

## Evaluation Findings

### 1 Equity and excellence – achievement of valued outcomes for students

#### 1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The college is becoming increasingly effective in working towards achieving equitable and excellent outcomes for all students. NCEA achievement information over the last four years at all levels shows the college's steady upward trend and is now above national achievement in Levels 1 to 3.

NCEA data for 2018 show that overall, most students achieved in Level 1, 2 or 3, and a little less than half attained University Entrance (UE).

2018 NCEA data show that the majority of Māori students working at NCEA Level 1, 2 or 3 achieved these qualifications. There is a positive trend in Māori achievement in Level 3 and UE. Leaders recognise that addressing in-school disparity for Māori students across all NCEA levels and school leaver data is a priority.

NCEA data show that in 2018 most Pacific students achieved in Levels 1 and 2. The majority achieved Level 3. This is a significant upward shift from previous years, and data also indicate a positive lift in UE. There is an increasing parity trend for Pacific achievement across NCEA levels.

Leaders continue to develop plans for Māori and Pacific Year 13 students to achieve more equitably with other students in the college in science, technology, engineering and mathematics.

Almost half of students at NCEA Level 1 achieve with endorsement and a third at Level 2. Raising NCEA merit and excellence endorsements for Māori and Pacific students remains a priority.

Achievement disparities between genders are reducing in NCEA and school leaver data. The school's data indicate that literacy and mathematics achievement in Year 9 and 10 are below expected curriculum levels. Many students entering the school in Year 9 or 10 are below expected curriculum levels.

Students develop and achieve valued outcomes that include:

- a sense of belonging and inclusion in an environment that values diverse cultures
- developing wellbeing and self-management towards self-efficacy
- confident engagement in learning through positive supportive relationships with staff and peers
- effective transitions into the college's environment and expectations.

#### 1.2 How well is the school accelerating learning for those Māori and other students who need this?

The college continues to focus on raising student achievement in NCEA, and data show some positive trends. In particular there have been significant upward shifts for Pacific learners. NCEA data also show shifts in achievement at all NCEA levels each year during 2015 to 2018. The college's data indicate that NCEA credit attainment is tracking higher in 2019 than previous years. The introduction of credit achievement milestones during the year is a likely factor in this increase.

Documented examples of individual students' accelerated progress from Year 9 to NCEA course achievement were shared with ERO. Evidence of accelerated learning is also indicated in progress data for Year 9 students working in the Rotary Enrichment Programme. This programme, facilitated by community tutors, is aimed at developing students' oral and reading skills.