

## **2021 Annual report to Board on student achievement & achievement targets**

Our assessment programme was modified to consider students who may have been experiencing difficulty and/or stress regarding their academic performance. Wellbeing is and was a priority and we did not wish assessment to add to an already stressful situation at home. However we feel we struck a healthy balance between maintaining high standards which reward resilience and compassion which reinforces our school values.

Early indications are that student achievement (measured by GPA or Grade Point Average) and progress (measured by effect size from e-asTTle test scores) have been better than expected. It was thought that a prolonged period of distance learning may result in lower levels of achievement and slower progress but our markers were very similar to 2020 and previous years.

Despite the difficulties faced by teachers and students, overall CAT (Common Assessment Tasks) data was very good.

Sadly there is evidence that some groups were more affected, particularly members of some priority groups who were either unable to access devices at home or had limited access owing to siblings competing for the same device. Contact with these whānau was also very difficult despite calls, emails and even home visits by our teachers and support staff. Some parents owing to personal circumstances found it very difficult to support students with their learning.

It is no surprise that students who stayed up to date with work set online, completed homework tasks on Reading Plus and/or Maths Buddy and who received support at home did extremely well. No surprise because these are the secrets of success whether during distance or face to face learning!

Our priority is for Whānau Leaders to identify the students who have fallen behind and use Focus Friday, DEEP classes and homework clubs to provide additional support.

Our achievement targets have not been stated in % terms for cohorts and learning areas. I have chosen to focus on individuals and groups who are identified by the Whānau leaders with a special interest in our priority learners. I am conscious that we have had a big turnover of students particularly into and out of Year 9 and 10 which makes year on year comparisons relatively meaningless.