

Goal	Initiative/s	Annual Targets 2023	Analysis of Variance
<p>We will increase rates of literacy attainment in the primary and lower secondary school to create the conditions for excellence in the qualification years.</p>	<ul style="list-style-type: none"> ● Implementation of Structured Literacy Pedagogy in primary years) ● Development and implementation of literacy specific strategies in years 9 and 10 ● Development and implementation of practices for the improvement of writing across year 1-10 ● Development of graduate profiles at key transition points 	<ul style="list-style-type: none"> ● All cohorts in year 1-6 will demonstrate accelerated progress in reading, measured by Ideal platform testing, and PAT Reading Comprehension. ● All cohorts in Years 7-10 will make accelerated progress in Reading Comprehension measured against PAT Reading Comprehension Scale score progressions ● All cohorts in year 3-6 to make accelerated progress in writing as measured by E-Asttle and Kahui Ako writing progressions. ● 60% of year 10 cohort to achieve Literacy/Numeracy corequisite by the end of 2023. 	<ul style="list-style-type: none"> ● On the surface this target was not achieved, but we altered the parameters for our judgements in 2023 to more accurately reflect the qualities a student “at” a particular level would demonstrate. We are confident that our judgements are now more robust and we expect to be able to measure acceleration more accurately in 2024. ● This target was not achieved overall although the number of individual students making accelerated progress against this measure increased significantly on the previous year. ● This target was not achieved but as with reading, we are more confident in our moderated assessment judgements for writing and believe that these more accurately reflect where students are sitting in relation to expectation. ● This target was achieved against reading and numeracy and was just missed in writing with 55% pass rate for this corequisite.
<p>We will increase endorsement and University Entrance achievement rates</p>	<ul style="list-style-type: none"> ● Restructure of Deaning system to support specific year groups. 	<ul style="list-style-type: none"> ● 50 students across years 11-13 will gain certificate endorsements at Merit or 	<ul style="list-style-type: none"> ● This target was just missed with 42 students achieving merit/excellence

	<ul style="list-style-type: none"> • Review and refresh of NCEA curriculum to offer increased number of endorsement opportunities, and curriculum balance for students. • Provide mentoring and targeted Careers Education for learners in years 9 and 10. 	<p>Excellence. This would represent an increase of 8 on 2022</p> <ul style="list-style-type: none"> • 60% of eligible students will achieve University Entrance. This would represent a holding of a very positive 2022 result. Males to make up 40% of the success profile 	<p>endorsement. A further 11 students were within 6 credits of endorsement.</p> <ul style="list-style-type: none"> • This target was achieved with a 77% success rate for University Entrance. • Males were also represented as 45% of the students who achieved University Entrance.
<p>We will improve school wide wellbeing to foster conditions for engagement and achievement. A culture of “high care and high expectations” should guide our work</p>	<ul style="list-style-type: none"> • Implement Wellbeing Curriculum via Kia Kaha hour. Ongoing PLD and engagement with PEEC. • Develop leadership structure within staff and student bodies for wellness and wellbeing • Imbed Toku Ara in school curriculum 	<ul style="list-style-type: none"> • Wellbeing and wellness to continue to be promoted through Unity hour, continuation of Unity Team, and development of student leaders in this area. • NZCER Wellbeing survey to demonstrate improvement trend in overall wellbeing of student body. • Toku Ara continues in 2023 with further modifications 	<ul style="list-style-type: none"> • This target was achieved with Unity hour continuing to promote inclusive practices. This time is being restructured for 2024 to allow for further improvement to student culture. • This target was achieved in some areas of the survey with a general trend that student engagement at school is at its highest across year 7-9 with a drop off in year 10 and 11, building back up in year 12 and 13. Introduction of KOMODO in 2024 to regularly capture student wellbeing. • Toku Ara was again successfully delivered in 2023 with student and Whanau feedback overwhelmingly positive. Toku Ara to be rescheduled into term 4 for 2024 to maximise daylight hours and minimise disruption to learning at school.

<p>We will create genuine connection and partnership with Iwi in our curriculum design. This is important as part of a genuine commitment to Te Tiriti O Waitangi.</p>	<ul style="list-style-type: none"> ● Incorporate cultural competency into leadership structure of the school. ● Undertake consultation with Iwi and Whanau representatives around “success as Maori” and Local curriculum ● Engage with Culturally Responsive and Relational Pedagogy programme with PLD provider, including Rongohia Te Hau measuring tool. 	<ul style="list-style-type: none"> ● Whanau Committee develops with consistent hui and membership - Success as Maori defined by committee ● Iwi engagement plan established ● Increase in the number of students choosing Te Reo Maori in year 10 in 2024 ● Continue to have no disparity between outcomes for Maori and outcomes for all students in NQF success data, particularly NCEA Level 2 ● Te Reo Maori structured PLD provided to all staff. 	<ul style="list-style-type: none"> ● This target was achieved with a group of key Whanau established and regular hui held both collectively and with individual whanau. We will continue to develop this partnership in 2024. ● This target was not achieved in that our engagement plan has focussed on identifying key whanau. ● This target was achieved with Maori students achieving a higher pass rate at NCEA level 2 (86%) than the general cohort (84.9%) ● This target was achieved with all staff enrolled in PLD to improve their knowledge and capacity around Te Reo Maori. This programme is due for completion by the end of 2024.
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