



# 2010 Planning and Reporting Goals and Targets arising from the BMC Strategic Plan – Analysis of Variance and Comment

Our strategic goals reflect the national education goals and the local goals. They are also informed by the analysis of the 2009 goals.

## Overall focus: Improving student achievement

<b>Goal 1:</b>	Raise achievement of students entering NCEA through the development and use of personalised learning plans with a particular focus of increasing the proportion of merit grades and at least one Excellence endorsement at each of Levels 2 and 3.
<b>Goal 2</b>	To implement National Standards at Years 7 & 8
<b>Goal 2a:</b>	To have 50% of the students achieving at or above the standard for each of Years 7 and 8. This is based on two assumptions – the first is that the standards are set at the appropriate level for the Year group and the second that achievement is related to ability which is normally distributed. As this is the first year of National Standards we do not have any baseline to base the targets on.
<b>Goal 2b:</b>	To review and where necessary rewrite our reporting formats to comply with the requirements of the revised NAG in relation to National Standards
<b>Goal 3:</b>	Develop a positive learning environment which values achievement and effort
<b>PD Goal</b>	To develop a shared understanding of the new national standards across the whole school and, on the basis of this, to develop and put in place an implementation plan across the junior school and on a departmental level.

**Goal 1: Raise achievement of students entering NCEA through the development and use of personalised learning plans with a particular focus of increasing the proportion of merit grades and at least one Excellence endorsement at each of Levels 2 and 3**

Target	Historical Position*	Analysis and comment
<p>To produce personalised learning plans for all students entering for NCEA and to report success based on this data</p> <p>And</p> <p>To increase the proportion of Merit grades at Levels 2 and 3 and to obtain at least 1 Excellence endorsement at each level</p>	<p>Traditionally we have been focused on achievement in the senior school in terms of NCEA (and in terms of University Entrance as the only measure of success for Year 13 students). However we have identified that for many of our students this is not true as they have other goals and aims often based around wider NQF qualifications. In 2008 we trialled using personalised learning plans when working with Year 13 students and found that this allowed us to focus on what achievement was for them on an individual basis and, through this, to support them better for success. This was continued in 2009 extending it to Year 12. Again it appears to have led to an increase in achievement. The aim for 2010 is to extend this to Year 11 and also to use the student's individual goals as one basis to report achievement .</p> <p>In addition our analysis of our 2009 NCEA results demonstrated that our achievement levels were very good and well above the National and Regional comparisons. At Year 11 over 30% of candidates achieved Merit endorsements but the proportions were disappointingly low at Years 12 and 13. No students achieved excellence endorsements. Consequently we have set improvements in these areas as one of our goals. We do need to state the caveat that our numbers are so small single individual's performances can make significant differences in terms of percentage data.</p>	<p>The Senior Dean met with all Year 12 and 13 students individually and established a personalised learning plan for each during an initial interview. The goals which were set were monitored formally twice more during the course of the year for Year 13 students, and once more for Year 12 students. There were also numerous informal milestone check – ins with the Dean throughout the year, as well as targeted interventions with a small number of students who were identified as being in danger of not meeting their academic goals by their subject or Form Teachers. The Dean reported progress towards the goals set at Parent Interviews. In the case of Year 11 students, the Dean carried out tracking in terms of NCEA achievement and met with each student at least twice, where the focus for many was moving the goal from Achieved to Merit or from Merit to Excellence; but did not complete personalised learning plans with each. The latter will remain a goal for 2011 with the caveat that a financial investment will need to be made to free up staff time as the establishment of PLPs is a time intensive process. The proportion of students gaining NCEA in 2010 was pleasing at Levels 1 and 2 with 87.1% and 85.3% respectively both of which were above the national rates. Knowing the individual circumstances of students including those who left prior to External examinations and International students, we estimate the rates to be closer to 93.1% and 93.5% respectively. At Level 3 however the number gaining the qualification was disappointingly low with what we believe to be 57.1% compared with 72.9% nationally, and the same proportion gaining University Entrance compared with 65.3% nationally. Examination of their personalised learning plans revealed one Year 13 student aimed to achieve Level 2 which she did. Of the others: three boys have gone on to tertiary courses at polytechnic and one girl is studying primary teaching; two further boys have secured apprenticeships. Those students are all following the pathways they identified for themselves at the beginning of 2010. One International student is still working towards his goal of gaining University Entrance. Two students are on unplanned Gap years, one due to changed family circumstances. There is one male student who didn't achieve his initial goal of NCEA Level 3 and whose current direction is not known to us. Although there were a number of valid pathways to success planned by the students for themselves, the school's objective for all but one of them was also to achieve NCEA Level 3, and a lot of effort was put in to help each of them to do so. Feedback</p>

		<p>from a number of these students suggested that once they had gained admission to their desired courses or had secured apprenticeships, there was no real incentive in their minds to apply themselves to complete the very last pieces of work required to finish Level 3, despite ongoing encouragement and support from their teachers and the Dean.</p> <p>For Level 1 in 2009, 0% of Blue Mountain College students gained an Excellence endorsement compared with 7.9% nationally and 31.3% gained a Merit endorsement compared with 26.8% nationally. In 2010 7.4% gained Excellence compared with 9.1% nationally and 29.6% gained Merit compared with 29% nationally. It was pleasing to see the improvement in Excellence endorsements and the proportion achieving at Merit or above was also higher than in 2009.</p> <p>For Level 2 in 2009, 0% of BMC students gained an Excellence endorsement compared with 5.8% nationally and 9.1% gained a Merit endorsement compared with 19.3% nationally. In 2010, 0% gained Excellence compared with 6.4% nationally and 17.2% gained Merit compared with 20.3% nationally. It was disappointing not to gain any Excellence endorsements at this level but the proportion of Merits improved substantially to a point where the proportion was only slightly below the national average.</p> <p>For Level 3 in 2009, 0% of BMC students gained an Excellence endorsement compared with 5.2% nationally and 12% gained a Merit endorsement compared with 20.9% nationally. In 2010, 9.1% gained Excellence compared with 5.5% nationally and 9.1% gained Merit compared with 22.8% nationally. It was pleasing to meet our goal for Excellence at this level and while the proportion of Merits had decreased that of Merit or above was higher than in 2009. While the percentage gaining Excellence was above the national average, the Merits were well below the national percentage.</p> <p>Raising the levels of achievement at Level 3 will be a focus for 2011, along with a continued emphasis on improving the number of endorsements gained at all levels, including encouraging students to aim for individual course endorsements which will be available for the first time in 2011.</p>
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\* Historical data is from in house analysis as the NQF School profile was not yet available when the analysis was completed.

**Goal 2 To implement National Standards at Years 7 & 8**

**Goal 2a: To have 50% of the students achieving at or above the standard for each of Years 7 and 8.**

**Goal 2b: To review and where necessary rewrite our reporting formats to comply with the requirements of the revised NAG in relation to National Standards**

Target	Historical Position	Analysis and comment
<p>2a. To have 50% of the students achieving at or above the standard for each of Years 7 and 8.</p>	<p>The Government has amended the NAGs and thereby signalled that this must be the priority for 2010. In setting this goal we have made two assumptions:</p> <ul style="list-style-type: none"> <li>➤ the first is that the standards are set at the appropriate level for the Year group and</li> <li>➤ the second that achievement is related to ability which is normally distributed.</li> </ul> <p>As this is the first year of National Standards we do not have any baseline to base the targets on. This will be generated during 2010. However our historical AsTTLe data suggests that 50% will be a <b>very</b> challenging goal indeed as at Year 8 fewer than 20% are achieving fully at curriculum level 4. In addition our data for our Year 7 entrants indicates that most are achieving significantly below the level indicated by the Year 6 standard.</p>	<p>Overall Teacher Judgement was informed by a combination of: teacher/pupil conversations or conferencing; teacher observations and teacher/teacher discussion of students' work; formative and summative assessments; as well as formal assessments using tools such as AsTTLe, NumPA and IKAN. On this basis, in Year 7, 73% of the cohort were adjudged to be working at or above the National Standard in Reading; while 66% were working at or above in Writing and 52% were working at or above in Numeracy by the end of the year. In Year 8, 76% of the cohort were adjudged to be working at or above the National Standard in Reading; while 73% were working at or above in Writing and 48% were working at or above in Numeracy by the end of the year. The attached tables and graphs contain a more detailed breakdown of performance for each cohort by gender and ethnicity. While it is pleasing that we appear to have met our targets in most areas, there is still considerable work to be done in terms of teacher confidence in assessing each student's body of work against the National Standards, particularly in writing. We look forward to more explicit exemplars being made available in 2011, along with further expert led professional development. While a smaller proportion of students appear to be meeting or going beyond the expected standards in Numeracy we will continue to take up opportunities to improve teaching practices in both Literacy and Numeracy, including differentiated and cooperative learning; and will make judicious use of resourcing such as deployment of Teachers' Aides to support those students who are not meeting the standard</p>

<p>Goal 2b: To review and where necessary rewrite our reporting formats to comply with the requirements of the revised NAG in relation to National Standards</p>	<p>The changes in the NAGs will require a major review of our reporting forms, methodologies and processes. To a large extent this is due to an assumption which underlies the National Standards that all schools are organised on the primary model of one teacher with one class for (virtually) all subjects.</p> <p>As a Year 7 – 13 Secondary school our fundamental structure is different and this will present significant challenges in terms of meeting the NAG requirements without lowering the standards of reporting or reducing the amount and quality of information given to parents.</p>	<p>The Principal and the Dean of Junior School facilitated a Parents' Information Evening on National Standards in Term 2, which one parent attended. The Principal and Dean of Junior School designed an interim Report for reporting on National Standards which went out at mid-year, along with a parent survey. This had a return rate of 20%. The feedback was analysed and amendments made including integrating the Literacy National Standards with the English Report and the Numeracy National Standards with the Mathematics Report, rather than producing two separate documents. The amended format was used for end of year reporting to parents. Further review of the format will continue in 2011, with mid-year Reports having a <i>Next Learning Step</i> and <i>What You Can Do At Home</i> section included.</p>
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*Note: Goal 3 is not amenable for reporting using this format but has been included as it is essentially the overarching goal that forms the foundation of the others.*

**PD Goal: To develop a shared understanding of the new National Standards across the whole school and, on the basis of this, to develop and put in place an implementation plan across the junior school and on a departmental level**

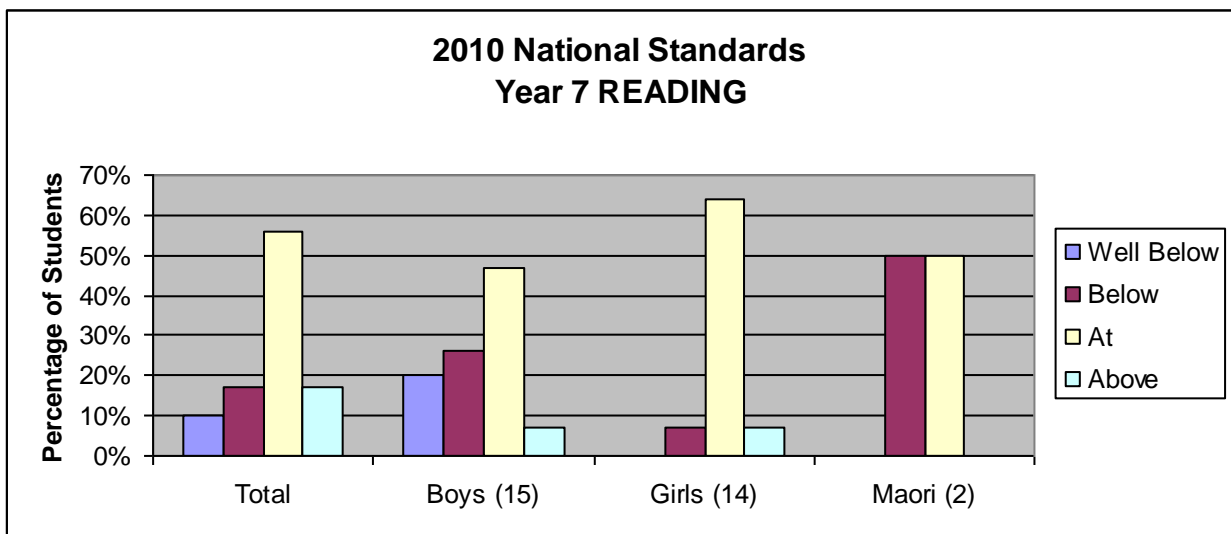
Target	Historical Position	Analysis and Comment
<p>To develop a shared understanding of the new national standards across the whole school and, on the basis of this, to develop and put in place an implementation plan across the junior school and on a departmental level</p>	<p>For a Year 7 – 13 Secondary School such as BMC the new National Standards presents some significant challenges. They have been produced assuming a primary model of organisation, delivery, assessment and reporting – none of which apply to us. In addition, in order to report teachers must be fully familiar with at least the Year 5 and 6 standards even though there are none of these students in our school.</p> <p>National standards will have implications further up the school as well so Senior and Middle Managers and Senior class teachers will need to become familiar with them.</p>	<p>Initial scoping meetings between the Principal and the Dean of Junior School resulted in the latter taking on the role of Lead Teacher. The Lead Teacher attended all available Professional Development opportunities including <i>An Overview of National Standards</i> and <i>National Standards Leadership and Assessment</i>; as well as focussed Literacy and Numeracy workshops. A further six staff members accessed PD opportunities facilitated by outside providers between May and November. The Lead Teacher explored written material and resources including on tki, National Standards Mathematics, Reading and Writing Books and the Education Gazette throughout the year, disseminating</p>

	<p>There are also significant resourcing concerns implementing such significant changes without trialling or adequate resourcing.</p>	<p>material to all staff members as appropriate in order to deepen understandings. She also spent time examining the Year 5 and 6 standards. Junior School meetings had a National Standards focus and a mechanism was established for cross curricula input into assessment for mid-year reporting on individual student progress. Personalised Professional Learning Groups were established, two of which focussed on National Standards. The HOD Mathematics was part of the Numeracy group and the HOD English was part of the Literacy group. Each group met regularly and both made presentations and lead discussions with the whole staff in Term Three. Each of the HODs of the Arts, Science, Technology and Health and Physical Education teach Year 7/8 classes so have also been involved in the Junior School meetings. In November an outside provider ran on-site PD on the Writing National Standards at which all Departments were represented. There is still a lot of work to be done in this area as teacher knowledge and understanding varies considerably and more PD will be required to deepen shared understandings. Further refinements of systems for collecting and collating information to reach OTJs among teachers, and promoting consistency of assessment through accessing national exemplars as they become available and/or developing portfolios or samples of student work internally, will be needed in 2011 and beyond.</p>
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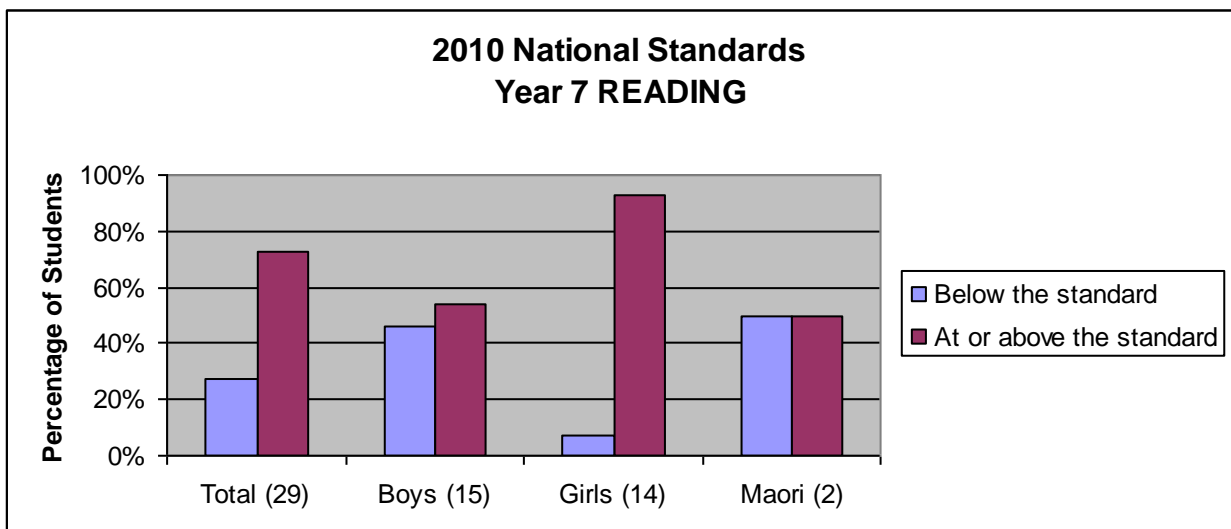
# National Standards 2010

## YEAR SEVEN

YEAR SEVEN READING						
	Overall Total %	Overall Total	Total Boys %	Boys	Total Girls %	Girls
<b>Above</b>	<b>17%</b>	5	7%	1	29%	4
<b>At</b>	<b>56%</b>	16	47%	7(1M)	64%	9
<b>Below</b>	<b>17%</b>	5	26%	4(1M)	7%	1
<b>Well Below</b>	<b>10%</b>	3	20%	3		0
<b>Total</b>		29	100%	15	100%	14

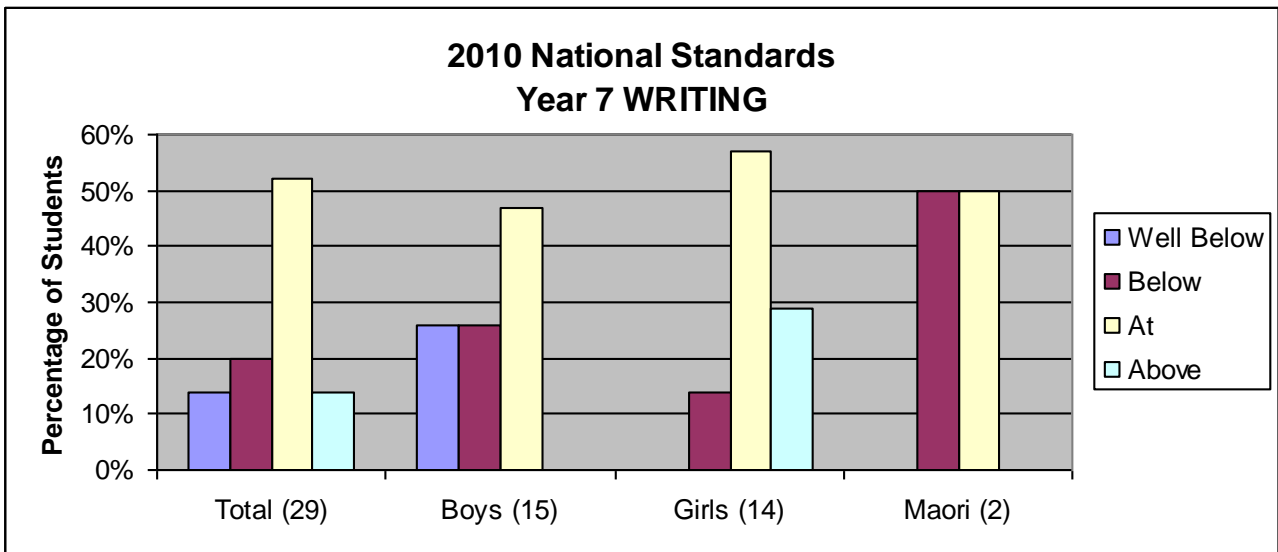


YEAR SEVEN READING	Overall	Boys	Girls	Maori Students
<b>Reading at or above the standard</b>	<b>73%</b>	54%	93%	50% (1)
<b>Reading below the standard</b>	<b>27%</b>	46%	7%	50% (1)

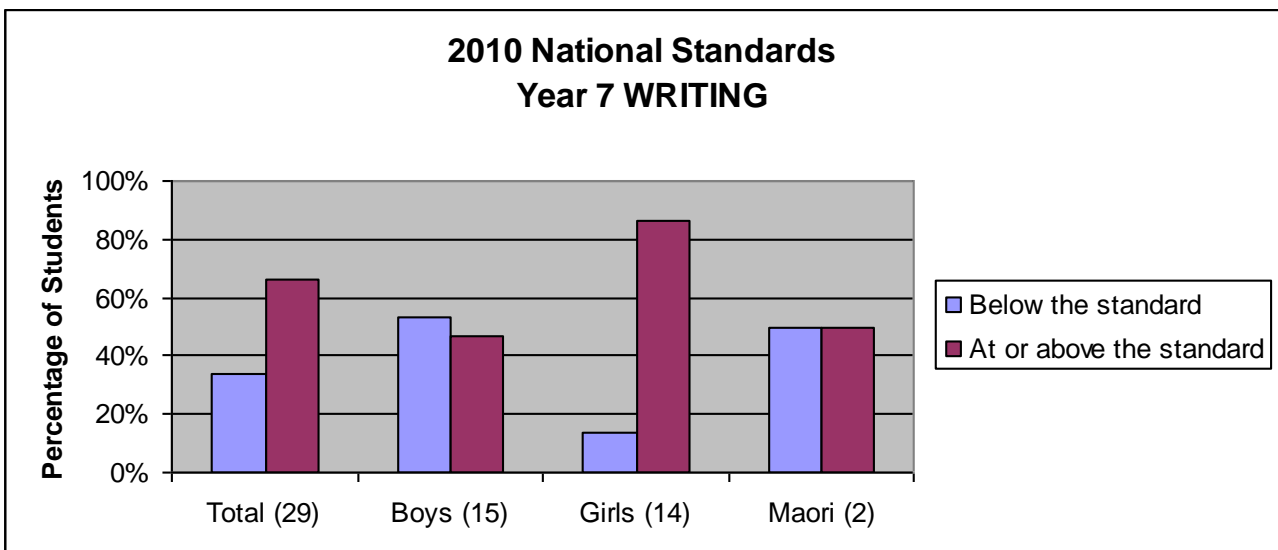


## National Standards 2010

YEAR SEVEN WRITING						
	Overall Total %	Overall Total	Total Boys %	Boys	Total Girls %	Girls
<b>Above</b>	<b>14%</b>	4		0	29%	4
<b>At</b>	<b>52%</b>	15	47%	7(1M)	57%	8
<b>Below</b>	<b>20%</b>	6	26%	4(1M)	14%	2
<b>Well Below</b>	<b>14%</b>	4	26%	4		0
<b>Total</b>	100%	29	99%	15	100%	14

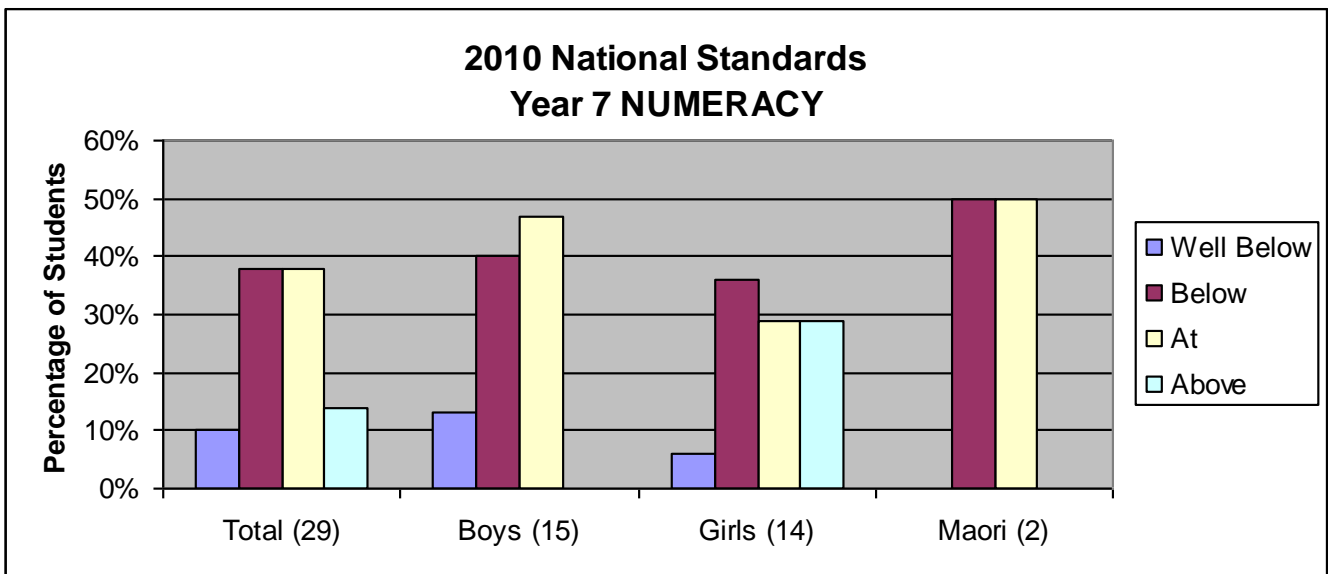


YEAR SEVEN WRITING	Overall	Boys	Girls	Maori Students
<b>Writing at or above the standard</b>	<b>66%</b>	47%	86%	50% (1)
<b>Writing below the standard</b>	<b>34%</b>	53%	14%	50% (1)

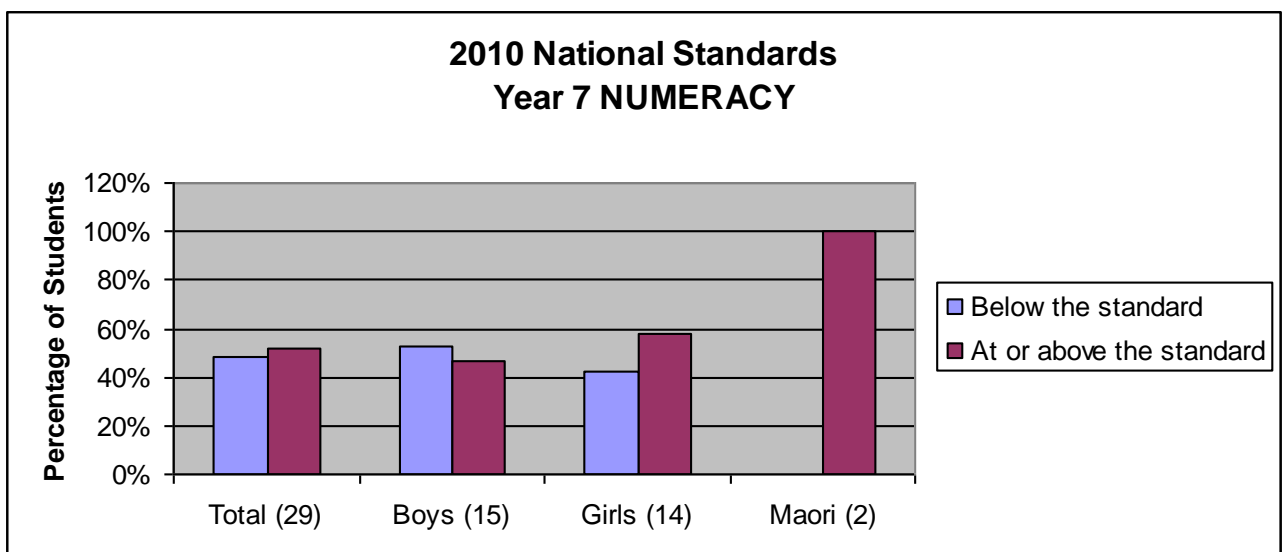


## National Standards 2010

YEAR SEVEN NUMERACY						
	Overall Total %	Overall Total	Total Boys %	Boys	Total Girls %	Girls
<b>Above</b>	<b>14%</b>	4		0	29%	4
<b>At</b>	<b>38%</b>	11	47%	7(2M)	29%	4
<b>Below</b>	<b>38%</b>	11	40%	6	36%	5
<b>Well Below</b>	<b>10%</b>	3	13%	2	6%	1
<b>Total</b>	100%	29	100%	15	100%	14



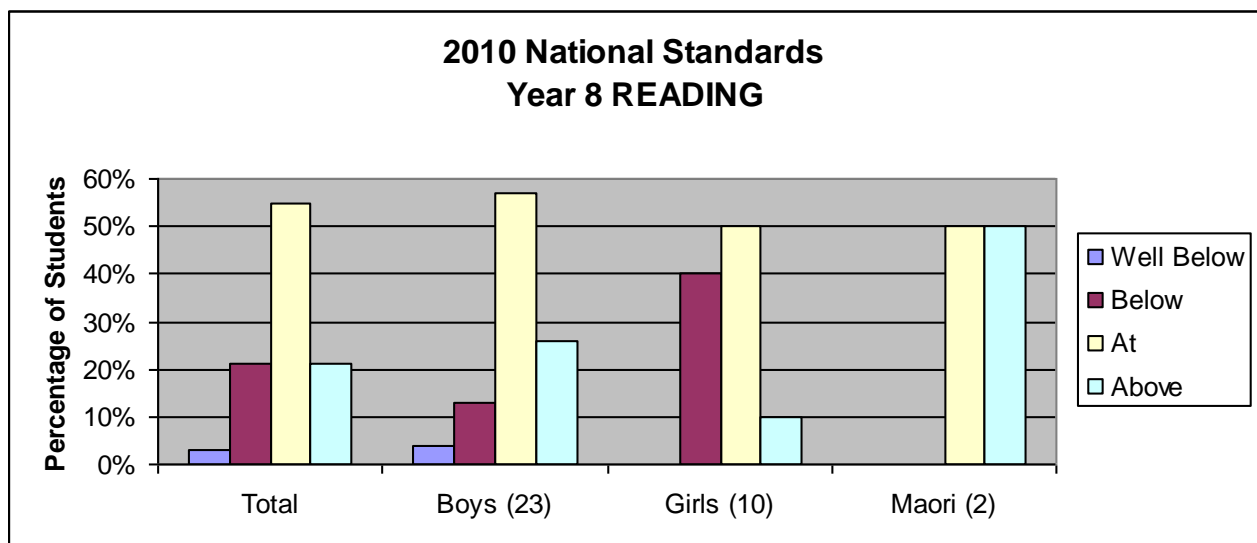
YEAR SEVEN NUMERACY	Overall	Boys	Girls	Maori Students
<b>Numeracy at or above the standard</b>	<b>52%</b>	47%	58%	100% (2)
<b>Numeracy below the standard</b>	<b>48%</b>	53%	42%	



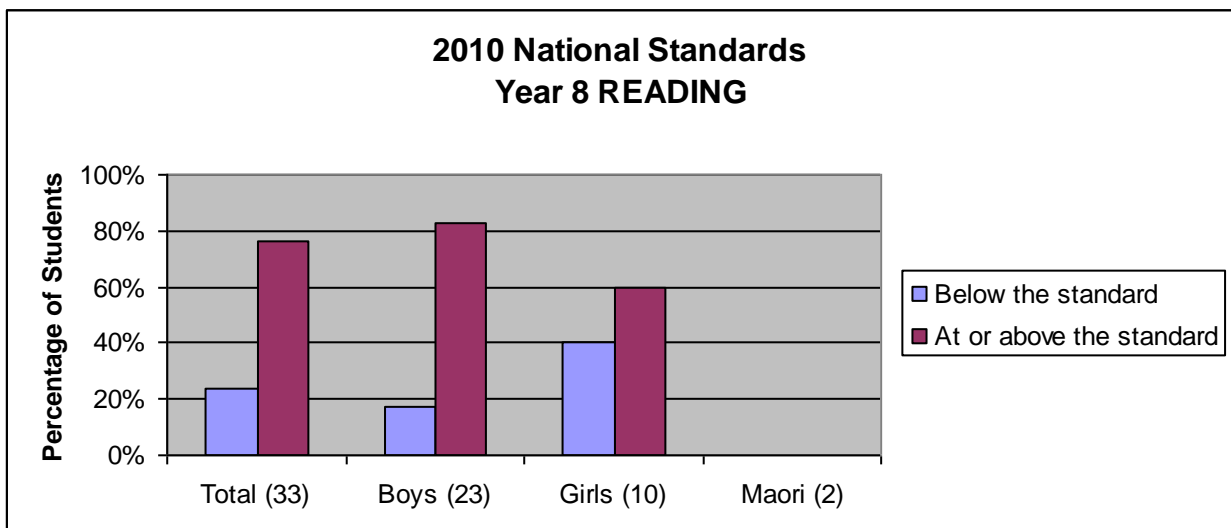
# National Standards 2010

## YEAR EIGHT

YEAR EIGHT READING						
	Overall Total %	Overall Total	Total Boys %	Boys	Total Girls %	Girls
Above	21%	7	26%	6 (1M)	10%	1
At	55%	18	57%	13 (1M)	50%	5
Below	21%	7	13%	3	40%	4
Well Below	3%	1	4%	1		
<b>Total</b>	<b>100%</b>	<b>33</b>	<b>100%</b>	<b>23</b>	<b>100%</b>	<b>10</b>

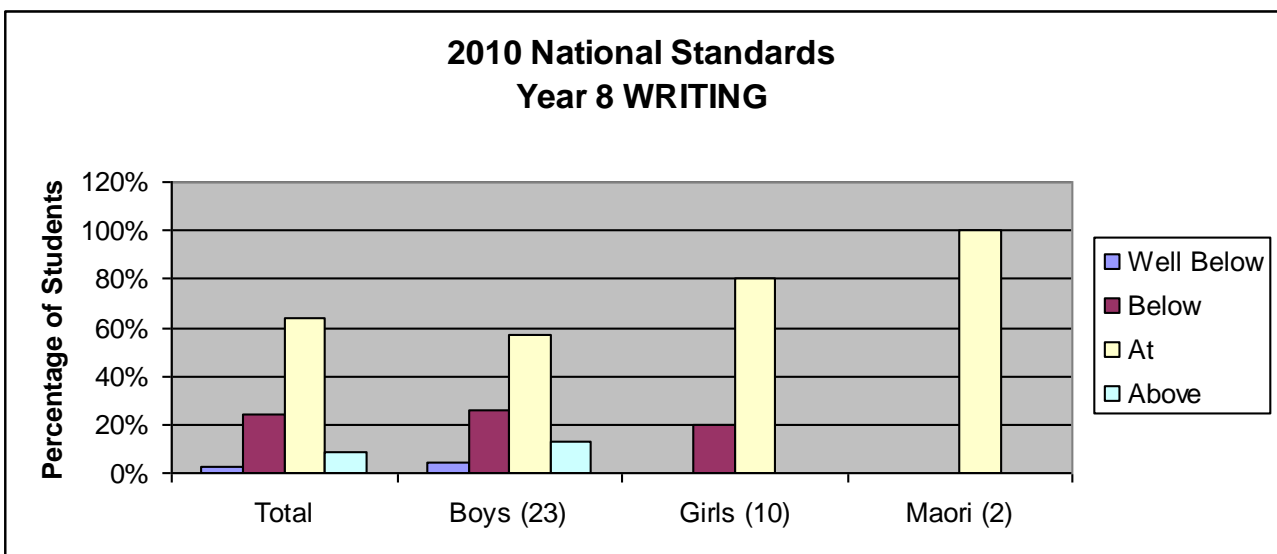


YEAR EIGHT READING	Overall	Boys	Girls	Maori Students
Reading at or above the standard	76%	83%	60%	100% (2)
Reading below the standard	24%	17%	40%	

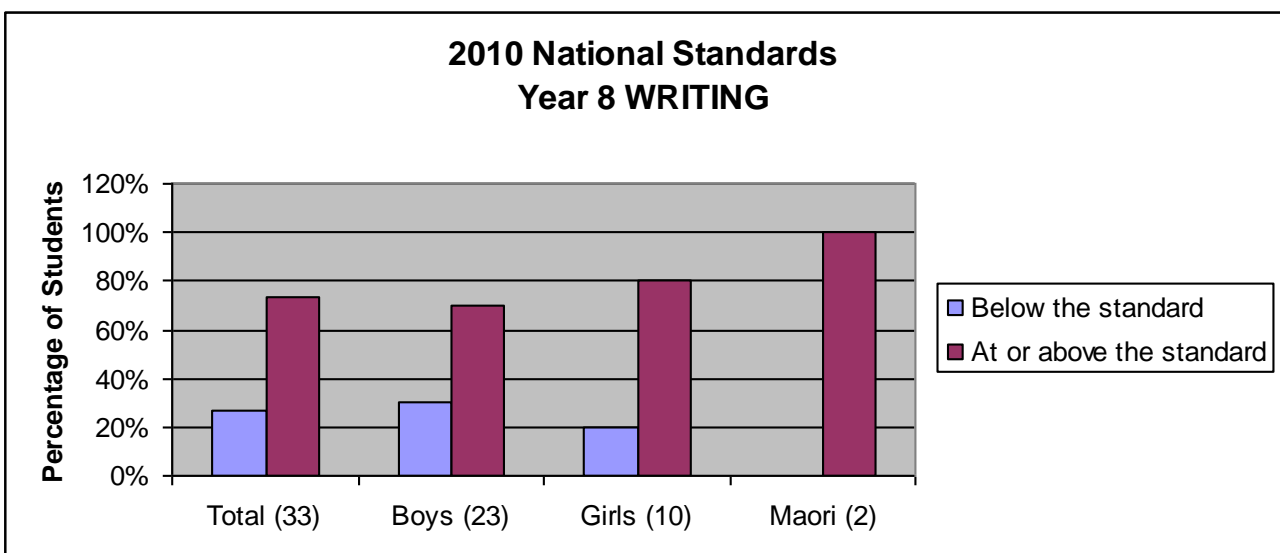


## National Standards 2010

YEAR EIGHT WRITING						
	Overall Total %	Overall Total	Total Boys %	Boys	Total Girls %	Girls
<b>Above</b>	<b>9%</b>	3	13%	3	0%	
<b>At</b>	<b>64%</b>	21	57%	13 (2M)	80%	8
<b>Below</b>	<b>24%</b>	8	26%	6	20%	2
<b>Well Below</b>	<b>3%</b>	1	4%	1		
<b>Total</b>	100%	33	100%	23	100%	10

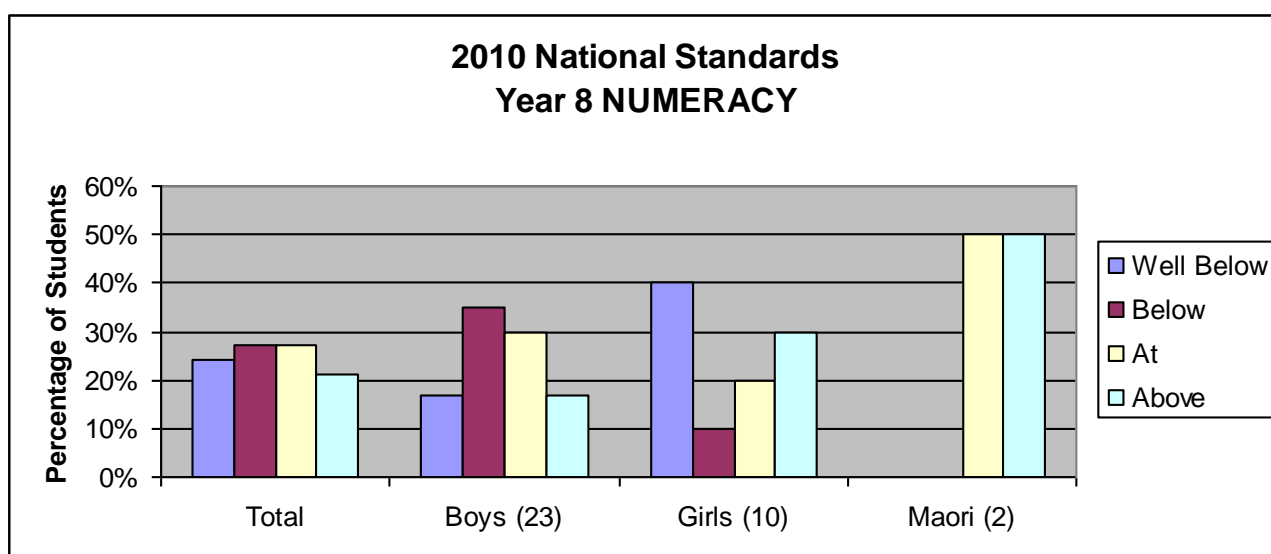


YEAR EIGHT WRITING	Overall	Boys	Girls	Maori Students
<b>Writing at or above the standard</b>	<b>73%</b>	70%	80%	100% (2)
<b>Writing below the standard</b>	<b>27%</b>	30%	20%	



## National Standards 2010

YEAR EIGHT NUMERACY						
	Overall Total %	Overall Total	Total Boys %	Boys	Total Girls %	Girls
<b>Above</b>	<b>21%</b>	7	17%	4 (1M)	30%	3
<b>At</b>	<b>27%</b>	9	30%	7 (1M)	20%	2
<b>Below</b>	<b>27%</b>	9	35%	8	10%	1
<b>Well Below</b>	<b>24%</b>	8	17%	4	40%	4
<b>Total</b>	<b>99%</b>	<b>33</b>	<b>99%</b>	<b>23</b>	<b>100%</b>	<b>10</b>



YEAR EIGHT NUMERACY	Overall	Boys	Girls	Maori Students
<b>Numeracy at or above the standard</b>	<b>48%</b>	47%	50%	100% (2)
<b>Numeracy below the standard</b>	<b>52%</b>	53%	50%	

### 2010 National Standards Year 8 NUMERACY

