SACRED HEART COLLEGE

Te Kāreti o Ngakau Tapu

Napier

- CHARTER -

2011

M.O.E NUMBER 219

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Sacred Heart College
2011

INTRODUCTION

Sacred Heart College is a Catholic secondary day school for girls from Year 9 to Year 13 situated in Napier serving the greater Central and Hawke's Bay area.

Sacred Heart College was established in Napier in 1867 by the Roman Catholic Religious Order of women known as the Sisters of Our Lady of the Missions. The Proprietor of the school is the Mission College Napier Trust Board. The school has continued to develop on its original site of Bluff Hill in Napier.

Because of its connections with the Mission Sisters, the traditional spirit of the Order distinguishes the school. This traditional spirit is manifest in:

1. A special sense of community based on the Gospel Values;
2. A fostering of the contemplative dimension of life where the pursuit of human life is related to Jesus Christ;
3. An active concern to improve the life of those oppressed by ignorance, poverty or injustice;
4. An openness to learn from other cultures and a willingness to work towards mutual understanding in the universal search for truth

The spirit and traditions of the Sisters of Our Lady of the Missions is evident in all aspects of the school, including relationships established among the staff, pupils, and parents.

The school roll is currently 306 students (based on March 1 return).

The focus of this school is on effective teaching and learning. School programmes are relevant, exciting and appropriate to student needs so that learning occurs at an optimum level. Sacred Heart College offers an holistic education, with an emphasis on **306** students achieving to their personal level of excellence.

Teaching engages students using up-to-date resources and innovative delivery, with meaningful and plentiful student feedback. Teaching takes place in positive classroom environments where student success is readily acknowledged. Our expectation is that we all work hard but take the time to have fun and celebrate life.

It is always our intention to meet individual needs including extension and learning support. We also offer our senior students career pathways through the Gateway and STAR funded programmes.

The school culture is proud, positive, safe, caring, adaptable, resilient and transparent.

The school has a commanding site on Bluff Hill with attractive gardens and grounds that cater for a range of students' interests and activities. Two greens, sealed courts, a modern gymnasium, a superior library, and recently upgraded Technology and Social Science facilities are some of the individual facilities available to students. These provide modern and stimulating environments for learning and teaching. Our Cultural Centre has Māori carvings depicting our links to the tangata whenua of Hawke's Bay and the founding Sisters plus cultural links to other groups from the College community. This Cultural Centre is an important focus of school activity.

The buildings have been well maintained and equipped. Specialised rooms are situated in the Barbier block, Ross block and Dennehy block. These include three science laboratories, two Information Technology suites, specialist Art, Design and Photography, Music rooms and a small auditorium. The general classrooms are carpeted, spacious, and ergonomically furnished.

Description of the School's Community

The Sacred Heart College school community comprises all of the following:

- the students and their parents and caregivers
- the staff of the College both teaching and non-teaching
- the Roman Catholic community of the Diocese of Palmerston North
- the parishes of the Hawke's Bay Deanery and of the catchments of the school
- the Congregation of the Sisters of Our Lady of the Missions
- the Mission College Napier Trust Board
- the Board of Trustees
- the Convent Past Pupils Association
- friends and benefactors of the College

Sacred Heart College
Te Kāreti o Ngakau Tapu

2011

"Hearts and Minds in Harmony"

MISSION STATEMENT

"Each young woman learning for life in a Catholic faith environment"

"Kia tipu, kia puawai, i raro i nga parirau o te hahi Katorika"

GUIDING PRINCIPLES

As a Catholic School Sacred Heart College accepts the following as its Guiding Principles:

Sacred Heart College:

- Provides Catholic Education
- Strives for Educational Excellence
- Contributes to the Church's Mission
- Contributes to Society

The Board of Trustees accepts that the special Catholic Character values and philosophy of Sacred Heart College underpins all governance and management polices and procedures.

VALUES STATEMENT

At Sacred Heart College we believe in:

- Developing a school culture that is proud, positive, safe, caring, adaptable, resilient and transparent
- Developing a love of learning and a desire/quest for excellence
- Building positive self-worth
- Building a school community which respects others and their rights, where individuals take responsibility for their own learning, their actions and their environment
- Celebrating the gift of life

AIMS

Special Character

- Provide education based on the gospel values of Jesus Christ, according to the tradition of the Catholic Church.

Curriculum Delivery

- Reflect The New Zealand Curriculum.
- Provide a positive learning environment recognizing effort and achievement.
- Provide a wide range of academic, spiritual, cultural, sporting and social experiences.
- Enable all students to realise their full potential through expectations and excellence.
- Value compassion, spirituality, fairness, integrity, respect for others, trust and commitment.

Curriculum Context

- Reflect the College's Special Character in all teaching programmes.
- Offer a broad range of specialist options.
- Identify and meet the needs of all students.
- Provide for the particular needs of Māori and Pasifika students including education in Te Reo Māori.

Student Achievement and Progress

- Identify and remove barriers to learning.
- Monitor and report to students and parents in a positive and balanced manner on progress measured against clear learning objectives.

Personnel

- Be a good employer.
- Expect, value, promote and acknowledge quality performance by teaching and non-teaching staff on behalf of students.
- Support continued staff development.
- Require all staff to support and promote the Special Character of the College.

Finance

- Manage funds to meet the College's educational priorities as stated in the Charter.
- Maintain prudent stewardship of the College's financial resources.
- Ensure accountable financial management at all levels.

Property

- Maintain the buildings and facilities as required under the Property Maintenance Schedule to a high standard.
- Ensure a safe, healthy and well-presented environment for teaching and learning.
- Recognise the rights of the Proprietor as owner of the College.

Community Involvement

- Be welcoming and hospitable to visitors.
- Invite community input to policy.
- Inform the community about College activities and encourage their participation in the life of the College.
- Build relationships with the Catholic parishes and Catholic schools in the area.

Cultural Diversity

- Recognise, respect and value all cultures present in the College community.
- Reflect in College protocol the dual cultural heritage of New Zealand.
- Encourage a sense of pride and cultural identity among students.

College Self Review

- Regularly review and monitor the performance of the College.
- Recognise achievements and plan improvements.

OBJECTIVES

Special Character

- Ensure that the curriculum reflects the Special Catholic Character.
- Implement the Special Character policy.
- Encourage students' faith through opportunities for prayer, worship, sacraments, religious education programmes and service to others.
- Report in writing to the Proprietor on matters relevant to Special Character.

Curriculum Delivery

- Develop, confirm and review the College's curriculum plans.
- Set specific goals and targets for curriculum delivery and learning.

Student Progress

- Ensure that there are criteria for assessing, recording and reporting student's work.
- Provide parents/caregivers with regular reports, written and verbal, on student progress, attitude, behaviour and learning needs.
- Develop the capacity for on-line learning through the Ultranet.

Personnel

- In consultation with staff, prepare and review policies and procedures to reflect the College's commitment to being good employers.
- Provide for and encourage Professional Development for all staff and Board of Trustees.

Finance

- Prepare a budget to cover the financial activities of the College.
- Monitor and control income and expenditure.
- Ensure the preparation, audit and publication of annual accounts.

Property

- Comply with the conditions of the Property Maintenance Schedule.
- Prepare and review a ten-year programme for development and maintenance of property.
- Provide for safety and hygiene.
- Consult with Proprietor on matters of property development and major maintenance.

Community Involvement

- Regularly report to the College's community.
- Maintain and review a policy on community involvement.

Cultural Diversity

- Ensure that practices at the College recognise, respect and value all cultures in the College community.
- Recognise the unique position of Maori as tangata whenua.
- Welcome overseas students.

Self Review

- Have a schedule for the ongoing review of the College's policies and procedures.

NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress.

In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.

6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.

10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

NATIONAL ADMINISTRATION GUIDELINES

The National Administration Guidelines support learning and assist schools to work towards the National Education Goals. They provide direction in six areas of school operations:

1. Curriculum requirements and student achievement
2. Documentation and self-review
3. Employer responsibilities
4. Financial and property management
5. Health and safety
6. Administration

1. The Board of Trustees is required to foster student achievement by providing teaching and learning programmes that incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

The Board, through the principal and staff is required to:

(i) develop and implement teaching and learning programmes:
- to provide all students in years 1-13 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
- giving priority to students' achievement in literacy and numeracy;
- giving priority to regular quality physical activity that develops movement skills for all students.

(ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
- student achievement in literacy and numeracy;
  and then to:
- breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);

(iii) on the basis of good quality assessment information, identify students and groups of students:
- who are not achieving;
- who are at risk of not achieving;
- who have special needs (including gifted and talented students) and
- aspects of the curriculum which require particular attention.

(iv) develop and implement teaching and learning strategies to address the needs of students and the aspects of the curriculum identified in (iii) above;

(v) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;

(vi) provide appropriate careers education and guidance for all students year 9 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

2. The Board of Trustees with the principal and teaching staff is required to:

(i) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;

(ii) maintain an on-going programme of self review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;

(iii) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1 (iii) above) including the achievement of Maori students against the plans and targets referred to in 1 (v) above.

3. According to the legislation on employment and personnel matters, the Board of Trustees is required in particular to:

(i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;

(ii) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in the employment contracts applying to teaching and non-teaching staff.

4. According to legislation on financial and property matters, the Board of Trustees is also required to:

(i) allocate funds to reflect the schools' priorities as stated in the charter;

(ii) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;

(iii) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

5. The Board of Trustees is also required to:

(i) provide a safe physical and emotional environment for students;

(ii) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

6. The Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

THE NEW ZEALAND CURRICULUM

Te Marautanga o Aotearoa

THE LEARNING AREAS	
Religious Education *Te Whakaakoranga Whakapono*	THINKING
English *Ko te reo te tuakiri* *Ko te reo tōku ahurei* *Ko te reo te ora*	
The Arts *Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe tea o katoa*	USING LANGUAGE, SYMBOLS AND TEXTS
Health and Physical Education *He orange ngākau, he pikinga waiora*	
Learning Languages *Ko tāu reo, ko tāku reo, te tuakiri tangata.* *Tihei uriuri, tīhei nakonako*	
Mathematics and Statistics *Kei hopu tāu ringa kit e aka tāepa, engari kia mau kit e aka matua*	MANAGING SELF
Science *Mā te whakaaro nui e hang ate whare; mā te mātauranga e whakaū*	
Social Sciences *Unuhia te rito o te harakeke kei whea te kōmako e kō ? Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha tem ea nui o tea o, Māku e kīatu he tangata, he tangata, he tangata!*	RELATING TO OTHERS
Technology *Kaua e rangiruatia te hāpai o te hoe; E kore tō tātou waka e ū ki uta*	PARTICIPATING AND CONTRIBUTING

NATIONAL EDUCATION PRIORITIES

At Sacred Heart College we will be working with the Government, the education sector and the community on the priorities set by the Ministry of Education.

The following priorities are reflected in the College's Strategic and Annual Plan:

- Celebration and nourishment of Special Character
- Achievement for all to personal levels of excellence
- A safe learning environment
- Improved literacy and numeracy
- Develop staff and student ICT capabilities for learning
- Improved outcomes for gifted and talented students
- Improved outcomes for students at risk
- Improved outcomes for Māori students
- Improved outcomes for Pasifika students
- Focus on student achievement and Key Competencies in reporting
- Career guidance for all students
- Dependable student achievement information used to review teaching and learning programmes
- Staff Professional Development for improved teaching and learning
- Maximum student attendance

At Sacred Heart this will involve a range of strategies. These will include:

1. Ensuring information and data is transferable and implemented across curriculum and pastoral groups.
2. A systematic approach to goal setting and career planning through our Pastoral Care system, Careers Programme, and the Future Indicative Programme.
3. Providing a safe and supportive school environment where there is a climate of encouragement, care, concern and respect.
4. Improving outcomes for Māori and Pasifika students by consulting with their communities on objectives and strategies to support learning.
5. Improving outcomes for students at risk, through the Learning Support Centre, and for Gifted and Talented students.
6. Accurate assessment, recording and reporting systems across all year levels to identify individual progress.
7. Providing professional development for staff to maximize achievement for all students.

SACRED HEART COLLEGE

2009 - 2012

STRATEGIC GOALS

Consultation Process

1. Consultation over a range of mediums with the school community, carried out by the BOT, took place prior to the adoption of the Strategic Plan in 2009.

PROCEDURAL INFORMATION

Sacred Heart College will lodge with the Ministry of Education and Catholic Education Office a copy of its annually updated charter and a copy of its Analysis of Variance.

A copy of the school's charter, along with school policies, minutes of Board of Trustees' meetings are available to parents at the school office.

Recognising New Zealand's Cultural Diversity

Sacred Heart College, as appropriate to its community, sustains procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture.

Sacred Heart College is a Signatory to the Code of Practice for International Students.

Charter Undertaking

In accordance with Section 64 of the Education Act, the Sacred Heart College Board of Trustees undertakes to take all reasonable steps to achieve the purpose, goals, values, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61-63 of the Education Act 1989, and to take full account of the National Education Guidelines and all statutory obligations. (These include the Private Schools Conditional Integration Act 1975).

Sacred Heart College - Napier

Te Kāreti o Ngakou Tapu

Strategic Goals 2011

Curriculum Strategic Goal

To realise the potential of every student through expectations of excellence

1. To ensure information and strategies are transferable and implemented across curriculum and pastoral groups.
2. To successfully transition students within and beyond school
3. To provide Learning Support, ESOL and LEAP programmes based on achievement information, interventions, and evaluation
4. To enhance Māori student achievement
5. To provide systems for student attendance rate of 90%

Special Character Strategic Goal

To develop and sustain our Catholic Character throughout school life

1. To deliver Religious Education Achievement Standards at Years 11, 12 and 13
2. To develop staff and students Special Character and/or Religious Education understanding, formation, and roles
3. For all staff and students to understand, nurture, and celebrate Catholic school events

Curriculum Strategic Goal

To engage in teaching and learning strategies that promote lifelong learning

1. To implement formal monitoring and reporting of Key Competencies across curriculum areas
2. To implement and support staff to meet Teacher Registration Criteria. To implement a whole staff weekly Professional Development programme in Terms 2 and 3
3. To develop staff and student ICT capabilities for learning
4. To prepare and implement Level 2 NCEA with The New Zealand Curriculum

Sacred Heart College (Napier)

Te Kāreti o Ngakou Tapu

Annual Plan 2011

Goal: To meet NAG 2 Compliance

Planning, Reviewing and Reporting

Strategies:
1. To review the School Charter for 2011 including 2010 Analysis of Variance, 2011 School-wide Goals and Targets
2. To review policies and procedures as per BOT cycle
3. To consult with our community, e.g. hui, fono, parent questionnaire

Goal: To meet NAG 5 Compliance

Health and Safety

Strategies:
1. To provide a safe and caring environment for staff and students
2. To provide professional personnel for physical and emotional needs
3. To ensure systems exist for meeting emergency situations

Goal: To meet NAG 3 Compliance

Personnel

Strategies:
1. To induct and support all new staff through the S.C.T., HOD's and S.M.T.
2. To implement a Performance Management System, in alignment with Teacher Registration Criteria that meets the needs of all staff
3. To act as a good employer in accordance with the Secondary Teachers Collective Agreement

Goal: To meet NAG 6 Compliance

Legislation

Strategies:
1. To meet all M.O.E. compliances

Goal: To meet NAG 4 Compliance

Finance and Property

Strategies
1. To implement annual maintenance and the 10 year property plan
2. To monitor effective financial management of curriculum departments
3. To monitor the 2011 budget, and oversee the development of the 2012 budget

GOAL	STRATEGIES	ACTIONS	OUTCOMES
To realize the potential of every student through expectations of excellence	1. To ensure information and strategies are transferable and implemented across curriculum and pastoral groups	• Term 1 Year level meetings for all teachers. Focus question: What assists students with their learning? • Term 3 Year level meetings for all teachers. Focus question: Where is each student tracking for achievement? • Deans – Form Teacher meetings twice a term • That Departments monitor and track student achievement towards the attainment of Course Endorsement • Certificate acknowledgement of Level Endorsement inclusive of Course Endorsement	- Deans access and share data with teachers - Department follow up on student needs - All students achieve to expected levels
	2. To successfully transition students within and beyond school	• Careers team trained in Future Indicative • Future Indicative shared with staff • Formalise tracking of students throughout their time at SHC • Provide increased opportunities for learning that sits outside traditional curriculum to reflect individual learning needs	- Utilise pathways resource - Regular pathway team meetings - Collection and review of student data - Pathways adviser will develop in depth agreement for further support
	3. To provide Learning Support, ESOL, and LEAP programmes based on achievement information, interventions, and evaluation	• Achievement data and information analysed • Students identified for programmes that support mainstream learning • Regular profile and acknowledgement of students through assembly, newsletters, and reports. • Provision of tertiary/industry/business experience through links with STAR	- Students experience success and achievement that enable them to participate in mainstream curriculum - Students experiences enhance tertiary and career aspirations

	4. To enhance Maori student achievement	• 'Ka Hikitia' document focus of staff PD • All learning departments set achievement targets for Maori students (rationale for the target implicit in department goals) • All learning departments have specific curriculum strategy to enhance Maori achievement • Tracking and sharing of Maori achievement data for departments and mentors • Maori student mentoring programme among staff – senior student – junior student • Maori student Leaders active in achievement across school life • Whanau hui in Term 3	- Staff empowered to provide for best Maori student achievement - Department targets are data based and needs based - Maori students aware of specific learning strategies across all learning areas - IA distribute data every term - Maori student leaders active in mentoring programme - Maori community active role and voice in achievement
	5. To provide systems for student attendance rate of 90%	• Attendance information to all families • Implement Early Notification (Parent contact details confirmed as accurate, office staff/AP receive EN training) • Attendance rate percentages shared with Form Teachers and Deans monthly • Form Teacher/Dean follow up on unexplained absences within 3 days	- Absenteeism levels decline
To engage in teaching and learning strategies that promote lifelong learning	1. To implement formal monitoring and reporting of Key Competencies across curriculum areas	• Generic matrix implemented for self, peer, and teacher evaluation • Whole year courses will monitor all Key Competencies • Shorter courses will monitor relative number of KCs • Mid year and end of year reports will reflect monitoring	

	2. To implement and support staff to meet Teacher Registration Criteria. To implement a whole staff weekly Professional Development programme in Terms 2 and 3.	• Establish professional learning groups with 4 foci (each of a 4 week duration) - Excellence in teaching and learning - Maori Achievement - ICT Pedagogy - Level 2 Alignment • Five one off sessions to support other SWGs (eg Special Character) • Tuesday of each week is structured for PD and staff and student needs	
	3. To develop staff and student ICT capabilities for learning	• Continue upskilling staff on the use of the Ultranet • Staff sharing of ICT strategies at all curriculum meetings • Comply with all I-CONNECT cluster goals • Host I-CONNECT mini conference • SNUP implementation	
	4. To prepare and implement Level 2 NCEA with The New Zealand Curriculum	• Professional learning time and support provided for staff and encouragement to participate in regional workshops	- New Level 2 standards assessed against in 2011
To develop and sustain our Catholic Character throughout school life	1. To deliver Religious Education Achievement Standards at Years 11, 12, and 13	• Professional development for all RE teachers • All junior RE classes to be assessed against success criteria based units	
	2. To develop staff and students Special Character and/or Religious Education understanding, formation, and roles	• School Prayer/Liturgy theme: 'To be grateful, forgiving and loving people' • Induction of new staff re Special Character events and understanding • Appointment of tagged teachers and shared responsibility for staff and student Special Character	

		development • Provision of professional development and opportunity for staff to achieve at appropriate level of Certification • Inclusion of Special Character/ RE goal in all staff's Performance Management • Youth Minister's role and profile to be highlighted amongst students • Appointment and role of student Special Character leaders • Year 9 students' personal ownership of their Bible • Include the Lenten theme across school life: 'United by our Common Humanity'	
	3. For all staff and students to understand, nurture, and celebrate Catholic school events	• 'Touch a Heart' service programme • School Masses and liturgies • Year level Masses and retreats • Parish – School Masses • O'Shea Shield • Feast Day • Schools Education Mass • Diocesan programmes	

Analysis of Variance - Target 2010 Accounting

To: Achieve at or above the National Statistics for Achievement Standard 90023 1.2 “Describe a method of processing financial information and analyse transactions.”

Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Outcomes	Evaluation
The aim is to reach National Standard results or better. We have not had an Excellence in this Achievement Standard before. In 2009 we got 62% Merit but no excellence.	Carefully plan the pre-work so when the students come to sit the AS they are confident. Purchase practice assessment tasks from NZCETA. Download old exam papers from NZQA website. And work through them carefully with students. Rejoin CETA and attend all Accounting Meetings and PD opportunities HK will also receive by email Accounting Chat pages which highlight areas of concern and give helpful hints regarding all AS in Accounting. Read the examiners report on the NZQA website about this AS. Scheme of work is changed to allow more time for pre-work and assessment opportunities for this AS	There were 10 students in the class. **Not Achieved** SHC 22,2% National 34.3% **Achieved** SHC 55.6% National 25% **Merit** SHC 22.2% National 27.8% **Excellence** SHC nil National 12.9%	There are three sections in this AS and you need Excellence in all three before you can gain an Excellence for this standard. This makes is hard for students to achieve Excellence. I think that perhaps I was too ambitious. I would love to see my students papers to see where we slipped up. This Achievement standard will not be offered in 2011 so I cannot aim to improve my result.

Analysis of Variance - Target 2010 – Classics

To: Bring level 3 Classics achievement at Excellence level (overall) in line with national standards.
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
Stats for Excellence grades in externally assessed Achievement Standards in past years: 2006 – 22% 2007 – 0% 2008 – 13% 2009 – 4.5%	Assess academic level of cohort through analysis of Year 12 English and/or History grades. Target students who have potential to achieve Excellence, get them to resubmit work if Excellence is not achieved in set work.	2010 = 5.1% Intake issue 5 students from 'Practical English' classes 4 capable students <u>did not attempt</u> the essay Standard	Target is ongoing. Encourage goal of 'subject endorsements' available in 2011 for the first time, with a view to reducing SNA's.

Analysis of Variance - Target 2010 Economics

To: achieve 70% or better at Achieved Level for Achievement Standard 90629 “Understand marginal analysis and the behaviour of firms.”
Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Outcomes	Evaluation
The results for this AS this year were below the National average for Achieved (25% versus 45%) and above the National average for Not achieved. (75% versus 34%%) HK would like to improve these results so they are either at the National Average or above.	Carefully plan the pre-work so when the students come to sit the AS they are confident and will have the ability to pass HK to re-join CETA to receive Economics Chat pages which highlight areas of concern and give helpful hints regarding all AS in Economics. Purchase practice assessment tasks from NZCETA. Scheme of work is changed to allow more time for pre-work and assessment opportunities for this AS Download old exam papers from NZQA website. HK to re-join CETA and attend all Economic teachers meetings and PD opportunities Read the examiners report on the NZQA website about this AS. Purchase extra resources for this AS and offer tutorials if necessary close to examination leave.	Target not Achieved 40% at Achieved and Merit for this AS. There were ten students in the class. 3 students at Achieved 1 student at Merit	I feel that only one student in this class made use of the tutorials I offered. This student got an Achieved In order to achieve better results for this AS the students need to spend more time practising graphs and then giving an explanation about them. The students who received a N/A had not studied Economics at Level 1 or Level 2. I think there needs to be a pre-requisite that students who wish to take Level 3 Economics have studied at least Level one or Level 2 Economics before. Students who have not done this subject previously should consider doing Level 2 economics instead of Level 3.

Analysis of Variance - Target 2010 English

To: Raise achievement levels at Year 9 for e-AsTTle test from an overall score of Level 4P to Level 5B.
To: Raise achievement levels at Year 10 for e-asttle from level 5B to Level 6B.
To: Raise achievement levels at Year 11 for AS 1.6 from 61% to 70%.
Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Evidence	Outcomes	Evaluation
• In late February Year 9 sat the e-asTTle test. When results were analysed it revealed that overall our Year 9 students were operating at Level 4P overall. • The test was a comprehensive test covering a wider range of skills than previous years.	• Report prepared for staff and results will be made available at staff meeting • Focus on assisting students to improve in areas such as language features and making inferences from what has been read.	• Results available on line for all staff to view and hard copies available in staff room • WS/JN to present results to staff • Records of student referrals and testing kept by Lyn Waugh – WS has copies also. Data is available on t drive	Students have shown steady improvement especially those who were picked up by the LDP run by Lyn Waugh. Some Year 9 students continued on with this in the early weeks of Term 1 2011. Students assigned to Teacher Aides have also been better able to cope in the classroom situation and progress in class work can be seen. (examples are on the asttle analysis sheet.)	Reports produced by Lyn Waugh certainly identify students learning difficulties and the interventions used to improve skills. The clear identification of pathways for the classroom teachers has been valuable.
• AS 90057 (1.6)Unfamiliar Texts In 2009 64% of students passed this section but there were a number of SNAs .	• English staff will work with students to improve their knowledge of terminology. Timing issues in examinations also will be addressed.	• Teachers worked to teach terminology and more of this was also done in Years 9 and 10. • Practise testing within the classroom was also undertaken.	No improvement in results seen with only 56% of students succeeding with this standard. Students continue to leave this standard until last and rush through it or do not complete it.	A new approach to this is needed. In 2011 there will be 3 standards assessed externally (rather than 5) so the time pressure should be eliminated. Students will also be instructed to do this standard first and more practise will be done in the classroom following specific teaching of the skills needed. This will be overseen by WS.

Analysis of Variance - Target 2010 – French (Junior)

To: For at least 50% of Year 10 students to gain an Excellence or Merit grade for writing in the end of year examinations.
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
In recent years, results for writing in the external examinations have been significantly lower than for the other skills of listening and reading.	A planned programme to improve writing standards in the target language in Year 10 will be undertaken. **Expected outcomes:** Hopefully, this improvement will carry over to results at senior level.	In a class of 22, 5 students gained Excellence and 7 Merit	The goal was successfully achieved. Writing skills were given more emphasis on teaching and learning programmes. The challenge now is to ensure that this improvement carries over to Senior level. However, in the realignment of Standards, writing will only be assessed internally.

Analysis of Variance - Target 2010 – French (Senior)

To: For at least 75% of students to gain a grade of Achievement or better for writing in the external examinations.
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
In recent years, results for writing in the external examinations have been significantly lower than for the other skills of listening and reading (about 50% of students have gained NA or SNA).	A planned programme to improve writing standards in the target language in Year 10 will have the longer term aim of improving results at senior level.	There were 22 students tudying French at senior level. Of these, only 10 attempted the writing paper in the external examinations, with 9 of them gaining Achieved or better.	A high proportion of students attempting the writing paper passed it. However, the number who did not attempt it was disappointing and the 75% goal was not achieved. This was despite a strong emphasis on developing writing skills during the year. Under the realigned standards, writing will be internally assessed only (by compiling a portfolio). This will be a fairer way of assessing writing.

Analysis of Variance - Target 2010 Geography

To: Increase the excellence achievement in 2.1 for it to be on a par with National percentages
Links to Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Outcomes	Evaluation
0% excellence in 2.1 in 2009. 62.5% gained achieved in 2.1 12.5% gained merit in 2.1	Review resources and teaching within this particular unit To seek advice and support from the Social Sciences advisor and other local schools. To see an exam paper at excellence level for this standard (none available in the Bay Geo cluster 2008) **Expected Outcomes:** Students that are capable will achieve Excellence. (Possibly 14% but it depends on their progress over the year) (Percentage based on 20 students completing the external and 3 students gaining excellence)	2010 SHC: 6.3% 5.7% Nationally Students underestimate the role of diagrams in NCEA marking schedules. Some of the cohort brought 2.1 papers in. <u>Diagrams</u> were poorly done – these were required for Merit and Excellence	This is to be drilled more as a focus area.

Analysis of Variance - Target 2010 – History Level 1

To: increase the percentage rate of Merit in line with national standards in 90213 and sustain the Excellence percentage.
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
Merit: 2006 – 7.7% 2007 – 40% 2008 – 23.1 2009 – 9.1% (National 20.8%) Excellence: 2006 – 0% 2007 – 0% 2008 – 7.7% 2009 – 9.1% (National 8.8%)	To remove 90214 from the taught curriculum to allow more time for essay writing skills to be developed and provide more time in the External Assessments to write the essays **Expected outcome:** Achieve statistics in line with national trends. .	Merit: 2010 5.3% Excellence: 2010 15.8% Just 1 student attempted 90214 (Achieved)	Good result reflects success of 90214. Removal emphasis of subject endorsements in 2011 should aid this as well.

Analysis of Variance - Target 2010 – History Level 2

To: gain Achieve, Merit and Excellence in 90657 in line with national standards.
Links to Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Outcomes	Evaluation
Achieve: 2006 – 85.7% 2007 – 0% 2008 – % 2009 – 0% (National 34.6%) Merit: 2006 – 14.3% 2007 – 0% 2008 – 2009 – 0% (National 19.5% Excellence: 2006 – 0% 2007 – 0% 2008 – 0% 2009 – 0% (National 9.5%)	To increase time on resource interpretation. **Expected outcome:** Achieve statistics inline with national trends.	2010 <u>SHC</u> N: 25% A: 75% <u>National</u> N: 23.6% A: 53.6% M: 20.5% E: 2.4%	Good pass rate but Merit/Excellence results is an ongoing target. More time spent on it in 2010 to be continued.

Analysis of Variance - Target 2010 – History Level 3

To: gain Achieve, Merit and Excellence in 90657 in line with national standards.
Links to Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Outcomes	Evaluation
Achieve: 2006 – 85.7% 2007 – 0% 2008 – 0% 2009 – 0% (National 34.6%) Merit: 2006 – 14.3% 2007 – 0% 2008 – 0% 2009 – 0% (National 19.5% Excellence: 2006 – 0% 2007 – 0% 2008 – 0% 2009 – 0% (National 9.5%)	Students will write more essays from the 'Decisions' Section. As the cut off time approaches students will be removed from standards as necessary. **Expected outcome:** Achieve statistics in line with national trends.	2010 Results: A = 42.9% (37.3%) M = 14.3% (22.7%) E = 0% (8.5%)	A significant improvement on recent years but there is still some way to go.

Analysis of Variance - Target 2010 Information Management

To: Achieve at or above the National Statistics for Achievement Standard 90034 Communicate Information from provided materials and by direct entry.

Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence/ that teachers deliver the curriculum using an extensive range of strategies that promote student engagement

Historical data	Action	Outcomes	Evaluation
My results for this AS this year were below the National average for Achieved (40% versus 47.2) and above the National average for Not achieved. (40% versus 33.1%) I would like to improve these results so we are either at the National Average or above.	Carefully plan the pre-work so when the students come to sit the AS they are confident. Purchase practice assessment tasks from NZCETA. Download old exam papers from NZQA website. Talk with IM teachers from other schools to gain advice on delivering this AS Read the examiners report on the NZQA website about this AS. Scheme of work is changed to allow more time for pre-work and assessment opportunities for this AS Completion of teaching this unit in term three, which will allow us time to have lots of practice before the external exam WN to read information about this AS from NZQA website.	The Achieved results showed an improvement raising the results from 40% in 2010 to 60% in 2011. I am pleased with this result A disappointing result for the Non Achieved results for this year. 40% for us and 29% for the National Standard. Three of the six students who did not achieve this unit also received poor results in their English Achievement Standards. This standard is very similar some of the English standards.	2010 is the last year that this external Achievement Standard is being assessed.

Analysis of Variance - Target 2010 - Mathematics

To: Raise the level of performance in the Numeracy Strategy Assessment so that 85% of Year 9 students in the lowest stream are performing at Stage 6 or above in at least one area.
To: Raise the level of performance in calculus so that some students are performing in some standards at Excellence Level
Links to Strategic Plan: To realize the potential of every student through expectations of Excellence.

Historical data	Action	Outcomes	Evaluation
Some students in the lowest year 9 class have very weak basic numeracy skills. Numeracy strategy testing results at the beginning of the year show that 5/18 students in the lowest class are still working at a level 5 or below in all areas of the Numeracy Strategy test.	With the use of EPF funding this class will have two classroom teachers. A lot of time is spent on Numeracy programme activities to build basic strategies for solving number problems	To achieve an outcome of 85% of students in the lowest Maths stream working at L6 in at least one area of the Numeracy strategy test	Students made good progress as measured by their numeracy strategy test. The class did have a large attrition rate starting at 20 students and ending at 15. In the end of the year testing 93% were working at Level 6 in at least one of the three strategy areas. 67% of the students are working at level 6 and above in all 3 areas. 14% of students were working at Level 8 the highest level in at least one area.
In Level 3 Calculus we have not had any Excellences in Calculus since the course was introduced. This year's cohort has the potential to perform at this level.	Making sure that Excellence content is covered as well as exposure to Excellence level questions	For some students to achieve Excellence grades in Calculus	Excellent results were obtained in Calculus across all standards. Excellences were achieved across all standards both internal and external. They ranged between 9.1% getting excellence to 27.3%.

Analysis of Variance - Target 2010 – Music

To: Maintain (or IMPROVE) THE LEVEL OF Merit and Excellence within the internal standards across Levels 1,2 and 3
Links to Strategic Plan: To realize the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
The results in 2008 were **Internal:** NA = 12/53 (22.6%) A = 14/53 (26.4%) M = 11/53 (20.8%) E = 10/53 (18.9%) **External:** NA = 4/8 (50%) A = 2/8 (25%) M = 1/8 (25%) E = 1/8 (25%) In 2009 the Results were NA = 14/61 (23%) A = 20/6 (32.8%) M = 9/61 (14.8%) E = 10/61 (16.4%) **External** NA = 5/14 (35.7%) A = 7/14 (50%) M = 1/14 (7.1%) E = 1/14 (7.1%)	The Internal Standards are numerous and carry the bulk of credits in music, so the Target of maintaining the level of achievement is a very good target as the cohort changes so dramatically from year to year. SOLO PERFORMANCE GROUP PERFORMANCE COMPOSITION MUSICAL WORKS All are very challenging standards demanding a huge commitment of time and courage to achieve. Much practice and revision are required, some alone as in Solo Performance and Composition, while Group performance has a co-dependence of all members of the group to achieve well. Emphasis on daily homework which is CONSTANT all year, i.e. Personal Solo Instrumental Practice. Institute a Practice Roster to be monitored by parent and teacher **Expected outcomes:** I aim to achieve at least 20% Merit and 20% Excellence in 2010.	Level 1 – No. 27 NA = 22.2% A = 7.4% M = 44.4% E = 25.9% Level 2 – No. 13 NA = 0% A = 38.5% M = 61.5% E = 0 Level 3 – No. 9 NA = O A = 44.4% M – 22.2% E = 33.3%	Last year the target was to raise the level of the Internal Assessment Achievement, and this was very successfully achieved across all levels. 2009: No. 53; NA 26.4%, A 37.7%, M 17.0%, E 18.9% 2010: No. 49; NA 12.2%, A 22.4%, M 44.9%, E 20.5% This year the focus will be on External Standard improvement and sustaining Internal improvement.

Analysis of Variance - Target 2010 – Physical Education - Junior

To: Achieve at least 80% of all Year 9 and 10 students to be participating actively (at least Level 3 of department's active participation schedule – attached) and to the best of their ability for the majority of the lesson/unit by the end of Term 3.

Links to Strategic Plan: To realize the potential of every student through expectations of excellence.

<table>
<tr><th>Historical data</th><th>Action</th><th>Evidence</th><th>Outcomes</th><th>Evaluation</th></tr>
<tr>
<td>Students have not always been motivated by some of the units taught and therefore have opted out on occasions.

We are hoping with a different emphasis on game sense and teaching games for understanding and focusing on concepts like interpersonal skills, participation, movement skills, problem solving, an increased level of enjoyment will be experienced by students and therefore greater levels of participation will be measured.</td>
<td>A new programme has been written with an emphasis on active participation.

At the end of each unit the students will self assess themselves on their participation level throughout the unit. The teacher will then give their grade with a comment where appropriate.

This will be recorded in the student's workbook at Year 9.</td>
<td>The results will be recorded in student workbooks as well as teacher record books.

Students will be given access to their results on a regular basis.</td>
<td>
<table>
<tr><td>Level</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>%</td><td>2</td><td>13</td><td>48</td><td>38</td></tr>
</table>
86% of all Year 9 students gained Level 3 or greater in Active Participation.
Therefore the goal of 80% was achieved.

<table>
<tr><td>Level</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>%</td><td>2</td><td>22</td><td>36</td><td>40</td></tr>
</table>
76% of all Year 10 students gained Level 3 or greater in Active Participation. Therefore the goal of 80% was almost achieved.
</td>
<td>We are very pleased with these results as generally the students have shown a lot more motivation and keen-ness to be involved in activities offered.

We believe that with this different focus the key competencies are being monitored more closely by students which are motivating for them.</td>
</tr>
</table>

Active Participation Assessment

1	**2**	**3**	**4**
Does not participate in all or some class activities	Participates in all class activities but lacks gusto	Participates actively and to the best of my ability for **most** of the lesson/unit	Participates actively and to the best of my ability for the **entire lesson/unit** Positive approach to all activities

Analysis of Variance - Target 2010 – Physical Education - Senior

To: Achieve at least 12% of students in the 2010 Level 2 Physical Education class to gain Excellence overall the Achievements Standards for the year.

Links to Strategic Plan: To realize the potential of every student through expectations of excellence.

<table>
<tr><th>Historical data</th><th>Action</th><th>Evidence</th><th>Outcomes</th><th>Evaluation</th></tr>
<tr>
<td>Results 2009 Level 2 NCEA:

<table><tr><th></th><th>NA</th><th>A</th><th>M</th><th>E</th></tr><tr><td>%</td><td>16.1</td><td>49.5</td><td>25.8</td><td>8.6</td></tr></table>
Only 8.6% gained Excellence in 2009.

We aim to have at least 12% of students in the 2010 Level 2 Physical Education class to gain Excellence over all the Achievement Standards for the year.</td>
<td>Staff mentoring at support at this level to teach to this higher level of thinking.

Regular review of student progress.

Staff discussion on teaching strategies and best practice.

Support and learning extension given to students who need it.</td>
<td>Overall Achievement Standards results.

It is hoped that at least 12% of students in the 2010 Level 2 Physical Education class will gain Excellence grades over all the Achievement Standards for year.</td>
<td>Results from 2010:

<table><tr><th></th><th>NA</th><th>A</th><th>M</th><th>E</th></tr><tr><td>%</td><td>7.2</td><td>16.9</td><td>37.3</td><td>38.6</td></tr></table>
38.6% of students gain Excellence which far exceeded our original goal of 12%</td>
<td>A stunning result!! There are some very able students in this class who have certainly affected these results.</td>
</tr>
</table>

Analysis of Variance - Target 2010 Religious Education

To: Engage students more actively in their learning and increase our percentage of Not Achieved to Achieved (and higher) in Achievement Standards
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
Maori achievement Achievement is below national standard. Student engagement results were mainly 2/3 on the continuum scale. Perception of Achievement was scored low by the majority of Maori students	To assess students' perception of Achievement and Engagement. Use this to work out an individual learning plan for students at risk. Check that instructions are clearly written and understood. Timetable tutorials. **Expected outcomes:** On a 1-5 continuum, Maori students will score 3 or higher. Higher pass rates – at least 50%.	Evaluations revealed low engagement/interest in Religious Education. Completed tutorials. Poor attendance rate. 54.3 Pass – A M E National – 35.1% NA SHC – 44.7% NA High National Average rate.	Need to continue working with individual learning plans. Need strategies to encourage students to attend tutorials. What we are doing is not worked effectively enough. Although M and E were higher than national average more action needs to be taken to move NA to A. Continue with 2A.S. in 2011.
Year 13 Course hours extended to 2 periods per week. Achieved a LOWER pass rate in 2009 even though the course material and delivery had been changed from the previous year. A range of very thorough evaluations were carried out, highlighting areas for improvement. 'Confidence' was not really the issue but rather indifference	Introduce 1 Achievement Standard. Learning intentions for every lesson. Clear guidelines on expectations of achievement and commitment in the Achievement Standard. **Expected outcomes:** Evaluations from students on student engagement and teaching. On a 1-5 continuum, Year 13 students will score 3 or higher. Results are same as or above national results.	Year 13 Two achievement standards completed. Learning intentions and expectations high but room for improvement. Results are below the national results. National – 32.4% NA	Evaluation proved very helpful in modifying and monitoring student interest. Year 13 – strong year group.

<u>Year 12</u> A.S. 2:2 37% Not Achieved 26% Achieved 19% Merit 17.8% Excellence Students not confident with format of Assessment <u>Year 11</u> A.S. 1:2	Two Achievement Standards will be taught. Assessment tasks have already been rewritten and improved. Timetable tutorial groups. Target students borderline for passing with Achieved. Include Churches tour into timetable / programme. Check previous knowledge and vocab list. Evidence of this recorded. • Follow up 'Gateway' students once a week • Track Maori achievement (AsTTle, Maori mentoring) • Each topic: - Assessments checked for fact-based and descriptive questions. **Expected outcomes:** Achieved pass rate level of A.S. 90821 will be over 35%. Students satisfied with format of assessing as noted in student evaluation forms. • Timetable tutorial groups for at risk students. • Identify excellence students. Extension classes offered. • Identify and teach skills necessary for the assessment tasks. - evaluations	SHC – 37.9% NA Attendance at times was poor. Achieved pass rate level of A.S. 90821 was 20.8%. Did not read – 35%. Pass rate 69.2%, however results are below the National rate. National – 28% NA SHC – 30.8% NA Trend: 2009 – 37% NA 2010 – 30.8% NA	More consistent effort needs to continue. <u>All levels – clear trend</u> Outstanding E results for A.S. 90821. More work needed at lower end. The Not Achieved figure needs to be resolved. Not meeting the needs of students in achieving standards/credits in Religious Education.

29% Not Achieved 39% Achieved 24% Merit 7.6% Excellence Students generally satisfied with delivery and understanding of material. Extra tutorials and notes were offered. Data was not entered into Student Manager accurately in order to get clear ranking and success rate of students. CO and LL did group individual needs based on classroom tasks. Pass rates for all U.S. were higher than previous years. <u>Year 9 and 10</u> Results showed consolidation needed with rites, rituals and	• A.S. 1:2 • Carefully monitor good teaching practise. • Modify the standard to cater for varied levels of students. • Frequently check student understanding – by: - short tests - student questionnaire - verbal feedback - peer evaluations Record these results. **Expected outcomes:** Achievement pass rates will be 43% or better. Students satisfied with delivery and understanding of this achievement standard (noted from student evaluation). Mark, Excellence, Merit, Achieved for all assessments. At least 4 common assessment results entered into Student Manager. Accurate recording of data. • New Unit planning template including Key competency activities, will be used for all topics by the end of the year. • Use a grid as a reference to identify what, where and how values are being delivered over two topics being taught per level	Pass rate – 63%, however results are below the national rate. National – 23.3% NA SHC – 37% NA Successful but needs monitoring	Need to contrive rewriting units with success criteria.

some Feast days. Results will be used for 2010. Maori pass rates not edified but Maori engagement in learning is generally low (evidence from student evaluations). Most students checked for knowledge of websites. Over 90% could access specific websites.	• In departmental meetings identify and share teaching strategies of interest. **Expected outcomes:** • Practice in basic Catholic faith knowledge will be assessed. Results used for 2010. • High engagement level for Maori. Teaching style and method, programme planning and year level calendar can identify the key competencies and values outlined in the New Curriculum	across whole department. Not completed Teachers shared strategies but not always followed through. Quizes: Improvement in basic Catholic knowledge	

Analysis of Variance - Target 2010 Science – Junior

To: Improve the ability of students to interpret and analyse graphs, tables and information in Junior Science.
Links To Strategic Plan: To realize the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
▪ Aim is to improve the the ability of students to interpret and analyse graphs, tables and information in year 9 and year 10 Science. ▪ The ability to interpret and analyse in science (both junior and senior) has been a concern. The profile of grades in Standards in the senior sciences with the larger mathematical content are not as good as those with the smaller mathematical content or skill level requirement. ▪ An improvement in this skill should be reflected in the percentage of students being awarded Merit or Excellence grades in NCEA senior sciences	• The Year 9 and 10 programmes will each include 3 Interpretation assessment opportunities. • The assessment of this skill will be tracked throughout the year at each year level and the results will be recorded on classroom manager programme. • Data will be collected and processed. **Expected outcomes:** There is an improvement in the grade profile for Interpretation skills from the start of 2010 to the end of 2010 for Year 9 and Year 10 students. (In 2011 and beyond a higher percentage of students will gain Merit or Excellence grades in pertinent assessments)	Copies of assessments are available. Data will be available for comparisons to be made.	• There is an improvement in the grade profile for interpretation skills from the start of 2010 to the end of 2010 for Year 9 and 10 students. • In 2011 and beyond a higher percentage of students will gain Merit or Excellence grades in pertinent assessments	At Year 9 the percentage of students gaining A, M or E improved regularly from 64.1 to 68.0 to 72.2 to 87.1% for their ability to report findings across the topics tracked. The pattern of results for processing and interpreting did not show the same regular improvement (48.8 to 78.1 to 88.8 to 64.1%), although overall the students improved with respect to this skill. At Year 10 specific questions from assessments throughout the year were focussed on the target but the statistics did not reflect improvement in the target area.

Statistical analysis of Target 2010 – Junior Science

Year 9 Combined Tracking 'Processing and Interpreting (P1)' and 'Reporting Findings (RF)'

	MP1	MRF	CPI	CRF	EP1	ERF	LPI	LRF
N	51.3	35.9	9.8	9.8	5.6	5.6	10.3	2.6
P	0.0	0	12.2	22.0	5.6	22.2	25.6	10.3
A	28.2	17.9	12.2	29.3	19.4	33.3	10.3	12.8
M	20.5	30.8	65.9	39.0	44.4	38.9	35.9	20.5
E	0.0	15.4	0.0	0.0	25.0	0.0	17.9	53.8
% PASS	48.8	64.1	78.1	68.0	88.8	72.2	64.1	87.1

Year 9 Tracking: 'Processing and Interpreting'

Processing and Interpreting	MPI	CPI	EPI	LPI
N	51.3	9.8	5.6	10.3
P	0.0	12.2	5.6	25.6
A	28.2	12.2	19.4	10.0
M	20.5	65.9	44.4	35.9
E	0.0	0.0	25.0	17.9
% PASS	48.8	78.1	88.8	64.1

Year 9 Tracking: 'Reporting Findings'

Reporting Findings	MRF	CRF	ERF	LRF
N	35.9	9.8	5.6	2.6
P	0.0	22.0	22.2	10.3
A	17.9	29.3	33.3	12.8
M	30.8	39.0	38.9	20.5
E	15.4	0.0	0.0	53.8
% PASS	64.1	68.0	72.2	87.1

Year 10: 'Tracking ability of students to interpret and analyse graphs, tables and information'

	INV	ECO	EL1	EL2
N	29.7	54.1	20.0	30.6
P	18.9	5.4	13.3	16.7
A	43.2	24.3	60.0	38.9
M	5.4	8.1	0.0	11.1
E	2.7	8.1	6.7	2.8
% PASS	51.3	40.5	66.7	52.8

Analysis of Variance - Target 2010 – Senior Sciences - Biology

To: Improve the profile of grades for Level 2 Achievement Standard (B2.5) 90461 “Describe concepts and processes relating to ecology”
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data

EXCERPT FROM THE VALUATION SECTION OF THE 2009 BOARD REPORT.
School profile compared to national results 2009

		N	A	M	E
90459	SHC	13.3	60.0	20.0	6.7
	Nat.	28.2	41.3	25.2	5.3
90461	SHC	46.7	33.3	6.7	13.3
	Nat	39.8	40.7	14.8	4.7
90464	SHC	30.8	38.5	15.4	15.4
	Nat.	33.0	38.0	21.2	7.8

Not Achieved percentages

	90459(i)	90461(ii)	90464(iii)
Nat 08	28.1	38.8	37.3
SHC 08	10	53.8	66.7
SHC 09	13.3	46.7	30.8
Nat 09	28.3	39.8	33.0

Trend (i): AS90459 very good *‘pass rate’* maintained especially compared to national statistics.
Trend (ii): AS90461 although some improvement is noted 08➔09 this does not parallel the improvement in AS90464.
Trend (iii): A dramatic improvement is noted in the number of students gaining the credits 08➔09 (33.3➔69.2)

2010 TARGET
In 2009 the percentage of students gaining Not Achieved for AS90461 although improved on from 2008 was still above the national average. My target is to improve on this statistic

Action

The students are encouraged and expectations of student achievement are high.

Repositioning of this standard to the beginning of the year to give a longer period of time for the girls to assimilate the information taught (it has to be taught earlier if the internal that is associated with it is to be completed before the end of term 2)

A return to the Biozone Workbook which provides an excellent coverage of Biology examples and questions.

R Drive and the ultranet are used to assist students.

The structure of the examination paper is specifically taught and analysis of previous 5 years papers specified.

Expected outcomes:
Rigorous revision programme that includes “past” papers and how to structure answers to gain the grades assessment schedules.

Outcomes

Rigorous revision programme that includes “past” papers and how to structure answers to gain the grades assessment schedules.

Statistics are added to the result table in historical data

Evaluation

AS90464: 8 students improved on their SHC end of year ‘exam’ result and 1 student’s grade went down. Excellence strategies were taught and extra practice examples were given. Strategies needed for discussions were emphasised although essay writing skills are different to those used in English.

In the ‘internal’ practice assessment all students failed. Teacher spent following week going over the ‘test’ focussing on areas students ‘bombed’.

Teacher gave more practice on weak areas and work was marked in class and the achieved criteria were pushed.

Following the T3 SHC assessments a disproportionate amount of in-class revision time was spent on this standard (consequently other standards were expected to have more home revision).

Analysis of Variance - Target 2010 Science - Senior: Chemistry

To: Improve the profile of grades for Level 3 Achievement Standard (C3.7) 90700 'Describe properties of Aqueous Systems' and Level 2 Achievement Standard (C2.6) 90310 'Describe thermochemical and equilibrium principles'.

Links To Strategic Plan: To realize the potential of every student through expectations of excellence

Historical data

- Nationally Achievement Standard 90700 has had the lowest number of student results. 2009: 5,413 candidates compared to Achievement Standard 90780, 2009: 6,653 candidates.

2009 AS90700 profile

C3.7	N	A	M	E
SHC2009	50	40	10	0
Nationally09	44.3	31.5	17.4	6.7

- Nationally Achievement Standard 90310 has had the second lowest number of student results. 2009: 9,612 candidates compared to Achievement Standard 90308, 2009: 11,037 candidates.

2009 AS90310 profile

C3.7	N	A	M	E
SHC2009	41.2	41.2	0.0	17.6
Nationally09	29.2	39.1	23.4	8.3

Action

- The students are encouraged and expectations of student achievement are high.
- Revision programme is introduced that includes issued assessment schedules and has students using these schedules.
- Start of lesson 'mini' testing is regularly used.
- Fewer worked examples are provided by the teacher and more student / peer teaching happens.
- The required mathematical skills are taught (rather than assumed).
- Workbooks are available for revision, power points, quizzes, NCEA exam papers, internet links.
- R Drive and the ultranet are used to assist students.

Evidence

- All students have results recorded.
- Mini testing results are recorded in tracking booklets and these results show improvement. Chronologically.
- Revision programme is implemented which includes "past" papers and assessment schedules.
- Mathematical skill theory notes and work sheets are developed and included in student work records.

Outcomes

SHC Grade profile parallels the National profile of grades for:

1. Level 3 Achievement Standards (C3.7) 90700 "Describe properties of Aqueous Systems" and …
2. Level 2 Achievement Standard (C2.6) 90310 "Describe thermochemical and equilibrium principles."

Evaluation

Level 3 statistics for AS90700 have shown that the profile of grades has greatly improved. The strategies used appear to have worked. 1 student did not attempt the Standard and Nationally this Standard had the lowest number of candidate entries (5427 cf 7071 for AS 90780).

Level 2 statistics for AS90310 have shown that the profile of grades has NOT improved!! This will again become the target for senior Chemistry in 2011.

	Expected outcomes: SHC Grade profile parallels the National profile of Grades for: 1. Level 3 Achievement Standard (C3.7) 90700 'Describe properties of Aqueous Systems' and 2. Level 2 Achievement Standard (C2.6) 90310 'Describe thermochemical and equilibrium principles'.			

Analysis of Variance - Target 2010 Science – Physics

To: improve the profile of grades for Level 3 Achievement Standard (P3.5) 90522. "Demonstrate understanding of atoms, photons and nuclei".
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
This standard was not well done in 2009 compared to national results. 2009 AS90522 profile P3.5 | N | A | M | E SHC 2009 | 50 | 50 | 0 | 0 Nationally 2009 | 28 | 49 | 16.9 | 6.1	The students are encouraged and expectations increased. Rigorous revision programme that includes assessment schedules. A greater degree of student participation to encourage understanding **Expected outcomes:** All results recorded. Revision programme implemented and includes past papers, assessment schedules and access to other texts.	All results recorded. Revision programme implemented and includes past papers, assessment schedules and access to other texts.	Of those that attempted the external paper, a pass rate of 80% was achieved with two at Merit level. A very successful outcome.

Analysis of Variance - Target 2010 Te Reo Maori (Junior)

To: Achieve at least 50% of Year 10 students to gain an Excellence or Merit grade for writing in the end of year examinations.
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
In recent years, results for writing in the external examinations have been significantly lower than for the other skills of listening and reading.	A planned programme to improve writing standards in the target language in Year 10 will be undertaken. **Expected outcomes:** Hopefully, this improvement will carry over to results at senior level.	60% of students gained Merit or Excellence for writing in the end of year examinations	This is a significant improvement on the two previous years (where the Merit/Excellence rate was around 40%). This reflects an increased emphasis on this important skill in the teaching programme.

Analysis of Variance - Target 2010 Te Reo Maori (Senior)

To: Achieve at least 50% of students to gain a grade of Achievement or better for writing in the external examinations at Level 1
Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Outcomes	Evaluation
In recent years, results for writing in the external examinations have been significantly lower than for the other skills of listening and reading.	A planned programme to improve writing standards in the target language in Year 10 will have the longer term aim of improving results at senior level.	Three out of six students gained an Achievement grade or better.	The goal was achieved, reflecting an increased emphasis on the skill of writing in teaching and learning programmes.

Analysis of Variance - Target 2010 – Visual Arts

To: Support Level 3 Design students in the presentation of their folios so that they meet or exceed national standards in the Merit and Excellence bands.

To: Develop student goal setting as part of their individualised programme

Links to Strategic Plan: To realise the potential of every student through expectations of excellence.

Historical data	Action	Evidence	Outcomes	Evaluation
Design and Photography was established as a new course at SHC in 2008. Those students were offered the choice of studying Level 3 Design or Photography for the first time in 2009. (Prior to this, some students had attempted Level 3 Design, having had no prior instruction in the subject. Results were mixed, with Achieved being the highest grade reached). In 2009 there were 7 learners who submitted folios. Two students failed to meet the national standard; both students were taught by a non-specialist teacher and one of them studied offline. Neither student had full access to a computer, as did two of the other students who were taught by the non-specialist teacher.	In 2010, it is imperative that all Design students have full access to a computer with the appropriate software (Photoshop) throughout the year. Design students at this level need to be taught by a specialist teacher and should not be studying off-line if possible. During the year, both teachers will participate in a Scholarship workshop that has been arranged by the HoD. This is being provided by a Faculty leader from a Decile 3 school whose Level 3 students achieved great success in 2009. Students will travel to Havelock North in May to see a touring exhibition of top Level 3 folios, so that they are exposed to excellence exemplars in	In 2010, there are 10 learners who will be submitting a folio at the end of the year. If this target is reached, at least 6 of these students will gain a grade of Achieved. The goal is that two students might achieve Merit and one may even achieve Excellence. (Bearing in mind that Excellence at Level 3 requires a <u>very</u> high level of skill and sophistication.) Students working at the highest level throughout the year will be encouraged to enter the Scholarship examination.	Design students well exceeded national achievement statistics in both the Achieved and Merit bands, although none of the 10 students who completed a Design portfolio in 2010 were successful in gaining Excellence. All students achieved the 12 credit external standard, whereas the national statistic for non-achievement was 11.9%	In terms of the set target, and for the Design students in 2010, these outcomes were very pleasing. The HoD Arts organised a weekend workshop that focused on Level 3 and Scholarship, which was attended by both teachers. This provided us with further insights into 'what the markers are looking for'; (unlike Levels 1 and 2, this is often shrouded in mystery, and varies from year to year). The Design teacher worked very hard to ensure that the students undertook folio themes that would challenge and extend them, and the overall standard of the work was very high. An issue to address this year is the printing of work for folios, which ideally needs to be completed by the end of Term 3 to allow the students sufficient time to present their work on the boards without compromising their other

Five students (71%) gained a grade of Achieved; well above the national average of 42.5%. No students were awarded Merit or Excellence. In 2009, national averages in Design were Merit – 33.6% and Excellence 12.5%.	all disciplines. Programmes of work will be fine-tuned to enable students to develop and extend ideas at the level of sophistication required at Level 3. The Design teacher will continue to liaise with a neighbouring school which also employs a specialist teacher. She will also participate in a Best Practice Workshop targeted at Level 2 & 3. **Expected outcomes:** In 2010, there are 10 learners who will be submitting a folio at the end of the year. If this target is reached, at least six of these students will gain a grade of Achieved. The goal is that two students might achieve Merit and one may even achieve Excellence. (Bearing in mind that Excellence at Level 3 requires a very high level of skill and sophistication).			subjects and classes.

	Students working at the highest level throughout the year will be encouraged to enter the Scholarship examination.			

Target 2011 Accounting

To: Achieve a pass rate of 80% and aim for 20% pass rate at Excellence Level – Achievement Standard 90226 (2.7 MYOB).
Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence/ that teachers deliver the curriculum using an extensive range of strategies that promote student engagement

Historical data	Action	Outcomes	Evaluation
This class has 11 students in 2011. Four of these 11 have completed Level One Accounting. I wish to use the knowledge gained in AS 2.5 at the beginning of 2011 as a base for the set target. Students have to apply their knowledge to the MYOB software package. This unit will be completed on a computer, which students enjoy and generally work well with.	Carefully plan the pre-work so when the students come to sit the AS they are confident. Purchase practice assessment tasks from NZCETA. Continue membership with CETA and attend all Accounting Meetings and PD opportunities. HK will also receive by email Accounting Chat pages which highlight areas of concern and give helpful hints regarding all AS in Accounting. Read the examiners report on the NZQA website about this AS. Students will sit two practice assessments , including feedback, to ensure they feel well prepared for the actual assessment.		

Target 2011 Classics

To: Reduce ‘Standards not attempted’ in 90513 Classical World Essay.
Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
2009 / 2010 – Only 50% attempted. 90513 Essay Standard. Explain in essay format an aspect of the Classical World.	Increase essay participation by emphasizing subject endorsement.			

Target 2011 Digital Technology

To: Achieve 80% of Yr 13 students gaining 20 credits at Level 3 using the Computing and Business Administration and Computing Unit Standards
Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence/ that teachers deliver the curriculum using an extensive range of strategies that promote student engagement

Historical data	Action	Outcomes	Evaluation
This is a class of 21 students. For the first time ever 86% of the class has studied IT at level 2. Because of this and the level of skill that they will bring to this class I would like to aim to achieve 80% of these students passing over 20 credits.	Students will not need to spend as much time as previously learning the computer skills to take them up to the level three standard. Students will already have good design skills and a good working knowledge of Word, PowerPoint and Excel. I will look carefully at each unit of work that covers an assessment covers and re-vamp as necessary in order to speed up the process of students being to start the assessment. Students will be able to start the assessment task earlier which will mean that they will be able to achieve a minimum of 4 level 3 unit standards which will take them to 20 or more credits at this level.		

Target 2011 Drama

To: Support students so that they can gain Merit or Excellence grades with a target of 2-3 subject endorsements.
Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Drama has been assessed mostly through Unit Standards with a single externally assessed Achievement Standard offered as an option. In 2009 no-one passed the external AS because the Unit Standard work they had covered did not give students enough content. In 2010 therefore the course included one internally assessed AS, and partly as a result the group performed much better in the externally assessed AS – out of 8 students who sat it 6 passed, 3 with A and 3 with M. The introduction of course (and now subject) endorsements means that many students want Achievement Standards rather than Unit Standards in their courses.	The Drama course has now been changed and is made up entirely of Level 2 Achievement Standards. One requires participation in the school (or some other) production. The Achievement Standards are not substantially different from the equivalent Unit Standards but they have fewer credits attached. The revamped course has already attracted a number of students with a genuine interest in Drama, rather than those for whom the subject is a default option.	The internally assessed standards have generally depended on completion – if students finish all the work they have usually passed. With the introduction of Achievement Standards this will not necessarily be the case. However, the goal is that 75% of students will complete the internal assessments and that we should gain 2 merit grades and 1 excellence grade for each. (This excludes AS 90303). In addition, in the externally assessed AS (90304) the goal is gain 3 merit grades and 1 excellence grade.		

Target 2011 Economics

To: Achieve 70% or better at Achieved Level for Achievement Standard 90629 Understand marginal analysis and the behaviour of firms.
Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Outcomes	Evaluation
The results for this AS this year were below the National average for Achieved (27.3% versus 50.1%) and above the National average for Not achieved. (63.6% versus 34.6%) HK would like to improve these results so they are either at the National Average or above.	Carefully plan the pre-work so when the students come to sit the AS they are confident and will have the ability to pass HK to maintain CETA membership to receive Economics Chat pages which highlight areas of concern and give helpful hints regarding all AS in Economics. Use practice assessment tasks purchased in 2010. These are up-to-date and well written. Scheme of work is changed to allow more time for pre-work and assessment opportunities for this AS Download old exam papers from NZQA website. HK to attend all Economic teachers meetings and PD opportunities. Read the examiners report on the NZQA website about this AS. Purchase extra resources for this AS and offer tutorials if necessary close to examination leave. HK to produce class sets of laminated graph grids and OHP pens. This enables students to practise their graph drawing which is a major component of this AS.		

Target 2011 - English - Junior

To: Raise achievement levels at Year 10 from Level 4A to Level 5B

Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Year 10 sat the e-asTTle test in February 2011. The overall level of students, when analysed, showed students were operating at Level 4A of the curriculum.	At Year 10 meeting in Term 1 those results made available to staff. Focus on assisting students to improve in reading and understanding material.	Results available on line for staff to view. WS to share results with staff. Student referrals to SENCO (Lyn Waugh/RTLB) – records kept. Data available on T drive.		

Target 2011 - English - Senior

To: Raise achievement levels at Year 12 for 2.6 Unfamiliar Texts to 65%

Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Evidence	Outcomes	Evaluation
At Year 12 to raise the percentages of students achieving AS 90380 (Unfamiliar Text)	Specific teaching of the standard to be done in conjunction with short text study and at other times in the year (see Year Plan)			

Target 2011 French - Junior

To: Achieve at least 50% of Year 10 students to gain an Excellence or Merit grade as their overall grade for speaking
Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
There is a clear link between speaking skills and overall achievement in second language learning. Students who attain high standards in the most difficult language skill (speaking) generally achieve at a high level in all other aspects	There will be increased emphasis on using the target language in the classroom. Every day instructions and teaching, where possible, will be conducted in French. Students will be given more opportunities to use the target language in day to day interactions. More and varied speaking assessments will be conducted.	Students will become more confident in speaking in French in the classroom and this will be reflected in assessment results.		

Target 2011 French - Senior

To: Achieve at least 40% of students to gain an NCEA course endorsement in 2011
Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
2011 will be the first year in which students will be able to gain individual subject endorsements. In the past, some students have become quite selective in which standards to concentrate on for external assessments. Hopefully, subject endorsements will be a motivating factor in encouraging for the best possible outcomes in all standards.	The goal of gaining a course endorsement will be a motivating tool throughout the year.	Merit and Excellence grades will become more prevalent in internal assessments and this will carry over into external assessments results.		

Target 2011 Geography

To: Improve Excellence rate in 90331 “Natural Landscape” to 10%
Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
2.1 90331. Explain a Natural Landscape. Excellence 2009 – 0% 2010 – 6.3%	2011 – 10%+ Cover previous mark schedules. Provide more opportunities for practice assessment outside of practice exams.			

Target 2011 History

To: Raise the level of Merits in line with national levels AS 90657.
Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Level 3 essay. “Examine a Significant Decision made by People in History, in an Essay”. SHC Merit result has been below national levels	Renewed essay focus. Emphasise subject endorsement – address ‘SNAs’			

Target 2011 Mathematics

Junior Target 2011: For 50% of Year 9 students to achieve at an Achieved level or higher in the Algebra section of the school examination
Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Algebra is an area that students find very difficult. It is the basis for a lot of higher levels of mathematics. In past years we have struggled to get above the 50% of students achieving in this area in the school examination. 2010 only 38% gained an achieved or higher in the school examination	Department wide focus with constant repetition of algebra skills in starters. Use made of HY activities to consolidate learning Department meetings used to focus attention on activities we can use to teach algebra skills	Starters with algebra questions included Discussion of activities used at department meetings Discussion recorded in department meeting minutes	50% of year 9 students gaining achieved or higher in algebra in the school examination	
Of the Maori students in 2010 36% gained achieved or higher in algebra in the school examination. Our goal for the Y9 Maori students in 2011 would be for them also to have 50% achieve in Algebra in the scholl examinations	Use department strategies to engage our Maori students As well as using the above strategies		50% of Maori students gaining achieved in Algebra in the school examination	

Target 2011 Physical Education – Junior

To: Aim for at least 90% of all Year 9 and 80% of all 10 students to be participating actively (at least Level 3 of department's active participation schedule-attached) and to the best of their ability for the majority of the lesson/unit by the end of Term 4.

Links to Strategic Plan: To realise the potential of every student through expectations of academic excellence

<table>
<tr><th>Historical Data</th><th>Action</th><th>Evidence</th><th>Outcomes</th><th>Evaluation</th></tr>
<tr>
<td>
With the different emphasis on' game sense' approach and' teaching games for understanding' and focusing on concepts

interpersonal skills, participation, movement skills, problem solving, an increased level of enjoyment has been recognised by students. We would like to enhance this further so that greater levels of participation will be measured. We hope that through this approach more students will enjoy PE so will want to continue into the senior school and will have a greater ability for higher order thinking in movement-related concepts and sociological issues.
<table>
<tr><td>Level</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>%</td><td>2</td><td>13</td><td>48</td><td>38</td></tr>
</table>
86% of all Year 9 students gained Level 3 or greater in Active Participation.
<table>
<tr><td>Level</td><td>1</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>%</td><td>2</td><td>22</td><td>36</td><td>40</td></tr>
</table>
76% of all Year 10 students gained Level 3

greater in Active Participation.
</td>
<td>
Teachers will continue to develop game sense and TGFU approaches with an emphasis on active participation.

At the end of each unit the students will self assess themselves on their participation level throughout the unit. The teacher will then give their grade with a comment where appropriate.
This will be recorded in the student's workbook.

Strategies to enhance learning will be discussed at Department meetings to assist students to achieve excellence and develop higher order thinking skills.
</td>
<td>
The results will be recorded in student workbooks as well as teacher record books

Students will be given access to their results on a regular basis
</td>
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</table>

Target 2011 Physical Education – Senior

To: Aim to have at least 20% of students in the 2011 Level 1 and Level 3 Physical Education classes to gain Excellence over all the Achievement Standards for the year.

Links to strategic Plan: Curriculum –To realise the potential of every student through expectations of academic excellence

<table>
<tr><th>Historical Data</th><th>Action</th><th>Evidence</th><th>Outcomes</th><th>Evaluation</th></tr>
<tr>
<td>
Results 2010 Level 1 NCEA:

<table>
<tr><th></th><th>NA</th><th>A</th><th>M</th><th>E</th></tr>
<tr><td>%</td><td>12.2</td><td>29.6</td><td>42.3</td><td>15.9</td></tr>
</table>

Results 2010 Level 3 NCEA:

<table>
<tr><th></th><th>NA</th><th>A</th><th>M</th><th>E</th></tr>
<tr><td>%</td><td>8.3</td><td>45.8</td><td>33.3</td><td>12.5</td></tr>
</table>

Level 1 has a new course with students opting for it, so motivation should be higher.

We aim to have at least 20% of students in the 2011 Level 1 and Level 3 Physical Education classes to gain Excellence over all the Achievement Standards for the year.
</td>
<td>
Staff mentoring for support at this level to teach to this higher level of thinking (particularly at L3). Tutorials held where appropriate.

Regular review of student progress

Strategies to enhance learning will be discussed at Department meetings to assist students to achieve excellence and develop higher order thinking skills.

Support and learning extension given to students who need it
</td>
<td>
Overall Achievement Standards results in 2011

It is hoped that at least 20% of students in the 2011 Level 1 and Level 3 Physical Education classes to gain Excellence over all the Achievement Standards for the year.
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</table>

Target 2011 Religious Education - Junior

Junior Target 2011: (Please state. This must be data driven)

Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Year 9 Highest pass rates 9B Life of Jesus 9C The Eucharist 9E Creation Lowest pass rates 9D The Church's Story 9F Beginnings of the Church in NZ **Year 10** Highest pass rates 10C Eucharist 10D Middle Ages 10E Inspiring men and women Lowest pass rates	Year 9 and 10 All units of work to be completely re-written. Challenging success criteria provided. Include more peer/self assessments. **Focus** - learning outcomes and adjectives, key competency monitoring, rewriting assessment tasks. Topics 9D and 10D given special consideration. High expectations of excellence, homework and bookwork. Making RE real for the students – relate to their personal lives and experiences. Lessons will be planned around the 'thinking skills framework' and will include games and interactive i-connect/IT activities, hooks and a wide variety of learning strategies. Ensure students understand the learning intentions, develop their own learning			

10F Sinfulness/Reconciliation 10G Teachings of Jesus	strategies, seek feedback and peer/self teach themselves. Students having difficulty with any aspect of the course will be identified. All activities will be co-operative and/or cognitive in their design. Acknowledgement of values and prior knowledge important. **Constantly be asking 'where to next'……**			

Target 2011 Religious Education – Senior

Senior Target 2011: (Please state. This must be data driven)

Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Maori (Levels 1-3) 2010 National – 35.1% NA 2010 SHC – 44.7% NA ✗ 2010 National – 26% M+E 2010 SHC – 29.8% M+E ✓ **Pasifica (Levels 1-3)** 2010 National – 37.0% NA 2010 SHC – 50.0% NA ✗ 2010 National – 25% M+E 2010 SHC – 27.7% M+E ✓ **Level 3** 2010 National – 32.4% NA 2010 SHC – 37.9% NA ✗	**Overall goal:1.** To equal or better 2011 Decile 5 or national NA results. **2**. To use a range of teaching/learning strategies to fully engage students. **Maori (Levels 1-3)** Specifically work with students who are not progressing. Separate learning intentions. Group/peer study. **Pasifica (Levels 1-3)** Work to encourage students who are not progressing. Track progress and feedback to them. Utilise learning styles. **Level 3** Target students not progressing. Timetable tutorials. Rewrite assessment tasks. Clear feedback and forward to students.			

2010 National – 35.9% M+E 2010 SHC – 38.7% M+E ✓ **<u>Level 2</u>** 2010 National – 28% NA 2010 SHC – 30.8% NA × 2010 National – 36.7% M+E 2010 SHC – 42% M+E ✓ **<u>Level 1</u>** 2010 National – 23.3% NA 2010 SHC – 37% NA × 2010 National – 36.1% M+E 2010 SHC – 40.5% M+E ✓	**<u>Level 2</u>** Target and specifically teach the prior knowledge and skills needed for both achievement standards. 90821 – Cut assessment tasks from 3 to 2. Check with moderator (J Houlahan) at cluster meeting in March. **<u>Level 1</u>** Set clear learning intentions and expectations of excellence. Self review – what are they doing well and check how they know that. **See part 4 in the analysis report for more details.**			

Target 2011 - Statistics and Modelling

Senior Target 2011: For 5% of students to achieve Excellence grades in each of the Internal assessments
Links To Strategic Plan: To realise the potential of every student through expectations of academic excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Historically our students do not perform at the excellence level in the Level 3 Statistics internals. No internal Excellences were achieved last year. This then knocks there confidence when it comes to the external standards.	To spend more time on the excellence requirements and use the exemplars available now so that the students know the level of work required if they are to perform at this level. Individual feedback via the ultranet focusing on the requirements for excellence for those students who are working at this level.	Exemplars used in class and by students Reference made to excellence level skills in lesson plans Marked work on the ultranet with excellence related comments on it	5% of students to achieve Excellence grades in each of the Internal assessments	

Target 2011 Science - Junior

To: Improve the ability of students to interpret and analyse graphs, tables and information in Junior Science.
Links To Strategic Plan: To realize the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
▪ Aim is to improve the the ability of students to interpret and analyse graphs, tables and information in year 9 and year 10 Science. ▪ The ability to interpret and analyse in science (both junior and senior) has been a concern. The profile of grades in Standards in the senior sciences with the larger mathematical content are not as good as those with the smaller mathematical content or skill level requirement. ▪ An improvement in this skill should be reflected in the percentage of students being awarded Merit or Excellence grades in NCEA senior sciences	• The Year 9 and 10 programmes will each include 3 Interpretation assessment opportunities. • The assessment of this skill will be tracked throughout the year at each year level and the results will be recorded on classroom manager programme. • Data will be collected and processed. • *2010 data below for comparison*	Copies of assessments are available. Data will be available for comparisons to be made.	in 2011 and beyond a higher percentage of students will gain Merit or Excellence grades in pertinent assessments.	

Target 2011 Science: Senior Biology

In: 2011, 20% of the year 12 (Level 2 cohort) Biology students will achieve an endorsement at Merit or Excellence. The particular Achievement Standard that will be a focus for the students, with a 2010 profile most needing an improvement, is (B2.5) 90462 'Describe diversity in the structure and function of animals'.

Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data

School profile compared to national results 2010 for all externally assessed standards

Bio externally assessed stds		N	A	M	E
Level 2	SHC	39.0	40.7	16.9	3.4
	national	37.3	40.0	17.8	4.9

School profile compared to national results 2
for
(B2.5) 90462 'Describe diversity in the struc
and function of animals'.

		N	A	M	E
90462	SHC	60.0	40.0	0.0	0.0
	national	40.5	37.9	15.5	6.1

2011 TARGET

- 'In 2010 no students gained Merit or Excellence in AS90462. My target for 2011 is for the percentage of students gaining Merit and Excellence to equal or better the national statistics.

Action

- The students are encouraged and expectations of student achievement are high.
- The Biozone Workbook examples and other resources will be used to support learning.
- R Drive and the Ultranet are used to assist students.
- Past years papers and their assessment schedules will be analysed and used by the students.
- The target standard will be taught at the end of Term 3.

Evidence

- A rigorous revision programme that includes "past" papers" and "Assessment schedules" to maximize achievement in the Target standard and across the Level 2 Biology course.

Outcomes

- 20% of the year 12 (Level 2 cohort) Biology students will achieve an endorsement at Merit or Excellence.
- The percentages of students gaining Merit or Excellence in AS 90462 are equal to or better than the national figures.
- Statistics are added to the result table in historical data.

Evaluation

Target 2011 Science: Senior Chemistry

To: Have 20% of the year 12 (Level 2 cohort) chemistry students achieve an endorsement at Merit or Excellence in 2011. The particular Achievement Standard that will be a focus for the students, with a 2010 profile most needing an improvement, is (C2.6) 90310 'Describe thermochemical and equilibrium principles'.

Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data

- Nationally Achievement Standard 90310 has had the second lowest number of student results. 2009 (9,612), 2010 (9556) candidates compared to Achievement Standard 90308, 2009 (11,037), 2010 (11428) candidates.

2009/2010: AS90310 profile

C2.6	N	A	M	E
SHC2009	41.2	41.2	0.0	17.6
Nationally09	29.2	39.1	23.4	8.3
SHC2010	60.0	26.7	6.7	0
Nationally10	26.9	40.2	24.6	8.3

School profile compared to national results 2010 for all externally assessed standards

Chem externally assessed stds		N	A	M	E
Level 2	SHC	47.5	36.1	11.5	4.9
	national	27.4	42.5	16.4	13.7

School profile compared to national results 2010 (C2.6) 90310 'Describe thermochemical and equilibrium principles'.

		N	A	M	E
90310	SHC	60.0	26.7	6.7	6.7
	national	26.9	40.2	24.6	8.3

2011 TARGET

- 'In 2010 6.7% students gained Merit and

Action

- The students are encouraged and expectations of student achievement are high.
- Revision programme is introduced that includes issued assessment schedules and has students using these schedules.
- Start of lesson 'mini' testing is regularly used.
- Fewer worked examples are provided by the teacher and more student / peer teaching happens.
- The required mathematical skills are taught (rather than assumed).
- Workbooks are available for revision, power points, quizzes, NCEA exam papers, internet links.
- R Drive and the ultranet

Evidence

- All students have results recorded.
- Mini testing results are recorded in tracking booklets and these results show improvement. Chronologically.
- Revision programme is implemented which includes "past" papers and assessment schedules.
- Mathematical skill theory notes and work sheets are developed and included in student work records.

Outcomes

-
- 20% of the year 12 (Level 2 cohort) Chemistry students will achieve an endorsement at Merit or Excellence.
- The percentages of students gaining Merit or Excellence in AS 90310 are equal to or better than the national figures.
- Statistics are added to the result table in historical data.

Evaluation

6.7% Excellence in AS90310. My target for 2011 is for the percentage of students gaining Merit and Excellence to equal or better the national statistics.	are used to assist students.The target standard will be taught and assessed in Term 3.			

Target 2011 Science: Senior Physics

To: Have 20% of the year 13 (Level 3 cohort) Physics students in 2011, achieve an endorsement at Merit or Excellence. The particular Achievement Standard that will be a focus for the students, with a 2010 profile most needing an improvement, is (P3.4) 90521 'Demonstrate understanding of mechanical systems'.

Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data

School profile compared to national results 2010 for all externally assessed standards

Phys externally assessed stds		N	A	M	E
Level 3	SHC	34.8	30.4	30.4	4.3
	national	29.5	48.8	15.4	6.3

School profile compared to national results 2010 (P3.4) 90521 'Demonstrate understanding of mechanical systems'.

		N	A	M	E
90521	SHC	50.0	16.7	33.3	0.0
	national	30.8	46.5	16.6	6.1

2011 TARGET

- 'In 2010 33.3% students gained Merit and 0.0% Excellence in AS90521. My target for 2011 is for the percentage of students gaining Merit and Excellence to equal or better the national statistics.

Action

- The students are encouraged and expectations of student achievement are high.
- Revision programme is introduced that includes issued assessment schedules and has students using these schedules.
- Start of lesson 'mini' testing is regularly used.
- Fewer worked examples are provided by the teacher and more student / peer teaching happens.
- The required mathematical skills are taught (rather than assumed).
- Workbooks are available for revision, power points, quizzes, NCEA exam papers, internet links.
- R Drive and the ultranet are used to assist students.

Evidence

- All students have results recorded.
- Mini testing results are recorded in tracking booklets and these results show improvement. Chronologically.
- Revision programme is implemented which includes "past" papers and assessment schedules.
- Mathematical skill theory notes and work sheets are developed and included in student work records.

Outcomes

- 20% of the year 13 (Level 3 cohort) Physics students will achieve an endorsement at Merit or Excellence.
- The percentages of students gaining Merit or Excellence in AS 90521 are equal to or better than the national figures.
- Statistics are added to the result table in historical data.

Evaluation

Target 2011 Social Studies - Junior

To: Reduce “Standards not Attempted” by Seniors in Essay standards in the future.
Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
50% ‘Standard not attempted’ in essay section: - Classics - History	Year 10 – Renewed essay emphasis. All Year 10’s to be taught essay structure and complete essays including the final exam.			

Target 2011 Te Reo Māori Junior

To: Achieve 55% of students at Year 10 to attain an Excellence or Merit grade as their overall grade for writing.

Links To Strategic Plan – **To realise the potential of every student through expectations of academic excellence**

Historical data	Action	Evidence	Outcomes	Evaluation
In Maori the link between written skills and overall student success is quite evident. Students who write reasonably well are more confident and achieve at high levels.	This year's course will focus more on grammatical structure and vocabulary. All students will be entered in the online Language Perfect course to build up essential vocabulary. They will be issued a grammar text and booklet as their main resource for writing. Reading will also reinforce their writing.	Students will improve their writing skills using the language they learn. This will be reflected in their pieces of writing throughout the year and in the end of year assessment.		

Target 2011 Te Reo Māori Senior

To: Achieve at least 40% of students will gain an NCEA course endorsement in 2011

Links To Strategic Plan – **To realise the potential of every student through expectations of academic excellence**

Historical data	Action	Evidence	Outcomes	Evaluation
2011 will be the first year in which students will be able to gain individual subject endorsements. In the past, some students have become quite selective in which standards to concentrate on for external assessments. Hopefully, subject endorsements will be a motivating factor in encouraging for the best possible outcomes in all standards.	The goal of gaining a course endorsement will be a motivating tool throughout the year.	Merit and Excellence grades will become more prevalent in internal assessments and this will carry over into external assessment results		

Target 2011 Visual Arts - Junior

To: Use the gaining of Principal's Awards at weekly assemblies as a motivational tool for students to strive for Excellence in each art activity they complete.

Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
In the past, assessment of students' work has been very formative in nature; feedback is given as to how students can best achieve Excellence. If the student perserveres enough, they will probably get there. Because Excellence has not been difficult to achieve on some tasks, I have had a requirement that students must achieve Excellence in all assessed tasks to gain a Principal's Award. This has generally resulted in 3-4 students receiving this award at the end of the course work. Students who have not achieved Excellence in the first task may have felt discouraged as they were then unable to be considered for an award. In the case of Year 10, students were working on a Level 1 Achievement Std, so they received awards on completion, if they had achieved Excellence	In 2011, one teacher is responsible for teaching both Years 9 and 10. Students are given specific criteria that they are being assessed against, and while some formative feedback is given, the extent of direction has been reduced. Excellence has become 'harder' to achieve, with perhaps only 3-4 students reaching this level on each task. Rather than students needing to achieve Excellence in all tasks to receive a Principal's Award, they can now reciev an Award for separate components of a unit of work. In the case of Year 89, this means a total of 2 components, and in Year 10, 3.	In Year 9, my aim is that there will be at least as many students achieving Excellence in the second assessed task (Printmaking) as the first, and that they may well be different students. In Year 10, there will be approximately 4 students who receive Principal's Awards at the end of each component of the course (Drawing, Painting and Photography, Printmaking) These may be the same or different student. A culture of striving for Excellence will hopefully be created!		

Target 2011 Visual Arts - Senior

To: Support senior students to achieve Merit and Excellence in the Level 3 Design and Photography external standard (portfolio). This target will be realized by students in this cohort attaining course endorsements (at least 1 per discipline)

Links To Strategic Plan: To realise the potential of every student through expectations of excellence

Historical data	Action	Evidence	Outcomes	Evaluation
Prior to 2009, Design was offered to Level 3 students alongside Painting by a non-specialist teacher. The students' results were generally poor as they had no prior learning in this very specialised field. In 2008, a new course was established at SHC; Design & Photography. For the first time in 2009, students submitted Level 3 Design and Photography portfolios, having studied both disciplines at Level 2. In 2009, students achieved 2 Merit grades in Photography. In 2010, 2 grades of Merit were achieved in Design.	In 2011, the Level 2 course has been re-structured to students studying 1 internally-assessed standard in each of Design and Photography, and then submitting a portfolio in the discipline of their choice. (It is envisaged that this will be the discipline that they will choose to pursue further in 2012) This will give the students experience in producing a portfolio at Level 2 – it is hoped that this will have positive outcomes for the students. Teachers in the department undertook targeted professional development in 2010, organising and attending a "Scholarship Workshop' aimed at how to succeed at Level 3 and beyond.	A Level 3 Course Endorsement in Visual Arts can be obtained by gaining 14 credits in the externally-assessed standard. Ideally, at least 2 students will gain an Excellence Endorsement and a further 2 will gain a Merit Endorsement; 1 per level per discipline.		