



Evaluation of Student Progress and Achievement For 2023

School # 188

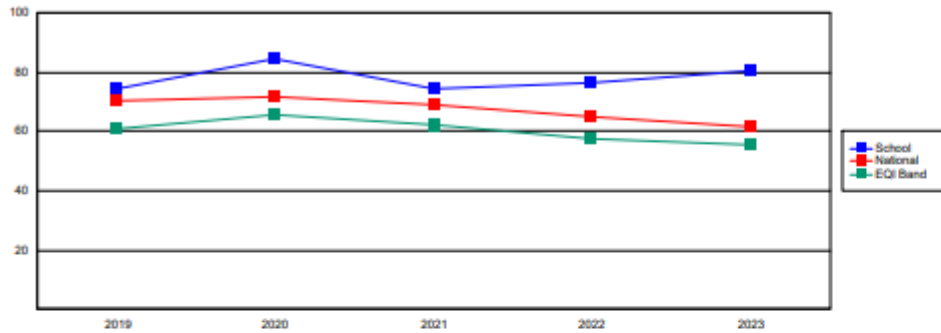
1. WGC NCEA Achievement and Progress

Level	2023	2022	2021	2020	2019	2018	2017
1	81.3%	79.5%	74.7%	84.7%	77%	93.2%	91.1%
2	81.2%	85.7%	64.2%	86.1%	96.8%	87.5%	83.6%
3	75.0%	65.6%	66.7%	75.5%	78.1%	81.6%	78.3%
UE	40.9%	37.5	35.1%	41.5%	34.4%	40.8%	41.3%

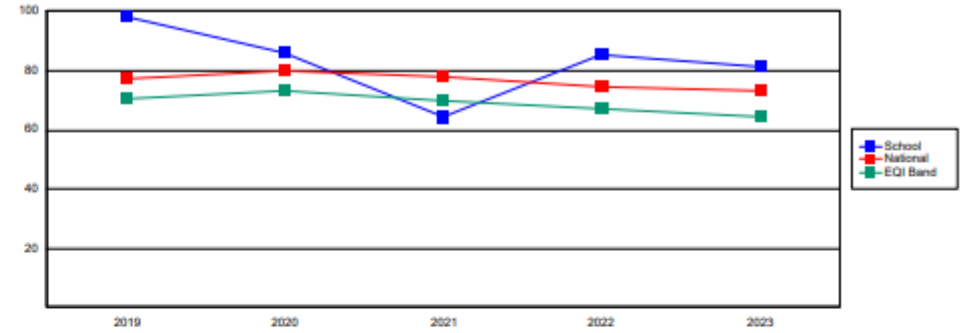
Evaluation:

- We are pleased overall with our Level 1, 2 and 3 results. We predicted lower NCEA Level 1 results than what we got which is pleasing to note as the cohort was not the strongest we have had according to their asTTle results from the junior school. Nationally, there has been a slow trend downwards for NCEA, however, for our level 1, 3 and UE we are trending back upwards.
- Not all of our ākongā that wanted UE got it – which is disappointing though a number of these ākongā were on our priority list due to past performances over Level 1 and 2.

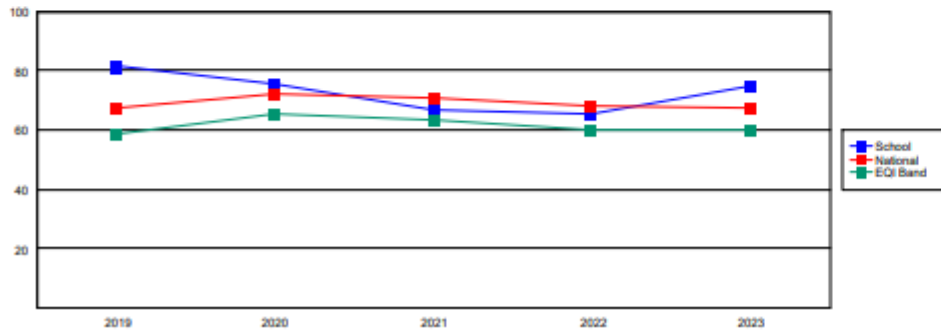
Year 11 - NCEA Level 1



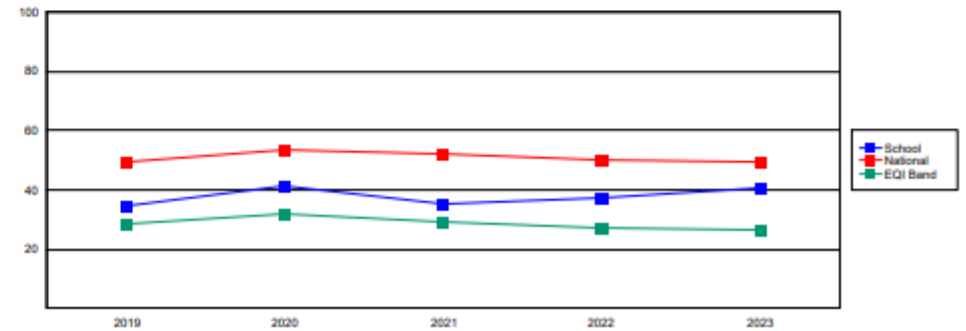
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



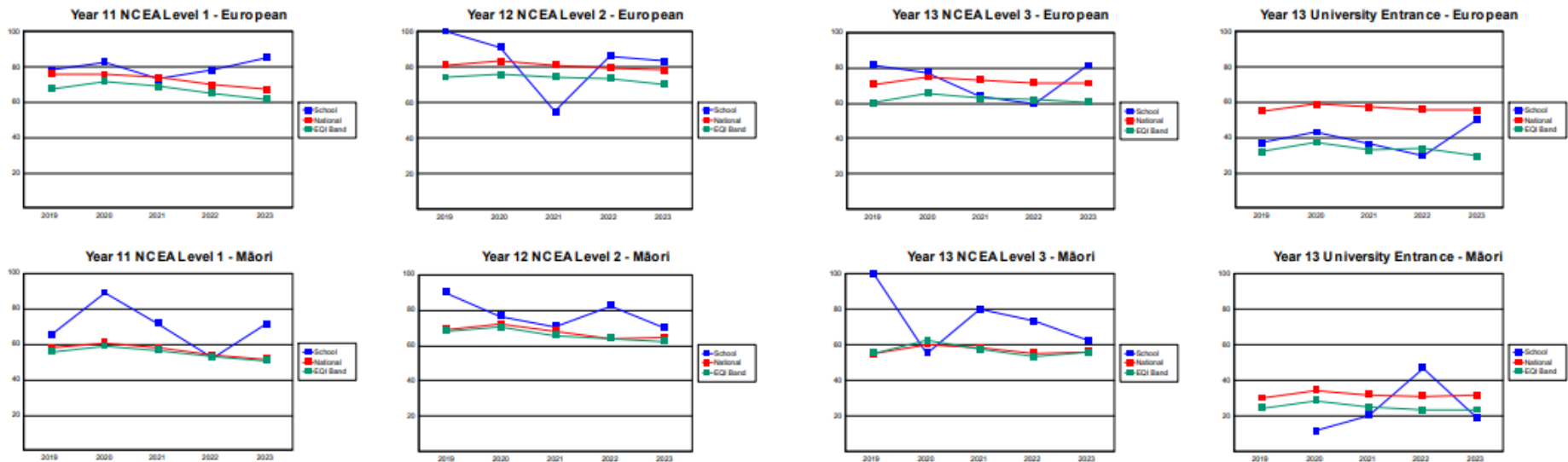
Year 13 - University Entrance



WGC 2023 Achievement by Ethnicity

Level	Asian	European	Māori	Middle Eastern	Pacific Peoples
1		85.2%	71%	100%	50%
2		83%	70%	100%	50%
3	100%	81.3%	62.5%		100%
UE	100%	50%	18.8%		0%

Please note: Our Asian, Middle Eastern and Pacific Peoples data only reflect a small minority of our student population



Evaluation:

Despite our European and our Māori ākonga doing better than national data suggests, there is still a big inequity in our NCEA achievement results for our Māori ākonga in comparison to our European ākonga across all NCEA/UE Levels. Success across all our NCEA results does also have a strong correlation with our attendance data.

WGC 2023 Endorsement results:

Level with Excellence	2023	2022	2021	2020	2019	2018	2017
1	4.9%	19.4%	5.4%	6%	10.4%	13%	5.9%
2	10.7%	4.2%	0	8.1%	10%	7.1%	11.8%
3	6.1%	0	5.3%	2.5%	4.0%	0%	5.6%

Level with Merit	2023	2022	2021	2020	2019	2018	2017
1	23%	30.6%	25%	26%	20.9%	31.9%	25.5%
2	12.5%	10.4%	14.7%	12.9%	8.3%	19%	21.6%
3	6.1%	33.3%	15.8%	7.5%	24%	12.5%	5.6%

- Excellence endorsements have dropped again at Year 11 which we expected given the cohort that was entering this year. Level 2 endorsements were higher than previous years. This does seem to follow cohorts through. We are unsure how we will go regarding our Level 1 endorsements for 2024 with the new changes.

Literacy and Numeracy Co-requisites Results from 2022 and 2023

Level 1 Literacy and Numeracy Co-requisites	2023 Year 10 cohort Achieved (68 ākongā)	2022 Year 11 pilot Achieved (80 ākongā sat)
Reading: 32403 (5 credits)	69% (47 ākongā)	42%
Writing: 32403 (5 credits)	71% (48 ākongā)	34%
Numeracy: 32406 (10 credits)	60% (41 ākongā)	44% (Yr 10/11 ākongā)

- There has been a significant increase in the number of ākongā from 2022 to 2023 that have passed the pilot co-requisites. I would like to think that this is due to our focus on the deliberate and targeted teaching of literacy and numeracy skills across all subject areas to better prepare our ākongā for these exams. Not due to the change in the standard of the exams or marking to fit more of a bell-shaped curve nationally.
- 51% of our 2023 Year 10 cohort enter the new Level 1 NCEA framework in 2024 with both their Literacy and Numeracy co-requisites.
- 90.8% of our 2023 Year 11 cohort did get the required Numeracy credits with eight students not getting the required 10 Numeracy credits and will have to continue to sit the Level 1 Numeracy exam in 2024 to qualify for NCEA. Five of these eight students also have major attendance issues.
- 4.5% (4 ākongā) of our 2023 Year 12 cohort still did not get their required 10 Numeracy Level 1 credits and will have two opportunities in 2024 to gain this via the Numeracy exam. Two of these ākongā only arrived to WGC in the 2023 year with little to no previous NCEA credits. 2% (1 ākongā) of our Year 12 cohort did not get their required Level 1 Literacy credits and will have two opportunities in 2024 to gain this via the reading and writing exams.

2. Junior Data

End of Year 9 = Expected Curriculum level = Level 4

End of Year 10 = Expected Curriculum level = Level 5

Year 9 asTTle Data: Numeracy

Year 10 asTTle Data: Numeracy

asTTle Level	2023 Term 1 Results*	2023 Term 4 Results	2022 Term 4 Results	asTTle Level	2023 Term 1 Results*	2023 Term 4 Results	2022 Term 4 Results
Level 5B or above	15%	19%	32%	Level 5B or above	34%	58%	49%
Level 4 (4B, 4P and 4A)	27%	35%	29%	Level 4 (4B, 4P and 4A)	42%	28%	36%
Level 3 (3A, 3P and 3B)	47%	36%	36%	Level 3	23%	22%	15%
Level 2 and below	17%	9%	3%	Level 2 and below	3%	0	0

- Term 1 e-asTTle tests were taken during week 6/7 of term 1.

Although we see a marked improvement of our ākonga in both Year 9 and 10 from their term 1 and term 4 Numeracy e-asTTle results, we still have 46% of our Year 9 ākonga below expected curriculum level at the end of the year and approximately 40% below expected curriculum level at Year 10.

Year 9 asTTle Data: Reading

Year 10 asTTle Data: Reading

asTTle Level	2023 Term 1 Results*	2023 Term 4 Results	2022 Term 4 Results	asTTle Level	2023 Term 1 Results*	2023 Term 4 Results	2022 Term 4 Results
Level 5B or above	21%	20%	19%	Level 5B or above	41%	42%	22%
Level 4 (4B, 4P and 4A)	47%	42%	52%	Level 4 (4B, 4P and 4A)	46%	41%	50%
Level 3 (3A, 3P and 3B)	20%	20%	19%	Level 3	12%	14%	17%
Level 2 and below	12%	14%	11%	Level 2 and below	2%	3%	7%

Evaluation:

There has been no shift between term 1 and 4 for our reading data which is concerning so we have not met our target of improvement in our e-asTTle results regarding our reading. A number of new ākonga arriving throughout the year and not sitting the term 1 test may account for some of this though this is not reflected in the numeracy data. Maybe the focus on the NCEA co-requisites has had an impact on this as well. With our reading asTTle data, we have 34% of our Year 9 ākonga sitting below the expected Year 9 Level 4 curriculum level and 58% sitting below the level 5 expected curriculum level for our Year 10 ākonga. Our newly hired literacy specialist teacher started working with the Level 2 and 3 students in smaller groups three times a week with a targeted focus on literacy. We won't know the outcomes of this work until later in 2024.

Summary of our Junior Subject Data for 2023

Science:	2023 Outcomes
Year 9	Thinking with Evidence results show a significant improvement with both Test 3 and their starting position within Test 4 is solid with expected results Most students are achieving at or above level four of the curriculum.
Year 10	Thinking with Evidence results also show a significant improvement with 54-77% of the cohort achieving at and above Level Five of the curriculum

Mathematics:	2023 Outcomes
Year 9	The median increase between the beginning and end of year was two curriculum sublevels. Some value appears to have been added in general to the Year 9 learning. More emphasis on resilience and literacy in 2024 should help students interpret problems and experience a wider variety of problems to solve.

	Students on average made some progress. In particular the 'below curriculum' and 'at curriculum' students. Differentiation and literacy along with resilience will remain a focus in 2024 junior school mathematics. More progress was made this year for year 9 Māori learners than in previous years. There is still improvement required to accelerate all levels.
Year 10	The median increase was only one curriculum sublevel. Little value appears to have been added in general to the juniors learning. Students underperformed this year. The effects of having to provide NCEA level one assessments to the students hindered progress with the year 10 curriculum causing very little evident improvement in e-asttle levels. Māori results were similar, showing little to no improvement.

Social Studies:	2023 Outcomes
Year 9	65% of the Year 9 are working at Level 4 or above of the curriculum according to our data. Our Māori/Pasifika students did better in the essay writing than the visual interpretation this may be linked into the new units and more inclusion of ANZH curriculum and place-based work. Seemed better engagement from students.
Year 10	36% of the Year 10 ākonga by the end of the year were working at Level 5 or above of the curriculum with our Māori/Pasifika ākonga doing better than our non-Māori. Better engagement has been noted within the classroom by the teachers. Hoping for some consistency in teachers teaching this moving forward and therefore more confidence and understanding of the content.

Technology:	2023 Outcomes
Year 9	69% of all students were sitting at Level 4 or above of the curriculum and 75% of Māori/Pasifika students at Level 4 or above. There was more focused projects that included more Mātauranga Māori aspects and concepts and less teacher movement between classes which we believe lead to more consistency.
Year 10	78% of all students were sitting at Level 5 or above of the curriculum and 63% of Māori/Pasifika students at Level 5 or above. This is a considerable increase from the 2022 year. Absences play a huge part in the results for those students that are sitting below Level 5 of the curriculum as work is not being completed.

Health and PE:	2023 Outcomes
Year 9	For Physical Education: 92% of all students are working at Level 4 or above of the curriculum In Health, 92% of all students are working at Level 4 or above and 87% of Māori/Pasifika students are working at Level 4 or above. Engagement and attendance is the biggest barrier to achievement and reflects those ākonga sitting at Level 3 or below.

Year 10	For Physical Education: 83% of all students (79% Māori/Pasifika) are working at Level 5 or above of the curriculum In Health, 67% of all students (and 54% of Māori/Pasifika students) are working at Level 4 or above. Staffing, engagement and attendance issues played a big role in student achievement. Māori underperformed when compared with non-Māori on the assessments completed. There is a clear need for enhanced learning and literacy strategies to be applied in health as one third of all students are working below the expected curriculum level (nearly ½ of our Māori/Pasifika students).
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The Arts:	2023 Outcomes
Year 9	<p>Dance: 90% of all ākongā achieved to Level 4 curriculum which is a significant increase from 2022. Students responded well to choice and agency in the course. Next steps were to further embed literacy strategies into lessons.</p> <p>Drama: 100% of all ākongā achieved to Level 4 of the curriculum with almost 20% of students nearing Level 5. Class dynamics was an obstacle for a number of ākongā.</p> <p>Music: An increase in uptake of this option choice was pleasing to see. 63% achieved at Level 4 of the curriculum while 35% were achieving at below Level 3 of the curriculum</p> <p>Visual Art: These were at capacity classes and very popular. A large percentage of ākongā were working at Level 4 of the curriculum with a large percentage of ākongā Māori achieving at or above the curriculum level.</p>
Year 10	<p>Dance: 82% of all ākongā achieve to Level 5 of the curriculum with an increase in numbers joining dance throughout the year. Students were well engaged. Next steps were to encourage students to take more creative risks.</p> <p>Drama: 100% of all ākongā achieved to Level 5 of the curriculum with 34% of students nearing Level 6. This was the most successful Year 10 cohort to date due to high expectations and effective class dynamics.</p> <p>Music: 2023 saw two year 10 music classes (increase in numbers). 62% of all students achieved to the Level 5 curriculum where there was 38% who were sitting at Level 4 of the curriculum. There were no real disparities between ethnicities.</p> <p>Visual Art; 85% of all ākongā were working at Level 5 of the curriculum with comparable results between Māori and European. Personal choice proved empowering for our ākongā. Poor attendance was the key reason 15% did not meet the curriculum level.</p>

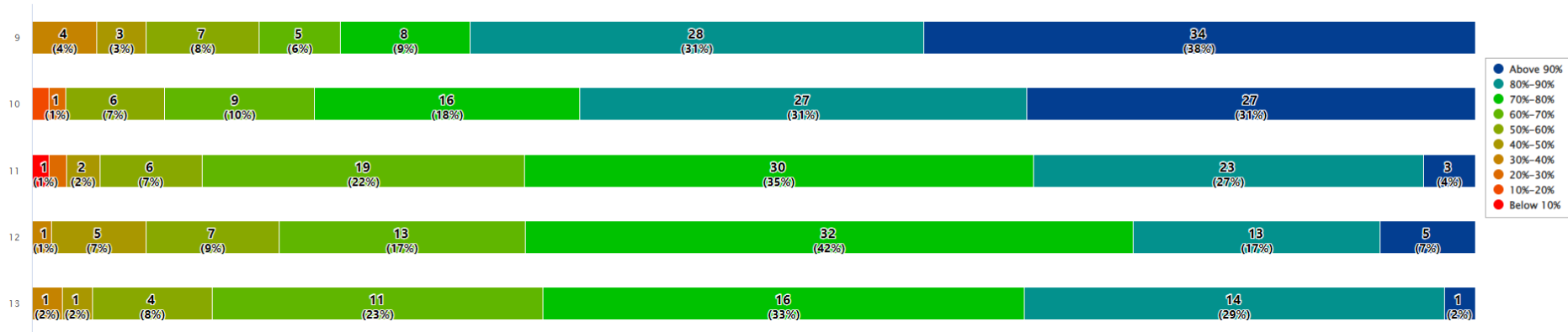
- Kaiako have invested a lot of time this year in developing new units that are more engaging for all ākongā, incorporating local history, Mātauranga Māori concepts along with Literacy and Numeracy specific skills which will hopefully be fully implemented in 2024. For some subject areas, an increase in engagement has been noted which is pleasing to see along with an increase in ākongā Māori results. There are still disparities that exist within a number of subjects.
- 2024 will be the first time that our new marking schedules that have been developed across all junior subjects will be used. This will provide hopefully more consistency across departments in reporting and analysis.

3. Attendance:

2023 Termly attendance%	Term 1	Term 2	Term 3	Term 4
Attendance %	84.5%	73.3%	80%	79.4%

Attendance Data (10 Point Scale) Year To Date - 2023 - 100% Bar Chart

Split By: Year Level



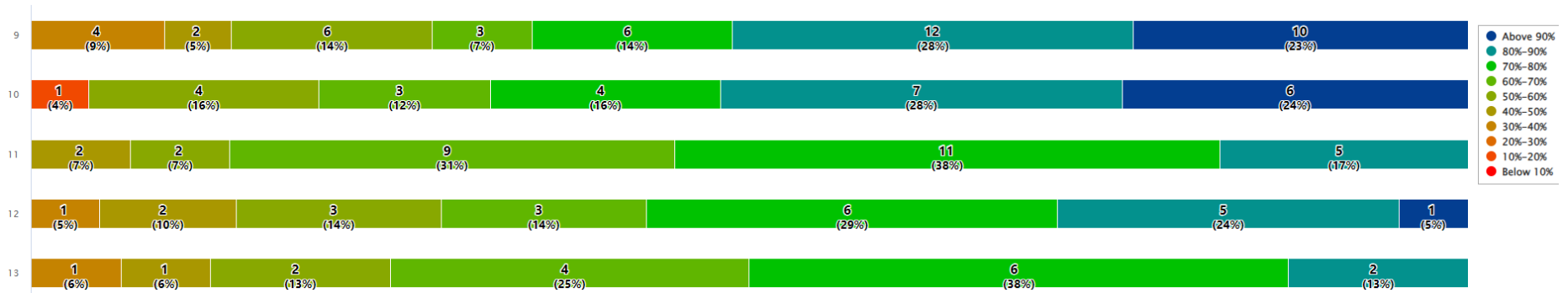
Evaluation:

- Our overall attendance for 2023 was 79.3%. This is appalling and has dropped each year by 3% over the last couple of years.
- Our term 2 data dropped significantly and we believe this was due to the PPTA strikes – how these were recorded in our attendance data and another bout of COVID that went through the school.
- Looking at our graphs below, we have a significant number of students sitting between that 70-80% attendance which needs to be improved. We spend a lot of time focussing on our chronic attendees but we need to focus on big group of 70-80% group as well, encouraging an increase in their attendance.
- The below two graphs show our attendance break down filtered via ethnicity: Māori and NZ European. There are very clear attendance disparities between our Māori and NZ European ākonga with the graph showing a significantly high proportion of Māori ākonga with considerably lower attendance rates.

Attendance Data (10 Point Scale) Year To Date - 2023 - 100% Bar Chart

Split By: Year Level

Filtered By: Maori



Attendance Data (10 Point Scale) Year To Date - 2023 - 100% Bar Chart

Split By: Year Level

Filtered By: NZ European/Pakeha/Other European



4. **Leavers Data:** (see the table below)

- In 2023, we had 42 new students across the year levels have arrived that were not part of the beginning Year 9 cohort and 65 leavers throughout the year groups – some of these students left at the end of their school year in Year 12 (9). Four students were International students, and a number (16) left due high on-going pastoral issues/excluded and or on-going chronic attendance.
- We have a very large transient group of ākongā that have moved around a lot between kura as there is a large number of ākongā that start throughout the year who do not stay. (24 out of the 65 leavers). It would be interesting to see what the correlation is between these students and their attendance and negative pastoral incidences.

Year Level	Newcomers that did not start with the cohort	Leavers #	Reason for Leaving	Where they went
Year 9	<p>15 ākongā</p> <ul style="list-style-type: none"> 6 started in week 2-4 9 started after term 2 <p>Origins: Overseas, Waitara, Cullinane(3), WHS (3), Wellington East Girls, City, Onslow, Paraparaumu</p>	16 ākongā	<ul style="list-style-type: none"> 2 excluded, 5 had huge pastoral/attendance issues, 1 early exemption, 1 went overseas, 1 hostel – homesick went back home, 2 friendships stronger in other schools, NETTS. 8 out of the 16 students that left during the year did not start at the beginning of the year with the cohort. 	<p>3 = WHS – (1 with pastoral issues) 4 = City – (all huge pastoral concerns) 1= Te Kura 1 = Early Exemption 2 = Excluded (1 went to City) 1 = Home Taumaranui 1= Overseas 1 = Home-schooled 1= Out of town</p>
Year 10	<p>6 ākongā</p> <ul style="list-style-type: none"> 4 started after the first 2 weeks <p>Origins: Overseas, WHS, City, Onslow, Te Kura, St Joseph Māori Girls</p>	9 ākongā	<ul style="list-style-type: none"> Some left end of the Year 10 year 3 of these ākongā were transient students and arrived and left within the school year 	<p>3= WHS (transitioning, friendships, pastoral) 1 = City (Māori Culture) 1 = Excluded (went to City) 1 = Patea Area 1 = Rangitikei (pastoral issues) 1 = Te Kura 1 = Waioru (\$ hostel – left end of 2023) 1 = NETTS</p>
Year 11	<p>15 ākongā</p> <ul style="list-style-type: none"> 7 started Year 11 after the first few weeks of the school year 1 re-enrolled after being NETTS 7 were internationals on short term stays <p>Origins: Cullinane, Collegiate, WHS (4), Wellington High, Awatapu</p>	15 ākongā	<ul style="list-style-type: none"> 3 of these ākongā were International ākongā on a short term stay. The other 4 will leave throughout 2024. 5 who left were transient and had only arrived in the 2023 year. Another 4 who left did not start WGC with this cohort in year 9 but arrived later in Year 9 or 10. 1 returned from Alternative Education only to be excluded later that year. 	<p>1 = Te Kura after re-enrolling 1= Health school and then left schooling 3 = End of schooling (one got Level 1 NCEA)(other two left when turned 16) 1 = excluded 4 = transferred to another school (WHS, Masterton, other schools) 1 = Early Exemption 1 = NETTS 3 = International - Overseas</p>
Year 12	<p>6 ākongā</p> <ul style="list-style-type: none"> 3 were international short stays 	17 ākongā	<ul style="list-style-type: none"> One re-enrolled to complete her level 2 prior to leaving. 5 left at the end of the 2023 schooling year and went onto further training or jobs 	<p>2 = another school (WHS, Te Kura) 9 = Left with Level 2 – finished schooling 4 = on-going attendance issues</p>

	Origins: ALT Ed, Te Kura, Spotswood		<ul style="list-style-type: none"> 4 of the leavers did not start with the rest of the cohort in 2020. One of these came from Alt Ed at the beginning of 2023 with no credits and did get Level 1. 	7 = Left with Level 1 – some of these were transitioned into further training, some left at 16 years, jobs 1 = International
Year 13	<p>No new students to this year group in 2023 and the year group started at 48</p> <ul style="list-style-type: none"> One of these students is in the LC and will stay until she is 21 	8 ākonga prior to the end of the school year	<ul style="list-style-type: none"> 1 left in the first two weeks 3 went to other schools – 1 was excluded from our hostel so went home to Taumaranui. 1 = Te Kura, 1 = Correspondence 2 had on-going chronic attendance issues 1 arrived from overseas in 2022 with no credits and struggled – went onto Te Kura 5 of the 8 that left during the year had Level 2 	<p>Of the 41 that remained for the year:</p> <ul style="list-style-type: none"> 1 stayed at WGC LC 8 got Level 2 NCEA 31 got Level 3 NCEA 18 out of the 31 got University Entrance <p>10 students we believe have gone to University, a number are taking a gap year, 2 were heading to summer camp in America, Many have jobs. 4 students at the end of last year were unsure still of where and what they were doing so they met with our careers advisor again.</p>