

Minutes of Mount Aspiring College Board of Trustees Meeting held on 31 March 2009 at 6.00pm

Present: M Barton, A Black, W Bosley, D Cassaidy, L Jolly, G Ruddenklau (Chair),
D Schikker
Apologies: A Penniket
In Attendance: V Ashton, P Bullen, J Hamilton, H Hammond (Secretary), D Miles, G Thornton

Welcome

G Ruddenklau welcomed everyone to the meeting, in particular Pete Bullen, Jane Hamilton and Duncan Miles.

Apologies:

G Ruddenklau moved that the apologies be accepted. Carried.

Special Topic: Wanaka Primary School

Pete presented the landscape plan for the new Primary school showing its boundary with Mount Aspiring College. The original expectation was that the land between the two schools would be levelled to create new playing fields but the cost (\$2.5m) was too high and was deleted by the Ministry of Education. There will now be a 2m high landscaped bank and a difference in height between the two sets of playing fields. The bike route proposed on the plan will change as it currently leads into the cricket nets.

Whilst this is the basic plan it is likely to change as it is fine-tuned, so this is not the final detailed design. The original plan was to build a school with a capacity of 750. This has been cut back to 650 by the Ministry and at opening it will cater for a roll of 540. There will be six classroom pods to start with and space for a hall, but funding for a hall will have to come out of roll growth funding. The board of trustees will also relocate its board-owned classrooms at the board's expense.

Pete has been working with the college to look at possible synergies between the two schools, an obvious one being for the primary school to link into the college's high speed fibre optic cable link for internet usage and the sharing of software, IT support, etc. The college can take advantage of the fibre-optic cable going in to link up the hostel.

Traffic has been a major planning issue as the new school is in a residential area with the main entrance off Kings Drive and a subsidiary entrance in Totara Terrace.

The total budget is \$21.5m and the duration of the building works will be around 18 months, with an opening in September 2010. Once the definitive building works plan is in place Pete will provide a copy. There has been some discussion regarding safety fencing of the site, and it is still unclear if this will be done. The land is currently used as a shortcut by many college students and other people so this is an issue that will need resolving. In the long-term the primary school buildings will be fenced but not the whole site.

There will be a blessing at 7.00am at the site on Monday 6 April before the siteworks start.

Pete was thanked and left the meeting.

Special Topic: Hostel

An overview of the hostel programme was provided with the agenda, and Duncan invited questions.

- The feasibility of increasing the size of the hostel was raised. Duncan felt that it would be possible to add one more unit with current staffing but any more would require more staff and more resources. The balance of hostel students as a proportion of the Year 13 group was probably better now than when the school was smaller as the culture of the school is strong enough to absorb the new hostel students without them changing the mix too much. A larger group may also add to the stress levels of the students as they are very busy and find it hard to get quiet time, and this would be worse with a larger number. The current number works well particularly for the infrastructure and outdoor pursuits as they can fit into three vans with three members of staff.
- A general common room where the students can gather together to socialise and relax would be very nice to have. Currently the students can use school facilities, and the East Common Room is useful, but it would be nice to have a facility at the hostel.
- Having an internet connection is pressing. The students can use the internet at school but filtering can be a problem with some research topics and also for personal use. Duncan is confident that normal internet security would be appropriate at the hostel.
- The continuity of staff members has been a bonus over the past few years, especially the opportunity for the assistant manager to move into the manager's role after a couple of years.
- The hostel is now well accepted in the community, and it is enriching for the local students to have a talented group of students from all over the country join them in Year 13.
- Mixed units were not recommended by Duncan, as he felt it was important that the boys and girls had their own separate spaces and freedom to be themselves.
- Long term maintenance was being done on a replacement basis, for example, the vinyls were replaced in Liverpool last year. Upgrading the roof insulation with Pink Batts made a huge difference last year, and it is planned to install the final three heat pumps and remove the nightstore heaters in Cascade and the managers' units this year.
- Holiday rentals were usually busy during the winter holidays and between Christmas and the end of January, but the quiet times at Easter and December allowed time for maintenance. The hostels are often rented out by hostel families.
- Asked about big picture changes into the future, Duncan suggested that where our programme was once unique there are now a lot of copycat programmes around the country. It may be timely to redefine ourselves, for example, around sustainable values. On the other hand, feedback from parents continues to be extremely positive.

G Ruddenklau expressed the Board's appreciation of the hostel staff and the excellent programme they run. He also thanked Jane Hamilton formally for her contribution to the college as acting Deputy Principal over the previous 18 months. Duncan and Jane left the meeting.

Curriculum Focus: NCEA External Results 2008

Vicki Ashton was welcomed to the meeting to discuss the NCEA External Results from 2008. An analytical report of the statistics available was included with the agenda. It was noted that as from 1 April there would be new statistics from NZQA which would be more representative of overall performance, for example, the current statistics for University Entrance success were based on all the Year 13 students enrolled at the college in July whereas the new statistics would

only report success for those students who were eligible for University Entrance based on the courses in which they were enrolled. They would also include a full comparison of internal results including Not Achieved grades (previously Not Achieved grades on internals were not required to be reported to NZQA).

The statistics being presented related only to the results of external credits sat at the end of the 2008 year. It will be helpful to have statistics that provide a much better comparison over time and across different schools. The Education Review Office suggested that the college should compare itself to other Decile 8-10 schools. Mount Aspiring College and Wakatipu High School are the only two Decile 10 co-ed state schools in the country, the others are either single sex state schools or private schools.

Generally the overall pass rates for qualifications at all levels compares very well to other Decile 8-10 schools.

At Level 1 the pass rate for Literacy and Numeracy was good as was the achievement at Merit and Excellence. However this was a year level of extremes, performing well at the top end but with a greater level of non achievement than the comparison group.

Level 2 is a challenging year, in that the students do very well at gaining the Level 2 qualification but many of them have achieved this before the external examinations are sat and therefore they are not well motivated for the externals. This shows in a lower level of achievement in the externals than the comparison schools and a lower number of Merits and Excellences. We may need to work harder at changing the culture in Year 12 so that students value gaining Merit and Excellence. Whilst English and Mathematics are compulsory in Year 12 the students have control over their other course choices. Several popular courses, such as Outdoor Pursuits, Stylish Foods and Computing, are assessed by unit standards in which students cannot gain Merit or Excellence (only Achieved/Not Achieved). In addition many of the academic courses offer unit standard assessment, and this makes it difficult for the students to gain the 50 credits required at Merit or Excellence level to gain an endorsement. It is probable that other Decile 8-10 schools offer more traditional courses and, in larger centres, the less academic students have other choices at Year 12 such as Polytechnic. The college is catering well for the mix of academic and non-academic students, and the latter now have more choice of vocational subjects and opportunities for work experience such as Gateway and Enterprise. The senior staff is currently looking at whether the balance of courses offered is right, and whether it is necessary to guide the students more in their course choices. Currently the college is catering well for all levels of student within the ethos of developing the whole person, but is looking at whether the academic students are getting the correct balance between this and academic achievement. Whilst students may not see the achievement at Level 2 as important, it can be used to judge success for entry to polytechnics and to halls of residence. A Black also suggested that in Science students move from General Science in Level 1 to specialist subjects at Level 2, which is a big jump and may affect results in science subjects at Level 2.

At Level 3 the students once again achieve well, both at gaining the Level 3 certificate and University Entrance, and in gaining Excellence and Merit grades. At this level the students choose their entire programme and therefore can cater to their strengths, unlike Level 2 when Maths and English are compulsory.

The ethnicity statistics show that in general our Maori students have a slightly higher proportion of not achieved grades than other Decile 8-10 schools, and they have performed less well at the Merit and Excellence levels. This is an area that needs looking at more closely.

The gender statistics show that females tend to out-perform males particularly in the Arts, Mathematics and English, but not in Social Studies and Science. Our girls do not perform as

well as other Decile 8-10 schools, but that comparison is predominantly with single-sex schools in which environment girls tend to perform extremely well.

If we compare ourselves to overall national averages we compare very well with respect to gaining qualifications at all levels but we are still weaker on the Merit and Excellence endorsements at Levels 2 and 3.

Heads of department are being asked to report on the results for each standard assessed in their subjects - whether the students performed as expected, any reasons why results may have been skewed, and any changes that have been made as a result.

The published results are important because comparisons will be publicly available on the NZQA website for parents to look at when choosing a school. There is no doubt that teachers work very hard to give their students the opportunity to gain merit and excellence grades, but there may need to be more effort put in to the borderline students and more emphasis in the school culture on excellence in all aspects. This debate will be opened up to teachers, students and parents. Many parents are still unclear about the NCEA qualifications and how their children are achieving, and it will be helpful to provide them with more guidance and also more information on progress during the year.

A further analysis will be carried out once the full results are published.

Vicki was thanked and left the meeting.

Strategic Goal: Biculturalism

W Bosley reported that staff professional development was taking place each Tuesday morning with a 20 minute session led by Pam Keelan. The aim is to upskill the staff, increasing their level of confidence with Maori language and protocol so that benefits flow through the college.

Kapa haka was very successful last year but the same tutor has not been available this year. The aim this year, once a tutor is organised, will be to work with the Year 7 to 9 year group to build interest and talent through the college.

The Upper Clutha schools cluster met on 19 March and agreed that a district wide approach is the way to go for the future. There is a strong will for the group to continue and to act as an advisory group for all the schools. The board should continue to review whether it needs someone specifically attached to it as Maori representative.

Principal's Report

The Principal's report was circulated with the agenda. The following items were raised in discussion:

- The college stand at the A & P show was a great effort and a great success. There was good feedback from the community, the student hosts were excellent and it was a great gathering place for our students visiting the show. We will continue with this initiative in the future and are looking at purchasing a gazebo which can be used for the show and for other outdoor events.
- Around 65% of families booked in for Team Up conferences and these may need to be run over three nights in the future due to the level of demand. The parents were very appreciative of the opportunity to meet the teachers at this early stage in the year. The

different focus on goals and the three-way communication was very valuable. It was also used as an opportunity to gather data on mentoring.

- The fibre optic cable is now live and provides a ten-fold increase in speed for the internet connection. This is the first phase of a bigger plan for technology which involves moving to a wireless campus. A more formal long-term plan is being developed.
- The Science department plan was reviewed last week and a questionnaire has been developed for student feedback. There will be a catch up early in term two and the expectations will be clarified. The acting HoD has been very receptive to extra support and feedback.
- Clare Scurr has been appointed to the position of Year 7 or 8 Homeroom Teacher from a field of 20 applicants. Four candidates were shortlisted and Clare was selected after a rigorous process. The outcome is pleasing as it provides continuity for the students. Johanna Gordon will continue as the Year 7 dean to the end of the year.
- The confirmed staffing numbers have not yet been received from the Ministry of Education, but the college has been staffed on the basis of the roll in anticipation of an increase in staffing.
- The planned trip to South America is coming together well. W Bosley will attend a large educational expo in Chile and will then tour centres in Brazil hosted by our Brazilian agents and parents.

G Ruddenklau moved that the meeting move into committee in order to protect the privacy of the individual involved. Carried.

G Ruddenklau moved that the meeting move out of committee. Carried.

Chairperson's Report

G Ruddenklau suggested that the proposed board function become a mid-winter event, and the details would be discussed further next term.

Delegation of authority to Deputy Principal:

L Jolly/M Barton moved that Greg Thornton be granted full power to manage the college in Wayne Bosley's absence. Carried.

G Ruddenklau reported that the MAC Foundation has now fixed all the mortgages at 6.5% for five years and this should have a positive flow on effect to the college's cashflow. The Foundation would like to have an official handover of the three Volkswagen vans to the college with appropriate publicity, and this would be organised in the next few weeks.

Student Report

A Black reported that the Formal would be held on Saturday 4 April and that this had been very well organised, including the arrangements for the after-party.

Finance Report

A finance report to the end of February 2009 was presented with the agenda. It was pleasing to see that most budgets were on track for this point in the year and that the income for the canteen and the international language centre was up considerably on this period last year.

Health and Safety Review

The audit committee has met to plan the audit of Health and Safety and will commence with a meeting with W Bosley and H Hammond on Thursday 2 April.

Charter and Strategic Plan Review Timeline

Due to time constraints this item was deferred to the next meeting.

Next Meeting Agenda:

- Curriculum: Social Studies
- Strategic Goal: Technology
- Special topic: Deans/pastoral network
- Governance self review: Charter and Strategic Plan Timeline

Minutes of the Previous Meeting (25 February 2009)

A Black/L Jolly moved that the minutes are an accurate record of the previous meeting. Carried.

Matters Arising

Fundraising

W Bosley reported that he has met with a couple of contacts following discussion at the last meeting and has also opened this up the discussion to staff for ideas and suggestions. The concept of an iconic MAC event is being looked at, or alternatively two or three major fundraising activities could be planned. It is also being considered how the wider MAC community, including ex-students, hostel parents and friends of the school, can be involved.

Correspondence

As circulated.

In addition a letter has been received from About Cleaning regarding the process of tendering for the cleaning contract. G Ruddenklau will follow up with About Cleaning.

Dates of Next Meetings:

Next BoT meeting 6.00pm, Tuesday 12 May 2009

Meeting finished at 9.12pm.

Signed as a true copy of the minutes:

Chairperson

Date

Action Plan:

What	Who
Blessing of WPS site, 7am Monday 6 April	All invited
About Cleaning follow up	G Ruddenklau

B.O.T. Report; Overview of the Hostel (2009)

What the hostel is all about

The hostel provides accommodation for thirty Year 13 students wishing to attend Mount Aspiring College to take advantage of the outdoor pursuits and life skills programme.

The hostel is a supervised environment where students co-operate and learn to live together in self-contained units of six in a simulated flatting situation. The hostel is co-educational, but each unit is segregated.

How It Works

At the beginning of each year an orientation programme is held for hostel students the weekend before school starts. Along with outdoor activities, it includes:

- Team building based on support, co-operation, trust, honesty and friendship.
- The acceptance of the strengths, weaknesses and opinions of others.
- Group approach to problem solving.

The orientation programme is a key factor in preparing students for the outdoor pursuits programme and the hostel life skills programme.

Life skills are taught at the hostel and overseen by the hostel manager and assistant manager.

Students share responsibility for budgeting, shopping and cooking within each of the flats on a roster basis. The hostel staff assists the students with planning, monitoring progress and assessing the final results.

Students have a roster for cleaning and gardening duties. There are two formal house inspections a week and gardening duty is carried out on a Saturday morning after the supermarket shop.

Why It Functions

The hostel seeks to encourage students to learn through experiences - ones which are meaningful and impact upon them forever.

The safe and controlled challenges of the outdoor pursuits programme provide an excellent physical balance to the demands of the college programme.

The hostel programme assists young people to make the transition from home to taking care of themselves. This goal is reached while completing a full academic course.

It is expected that the experience gained in Wanaka will be character building and will successfully prepare students for their next stage of development.

Staffing

The hostel manager lives on site and is responsible for the supervision of the life skills programme, the welfare of students, and maintenance of the hostel rules. The hostel manager is supported by an assistant manager who also lives on site and is on duty at the weekends and some evenings for supervised prep, and an outdoor pursuits supervisor who co-ordinates the Sunday O.P. programme. In addition Jane Hamilton has overall responsibility for the hostel and its integration with the college. (Hostel Director)

Safety

Safety is paramount and the program could not operate unless it can be safely managed.

The hostel operates a curfew system where students must be home and in their houses by 10pm on Monday to Thursday and Sunday, and midnight Friday and Saturday.

The students are free to come and go as they please as long as they sign out, indicating their destination, time they left and estimated time back. They must then sign back in. Students must also be contactable at all times usually via text messaging.

Discipline is based on a concept of self-discipline and responsibility, but at the same time hostel operating and non-negotiable rules are essential. The non-negotiable rules are;

- No alcohol or drugs are to be consumed on site and students are not permitted to be under the influence of alcohol and drugs whilst on site and under the care of hostel staff.
- Sex is not permitted in the Hostel.
- Students must use the sign out system correctly.

Group counselling is undertaken to ensure students fully appreciate this concept, as breaches of these rules are unacceptable.

The School counsellor is available at any time to assist the Hostel Manager and students if required.

Exeat

Students are able to apply for leave from the Hostel once a week either Friday or Saturday night. Conditions of leave are that they stay with a local family, and a phone call confirming this takes place between the host parents and the Hostel Manager. This is an opportunity to hand our 'loco parentis' role over to the host family. Exeat allows the students to spend time in the local community and it allows for a more normal social life.

Sunday programme

This programme is designed to give students a good grounding in some of the outdoor activities available in and around Wanaka, including; mountain biking, rock climbing, kayaking, tramping, snow boarding and skiing.

Lots of valuable learning occurs while paddling the rivers, climbing the rocks, tramping in the bush and sliding around on the snow.

The Hostel runs its programme to complement what the students are learning at school in their respective O.P. classes. Rather than teaching hard skills we provide learning through experience. This helps to consolidate the skills taught at school and produce confident and safe users of the backcountry.

An important part of the programme is risk management. Students are trained in how to assess and handle the risks which occur in outdoor situations. This enables them have their own adventures in a safe manner once they have left us.

Building Maintenance

Minor maintenance is carried out as the need arises. The Property Manager and Hostel manager work together to formulate a plan of attack each year that keeps the buildings in good shape and prevents any major work needing to be done on all the buildings at one time. The entire hostel was reinsulated last year. Removal of night store heating and oil column heaters has been a priority over the last three years. We have been installing heatpumps as an alternative heat source. There are still more needed to complete the change over. Major appliances are replaced as the need arises. Fridges, ovens etc.... Maintenance is on-going and we are doing our best to stay ahead of any major repairs or replacements.

MOUNT ASPIRING COLLEGE NCEA RESULTS ANALYSIS 2008

Below is an overall summary of the College's NQF internal and external results for 2008. It does include students on our roll in July 2008 who either left before the end of the year or International students who did not sit national certificates or students – particularly at Year 13 – who were not eligible for national awards. .

Level 1 **84.9% of Year 11 students gained NCEA level 1** (88.9.2% in 2007)
Decile 8-10 schools 73.3%, coed 8-10 70.3%
24.4% were endorsed with Merit (Decile 8-10 ~ 26.4%, co-ed 24.2%)
7.0% were endorsed with Excellence (Decile 8-10 ~ 8.3%, co-ed 6.2%)
93.0% gained literacy (94.6% in 2007) Decile 8-10 ~ 83.1%, co-ed 81.5%.
97.7% gained numeracy (100% in 2007) Decile 8-10 ~ 91.2%, co-ed 86.2%.

Level 2 **83.8% of Year 12 students gained NCEA Level 2** (69.5% in 2007) Decile 8-10 ~ 73.0%, co-ed 8-10 schools 69.9%.
10.0% were endorsed with Merit (Decile 8-10 ~ 18.6%, co-ed 16%)
2.5% were endorsed with Excellence (Decile 8-10 ~ 5.2%, co-ed 3.8)

Level 3 **72.1% of Year 13 students gained NCEA Level 3** (75.5% in 2007) Decile 8-10 ~ 62.9%, co-ed 8-10 schools 58.9%.
8.1% were endorsed with Merit (Decile 8-10 ~ 16.0%, co-ed 13.6%)
2.3% were endorsed with Excellence (Decile 8-10 ~ 4.0%, co-ed 3.1%)
58.1% of all Year 13 students gained University entrance (66.4% in 2007) Decile 8-10 ~ 60.4%, co-ed 56.0%

Scholarship – 2 passes from 22 papers sat. One pass was in Economics and the other in Graphics. There were a number of students who entered the Scholarship exams but who failed to sit. Many students left the exam early if they discovered they had prepared for the wrong topic, or if they found it too hard. We should be making sure that only those students who are committed and prepared enter for this exam in the future.

At levels 1,2 and 3 the school's NCEA certificate results were significantly better than other schools in the Decile 8-10 band.

Results at Level 1 were very good. As a group they did not perform as well as the 2007 group in terms of Level 1 passes but their achievement at excellence level was significantly better. The group in 2008 had a "tail" of low achieving and poorly motivated student which accounts for the lower NCEA pass rate. Rates for endorsements were similar to the Decile 8-10 schools.

Level 2 NCEA pass rates were very good and the number of credits passed was also impressive. Merit and Excellence endorsements were considerably lower than Decile 8-10 band schools however. A major contributing factor in this is that our students earn a number of their Level 2 credits through unit standards gained in courses like OP, Stylish foods, Computing and many of the core subjects also offer at least one unit standard. Merit and excellence grades are not available in unit standards. In addition our students do six options which may mean they spread themselves thinly in terms of ability to revise effectively.

Level 3 NCEA pass rates were good, but our University pass rates were disappointing when compared with the Decile 8-10 band. Since these statistics were released a further 3 students have gained UE because of late assessment data being finally recorded. This brings our pass rate to 64% which is a more favourable comparison. A pattern that has evolved over the last three years is that we have had lower UE pass rates (71%, 66.4%, 64%). It is only supposition, but this could be that we have more students remaining at school in Year 13 for whom UE is not a goal. There were a number of students in 2008 who were not taking courses that would enable them to gain UE or NCEA Level 3.

At all levels the lack of Excellence credits continues to be an area that we should focus on. There were some fine efforts by individuals and in some subjects (see tables below) – but across the board we still need to work on strategies to raise the level of excellence achievement. Comparisons with schools similar to us show that we lag in the percentage of excellence grades gained. Our top scholars in 2008 (duxes) were the recipients of the two Excellence certificates at Level 3.

Heads of Department have analysed their results and a summary of their comments are included in the appendix of my report. (Not there yet due to NZQA statistics delay)

The statistics that follow are based on external standards results. These will be updated to include internals when the new statistical format is released by NZQA at the beginning of April.

A note about comparisons: ERO suggested it would be more valid for us (A decile 10 State School) to make comparisons with other “like” schools. I have chosen the Decile 8-10 band but cannot refine the comparison to co-ed Decile 8-10 schools for Learning area analysis. Fifty Three Percent of Decile 10 schools are now private schools, only 24% are state schools and 24% integrated. An article in the latest PPTA news points out that it is inequitable for State Decile 10 schools (of which there are only 12 – 2 in the South Island) to be compared to integrated and private schools that are able to select their students to a greater or lesser extent.

RESULTS DESTRICTION BY LEARNING AREA – EXTERNALS - ALL SUBJECTS – 2008 (Comparison to All Decile 8-10 Schools)

Learning Area	No. of Results		Not Achieved %		Achieved %		Merit %		Excellence %	
	School	National	School	National	School	National	School	National	School	National
TOTAL	2,498	765,465	27.6	25.3	45.6	42.8	20.1	22.9	6.7	9.0
English	518	145,744	32.8	26.1	41.5	47.2	15.8	20.8	9.8	5.8
Languages	38	23,964	44.7	15.2	28.9	27.8	7.9	29.9	18.4	27.1
Mathematics	814	230,666	19.3	22.6	51.1	45.0	24.0	23.7	5.7	8.8
Science	558	189,691	33.5	30.0	43.2	41.0	18.1	20.7	5.2	8.3
Technology	117	26,505	40.2	24.7	42.7	40.8	15.4	24.0	1.7	10.5
Social Sciences	301	110,228	25.6	25.1	46.2	40.8	21.3	24.7	7.0	9.5
The Arts	143	31,379	23.8	20.5	44.8	39.0	23.8	26.3	7.7	14.3

These general statistics give an overall impression of how each learning area has performed over Levels 1,2 and 3 combined when compared with Decile 8-10 schools. The percentage of Merit and Excellence grades is lower in all instances apart from English (Excellence) and Maths (Merit)

Level One Statistics

Learning Area	No. of Results		Not Achieved %		Achieved %		Merit %		Excellence %	
	School	National	School	National	School	National	School	National	School	National
TOTAL	1,166	365,727	22.0	23.1	45.1	43.6	23.7	23.6	9.3	9.7
English	278	76,028	25.9	22.3	40.6	51.2	19.4	21.0	14.0	5.5
Languages	21	12,506	23.8	14.3	28.6	25.8	14.3	31.4	33.3	28.5
Mathematics	409	111,302	12.2	20.5	50.4	44.1	28.4	24.5	9.0	10.9
Science	223	82,174	29.6	30.9	40.8	40.6	23.8	20.3	5.8	8.2
Technology	72	18,636	25.0	20.4	58.3	45.1	16.7	24.7	0.0	9.8
Social Sciences	89	51,689	22.5	21.9	44.9	40.4	24.7	27.3	7.9	10.4
The Arts	65	8,945	38.5	15.9	38.5	39.8	15.4	27.6	7.7	16.7
Health and Physical Education	9	3,535	0.0	19.0	33.3	39.3	66.7	34.0	0.0	7.7

The Level 1 group achieved very well. The following Departments gained especially good results- Mathematics, Economics, English . The Technology area had a higher percentage of Not Achieved grades and no Excellence grade. The poor results for The Arts was primarily due to the external results in Music.

Level Two Statistics

Learning Area	No. of Results		Not Achieved %		Achieved %		Merit %		Excellence %	
	School	National	School	National	School	National	School	National	School	National
TOTAL	736	243,396	35.6	27.4	46.6	41.8	14.8	22.6	3.0	8.2
English	159	47,923	41.5	32.5	44.7	41.6	10.1	20.0	3.8	5.8
Languages	14	6,954	78.6	16.4	21.4	29.7	0.0	27.7	0.0	26.2
Mathematics	232	72,433	25.4	23.4	54.3	46.4	17.7	24.3	2.6	5.8
Science	163	65,490	41.7	29.2	44.2	40.5	11.7	21.2	2.5	9.1
Technology	32	6,211	68.8	31.2	21.9	32.0	9.4	23.6	0.0	13.1
Social Sciences	101	30,401	31.7	27.0	46.5	40.4	18.8	24.0	3.0	8.6
The Arts	35	12,213	11.4	23.8	48.6	38.2	31.4	24.2	8.6	13.8

Level 2 students did not perform well in the external assessments. My assertion is that the majority of students would have already passed their Level 2 Certificate through internal credits and so had less pressure to perform in the examinations. The Arts were really the only learning area to perform near or above other Decile 8-10 schools. As a College, we need to discuss whether this phenomenon is of concern to us, or whether we are happy for our students to achieve the Level 2 Certificate comfortably through means other than exams. Currently 54.2 % of Level 2 credits are gained through unit standards (compared with 30.2% for other Decile 8-10 schools)

Level Three Statistics

Learning Area	No. of Results		Not Achieved %		Achieved %		Merit %		Excellence %	
	School	National	School	National	School	National	School	National	School	National
TOTAL	596	156,342	28.7	27.1	45.3	42.8	19.8	21.4	6.2	8.7
Language & Languages - English	81	21,793	39.5	25.2	38.3	45.6	14.8	22.2	7.4	7.0
Language & Languages - Other languages	3	4,504	33.3	15.7	66.7	30.5	0.0	29.2	0.0	24.6
Mathematics	173	46,931	27.7	26.2	48.6	44.8	22.0	20.7	1.7	8.3
Science	172	42,027	30.8	29.5	45.3	42.6	16.9	20.5	7.0	7.4
Technology	13	1,658	53.8	48.3	7.7	26.1	23.1	17.8	15.4	7.8
Social Sciences	111	28,138	22.5	28.8	46.8	41.9	20.7	20.7	9.9	8.6
The Arts	43	10,221	11.6	20.4	51.2	39.3	30.2	27.5	7.0	12.7

The Level Three group performed well with Not Achieved rates being similar to Decile 8-10 schools in most subject areas apart from English and Languages. In Art and Economics pass rates and Excellence rates were good (English also had good Excellence rates) In concert with Level 2, many Level 3 courses are structured so that students can gain greater than 50% of their credits internally, thus reducing the importance, to the students, of the external exams. Technology had a small number of students with a wide spread of grades.

NEXT STEPS

- A summary of individual department analysis will be included in this report – but we were waiting for the new Statistical format to appear on the NZQA website and so these reports are late.
- Continue emphasizing differentiation and striving for Merit and Excellence.
- Continue to adapt our programs of learning to suit individual needs.
- Debate the performance of our students in external assessment – keeping in mind the number of credits that can be earned internally through unit and achievement standards.
- Consider the achievement of Maori students in terms of Merit and Excellence grades.

Vicki Ashton (Curriculum Head)

