distributing funding, but also impacts the achievement targets and goals we have traditionally compared ourselves to. Rototuna Senior High School initially shifted from the decile 10 rating to an EQI 457, from which we set our 2024 targets. EQI 457 suggests there are moderate barriers to student learning (on average).

**Statistics highlighted in blue indicate performance above the equity index (EQI), those highlighted in green indicate areas of improvement that are moving towards our targets, red = no improvement/concern to work on (where applicable).**

## Tracking attainment of NCEA over time

Rototuna Senior High School has now had six year 13 cohorts graduate from the school since its establishment in 2016.

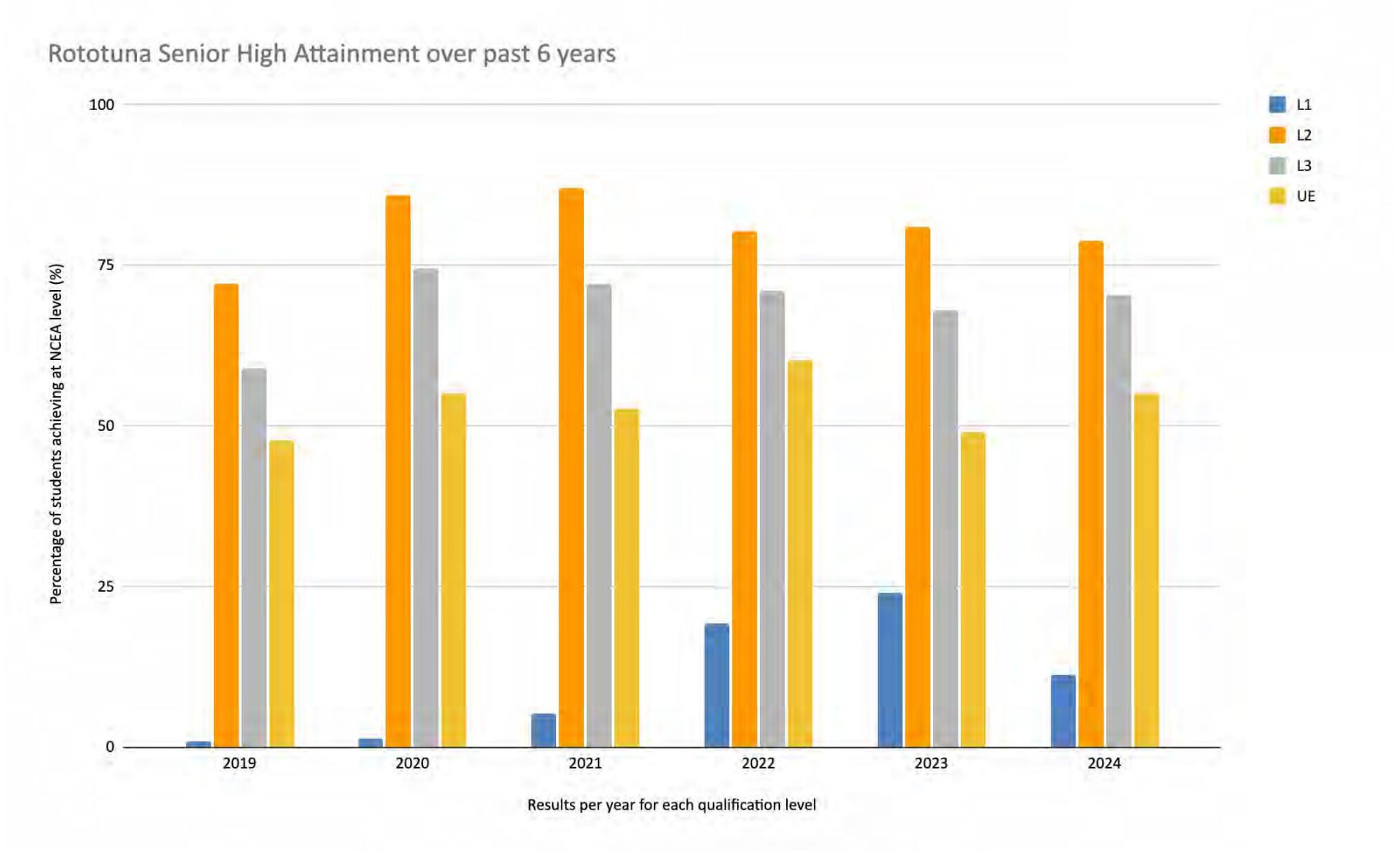
In 2024 Level 2 remained relatively steady around 80% (79%). Our Level 3 results are up slightly at 70% and there has been a good gain in our UE results up 6% from last year.

Continuing to refine our mechanisms tracking and intervening to support students will be ongoing initiatives in our annual plan:

- using Te Kupenga for tracking in Whaanau and Iwi, which happened in 2022, but did not occur in the same way in 2023 and 2024. We continue to work on the reliability of the database we are using to extract up-to-date and accurate information. When some of these problems have been solved this will be reintroduced to Kaiarahi.

At this stage achievement results of comparison schools are unavailable to compare our rates of achievement.

Figure 1



## Year 11 Progress

### Literacy and Numeracy

Following sector engagement on the NCEA Change Programme in 2018 and 2019, it was found that New Zealanders lacked confidence that NCEA’s requirements for literacy and numeracy were robust and valid. Students need to show that they have NCEA foundational reading, writing and numeracy skills to gain an NCEA qualification. These skills will support students to succeed in further study, employment, and life.

In 2023 we continued to bring our new year 11 students into foundation modules focused on developing the skills they needed for Level 2 as well as gaining Level 1 numeracy and literacy Co-requisite. In 2024, the literacy and numeracy requirements of the NCEA have been formally separated out from the certificate at Levels 1-3 and the 20-credit co-requisite becomes mandatory. To complete an NCEA certificate, students now need 60 credits in addition to the 20 credits that are counted towards their co-requisites. The transition period to only CAA assessments to gain literacy and numeracy using literacy tagged standards has been extended until the end of 2027. From 2028, dedicated standards for te reo matatini, pāngarau, literacy, and numeracy will be the only method to achieve the NCEA co-requisite.

All students, particularly those who may transition into a career pathway or to a new school before completing Year 11, benefit by having Level 1 Literacy and Numeracy. These are the two foundation skills (co-requisites) that a student must gain to be awarded an NCEA certificate at Level 1, 2 or 3 at either school or in the tertiary sector.

**NCEA Literacy covers foundational literacy.** This is approximately Level 4/5 of the New Zealand Curriculum, whereby a student has full control over level 4 and is ready to work at Level 5 by demonstrating the necessary reading, writing and comprehension skills. Year 11 requires students to be able to meet the demands of the New Zealand Curriculum at Level 6 and requires confident use of specialist language beyond these foundational literacy skills.

**NCEA Numeracy** requires ākonga to master the mathematics and statistics content ideas at Level 4 of the New Zealand Curriculum AND interweave these content ideas with mathematical and statistical process ideas.

In 2024 at year 11 the number of **students achieving literacy was 86.5%** (Table 1). This is 5% higher compared to schools with similar EQI.  
 In 2024 at year 11 the number of **students achieving numeracy was 82.4%** (Table 3) an 8% increase from 2023 and 4% higher than other schools with similar EQI.  
**The EQI averages for literacy and numeracy have dropped this year, whereas in numeracy our results have increased and literacy has remained similar to previous years.**

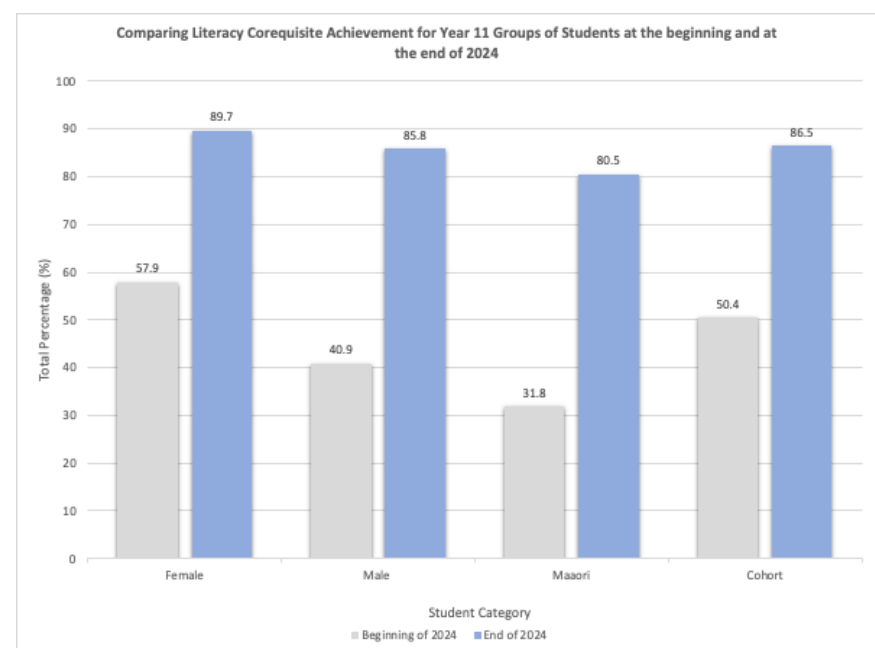
In 2023 we piloted our modules using revised NCEA level 1 standards integrated with a numeracy and literacy focus and content driven by the new common assessment activities (CAA). This was the first opportunity schools had to integrate the revised standards and have choice in the standards on offer. Our school became a pilot school so we could develop our capabilities and understand the impact the new standards would have on our integrated courses. It was also an opportunity to use the revised curriculum document --Te Maataiaho, for our planning. Modules were linked to different contexts so students could choose topics that interested them. We treated these modules as foundation courses to help students grow their understanding of the expectations for NCEA Level 2. The students could choose 2 modules each semester, taking a total of 4 modules.

As the year progressed **we collected staff voice and feedback.** Staff indicated that there was a heavy planning load in modules, and that there needed to be more time to know the students and deliver an integrated package from the revised standards. Additionally, some teachers (typically practical subjects) wanted more time to go deeper with students into their learning.

**This led to revising the number of modules on offer in 2024, to give more time and reduce planning workload. We continue to offer literacy and numeracy rich modules to support the students who still need to pass the CAAs at the Senior High. We will continue to track any students who do not achieve the CAAs in the first half of the year and offer additional support in the second half of the year.**

Table 1

Year 11	NCEA Literacy (Corequisites, R and W)							
	Beginning of 2024		End of 2024		2023 (n=333)	2022	2021	2020
	Yes (%)	No (%)	Yes (%)	No (%)				
<b>Female (n= 185)</b>	57.9	42.1	89.7	9.5	91.8	85.2	89.4	81.4
<b>Male (n= 162)</b>	40.9	59.1	85.8	14.2	85.9	79	89.7	80.3
<b>Maaori (n= 41)</b>	31.8	68.2	80.5	19.5				
<b>Cohort (n= 347)</b>	50.4	49.6	86.5	13.5	89.2	82	89.5	81
<b>EQI (%)</b>			81.3		87.5			



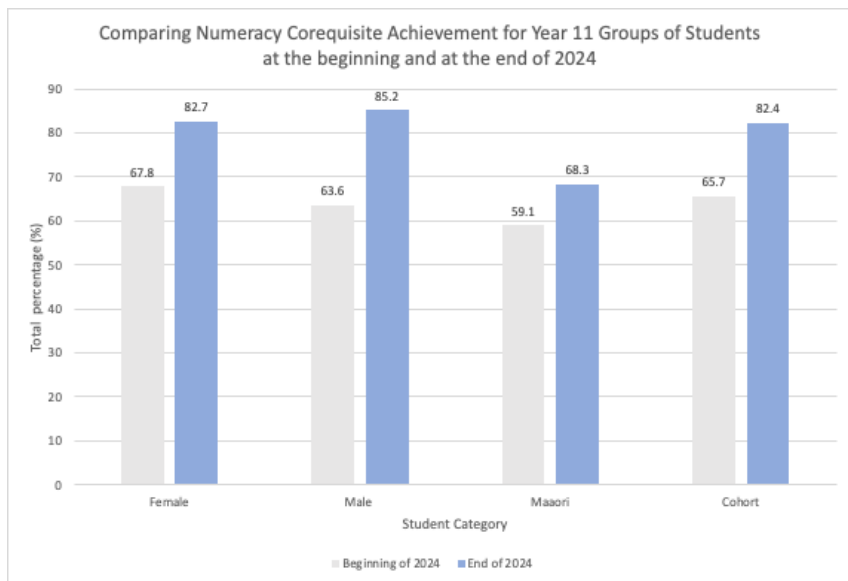
This graph shows the gains in literacy for Year 11 students from the beginning to the end of the year.

Table 2

Year 12 and 13	NCEA Literacy Corequisites				Year 13	2023	2022	2021	2020
	Beginning of 2024		End of 2024						
	Yes (%)	No (%)	Yes (%)	No (%)					
Year 12 (n=289)	89.2	10.8	94.3	7.5					
Y12 Maaori (n=42)	88.7	11.3	90.5	9.5					
Year 13 (n=214)	96.6	3.4	96.7 (EQI = 95.9)	3.3	96.8	98.1	98.5	96.3	
Y13 Maaori (n=22)	85.7	14.3	95.5	4.5	EQI(%)	97.6			

Table 3

Year 11	NCEA Numeracy corequisites				2023 (n=333)	2022	2021	2020
	Beginning of 2024		End of 2024 (before exams)					
	Yes (%)	No (%)	Yes (%)	No (%)				
Female (n= 185)	67.8	32.2	82.7	17.3	73.4	80.5	81.2	23.6
Male (n= 162)	63.6	36.4	85.2	14.8	75.2	77.7	83.1	16.2
Maaori (n= 41)	59.1	40.9	68.3	31.7				
Cohort (n= 347)	65.7	34.3	82.4	17.6	74.2	79.1	82	30.4
EQI (%)			77.9		85.1			



This graph shows the gains in numeracy for Year 11 students from the beginning to the end of the year.

Table 4

Year 12 and 13	NCEA Numeracy Corequisites				Year 13	2023	2022	2021	2020
	Beginning of 2024		End of 2024						
	Yes (%)	No (%)	Yes (%)	No (%)					
Year 12 (n=289)	74.2	25.8	92.1	7.9					
Y12 Maaori (n=42)	52.8	47.2	73.8	26.2					
Year 13 (n=214)	92.5	7.5	98.7 (EQI = 95.9)	1.3	97.3	96.1	97.5	98.1	
Y13 Maaori (n=22)	85.7	14.3	100	0	EQI(%)	97.6			

As students progress through the school, more students complete the requirements of literacy and numeracy. These numbers exceed our equity index, for Year 13, and by the end of their time with us **96.7% of our students leave with literacy** (Table 2) and **98.7% of our students leave with numeracy** (Table 4).

## Progress towards attaining level 2 NCEA credits @ Year 11

In 2021 we set a new target for students in Year 11 aiming to achieve 30c @ Level 2 at the end of their first year.

The information in table 5 shows the percentage of year 11 students who have already achieved 30 or more level 2 credits.

Note that this is different to previous years (2018-2020) where the percentage that was reported reflected students who had achieved 20+ credits **towards** level 2 that included up to 20 level 1 credits.

Table 5	30+ CREDITS @ L2								
	2024 30c+ @L2			30 credits + towards L2	(20+ Credits towards L2)				
	TOTAL	%	NUMBER	2023	2022	2021	2020	2019	2018
				%	%	%	%	%	%
Cohort	332	70	230	58.5	65.9	47	90.3	90.2	87.9

One important impact and focus for 2023 will be the access to credits - slowing this down to manage the qualification over 18 months to ensure quality.

In 2023, 26 Year 11 students completed their Level 2 NCEA certificate.

Of these 26 students only one obtained an Excellence endorsement and two obtained Merit endorsement.

In 2024, **31% of Year 11 learners are recorded having achieved Level 1 with Merit endorsement and 7.3% with Excellence.** Over the first 18 months - 2 years at RSHS our students are working towards NCEA Level 2. This suggests that many of these students are already on their way to quality attainment for Level 2 NCEA as many of these assessments will be at Level 2 (not Level 1).

Quality attainment gives students an edge over quantity of credits when applying for further education opportunities and employment.

It does not serve our students to race them through their qualifications if we are not also supporting them to develop the types of dispositions and skills they will need for successful and fulfilling lives. Rushing through also leads to significant gaps in learning that is foundational for success at Level 3. The intention of two 18 month progressions and how this occurs so that our students develop the skills they need will be a consideration in our annual plan.

## Year 12 Progress

**Target 80% of students in Year 12 achieve Level 2 NCEA**  
**EQI 77.9%**

**RSHS Actual (2024) Y12 = 79%**

The results for students progressing towards and attaining level 2 continue to be a point of pride for the senior school. The approach of working towards this qualification over two years has served all students well (Figure 2) with the school being slightly under our target of 80 % gaining Level 2.

Figure 2 - Overall NCEA level 2 for Rototuna (2020-2024) compared to national and EQI Group performance.

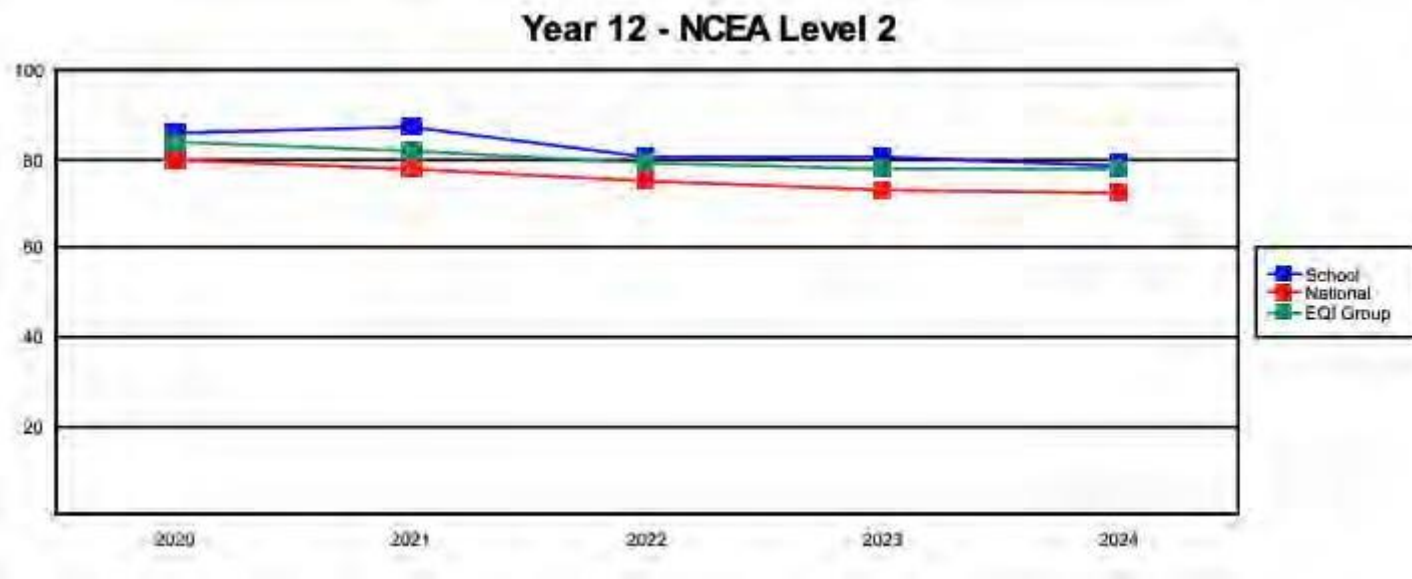


Table 6  
**Year 12**

NCEA L2 Certificate										
	No COVID recognition credits				Incl. Learning Recognition Credits (COVID)					
	2024			EQI	2023	2022	2021	2020	2019	2018
	Before exams	%	n	%				%	%	%
Female	78	79.8			80.8	80.7	87.2	88.2	87.2	
Male	74.3	77.6			75.2	79.7	85.8			
Cohort	76.4	79		77.9	80.7	80.3	86.6	84.5	72.2	78.2

**Achievement trends for year 12 males and females achieving NCEA level two at Rototuna Senior High School for the past 5 years:**

To summarise, the data displayed in figures 3 - 4 show males are exceeding the EQI and national averages, whereas our females results have dipped, meeting the EQI for achieving NCEA Level 2.

Ethnicity is reported using the Total Response method meaning that students are counted in all the ethnicity groups that they have identified with rather than being prioritised into a single ethnicity. These reports provide cumulative year attainment figures. Typically, when results are grouped by ethnicity (figures 5 - 8) the trend shows that European students have increased success gaining Level 2. Nationally Asian students attainment is dropping, yet we remain above the national averages and EQI in 2024 for Level 2.

Disappointingly, our Maori and Pacific students' success has dropped below national averages for Level 2.

Given the small population sizes for our Maori and Pacific students, small fluctuations in achievement can generate big percentage shifts on the graphs year on year. Equity and excellence for all students will be our continued focus moving into 2025.

Figure 3

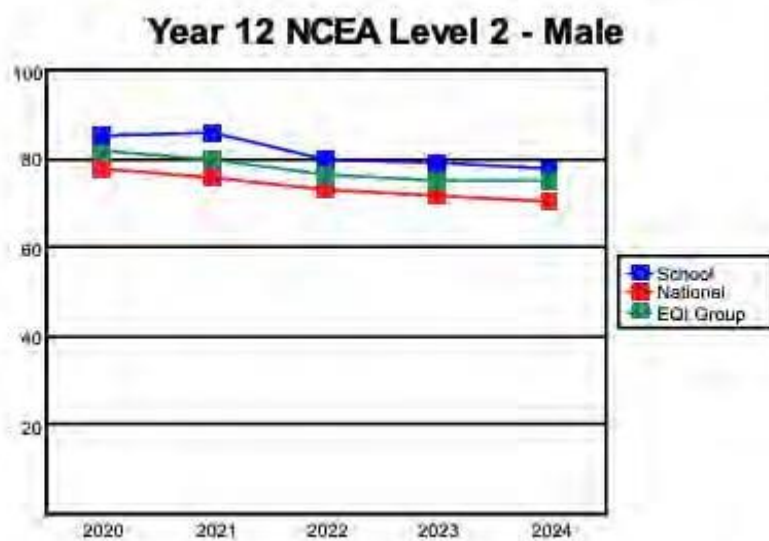
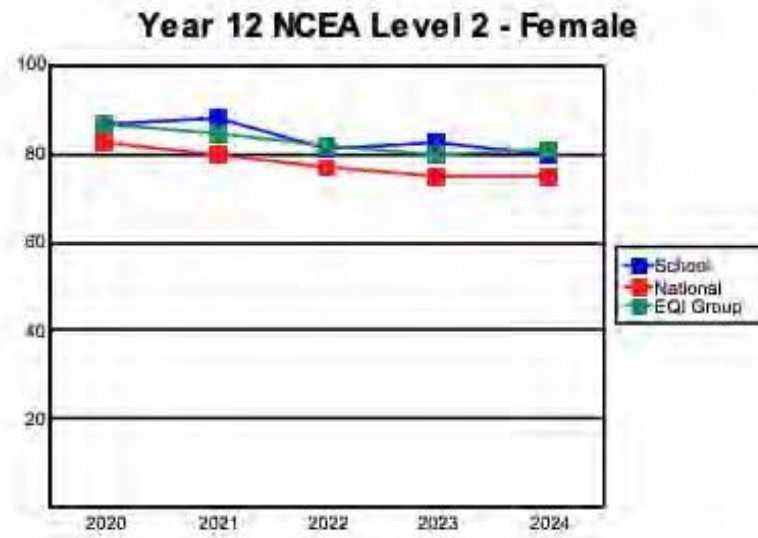


Figure 4



**Achievement trends by ethnicity for year 12 achieving NCEA level two at Rototuna Senior High School for the past 5 years:**

Figure 5

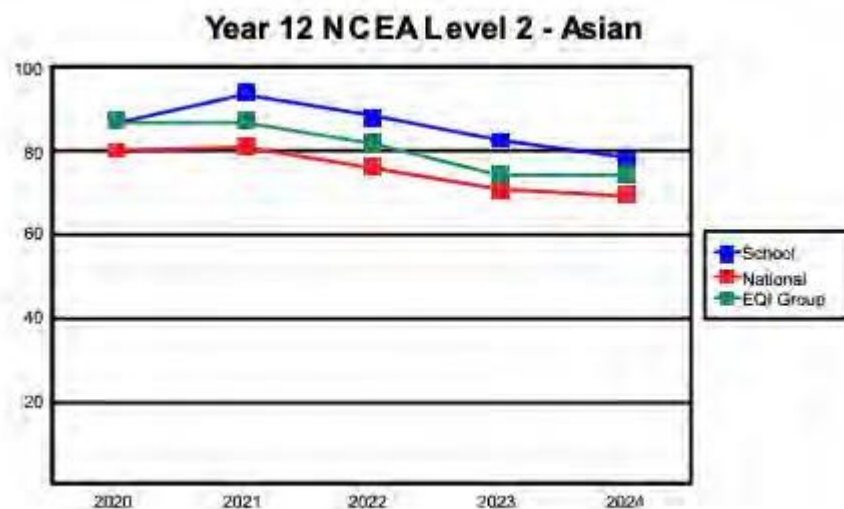


Figure 6

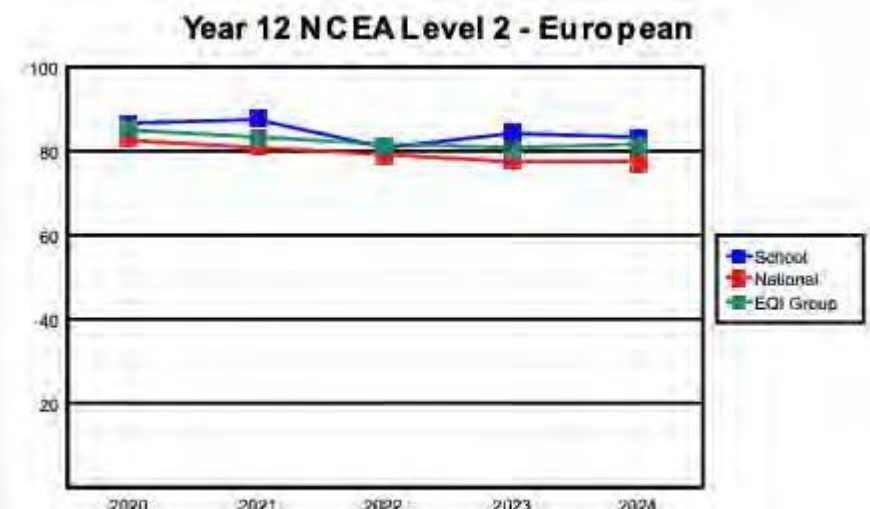


Figure 7

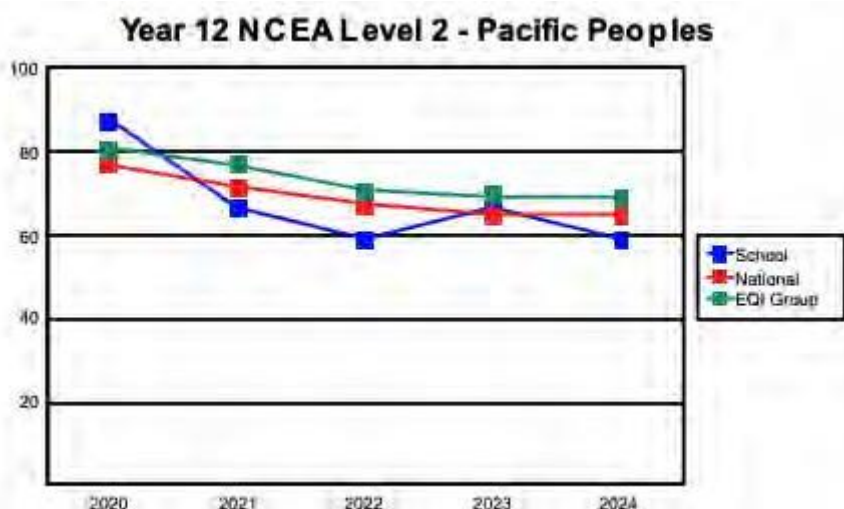
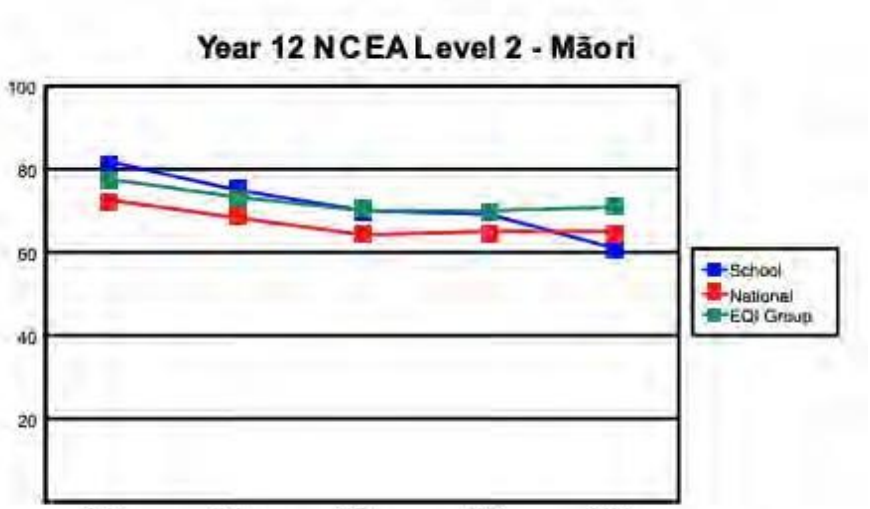


Figure 8



## Quality Credits at Level 2

**TARGET Endorsements @ Level 2 meet or exceed Merit 20% (EQI = 22%)**  
**Excellence 15% (EQI = 12%)**

**Actual (2024) Merit 16.9%**  
**Excellence 12.3%**

The attainment of quality credits for Level 2 NCEA have improved from 2023, meeting our EQI average for Excellence, and moving closer to the EQI for Merit. Although there are improvements these continue to be lower than our targets and lower than we want to see (see figure 9 and 10). One change NZQA introduced in 2023 was that students no longer had the opportunity to polish and resubmit their work for a higher grade. Students can now only resubmit their work if they have not achieved and are aiming to achieve.

Much of the work we did in 2023 focused on setting up systems to raise awareness and the professional learning supporting the quality teaching aligned to our model occurred at the end of the year. We may have been successful in raising awareness of the importance of planning for deep learning experiences. In 2024 we began lesson studies to encourage and support professional growth to build the capabilities needed to deepen teaching and learning.

In 2023, 5 Year 12 students completed their Level 3 NCEA certificate. Only two of these students completed these with Merit endorsement, no student completed this with Excellence.

As already stated, we do not want to rush our students through because quality attainment gives students an edge over quantity of credits when applying for further education opportunities and employment. Furthermore, the dispositions and skills gained through deep learning experiences give our students enduring advantages that go beyond assessment measures.

The annual plan will continue to focus on promoting deep learning by developing teacher capabilities. We want to refine our focus by finding ways to monitor shifts in practice and to scale up and share successful practice in 2024. We are also driven to find more culturally sustaining practices using our teaching model, particularly at the intersect of Ako and Whanaungatanga, as this can help teachers establish a safe and inclusive learning environment.

Figure 9

Figure 10

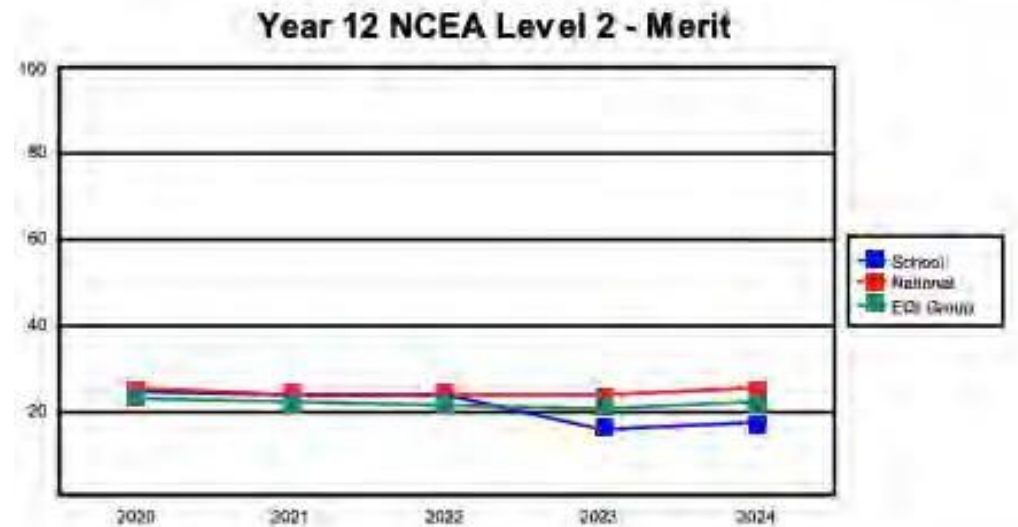
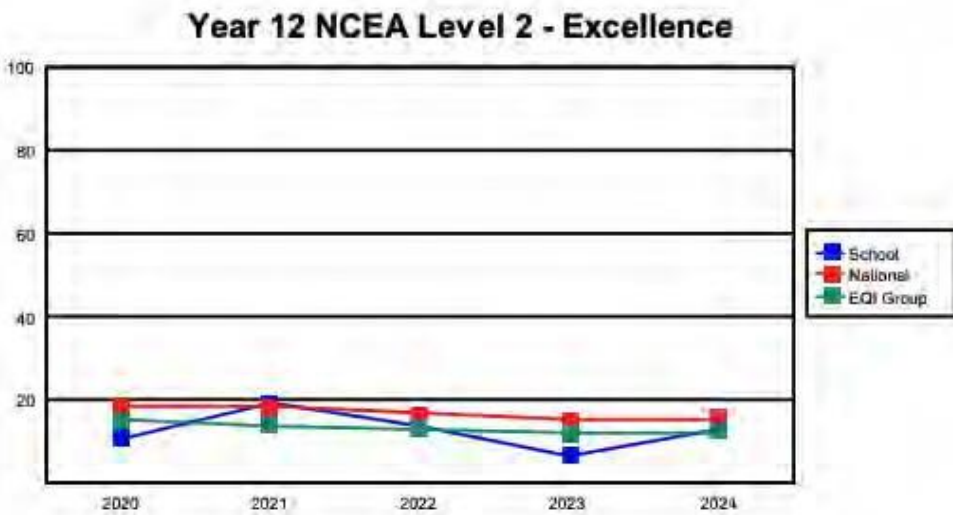


Table 8		Year 12						
Level 2 Endorsed Merit								
		(inc COVID credits)						
2024		EQI	2023	2022	2021	2020		
Before exams (%)	After	n					%	
Female			20.5	28.5				
Male			11.9	18				
Cohort	25	16.9	76	22.1	16.0	23.8	24.1	24.6

Table 9		Year 12						
Level 2 Endorsed Excellence								
		(inc COVID credits)						
2024		EQI	2023	2022	2021	2020		
Before exams (%)	After	n		%	%	%	%	
Female			12	14				
Male			1.6	12				
Cohort	11	12.3	33	12	6.6	13.2	18.5	10.3

Table 8 is interesting, and the data before exams is generated by Te Kupenga. The difference can be explained by the difference in the way TK and NZQA track Year Level data. The data in TK tracks both Year 11 and 12 students who have achieved 50 credits at Merit and above at Level 2 and does not track if these students have also gained enough credits to count to a Level 2 certificate. In comparison NZQA tracks only Y12 students gaining endorsement at Level 2 in conjunction with the credits they need to gain a Level 2 certificate. The results suggest that we have a percentage of students on the way to gaining endorsement at Level 1 who need to complete the total number of credits required to gain a Level 2 certificate as well as their CAAs.

## Year 13 Progress

**Target 75% of students in Year 13 achieve Level 3 NCEA**  
**EQI 71.3%**

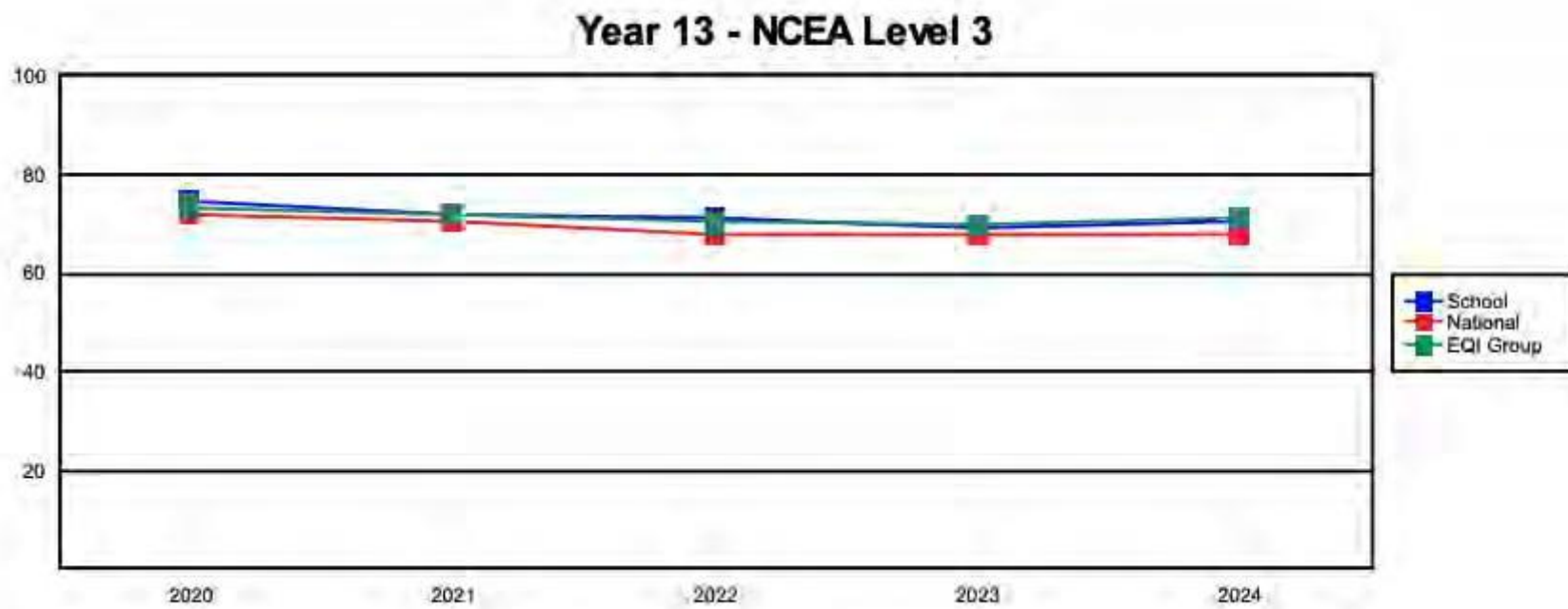
**Actual (2024) Y13 = 70.3%**

The overall results for level 3 improved slightly from 2023 (Table 10). These results are slightly lower than the EQI and national average (see Figure 11). As in previous years NCEA allows a degree of flexibility for students to make decisions about what work to focus on and complete, and what exams to select. Some students made decisions not to complete work or sit exams because they already had Level 3, or decided to focus on certain subjects to gain UE. The problem with these decisions, not to complete work or sit certain externals, is that options can become limited if the exam is not what students expect and they don't pass.

Table 10  
**Year 13**

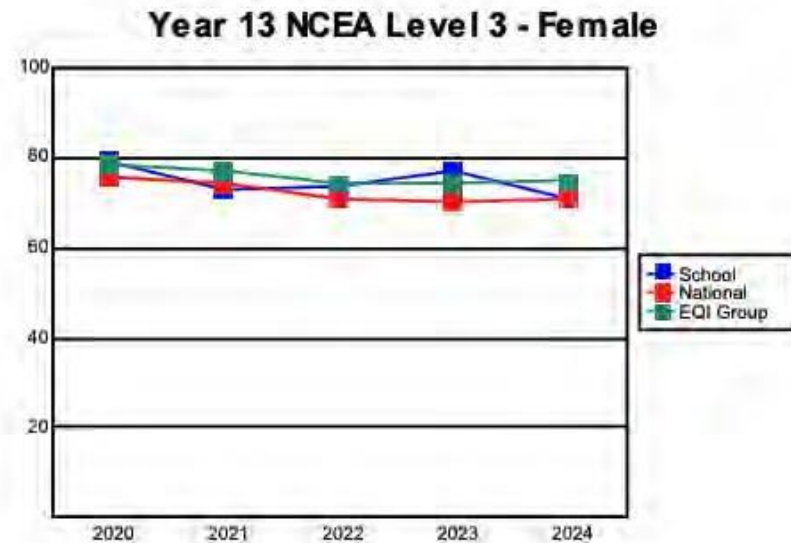
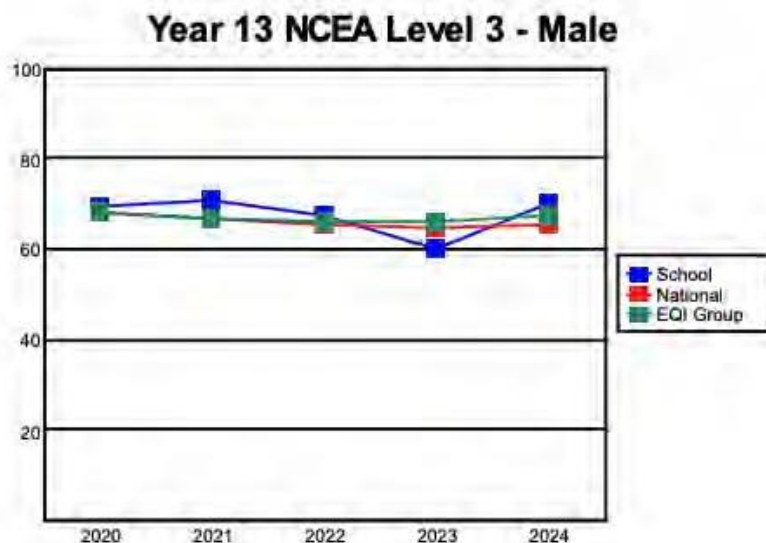
	NCEA L3 Certificate												
	No COVID recognition credits						Incl. Learning Recognition Credits (COVID)						
	2024			EQI	2023	2022		2021		2020		2019	
	Before exams	%	n	%									
Female	67	70.6			76.5	73.6	73.1			73.6	73.1		
Male	52.7	70			57.8	67.5	70.1			67.5	70.1		
<b>Cohort</b>	59.5	70.3		71.3	68	71.1	71.6	74.5	59.3	71.1	71.6	74.5	59.3

Figure 11



### Achievement trends for year 13 males and females achieving NCEA level three at Rototuna Senior High School for the past 3 years:

Nationally, male achievement at level 3 trails female achievement by about 6%. However, we found that in 2024 our male results increased by around 11% (gaining back the 10% drop in 2023) and our female results dipped by about 7%. Our school continued to achieve Level 3 at a similar rate in 2024 to 2023 and these variations may be related to cohort variations year by year.

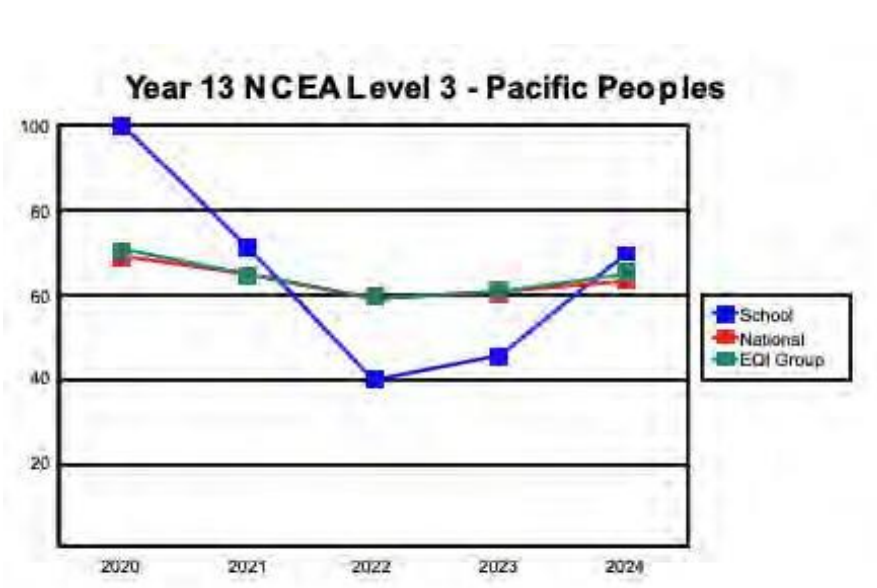
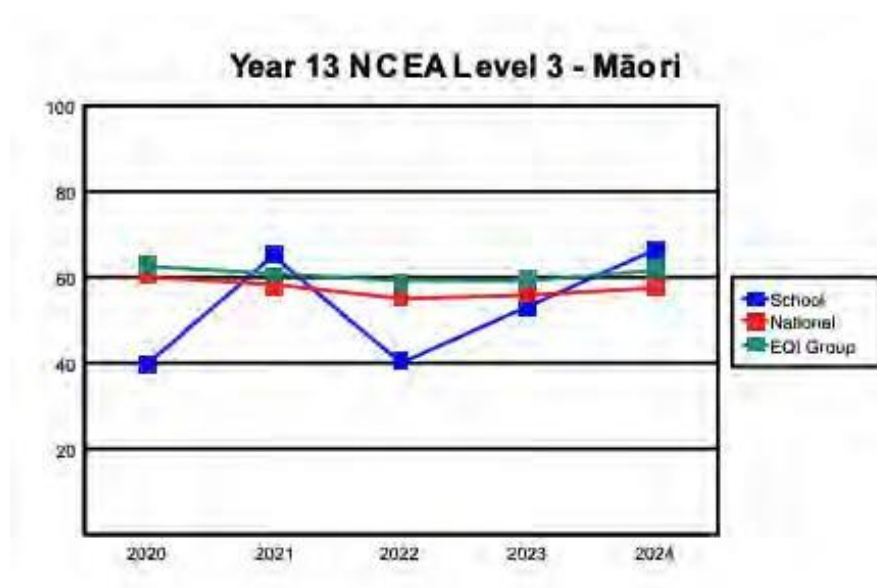
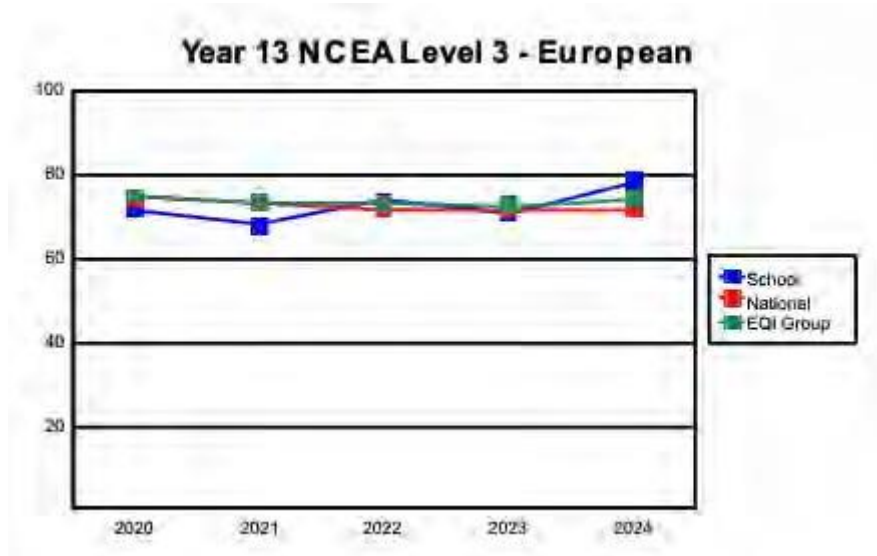
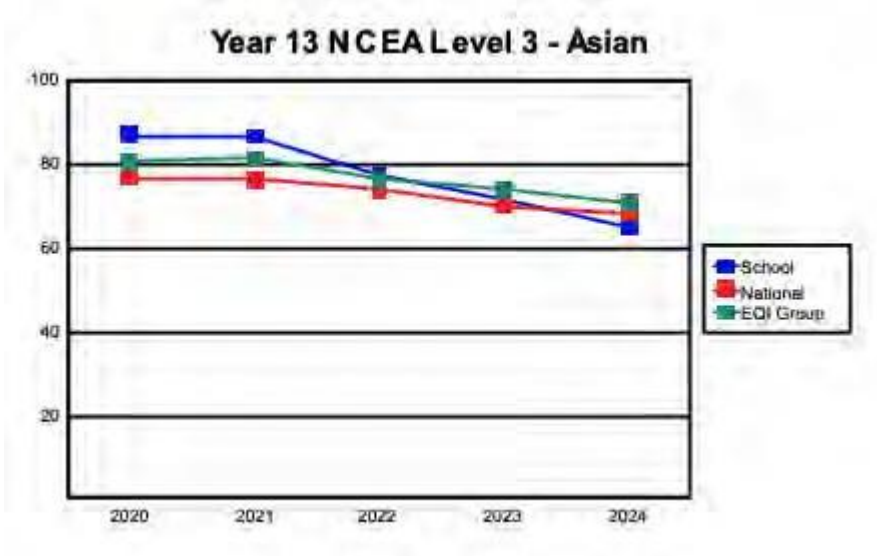


**Achievement trends by ethnicity for year 13 achieving NCEA level three at Rototuna Senior High School for the past 5 years.**

As per our Level 2 results, the trends for Level 3 show our Asian students following the national decline with results under national averages. Our European students have on the other hand have risen above the national and EQI averages for Level 3 achievement.

The ethnicity patterns for 2024 at Level 3 are in stark contrast to Level 2 for our Maaori and Pacific students.

Our Māori and Pasifika students' achievement in Level 3 has continued to improve in 2024 at an accelerated rate in stark contrast to comparative Level 2 results. The large variations we see from year to year for our Māori and Pasifika students can in part be explained by their smaller cohort numbers. Individual shifts lead to large overall percentage changes, and we want to make sure that longer term patterns are showing improvement over the next few years.



## University Entrance

**TARGET Overall 65% of students in Year 13 achieve UE**  
**EQI 47.7%**

**Actual (2024) = 55%**

The proportion of our students gaining UE has improved by 6% and continues to exceed national and EQI averages (Figure 12). The proportion of males achieving UE has improved to above EQI and national averages (Figure 13). Our female results have also improved and continue to be about 10% above the EQI and national averages. Strong Maaori and Pacific gains in UE also occurred: an increase of around 30% for our Maaori students and around 20% for our Pacific students.

Figure 12

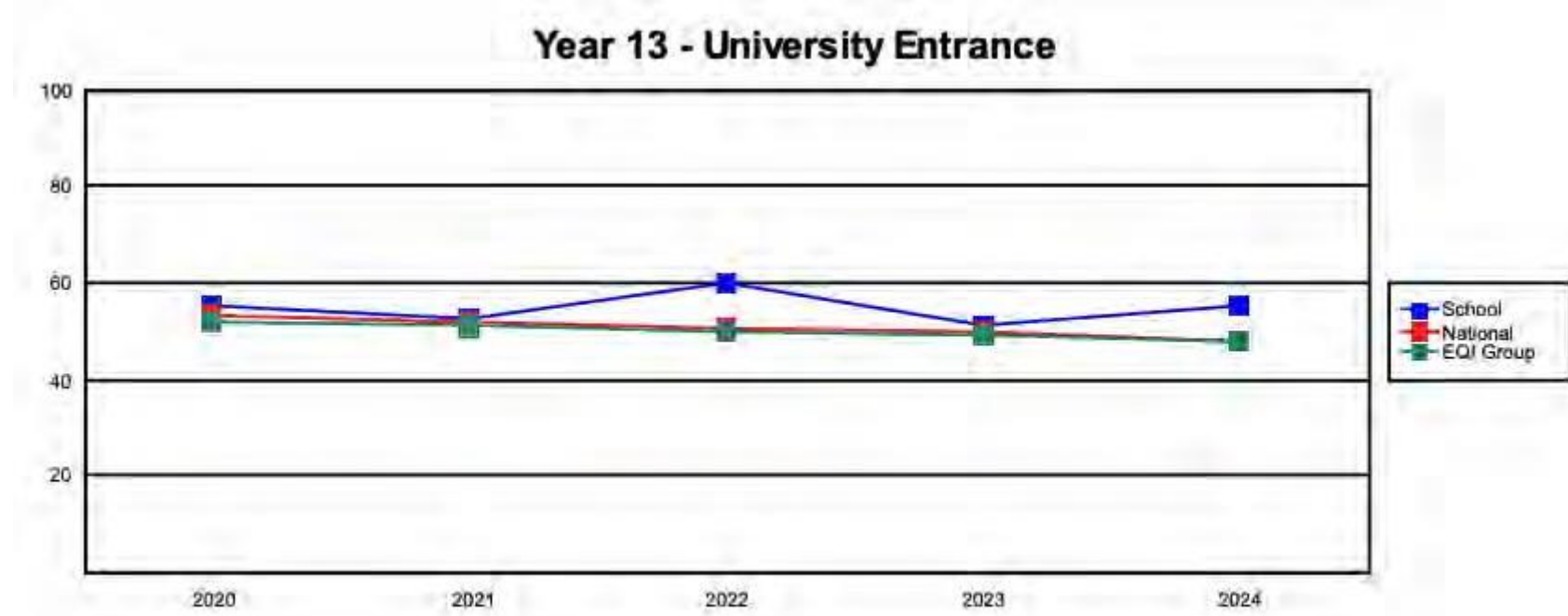


Figure 13

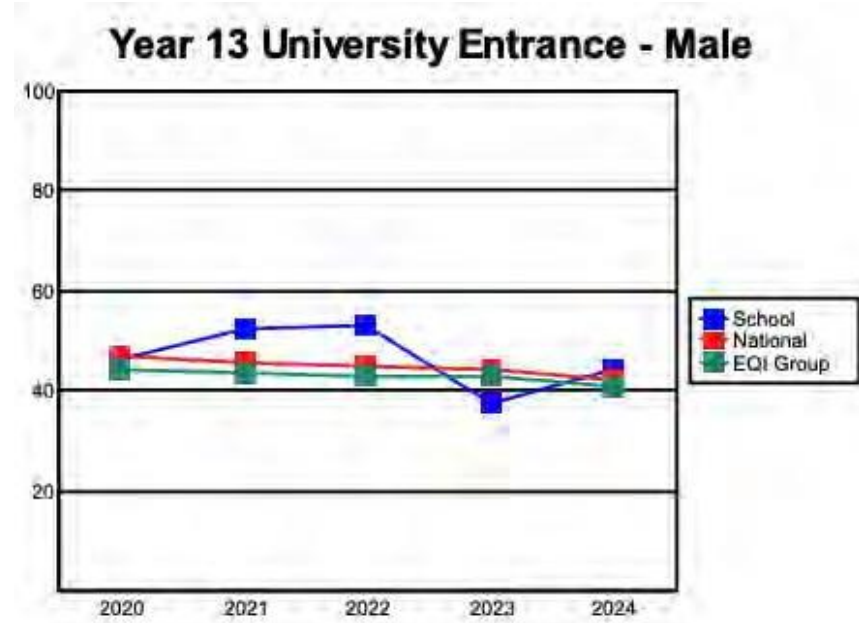
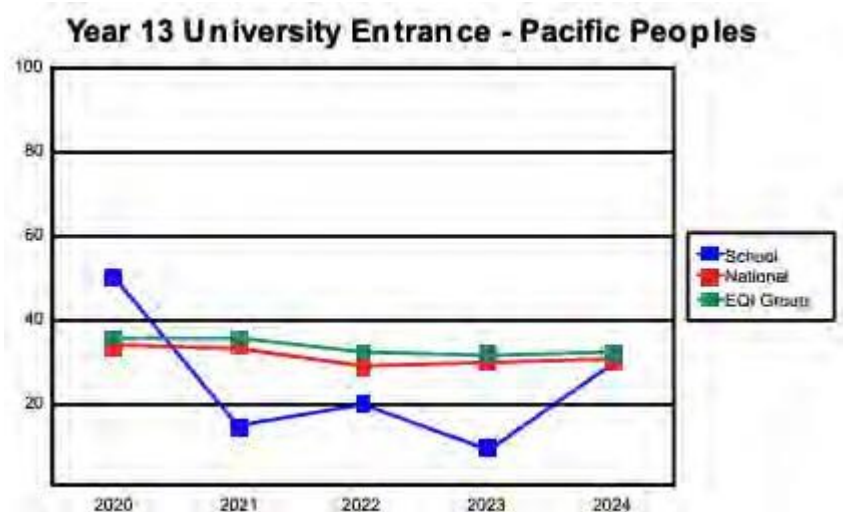
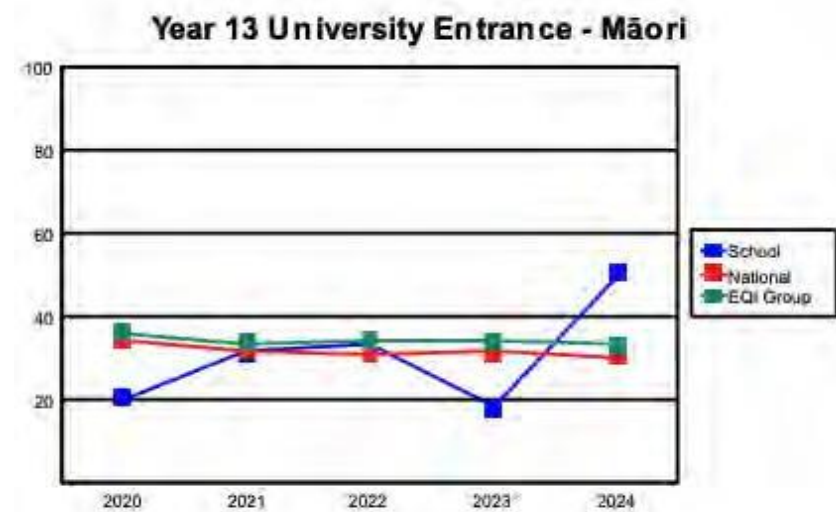
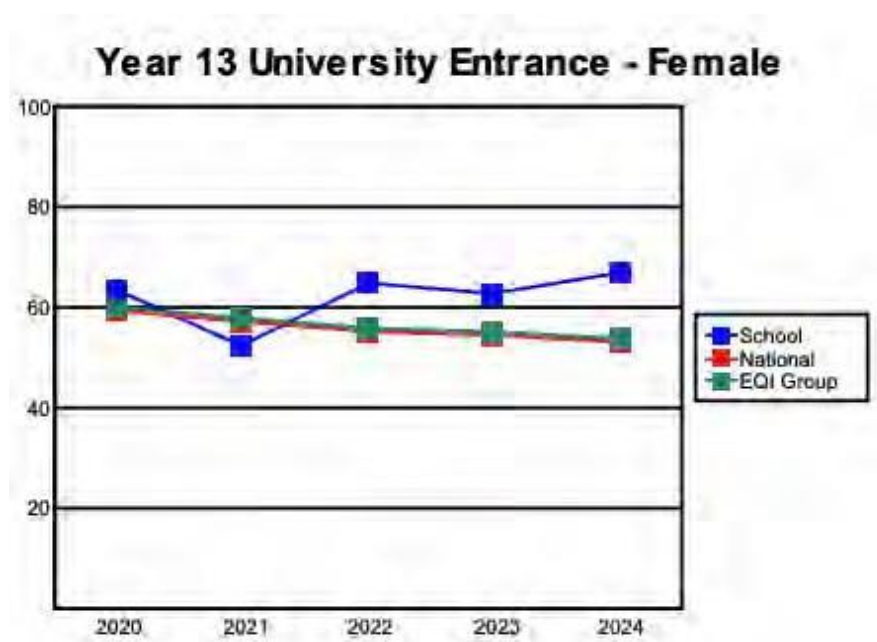
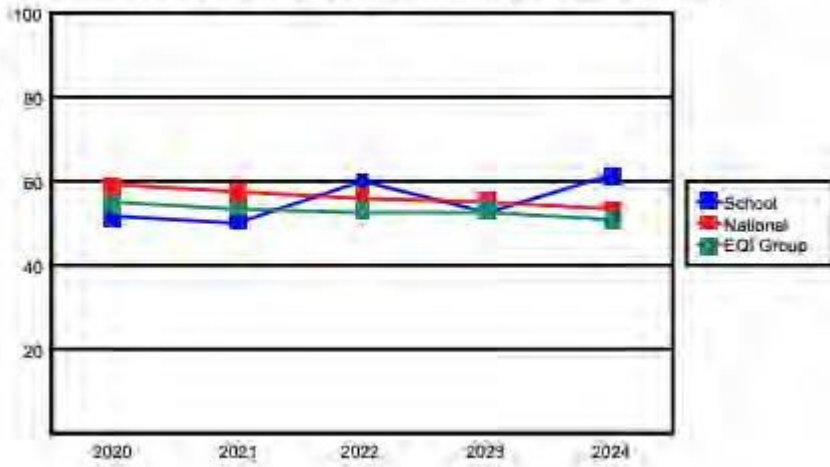


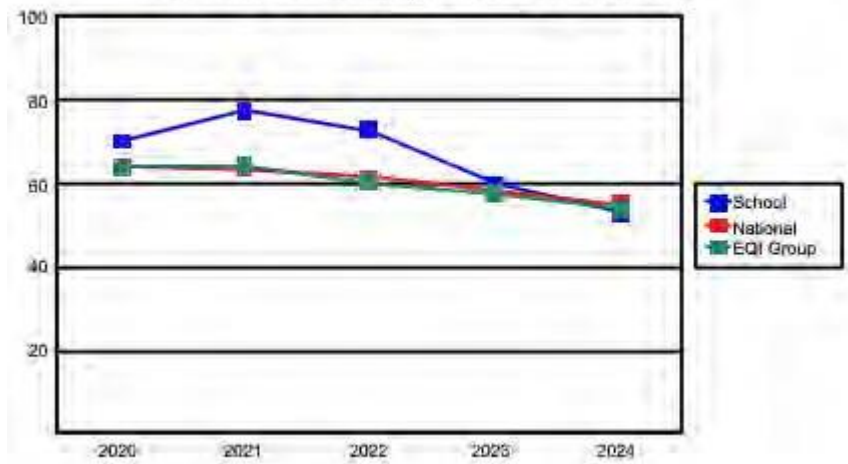
Figure 14



**Year 13 University Entrance - European**



**Year 13 University Entrance - Asian**



To achieve UE, students need to achieve the following: Level 1 Numeracy, 5 credits UE reading (Level 2 or higher), 5 credits UE writing (Level 2 or higher) and 14 credits in 3 subject domains at Level 3.

From the breakdown of data below (Table 12) you can see that the factor impacting our students' opportunity to gain UE is the 14 credits in 3 subject domains.

In 2022, we monitored this progress carefully and our students gaining access to UE improved by 8%. Although this may also be explained by NZQA reducing the total credits required per subject to 12 the checking and ensuring access and interventions as necessary also played a part in these improvements.

A renewed focus in this area, thinking carefully about course design, and monitoring has the potential to improve access.

Table 12  
**Year 13**

	University Entrance						
	UE Overall	UE Lit break down					COVID
		EQI	Overall Lit	UE Lit R	UE Lit w	UE Num	
<b>2024</b>	<b>55%</b>	<b>47.7%</b>	<b>78(167)</b>	<b>93(199)</b>	<b>78(167)</b>	<b>98.6(212)</b>	
<b>2023</b>	<b>49.3%</b>	<b>48.3%</b>	<b>79.6(176)</b>	<b>87.8(194)</b>	<b>83.7(185)</b>	<b>97.3(215)</b>	<b>3x UE subjects @ 14c</b>
<b>2023 Female</b>	<b>62.2% (74)</b>	<b>53.8%</b>	<b>84.9(101)</b>	<b>89.9(107)</b>	<b>89.9(107)</b>	<b>97.5(116)</b>	
<b>2023 Male</b>	<b>34.3% (35)</b>	<b>42.4%</b>	<b>73.5(75)</b>	<b>85.3(87)</b>	<b>76.5(78)</b>	<b>97.1(99)</b>	
<b>2022</b>	<b>60.3%</b>		<b>77.5((158)</b>	<b>87.7(179)</b>	<b>80.4(164)</b>	<b>96.1(196)</b>	<b>3x UE subjects @ 12c</b>
<b>2021</b>	<b>52.2%</b>		<b>72.6(146)</b>	<b>81.6(164)</b>	<b>76.6(154)</b>	<b>97.5(196)</b>	

### Quality Credits Level 3

TARGET Endorsements @ Level 3 meet or exceed Merit 20% (EQI - 23.2%) Actual (2024) Merit 18.6%  
 Excellence 15% (EQI - 11.8%) Excellence 16.8%

In 2024, Year 13 endorsements for Level 3 dipped 3.5% to 18.6% for Merit endorsed and Excellence endorsements increased 3.7% exceeding national and EQI levels (Figure 14 and 15).

Working with students to ensure we are intentionally planning for deep learning experiences continues to be a focus for our kura moving forward.

Figure 14

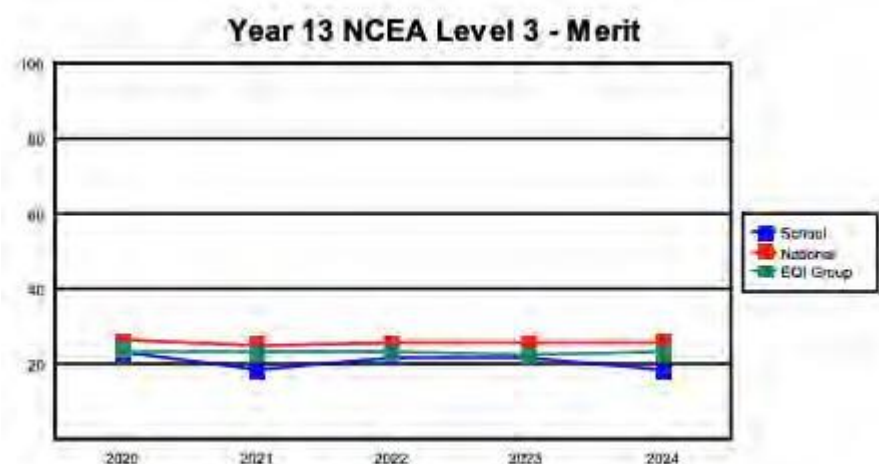


Figure 15

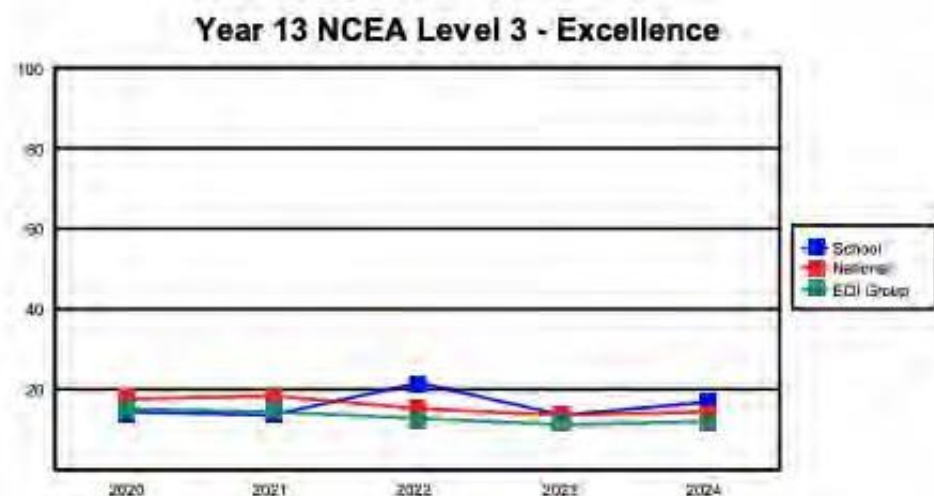


Table 13  
Year 13

Level 3 Endorsed Merit									
				(inc COVID credits)					
2024			EQI	2023	2022	2021	2020	2019	
B4 Exams	%	n	%		%	%	%	%	
Cohort	22	18.6	59	23.2	23	22.1	23.6	24.6	29.4

Table 14  
Year 13

Level 3 Endorsed Excellence									
				(inc COVID credits)					
2024			EQI	2023	2022	2021	2020	2019	
B4 Exams	%	n	%		%	%	%	%	
Cohort	10	16.8	26	11.8	13.3	21.4	13.8	14.2	15.7

Of interest is the difference in tracking using Te Kupenga alongside NZQA results. You can see in Table 13 before the exams 22% of our students had Merit endorsements prior to exams. After exams this dropped by 4%, but the number of students achieving Excellence endorsement increased by 6%. This suggests that the performance of students in external assessments has enabled them to move to a higher quality qualification between Merit and Excellence. It also suggests that there was not the same movement reflected moving from Achieved to Merit endorsement. This may be a work on for 2025.

## Goal 2: We want to engage our Māori students' in learning experiences that deepen their understanding

Our cohort of Māori students is small at each year level, around 30 - 50 students at years 11, 12 and 13. The small numbers can have a large impact on statistical variance that is reported. This variation is greater the smaller the size of the cohort. For example, if three people fail in a cohort of 30 this represents 10% of that population. Whereas if three people fail in a larger cohort, for example the year 11 cohort of 300, this only represents 1% of the population.

We believe that if we create learning experiences that engage and stretch students' understanding in ways that are culturally sustaining that we will serve the diverse needs of our Māori learners more effectively. In 2024, we have started teacher learning communities to support teachers to develop their cultural capabilities. We are now regularly collecting student-voice, including the voice of our Māori learners to understand how they experience lessons. Through the lesson study approach we are now establishing the routines for teacher learning communities that promote professional learning about practice.

This work is critical, because we need to serve our Māori learners more effectively. At Year 11 there are some differences between our Māori learners' levels of achievement that begin to emerge (see Table 1-3). In particular, the new CAA system seems to be contributing to a larger gap specifically in Numeracy (refer to Table 3).

### Overall comparisons

#### YEAR 11 Māori Student Outcomes compared to YEAR 11 Cohort

Table 1

Year 11 30+ CREDITS @ L2					
Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	%	NUMBER
2024	15 (of 39)	39%	230	70	230
2023	53	42.9	24	58.5	207

Note EQI difference of Y12 and 13

Table 2

Year 11 NCEA Literacy					
Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	%	NUMBER
2024	39	82.1	32	88.0	292
2023	53	88.7	47	89.2	297

Table 3

Year 11 NCEA Numeracy					
Māori students			Year 11 Cohort		
	TOTAL	%	NUMBER	%	NUMBER
2024	39	69.2	27	84	279
2023	53	52.8	28	74.2	247

**Summary:** Generally at Year 11 our Māori students' take more time building up the assessments towards Level 2, they have similar literacy success alongside the rest of the cohort, but there seems to be a gap in numeracy we will need to address.

## YEAR 12 Māori Student Outcomes

The 2024 results, Level 2 NCEA dropped below the national and EQI trends (see graph 1). Last year 29 of our 42 Year 12 Māori students achieved Level 2 compared to this year 26 of our 43 Maaori students achieved (in table 4). Of note, a small group of these students have enough credits to gain Level 2, but have not been able to pass the CAA literacy and/or numeracy assessments. We targeted support in different ways, even providing 1 to 1 support with a maths teacher to try to help these young people understand the concepts and find success in the assessment. There are 8 Maaori students who are in this situation and we are continuing to explore ways we can intervene that will accelerate their numeracy. There are also a number of students whose goals are to gain Level 2 in Year 13 so are yet to gain Level 2.

Graph 1

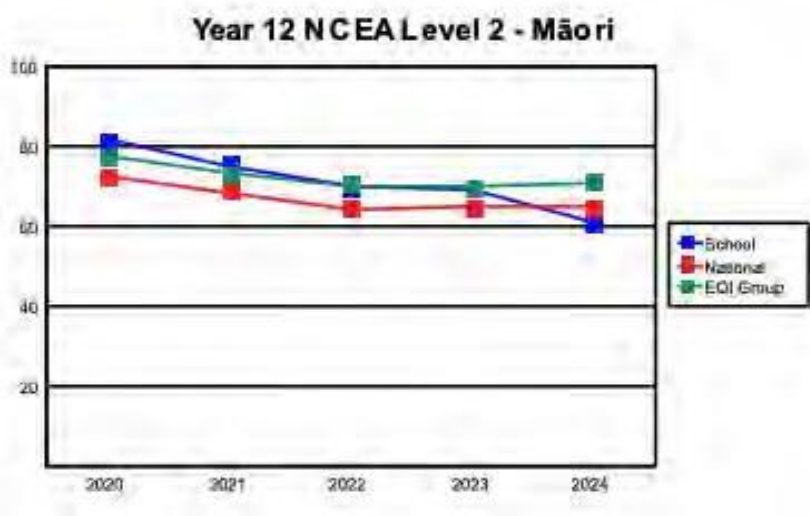


Table 4

**Year 12 Māori NCEA L2 Certificate**

	2024 Maaori students		EQI	Year 12 Cohort	2023 Māori students		2022 Māori students (inc COVID credits)	
	%	n		%	%	NUMBER	%	NUMBER
<b>Cohort</b>	<b>60.4</b>	<b>26(43)</b>	<b>70.7</b>	<b>78.8</b>	<b>69</b>	<b>29</b>	<b>69</b>	<b>32</b>

Table 5

**Year 12 Māori NCEA Literacy CAA**

	2024 Maaori students		EQI	Year 12 Cohort	2023 Māori students		2022 Māori students (inc COVID credits)	
	%	n		%	%	NUMBER	%	NUMBER
<b>Cohort</b>	<b>92.1</b>	<b>40(43)</b>	<b>88.8</b>	<b>96.6</b>	<b>85.7</b>	<b>36</b>		<b>37</b>

Table 6

**Year 12 Māori NCEA Numeracy CAA**

	2024 Maaori students		EQI	Year 12 Cohort	2023 Māori students		2022 Māori students (inc COVID credits)	
	%	n		%	%	NUMBER	%	NUMBER
<b>Cohort</b>	<b>95.5</b>	<b>41(43)</b>	<b>86.8</b>	<b>92.5</b>	<b>85.7</b>	<b>36</b>		<b>32</b>

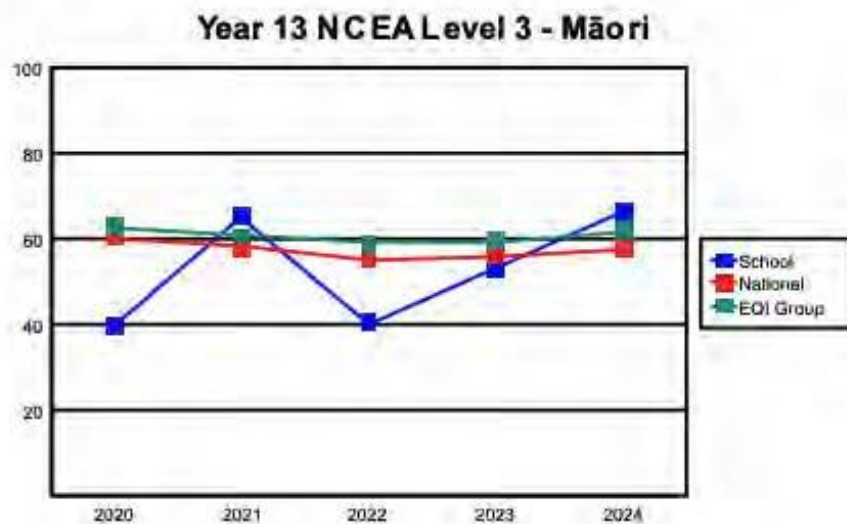
## YEAR 13 Māori Student Outcomes

Overall from 2024 there have been some shifts for our Year 13 Māori students.

The attainment of Level 3 has improved for our Māori students exceeding the national average and the EQI this year (Graph 2).

The UE results for our Māori students has risen significantly, and this can be explained by our students gaining the necessary UE Literacy and Numeracy in conjunction with achieving 14 credits in three approved UE domains. Better tracking of individual students and timely interventions may help us grow this success. This will continue to be developed in our annual implementation plan.

Graph 2



Graph 3

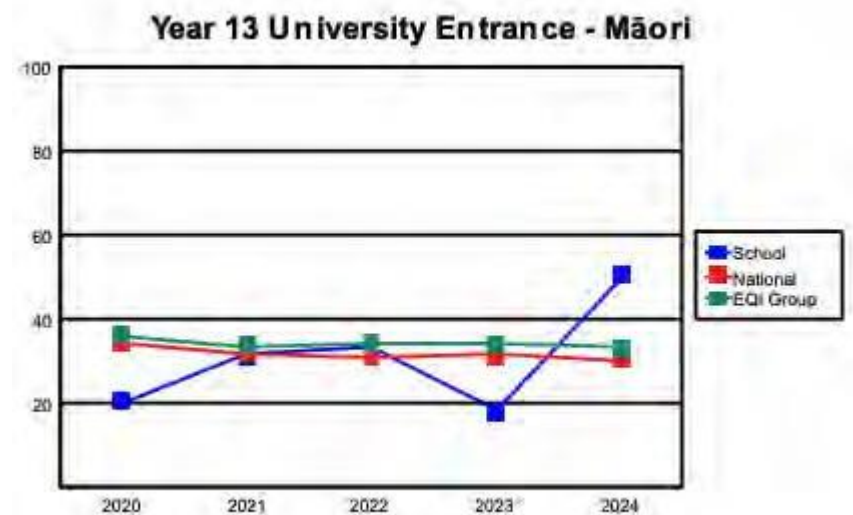


Table 7

### NCEA L3 Certificate: Māori

	2024 Māori students		Māori	Year 13 Cohort		2023 Māori students		2022 Māori students (inc COVID credits)	
	%	NUMBER	EQI %	%	NUMBER	%	NUMBER	%	NUMBER
Cohort	66.7	15(22)	62.3	70.1		53.6	15	40.5	11

Table 8a

### Year 13

### University Entrance: Māori

	2024 Māori students		EQI	UE Overall Cohort		2023 Māori students		2022 Māori students	
	%	NUMBER	%	%	EQI	%	NUMBER	%	NUMBER
Cohort	50	11(22)	32.8	55	47.7	17.9	5	33	9

Table 9

### Year 13

### University Entrance literacy and numeracy: Māori

	UE Overall	UE Lit break down				COVID
		Overall Lit	UE Lit R	UE Lit w	UE Num	
Cohort 2024	55%	78(167)	93(199)	78(167)	98.6(212)	
Cohort 2023	49.3%	79.6(176)	87.8(194)	83.7(185)	97.3(215)	3x UE subjects @ 14c
Māori 2024	50%(EQI=32.8)	70(15)	86(19)	70(15)	100(22)	
Māori 2023	17.9%(5)	67.9(19)	82.1((23)	75(21)	96.4(27)	

Our year 13 Māori rangatahi have increased access to UE, but we have some gains to make so they experience the same level of access as other groups. Interestingly, this year the overall UE literacy is tracking the same as the writing successes. This suggests that gaining UE literacy is contingent on gaining writing. As UE overall is lower than 78% we also know refining the way we track students getting their 3x14 credits is something we need to work out how to do for individuals and groups. This will enable us to coordinate interventions at scale if needed.

**Endorsed Certificates, Merit and Excellence for Māori at year 12-13.**

In Year 12 two Māori students gained their L2 with Excellence and 6 gained L2 with Merit. This shows that the quality of success has improved, particularly for Merit endorsements. We know (from investigating trends in our data) that when our rangatahi experience quality success in Year 11 and 12 they are more likely to successfully complete NCEA Level and gain UE.

Table 9  
**Year 12**

Level 2 Endorsed Merit: Māori									
	Māori 2024		EQI (2023)	Y12 Cohort		Māori 2023		Māori 2022 (inc COVID credits)	
	%	n	%	%	n	%	n	%	n
Cohort	14	6(43)	22	16.9	52(308)	3.4	1	15	5

Table 10  
**Year 12**

Level 2 Endorsed Excellence: Māori									
	Māori 2024		EQI (2023)	Y12 Cohort		Māori 2023		Māori 2022 (inc COVID credits)	
	%	n	%	%	n	%	n	%	n
Cohort	5	2(43)	12	12.3	38(308)	3.4	1	4	1

Our Year 13 Māori rangatahi have made some significant gains in quality completion for Level 3 with Merit endorsement (up 10%) see Table 11. This exceeded the level of Merit endorsements for our non Māori rangatahi. The number of Excellence endorsements also increased. As mentioned, we have found that when our Māori rangatahi experience quality success earlier in Year 11, they are more likely to experience more success as they move through Year 12 and 13. This continues to drive the work we do working to shift and build culturally sustaining practices that enable deep learning.

Table 11  
**Year 13**

Level 3 Endorsed Merit: Māori									
	Māori 2024		EQI (2023)	Y13 Cohort		Māori 2023		Māori 2022 (inc COVID credits)	
	%	n	%	%	n	%	n	%	n
Female			21.8			14.3	1	8.3	1
Male			12			12.5	1	0	0
Cohort	23	5(22)	17.7	18.6	40(215)	13.3	2	4	1

Table 12  
**Year 13**

Level 3 Endorsed Excellence: Māori									
	Māori 2024		EQI	Y13 Cohort		Māori 2023		Māori 2022 (inc COVID credits)	
	%	n	%	%	n	%	n	%	n
Cohort	9	2(22)	9.1	16.8	36(215)	7	1	0	0

Based on the relevance of EQI to our school, we will use this data when available to help set our targets for 2025.

## Attendance Target

# ENGAGEMENT

That our ākonga attend 85% or more of the time in all three parts of our curriculum:

Whānau  
Wānanga Ako  
Puna Wānanga

All students at year 13 have met with a career advisor, and those at year 12 who go on to train, trades or employment.

## Measure

Regular attendance: Percentage of ākonga attending school regularly (attending more than 90%, an average of 9 days a fortnight)

Irregular absence: Percentage of ākonga who are irregularly absent (attending more than 80% and up to 90%)

Moderate absences: Percentage of ākonga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)

Chronic absences: Percentage of ākonga who are chronically absent (attending 70% or less, missing three or more days a fortnight)

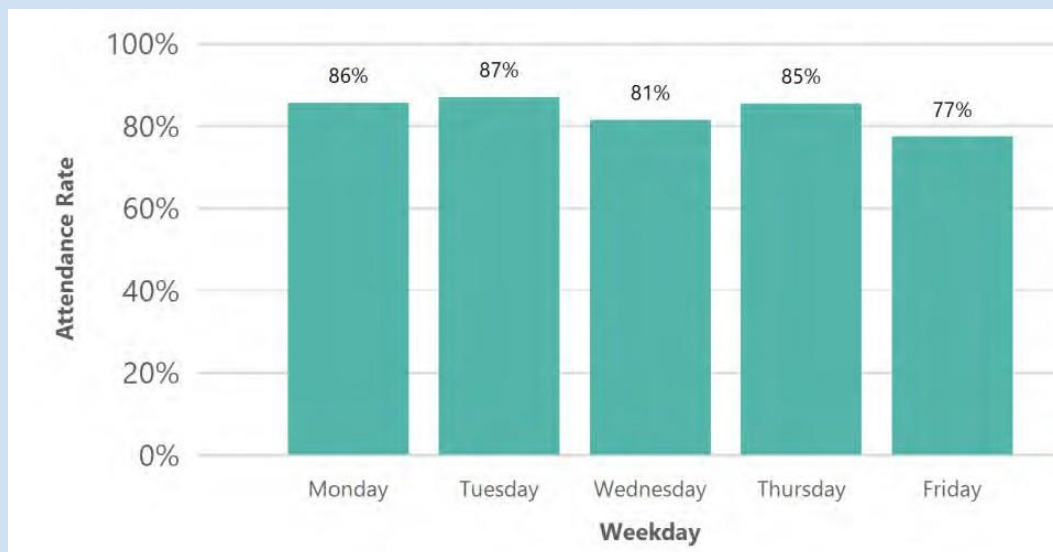
### Term 1

Regular - 46% (compared to 16% in term 1 2023)

Irregular - 26%

Moderate - 13%

Chronic - 15%



### Term 2

Began including attendance in our Iwi Celebration assemblies Week 9-10.

Celebrating those students who have 100% attendance, (included 'J' absences).

Our PUNA media team were at the assemblies and we will include this acknowledgement/celebration in our website and on social media.

Regular - 39% (compared to 29% in 2023)

Irregular - 29%

Moderate - 16%

Chronic - 17%

### Term 3

Regular - 24% (compared to 22% in 2023)

Irregular - 33%

Moderate - 18%

Chronic - 24%

### Term 4

Records no data. Probably due to study leave occurring early in the term.

Our absences per term are made up mainly of approximately:

- 36% medically justified absences,
- 17% are explained absences by parents but not justified,
- 5% are on holiday.

Any absence, regardless of reason, affects a student's attendance results. In school promotion, every minute matters.

We have appointed assistant Kaihautu. We are going to lead campaigns throughout our school focused on every minute matters. We will add regular newsletter updates regarding attendance advice and statistics to our community. We will explore how we can report on attendance and school achievement. This is in conjunction with our current processes for addressing attendance concerns.

**Target: All students at year 13 have met with a career advisor, and those at year 12 who go on to train, trades or employment.**

As reported earlier in this analysis

70% (approx) of Year 13 cohort was completed.

Regular University and Tertiary Provider presentations giving students access to expertise and advice.

Careers central became a key part of the Whaanau Huarahi Ako curriculum and all students had the opportunity to work through career planning modules that were targeted to their year groups. This extended the reach of careers support. However, the way this was rolled out was inconsistent and is a work in progress for 2025.