



North High

This example uses extracts from a series of reports from 2002 to 2004. It shows how a secondary school moved from one very broadly stated curriculum charter goal to setting evidence-based targets for 2003. This signalled a significant change from planning which had focused on the organisation of programmes and resources to planning which prioritised and focused on improving learning outcomes for groups of students identified by purposeful analysis of achievement data and other relevant available information. Analysis of results against these targets lead to revised targets and informed planning for 2004.

Extract from the Principal's Annual Report 2002

Curriculum Charter Goal for 2002

Goal: To provide a high quality curriculum based on the National Curriculum Framework which fosters high achievement based on each student's needs.

The following targets/objectives were achieved in relation to this goal:

- ▶ Changes to our curriculum structure implemented in 2002 were:
 - All year 9 students did their ICT course for the full year (two periods per week) rather than a one term course.
 - Year 9 students who studied a language other than English took a course of one language for the full year rather than two languages for half a year each.
 - Three classes at year 9 level received extra tuition in English (two periods per week) and Maths (one period per week) rather than take another language.
 - Year 10 students studied four "options" chosen from three lines rather than three "options" chosen from two lines as was previously the case.
 - Dance and Drama were introduced as year 10 "Arts" options.
 - An ESOL based class was established at both year 9 and year 10 level.
 - Recreation and Study were removed from the year 12 programme with all students at that level required to study six subjects.
- ▶ The 2002 Curriculum Statement, including new initiatives, was reviewed and the following alterations made for 2003:
 - No ESOL based classes operate in 2003 at year 9 or 10 as it was felt that such students would be better integrated both socially and academically by being placed in classes across all levels dependent upon their ability.
 - Several new subjects will be offered for the first time in 2003.
 - Year 10: Environmental Studies/History/Sports Studies
 - Year 12: Classical Studies/Social Studies/Science
 - Year 13: Food Technology/IELTS
 - Selected students in year 12 and those in the year 13 Employment Skills class will be offered courses aligned with the "Gateway" programme.

During 2002 analysis of achievement data and other information from the school highlighted the need for an emphasis to be placed on improving literacy outcomes.

It was decided that development in this area was required because:

- There were increasing numbers of students coming from non-English speaking backgrounds.
- There was evidence that Year 9 and 10 students lacked research skills
- There was disparity between various ethnic groups with Maori and Pasifika students achieving at a lower level as a group compared to non-Māori and non-Pasifika students.
- There was evidence that boys in general were more reluctant readers and borrowers of books from the library than girls.

Literacy targets were developed

Targets for 2003	
1.	At least 50% of our year 9 and year 10 students will improve their scores by 2 stanines in the NZCER Essential Skills Assessment – “Finding Information in Prose Text”.
2.	A significant majority of students in level 3 year 9 classes will increase their ‘probe’ reading ages during the 2003 school year.
3.	The average number of books borrowed from our school library will increase from our 2002 level of 5.25/student to at least 5.6/student (8400 to 9500).
4.	The absenteeism rate for Māori students will improve to at least 14% and for Pasifika students to at least 12% in 2003.

These appear to be good targets for improvement. They are based on data collected by the school. Numbers 1 and 2 use common and recognised assessment tools. Number 4 relates to point 6 of the 2003 analysis of variance. The base data for this target proved to be correct. This was discovered by the school, but illustrates the need to have reliable data for target setting and to measure improvement.

These targets provided a clear focus for planning in 2003 which included:

- School wide professional development in literacy.
- Extra assistance for identified groups of students consisting of
 - provision of learning support staff
 - an extra English period.
- A focus on developing reading research skills in Year 9 and 10 English classes.
- Promotion of fiction books at assemblies and in the library.
- Employment of a school / family liaison officer.
- Establishment of a group mentoring programme for Year 11 and 12 students.

The Analysis of Variance for 2003 analysed and evaluated achievement against these targets. It led to the amendment of some targets, new targets and further identification of groups of students for specific targeting.

- Level 3, year 9 students (reading levels).
- All year 9 and year 10 students (research skills).
- Level 3, year 9 Maori and Pasifika students (reading levels).
- Boys (interest in general reading).



Report on School Improvement Targets for 2003 Analysis of Variance

[Revised] Target	Outcome	Analysis & Evaluation
3. At least 50% of our year 9 and year 10 students will improve their scores by 2 stanines in the NZCER Essential Skills Assessment – “Finding Information in Prose Text”.	<p>For year 9, 37% increased their score by 2 stanines. The mean score went from 4.42 (SD 1.77) to 5.55 (SD 1.65).</p> <p>For year 10, 28.4% increased their score by 2 stanines. The mean score went from 4.62 (SD 2.12) to 5.30 (SD 1.91).</p>	<p>Our target was always a very ambitious one. Those students that did improve their scores by 2 stanines (and there was a large number of them) have made significant progress over the year and is above what would be considered ‘normal’ progress.</p> <p>Although we never reached our target, there was a marked improvement at both levels especially by those students who scored in stanines 1-3 in the initial test.</p> <p>The school wide focus on literacy and the ongoing professional development programmes for teachers during the year has had a positive spin-off. Improvement for year 9 was better than year 10, possibly because of the extra literacy assistance that students in the year 9 C stream receive.</p> <p>For 2004 we will conduct a similar programme of increasing awareness of literacy strategies for staff with our target/ focus aligned to research skills for year 10 and comprehension skills for year 9.</p>
4. A significant majority of students in level 3 year 9 classes will increase their ‘probe’ reading ages during the 2003 school year.	<p>Of 73 students tested:</p> <ul style="list-style-type: none"> • 48 (66%) improved by 1.5 years or more. • 23 (31%) improved by 0.5 to 1.0 years. • 2 (3%) showed no improvement. 	<p>Our target was not quantitative in that we used the term ‘significant’ rather than state an actual numerical target. Now that we have some base-line data, we will use this to set our targets for following years.</p> <p>The improvement in reading age of the target group was significant and a direct result of the following initiatives.</p>

Some of this analysis could have benefited from being more specific. For example, what is considered “normal” progress? See the analysis of variance for 2004 where it is defined as “an increase of 1 stanine.”

See the targets for 2004, where target 2 is now much more specific.

	<p>Only 1 student was reading at 6 years or below at the end of the year compared to 15 at the start.</p> <p>11 students in the target group were reading at 14+ at the end of the year.</p>	<ul style="list-style-type: none"> • Establishment of a homeroom class. • Intervention by learning support staff, reading teacher, RTLB • Extra English periods for level 3 classes. <p>A similar target will be established for 2004 that will aim for a comparable level of improvement.</p>										
5. The average number of books borrowed from our school library will increase from our 2002 level of 5.25/student to at least 5.6/student (8400 to 9500).	Total book borrowing for the year was 9671 (5.66/student).	<p>The target was reached and contributing factors were promotions at assembly and within the library.</p> <p>Of some concern is the low book borrowing (especially of fiction) by boys. Only 29% of the 5600 fiction books borrowed from the library went to boys.</p> <p>For 2004 we will look to further increase total borrowing as well as specifically targeting boys reading.</p>										
6. The absenteeism rate for Māori students will improve to at least 14% and for Pasifika students to at least 12% in 2003.	<p>Absenteeism rates for 2003:</p> <table> <tr> <td>Maori</td> <td>9.34%</td> </tr> <tr> <td>Cook Is Maori</td> <td>10.58%</td> </tr> <tr> <td>Samoan</td> <td>6.54%</td> </tr> <tr> <td>Tongan</td> <td>7.62%</td> </tr> <tr> <td>(NZ European)</td> <td>6.17%</td> </tr> </table>	Maori	9.34%	Cook Is Maori	10.58%	Samoan	6.54%	Tongan	7.62%	(NZ European)	6.17%	<p>The data used at the end of 2002 to set this target was incorrect and inflated the actual absenteeism total for all groups. The absenteeism rate for Maori students is still considerably higher than most other groups.</p> <p>The employment of a school/family liaison officer has resulted in some success stories with students improving their academic standing as well as their attendance. A group mentoring initiative targeting year 11 and year 12 students has also had some success.</p> <p>For 2004 the liaison officer will work increased hours and will work more closely with students identified in year 9 and 10 as being 'at risk' rather than those who are 'in risk'.</p>
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This analysis and evaluation could have been improved by citing data about the improved academic standing.

This points to specific actions to be taken in 2004 by the liaison officer.

2004 Literacy targets were developed

Targets for 2004	
Target 1:	At least 30% of our year 9 and year 10 students will improve their score by 2 stanines in the NZCER Essential Skills Assessment selected for them.
Target 2:	The average 'Probe' reading scores for students in level 3, year 9 classes will improve by at least 2.0 years during 2004.
Target 3:	The results for Maori and Pasifika students in targets 1 and 2 will be at the target level set for all students.
Target 4:	The average number of books borrowed per student from our school library will increase to 5.8 (approximately 10,800 total) with borrowing by boys accounting for at least 40% of this total.

Planning for 2004

Planning priorities for 2004 were similar to those for 2003.

- Whole school professional development aimed to raise awareness of tikanga Māori and issues for Pacific Island Students (Note: this is evaluated in terms of its effect on raising student achievement in the Analysis of Variance for 2004 below).
- There was a focus by library staff on selecting and promoting fiction for boys.

Analysis of Variance 2004

The Analysis of Variance uses a different format from that used in 2003 and serves to illustrate that it is collection and consideration of reliable data against clearly stated targets, and the analysis and evaluation of results which is important.



Analysis of Variance 2004

Target 1: At least 30% of our year 9 and year 10 students will improve their score by 2 stanines in the NZCER Essential Skills Assessment selected for them.

Outcome: 23.4% of year 9 increased their stanines by 2 or more – mean score went from 4.71 to 5.12 (4.42 to 5.55 in 2003).

30.4% of year 10 increased their stanines by 2 or more – mean score went from 4.29 to 4.96 (4.62 to 5.3 in 2003).

Analysis & Evaluation:

The essential skills tests that were chosen for 2004 were:

Year 9 – Finding Information in Prose Text (same as for 2003).

Year 10 – Research Skills.

An increase of 1 stanine shows progress beyond what is expected and therefore an increase in 2 stanines is significant. The target of 30% improving by 2 stanines or more was reached in year 10 but not in year 9. At both levels, however, we had a greater proportion of students who did not improve their scores over the year as compared to 2003 and this is possibly the result of a less concentrated literacy push in our PD programme in 2004. Girls achieved higher than boys at both levels, with the year 9 result being significantly different.

Does this data suggest there is still a need to set targets for the cohort of year 9 boys?

	Y9 Girls	Y9 Boys	Y10 Girls	Y10 Boys
% of results above stanine 5:	68.08%	53.59%	57.52%	54.43%

Although we will not set specific targets for all year 9 and 10 students next year, it is recognised that teachers in all departments must be aware of the literacy needs of these students and they need to continue with the development of literacy-based resources for all levels.

Target 2: The average 'Probe' reading scores for students in level 3, year 9 classes will improve by at least 2.0 years during 2004.

Outcome: The average change for level 3, year 9 students in their Probe reading scores did not meet our target of 2.0 years, however 60.3% of students increased their reading age by 1.5 years or more.

Analysis & Evaluation:

The extra assistance provided for students in these target classes via learning support staff, the reading teacher, RTLB, having 2 extra English periods per week and a homeroom class for those with high literacy needs is proving to be of benefit. Although the target was not met, the overall improvement on reading scores was significant with 40% of these students a reading at a 12+ level at the end of the year compared with 20% at the start.

A few students showed marked improvement during the early part of the year and were moved up a level, and therefore they were not included in the final statistics. If they had been included then the results would certainly have been closer to the set target. Many of the students in these classes come from a non-English speaking background and they will require further specialist assistance in their time at the school. A similar target will be set for 2005.

Target 3: The results for Maori and Pasifika students in targets 1 and 2 will be at the target level set for all students.

Outcome: NZCER essential skills tests - % who improved by 2 stanines or more.

Year 9 Maori students - 14.64 (63.42 improved by 1 or more)

Year 9 Pasifika students - 19.61 (64.71 improved by 1 or more)

All year 9 - 23.4 (61.6 improved by 1 or more)

Year 10 Maori - 29.27 (60.98 improved by 1 or more)

Year 10 Pasifika - 27.08 (62.5 improved by 1 or more)

All year 10 - 30.4 (65.0 improved by 1 or more)

Year 9, level 3 Probe reading scores	-	% who improved by at least 1.5 years
Maori	-	83% (5 out of 6 students)
Pasifika	-	47% (8 out of 17 students)
Total	-	60.3%

Analysis & Evaluation:

Results for the NZCER tests at year 10 show that the improvement of Maori and Pasifika students was not significantly different to the total cohort. At year 9 fewer Maori and Pasifika students improved their scores by 2 stanines as compared to that cohort, however there was no significant difference if we compare those that improved by 1 stanine. The probe scores are influenced by the relative small numbers of Maori students in particular in the target classes.

The Maori/Pasifika staff committee ran several training sessions for staff during the year to raise awareness of tikanga Maori and issues for Pacific Island students, but there is no evidence that links academic success of Maori and Pasifika with those training sessions. Staff, however, have been very positive in their assessment of the value of the sessions and more will hopefully be scheduled for 2005.

Our targets for 2005 for achievement of Maori and Pasifika students will be related to NCEA and our mentoring programme.

Target 4: The average number of books borrowed per student from our school library will increase to 5.8 (approximately 10,800 total) with borrowing by boys accounting for at least 40% of this total.

Outcome: Total book borrowing from students was 5.55 (5.6 in 2003) which was below our target figure for the year. Book borrowing by boys increased from the previous year but was only at 34.4% which was below the target of 40%.

Analysis & Evaluation:

The library staff ran several promotions to encourage students to borrow books and this included an inter-house 'competition'. It is a concern to note that boys are borrowing far fewer books than girls and therefore are probably reading less for pleasure. The gap between boys and girls at year 9 in target 1 is possibly an indication of this difference in reading habits.

Although we will not set a specific target in this area in 2005, we will continue to monitor the data on book borrowing and to promote the importance of reading for pleasure to all students.