

# Papatoetoe High School



## PRINCIPAL'S ANNUAL REPORT 2006

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## **SECTION A: REPORT ON SCHOOL IMPROVEMENT TARGETS FOR 2006**

### **ANALYSIS OF VARIANCE**

#### Historical Position:

Over the previous two years all teaching staff have been involved in the ATOL programme as part of our regular Thursday morning professional development programme. ATOL is based on sound research, is strongly endorsed by the Ministry of Education and promotes strategies that lead to high quality teaching. The programme will allow teachers to improve the quality of information they provide to their students on a lesson-by-lesson basis on the learning that is expected of them, how they will know that they are successful in their learning, as well as providing high quality feedback.

As these strategies become embedded in everyday practice across all levels one would anticipate to see improved learning outcomes, as witnessed in NCEA results. Literacy strategies that have also been a focus of staff-wide professional learning are closely aligned to ATOL. There is a continuing challenge to ensure that teaching staff keep using the wide range of strategies that they have been introduced to and that new staff to the school are brought up to speed with these strategies and resources that have been developed in recent years.

Our Thursday morning professional learning time is a vital link between our school's strategic goals and student learning outcomes. In 2006 we set student achievement targets for the following target groups:

- a. Year 11, level 1 NCEA candidates.
- b. Year 13, level 3 NCEA candidates
- c. Maori/Pasifika students in the tupu'anga mentoring programme.

#### **Target 1: Assessment for learning**

- a. **The average number of standards (both achievement and unit standards) gained by year 11 students will increase to 23 (2005 figure was 22).**
- b. **The average number of standards passed with merit or excellence at level 3 by year 13 students will increase to 4.2 (2005 figure was 3.6).**

Outcome and analysis: a. The average number of standards gained by our year 11 students increased to 22.2 but we did not reach our stated target. The trend has continued upwards:

22.2	-	2006
22.0	-	2005
21.7	-	2004
18.5	-	2003

It is interesting to note that although we are offering more unit standard alternatives than in previous years, we are still below the national average in terms of offering such courses and this would have a negative impact on overall data for our school. The easier to attain unit standards make up 32% of our year 11 results, 33.6% nationally and 43.6% for decile 4 schools.



Other data for our year 11 students is consistent with previous years:

	2006	2005	2004
% gaining literacy requirement	68.9	66.8	69.6
% gaining numeracy	83.6	82.6	79.6
% achieving level 1 certificate	40.1	38.3	40.1

Focussing on literacy needs remains a high priority with just over 50% of our students having learnt a language other than English as their first language. Bearing that in mind, the achievement levels of our year 11 cohort is very satisfactory.

- b. The number of merit and excellence grades gained in achievement standards by our year 13 students at level 3 was 3.1 (target 4.2). The target included results for all year 13 students, not just those who were entered for level 3 courses and with a 17% increase (36 students) in our year 13 roll with many not enrolled in level 3 courses, this particular target was always going to be a difficult one to reach.

Once again there was a significant difference in the source of merit and excellence grades, with far more being awarded in internally assessed work as compared with the external exams.

Similar targets will be set for 2007 but we will assess during the year whether the data we use for these targets is of use when compared with preceding years, or whether we need to use measurements that aren't influenced by too many other variables. The 2007 targets will be supported by NCEA professional development sessions in departments as part of our regular PD programme.

**Target 2: 80% of the Maori and Pasifika students enrolled on the tupu'anga programme will achieve a level 1 NCEA certificate by the end of year 12.**

Outcome and analysis: In 2006 we had 22 year 12 students in the tupu'anga programme (11 in 2005) with 41% gaining level 1 or better. The target of 80% was not achieved and was undoubtedly set too high following the successes of the smaller year 12 group in 2005.

It was encouraging to note that 68% of this group have gained level 1 literacy and 86% the level 1 numeracy requirement. All of the students also have a good number of level 2 credits and it is conceivable that many will receive both a level 1 and level 2 certificate in 2007 if they persevere with their schooling. Students chosen for the tupu'anga programme were considered to be a risk of leaving school early without any qualifications and although the target, ambitious as it was, was not met there are very encouraging results being gained by this group of students.

Of the 2006 year 13 group, 71% gained at least a level 2 certificate.

For 2007 a target with a slightly lower threshold will be set for the tupu'anga programme and as per our other NCEA targets we will assess whether this target will be continued in following years.



## SECTION B: SCHOOL ACHIEVEMENTS IN 2006

### 1. PROGRESS IN AREAS OF STRATEGIC INTENT

A conscious decision was made at the end of 2005 to limit the number of school wide initiatives in 2006 because of the switch of our student management system from Musac to Kamar. This change involved a considerable amount of whole staff professional development and coincided with my absence from the school for all of term one (seconded to principalship at Glenfield College). The school also had an ERO review in the middle part of the year and once again the final report was very positive and affirming of the quality of education provided.

Achievements and developments in 2006 in each of the key strategic areas identified in the school charter are summarised below:

#### **“Be responsive to the changing student population so that their learning needs are met”.**

- New subjects offered for the first time in 2006 were:
  - Year 13 Fine Furniture
  - Year 11 Media Studies
- Year 13 Classics toured Europe in the Christmas holiday period at the start of the year.
- Year 13 Tourism toured the Gold Coast in July.

#### **“Value and support our staff through attaining and maintaining the ‘Investors in People’ standard.”**

- Investors in People reaccreditation in November.
- Whole staff training on our new student management system – Kamar.
- 50<sup>th</sup> jubilee celebrations held over Labour Weekend were well attended by current and former staff members.

#### **“Meet the demand to have upgraded facilities in all areas of the school.”**

- Stage 2 of the E block refurbishment was completed and included a new restaurant/classroom and Social Science resource room.
- New caretakers shed/garage constructed.
- Confirmation of programme of upgrades of classroom furniture and the computer network.
- New paving completed in the area between the canteen and E block and shade umbrellas erected.

#### **“Promote the benefits of ‘living our school values’ to all within our school community.”**

- Assembly presentations on school values at the start of the year.

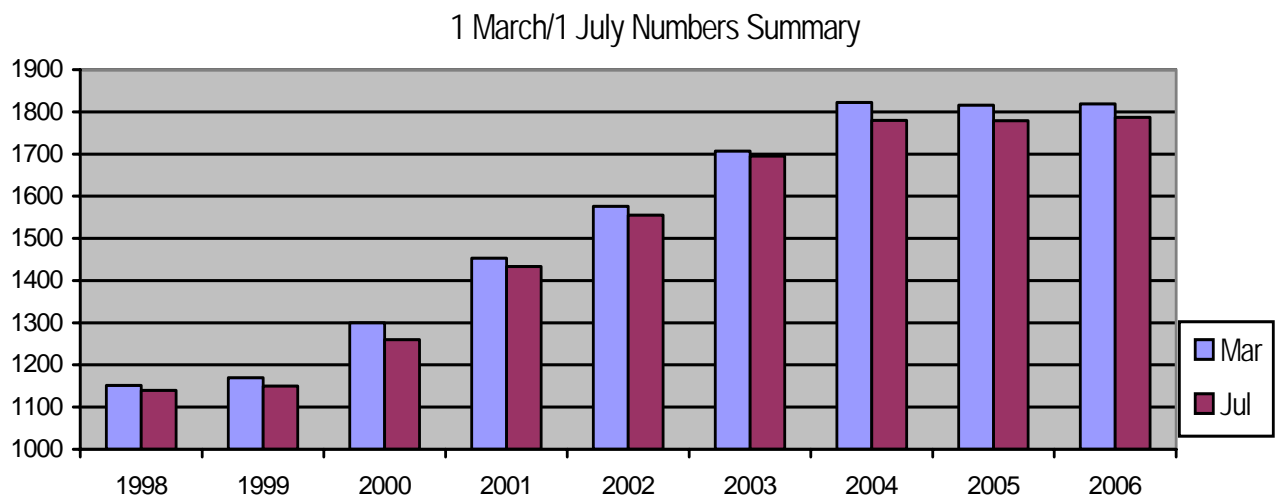


## 2. DATA

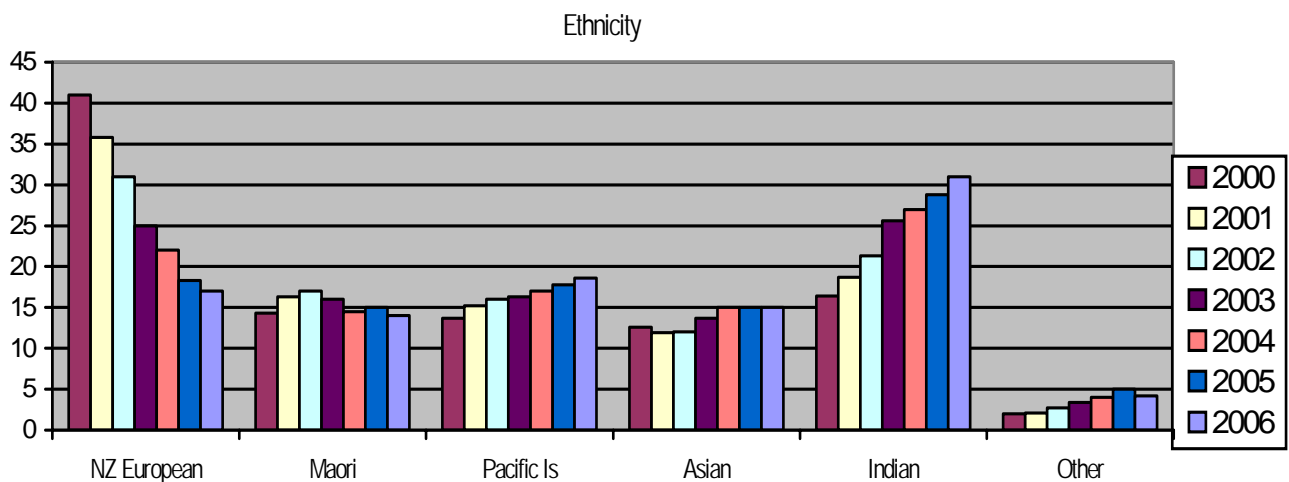
A series of graphs follows that shows trends in key areas and provides relative comparisons. Data is presented for:

- School roll
- Student achievement
- Financial performance
- Student discipline
- Staffing

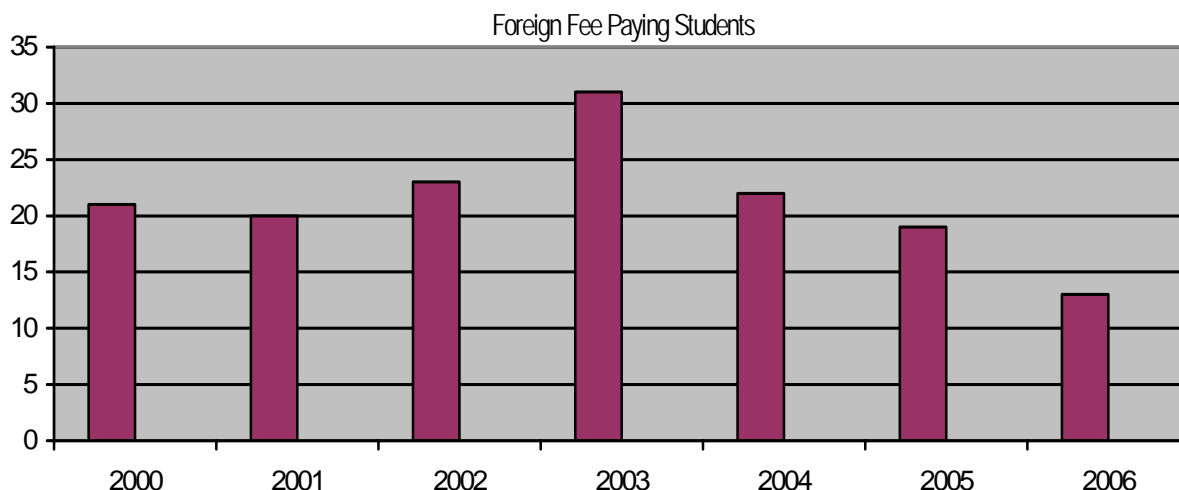
### (i) School Roll



Our roll has now stabilised at just over 1800.



The trends of the previous six years have continued with students of Indian ethnicity now being the largest group in the school and Pasifika students outnumbering Pakeha for the first time.



We managed to maintain our numbers of FFPS despite the impact of the downturn in the Asian market and the high value of the NC dollar.

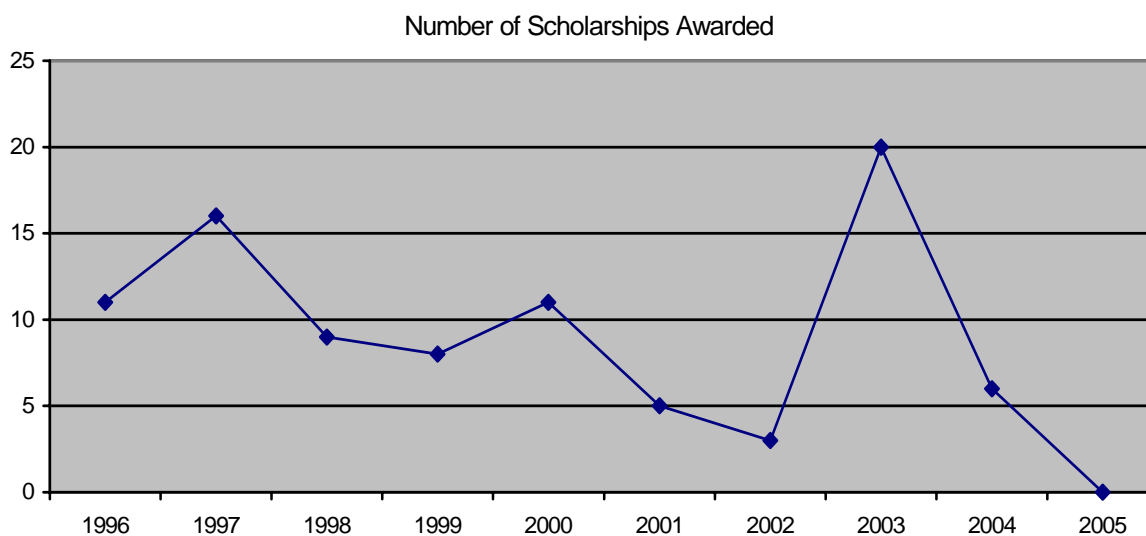
**(ii) Student Achievement**

NCEA results

	2003	2004	2005	2006
Y11 students achieving level 1 as % of Y11 roll	31%	40%	38.3%	40.1%
Average number of standards gained by Y11	18.5	21.7	22.0	22.0
Average number of standards gained by Y12	14.2*	22.1	20.5	20.5
Average number of standards gained by Y13	4.8*	17.4	14.0	13.8

\* Bursary and SFC still in use therefore only a few students were entered into 'standards'.

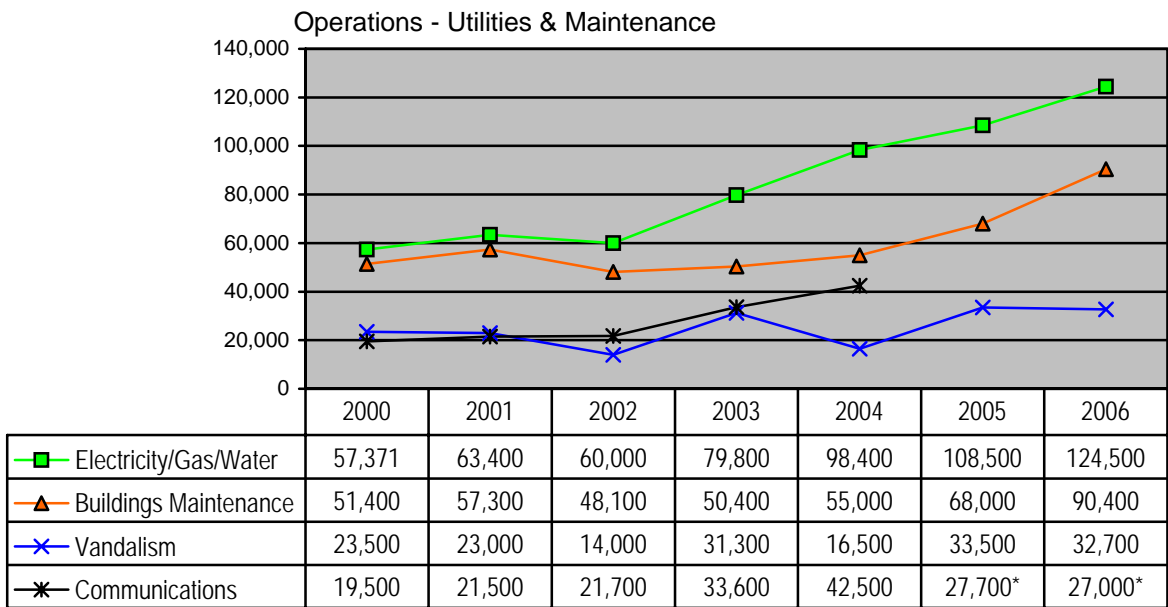
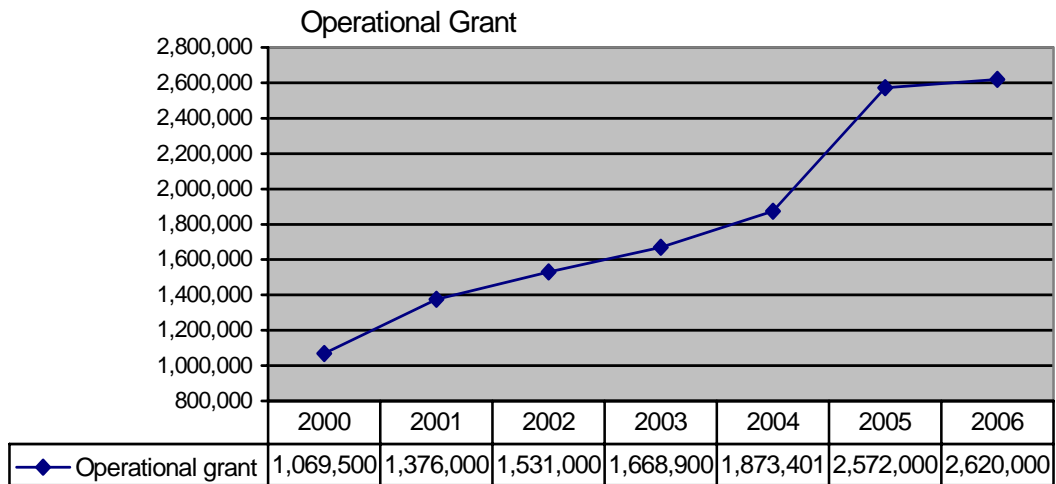
\*\* Internally assessed 'not achieved' results were recorded and included for 2002 and 2003.



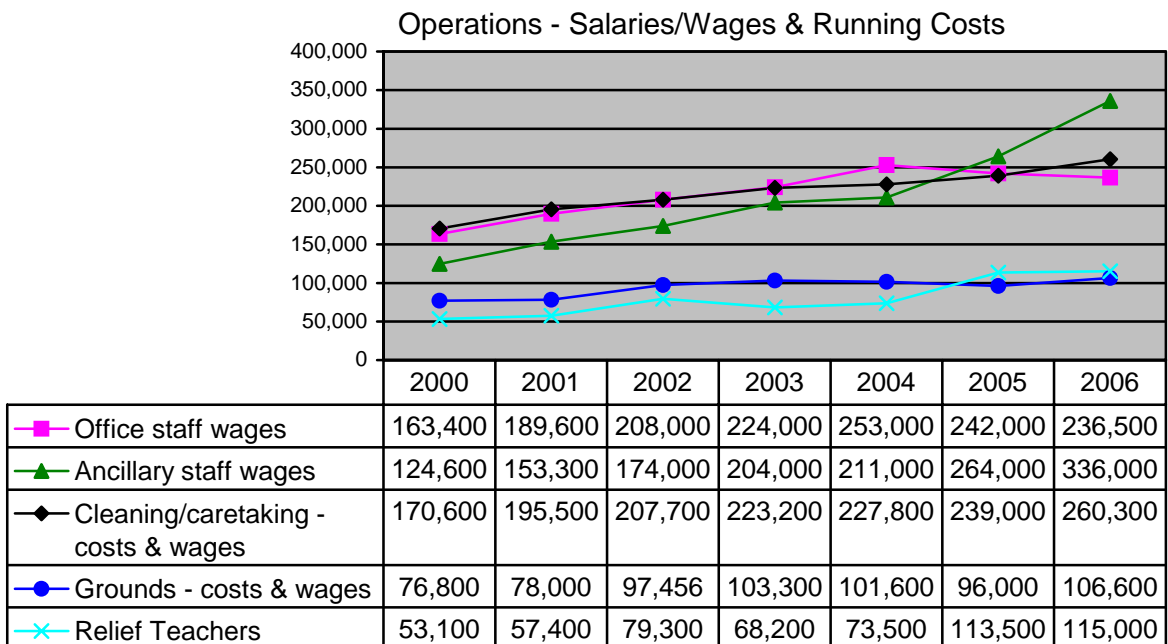
NB: New NCEA scholarship introduced in 2004.



**(iii) Financial Performance**

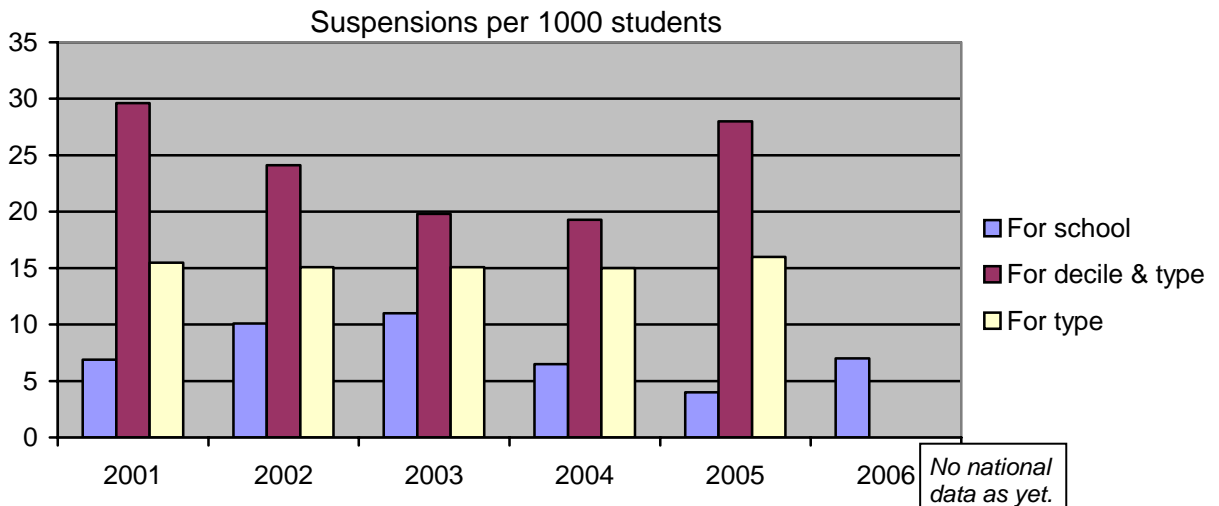
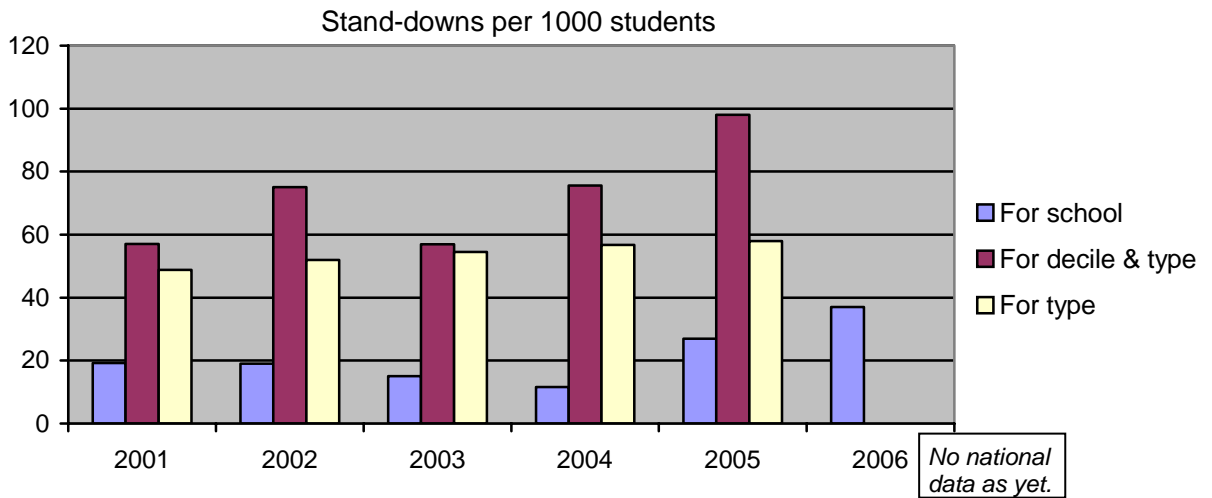


\*Does not include internet services



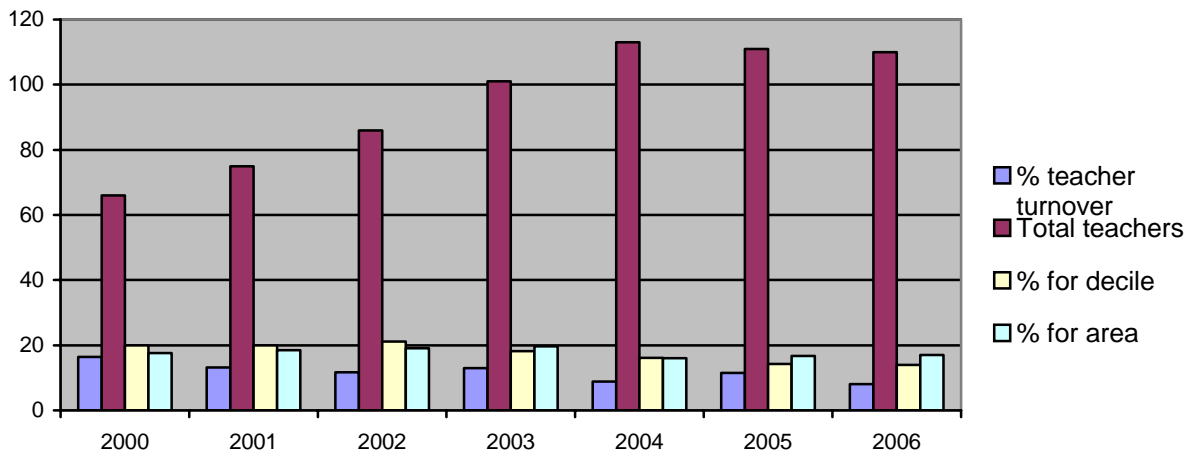


**(iv) Student Discipline**



One again our rates for stand-downs and suspensions are far lower than national averages and is a strong indicator of the settled nature of the school.

**(v) Teacher Turnover**



Turnover of teaching staff is once again below national averages.