STRATEGIC PLAN & ANALYSIS OF VARIANCE 2022

GOAL 1

Develop our curriculum and assessment programmes to ensure increased ākonga engagement and achievement and improve learning outcomes for all ākonga.

Outcome and Target	Targets	Analysis/ Next Steps
Junior Curriculum Design	Growth of a knowledge rich Junior Curriculum in which students' strengths and passions are interwoven • Develop curriculum innovation team • Develop strong system of curriculum design • To engage learning through student passion • To ensure mapping of key knowledge and skills • To develop local curriculum • Development	**Next steps Curriculum – 2024** • Consider Webinar style support for curriculum design – discussed with ASL • HOLAs will still need support with the detailed planning for units – most mahi completed in 2023 was around 5 year sequencing and the planning around NCEA level 1 • NCEA L2 planning • High impact strategies for teaching Literacy (RAPLD 100x hours) leading up to 2024 Vision for Learning • Matauranga Māori in subject – WSL role to support this mahi • Culturally sustaining teaching strategies • Leadership work with HOLAs **December 2023** • Curriculum design programme of support in Term 4 for each learning area • Establishment of AGHS Curriculum Hub – most teams focused on 5 year plans • Reflected on next steps for curriculum support • A/NZ Histories workshop happened – supported A/NZ histories from Years 1-10 • Curriculum design workshop with Te Aratai and Hillmorton built connections across subject teams • Review of WSL roles impacting on Curriculum and decisions made re 2024 • Core classes Y9 and Y10 for 2024 – process around this presented back to staff. • Course selection process involved section on how to have conversations with students without deficit mindsets, language and student voice – hearing their lack of confidence to select courses – as result of streaming **June 2023** Term 2 HOLAs went through a process where they evaluated their junior curriculum with their teams. Decision making completed around junior programme 2024 and the structure that works best for curriculum coverage, knowledge being built sequentially, to allow for progress tracking and strong r'ships. Agreed outcomes for workshops in T3 / T4 – teams will complete a curriculum map for learning in subject areas for Y9-13 and then detailed breakdowns for each year group. WSL BND has completed audit of Eng, Soc and HPE Y10 programmes. Fed back to SLT and to HOLAs. This helped with decision

		of essence statements, Y9-10 and Y9-13 curriculum map	making for these areas. BND will now turn back to Soc to look at incorporating the new progression model of assessment. I expect he will model this in Soc before sharing with other ELAs.

			Num and Lit Corequisite exams were delivered in June. Review of process currently happening. Results not available until August.

WSL RDJ has created connections with his Y9 team of kaiako around improving Reading with common goals, tasks and objectives.

Audit of Y10 Semesters

June next steps:
Arrange / schedule in workshops for curriculum design. Find out what resources staff need. Who / What / When / Where / How.
Use common terms – knowledge, skills, contexts
Tracking for Lit / Num corequisite
Focus on course selection Term 3

Development of Literacy and Numeracy strategies

Y9 Pilot of Aotearoa NZ Histories units of work

May 1st 2023
Discussion around structure of assessments, mapping and tracking of student achievement and progress

Next Steps
RDJ was appointed to WSL Y9 to work with his team of Y9 kaiako to trial an explicit approach to teaching through their lens. We want to find out if this builds engagement firstly, but if it also allows for differentiated and rich teaching and learning that supports all learners. And then how that compares with other classes not being taught through a lens.

Establish next steps and support for kaiako with mixed ability teaching and learning, to include:
- Curriculum design PLD
- Staff leadership - GATE coordinator, literacy and numeracy roles
- Innovation team continuing to evaluate junior curriculum
- Pedagogy team invested in supporting teachers with differentiation, digital outcomes, UDL and learning culture.
- IEPs prepared for students who are ready to access knowledge at a higher level across the kura

Jan 2023
- Curriculum priorities: Embedding local curriculum into Y9 teaching and learning programmes and Curriculum design
- Audit Y10 semesters – curriculum coverage, transition of data across semesters
- Aotearoa NZ Histories – piloting trial units in Y9 Term 2

- RDJ working with 9TM – Term 1 settling in, some observations, asttle data. Plan for connected learning in Term 2 or Term

		3 – to brainstorm with 9TM teachers. Q: what are the benefits to connected learning for ākonga? Discussions about showcase type product. • Destreaming – Pedagogy team 'launched' to HOLA team as a response to destreamed classrooms. Some of the team have begun to work with kaiako 1-1. Low stakes model for kaiako to seek support. Will present to whole staff also. • BOT funded time agreed T2,3,4. Outcomes: Essence statement, Y9 programme, Y9-13 map. • Literacy and Numeracy Corequisite dates decided for trial and then full pilot in Nov • NCEA L1 2024 focus for Staff Only Day 24 April.
Māori Engagement and Achievement	Improvement of Māori achievement at all NCEA levels and UE: • L1 Numeracy to 90% in Year 11 • Equity of achievement at NCEA L3 • To improve UE for Māori students to be equitable • To improve UE Literacy to 85% • To improve endorsement achievement at NCEA Levels 2 & 3 Development of staff capability in Mātauranga Māori content in curriculum	**Next steps – Māori Engagement and Achievement** • Development of effective teaching profile will come from RAPLD project working with Russell Bishop's high impact strategies • Kapa haka – get student feedback around Whakanui, Senior/Junior PG performances • Kapa haka uniforms • Whakanui – can we cater our own Hangi in 2024? Were we happy with the awards? • Review action plan. Include student voice for 2024. • Can we send new staff to workshop 1 and/or 2 at Tuahiwi in 2024? **December 2023** • Data beginning to show achievement of equitable results in some areas / levels - first time ever • Whakanui – Pride, celebration, whānau, belonging. • Whakanui awards – aligned with school Mauri over consultation with staff who whakapapa Māori, Wiremu Grey, Kaumatua and Whānau Collective. • Kapa haka – Tūhono competition, numbers have tripled since Term 1, welcomed Yokohama, performed at Whakanui, Senior/Junior PG, Y8 transition event • New courses for 2024 include JTR and Ngā Taonga Tākaro • Te Ao Haka has been supported all year by Hōhepa Waitoa • Student voice – Te Rōpū Hinetītama members gave feedback to Maths department and about Destreaming. Participated in wānanga at Tokona te Raki. • Development of Whānau Collective – hui process established and will continue into 2024. • Kaitiaki Māori reflected on their year and mahi to SLT. • Staff growth – waiata, karakia, waiata tira at graduation and to manuhiri from other schools, Y8 transitions, a growing understanding that we have a Te Ao Māori lens on events. **June 2023**

• Appoint a NZ Histories Curriculum Lead • Development of subject staff to lead within departments • PLD journey on revitalisation of Te Reo Māori and tikanga Māori Student Engagement thrives and flourishes For Māori students to achieve success as Māori • Development of Komiti Māori as leaders • Ongoing Whanau Hui • Mentoring of Gifted students in Te Reo Māori Development of Effective Teacher	• Kapa haka external tutor is now established. Students are growing a kete of performance pieces. Performed at Open Afternoon. Registered for Tūhono. Term 2 holidays planning meeting to explore uniforms, wānanga, Creatives proposal. • Māori engagement team and Kaitiaki Māori Achievement continuing to support ākonga Māori with UE Literacy tracking. Action plan in place. • Reframing of our Kōmiti Māori - new name Te Rōpū Hine-tītama - as a group that are focused on student voice. Organising Matariki events. • Ngā Manu Kōrero - 3x students stood for AGHS this year. Must continue with this momentum. • Reframing of Whānau Hui so as these are now whānau-led. • Te Ao Haka – shifted from MPA unit standards course to Te Ao Haka curriculum to offer students most current education and achievement standard course • Kaitiaki Māori achievement –bookable 1-1 sessions available. Kaiako working with students who have asked for support. • Have received new course proposal for Y9 2024: Taonga Tākaro / Māori games Development of Staff • Staff have graduated from levels 1 / 2 / 3 Te Ahu o te Reo Māori ki Ngāi Tahu. Evidenced by more staff willing to step up to karakia, sing waiata and share resources. • HOLAs attended a one day subject specific workshop designed to delve into kaupapa Māori perspectives connected to their subjects. Run by HTK. Good feedback. Some still looking for a single resource or switching to paralysis mode. Good discussions had in teams. • Presented Kaupapa Māori perspective to curriculum design to Innovation team and English ELA. **June next steps:** Junior curriculum work – how can we support Y9 ākonga who are fluent Te Reo speakers without making them work in Year 11 classes? Feedback from TRM kaiako also – how do we get a clear understanding of levels of fluency from students themselves – not whānau who can sometimes inflate abilities vs reality. Bring Tues / Wed rōpū together for Kapa haka. Whānau night. Movie night to create whanaungatanga. Creatives in School proposal supported by BOT Māori Engagement team to support students with whakawhanaungatanga event eg movie night, whānau bbq Look at new ways to deliver student voice eg students attending ELA hui. Need to make this a safe space and to work on how to facilitate this. Most likely HTK. Build whanau class culture **Staff next steps:** HTK to facilitate work between students and ELAs. Local curriculum – local community resource. How to do this? Part of Māori Engagement team's action plan.

	Profile for Māori Learners at Avonside.	**January next steps:** Supporting 2 new Te Reo Māori kaiako with transition to AGHS Academic mentoring and Kaitiaki role to be supported in 2023. Job descriptions written but these can be co-constructed as the first year they are running. Te Ao Māori Y9 class to be supported in 2023. Connect with ākonga transitioning from Kura Kaupapa in 2023 to see how we can support them. Kapa haka will be in the timetable 2023. GROW this space. Uniforms, performances, assembly. Te Reo classes increased 3x Y9, 2x Y10, 2x Y11 and 1x Y12/13 class. **January 2023** Kaitiaki Māori Achievement developing Y13/Y12 students list to mentor with UE Literacy Developing local curriculum with whānau: finding out what they think is impt for rangatahi to know about Ōrua Paeroa HTK offering subject based PLD around mātauranga Māori Expert partner working with Te Reo Māori kaiako and building Te Ao Haka course HTK leading rangatahi workshop with students on 24th April – they requested learning in karakia, mihi whakatau tikanga and waiata. Action plan for Māori Engagement team Reshaped Kōmiti Māori 2023 Māori engagement team starting to track ākonga Māori with UE Literacy Kapa haka Wed P2 continues with 40ish students Kapa haka after school - new tutor beginning 4 April. Rōopu want to take part in Tūhono Feedback from Whānau around hui to take into consideration Term 2 Mentoring Ngai Tahu and Wiremu Grey
Pasifika Achievement and Engagement	Pasifika Learners to achieve success as diverse Pasifika learners. • L1 Numeracy to 90% in year 11 • L1 Literacy to 90% in Year 11 • UE Literacy to 85% in	**Next steps:** Liaison to set up meetings with community members in Term 1 2023. Indicate intention to attend series of SPACPAC events in 2023 calendar. Co-chairing of Pasifika Engagement Team in 2023 by DP and ASL Pasifika staff **Jan 2023:** Polyfest group starting practices from week 1, for performance March 18 New puletasi designed and created for performance by staff and local community members Expert partner engaged to co-tutor and provide music Poly group performed for Moana Pasifika rugby team on arrival in CHCH in April Proposal to be delivered to BOT for reshaping Poly group 2024- to address attendance and engagement slump in students after Polyfest. Proposal to run all year, have a timetabled period like kapahaka, and to create local opportunities for performance events in T2,3,4.

| | | Year 12
• To improve UE for Pasifika students to be equitable with peers

Develop staff capability in working with Pasifika students to lift engagement and achievement

• Review AGHS Action Plan and align and implement the national ten-year Pacific Action Plan
• Work with staff to understand the systemic racism, barriers to learning and engagement,
• Work with staff to understand values and strengths | Secure funding for new formal puletasi to be produced, Pasifika student council to design
Staff engagement team finalising action plan for 2023

June 2023:
Engagement strategy for Polyfest group members begun
Action Plan voice gathered from learners
Kahui Ako Hauora Pasifika student voice analysed
Creatives in Schools/BoT proposal began for the 2024 Pasifika Cultural group concept
Marking and moderating of Polyfest Dance credits organised and completed

Next steps:
Aiga re-engagement strategy – 3 events organised
Action Plan finalised
Puletasi design by student council finalised and funding secured
Investigation into Languages learning
Creatives in Schools/BoT proposal submitted before August
Staff professional development session with students and guest speaker
Building of a better awards structure for fia fia – UC facilitator on achievement and engagement
Rebuild of Pasifika liaison staff person – Hauora and liaison with whanau |

	• with which diverse Pasifika students come. • Partnering with Families	
Embed Digital Technologies and Hangarau Matihiko (DTHM) curriculum content authentically 	Embed the DTHM Curriculum in learning Map DTHM Curriculum in Junior Curriculum Development of Hybrid learning	Elearning integrator continues to work alongside staff who incorporate DT into curriculum e.g e sports team of 15, E whiti, E whiti success, Minecraft, and working with staff on DT. Trialling online PLD platform to use with staff – Learnworlds IT Committee to work on migration of T Drive to cloud Application for PLD with UTB to assist staff with competency to manage shift without interruption to learning and teaching. **Next steps:** Learnworlds used to develop staff courses for onboarding of new staff, how to use ChatGPT and other generative AI, etc Secure funding for Lasercutter, Vinyl Printer and 3D Printer Process for staff to book DT resources via Accessit and KAMAR DT curriculum in Junior curriculum – ACOL lead in DT.

Goal 2

Increase ākonga engagement and wellbeing through a relational focused restorative culture and mentoring.

Pastoral system and Mentoring	Development of kaimahi capability in relational and restorative practice with a trauma-invested lens. • Kaimahi know their	**2023** PWK has adapted mentoring booklets ready for use, increased time in ako programme for mentoring (in part due to increased assemblies removing year groups so easier to do) Pouako introduced to EdPotential Thursday morning PLD for ako teachers on variety of topics including attendance Increased panui articles on behaviour, attendance and trauma topics for kaimahi (and whanau) Restraint PLD for full teaching staff

	students • Development of restorative learning behaviour strategies Development of kaimahi capability in student mentoring through ako opportunities. • Grow ako kaimahi's capability in mapping and tracking student goals with students • All students articulate a goal for achievement at NCEA or goals as Juniors. • Developing strength of pouako relationships with families	Increased accountability for staff from Kaitiaki on pouako and home contact Kaitiaki getting to the more moderate behaviour, quicker responses, more whanau hui, getting heads around next steps **Next steps – 2nd half 2023** Begin developing the learning platform for staff PLD in these areas Kaitiaki large hui restorative PLD with Maggie - include early adopter pouako; Maggie off role for a series of PLD days Staff PLD for restorative – smaller hui Learner hui 2 and goal setting/mentoring PLD Kaitiaki and pastoral team using EdPotential Thursday morning focus on Trauma informed practice through pouako lense Accountability around structures in classrooms Kaitiaki to pull more pouako into the IBP process with trauma informed/significant adult lense. **2022** Build pouako confidence at teaching the ako programme to ensure SEL and relationship building – Thursday morning ako sessions Increased Pouako/Kaitiaki meetings – every week PLD on Learning culture – consistent routines 2 x learner hui booked in for 2023 to strengthen mentoring/goal setting and whanau relationships Set mentoring meeting proes in ako Kaitiaki Māori Move of Referral process back to departments – Level ½ process going well Use of Learning platform to build capacity PRT – new staff, HOLA, Kaitiaki, - restorative Margaret Ross for HOLAs
Wellbeing	Begin to align all practices, processes	**June 2023** Some continued PLD re trauma and lesson structures for consistent routines through Ako Thursday PLD. PLD for Kaitiaki this term

	and systems within Avonside Girls' High School with a trauma –invested lens. • Review of school values • Review of Pastoral system in alignment with values Develop kaimahi capability in responding to student wellbeing needs Develop kaimahi capability in responding to their own wellbeing needs. Continue to be responsive to challenges and events affecting student and staff wellbeing.	– full day on this. PLD for Ako teachers through Thursday morning sessions AP Pastoral working with Kaitiaki on developing their skillset and competency – individualized approach Increased Kaitiaki time is leading to increased whanau hui creating stronger links with whanau and students, faster follow up on incidents and an increased focus on pathways for young people. Kaitiaki focused on IBP use, check and connect and PB4L based strategies in T3 onwards School mauri underway Te Whare Mauri Ora – introduced in ako times, start of the year orientation activities, pou challenge competitions (also cultural narrative focus), Kaitiaki using at all opportunities, framework for across school education and links to cultural narrative underway with Wiremu e.g. aligning pou values, cultural narrative stories and animals etc. My Mahi points as connected. Referral and restorative processes are linked to Te Whare Mauri Ora, as are daily reports. Kaitiaki doing well at building pou culture through increased assemblies, pou challenges and links to Te Whare Mauri Ora Wiremu Gray has done sessions with the staff as a whole on the mauri and wellbeing, and with the Enrichment Centre team. Badges on order for mauri; designed by students as part of pou challenge – and this will create some increased enthusiasm. Wiremu running wellbeing intervention with 8-10 students through T1 and T2. Shanay (Youth worker) assisting and being trained. Guest speakers in at all levels: Youth Law, Attitude, NZ Elections, RYDA Students engaged in Sexual Harassment group via Nardine and shoulder tapping. Meetings held. Participated in a hui/trial of a programme being rolled out to schools – authentic context. Looking now at a process for sexual harassment reporting and awareness of this. School council engaged in Greater New Brighton project – survey to students completed and some community events Move to L1 in department system for referrals going very well and leading to significantly decreased L2 referrals Cellphone review and policy change, with associated behaviour procedures implemented – much more focused on learning classrooms. Completed MOE attendance project focused on small focus group – lifted attendance on these students, increased communication to staff, whanau and students about attendance. Increased data focus for ako teachers and kaitiaki on attendance. Attendance service underway again and being utilized. Focus on moderate and irregular attendees clear. AS Kahui Ako role on transitions and attendance – looking at reasons for non attendance from those coming to school but not classes, has looked at some systems attendance processes. Various mentoring programmes underway (some again): Motivationz, Tuahiwi Education, Pasifika and Māori mentoring programmes School TV being accessed by whanau – good data through newsletter topics being shared. Also used in some cases for discipline processes – less effective as a resource there than hoped, but work being constructed by other means/resources to build a bank of resources. Leadership camp happened, Leadership coordinator up and running and working with students to mentor. Plans for adapted 2023 selection process and 2024 start of year under development Project under development with UC for parenting programme offered as part of discipline or pastoral concerns

| | | Students engaging in activities and leadership opportunities as part of rebuilding culture post covid.
Application in for funding for in school Kaiawhina Engagement and Attendance.

Next steps – 2nd half 2023
HOLA/Department and consistent routines development – needs reinforcement and accountability. Request from Kaitiaki to begin doing more on trauma with pouako through Thursday meetings, and reinforced in Tuesday meetings (though very short)
Wiremu – full staff W1 T3 – weight and importance of the mauri as a whole school way of doing things.
Mauri in 2024 orientation programme
Student of the month
Transition programme 2023
==Loves me not – W2 T3==
Accelerate PLD for Kaitiaki – plan of attack; 3 intensive days T3? Early.
Review Cellphone procedures to tweak repeat issue consequences
Serious discipline processes in line with Te Whare Mauri Ora
2024 leadership processes including junior leadership
Parenting programme – Triple P run through UC
Groups from Tuturu – Odyssey House and Purupuru whetu – Te Pia.
Te Tahi Youth – Youth health services on site.
Alternatives to mainstream investigated

2022
Some trauma PLD – e.g. accord day session. Requirements for staff to integrate brain breaks, temperature checks and Universal positive regard into 2023 classes and programmes.
School values work being finalised for 2023 implementation. Plan for roll out T1 2023 underway. Rolling out through ako time and orientation activities.
AP Pastoral in place and 8 Kaitiaki as well as Maori Academic Kaitiaki for 2023.
Increased number of ako teachers to reduce size of ako classes
Increase in whanau classes and 'aiga classes.
Guest speakers have continued – Attitude, Election NZ, I am Hope, Youthline, Loves me Not, RYDA. 2023 plan for speakers in place – includes Youth Law
Temporary redevelopment of pastoral space underway – for 2023. Redevelopment underway for more permanent solution.
Wiremu Gray approved by BOT for youth mentoring programme and work with staff in 2023.
Level 1/Level 2 referral system has worked very well and reduced time out of class significantly. Move to L1 in departments in |

		2023. Attendance systems project underway with MOE Various mentoring programmes underway (some again): Motivationz, Tuahiwi Education, Pasifika and Māori mentoring programmes Shirley Village hub attendance project – will be part of - being established now. Connection with Greater New Brighton Hub for school council established for 2023 involvement in consultation. Trial of School TV as alternative to detention/stand down process. To roll out in 2023 as an extended trial Sexual Harrassment Survey, results, some actions e.g Loves me Not and development of 2023 actions. Group being formed. Opportunity to feed in to a new pilot programme, to hopefully run Beginning redevelopment of student leadership plan: Camps 2023 organised, Leadership coordinator appointed (Victoria Shaw) to review and update our process/ideas in this area.

Goal 3:

Build staff capability to collect, track and use data to raise achievement, engagement and inform differentiated pedagogy

Leadership Growth in Understanding and Tracking Data for progress 	Mentoring of HOLAs in understanding data, next steps All HOLAs run data meetings and set achievement goals with staff, evident in 2022 NCEA report. Long term plan in place for academic catch up due to Covid absence EdPotential as a tracking tool	**Nov 2023** NCEA students who were predicted to be up to 20 credits short of passing the level were offered extra credit catch up sessions by subject teachers and a number of students were invited to courses run by Careers during study leave. A next steps in the ELA 5 year curriculum planning will be to look at how subject progress is measured and tracked. **June 2023** Some HOLAs working with subject advisors on NCEA Level 1 2024 and attended workshops on our Kāhui Ako Conference day. Mid-year co-requisite exams 28 Y10 student entered for the Writing exam 152 Y10 students entered for the Reading exam 90 Y11 students entered for the Numeracy exam – those who did not achieve it in Y10 Tracking of Y12 students' UE Lit progress/achievement is underway. The aim in 2023 is for students to achieve it by the end of Y12 May - Trends from the ELA 2022 NCEA data meetings shared and discussed with HOLAs. ➢ Pass rates are falling in several subjects/courses which require students to sit external exams to get 14+ credits. ➢ Courses which require students to do 2 or more external exams to get 14+ credits have some of the lowest pass rates.

		➢ School wide trends/concerns: - students not attending external exams - students not submitting work despite doing the learning - small numbers of Māori & Pasifika students taking some courses esp. STEM. - An overall decline in the success rates in STEM subjects March – HOLAs to have data meetings with PWK and MCM. PWK to collate trends and next steps Feb – 2022 ELA NCEA analysis reports underway HOLAs have started meetings with individual teachers to discuss their 2022 NCEA class results. Based on these discussions, teachers are setting teaching goals and targets for student achievement in 2023 Feb – senior data pulled through from Kamar to EdPotential. Decision around what junior data will be included. Next step: Once data is loaded PLD sessions needed for teachers and pouako, start of Term 2 Decision needed around end of year catch up sessions for seniors in 2023. Feedback from teachers was to stay on timetabled classes, and subjects with multiple teachers to co-ordinate sessions to spread the load
NCEA Achievement 	Overall achievement of 90% at L1 • Maintain L1 Literacy at over 90% • Numeracy to 90% overall UE Literacy target 85% (currently 49% against National Girls' Schools of 70%) UE improvement to 65% (currently 48% against National Girls' Schools 74%) Review of new NCEA	January 2024 - we are pleased that results show a tracking back to academic results and success. This is due to the deliberate work done with ako relationships and teachers to track goals with students and this will be a continued focus in 2024. More students turned up to exams. We are a way off our targets yet and continue to strive for better outcomes for our students. There was a significant rise in Merit endorsements and that shows the improvement being made.

Standards level 1 – discussion and development of new NCEA assessments or AGHS programme

Development and growth of STP pathways

All ELAs use the CAM value added data for Y11 2022. Analyse the trends and set goals for 2023 Y11 classes

Avonside Girls' High School in Canterbury

	2019 Qty.	Rate	2020 Qty.	Rate	2021 Qty.	Rate	2022 Qty.	Rate	2023 Qty.	Rate
NCEA (Level 1)										
Year 11	147	73.9	177	83.5	167	72.6	152	72.4	177	70.8
Year 12	155	91.7	168	93.3	186	96.9	173	91.5	158	89.3
Year 13	137	100.0	127	98.4	128	97.7	151	96.8	144	98.0
NCEA (Level 2)										
Year 11					1	0.4				
Year 12	133	78.7	156	86.7	168	87.5	148	78.3	132	74.6
Year 13	134	97.8	124	96.1	127	96.9	149	95.5	141	95.9
NCEA (Level 3)										
Year 12	1	0.6	2	1.1	3	1.6	3	1.6	4	2.3
Year 13	99	72.3	92	71.3	94	71.8	105	67.3	105	71.4
University Entrance										
Year 12									1	0.6
Year 13	78	56.9	67	51.9	63	48.1	66	42.3	66	44.9

Comparison with National Girls' Schools

Showing Year Level

Comparison School / Region: National
Comparison School Equity Index: All
Comparison Student Type: Regular Student
Comparison Including Students with Short Enrolments: Yes
Comparison School Gender Type: Single Sex - Girls
Comparison Student Gender: All

	Avonside Girls' High School in Canterbury										National									
	2019 Qty.	Rate	2020 Qty.	Rate	2021 Qty.	Rate	2022 Qty.	Rate	2023 Qty.	Rate	2019 Qty.	Rate	2020 Qty.	Rate	2021 Qty.	Rate	2022 Qty.	Rate	2023 Qty.	Rate
NCEA (Level 1)																				
Year 11	147	73.9	177	83.5	167	72.6	152	72.4	177	70.8	7,196	84.2	6,625	80.7	6,607	79.5	6,381	75.2	6,291	71.9
Year 12	155	91.7	168	93.3	186	96.9	173	91.5	158	89.3	7,496	96.4	7,887	96.5	7,430	95.8	7,318	95.2	7,433	93.3
Year 13	137	100.0	127	98.4	128	97.7	151	96.8	144	98.0	6,927	98.9	6,821	98.5	7,135	98.6	6,661	98.6	6,494	98.3
NCEA (Level 2)																				
Year 11					1	0.4					68	0.8	88	1.1	86	1.0	71	0.8	62	0.7
Year 12	133	78.7	156	86.7	168	87.5	148	78.3	132	74.6	6,946	89.3	7,437	91.0	6,908	89.1	6,718	87.4	6,806	85.4
Year 13	134	97.8	124	96.1	127	96.9	149	95.5	141	95.9	6,797	97.1	6,676	96.4	6,980	96.4	6,519	96.5	6,324	95.7
NCEA (Level 3)																				
Year 11											6	0.1			6	0.1	5	0.1	13	0.1
Year 12	1	0.6	2	1.1	3	1.6	3	1.6	4	2.3	50	0.6	52	0.6	67	0.9	65	0.8	68	0.9
Year 13	99	72.3	92	71.3	94	71.8	105	67.3	105	71.4	5,865	83.8	6,005	86.7	6,238	86.2	5,630	83.3	5,375	81.4
University Entrance																				
Year 11											3	<0.1							1	<0.1
Year 12									1	0.6	36	0.5	19	0.2	25	0.3	26	0.3	27	0.3
Year 13	78	56.9	67	51.9	63	48.1	66	42.3	66	44.9	5,038	72.0	5,243	75.7	5,373	74.2	4,836	71.6	4,570	69.2

December 2023
Year 11
Total attained **NCEA Level 1** = 50%
Māori =44%
Pasifika = 61%

| | | Total attained **Level 1 Literacy** = 93%
Māori = 89%
Pasifika = 94%

Total attained **Level 1 Numeracy** = 81%
Māori = 78%
Pasifika = 78%

Year 12
8 students do not have NCEA Level 1
5 students do not have Level 1 Literacy
4 students do not have Level 1 Numeracy

Total attained **NCEA Level 2** = 76%
Māori = 56%
Pasifika = 75%

Total attained **UE Lit** = 46%
Māori = 34%
Pasifika = 13%

Year 13
1 student does not have NCEA Level 1
6 students do not have NCEA Level 2
1 student does not have Level 1 Literacy
1 student does not have Level 1 Numeracy

Total attained **NCEA Level 3** = 52%
Māori = 50%
Pasifika = 55%

Total attained **UE Lit** = 79%
Māori = 75%
Pasifika = 73% |

		June NCEA Update: <u>Year 11</u> ➤ 48% of students have L1 Literacy ➤ 58% of students have L1 Numeracy ➤ No students have yet gained NCEA Level 1 <u>Year 12</u> ➤ 5 students do not have Level 1 literacy ➤ 4 students do not have Level 1 numeracy ➤ 17 students do not have NCEA Level 1 ➤ 1 student has UE Literacy ➤ 1 student has NCEA Level 2 <u>Year 13</u> ➤ 54% have UE Lit ➤ 1 student does not have Level 1 Literacy ➤ 3 students do not have Level 1 Numeracy ➤ 7 students do not have NCEA Level 1 ➤ 16 students do not have NCEA Level 2 ➤ 5 students have NCEA Level 3 **May** NCEA Update: <u>Year 11</u> ➤ 16% of students have L1 Literacy ➤ 51% of students have L1 Numeracy ➤ No students have yet gained NCEA Level 1 <u>Year 12</u> ➤ 7 students do not have Level 1 literacy ➤ 12 students do not have Level 1 numeracy

- ➢ 30 students do not have NCEA Level 1
- ➢ 1 student has UE Literacy
- ➢ 0 students have NCEA Level 2

Year 13

- ➢ 48% have UE Lit
- ➢ 4 students do not have Level 1 Literacy
- ➢ 5 students do not have Level 1 Numeracy
- ➢ 10 students do not have NCEA Level 1
- ➢ 22 students do not have NCEA Level 2
- ➢ 3 students have NCEA Level 3

Next steps: Unpacking the 48% who do not have UE Lit. Do they have a UE pathway? Project led by Gateway coordinator to research this. Discovered that students on pathways they had not chosen in many cases and now unable to get UE. This has been changed with the removal of pre-requisites and workshops with staff.

Jan 2023
Results – Numeracy 82.5% up from 2021 and better than national.
Maintained L1 Literacy at 89% same as 2021
L1 results at 71% same as 2021, whereas National went down.
L2 results dropped 11% to 76% - this will be due to the disruption in Term 1 which hit the momentum of L2 students. UE Literacy results also low.

Level 1	Level 2	Level 3	Level 1 Literacy	Level 1 Numeracy	UE Literacy yr 12	UE
71.6% similar to 2021 and higher then National	76.7% 10% trend down E Endorsement doubled for all and Māori	67.3% 4% down Endorsement trend down	89% All Improvement for NZE and Pasifika and overall	82.5% - improvement for all ethnicities	34% roll based 42% full year students

Yr 13 73% NZE 80% P 47% M 57% | 40% down from 2021 Significant improvement for M and P students |

NCEA Results 2022 — Girls' Schools – aspirational goal
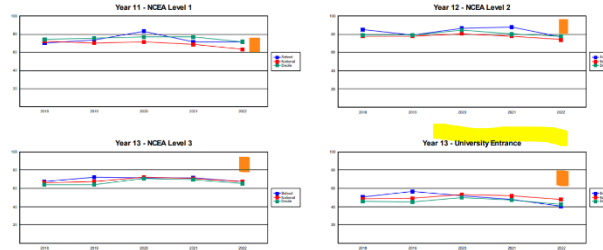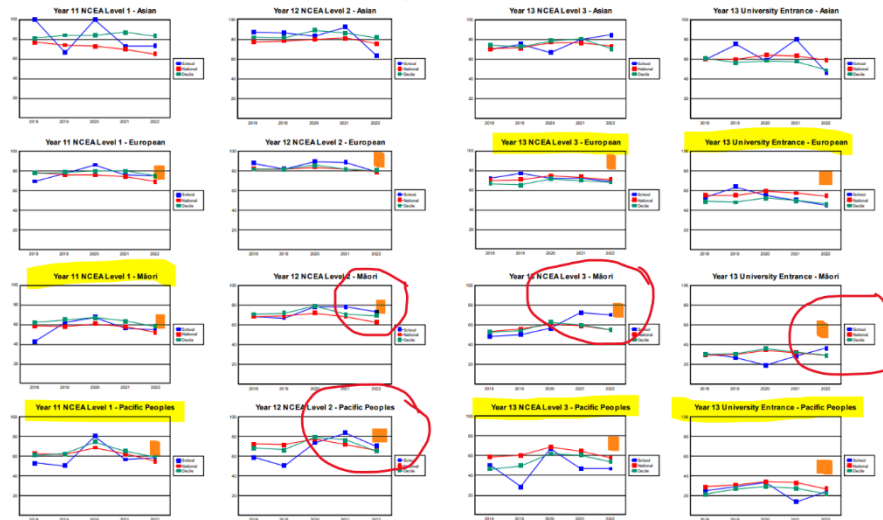
At AGHS Māori and Pasifika achievement is lower than European achievement at all levels, matching National and Decile 6 trends.

AGHS Māori achievement is higher than Māori National and Decile 6 at L2, 3 and UE

Emphasise the comparison with Girls' schools
4-week Senior Programme Feedback.docx

Next step: Analyse the ELA data to see how it compares with the cohort data.

Connecting Data with Teaching and learning change	Staff use of EdPotential for understanding, differentiating and tracking students Provide PD for staff on effective differentiated teaching/learning Explore ways to track progress against the updated Junior Essence Statements Identify G&T students in Term 1. ELA reps to work with coordinator to develop strategies, pathways, and track progress	**Nov 2023** GATE reps have been appointed for Maths, Eng. Sci, Soc, Arts The group will start with a session run by the GATE Co-ordinator in February to look at how we identify GATE/extension students. The reps will then begin the process of looking at department data to identify students in their areas. GATE reps need to work with HOLAs/TiCs to develop extension pathways within the 5 year curriculum plan. **June 2023 -** The tracking passports have been rewritten to be more succinct and easier to use. Students' entries from Kamar are included. Next Steps – Launch with ako teachers at the start of Term 3. These need to be ready to go by Term 2 next year. G&T proposal presented to SLT. With a shift away from extension classes, we need to ensure we are meeting the needs of our most capable students and celebrating academic achievement. Members of the pedagogy team working with PCTs, and teachers who have requested support, on effective differentiation techniques. Focus on junior assessment. As part of the curriculum mapping, HOLAs are beginning to review how and what they assess. Academic achievement/progress to be measured and reported effectively in junior courses. Next steps: This work will lead to a review of what/how we report to students and whānau. **Next Steps:** We have 25 Y13 students who do not have a UE pathway because they are not doing 3 approved subjects. We want to unpack the reasons behind their choice of courses in Y13. Did they make informed choices based on their career pathway? Could we do anything differently/better in our course selection process? PRP to interview students and whānau of these students to understand the reason for their subject choices **May -** **EdPotential:** Pouako are now using Ed Potential to provide up to date, easily accessible data for tracking and mentoring of senior students. Ongoing work with Edpotential for the data we want to see to be pulled through correctly. **Next Steps:** Working with HOLAs/TiCs around using the report function in EdPotential. Deciding what junior data we would like to appear in EdPotential. The Y9 and Y10 E-AssTTle results for 2023 have been shared with teachers. PLD sessions delivered on unpacking what the data means for non-English and non-Maths teachers. Teachers use E-AssTTle data to plan and differentiate.

		Y9 class meetings have been running. Teachers have developed a class profile based on class work and achievement results. Information has been fed into the G&T list. The CAM Value-Added results for Y11 students 2022 were presented and discussed with HOLAs. HOLAs to have reflection discussions with teachers. March - Pedagogy Team introductions to staff, explanations of roles and process to access support.
Literacy Data	To improve Literacy • Use of e-asTTle data to track progress • Teaching and learning impact on progress • Move students above 3B by 2 sub-levels • Intervention to accelerate the progress of students below 3B Across CoL Lead role and Within School CoL in Literacy • Plan and	**32406 Numeracy - Corequisite** 	Year	Achieved	N	SNA	Total	%
---	---	---	---	---	---
10	119	105	39	263	45%
11	32	30	51	113	28%
12			2	2	0%
	151	135	92	378	40% | **32403 Reading - Corequisite** | Year	Achieved	N	SNA	Total	%
---	---	---	---	---	---
10	148	70	33	251	59%
11	7	4	31	42	17%
12		1	4	5	0%
	155	75	68	298	52% | **32405 Writing - Corequisite** | Year	Achieved	N	SNA	Total	%
---	---	---	---	---	---
10	100	111	41	252	40%
11	2	7	32	41	5%
12		1	4	5	0%
	102	119	77	298	34% | **Literacy** | Year	Achieved	N	SNA	Total	%
---	---	---	---	---	---
10	92	129	31	252	37%
11	2	9	31	42	5%
12		1	3	4	0%
	94	139	65	298	32%	 December co-requisite results Literacy and Numeracy

- vision
- Mentor group of teachers from across subjects to coach others in Literacy strategies
- Coaching teachers on tracking and use of data
- Working with target groups

Not Showing Ethnicity
Showing Year Level

Comparison School / Region: National
Comparison School Equity Index: All
Comparison Student Types: Regular Student, Alternative Education Student
Comparison Including Students with Short Enrolments: Yes
Comparison School Gender Type: Single Sex - Girls
Comparison Student Gender: All

	Avonside Girls' High School in Canterbury										National									
	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
Year 11																				
Level 1 Literacy	186	93.5	198	93.4	210	89.7	190	90.0	233	91.4	8,158	94.9	7,635	92.5	7,684	92.0	7,596	89.0	8,183	93.1
Level 1 Numeracy	177	88.9	197	92.9	188	80.3	177	83.9	211	82.7	8,080	94.0	7,727	93.7	7,749	92.8	7,693	90.1	8,128	92.4
UE Literacy					3	1.3	1	0.5	1	0.4	147	1.7	152	1.8	156	1.9	157	1.8	118	1.3
UE Literacy Reading					4	1.7	1	0.5	1	0.4	154	1.8	168	2.0	189	2.3	180	2.1	212	2.4
UE Literacy Writing					4	1.7	1	0.5	1	0.4	158	1.8	229	2.8	227	2.7	224	2.6	189	2.1
UE Numeracy	177	88.9	197	92.9	188	80.3	177	83.9	211	82.7	8,080	94.0	7,727	93.7	7,749	92.8	7,693	90.1	8,128	92.4
Year 12																				
Level 1 Literacy	164	97.0	176	97.8	190	99.0	184	97.4	170	96.0	7,664	98.5	8,047	98.4	7,607	98.0	7,544	98.1	7,734	97.0
Level 1 Numeracy	163	96.4	175	97.2	189	98.4	183	96.8	163	92.1	7,624	97.9	8,026	98.2	7,581	97.7	7,500	97.5	7,676	96.3
UE Literacy	69	40.8	77	42.8	94	49.0	74	39.2	98	55.4	5,317	68.3	5,495	67.2	5,404	69.6	5,119	66.6	5,397	67.7
UE Literacy Reading	102	60.4	88	48.9	101	52.6	78	41.3	104	58.8	5,684	73.0	5,888	72.0	5,759	74.2	5,472	71.2	5,742	72.0
UE Literacy Writing	83	49.1	114	63.3	134	69.8	100	52.9	127	71.8	6,084	78.2	6,487	79.4	6,213	80.0	5,987	77.9	6,300	79.0
UE Numeracy	163	96.4	175	97.2	189	98.4	183	96.8	163	92.1	7,624	97.9	8,026	98.2	7,581	97.7	7,500	97.5	7,676	96.3
Year 13																				
Level 1 Literacy	137	100.0	129	100.0	131	100.0	155	99.4	146	99.3	6,954	99.3	6,868	99.2	7,178	99.2	6,701	99.2	6,556	99.2
Level 1 Numeracy	137	100.0	129	100.0	129	98.5	154	98.7	145	98.6	6,953	99.3	6,856	99.0	7,171	99.1	6,695	99.1	6,539	99.0
UE Literacy	107	78.1	91	70.5	94	73.1	114	73.1	107	72.8	6,187	88.4	6,127	88.5	6,416	88.6	5,942	87.9	5,800	87.8
UE Literacy Reading	116	84.7	108	83.7	104	79.4	118	75.6	115	78.2	6,456	92.2	6,368	91.9	6,667	92.1	6,205	91.8	6,045	91.5
UE Literacy Writing	110	80.3	94	72.9	105	80.2	131	84.0	112	76.2	6,304	90.0	6,230	90.0	6,559	90.6	6,087	90.1	5,918	89.6
UE Numeracy	137	100.0	129	100.0	129	98.5	154	98.7	145	98.6	6,953	99.3	6,856	99.0	7,171	99.1	6,695	99.1	6,539	99.0

May

Y9 2023: The expected level for Reading at the start of Year 9 is 4P. 43% of students who sat the test are working **below** the expected level at the start of 2023

Number of students working below expected level

Level	All Y9s Numeracy	All Y9s Reading	Māori Numeracy	Māori Reading	Pasifika Numeracy	Pasifika Reading	European Numeracy	European Reading
-	4	1	2	0	0	0	2	1
<2B	4	0	2	0	1	0	1	0
2B	5	4	0	1	0	0	4	3
2P	7	14	2	5	0	2	5	6
2A	11	9	6	1	0	1	5	5
3B	24	5	5	2	4	1	12	2
3P	30	13	6	2	3	4	19	6
3A	31	16	6	4	5	3	18	8
4B	29	32	8	8	1	0	19	22
Total	145 (236)	94 (219)	37 (56)	23 (49)	14 (21)	11 (20)	85 (145)	53 (137)
% below 4P	61%	43%	66%	47%	67%	55%	59%	39%

		Current Y11 students: Analysis of E-AsTTle data and CAM data for our current Y11 students. Trends: - for reading a significant number of students who were at the expected level or higher at the start of Y10 made negative progress across the year The average gain in reading scores across the junior school was 2.06 sub-levels, with 9 students making negative progress across the two years. Year 10: The average gain in Y10 was 0.9 of a sub-level. 28 students went down by one or more sub-levels. 93% (26) of the students who made negative progress in Year 10 were at 5B or higher at the start of the year **Next steps:** Ensuring we are identifying and meeting the needs of the students who need extension in the junior school **Feb** To look at the Y9 start of year e-asTTle data and establish what is needed to achieve our targets. Analysis of shift in student a-asTTle achievement across the junior school for current Y11 students.

Numeracy Data

To improve Numeracy progress within the Junior School

- Use of e-asTTle data to track progress
- Teaching and learning impact on progress
- Move students above 3B by 2 sub-levels
- Intervention to accelerate

May
Y9 2023: The expected level for Numeracy at the start of Year 9 is 4P. 61% of students who sat the test were working **below** the expected level at the start of 2023.

Number of students working below expected level

Level	All Y9s Numeracy	All_Y9s Reading	Māori Numeracy	Māori Reading	Pasifika Numeracy	Pasifika Reading	European Numeracy	European Reading
-	4	1	2	0	0	0	2	1
<2B	4	0	2	0	1	0	1	0
2B	5	4	0	1	0	0	4	3
2P	7	14	2	5	0	2	5	6
2A	11	9	6	1	0	1	5	5
3B	24	5	5	2	4	1	12	2
3P	30	13	6	2	3	4	19	6
3A	31	16	6	4	5	3	18	8
4B	29	32	8	8	1	0	19	22
Total	145 (236)	94 (219)	37 (56)	23 (49)	14 (21)	11 (20)	85 (145)	53 (137)
% below 4P	61%	43%	66%	47%	67%	55%	59%	39%

Current Y11 students: Analysis of E-AsTTle data and CAM data for our current Y11 students. Trends:

- for numeracy the average gains were much higher in Year 9 than in Year 10

	the progress of students below 3B	- for numeracy a significant number of students who were at the expected level or higher at the start of Y10 made negative progress across the year - CAM value-added scores in most subjects were more negative by the end of Y10 and Y11 in 2022 than they were in 2021 These trends were discussed with HOLAs before they made their decisions about the structure of Y10 courses for 2023. Feedback from some ELAs showed there were gaps in learning with the current semester structure. **Next steps:** Curriculum mapping to include pathways for extension students and to show clear progressions for learning **March** To work with yr 9 classes on tracking data across year and with Yr 10 and 11 in regard to Numeracy pilot. WSL Numeracy appointed for 2023 To find out if our Y10 semester programmes meet the needs of all students. 2022 Y10 data shows an increase in number of students at 4A and 5P at the end of the year compared with the start but shows some students who were at 5B,P,A and 6 at the start of Y10 achieved lower scores at the end. Next step: Further analysis of negative value-added scores. To look at the Y9 start of year e-asTTle data and establish what is needed to achieve our targets.
Student Voice 	Consistent form of student feedback on teaching and learning in each of the courses Student voice on all reviews done	June 2023 Te Rōpū Hine-tītama discussing best way for feedback to happen between them and kaiako. Possibly kanohi-ki-te kanohi / in ELA meetings. Nov 2023 – some feedback for board consultation and also through teachers as planned This is a focus in 2024

Drivers/Non-Negotiables – 'Educate to Empower'

No streaming in any junior or senior courses – this includes unnecessary barriers to entry into courses, unit standard courses, moving students	does not align with school charter, vision or mission puts lids on students' courses too early creates fixed mindsets in students and teaching creates lack of belief and self esteem *Myth buster – this does not mean that courses are all low level – it means all kids can select courses they need, and that curriculum design of knowledge makes knowledge available to all*
Development of pathways for GATE students which will include opportunities to accelerate individually, University STAR courses and enrichment through mentoring and other opportunities	There is no one cohort of GATE- each student is different Identification of a talent in one/two areas needs a pathway, and students allowed to grow as they need Students can be gifted in a whole range of areas not just academically
Development of STP Pathways as a curriculum option	All students need to have the opportunity to explore trades and gateway courses as part of their curriculum choices Aligns with student goals
No Unit Standards at Level 1 or 2 or in courses that can offer Achievement standards	If we are to empower, then all courses need to be rich in possibility to achieve and lead to further pathways and aspirations Unit standards put lids on student pathways
Development of 'cross curricular' learning – rather than large integrated classes, how might this work?	Redefinition of cross curricular learning structures that research shows have impact Need to have empowering relationships
Work towards a learning behaviour culture and pastoral system in which all play a part and review purpose of referral room and detention	Alignment with wellbeing for all Develop a system that has impact
Development of a values rich and academic graduate profile ==Development of knowledge rich essence statements and Y9-13 journey for each subject==.	This will fall out of our vision journey through all 3 goals and then inform reporting and goals
Development of an effective teacher profile	Teachers coming into AGHS know what we do, why we do things and how we do things for our students at AGHS
Development of a knowledge rich, sequential and connected curriculum that maps knowledge, capabilities and skills	Aligns with learning is for all and to educate and empower

Disruptive Question: NCEA L1 – do we do it or do we design our own knowledge rich, rigorous 9-11 curriculum