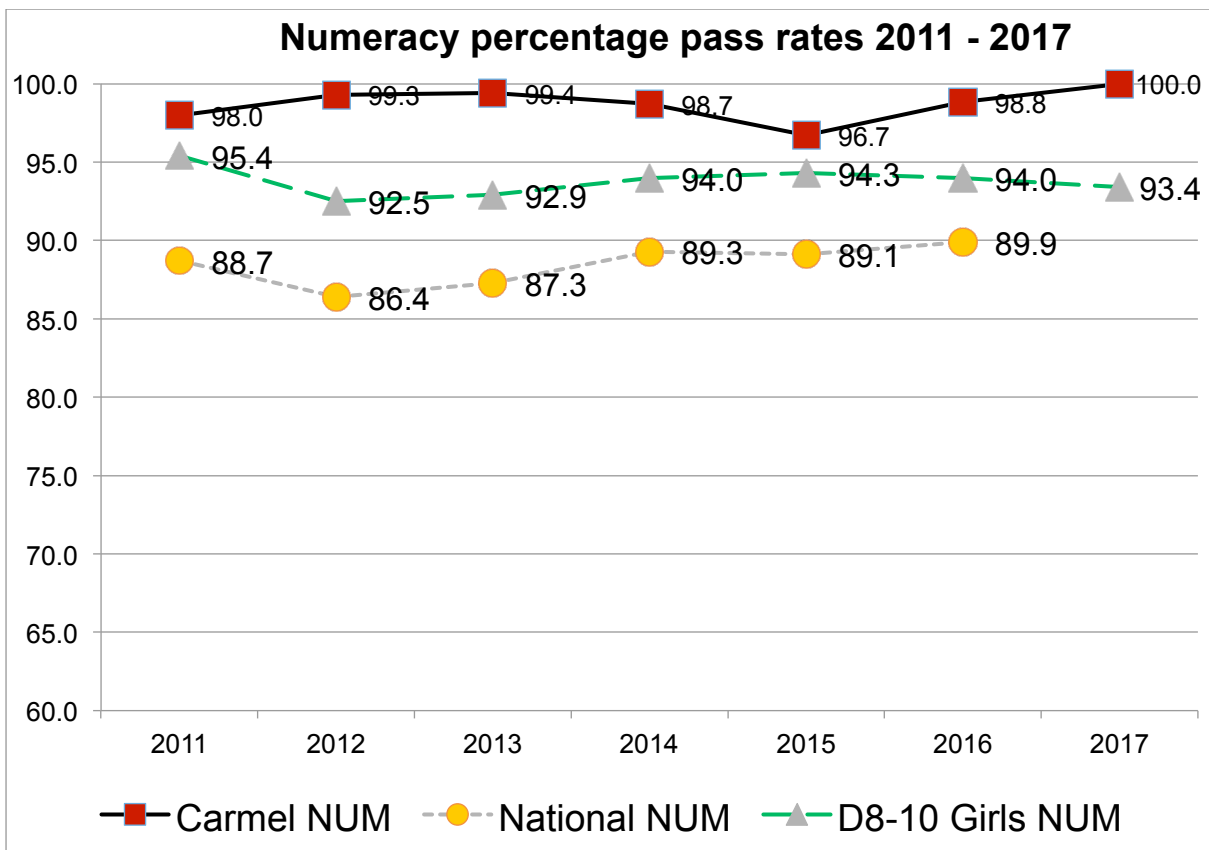
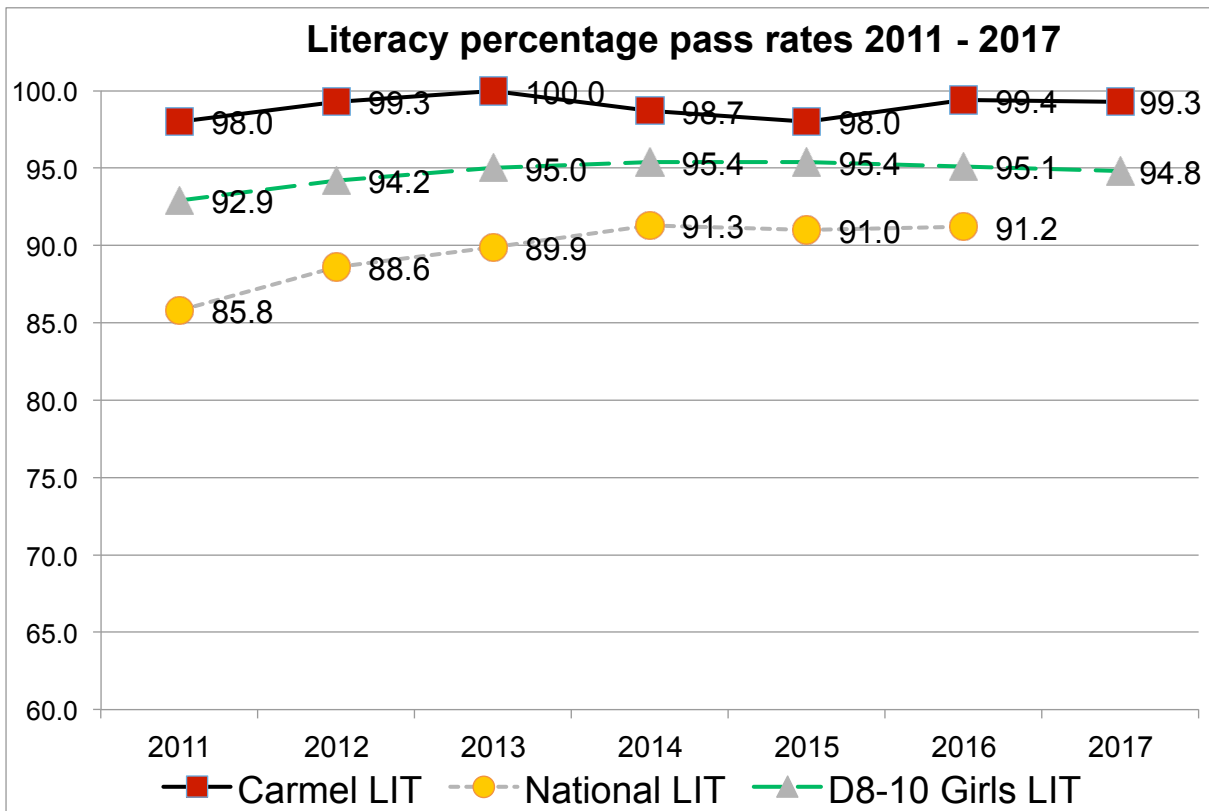
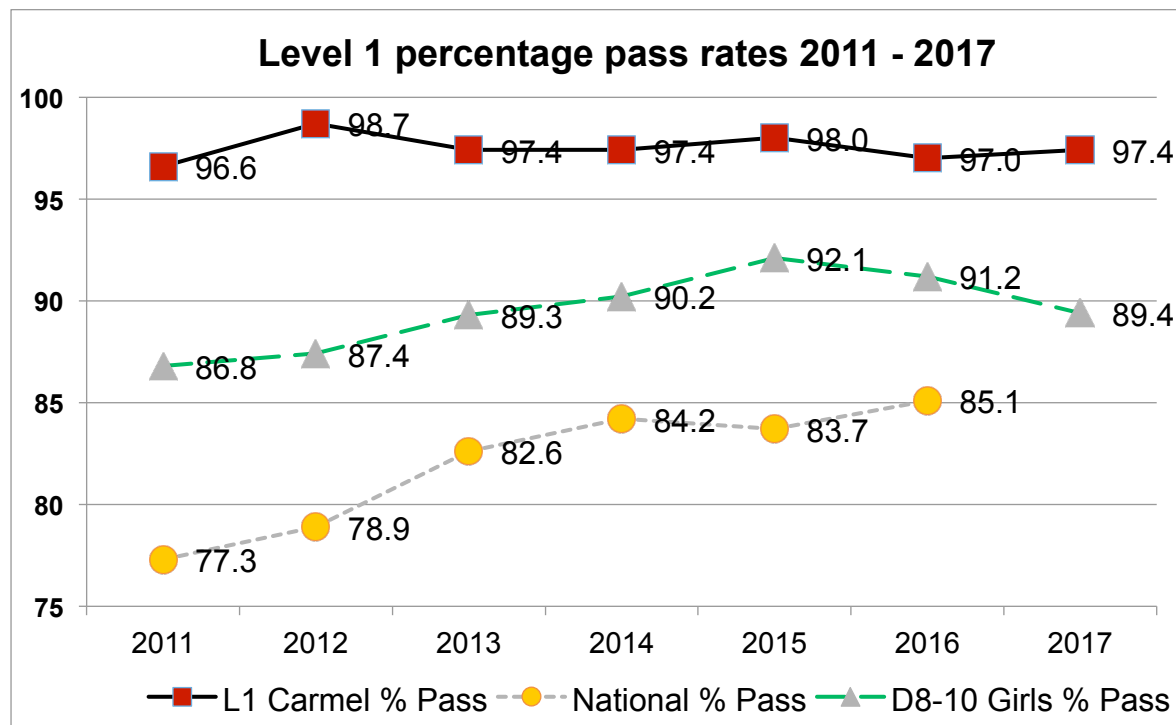


# NCEA results 2017 review

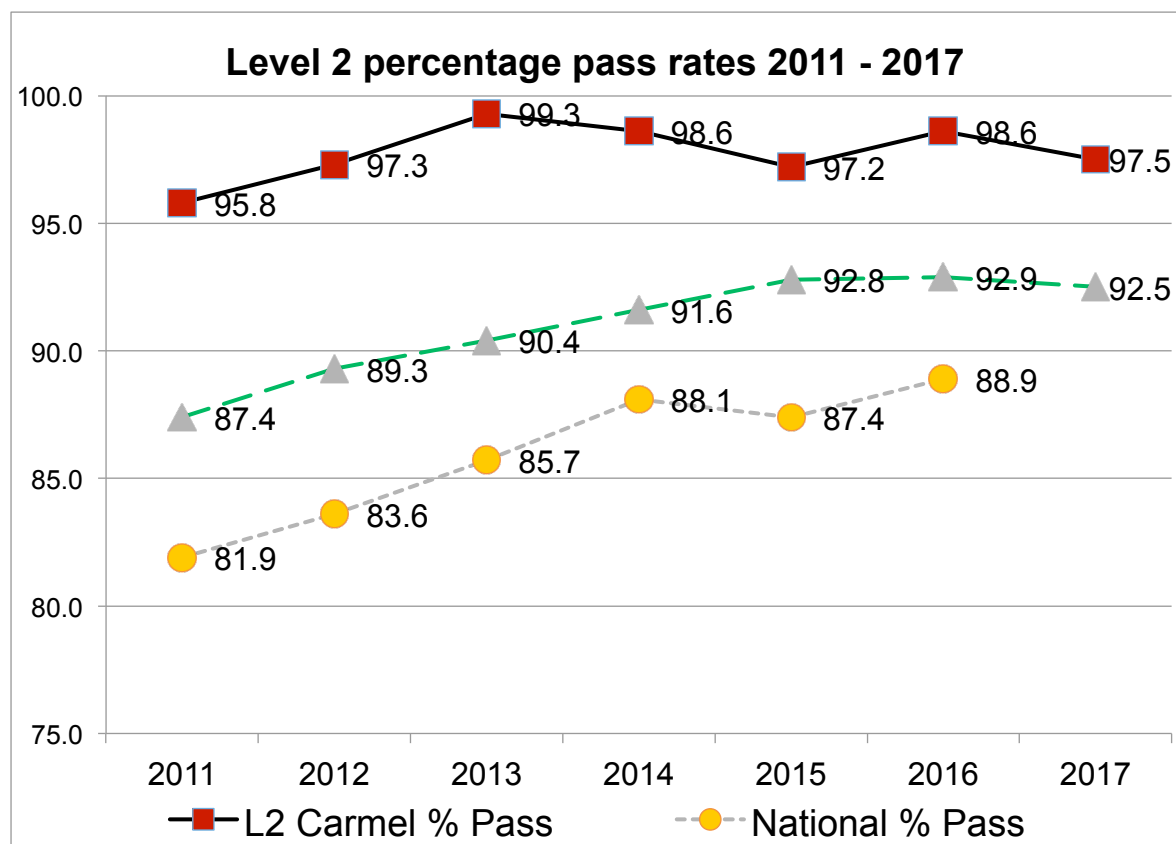
Literacy (99.3%) and numeracy (100%) percentage pass rates continue to be very high. Indeed, every student gained numeracy.



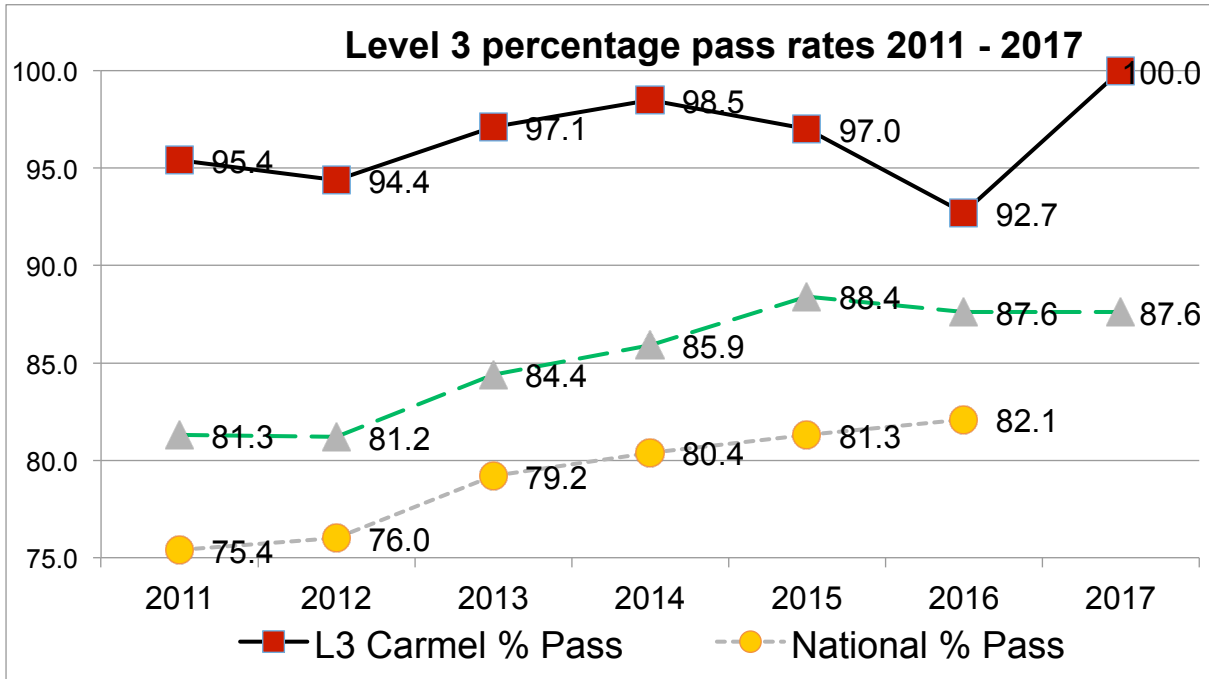
L1 percentage pass rates of 97.4% was a very small increase on 2016. Comparison to similar schools shows a continuing decrease, now down to 89.4%



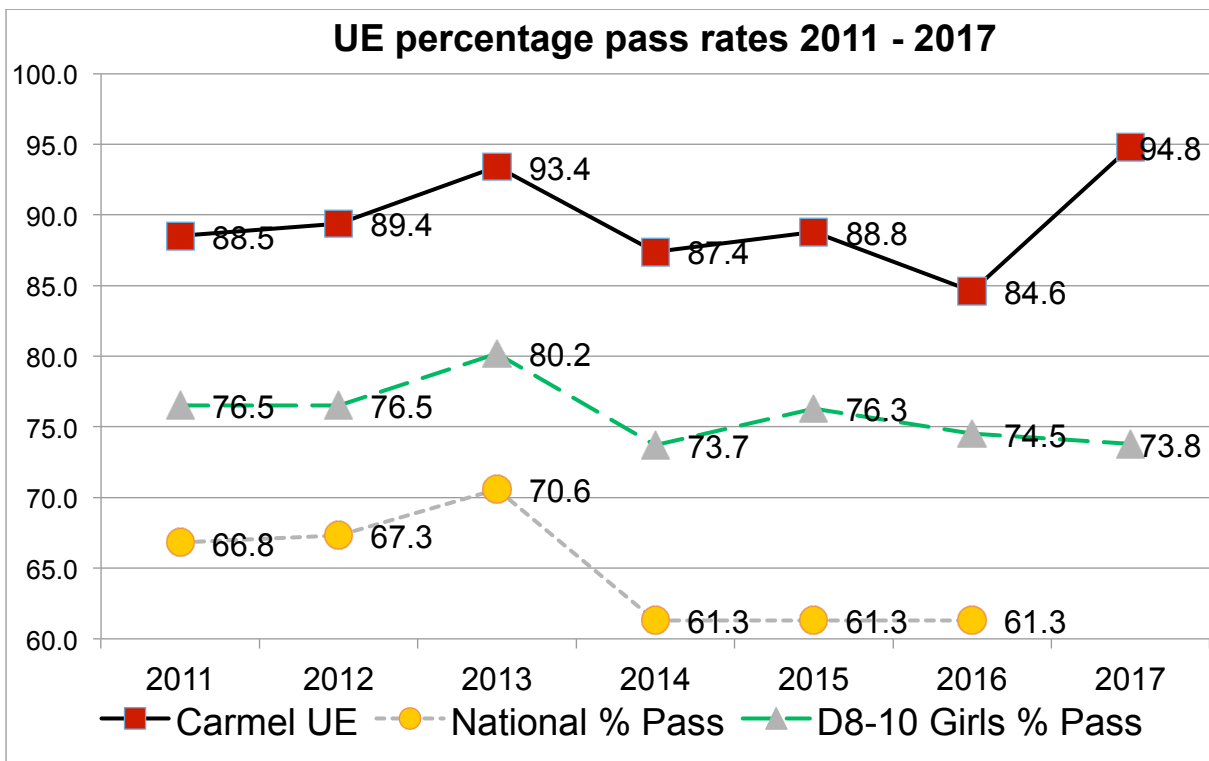
L2 percentage pass rates showed a small decrease, from 98.6% in 2016 to 97.5% in 2017. Comparison to similar schools shows a 5% gap in achievement.



L3 percentage pass rates were exceptional - 100%, up from 92.7% in 2016. Comparison to similar schools shows a widening gap - now 13%.



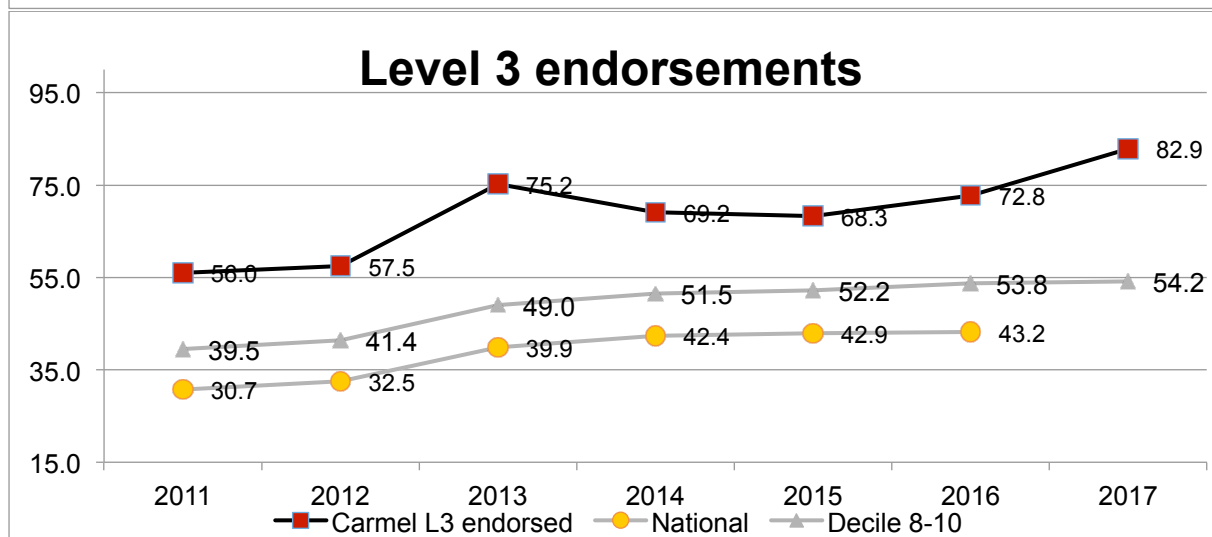
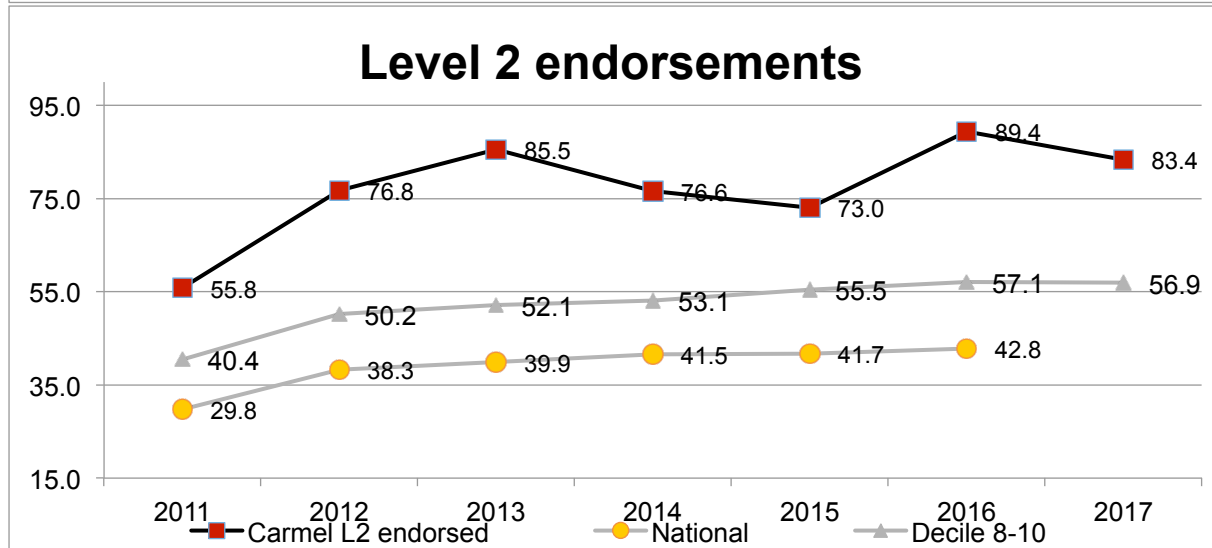
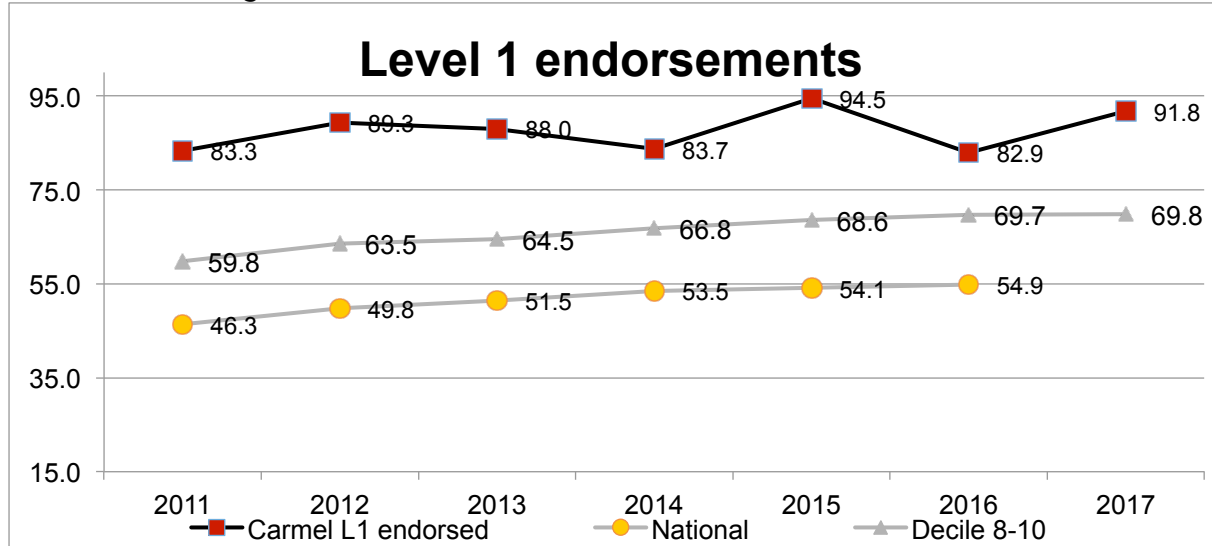
UE percentage pass rates shows a 10% increase in pass rates to 94.8% from the previous year. Comparison to similar schools shows a 21% gap in achievement.



L1 endorsement rates show a 9% improvement on the previous year. Similar schools show a 22% gap in endorsement rates.

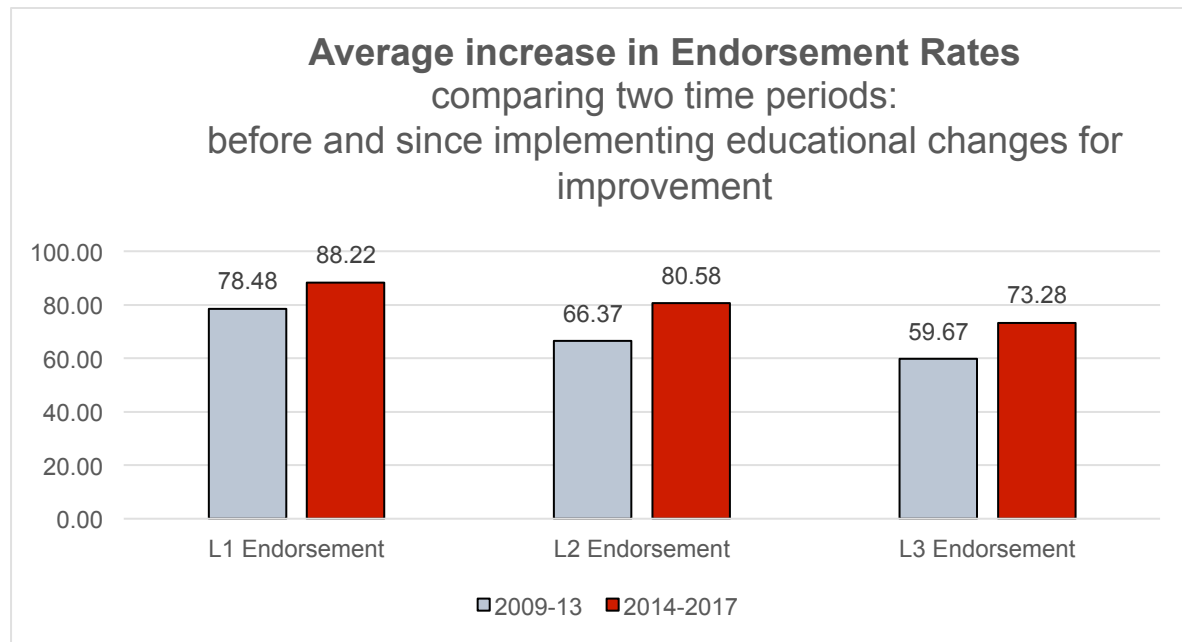
L2 endorsement rates show a small decrease of 6% from the previous year and 26.5% difference in endorsements for similar schools.

L3 endorsement rates show a 10% improvement on the previous year. Our endorsement rates are 28.7% higher than similar schools.



When looking at trends over time to see if the deliberate and intentional improvements in our approaches to learning have been effective, we have examined two time periods - those prior to and those since these changes to improve quality learning outcomes have been introduced and implemented.

This graph below shows that there have been definite increases in endorsement rates. L1 have shown an average increase in 9.74%; L2 has an average increase of 14.21%; L3 has an average increase of 13.61%.



These improvements have come about because of deliberate and intentional actions. There is no one strategy that has brought about these improvements but are cumulative in effect and come from a range of strategies.

There has been a deliberate and intentional focus on monitoring and tracking:

- particularly by deans and HODs which has led to the increase in UE pass rates
- focus on specific students who are not making the progress we would expect and creating learning programmes to ensure they can succeed
- very detailed data analysis and reporting from every department

There have been a deliberate and intentional system changes:

- curriculum back mapping to ensure we are focused on the essential learning
- unpacking of standards at NCEA to reduce workloads for teachers and students
- reduction of assessment at L1 - both the number of standards and the amount of work required for the assessment tasks
- removal of prerequisites for NCEA years and ability banding for junior Maths and Science
- restructuring of Learning Support to ensure more equitable access for all year levels
- restructuring of pastoral + vertical groupings + restorative practices to create a better sense of belonging to the learning community for our students
- More effective use of IT - Kamar; google classroom; Turnitin; other online apps to enable we can learn and work smarter.
- Streamlined online communication with student and staff and whanau.