



ASHS ANALYSIS OF VARIANCE 2023

Me mātau ki te whetū, i mua i te kōkiri o te haere | *Before you set forth on a journey, be sure you know the stars*

	LEADING LEARNING <i>We inspire each other to create our futures.</i>	STUDENT SUCCESS <i>We empower each other to achieve personal success.</i>	COMMUNITY RELATIONSHIPS <i>We nurture each other to make the world a better place.</i>	RESEARCH AND DEVELOPMENT <i>We will ALWAYS be a new school.</i>
Aim	To further develop and embed our scaffolded/structured approach across all year levels of Impact Projects to improve student success and engagement.	To embed our approaches to inclusive learning design (Mana Ōrite Mo te Maturanga Māori, universal design for learning and responsive assessment practices) in Specialist Subjects .	To embed effective tutor practice and deliver the Tutorial Curriculum so that all ākonga experience consistent levels of support and connection.	To grow SLT and our middle leaders to become agents of change with a focus on access to useful data and helping teachers improve their professional practice (through the professional growth cycles / PGCs and PI).
Actions	<p>Authentic external partnerships are established, supported and nurtured. NZQA Standards are offered in Impact Projects. IP Leads establish an IP Mentor team, understand their needs and support and improve their mentoring practices. Strong collaboration between IP mentors is supported. Mentors embed the structured impact project approach. Mentors intentionally teach Design Thinking. Mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints) Mentors confidently use the Principles and self-reflection tool to give feedback to students at the end of a sprint and at the end of a project. IP champions have distinct responsibilities in areas of branding, advertising, external expertise, agile methodology Mentors explore the community outside of 'ASHS walls' to connect with stakeholders and experts. Mentors build a 'team' culture within their project class. Impact mentors monitor attendance and contact whanau and tutors where needed to re-engage ākonga.</p>	<p>Teachers embed Mana Ōrite mo te Maturanga and Te Ao Maori concepts into their learning design. Teachers design and deliver Level 1 courses that focus on significant learning and include one Level 2 standard. SSLs work with teachers to ensure UDL strategies are planned and implemented in classroom practice. Teachers are supported to incorporate teaching and learning technologies to improve students' outcomes. Teachers develop explicit strategies to support self-directed learning throughout the year. Teachers negotiate assessment with learners while having high expectations so as to maximise opportunities for student success. Teachers continue to explore and implement culturally sustaining practices with a focus on bicultural partnerships in order to honour Te Tiriti o Waitangi.</p>	<p>Tutors build a sense of community within their tutor class focused on turangawaewae, making tutor groups the 'place to stand' for all ākonga. Tutors, with support from CLs, intentionally plan to deliver tutorial curriculum elements. Communities begin to explore ASHS unique identity through the ASHS Pepeha. Community leaders coach tutors using the Tutor Improvement Model. Tutors understand their ākonga as learners and use interventions to support learners to achieve their personal learning goals. Tutors implement the attendance procedures to contact home so as to re-engage ākonga. Community leaders support tutors to create wellbeing routines in their tutorial class. Community leaders support tutors to intentionally plan and deliver global citizenship learning.</p>	<p>SLT supports middle leaders to engage in LbL conversations about teachers' PGCs. Identify data that can inform the actions of SLT and the wider school and make these more readily available. SLT works with middle leaders to develop interpersonal skills and strategies for understanding teachers' thinking around teacher learning. SLT meets with middle leaders weekly one to one to maintain focus on the annual plan and teacher PGCs. Department focussed Professional Inquiries are based on student-focused data and inform the department's inquiry. Teaching observations take place within PI and PGCs in a way that best supports teacher learning. Whole school data are analysed at points during the year to look for patterns relating to students outcomes. Staff understanding of data and what insights it can offer are identified and catered for with PD and department-level support.</p>
Outcomes	<p>Engagement and attendance levels in Impact Projects are raised. Students experience personalised learning and support from their mentors. A culture change continues to be built within the 2023 Year 11 cohort where students expect success in Impact Projects and can thrive in this strand of our curriculum. Mentors of Impact Projects are energised and feel confident using the design thinking framework. Consistent delivery of structured projects (eg: teachers actively engaged with students throughout the day.)</p>	<p>Students experience success for who they are as people and learners. Students are meaningfully engaged in learning until the end of the year. Students develop a sense of creativity, curiosity and deep expertise in each learning area. Students experience learning through UDL practices Assessment practices are negotiated, responsive and inclusive for all learners. Students grow their levels of agency and are confident in being self-directed in their learning. Students use learning technologies effectively to improve their learning outcomes.</p>	<p>Ākonga tutorial experiences are cohesive, consistent and inclusive. Ākonga feel a sense of turangawaewae - tutor groups is the 'place to stand' for all ākonga. Tutors actively support students towards their personal learning goals and this is recorded. Tutors work collaboratively to develop learning opportunities for tutees to address elements of the tutorial curriculum in meaningful ways. Attendance and engagement is improved for at-risk ākonga. Ākonga have greater knowledge on how to enhance their personal wellbeing.</p>	<p>Middle leaders feel confident to engage in discussions about PGCs and PI with their teachers. Middle leaders explore differences in perspectives about teaching practice in conversations with their teachers. Middle leaders genuinely inquire into teachers' perspectives about teaching practice in conversations. Middle leaders are supported by the SLT to effectively lead their teams in weekly meetings and when problems occur. Observations happen for all teachers during the year and are embedded in their PGC and/or PI. Teachers carry out PIs and PGCs to support their teaching learning in ways that link student experiences with teacher actions / practices.</p>
Targets	<p>100% of teachers plan and teach using the Design Thinking framework. 100% of teachers and 95% of students are using the sprint and principles framework to gain feedback on their projects >50% of projects will have an authentic external partner. Mentor practice and the experience for students is more consistent across 80% of Impact Projects.</p>	<p>>80% Level 1 students gain Numeracy and Literacy and they achieve some Level 2 credits >80% of students experience universal design for learning and responsive assessment practices >70% Level two and three students have success in each subject studied achieving 14 credits and/or agreed course completion goals >55% Level two and three certificates are gained with merit or excellence endorsement.</p>	<p>In line with the National Attendance and Engagement Strategy all staff support 70% of Ākonga have a 90% attendance rate (monitored by Community Leaders and Tutors) >50% of tutees believe their wellbeing has been enhanced through tutorial >90% of tutees agree/strongly agree that their tutor helps them monitor their individual learning plan towards success.</p>	<p>100% of middle leaders feel confident in supporting teacher PGCs. 100% of middle leaders set and pursue LbL goals. 100% of middle leaders feel supported by the Senior Leadership Team. 100% of teachers engage in Professional Inquiries and record their findings.</p>

LEADING LEARNING - We inspire each other to create our futures.

To further develop and embed our scaffolded/structured approach across all year levels of Impact Projects to improve student success and engagement.

Actions	Targets	Results	Analysis of variance
<p>Authentic external partnerships are established, supported and nurtured. NZQA Standards are offered in Impact Projects. IP Leads establish an IP Mentor team, understand their needs and support and improve their mentoring practices. Strong collaboration between IP mentors is supported. Mentors embed the structured impact project approach. Mentors intentionally teach Design Thinking. Mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints) Mentors confidently use the Principles and self-reflection tool to give feedback to students at the end of a sprint and at the end of a project. IP champions have distinct responsibilities in areas of branding, advertising, external expertise, agile methodology Mentors explore the community outside of 'ASHS walls' to connect with stakeholders and experts. Mentors build a 'team' culture within their project class. Impact mentors monitor attendance and contact whanau and tutors where needed to re-engage ākongā.</p>	<p>100% of teachers plan and teach using the Design Thinking framework. 100% of teachers and 95% of students are using the sprint and principles framework to gain feedback on their projects >50% of projects will have an authentic external partner. Mentor practice and the experience for students is more consistent across 80% of Impact Projects.</p>	<p>Success In Progress Action needed</p> <p>Success -</p> <p>79.9% of students strongly agree and agree that Impact Projects are useful for their future. 84.1 % of students are using Sprint methodologies and the Design Thinking framework for planning Impact Projects. 47.7% of students have connected with an authentic external partner. 100 % of mentors planned and taught using the Design Thinking framework as evidenced by Student voice data.</p> <p>Mentor practice was more consistent across all Impact Project classes when using Design Thinking and Sprints. The launch of Sprints from the beginning of Semester One meant that feedforward and support were visible. This provided a clear scaffold and evidence that staff were running three week sprints as well as tracking project outcomes. The tracking spreadsheets fed into students' reports and mentors and IP leads knew where their students were at and what needed to be done to ensure progress. Authentic partnerships were established with a small range of specific community organisations and experts. We did not reach the target of 50% of students having an external partner. Those Impact Project classes that worked with an expert (Music, Environment, Digital Solutions, Art) were able to easily access external partnerships through the connections that the expert mentor had.</p> <p>In Progress Attendance was monitored closely and mentores and IP leads made contact with home if necessary following ASHS attendance strategy. However, this fell through the cracks for Semester Two, when attendance was sporadically looked at.</p> <p>Students new to the school had some difficulty understanding and applying the Design Framework and the Agile methodology using springs</p> <p>Action needed- NCEA standards were offered but there was minimal uptake. Relievers on a Wednesday did not support our learners as much as needed given the nature of individualised needs for Impact Projects.</p>	<p>In 2024 many changes were put in place to address the needs of our students, as highlighted by the results. We also changed the timeline of when IP were selected, with all students choosing their IP at the end of 2023, hence giving teachers the time to plan and collaborate and give students a settled start to their IP in 2024. In 2024, all our new students to the school will engage in IP 101 which is strongly scaffolded and intentionally teaches the Design Thinking Framework, Agile Methodologies, and how students are tracking. We are seeking student voice at the beginning and the end of Semester One to gauge how successful this implementation is experienced by our students.</p> <p>All students in IP 101 will undertake 2 NCEA assessments, which are not an option, but a requirement to complete their Impact Projects. (there are 10 IP 101 hubs staffed by 18 teachers) and moderation procedures have been put in place to ensure that assessment is rigorous and fit for purpose.</p> <p>The attendance focus will be part of one of our IP leads portfolio as well as one of the IP champions with bimonthly reports being generated and discussed with a view to action.</p> <p>There has been a monetary investment in appointing Experts to many hubs so as to not have relievers work on a Wednesday. All experts work alongside a mentor for the full day and for the most part, they are experts in their field, not teachers.</p>

STUDENT SUCCESS - We empower each other to achieve personal success.

To embed our approaches to inclusive learning design (Mana Ōrite Mo te Matauranga Māori, universal design for learning and responsive assessment practices) in **Specialist Subjects**.

Actions	Targets	Results	Analysis of variance
<p>Teachers embed Mana Ōrite mo te Matauranga and Te Ao Maori concepts into their learning design. Teachers design and deliver Level 1 courses that focus on significant learning and include one Level 2 standard. SSLs work with teachers to ensure UDL strategies are planned and implemented in classroom practice. Teachers are supported to incorporate teaching and learning technologies to improve students' outcomes. Teachers develop explicit strategies to support self-directed learning throughout the year. Teachers negotiate assessment with learners while having high expectations so as to maximise opportunities for student success. Teachers continue to explore and implement culturally sustaining practices with a focus on bicultural partnerships in order to honour Te Tiriti o Waitangi.</p>	<p>>80% Level 1 students gain Numeracy and Literacy and they achieve some Level 2 credits</p>	<p>Outcome - Lit/Num achievement 314 Level 1 students as of 16th Nov</p> <ul style="list-style-type: none"> 40 students school-wide without Level 1 lit, OR numeracy 14 of these students have very individualised programmes (NHS etc) Excluding these students, 91.8% of students have achieved literacy AND numeracy. Including these students, 87.3% have achieved literacy AND numeracy <p>Outcome - Level 1 students gaining Level 2 credits 49% of Level 1 students achieved Level 2 Credits. It was unrealistic to aim for 80% as our approach to designing level 1 courses meant that not all students were given access to L2 standards in their course design and working with a responsive assessment model some made decisions with their teachers not to attempt the external being offered. This is no longer a target for Level 1 courses. The new standards are the 2024 focus and there is no desire to offer L2 credits at Level 1.</p>	<p>Success - A focus on Literacy and Numeracy through tutorial tracking meant that we could be assured the majority of current students in Level 1 meet this NCEA requirement</p> <p>In Progress - A 2023 focus for course design was to offer some Level 2 credits to Level 1 if feasible. 49% of Level 1 students achieved Level 2 Credits.</p>
	<p>>80% of students experience universal design for learning (UDL) and responsive assessment practices (RAP)</p>	<p>Outcome - UDL and RAP are part of a student learning experiences Our target of 80% of students experiencing universal design for learning (UDL) and responsive assessment practices (RAP) is achievable. In addition to the base statistics for UDL and RAP, when considering the use of Google Classroom 89.6% of students indicated that this supported their UDL experiences and enabled self-directed learning. An area to redress in 2024 is the use of Thursday/Friday as specifically targeted self-directed days as only 67.2% of students reported being offered this approach on these days.</p>	<p>In Progress - UDL and RAP continue to be a focus and an area where we are making positive steps forward. The use of Google classroom as a tool supports self direct learning approaches and contribute to the gains recognised by students in this area. 70.9% of student indicated that they had experienced RAP and 60.9% indicated that they were of being given choice through UDL.</p>
	<p>>70% Level two and three students have success in each subject studied achieving 14 credits and/or agreed course completion goals</p>	<p>Outcome - Level 2 and Level 3 gaining 14cr in 3 or more subjects We achieved this target (theoretically) based on external entries. The reality after the final results were provided: 49% of Year 12 gained 14cr or more in 3 or more subjects. 54% of Year 13 gained 14cr or more in 3 or more subjects.</p> <p>Outcome - Course Completion The expectation of meeting Course completion for the studied subjects was initiated in 2023. ASHS Wide personal Goal Level 1-3 at the start of Term 4 indicated 65.2% were on track, 24.1% were flagged as borderline.</p> <p>Outcome - Personal Goal success The student tracking initiated through tutorial ensure that we are able to see how many students are having success in meeting their personal goals. Having students with an individual plan means that a pure academic results measure</p>	<p>In Progress - Our achievement data indicated that leading into the External exams 75.29% of Year 12 students had already or had the potential to achieve 14cr in 3 or more of their subjects. Additionally 79.22% of Year 13 students had already or had the potential to achieve UE with 14cr in 3 or more of their subjects.</p> <p>In Progress - We will continue to monitor and report on Course completion as an indicator for whanau as to how their your person is tracking. In 2024 we intend to be more explicit of the requirements for course completion for each subject and report home in a more timely manner when there is achievement or nonsubmission.</p> <p>Success - At the end of Week 5 our data indicated that only 13% of our students were not being signed out having met or having the potential to meet their goals through external exams.</p>

		<p>is not always reflective of overall students' success. We are pleased with the results this year has delivered with so many of our students reaching their academic and personal goals and having such a clear way to track this.</p>	
	<p>>55% Level two and three certificates are gained with merit or excellence endorsement.</p>	<p>Outcome - Merit or Excellence endorsement at Level 2 and Level 3 After final results were published by NZQA our endorsement numbers are Level 2 18% and Level 3 9% at Merit, and Level 2 9% and Level 3 12% at Excellence.</p> <p>Level 2 with Endorsement 27% Level 3 with Endorsement 34% Level 2/3 with Endorsement 30% (180/598)</p>	<p>Action needed - Achievement data shows that less than 55% of our students gained endorsement at Merit or Higher at Level 2 and Level 3.</p>

COMMUNITY RELATIONSHIPS - We nurture each other to make the world a better place.

To further develop and embed the explicit approach to delivering the Tutorial Curriculum to ensure all ākonga experience growth and support.

Actions	Targets	Results	Analysis of variance
<p>Tutors build a sense of community within their tutor class focused on turangawaewae, making tutor groups the 'place to stand' for all ākonga.</p> <p>Tutors, with support from CLs, intentionally plan to deliver tutorial curriculum elements.</p> <p>Communities begin to explore ASHS unique identity through the ASHS Pepeha.</p> <p>Community leaders coach tutors using the Tutor Improvement Model.</p> <p>Tutors understand their ākonga as learners and use interventions to support learners to achieve their personal learning goals.</p> <p>Tutors implement the attendance procedures to contact home so as to re-engage ākonga.</p> <p>Community leaders support tutors to create wellbeing routines in their tutorial class.</p> <p>Community leaders support tutors to intentionally plan and deliver global citizenship learning.</p>	<p>In line with the National Attendance and Engagement Strategy all staff support 70% of Ākonga have a 90% attendance rate (monitored by Community Leaders and Tutors)</p>	<p>31.2% of students are attending below 75%</p> <p>19.1% of students are attending between 75%-84%</p> <p>49.7% of students are attending above 85%</p>	<p>Clearly we have not met this target. The target is unreasonable, considering a 100 minute absence is calculated as a half day absence with the ministry. It is unclear if ASSAY data calculates attendance in this way.</p> <p>In progress: ASHS in ongoing communication with NAISSS to discuss attendance. We are keen to engage them, so we can develop strategies that better respond to our kura.</p> <p>In progress: Comparison of Everyday Matters data, Kamar and Assay data to understand discrepancies and how data is interpreted across platforms</p> <p>In progress: Attendance strategy being developed by Community Leaders to target low attendance rates. This process will involve whānau.</p> <p>Action needed: Realistic targets for attendance need to be set. Target set end of Term 1, after attendance analysis.</p> <p>CL strategy needed: Weekly attendance follow ups with tutors. Twice termly audit from CL. If attendance falls between 75%, contact with whānau is made by CL. Less than 50% whānau are invited in.</p> <p>End of term 1 goals 70% of students are attending above 85% Analyse attendance data at this point and make and make refinements where appropriate.</p>
	<p>>50% of tutees believe their wellbeing has been enhanced through tutorial</p>	<p>Success: Whilst we do not have specific data pertaining to enhanced wellbeing, several questions in the Teaching in Learning Snapshot are related to elements of wellbeing in a school context. These elements are the feeling of connection with tutor teachers, being supported to grow respectful relationships, being supported to get future ready and being helped by the tutor to manage learning. 68% of students answered 'agree or strongly agree' to these questions.</p>	<p>In progress: Refinement of wellbeing resources, including resources that support executive function.</p> <p>Action needed: Data specific to the impact tutor has on wellbeing collected for quantitative targets for wellbeing in tutorial, if these are deemed necessary</p>
	<p>>90% of tutees agree/strongly agree that their tutor helps them monitor their individual learning plan towards success.</p>	<p>There are two questions in the Teaching and Learning Snapshot that are relevant to this target. One question is about the extent to which students feel their tutor helps them manage learning at school. The other asks students the extent to which they feel supported planning for success. 77% of students responded that they either strongly agree, or agree with these statements. Whilst this is lower than the target it is still a significant majority.</p>	<p>Whilst this is lower than the target it is still a significant majority.</p> <p>In progress: Goal setting and tracking processes are being refined to improve the quality of student goals.</p> <p>In progress: Community Leaders to work more closely with tutor teachers to ensure students have completed goal setting and that tracking is taking place through the year.</p>

RESEARCH AND DEVELOPMENT - We will ALWAYS be a new school.

To grow our middle leaders to become agents of change with a focus on common problems of practice and leading teachers in addressing them.

Actions	Targets	Results	Analysis of variance
<p>SLT supports middle leaders to engage in LbL conversations about teachers' PGCs. Identify data that can inform the actions of SLT and the wider school and make these more readily available.</p> <p>SLT works with middle leaders to develop interpersonal skills and strategies for understanding teachers' thinking around teacher learning.</p> <p>SLT meets with middle leaders weekly one to one to maintain focus on the annual plan and teacher PGCs.</p> <p>Department focussed Professional Inquiries are based on student-focused data and inform the department's inquiry.</p> <p>Teaching observations take place within PI and PGCs in a way that best supports teacher learning.</p> <p>Whole school data are analysed at points during the year to look for patterns relating to students outcomes.</p> <p>Staff understanding of data and what insights it can offer are identified and catered for with PD and department-level support.</p>	<p>100% of middle leaders feel confident in supporting teacher PGCs.</p>	<p>Success - The deputy principals worked consistently with all their respective subject leaders across the course of 2023 and addressed, in some cases, some significant problems with the professional growth of specific teachers. All SSLs have continued to develop their view of their teacher's learning needs. In some cases, SSLs will require ongoing and intense support to consider and address their teachers' learning needs.</p>	<p>Success - Continue with one to one meetings and SLT discussion and action generation for DPs.</p>
	<p>100% of middle leaders set and pursue LbL goals.</p>	<p>In Progress - Four SSLs worked with an external provider on their Leading By Learning interpersonal skills in 2023. All those middle leaders have indicated they wish to continue this work in 2024. A decision was made in 2023 to fund only those middle leaders who wished to focus on their LbL interpersonal skills.</p>	<p>In Progress - This work will continue in 2024. Hamish will discuss what each SSL aims to get out of this work in 2024. The external provider doesn't provide specifics about this work with the school to hopefully maintain trust with individual SSLs but often the SSLs are willing to talk with their DPs about this work anyway.</p>
	<p>100% of middle leaders feel supported by the Senior Leadership Team.</p>	<p>In Progress - As expected, the SSLs, CLs and IPLs views of SLT support varies. We have further work to do here to continue to tailor our work to individual middle leaders.</p>	<p>In Progress - Hamish will be investigating more formal ways of collecting feedback and data from SSLs on what they want from their SSL/DP relationship and the extent to which we are meeting these expectations.</p>
	<p>100% of teachers engage in Professional Inquiries and record their findings.</p>	<p>Action needed - The number of staff who completed various stages of their professional inquiries was used as a proxy to measure this target. The beginning of the year showed good engagement with over 85% of teachers completing a written reflection of the first phase of their PI. This proportion decreased over the year to below 50% by the end of the annual PI cycle.</p>	<p>Action needed - There are a number of initiatives associated with improving the target in associated with teacher PGCs and PI in 2024.</p> <ul style="list-style-type: none"> -Friday mini sessions. Responsive to teacher needs as indicated by teachers. -Further improvements to PI based on teacher feedback. -Establishment of two middle leader positions to help lead this portfolio. -Clearer integration of PGCs and PIs -Reviving observations and resourcing this sufficiently. -Completing current teaching competency processes. -More as I remember them