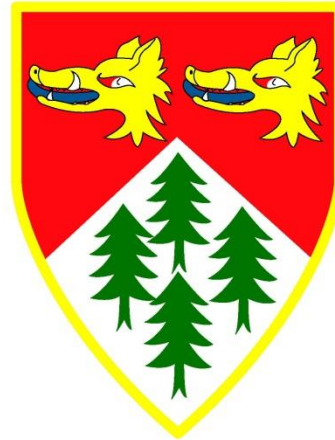


# Edgecumbe College Analysis of Variance 2019

INTEGRITY



## **Note**

Edgecumbe College had a difficult year in 2019 with the school having a Limited Statutory manager in place to guide the school through a number of identified areas of concern. There had been a difficult relationship between school leadership and the Board as well as leadership and staff. This culminated in the Principal going on extended sick leave and an Acting Principal put in place for terms 3 & 4.

As a result of this upheaval, the Annual Plan and Goals were not discussed with staff resulting in little or no progress made on those goals. It was also noted that the proposed goals were not focused on student engagement and achievement which further reduced their effectiveness. The Annual Plan for 2020 has been created and is student achievement and engagement focused.

## Annual Development Plan for 2019

1. Establish a culture where our staff and students see opportunities to develop leadership to enhance curricular and co-curricular programmes that enrich our school.

2019	What to be done	Analysis of Variance
Strategic goal shared with staff and students and its purpose explained.	<ol style="list-style-type: none"> <li>1. Give the Strategic Goals to all staff</li> <li>2. Copy of Annual Plan to all staff</li> <li>3. Send a copy of the Strategic Goals and Annual Plan to Whānau</li> <li>4. Arrange for a meeting with students to answer questions</li> <li>5. Arrange a meeting with Whānau to discuss the document and answer questions</li> <li>6. Feedback to staff</li> <li>7. Feedback to the BOT</li> </ol>	<p>Although staff were told about the goal, there was not any real discussion and little if any progress made. This meant that there was not a school-wide leadership initiative, however there were some individual programmes offered to students. There was considerable work done with the prefects but this is a small group of Year 13 students and not part of a school wide leadership initiative. A select group of sporting students were involved in a leadership programme run through Sport BoP</p>
Year 9 students, and all the other students, understand student leadership structure.	<ol style="list-style-type: none"> <li>1. Discuss Leadership Structure (students and staff) with staff</li> <li>2. Copy of Leadership Structure to all students and whānau</li> <li>3. Meet with students (all year 9 as well as the rest who have questions)</li> <li>4. Arrange a meeting with whānau to discuss and answer questions</li> <li>5. Feedback to staff</li> <li>6. Feedback to the BoT</li> </ol>	<p>The Year 9 Kaitiaki (Dean) position was not filled at the start of year meaning that group had no identified leader. The cohort was a difficult group and that combined with no Kaitiaki saw no leadership developed in that group. In Term 3 a Kaitiaki was appointed however the focus was on settling the cohort into sound learning habits rather than leadership. Potential leaders were identified for 2020.</p>
Principal identifies leadership growth opportunities in Year 9 to13.	<ol style="list-style-type: none"> <li>1. Discuss all possible opportunities at all meetings held with all involved in the March Meetings. Consolidate and produce a summary to the staff, students, whānau and the BoT</li> <li>2. Discuss this document with the staff at a staff hui and ask for feedback and feedforward.</li> </ol>	<p>Not achieved</p>

	<ol style="list-style-type: none"> <li>3. Investigate possibility of feedforward from staff, students and whānau</li> <li>4. Feedback findings to staff, students and whānau</li> <li>5. Calculate budget requirements to implement these new initiatives</li> <li>6. Discuss the budget and implementation of new initiatives at the BoT Meeting for approval</li> <li>7. Implementation of the new initiatives</li> <li>8. Reflection</li> <li>9. Make any changes and review – including the budget at the mid-year budget review meeting</li> <li>10. Implement any changes</li> </ol>	
<p>All Parents/Caregivers/Whānau to be informed of leadership opportunities that are available to students.</p>	<ol style="list-style-type: none"> <li>1. Discuss all possible opportunities at all meetings held with all involved in the March Meetings. Consolidate and produce a summary to the staff, students, whānau and the BOT</li> <li>2. Discuss this document with the students and whānau at a hui and ask for feedback and feedforward.</li> <li>3. Implementation of the new initiatives – notify whānau</li> <li>4. Make any changes and review – including the budget at the mid-year budget review meeting, and give feedback to whānau and students</li> <li>5. Implement any changes</li> <li>6. Feedback findings re review to students and whānau</li> <li>7. Communicate any changes to students, staff and whānau</li> <li>8. Ask for feedback from students and whānau</li> <li>9. Feedback to staff, students and whānau</li> <li>10. Implementation of changes</li> <li>11. Feedback and feedforward on changes</li> </ol>	<p>Not achieved</p>
<p>Teachers are informed of student leadership opportunities and</p>	<ol style="list-style-type: none"> <li>1. Discuss Leadership Structure (students and staff) with staff</li> <li>2. Copy of Leadership Structure to all students and Whānau</li> </ol>	<p>Only aspect achieved was around the prefect group. There was some leadership development as part of the school Kapa Haka group preparing for the regional competition but this was more something</p>

<p>encourage them to participate.</p>	<ol style="list-style-type: none"> <li>3. Meet with students (all year 9 as well as the rest who have questions)</li> <li>4. Arrange a meeting with whānau to discuss and answer questions</li> <li>5. Feedback to staff after these meetings</li> <li>6. Discuss all possible opportunities at all meetings held with all involved in the March Meetings. Consolidate and produce a summary to the staff, students, whānau and the BOT</li> <li>7. Implement any changes agreed on</li> <li>8. Investigate possibility of feedforward from staff, students and whānau</li> <li>9. Feedback findings after feedback to staff, students and whānau</li> </ol>	<p>that came out of that group than a deliberate strategy.</p>
<p>Staff are informed of leadership opportunities and encouraged to grow their capacity and capability.</p>	<ol style="list-style-type: none"> <li>1. Student opportunities for leadership as in plans above</li> <li>2. Staff leadership development opportunities identified by staff</li> <li>3. Discussion of more opportunities for staff to develop their leadership capacity</li> <li>4. Summary of opportunities given to all staff members</li> <li>5. Discussion of feedback re leadership possibilities for staff</li> <li>6. Staff submit more opportunities for staff development</li> <li>7. Investigate the possibility of offering these suggested opportunities to staff – including the budget for it</li> <li>8. Report findings back the BoT</li> <li>9. Implement reviewed Leadership Development Plan for staff</li> <li>10. Review and reflect</li> </ol>	<p>There was some discussion around the role of prefects especially when the selection for 2020 prefects was underway. No development plan established.</p>
<p>The Principal will identify opportunities for staff to lead and effectively</p>	<ol style="list-style-type: none"> <li>1. Identify opportunities through summarizing the PLD Plans submitted by the HoD's</li> <li>2. Feedback to staff and the BoT re identified opportunities</li> <li>3. Feedback from all staff re the opportunities identified</li> </ol>	<p>Not achieved</p>

delegate responsibility to appropriate staff.	<ul style="list-style-type: none"> <li>4. Review of new opportunities as well as identified ones – including the budget to support it</li> <li>5. Implementation of new initiatives</li> <li>6. Review of PLD</li> </ul>	
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2. Students will develop individual career pathways that enable each student the opportunity to pursue their chosen career and have this supported by programmes offered by the school

2019	What to be done	Analysis of Variance
Ensure all year 9 students start a careers Portfolio	<ul style="list-style-type: none"> <li>1. All year 9 students will get a career portfolio</li> <li>2. Kaiārahi will work with the portfolios to get it going</li> <li>3. All parents/caregivers will sign the portfolio</li> <li>4. Portfolios will be updated and completed</li> <li>5. Quality control of portfolios</li> <li>6. Parents/caregivers to view portfolios</li> </ul>	<p>All students were given a hard copy portfolio. Portfolios were taken to parents evenings by Kaiārahi for sighting and signing. Quality control was conducted by staff on the Careers lead team at termly meetings. Whanau ako time was reduced due to the timetable structure changes making it more difficult for Kaiārahi to maintain momentum</p>
Ensure each Kaiārahi (Tutor teacher) has an understanding of their role in supporting students to develop their career portfolio.	<ul style="list-style-type: none"> <li>1. Information discussed to the Kaiārahi and explained what is expected</li> <li>2. Feedback from Kaiārahi</li> <li>3. Support for Kaiārahi, Kaitiaki and CMU re portfolios</li> <li>4. Review of portfolios</li> </ul>	<p>Kaiārahi were offered additional assistance through staff morning briefings and KAMAR communication. Kaiārahi fed back that being whanau ako led was problematic due to lack of time. The portfolio was reviewed in term 2 2019 and a pilot was trialled using the My Mahi software platform by the Careers lead team. This was encouraged by the MOE. My Mahi workshops for staff have occurred (term 4 2019 by CMU and Term 1 2020 by My Mahi staff</p>
Ensure that each Kaiārahi has, as part of their annual performance appraisal, a	<ul style="list-style-type: none"> <li>1. Meet with each teacher to discuss their appraisal for 2019</li> </ul>	<p>The principal reiterated this at the beginning of the year in staff meetings and Kaitiaki reminded</p>

<p>goal, that is linked to the role of developing student career portfolios.</p>	<ol style="list-style-type: none"> <li>2. Discuss the goals and the timetable for each teacher as part of the appraisal process – careers portfolio has to be part of it for all Kaiārahi</li> <li>3. Finalize the Performance Appraisal Agreement</li> <li>4. Appraiser to randomly select 4 portfolios to review</li> <li>5. Appraiser to report back to the Kaitiaki re progress on careers portfolio</li> <li>6. All Kaitiaki to report to the principal re progress on careers portfolio</li> <li>7. Principal to report back to the BoT re progress on portfolios</li> <li>8. Points 4 to 7 repeated in Term 3</li> </ol>	<p>Kaiārahi of this obligation in Kaitiaki year level meetings.</p> <p>The principal sighted a core sample of portfolios to view progress or lack of it. Kaiārahi who had little progress evident were identified at careers lead team meetings.</p> <p>Minutes are given to the Principal of weekly kaitiaki/Kaiārahi meetings.</p>
<p>Ensure parents/caregivers are informed of the relevance of student career portfolios and play an active part in the development of the portfolio.</p>	<ol style="list-style-type: none"> <li>1. Parents/Caregivers all notified re the career's portfolios in the newsletter, on Facebook and by letter</li> <li>2. Meeting with whānau to discuss the careers portfolio and to answer questions</li> <li>3. Get feedback from students, staff and whānau re portfolios</li> <li>4. Discuss feedback from everybody at a staff hui</li> <li>5. Implementation of any changes to the portfolios</li> <li>6. Inform whānau re any changes</li> <li>7. Discuss careers portfolios with Whānau at parent's evenings</li> <li>8. Feedback from Careers Portfolios to whānau, Kaitiaki and appraiser</li> <li>9. Ask for feedback from whānau and the students re the career's portfolio</li> <li>10. Give a summary of feedback from whānau and students to staff and discuss possible changes</li> <li>11. Implement changes and inform whānau re changes and implementation</li> </ol>	<p>Several notices on the Facebook page concerned the careers portfolio and the pilot programme using My Mahi software and of our decision to run with my Mahi as a platform for pathways, learning and wellbeing development in 2020.</p> <p>Portfolios were available at parent meetings.</p> <p>Career portfolios were part of the parent whanau survey re timetable structure changes.</p> <p>My Mahi platform agreed to following the trial as opens up more opportunities for students and the hard copy portfolio started in January 2016 was now losing traction.</p>

<p>Ensure that the Programmes offered in the school are consistent with the Career pathways being sought by our students.</p>	<ol style="list-style-type: none"> <li>1. Kaiārahi needs to give feedback to Kaitiaki re links between students' information in their career's portfolio and their subjects/courses</li> <li>2. Kaitiaki makes a summary of subjects/courses that are not offered to allow students to reach their goals and hand it in to MUR</li> <li>3. MUR makes a summary and hand it to LMO</li> <li>4. Discussion at SLT Meeting</li> <li>5. LMO to discuss possible changes with the LOL at the meeting</li> <li>6. LOL to discuss and decide on changes</li> <li>7. Implementation of changes if necessary</li> <li>8. Review</li> <li>9. Initiate any changes if needed</li> </ol>	<p>Level 3 Hospitality Consent to Assess was successful. Level 3 Construction credits offered in 2019.</p> <p>Apiculture continues as does BOP Trades Academy opportunities and PITO AgHort Trades programmes.</p> <p>2020 resumes with six subjects for seniors to keep pathway possibilities open.</p>
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3. Effective communication with staff, whānau, and students is strengthened to enable transparency and openness of information between the community, the school, and within the school.

2019	What to be done	Analysis of Variance
<p>Review and refine our current means of communication with our community, and wider community to identify the most effective media.</p>	<ol style="list-style-type: none"> <li>1. Upskill teachers to communicate with whānau using KAMAR</li> <li>2. Do a survey in the community to get some feedback re the effectiveness of our communication with the community.</li> <li>3. Use the same survey to ask for suggestions on how we can improve our communication with the wider community.</li> <li>4. Analyze the data and use this as baseline data for reference in Term 2.</li> </ol>	<p>Not achieved in any real depth and needs to be investigated.</p>

	<ol style="list-style-type: none"> <li>5. Summarize the feedback from the community to gather information on different ways to improve our communication with the community</li> <li>6. Investigate the suggested methods from the community to see how we can implement it for our school</li> <li>7. Start applying these new strategies in our communication with the community</li> <li>8. Find ways on which we can get feedback from the community re our communication without sending out a formal survey</li> <li>9. Analyze all data re effectiveness of communication with the community</li> <li>10. Do a formal survey with the community again and analyze the data</li> <li>11. Compare data with data from the survey done in Term 1</li> <li>12. Get feedback in the same survey re ways we can improve our communication with the community</li> <li>13. Use this feedback and change the methods of communication to see if it will make a difference</li> <li>14. Follow the same process at the end of Term 3</li> </ol>	
<p>Review our current means of communication with our staff to identify the most effective media.</p>	<ol style="list-style-type: none"> <li>1. Do a survey with the staff to get some feedback re the effectiveness of our communication</li> <li>2. Use the same survey to ask for suggestions on how we can improve our communication</li> <li>3. Analyze the data and use this as baseline data for reference in Term 2.</li> <li>4. Summarize the feedback from the staff to gather information on different ways to improve our communication</li> <li>5. Investigate the suggested methods from the staff to see how we can implement it</li> <li>6. Start applying these new strategies in our communication</li> </ol>	<p>The message function of Kamar is the most commonly used form of communication and is effective as long as staff are logged on and checking messages. There is some use of emails</p>



	<ol style="list-style-type: none"> <li>7. Find ways on which we can get feedback from the staff re our communication</li> <li>8. Analyze all data re effectiveness of communication</li> <li>9. Do a formal survey with the staff again and analyze the data</li> <li>10. Compare data with data from the survey done in Term 1</li> <li>11. Get feedback in the same survey re ways we can improve our communication</li> <li>12. Use this feedback and change the methods of communication to see if it will make a difference</li> <li>13. Follow the same process at the end of Term 3</li> </ol>	
<p>Investigate and explore the opportunity to begin a radio station</p>	<ol style="list-style-type: none"> <li>1. Advertise the role as TIC Radio Station to see who are interested</li> <li>2. Have a meeting with staff who are interested – make sure that they do know that the future of the Radio Station depends on funding</li> <li>3. Meet with the TIC and students who are interested to gather information re resources</li> <li>4. Use this information and prepare a budget</li> <li>5. Present a budget to the BoT at the March meeting</li> <li>6. If the BOT approve the budget: <ol style="list-style-type: none"> <li>a. Meet with the TIC and the students who are interested</li> <li>b. Determine who will be responsible for purchasing the resources</li> <li>c. Purchase the resources</li> <li>d. Do training with the students and teacher</li> <li>e. Start the Radio Station</li> </ol> </li> </ol>	<p>Not achieved</p>
<p>Attend Marae Community Meetings to deliver a College Report</p>	<ol style="list-style-type: none"> <li>1. Arrange a meeting with Kaumātua and discuss possibilities to meet on-going with Kaumātua at the Marae</li> <li>2. Relationship Building Meetings</li> </ol>	<p>Not achieved</p>

<p>Establish a media committee to effectively celebrate achievements and market the school.</p>	<ol style="list-style-type: none"> <li>1. Call for people to be part of the Media Committee</li> <li>2. Meet with all interested from the school</li> <li>3. Get the message out to the community to gather interest amongst community members to see who would like to be part of the committee</li> <li>4. Have a meeting with the members from the community</li> <li>5. Elect a committee at this meeting</li> <li>6. Delegate responsibilities to Committee Members</li> <li>7. Set a list of dates to meet</li> <li>8. Weekly news to be send to OTT who is the contact for the school with the media. He does, however, need to get support from the committee to help him getting photos and news to the media on time</li> <li>9. Committee look at the way we advertise our school on all media in our wider community</li> <li>10. Prepare a budget to support these initiatives</li> <li>11. Present budget to the BOT</li> <li>12. Implement the initiatives</li> <li>13. Reflect (use data) on the change the new initiatives made</li> <li>14. Change if necessary</li> </ol>	<p>The burden of promoting the school fell to Rene Otto – Deputy Principal and he did a superb job in collecting, collating and forwarding material to the local paper. However there was a lack of support from staff and he faced considerable difficulty getting material from others. This was addressed by the whole staff and a commitment to all contribute in 2020 made.</p>
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## Annual Targets for 2019

### Academic:

#### NCEA:

Level	Roll Based Target	Actual Results	Analysis
Level 1	75%	50.9	This achievement rate is comparable with Decile 1-3 schools nationally. However there is still the issue of our students 'leaving achievable credits behind' by not completing internals. This will need to be a focus for 2020. There was also a very clear correlation between attendance and achievement and this is another focus for 2020. If those students who did not attend school over a 5% threshold are taken out of the calculation, the actual pass rate is 56.9% which is comparable to National Decile levels.
Level 2	85%	66.7	This was a relatively capable cohort who achieved to expectations. The impact on multi-level classes is reflected in the results where teachers are trying to deliver 2 or even 3 levels of instruction. As with Year 11, by removing those students who failed to attend school, the actual pass rate is 72%. This is above National Decile levels.
Level 3	65%	8	This reflects the small cohort at Level 3 (19) and the fact that for the majority Level 3 was not their objective. There were only 6 students who had further tertiary study as a goal and to date, 5 have achieved Level 3. When the students whose attendance was below the 5% threshold are taken out of calculation, the achievement rate is 18%. While this figure is still somewhat disappointing it has identified an area for the school to work on in 2020. Finding a balance between trades based courses and tertiary academic courses is on-going work for staff.

**Note:** The change to how roll-based statistics are compiled has an impact on these figures as some students who leave school before July are now counted. However

## Literacy and Numeracy

Year	Literacy Target	Achieved	Analysis of Variance
Year 11	90%	73.6	Realistically this target was ambitious to say the least however a lot of support was put into students with identified literacy needs. A teacher assistant was allocated to support students however it was felt many had significant needs that had not or could not be addressed in previous years. Greater teacher awareness of student needs and of standards in which students can achieve their literacy requirements in.
Year 12	95%	97.6	While a pleasing result, this reflects expectations of a capable cohort. There was some very good work done by staff monitoring individual students' literacy achievements and additional opportunities provided.
Year 13	100%	96	This was quite pleasing especially given the relatively low overall achievement by this cohort in Level 3. Staff had identified students who needed monitoring and worked with them to ensure they achieved literacy requirements through their various standards.

Year	Numeracy Target	Achieved	Analysis of Variance
11	90%	66.0	The same comment can be made as for Literacy with too many students slipping through cracks and their specific learning needs not being met. There were definite issues within some classes where the disruptive behaviour of a few students impacted on the achievement of others. Work was done through the TPL programme to address this but in all reality, too late in the year to have the necessary impact.
12	95%	90.5	Again, a generally capable cohort but still disappointing to see a number of students fail to make the most of the opportunities provided to achieve their numeracy credits through both a lack of engagement and some distracting behaviour from a few individuals.
13	100%	100	The small cohort makes this more impressive than is probably really is however a pleasing outcome for those in Year 13.

**Attendance:**

<b>Year</b>	<b>Attendance</b>	<b>Achieved</b>	<b>Analysis of Variance</b>
Year 9	87%	79%	Given the relatively small cohort size at each level, the impact of 1 or 2 students on the percentage figure has to be taken into account. There remains an issue with condoned absenteeism where parents allow students to remain at home often supervising younger siblings.
Year 10	87%	72%	
Year 11	85%	84%	
Year 12	83%	86%	
Year 13	80%	83%	While the attendance rates in the senior school were pleasing, there was a direct correlation between attendance and NCEA success with a major focus through the PB4L initiative. There is still work to be done with students who become disengaged from school often because they do not have a measured and monitored pathway. This has been set as an Annual Plan goal for 2020 where the goal is to have every student supported in a pathway that meets their learning needs and career aspirations.



2019