

BOT Report NCEA Analysis of Results 2014

Participation – Achievement – Engagement

Strategic Plan to Advance Aims:

Student Achievement and Equity Target 1:

Cultural Diversity

Maori Student Achievement & Priority Learners

Our target is to increase the number of students achieving NCEA Level 1,2 & 3 to 85% or above

Our target is to reduce the performance gap for Maori in NCEA with an increase of Maori achievement to be equivalent to or above the national average for 'all student achievement' with a special focus on Year 11.

Focus of this report:

As per the format of last year's report, I will analyse both the actual results achieved in 2014 and the trends seen over the previous years to identify areas of improvement and/or concern. This report looks at the achievement of the school overall compared to national figures. All faculties will undertake a full analysis of their NCEA results following a standardised format. This allows for the different subjects to learn from each other when there are areas of evident strength. This process also allows for subject areas to identify areas of concern that will need careful monitoring and possible intervention. At this stage all faculties have analysed student performance in the internal component of each course. This was completed in Term 4 last year so that changes could be made for the new school year. They will now include the results for the external component and finalise their faculty review by the end of Term One.

Part One: Overall School Results:

NCEA results have been accessed from the NZQA website. I have only analysed the results achieved in the current year rather than the cumulative results as these allow year by year comparisons to be made. However, it must be noted that for some students it is a more realistic goal to achieve their NCEA qualification over two years. This can clearly be seen when data for achievement of Level One is compared at each year level. While 83.8% of the 2014 Year 11 students have gained this qualification, 97.3% of Year 12s and 98.1% of Year 13s have also completed NCEA Level One. For NCEA Level Two, seen by the current Government as the minimum school-leaving qualification, 90.6% of the Year 12s and 99.4% of Year 13s were successful in 2014. It can clearly be seen that, as long as our students remain at school through until Year 13, they almost all achieve at least NCEA Level Two.

We can clearly see in Table One that the students at Gisborne Girls' High School achieved at a very satisfactory level in 2014. At each level of NCEA our students achieved at a rate very close to or higher than the overall national student cohort and substantially more than the average for all Decile 1-3 schools (GGHS being Decile 3). Target 1 of our school goals aims for an achievement level of at least 85% in NCEA Level 1, 2, & 3. In 2014 this was achieved at Level Two and was close at Levels One and Three.

Table One:

Percentage Pass Rates For NCEA Qualifications			
Qualification	National	Decile 1-3	GGHS
Level 1	84.1	73.6	83.8
Level 2	88.1	81.4	90.6
Level 3	80.3	69.7	82.7
University Entrance	61.0	37.2	50.4

When examining the achievement of our students with the data disaggregated for ethnicity, shown in Table Two, our students have again achieved very well. All ethnic groups have outperformed the national statistics. However, we can never be satisfied when the gap between our New Zealand European and Maori students is still so high at Levels One and Three.

Table Two: Ethnicity Breakdown of Achievement in NCEA Qualifications

Qualification:	National Level One	GGHS Level One	National Level Two	GGHS Level Two	National Level Three	GGHS Level Three	National UE	GGHS UE
Maori	73.7	76.4	81.5	87.7	69.9	72.7	40.1	27.9
NZE	89.8	93.3	91.9	93.2	84.5	95.7	68.5	80.4
PI	71.7	80.0	79.6	100.0	66.0	71.4	36.6	71.4

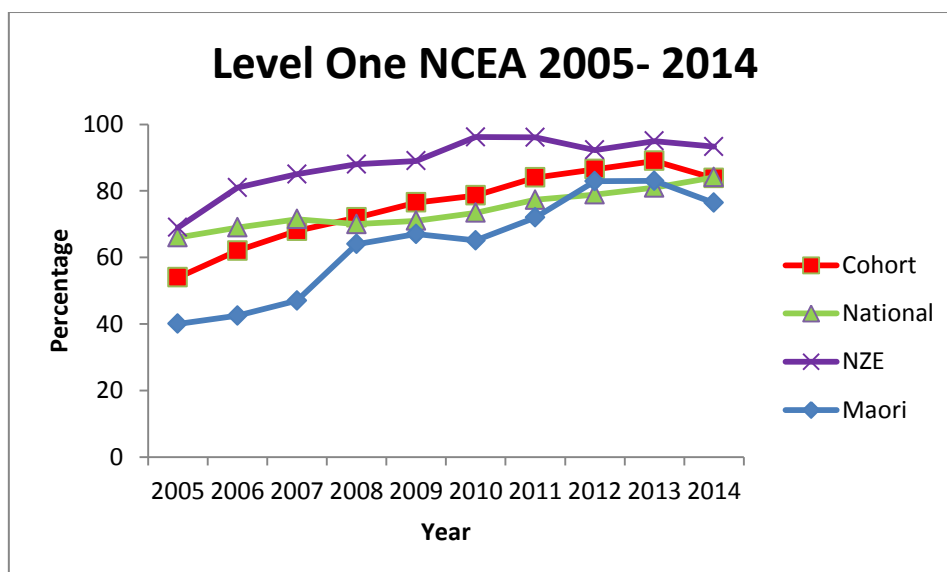
With regard to Target One which aims to have the performance of Maori students equivalent to or above the national average for 'all student achievement' by looking at Table Two we can see that we are very close at Level Two but still have work to do at Levels One and Three.

Pasifika:

The Pasifika students at Girls' High, as shown in Table Two, have achieved at a higher level than the national figures. There are only a small number (maximum 5) at any specific level so the results can fluctuate yearly. The students are often eligible for ESOL funding and they are offered additional literacy support. The identification of their specific needs occurs at school entry and their progress is monitored on an individual basis.

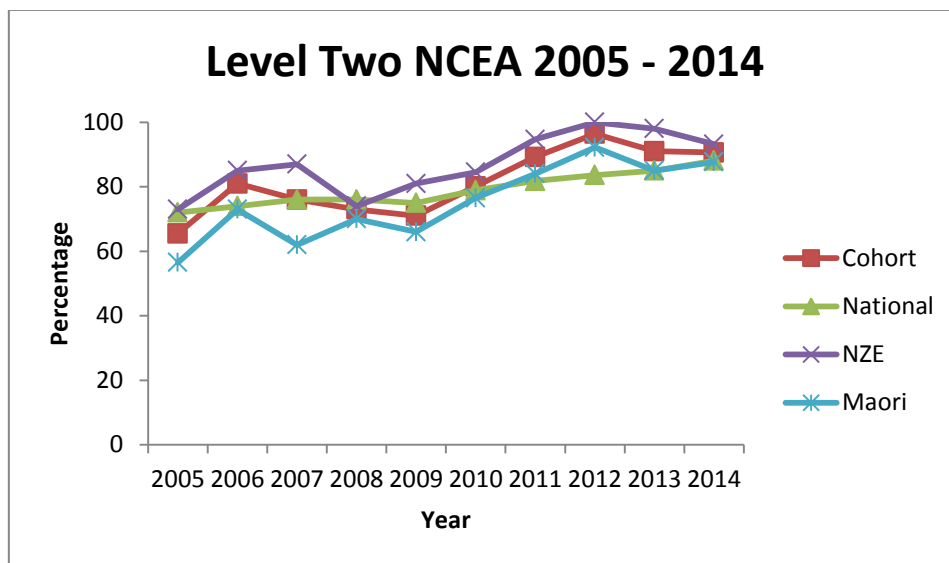
Results over time:

When we compare the results for 2014 against those for the previous nine years we can see how we are progressing over time.

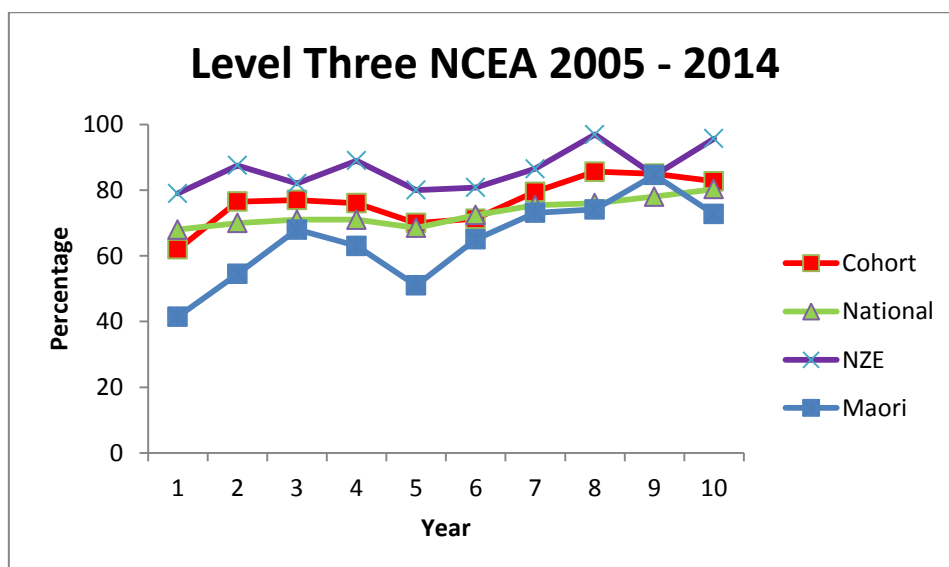


This graph does show a dip in Level One results last year. This could be something to be concerned about although I would like to highlight one possible factor. In 2012, I recognised that we had a

significant group of Year 9 students who had entered our school with reading and mathematics scores at a Curriculum Level 2-3 (School Year 4-5 level). This led to the development of the ALPs (Accelerated Learning Programmes) course that provided additional literacy and numeracy support for these students. It was very satisfying to see that 77% of these students achieved NCEA Level One last year which is an outstanding result. NCEA Level One is set at Curriculum Level Six so these students have made significant progress in their time at GGHS. We have increased the level of ALPs support since that first year to include more students and this year also offer this to Year 10 students. The intention is to better equip these students to access the NCEA qualification as literacy and numeracy are such essential skills. By better identification of students' abilities on entry we should be able to target the level of support required at the classroom level.

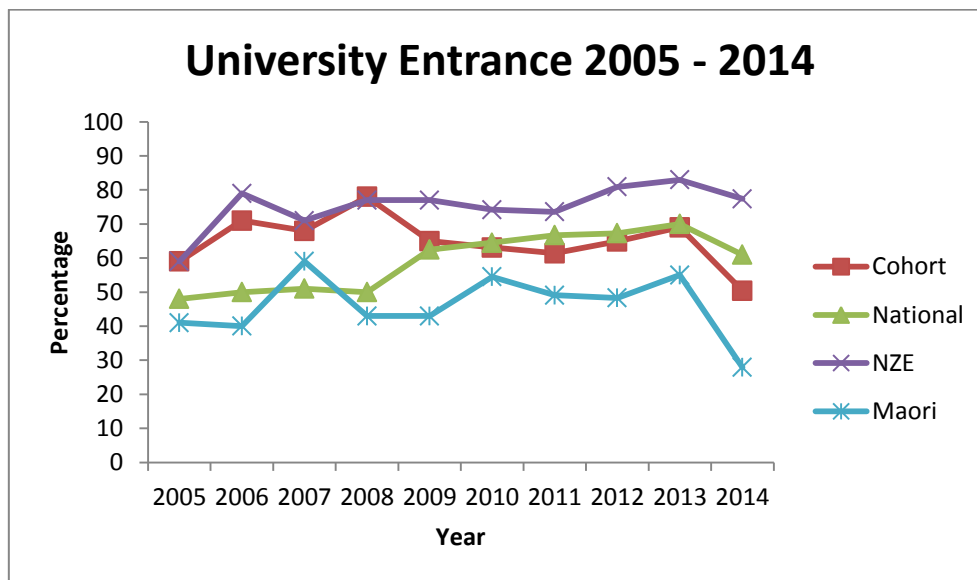


The Level Two results are again very pleasing. There has been a drop in the level of NZE achievement and an increase in Maori achievement but there does not seem to be any major reason for this.



At Level Three the gap between NZE and Maori students that had reduced in 2013 has opened up again. This is disappointing although it is hard to identify reasons for this. Attendance at Year 13 was

still a major concern last year and we will be focussing on this again this year to identify the reasons for this. We also need to be firmer on students. If they are not attending school then they should be transitioned out to something more worthwhile. There is no benefit to a student staying on our roll if they are not attending regularly. Our Careers Faculty can assist students to transition successfully with whanau support. Another aspect is for faculties to analyse the courses that are offered to students to ensure they are meeting the needs of these students who are currently disengaging during Year 13.



The University Entrance qualification changed to be significantly harder to achieve in 2014. Students now need at least 14 credits in three approved subjects as well as gaining NCEA Level Three. This produced significantly lower results nationwide and Universities had to allow students to enter who had not met this higher level – or they would not have been able to enrol the numbers they are used to! Therefore our drop in success is not as serious as it may seem although we obviously need to work on this. It does seem that this change has had more effect on Maori students which has a corresponding significant effect on our overall results.

One issue with this is that many students in Year 13, particularly Maori students, are not actually studying a UE course – they are aiming for NCEA Level Three and taking appropriate subjects for this. However, these students were still included in the UE pass rate even though they were not studying three approved subjects. When I recalculate the UE pass rate based on those taking a UE course we actually had 58% achieve the qualification. Our high retention rate of students into Year 13 actually plays against us in this statistic but we need to decide whether that should concern us. Yes we would like all students to have the option to achieve the highest school qualification but then we also want them to be studying the courses that best suits their potential career choices.

One aspect of our push in Careers Education is to ensure that students are selecting the appropriate subjects in Years 11 and 12 to lead them into sufficient UE subjects at Year 13. This coincides with our efforts to achieve parity in UE results between NZE and Maori students by 2017, another National goal. We have a large gap to reduce before then which reflects the nature of the courses that students are taking in Year 13 with Maori students less likely to be taking UE subjects and being successful in them. This is a focus of staff starting from the junior school to ensure that Maori students are prepared and will select UE subjects when they reach Year 13.

Endorsement of NCEA Qualifications

The results for certificate endorsement are shown in Table Three. There has been some reduction in the number of students gaining a certificate endorsement although this is when compared to 2013 when there had been a significant increase. When compared to National statistics we see that we comfortably above the Decile 1-3 levels and not too far behind the National levels. This is always an area to improve on and encourage our academically stronger students to strive for Excellence and not be satisfied with just achieving their credits.

Table Three: Endorsement of NCEA Qualifications

Endorsement	National Cohort	GGHS Cohort	Decile 1-3 Cohort
Level One with Merit	35.0	27.6	23.5
Level One with Excellence	17.7	16.4	7.4
Level One Endorsement	52.7	44.0	30.9
Level Two with Merit	26.9	24.6	15.8
Level Two with Excellence	14.2	15.9	5.3
Level Two Endorsement	41.1	40.5	21.1
Level Three with Merit	29.0	29.5	17.5
Level Three with Excellence	12.7	7.6	4.8
Level Three Endorsement	41.7	37.1	22.3

One aspect that we have become aware of has been the issue of students becoming very stressed if they do not gain excellence in an assessment. This is something that we will need to work on with students in 2015. Resilience is a characteristic that is vital for young people today and we need to help them to develop this particularly in terms of academic success. It is a fine balance between encouraging them to achieve at the highest level possible without them losing sight of a good life balance and the acceptance that sometimes an Achieved grade is good enough. Of course there are other students who need to be pushed to at least try in the first place! This goes along with the issue related to students deciding not to enter a standard because they think they already have sufficient credits.

Literacy and Numeracy at Level One

The final aspect of the overall statistics that I will report on is that of Literacy and Numeracy. This is analysed by NZQA at Level One as a measure of the basic attainment of all students. The results are shown in Table Four and we can be very satisfied with the Literacy and Numeracy results with all categories achieving at a higher rate than the national comparisons.

These results have extra significance as, from 2014, students must have Literacy and Numeracy at Level One to achieve a Level Two or Three certificate. In previous years there was no literacy or numeracy requirement for the Level Two or Three qualifications. In addition, Level One Numeracy is still the numeracy requirement for University Entrance. Clearly literacy and numeracy are not factors

that prevent a student from gaining their NCEA qualification although the numeracy result was lower in 2014 and will need to be focussed on this year.

Table Four: Literacy and Numeracy at Level One

Category:	National	GGHS	Decile 1-3
Literacy	90.6	97.1	84.5
Numeracy	88.2	87.6	79.3

In conclusion, the results for 2014 were a little disappointing as the gains made in previous years were not achieved again. However, we must still be satisfied that our students are achieving at a very high level and compare favourably to national levels. As we have access to the results of other schools I will be able to supply that comparative analysis. We must always try to increase our results particularly the results for our Maori students. Realistically the way to improve the overall statistics for the school will be by improving the statistics for our Maori students. This will serve both our Maori students and community well and must always be our key focus area.

Each faculty will analyse their results in detail and their reports will be tabled at the BOT meeting in Term Two. It is at the faculty and individual course level that specific issues can be dealt with.

Jan Kumar
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