

Annual Section 2018

Target	NAG	Evaluation	Responsibility	Plans to achieve target	Resourcing
<p>GOAL 1</p> <p>That the pass rate for Y11 students in NCEA Level 1 be above 85% and better than the National Mean.</p> <p>FOCUS AREAS</p> <ul style="list-style-type: none"> • Achievement at NCEA Level 1 <p>Rationales:</p> <ul style="list-style-type: none"> • Year 11 pass rate was 85.8%. It is essential that there is still a focus at Y11 to ensure this pass rate does not drop below 85% or the National Mean BC was only 1.6% above the National Mean. • There is an increase to 85% pass rate as the BC pass rate has been above 80% for the last 5 years. 	<p>1</p> <p>2-ii</p> <p>2-iii</p> <p>5</p>	<p>Analysis of achievement results</p>	<p>All Departments</p> <p>HODs</p> <p>All teachers of Y11 students</p> <p>Leadership Team</p> <p>Y11 Dean</p> <p>Y11 Form Teachers</p>	<ul style="list-style-type: none"> • HODs to evaluate 2017 results, and review these with their staff. • HODs will be expected to make any changes needed in teaching, assessment, resourcing, and revision to improve student results at Level 1. • This self-review will be expected to be clear in Departmental reporting and analysis of results. It will be discussed at a meeting between the HOD and the Leadership Team specifically looking at student achievement. • Teaching staff to be aware of student achievement data 2017 for their individual students, and use this as a basis to work with their students to set realistic and aspirational achievement goals in 2018. • Y11 Dean to meet with Junior Dean and discuss individuals who will likely be “At Risk/under-achieving students” in their Year group. These students are to be closely monitored from the start of the year. • Close monitoring of Year 11 achievement progress by the Year 11 Dean and the Leadership Team. • Dean to monitor all students identified as pivotal and in danger of falling short. • Form Teachers to track their students and keep students informed of their overall progress toward L1 NCEA. 	<p>2017 results</p> <p>Exemplars</p> <p>Staff Professional Development, ie. Best Practice Workshops</p> <p>Teacher expertise</p> <p>Homework centres and tutorial sessions</p> <p>Learning Support Department</p> <p>STAR</p> <p>Gateway?</p>

				<ul style="list-style-type: none">• Encourage more use by students of the various free staff tutoring and Homework Centres available after school and at lunchtime.• Closer monitoring of the Maori and Pasifika students by Dean and SLT.• Meetings with Maori and Pasifika parents, and students as needed.• Staff discussion about, and awareness raising of, Year 11 students at risk of failing.• Photographs of pivotal students to be displayed in staffroom and referred to regularly.• Extra Learning Support for students at risk of failing.• Special assemblies and evenings.• Encouragement of staff to include this goal as part of their Inquiries where appropriate.•	
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<p>GOAL 2 That the pass rate for Year 12 students in NCEA Level 2 will be above the national mean. (Nb: In 2017 this was 88.8%)</p> <p>FOCUS AREA</p> <ul style="list-style-type: none"> Achievement at NCEA Level 2. Maori and Pasifika student achievement. <p>Rationale:</p> <ul style="list-style-type: none"> Year 12 has not been above the NM for the last two years. Prior to this BC was above for two years. This goal fits well with the Govt priority regarding the achievement of school leavers. 	<p>1</p> <p>2-ii</p> <p>2-iii</p> <p>5</p>	<p>Analysis of achievement results</p>	<p>All Departments</p> <p>HODs</p> <p>All teachers of Y12 students</p> <p>Leadership team</p> <p>Y12 Dean</p> <p>ART co-ordinator</p> <p>Y12 Form Teachers</p>	<ul style="list-style-type: none"> HODs to evaluate 2017 results, and review these with their staff. HODs will be expected to make any changes needed in teaching, assessment, resourcing, and revision to provide the best opportunity for student academic success at Level 2. This self-review will be expected to be clear in Departmental reporting and analysis of results. It will be discussed at a meeting between the HOD and the Leadership Team specifically looking at student achievement. Teaching staff to be aware of student achievement data 2017 for their individual students, and use this as a basis to work with their students to set realistic and aspirational achievement goals in 2018. Dean to monitor all students identified as pivotal and in danger of falling short. Form Teachers to track their students and keep students informed of their overall progress toward L2 NCEA. A number of identified Pasifika students will be part of the continued ART initiative. Encourage more use by Pasifika students of the various free staff tutoring and Homework Centres available after school and at lunchtime. NCEA and support meetings with Pasifika parents and recognise key families in establishing this. 	<p>2017 results</p> <p>Exemplars</p> <p>Staff Professional Development</p> <p>MOE Youth Guarantee Team</p> <p>Teacher expertise</p> <p>Homework Centres and tutorial sessions</p> <p>Learning Support Department</p> <p>STAR</p> <p>Gateway</p> <p>Youthline?</p>

				<ul style="list-style-type: none"> • Y12 Dean to meet with Y11 Dean and discuss individuals who will likely be “At Risk/under-achieving students” in their Year group. These students are to be closely monitored from the start of the year. • Closer monitoring of the Maori & Pasifika students by Dean and SLT. • Continued school involvement in the ART programme focussing on students at risk of not achieving Level 2. • Continued better use of Star and Gateway to provide opportunities for students to gain Level 2 credits. • Staff discussion about, and awareness raising of, Year 12 students at risk of failing. • Meetings with Maori and Pasifika parents, and students as needed. • Special assemblies and evenings. • Encouragement of staff to include this goal as part of their Inquiries where appropriate. 	
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Target	NAG	Evaluation	Responsibility	Plans to achieve target	Resourcing
GOAL 3 That the rate of students attaining UE continue to be above 60% and at least equal to the National mean. FOCUS AREAS <ul style="list-style-type: none"> • Courses are appropriate to enable a higher proportion 	1 2-ii 2-iii 5	Analysis of achievement results	All Departments HODs All teachers of Y13 students Leadership Team	<ul style="list-style-type: none"> • HODs to evaluate 2017 results, and review these with their staff. • HODs will be expected to make any changes needed in teaching, assessment, resourcing, and revision to provide the best opportunity for student academic success at Level 3. • This self-review will be expected to be clear in Departmental reporting and analysis of results. It will be discussed at a meeting 	2017 results Exemplars Staff Professional Development, ie. Best Practice Workshops

<p>of Year 13 students to gain UE.</p> <ul style="list-style-type: none"> • Students aspire to UE as a minimum leaving qualification. <p>Rationales:</p> <ul style="list-style-type: none"> • 2017 was first time in four years that the Birkenhead College UE pass rate was above 60% and the first time it was above the National Mean. This goal needs to be consolidated. 			<p>Y13 Dean</p> <p>Y13 Form Teachers</p>	<p>between the HOD and the Leadership Team specifically looking at student achievement.</p> <ul style="list-style-type: none"> • Y13 Dean to meet with Y12 Dean and discuss individuals who will likely be “At Risk/under-achieving students” in their Year group. These students are to be closely monitored from the start of the year. • Dean to monitor all students identified as pivotal and in danger of falling short • Form Teachers to track their students and keep students informed of their overall progress toward L3 NCEA and UE. • Encourage use by students of the various free staff tutoring and Homework Centres available after school and at lunchtime. • SLT will be aligned with Form classes/teacher in order to personally mentor students at risk of underachieving. • Staff discussion about, and awareness raising of, Year 13 students at risk of failing. • Meetings with Maori and Pasifika parents, and students as needed. • Special assemblies and evenings. • Encouragement of staff to include this goal as part of their Inquiries where appropriate. 	<p>Teacher expertise</p> <p>Homework centres and tutorial sessions</p> <p>Learning Support Department</p> <p>Gateway</p> <p>MOE Youth Guarantee Team</p> <p>Student/Parent support meetings</p>
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<p>GOAL 4</p> <p>That the rate of Merit endorsement be increased to above the National Mean and Excellence endorsements be maintained above the National mean across all year levels.</p> <p>FOCUS AREAS</p> <ul style="list-style-type: none"> Achievement at Years' 11, 12 & 13. Instilling a culture of Excellence. <p>Rationales:</p> <ul style="list-style-type: none"> The % Endorsement at Y11 and Y12 in 2017 decreased compared to 2016, with the decrease being due to a decrease in Merit Endorsement. The % Endorsement at L3 increased significantly to 6.7% above the National Mean the first time in 5 years. This needs to be maintained at Y13. 	<p>1</p> <p>2-ii</p> <p>2-iii</p> <p>5</p>	<p>Analysis of achievement results</p>	<p>All Departments</p> <p>HODs</p> <p>Teachers of Y11,12 & 13 students</p> <p>Leadership Team</p> <p>Y11,12 &13 Deans</p> <p>Y11,12 & 13 Form Teachers</p>	<ul style="list-style-type: none"> HODs to evaluate 2017 results at Levels 1, 2 & 3, and to review these with their staff. HODs will be expected to make any appropriate changes to teaching, assessment, resourcing and revision to improve student Merit and Excellence Endorsement. This self-review will be discussed at HOF meetings and with the Leadership Team at the annual Departmental Review meetings specifically looking at student achievement at Level 3. Dean to monitor all students identified as pivotal and in danger of falling short. Form Teachers to track their students and keep students informed of their overall progress toward Endorsement. Encourage more use of the various free staff tutoring and Homework Centres available after school and at lunchtime. Encouragement of staff to include this goal as part of their Inquiries where appropriate. Encourage staff to be aware of those at risk of falling short by photographs and reference by name at regular meetings. Constant message at assemblies about the requirements for Endorsements and the pursuit of excellence. 	<p>2017 results</p> <p>Exemplars</p> <p>Staff Professional Development, ie. Best Practice Workshops</p> <p>Teacher expertise</p> <p>Student/Parent support meetings</p> <p>Early identification of possible scholarship students</p> <p>Homework centres and tutorial sessions</p> <p>Learning Support Department</p> <p>MOE Youth Guarantee Team</p> <p>Youthline?</p>

				<ul style="list-style-type: none"> Teaching staff to be aware of student achievement data 2017 for their individual students, and use this as a basis to work with their students to set higher achievement goals in 2018. 	
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<p>GOAL 5</p> <p>That the pass rate for Maori and Pasifika students be increased to attain parity with other ethnic groups so there is equity in outcomes.</p> <p>FOCUS AREAS</p> <ul style="list-style-type: none"> The Priority Learners: Maori and Pasifika Achievement at Levels 1, 2 and 3. <p>Rationales:</p> <ul style="list-style-type: none"> L1 & 3 Maori, and L1, 2, 3 Pasifika pass rates were all above their own ethnic National Mean but below 	<p>1</p> <p>2-ii</p> <p>2-iii</p> <p>5</p>	<p>Analysis of achievement results</p>	<p>All Departments</p> <p>HODs</p> <p>Teachers of Y11, 12 & 13 Maori & Pasifika students</p> <p>Leadership Team</p> <p>Y11,12 & 13 Deans</p> <p>Y11,12 & 13 Form Teachers</p>	<ul style="list-style-type: none"> All Maori and Pasifika students are identified as target groups for tracking by staff HODs to evaluate 2017 for Maori and Pasifika results at Years 9 and 10, and Levels 1, 2 & 3, and to review these with their staff. HODs will be expected to make any appropriate changes to teaching, assessment, resourcing and revision to improve student achievement. This self-review will be discussed at HOF meetings and with the Leadership Team at the annual Departmental Review meetings. Form Teachers to track their students and keep students informed of their overall progress toward Endorsement. 	<p>2017 results</p> <p>Exemplars</p> <p>Staff Professional Development, ie. Best Practice Workshops</p> <p>Teacher expertise</p> <p>Student/Parent support meetings</p> <p>Homework centres and tutorial sessions</p> <p>Learning Support Department</p> <p>STAR</p>

<p>that of Pakeha at each NCEA Level.</p> <ul style="list-style-type: none"> • Maori & Pasifika students have the capability to have equal outcomes to Pakeha. Equity issues need to continue to be addressed. 				<ul style="list-style-type: none"> • Dean to monitor all Maori and Pasifika students identified as pivotal and in danger of falling short. • Encourage more use of the various free staff tutoring and Homework Centres available after school and at lunchtime. • SLT/HODs discuss with staff that they must have high expectations for Māori and Pasifika students to achieve. This may mean challenging longstanding beliefs and stereotypes. • Encourage staff to be aware of those at risk of falling short by photographs and reference by name at regular meetings. • Special assemblies and evenings. • Repeat the Cultural Inclusiveness survey with Y9-13 • SLT and HODs to assess, support and track Maori and Pasifika students for their literacy and numeracy in Years 9 and 10 so that acceleration programs can be put in place to narrow the gap for them before they get to Y11. • The staff PD focus 2018 of using Digital devices to raise literacy be targeted at Maori and Pasifika students where possible • Encouragement of staff to include this goal as part of their Inquiries where appropriate. • Collaborative meetings with HODs and in Depts focussing on sharing strategies that work to raise achievement. 	<p>Gateway</p>
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