

ANALYSIS OF VARIANCE REPORT 2022

Lifting Achievement Levels – All students	Next Steps	Outcome	Analysis	Next Steps
All staff	<p>Level 1 – In 2022 our goal was to achieve a pass rate above the national boy’s schools average which this year was 66.1%. Ideally, we would like to do better than 70%. Once again this will be a challenge with a number of boys for whom NCEA is not an appropriate qualification (Of our current 73 participants - 3 Alt Ed/attendance; 4 Learning Support; 3 ESOL). Resource such as RTLB/LSC and Teacher Aides will be given to the 03 classes where the focus will continue to be on basic literacy and numeracy standards. The Year Level Dean has been given more time to work with House group teachers to enable closer ‘tracking’ of those students who may be at risk of ‘underachieving’. From the termly departmental meetings a renewed focus will go on HODs working with their departments around these specific students. A Te Reo Maori course along with a Pasifika studies course have been introduced to cater more for those priority learners.</p>	<p>Level 1 results 2022 – 62.3% pass rate with 37.2% achieving an endorsement.</p> <p>This was a 10.9% increase in the pass rate from 2021 and a 5% decrease in the endorsement rate.</p>	<p>Goal not achieved – only .2% off the nbs (national boys schools) average which was a little disappointing but it was encouraging to see a significant increase in the pass rate. However...</p> <p>Analysing the 30 students out of 73 who did not achieve. 12 quite simply ‘underachieved’ despite improved ‘tracking’ for these students.</p> <p>For the other 18 - 2 were in learning support (both funded to some degree); 8 left school early without completing (2 excluded, 6 directly into workforce); 4 were in ESOL (all received SAC) 1 in Alternative Ed and 3 had significant non-attendance. Programmes and support (as identified last year) were in place for these 18 students but quite simply NCEA is not an appropriate qualification for them. Based on this participation data the pass rate would be 78% (43/55).</p>	<p>Level 1 – In 2023 our goal will be to achieve a pass rate above the national boy’s schools average which this year was 62.5%. Ideally, we would like to do better than 70%. Once again this will be a challenge with a number of boys for whom NCEA is not an appropriate qualification (Of our current 92 participants - 4 Alt Ed/attendance; 2 Learning Support; 4 ESOL). Resource such as RTLB/LSC and Teacher Aides will be given to the smaller 03 classes where the focus will continue to be on L1 literacy and numeracy standards. A new Year Level Dean will continue to work with House group teachers to enable closer ‘tracking’ of those students who may be at risk of ‘underachieving’ and this information will continue to be shared at regular HOD meetings. From the termly departmental meetings a continued focus will go on HODs working with their departments around these specific students. The Pasifika studies course is being continued for those priority learners. The Rector will mentor the potential endorsement students.</p>

<p>Level 2 – In 2022 our goal was to achieve a pass rate above the national boy’s schools average which last year was 75.3%. Ideally, we would like to do better than 80%. This will be a challenge with the current Level 2 cohort. Of our current 64 participants NCEA is not an appropriate qualification for a number of these students (7 in Learning support programmes; and a number are not an appropriate curriculum level).</p> <p>However, the vocational nature of some of our Level 2 courses will suit a number of these learners.</p> <p>New courses at Level 2 have been introduced in Te Reo, Pasifika Studies and Agricultural Science to better suit our learners needs. Once again, a line of Te Kura is being offered in subjects such as Legal Studies and Japanese and this programme is being overseen by the Deputy Rector. As with Level 1, a real focus for 2022 will be the need for more accurate ‘tracking of those students who ‘underachieved’ in 2021. This will be done by the Year Level Dean working more closely with House group teachers and from the termly departmental meetings a renewed focus will go on HODs working with their departments around these specific students.</p>	<p>Level 2 results 2022 – 85.0% pass rate with 13.7% achieving an endorsement.</p> <p>This pass rate was a 5.6 % increase on 2021 and a 9.6% decrease in the endorsement rate.</p>	<p>This goal was achieved by some margin which was extremely pleasing and we were 12.5% above the nbs average.</p> <p>Analysing the 10 students out of 61 students who did not achieve Level 2. We would consider that 1 simply ‘underachieved’. For the other 9 students, 4 were funded learning support students and 5 left school without completing the qualification. NCEA Level 2 was quite simply not an appropriate or achievable qualification for these students.</p> <p>Based on this participation data the pass rate would be 98% (50/51)</p> <p>Endorsement rates were disappointing. Primarily this cohort settled for achieved.</p> <p>At Level 2 our pass rates continue to be significantly higher than at Level 1 as a result of a number of successful vocational pathway programmes such as Ready for Work and Ara courses.</p>	<p>Level 2 – In 2023 our goal is to maintain an 85% pass rate but realistically to achieve a pass rate above the nbs average which last year was 72.5%. Of our current 64 participants NCEA is not an appropriate qualification for a number of these students (2 in Learning support programmes; 2 in Alternative education; 6 in ESOL and a number are not an appropriate curriculum level).</p> <p>However, the vocational nature of some of our Level 2 courses will suit a number of these learners. New courses introduced last year at Level 2 will continue in Pasifika Studies and Agricultural Science to better suit our learners needs. With smaller numbers in the senior school more students are also accessing Te Kura and this programme is being overseen by the Deputy Rector. As with Level 1, a real focus for 2023 will be the continued ‘tracking of those students who ‘underachieved’ in 2022. This will be done by the Year Level Dean working more closely with House group teachers and from the termly departmental meetings a continued focus will go on HODs working with their departments around these specific students. the Rector will mentor the potential endorsement students.</p>
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<p>Level 3 – In 2022 our goal was to achieve a pass rate above 60.8% which would be our best in the last 5 years. Ideally, we would like to do better than the national boys schools average which last year was 65.9%. Of our current 64 participants NCEA is not an appropriate qualification for a number of these students (7 in Learning support programmes; and a number are not an appropriate curriculum level).</p> <p>This year we have introduced a number of new courses which we believe will better suit our learners needs – namely Sports Studies, Construction, Pasifika Studies and Agricultural Science As with Level 1 and 2, a real focus for 2022 will be the need for more accurate ‘tracking’- particularly of those students who ‘underachieved’ in 2021. This will be done by the Year Level Dean working more closely with House group teachers and from the termly departmental meetings a renewed focus will go on HODs working with their departments around these specific students.</p> <p>Some staff have also been timetabled into the study room to ensure greater work output.</p>	<p>Level 3 results 2022– 61.1% pass rate with 18.8% achieving an endorsement.</p> <p>The pass rate was a 2.3% increase on 2021 and a 5% increase in the endorsement rate.</p>	<p>The pass rate goal was achieved which was very pleasing. However, we were still below the nbs average of 65%.</p> <p>Analysing the 19 students out of 55 students who did not achieve Level 3. We would consider that 9 simply ‘underachieved’. For the other students, 5 left school during the year without completing the qualification, 2 had attendance issues due to health, 1 was in the learning support programme and for 2 they were simply below the curriculum level required. NCEA Level 3 was quite simply not an appropriate or achievable qualification for these students. In a small cohort these numbers have a significant impact on results.</p> <p>Based on this participation data the pass rate would be 80% (37/46)</p> <p>As with Level 2 Endorsement rates were affected mostly by student motivation and a ‘credit counting’ mentality.</p>	<p>Level 3 – In 2023 our goal is to achieve a pass rate above 61.1% which would be our best in the last 5 years. Ideally, we would like to do better than the national boys schools average which last year was 65%. We are optimistic of achieving these goals as we only have a small cohort of 37 participants and for very few NCEA is not an appropriate qualification (3 in Learning support programmes; and a small number are not an appropriate curriculum level). Last year we introduced a number of new courses which we will continue in 2023 which we believe better suit our learners needs – specifically Sports Studies, Construction, Pasifika Studies and Agricultural Science As with Level 1 and 2, a real focus for 2023 will be the need for more accurate ‘tracking’- particularly of those students who ‘underachieved’ in 2022. This should be easier with a small cohort and few who underachieved last year. The Year Level Dean is being assisted by the AR (Assistant Rector) in mentoring these students and the Rector will mentor the potential endorsement students.</p> <p>The Deans room is now adjacent the study room to ensure closer ‘supervision’ of study.</p>
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UE - Initial feedback in 2022 is that 48% (28 of 58) of the students are looking to use their UE as a qualification to go to University so a pass rate in that range would be acceptable.

2022 University Entrance – 33.3 % was a decrease of 5.9% from 2021.

Difficult to comment on this result as I believe this analysis is 'flawed'. A majority of our students despite qualifying for a UE course simply have no intention of going there and find successful outcomes through more vocational pathways. With good jobs readily available many are choosing to not follow a tertiary pathway which they may indicate at the start of the year.

Initial feedback in 2023 is that 43% (16 of 37) of the students are looking to use their UE as a qualification to go to University so a pass rate in that range would be acceptable. Once again, a number may well change their mind throughout the year.

Lifting Achievement Levels – Maori & Pasifika students

Deans of Maori students and Pasifika students
All Staff

Level 1 – The goal for 2022 was to improve pass rates to above the national average which last year was 69.5% for Level 1 Maori and 60.8% for Level 1 Pasifika.

For 2022 we have introduced a combined Level 1 - 3 Te Reo course and also a combined Level 1 - 3 Pasifika studies course to cater more specifically for these priority learners. These classes are being taught by the Maori and Pasifika Deans respectively. We have 12 Maori and 10 Pasifika students enrolled in Level 1 at the start of 2022.

The Pasifika study group will continue to meet every Thursday and the Maori Dean is running tutorials for Maori students on Monday afterschool.

It is part of the schools strategic plan that all Maori students will be visiting Moeraki marae during the year. The Maori and Pasifika Deans respectively will work more closely with the Year level Deans to specifically ‘track’ those students who have historically been ‘underachieving’. A Komete hapai is being formed in 2022 to lead the strategic direction of Maori in the school. Academic achievement will be a focus of this group.

Level 1 results 2022 – Maori 61.5% (12 students); Pasifika 45.5% (9 students).

The goal of improving the Maori pass rate above the national average (52.5%) was achieved. This was also a pleasing 25.8% increase from 2012. Unfortunately, the Pasifika pass rate was well below the national average (55%) but an improvement of 38.8% from the previous year.

Taking into account these are relatively small cohorts. On closer analysis (as above for Level 1 NCEA) of the 4 Maori students who didn’t achieve Level 1 for 2 of them they left school during the year without completing the qualification. The participation pass rate was 80% (8/10). Of the 4 Pasifika students who didn’t achieve Level 1, all 4 were in ESOL and 2 had chronic non-attendance.

Unfortunately, not all Maori students visited the marae. Homework groups became rather ‘fractured’ throughout the year. Also, whanau engagement from the Maori community proved challenging and a Komete hapai was not formed.

Level 1 – The goal for 2023 is improve pass rates from 2022 levels as well as being above the national average which last year was 52.5% for Level 1 Maori and 55% for Level 1 Pasifika. Unfortunately, the departure of our Te Reo teacher and a lack of interest has seen the NCEA Te Reo course discontinued. 2 boys are taking via Te Kura. The combined Level 1 - 3 Pasifika studies course is continuing and the appointment of a new Pasifika dean should see more positive outcomes. As a strategic goal the school is looking to adopt the Hakairo schema to improve cultural responsiveness. We have 12 Maori and 9 Pasifika students enrolled in Level 1 at the start of 2023. A Tongan study group will continue to meet every Monday and the Pasifika Dean is looking to run an ‘open’ study session to coincide with Polyfest practice on a Thursday night. The Maori Dean intends running tutorials for Maori students on Monday afterschool. Cultural responsiveness is a key goal of the schools new strategic plan. The Hakairo schema is being adopted. All Maori students will visit the Moeraki marae during the year. A komete hapai will be formed in 2023 to lead the strategic direction of Maori in the school. Academic achievement will be a focus of this group. A focus on language weeks and the performance groups will continue to provide a strong sense of cultural identity.

	<p>Level 2 – The goal for 2022 was to improve the Maori pass rate above 60% and the Pasifika pass rate above 80%. The national averages are currently 80.6% and 70.3% respectively.</p> <p>Strategies to achieve these goals are outlined above and at Level 2 these students also have the benefit of more vocational based courses in which to achieve.</p> <p>For the start of 2022 we have 12 Maori students and 6 Pasifika students at Level 2.</p>	<p>Level 2 results 2022 – Maori 71.4% (12 students); Pasifika 80% (5 students).</p>	<p>There were very pleasing results (taking into account the small cohorts). The Maori pass rate improved by 24.8% from 2021 and was 8.4% above the national average and the Pasifika pass rate improved by 1.4% from 2021 and was 14.1% above the national average. Once again the ‘targeted Ministry funding for 11+ Pasifika students was very effective and this was used for mentoring. They also benefit greatly from the peer inspired homework club. The NCEA Pasifika studies class was beneficial in providing a ‘homeroom’ type environment for these students. The success of the Maori students could be attributed to the fantastic support and mentoring these boys received from their Dean and also Te Reo teacher throughout the year.</p>	<p>Level 2 – The goal for 2023 is to maintain the pass rates of 2022 and stay above the national averages which are currently 63% and 65.9% respectively.</p> <p>Strategies to achieve these goals are outlined above and at Level 2 these students also have the benefit of more vocational based courses in which to achieve.</p> <p>For the start of 2023 we have 9 Maori students and 10 Pasifika students at Level 2.</p>
	<p>Level 3 – The goal for 2022 was to improve the Maori pass rate above 60% and the Pasifika pass rate above 60% also. The national averages are currently 75.6% and 63.9% respectively. Strategies to achieve these goals are outlined above and at Level 3 these students also have the benefit of more vocational based courses in which to achieve. For the start of 2022 we have 7 Maori students and 12 Pasifika students at Level 3.</p>	<p>Level 3 results 2022 – Maori 71.4% (7 students) Pasifika 63.6% (11 students).</p>	<p>The goals set were both achieved which was very pleasing. The Maori pass rate was a 21.4% increase on 2021 and 16.3% above the national average. The Pasifika pass rate was a 9.1% increase on 2021 and 4.9% above the national average. Improved results as per the Level 2 comments.</p>	<p>Level 3 – The goal for 2023 is to maintain the pass rates of 2022 and stay above the national averages which are currently 55.1% and 58.7% respectively.</p> <p>Strategies to achieve these goals are outlined above and at Level 3 these students also have the benefit of more vocational based courses in which to achieve.</p> <p>For the start of 2023 we have 7 Maori students and 4 Pasifika students at Level 3.</p>

Literacy and Numeracy targets

The goal for 2022 was to maintain the 2021 pass rates at Level 2 and 3 which are above the national average and increase the Level 1 pass rates to above the national average. As per 2021 new programmes established will be further embedded. These will also include Learning support programmes for “targeted” students and SAC applications where needed. Improving Literacy at Years 9 and 10 through implementing the PacT tool is a specific goal to come out of Kahui Ako data analysis and this will be a focus for ‘Spirals of Inquiry’ in the 2022/23 cycle.

2022 results:
Level 1 Literacy Year 11 – 81.2%
Level 1 Numeracy Year 11– 85.5 %

Level 1 Literacy Year 12 – 88.3%
Level 1 Numeracy Year12 – 91.7%

Level 1 Literacy Year 13 – 100%
Level 1 Numeracy Year 13– 100%

The goal to maintain the 2021 pass rates was achieved and improved at Levels 1 and 3 but not at Level 2. At all three levels of Numeracy we were above the National average but at Levels 1 and 2 we were below the National average for Literacy. Level 1 Literacy improved by 3.8%, Level 1 Numeracy improved by 5.8%. Level 3 Literacy improved by 2% and Level 3 Numeracy improved by 2% also. Of particular significance was the work of the LSC team in ‘targeting’ specific students and working with the HOD’s to ensure specific programmes for these students. An increase in SAC support made a difference. The creation of 103 classes with more specific literacy and numeracy skills standards rather than content driven assessments also made a positive difference.

The goal for 2023 will be to maintain the 2022 pass rates at Level 1 and 3 which are above the national average and increase the Level 2 pass rates to above the national average. As per 2022 new programmes established will be further embedded. These will also include Learning support programmes for “targeted” students and SAC applications where needed. Once again the LSC and RTLB are managing ‘referrals’ of ‘targeted’ 103 students. Improving Literacy at Years 9 and 10 through implementing the PacT tool is a specific goal to come out of Kahui Ako data analysis and this will be a specific focus for a teachers 2023 ‘Spiral of Inquiry’.

Retention Rates

The goal for 2023 will be to see an increase in the overall roll from 390 to back over 400. This is achievable with another large local Year 8 cohort. We also have two smaller cohorts at Years 12 and 13. With the new hostel management now well embedded and generating very positive publicity there is room for optimism there. A key will be to update the website for marketing. There is some hope also that the international market may open again in a limited capacity. In terms of retention have 100% retention rates from Years 9 to 10; 95% from Year 10 to 11, maintain the year 11 to 12 retention rate at over 80% and increase the Year 12 to 13 retention rate to 60% (this may not be realistic in the current employment climate). Once again the reality is many of our students (who do not see tertiary study as their 'pathway') see Level 2 as an end goal and an increasing number are achieving this and leaving for meaningful employment (as seen in the column to the left).

Year 9 2023 – 103
 Year 9 2022 - 100
 Year 10 2023 – 98 (98%)
 Year 9 2021 – 94
 Year 10 2022 – 94 (100%)
 Year 11 2023 – 92 (98%)
 Year 9 2020 – 82
 Year 10 2021 – 82 (100%)
 Year 11 2022 – 73 (89%)
 Year 12 2023 – 64 (78%)
 Year 9 2019 – 75
 Year 10 2020 – 76 (101%)
 Year 11 2021 – 77 (103%)
 Year 12 2022 – 64 (85%)
 Year 13 2023 – 37 (49%)

Goal not achieved – somewhat disappointingly we start the 2023 year with a projected March 1 roll of 394 students (an increase of 4 students but not the goal of 400). Factors contributing to this slight increase include a strong cohort of Year 8 students in the area. To get over 100 Year 9 boys and another 10 boys new to school above Year 9 offset a large number of especially (potential) Year 13 boys who have sought employment opportunities. This was a small cohort anyway. During 2022 a total of 31 students left Years 12 and 13 – 7 to other schools/education (Polytech), 21 to fulltime employment and 3 'unknown'. Of the 115 students who left at some stage during or at the end of 2022, 8 are 'unknown'. (7%). Attracting hostel numbers is still a major challenge – this year we have 13 new boys into the hostel compared to 12 last year. This remains a major focus to increase the hostel numbers above 50. To begin the year at 46 boys having lost 19 through the year of 2022 is a positive. Specific Year level retention goals as follows -
 Year 9 – 10 (100%) not achieved at 98%.
 Year 10 – 11(95%) achieved at 98%
 Year 11 – 12 (>80%) not achieved at 78%
 Year 12 – 13 (>60%) not achieved at 49%
 A growing number of boys are leaving school for excellent employment opportunities. This is a nation wide trend, particularly following Covid.

The goal for 2024 will be to see an increase in the overall roll from 394 to back over 400. This is very achievable with another large local Year 8 cohort. We already have nearly 300 boys in Years 9-11 and also a very small Year 13 cohort. If we have a 2024 Year 9 intake of 100 and based on this year's retention rates we should have a school roll of 401 (100, 101, 96, 72, 32). With the new hostel management now well embedded, a stronger staff and ever increasing positive publicity there is room for optimism that we can begin 2024 with at least 50 boarders. A key will be to update the website for marketing which did not happen in 2022 but is currently in progress. Also, the international market is opening up again. In terms of retention have 100% retention rates from Years 9 to 10; 95% from Year 10 to 11, increase the year 11 to 12 retention rate to 80% and increase the Year 12 to 13 retention rate to 50% (this may not be realistic in the current employment climate). Once again the reality is many of our students (who do not see tertiary study as their 'pathway') see Level 2 as an end goal and an increasing number are achieving this and leaving for meaningful employment (as seen in the column to the left).

Engagement Figures

Overall, mostly disappointing results, all Year levels excepting Year 13 showed a decrease in attendance from the previous year. The decrease was more marked in Year 11 and 12 than in the junior school. Decreasing attendance is a national trend and although not as bad as most of the country to see our overall attendance at its lowest level in the last 5 years is disappointing. As you will see from our strategic plan improving attendance is one of our major priorities for 2023. Although our focus will always be on making learning engaging to ensure attendance improves our focus in 2023 is giving responsibility for attendance back to the Year Level deans and increasing their focus on 'case management' by using the 'Everyday matters' attendance data which is now well understood. This was not well done in 2023 but with a number of new Deans we are expecting an improvement. As part of our support from ERO we are engaging in a monitoring student attendance worksheet and we are also engaged in the local NO Secondary Schools attendance project. Involvement with external agencies such as Oranga Tamaraki, Youth welfare and the Police will be on-going for our more chronic truants. Overall attendance goal should be the Ministry guideline which is 85% but realistically an improvement on

Unjustified absence Junior
2021: Yr 9 – 4.6% and Yr 10 – 6.9%
2022: Yr 9 – 3.5% and Year 10 – 7.1%

Intermittent absence Junior
2021: Yr 9 – 2.5% and Yr 10 – 6.9%
2021: Yr 9 – 2.1% and Yr 10 – 6.1 %

Justified absence Junior
2021: Yr 9 – 7.2% and Yr 10 – 7.1%
2022: Yr 9 – 11.1 % and Yr 10 – 9.4%

Overall Junior
2021: Yr 9 – 85.5%
2022: Yr 9 – 83.2%
2021: Yr 10 – 78.9%
2022: Yr 10 – 77.2%

Unjustified absence Senior
2021: Yr 11 – 6.1%; Yr 12 – 5.8%, Yr 13 – 9.1%
2022: Yr 11 – 8 %; Yr 12 – 6.3 %, Yr 13 – 4.3%

Intermittent absence Senior
2021: Yr 11 – 6.8%; Yr 12 – 7.2%; Yr 13 – 1.6%
2022: Yr 11 – 7.7%; Yr 12 – 7.1 %, Yr 13 – 0.5 %

Goals (to improve from 2021)
Goal achieved for Year 9, Goal not achieved for Year 10.

Goal achieved for both Year 9 and Year 10.

Goal not achieved for both Year 9 or 10.

Goal not achieved for both Year 9 and Year 10.

Goal not achieved for Year 11 and 12, Goal achieved for Year 11.

Goal not achieved for Year 11, Goal achieved for Year 12 and 13.

Overall, mostly disappointing results, all Year levels excepting Year 13 showed a decrease in attendance from the previous year. The decrease was more marked in Year 11 and 12 than in the junior school. Decreasing attendance is a national trend and although not as bad as most of the country to see our overall attendance at its lowest level in the last 5 years is disappointing. As you will see from our strategic plan improving attendance is one of our major priorities for 2023. Although our focus will always be on making learning engaging to ensure attendance improves our focus in 2023 is giving responsibility for attendance back to the Year Level deans and increasing their focus on 'case management' by using the 'Everyday matters' attendance data which is now well understood. This was not well done in 2023 but with a number of new Deans we are expecting an improvement. As part of our support from ERO we are engaging in a monitoring student attendance worksheet and we are also engaged in the local NO Secondary Schools attendance project. Involvement with external agencies such as Oranga Tamaraki, Youth welfare and the Police will be on-going for our more chronic truants. Overall attendance goal should be the Ministry guideline which is 85% but realistically an improvement on our 2022 rate of 78.9% is more realistic. > 80% is achievable.

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Justified absence Senior
2021: Yr 11 – 6.2%; Yr 12 – 3.7%, Yr 13 – 2.6%
2022: Yr 11 – 8.2%; Yr 12 – 9.5%, Yr 13 – 2.7 %

Overall Senior
2021: Yr 11 – 80.8%
2022:Yr 11 – 75.9%
2021: Yr 12 – 83.1%
2022:Yr 12 – 76.9%
2021: Yr 13 – 86.5%
2022: Yr 13 – 92.3%

Overall School
2018 – 81.8%
2019 – 80.5%
2020 – 79.5%
2021 – 82.3%
2022 – 78.9%

Goal not achieved for Years 11, 12 and 13.

(Goals of 85%)
Goal not achieved for Year 11.
Goal not achieved for Year 12.
Goal achieved for Year 13.

Once again the impact of Covid had a significant effect. This is reflected in the significant increase in justified absences.
Goal of 82.3% not achieved.

<p>Referral figures</p>	<p>Goals for 2022</p> <p>Year 9 – less than 100. Year 10 – less than 100. Year 11 - less than 40. Year 12 - less than 20. Year 13 – less than 10.</p> <p>To achieve the goals for 2022 we will focus with staff on the pre-referral strategies in particular the ‘mini-chat’ part of the process. We have re-introduced peer support at Year 9 and a real focus of our annual plan is developing a well-being programme. A new guidance councillor and the well-being prefects we be pivotal in this. It will also be interesting to see the impact of the healthy lunches programme on after lunch behaviour.</p>	<p>Year 9 2022: Terms 1 – 4 (15,28, 39,23) Total = 105 (2021 – 152). Goal was <100</p> <p>Year 10 2022: Terms 1 – 4 (34, 21, 29, 9) Total = 93 (2021 – 117). Goal was <100</p> <p>Year 11 2022: Terms 1 – 4 (36,12, 3, 2) Total = 53 (2021 – 35). Goal was <40</p> <p>Year 12 2022: Terms 1 – 4 (15,15, 8, 1) Total = 39 (2021 – 18). Goal was <20</p> <p>Year 13 2022: Terms 1 – 4 (1,2,0,0) = 3 (2021 – 16). Goal was <10</p>	<p>Goal not achieved</p> <p>Goal achieved</p> <p>Goal not achieved</p> <p>Goal not achieved</p> <p>Goal achieved</p>	<p>Goals for 2023</p> <p>Year 9 – less than 90. Year 10 – less than 80. Year 11 - less than 40. Year 12 - less than 20. Year 13 – less than 10.</p> <p>To achieve the goals for 2023 we have edited the referral process to include a restorative conversation between teacher and student following a referral. We have also engaged with PB4L PD around restorative practice to support this. The new strategic plan emphasises a values framework approach with a well-being programme at the centre of this. Peer support at Year 9 will be strengthened this year. The healthy lunches programme is now embedded and having the school sitting together for lunch will have a positive impact on behaviour. In 2023 we have adopted a school-wide philosophy of “above the line” behaviour.</p>
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Stand-downs and suspensions

Goal for 2022 was to have less stand downs than in 2021 (19). After 5 years both students and staff are well aware of the BMS and with an emphasis on the pastoral care of House group teachers and ever-increasing understanding and implementation of de-escalation strategies and restorative practice (as indicated in SET feedback) we are confident this can be achieved.

Goal for 2022 was to have less suspensions than in 2021 (12). Strategies to achieve this as per above.

Goal for 2022 was to have no exclusions.

By Term: From 4 to 9 in Term 1, from 2 to 7 in Term 2, from 6 to 11 in Term 3 and from 4 to 3 in Term 4. Overall – 30 (16 in 2021)

By Term: From 4 to 6 in Term 1, from 3 to 4 in Term 2, from 2 to 8 in Term 3 and from 3 to 0 in Term 4. Overall – 18 (12)

There were four exclusions in 2022.

Goal not achieved - A disappointing increase in stand-downs from 16 in 2021 to 30 in 2022 (note – 52 in 2017). I believe this reflects some poor decision making along with high expectations of acceptable behaviours that ultimately determine a school’s culture along with the consistency of consequences. Looking more closely at the data 8 of the stand-downs referred to 3 separate incidents and 4 students received multiple stand downs. Staff feedback is that they appreciate consistent consequences for certain behaviours.

Goal not achieved, and a disappointing increase overall in suspensions from 12 to 18. On closer analysis 4 of the students accounted for 9 of the suspensions. All of these students were excluded/expelled.

Goal not achieved. Of the four students excluded/expelled all had been suspended at least twice.

Goal for 2023 is less stand downs than in 2022 (30) Less than 2019 (19) would be ideal. After 6 years both students and staff are well aware of the BMS and with an emphasis on the pastoral care of House group teachers and ever-increasing understanding and implementation of de-escalation strategies and restorative practice (as indicated above) we are confident this can be achieved. Overall, a more positive school culture, along with more consistent application of the BMS and the greater use of the restorative conversation will lead to a decrease in poor behaviour.

Goal for 2023 is to have less suspensions than in 2022 (18). Less than 2021 (12) would be ideal. Strategies to achieve this as per above.

Goal for 2023 is no exclusions.

Positive awards

He Ara Tika cards - Goal for 2022 was to improve on each term from 2021.

Term 1 2022 – 1139 (2021 -857)
 Term 2 2022 - 799 (743)
 Terms 3 2022 – 447 (no data)
 Term 4 2022 - 299 (no data)

Goal achieved by a substantial margin which is very pleasing. HAT cards are awarded by teachers for students displaying the school values. On this evidence more boys are displaying the school values.

Goal for 2023 is to improve on each term from 2022 and the overall total of 2684.

In 2023 we also have a He Ara Tika Prefect to work with the PB4L staff team.

We will continue having regular He Ara Tika award assemblies and promote the award though house group time and year level assemblies.

“Top Fortnightly notes” (TFN)

Goal for 2022 was to achieve over 150 TFN for Terms 1 – 3 and increase the differential (150) between TFN and referrals as per 2020. Support and PLD for staff with regards to engagement strategies will be provided. New staff and some new subjects will improve engagement.

Term 1 – 182 (144)
 Term 2 – 170(152)
 Term 3 – 167 (104)
 Term 4 – 168 (62)

Goal achieved for each term which is very pleasing. The differential between referrals and TFN continues to grow which is positive. Overall 2022 (687) TFN v (293)Referrals

Goal for 2023 is to achieve over 160 TFN for Terms 1 – 3 and increase the differential (394) (150 in 2021) between TFN and referrals as per 2022. Support and PLD for staff (the PGC, Kahui Ako, TODs) with regards to engagement strategies will be provided. New staff and some new course outlines will improve engagement.

On this evidence it appears a growing number of boys are working harder in class. To achieve TFN you need to average a 4.0 grade throughout the term. This grade is awarded for doing ‘working hard’ in class. It is a teacher judgement. TFN are based purely on effort.

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