



Whanganui Girls' College
School #: 0188
Statement of Variance 2023

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GOAL ONE:

Equity of achievement for all students, especially for Māori, Pasifika and students with Learning Support needs.

TO ACHIEVE THIS, WE INTENDED TO:

1. Increasing and growing the use and understanding of Te Reo Māori/ Te o Māori (world view) by kaiako and ākonga in all classrooms and presentations.
2. Ensuring our environment is culturally inclusive and reflects the ākonga of today in an environmentally friendly way
3. Engage and include whānau, iwi and community around what academic success for all ākonga looks like for them
4. Ongoing and regular tracking of our priority students occurs to ensure the best support is provided in regards to academic mentoring, career guidance and pastoral support to enable them to reach their potential.

OUR TARGETS

- ★ Kaiako and ākonga will increasingly use Te Reo Māori and this will be seen and heard throughout our kura.
- ★ Staff will reflect and act upon progress and next steps in their PGC.
- ★ Student engagement increases, particularly for Māori students.
- ★ All ākonga will have a strong sense of identity and who they are.
- ★ Te Reo Māori as a subject will continue to grow into the senior school.
- ★ Poutamatia and Pasifika Fusion will grow in size and popularity.
- ★ The physical environment will reflect the various cultures of our current ākonga.
- ★ Whanganui Girls' College has agreed tikanga which is understood by all.
- ★ WGC actively works towards and achieves silver status as an Enviro school.
- ★ The history of the kura will be respected and weaved into a 21st century vision that reflects our community, iwi and ākonga
- ★ Individual needs of all ākonga are met by the kura regarding: pastoral, academic, well-being, extra-curricular, diversity and future career aspirations
- ★ 90% of our whānau get involved in the ASTRA Academic Mentoring process.
- ★ ASTRA Kaiako will work alongside whānau to mentor and develop the skills of their ākonga to support academic achievement and well-being.
- ★ School Attendance increases to 85%. (2022 Data: Year10 = 77%, Yr 11 = 77%, Yr 12 = 85%, Yr 13 = 70%)
- ★ Student achievement increases (AsTTLE, NCEA and Endorsements).
- ★ Leadership and mentoring opportunities for our ākonga will be provided.
- ★ For our Year 9 and 10 students – all staff involved in class problem solving.
- ★ Pastoral entries decrease.
- ★ Priority student's engagement in school and attendance increases.
- ★ Priority student's remain in an education sector.
- ★ Priority student's whānau will feel supported by the kura and be an integral part of the process and have a sense of pride for their ākonga.
- ★ Priority ākonga will have improved academic results.

OUTCOMES AND ANALYSIS OF DATA:

1. Increasing and growing the use and understanding of te Reo Māori/ te o Māori (world view) by kaiako and ākonga in all classrooms and presentations.

- ★ All kaiako on-going learning and practicing te Reo Māori - some are completing the level 3 course this year.
- ★ Cross-curricular units for Matariki have been developed.
- ★ Numerous units developed and incorporated Matauranga Māori concepts.
- ★ Matariki community celebration was held.
- ★ New waiata (Poutamatia) written especially for WGC by our new Kapa Haka tutor. She was sourced at the beginning of the year with the support of MOE. The waiata is being taught to all our ākonga during assembly time.
- ★ Our kaumatua, has shared some learnings around our new wharenuī and suggested tikanga has been developed for our powhiri moving forward.
- ★ Powhiri started at the start of the year and termly and for all visiting groups.
- ★ A house ki o rahi competition was run during term 3 where all ākonga learnt how to play it in house and PE and then competed for house points.
- ★ Year 9 kete on the wall in the hall – every Year 9 weaves a star to add to it during orientation week along with Kapa Haka and Pasifika activities during the orientation week to encourage participation
- ★ An active Cultural Council with a supportive kaiako ran lunchtime activities incorporating various cultural arts and crafts connected to various cultures, events and language weeks.
- ★ Attendance of key staff at the year long Takitini Culturally Responsive PLD
- ★ A Year 12 Raranga module has been developed for the 2024 timetable.
- ★ An increase in numbers taking te Reo Māori for 2024 has occurred. See below in comparison to 2023

Year level	2023 Numbers	2024 Numbers
Year 9 (compulsory half year within options rotation)	78	92
Year 10	8	19
Year 11	4	6
Year 12	3 (via correspondence)	8 + (8 ākonga taking Year 12 Raranga module)
Year 13	0	1

- ★ More te reo is being used in communications with whānau.
- ★ A huge amount of work has occurred by all staff to upskill and include Mātauranga Māori units into the new NCEA Level 1 program.
- ★ Both Poutamatia and Pasifika have grown in size and Pasifika attended Pasifika Fusion and not only competed in the cultural performance but also in debating, speeches, dance and the quiz.

2. Ensuring our environment is culturally inclusive and reflects the ākonga of today in an environmentally friendly way.

- ★ Our new Wharenuī (Poutamatia) is being fully utilised by the te Reo Māori classes and further refurbishments are being made to our foyer and

admin area to reflect a more modern welcoming environment.

- ★ Upgrade of numerous classroom/spaces.
- ★ Growing capability amongst staff re appropriate cultural practices and tikanga.
- ★ The Enviro group with the support from our Property team, implemented a full recycling system.
- ★ The Enviro team prepared a successful gala night involving performances from our kapa haka, music, Pasifika ākonga and ākonga and the community came in and ran stalls.
- ★ New kapa haka and Pasifika uniforms were sourced which made these ākonga feel more supported and respected.
- ★ ākonga feedback around our school environment sought. Budget set aside to update student artwork on our walls around our kura to reflect our student community.
- ★ We are endeavouring to celebrate and share numerous achievements and successes via our newly revamped Facebook page which has received a lot of positive feedback from students and community.
- ★ Our prospectus has been updated and revamped to reflect our school community more.

3. Engage and include whānau, iwi and community around what academic success for all ākonga looks like for them.

- ★ ATL reporting to whānau was completed two times each term.
- ★ Parent teacher interviews was cancelled due to PPTA Strike action.
- ★ Two times Academic Mentoring with whānau occurred. (81% in term 1 and 75% in term 3).
- ★ Option choice evening had a huge turnout (120 + people attended – not including staff) - Timing was good. Past years there has been approximately 40 attending.
- ★ 2024 timetable was created earlier allowing for deans to meet with whānau and ākonga to work through subject clashes and anomalies in 2023.
- ★ Engagement of our Samoan community who came in to share a number of interactive activities with over 40 students during Samoan language week.
- ★ Senior deans and careers kaiako met with individual whānau and ākonga to support transition out of school and into further training.
- ★ Careers kaiako and Gateway placement co-ordinator met with all whānau and ākonga of Gateway students to discuss work placements and future potential pathways at the beginning of the 2023 year.

4. Ongoing and regular tracking of our priority students occurs to ensure the best support is provided in regard to academic mentoring, career guidance and pastoral support to enable them to reach their potential.

- ★ A visual tracking wall with all our senior NCEA ākonga has been created in the staff room and there is a blind to cover this up if there are ever outside guests present. This was continually updated throughout the year.
- ★ Priority ākonga at the senior level were discussed at targeted kaiako hui with a solution-based approach on how we could support each individual.
- ★ Classroom problem solving hui continued weekly that all kaiako that taught that class attended. These were run by our SCT and focused on a junior core class weekly. All kaiako contributed to this, sharing best practice and focused on solution and next steps/support for the class or/and

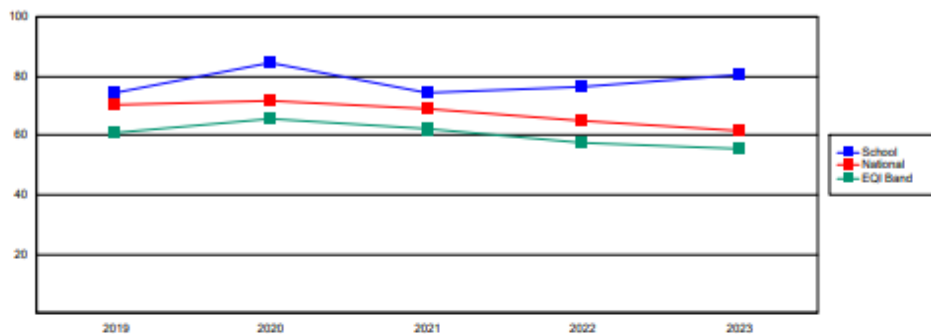
individuals.

- ★ Leavers/entrance data has been gathered and set up for ongoing monitoring moving forward for all current year levels. Trends will be shared.
- ★ Several transition opportunities including a transition week was set up by our LC and 2024 Year 9 dean in conjunction with RTLB/whanau to assist and ease the transition anxiety of some of our priority year 9 students starting in 2024.
- ★ More RTLB referrals were made in 2023 – a closer working relationship with RTLB was established with one of our DP's also attending SENCO hui.
- ★ ESOL classes were re-established and ESOL students were identified early and attend these classes.
- ★ Pasifika ākonga hosted a fia fia evening for our community which was well attended.
- ★ Kaiako are providing numerous workshops/one on one opportunities in their own time over weekends, holidays and after school in various subjects to assist our NCEA ākonga to meet national deadlines.
- ★ Senior ākonga had to meet criteria to be signed off for study leave.
- ★ Time and energy has been put into connecting with our new attendance service, police regarding our chronic attenders. New processes were collaboratively developed.
- ★ A lot of wrap around support/agencies have been put in place for a number of our Year 9 ākonga with reoccurring pastoral entries.
- ★ Careers kaiako working with senior whānau and ākonga re pathways and career decisions
- ★ Careers kaiako ongoing organisation via CATE to organise careers days, university visits, UCOL open days etc.
- ★ School Attendance averaged to 79.3% regular attendance for the year with a substantial drop in term 2 to 73.3% from the 84.5% in term 1 (Term 3 = 80%, Term 4 = 79.5%). We do believe that the PPTA strikes had a significant detrimental effect on our term 2 attendance data but we did not get close to our 85% attendance for the year.

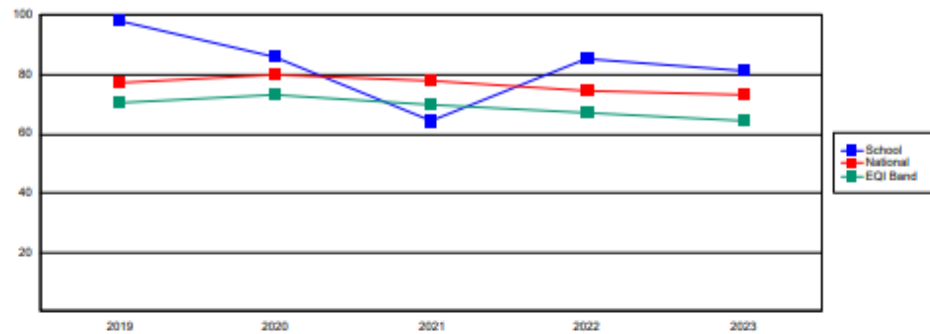
WGC 2023 NCEA Student Achievement and below in comparison to National data

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%

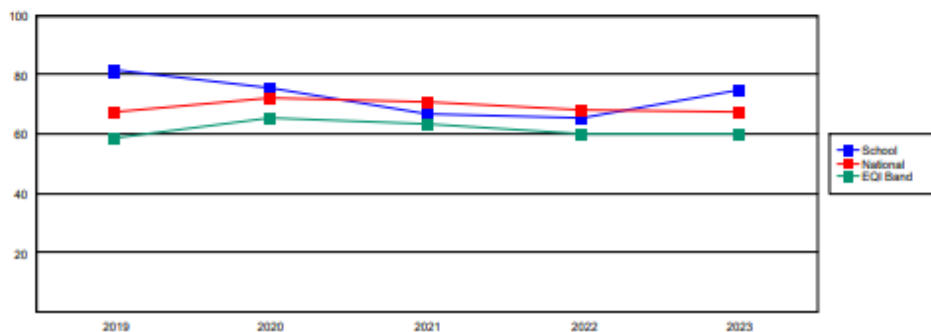
Year 11 - NCEA Level 1



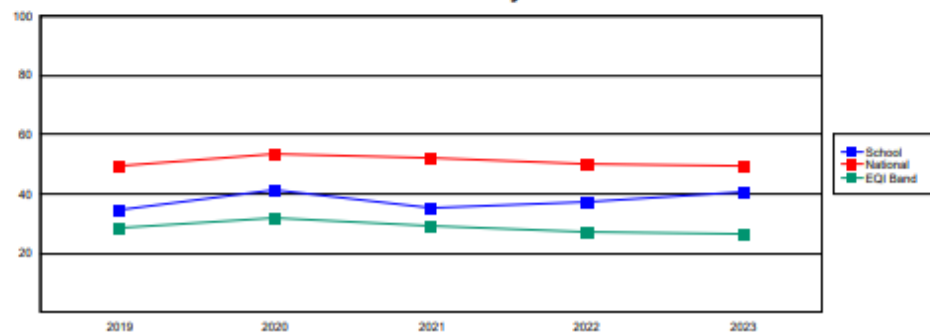
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



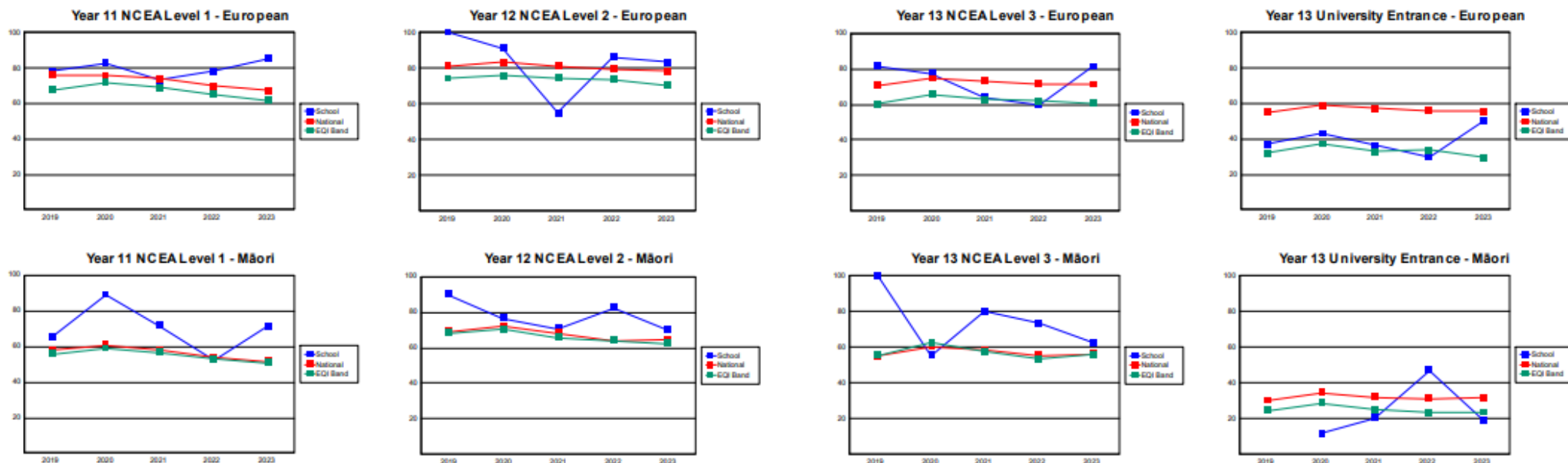
★ We are pleased overall with our Level 1, 2 and 3 results. We predicted lower NCEA Level 1 results than what we got which is pleasing to note as the cohort was not the strongest we have had according to their aSTtle results from the junior school. Nationally, there has been a slow trend Downwards for 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.

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



- ★ 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, though 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.

NEXT STEPS:

- ★ *The need to make our attendance a strategic focus for 2024 moving forward.*
- ★ *To continue to encourage te reo Māori to be spoken more in and around kura and encourage participation in our kapa haka and Pasifika ropu.*
- ★ *More work needs to be done to engage our Māori ākonga and getting them to achieve to their potential.*
- ★ *Investigate other ways to engage with WGC those 15-20% of reluctant whānau to be part of the learning journey for their ākonga.*
- ★ *Consistent communication home so whānau are well informed of progress, upcoming assessments and celebrations.*

GOAL TWO:

Develop and embed literacy and numeracy strategies across all curriculum areas

TO ACHIEVE THIS, WE INTENDED TO:

1. Develop and implement a school wide literacy and numeracy strategy
2. Participation in the NCEA literacy and numeracy pilots and specific Professional Development regarding Literacy and Numeracy

OUR TARGETS

- ★ AsTTle results improve across the junior school.
- ★ % of students achieving their literacy and numeracy NCEA requirements increases from 2022. (Year 10 2022 results = 42% for reading (64% Nationwide), 34% for writing (33% Nationwide) and 44% numeracy).
- ★ All Kaiako will be teaching subject specific literacy and numeracy strategies/skills in their subjects particularly in the junior school and this will be evident in unit and or lesson plans.
- ★ Kaiako have a good understanding of how, when and what is to be assessed for NCEA literacy and numeracy.
- ★ Ākonga will have increased success in achieving NCEA literacy and numeracy at Year 10 and Year 11.

OUTCOMES AND ANALYSIS OF DATA:

1. Develop and implement a school wide literacy and numeracy strategies

- ★ Every department has been actively working at implementing Literacy and Numeracy skill with every year 9 and 10 unit having a literacy and or a numeracy focus.
- ★ Glossaries/vocabulary lists have been set up in every subject with the specific terminology for the new NCEA changes starting in 2024. (In some subjects literacy books have been provided – eg HPE)
- ★ A lot of PLD including staff writing PLD has gone into ensuring teachers and departments have been supported in developing a generic marking template for every junior unit to be implemented in 2024 so marks can be analysed against a common criteria.
- ★ The principal visited another secondary kura to look at how they implemented their literacy project, how they measured success and what tools they used.
- ★ The school hired a permanent kaiako as a literacy and numeracy specialist in term 4 to work with our Year 9 and 10 priority ākonga who were sitting at level 2/3 of the curriculum. During term 4, she worked with 12 Year 9 ākonga and 12 year 10 ākonga three times a week to aid them in developing their literacy skills. Data collection will be collated for 2024 to see the impact of this program.

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 ākongā 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 ākongā 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

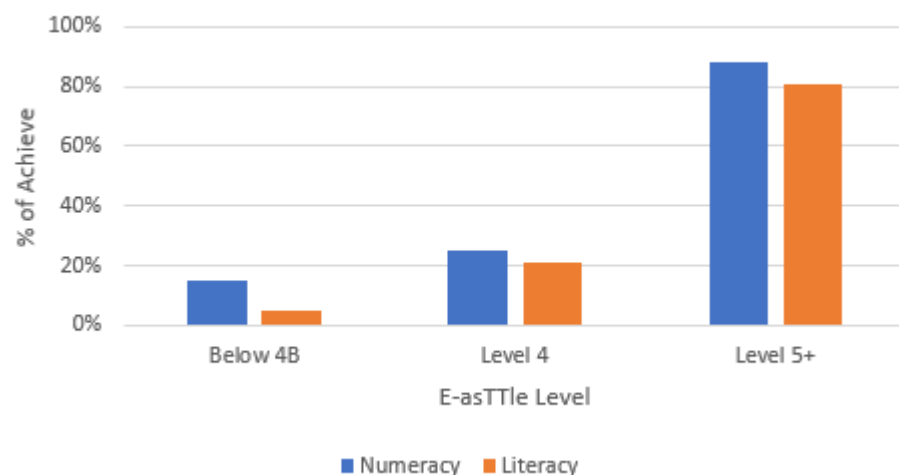
asTTle Level	2023 Term 1 Results*	2023 Term 4 Results	2022 Term 4 Results	asTTle Level	2023 Term 1 Results*	2023 Term 4 Results	2022 Term 4 Results
Level 5B or above	21%	20%	19%	Level 5B or above	41%	42%	22%
Level 4 (4B, 4P and 4A)	47%	42%	52%	Level 4 (4B, 4P and 4A)	46%	41%	50%
Level 3 (3A, 3P and 3B)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

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 ākongā 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 ākongā sitting below the expected Year 9 Level 4 curriculum level and 58% sitting below the level 5 expected curriculum level for our Year 10 ākongā.

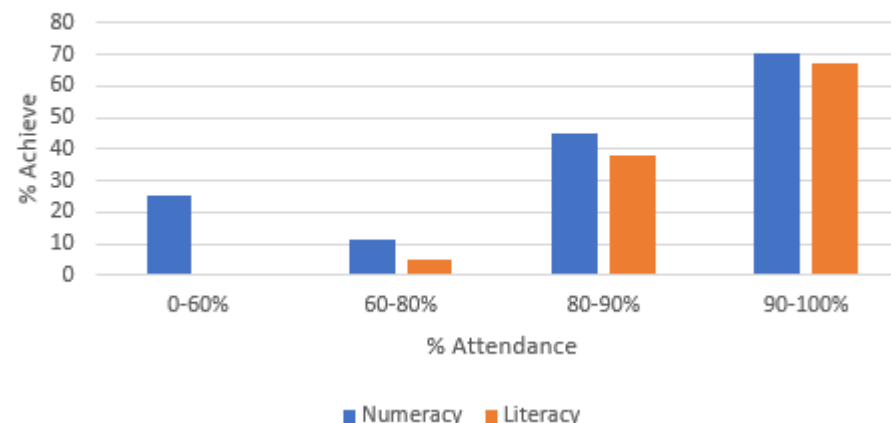
2. Participation in the NCEA literacy and numeracy pilots and specific Professional Development regarding Literacy and Numeracy

- ★ With the new NCEA Change program, come changes to the literacy and numeracy requirements due to take effect in 2024. These are a pre-requisite to get NCEA. The only way to complete these is via a test that occurs in May and November each year. Those ākongā who are at level 5B of the curriculum have a 90% chance of passing this, ākongā at level 4A have a 70% chance of passing this. (Please see our data in the below graph of our ākongā who have achieved the Numeracy and/or Literacy in comparison to their e-asTTle results and in comparison, to their attendance – there are strong correlations here).
- ★ We have a significant proportion of ākongā that enter into WGC as a Year 9 at Level 2 of the curriculum (see above). We have been participating in the pilot programme for both literacy and numeracy and our results are below. We have also been continuing with the original literacy and numeracy standards which will expire in 2024.

WGC 2023 E-asTTle levels vs NCEA Co-requisites



WGC % Attendance vs NCEA Co-requisite Achievement for 2023



- ★ Kaiako have had numerous PLD on the new literacy and numeracy standards and there has been a focus on spelling and grammar checks, use of capital letters and full stops across all subjects. Kaiako have a better understanding of the requirements of these co-requisites and all staff have completed the practice literacy and numeracy exams and looked at the marking criteria.
- ★ Departments have also looked at how they can include similar examples to the lit/num exams in their units of work and make links for the ākongā around this.
- ★ All Year 10 ākongā sat the literacy and numeracy exams in 2023 – as a school we did not discriminate who should and should not sit these.

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.

NEXT STEPS:

- ★ *School wide PLD continued focus for 2024 on literacy and numeracy strategies in the junior school with 100 PLD hours with Ken Kelpin and Evaluation Associates*
- ★ *Continuation and development of deliberate and targeted teaching of literacy and numeracy skills across all subject areas.*
- ★ *Continue to upskill all our kaiako and ākongā so they are familiar with the sorts of questions asked and layout used for both the literacy and numeracy NCEA externals.*
- ★ *Implementation of our new junior assessment schedules.*
- ★ *Continued work is needed on differentiation within our classes.*
- ★ *On-going specialised literacy and numeracy support for our ākongā at level 2 and 3 of the curriculum that is measured and reported on.*

GOAL Three:

All learning areas complete their planning and preparation for their 2024 NCEA Level 1 courses.

TO ACHIEVE THIS, WE INTENDED TO:

1. Four units – (two internal and two external) /20 credit courses will be planned by the end of the year and shared/reviewed to the HOD/curriculum committee
2. Participation of all teaching staff in subject specific Professional Development re NCEA Change for 2024.

OUR TARGETS

- ★ Endeavour to work collaboratively with other Whanganui kura in developing the new standards for NCEA Level 1.
- ★ Offering of regular professional development and time for our staff to develop the new standards.
- ★ MOE support from (NIFS and LAN) subject specific and NCEA specific support throughout the year for our staff.

OUTCOMES AND ANALYSIS OF DATA:

1. Four units – (two internal and two external) /20 credit courses will be planned by the end of the year and shared/reviewed to the HOD/curriculum committee

- ★ Departments drafted course outlines for NCEA Level 1 in term 1.
- ★ Dedicated time was given in department and staff meetings to discuss, plan and work towards being ready to implement this new program.
- ★ Piloted the new Literacy, Numeracy and Dance Level 1 NCEA program. Learnings were shared with all staff regarding these pilots.
- ★ Our DP lead numerous staff PLD sessions and ensured our staff were up to date with the latest NCEA information.

- ★ Our DP was pro-active with all of our HOD's and NZQA/MOE in instigating planning and preparing all our teachers to ensure units were planned and visible on-line for each department by the end of 2023. All departments by the end of the year had a planned outline and units of what they were going to teach moving into 2024.

2. Participation of all teaching staff in subject specific Professional Development re NCEA Change for 2024.

- ★ WGC hosted the first regional NCEA teacher only day in April and the first regional moderation afternoon. All kaiako attended and connected with colleagues from other schools, NIF's (NCEA implementation facilitators and LAL's (Learning Area Leads). Various learning areas had on-going hui with the NIF's and LAL's throughout the year to enable clear planning for 2024.
- ★ All staff completed various subject specific mini PLD sessions re NCEA change on line in term 4.
- ★ Our second accord day was dedicated completely to planning for the 2024 NCEA changes and new Level 1 courses.
- ★ Staff felt as prepared as they could be to deliver the new NCEA Level 1 program going into 2024.

NEXT STEPS:

- ★ *On-going time is provided for kaiako to reflect, adapt and improve units of work to best meet the standards and meet the needs of the ākonga in front of them.*
- ★ *NCEA moderation time for level 1 is important with kaiako from other kura.*
- ★ *A clear calendar of level 1 assessment and trips/school events is created for 2024 to ensure the most optimal environment is created for student wellbeing.*