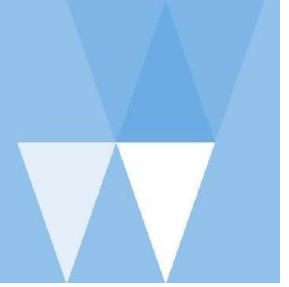


Analysis of Variance Reporting



School Name:	Mission Heights Junior College	School Number: 553
Strategic Aim:	<p>MHJC will provide differentiated personalised learning to ensure all students achieve at their level. Curriculum planning, assessment and reporting will reflect high levels of self-efficacy and promote the successful transition of students to senior college.</p> <p>Greater consistency will be achieved with regular collaboration between teachers within learning areas and across whānau facilitated by the DP Curriculum.</p> <p>Priority learners will be identified and supported to accelerate achievement and progress.</p>	
Annual Aim:	<p>Teachers will apply the new assessment criteria in a more consistent manner following their introduction in 2019.</p> <p>This will provide a more realistic analysis of student achievement measured by Grade Point Average in all subjects.</p>	



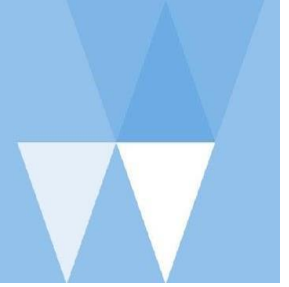
Target:

Target 1:
Overall GPA (whole school) - at, above or beyond curriculum level

	2019 actual	2020 target	2020 actual
Y7	82	85	83
Y8	86	85	73
Y9	76	85	79
Y10	84	85	88

Target 2:
Māori student achievement (Grade Point Average)

	2019 actual	2020 target	2020 actual
Y7 at above and beyond	88	75	58
Y8 at above and beyond	90	75	50
Y9 at above and beyond	42	65	43
Y10 at above and beyond	53	65	50

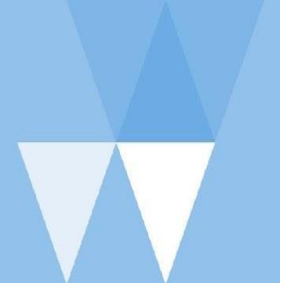


Target 3:
Pasifika student achievement (GPA)

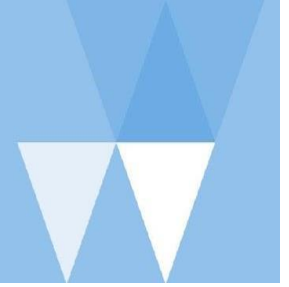
	2019 actual	2020 target	2020 actual
Y7 at above and beyond	57	75	58
Y8 at above and beyond	73	75	52
Y9 at above and beyond	47	75	60
Y10 at above and beyond	71	75	82

Baseline Data:

See above tables for 2019 data comparison.



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Target 1: GPA whole school</p> <p>A new way of assessing and reporting was introduced in 2019 which has been developed in 2020. Consistency across and within the school is achieved through regular meetings of Whanau staff (PLC's) and Learning Areas.</p> <p>The DP curriculum has worked with Learning Area Liaisons on the assessment rubric to provide for greater consistency and understanding particularly of the criteria for "Beyond".</p> <p>Individual Learning Plans and differentiated assessment tasks are used for all students who are operating well below the curriculum.</p>	<p>Despite the negative impact of distance learning caused by COVID, the targets are realistic with a high percentage of each cohort (over 70%) achieving at, above or beyond the curriculum.</p> <p>There has been a pleasing increase in the number of students achieving at "above" and "beyond" curriculum levels.</p>	<p>Teachers are more familiar with the new assessment levels resulting in greater consistency and more students achieving at higher levels of the curriculum.</p>	<p>The DP curriculum will continue to support Learning Areas and PLCs to maintain consistency.</p> <p>We will continue to focus on students achieving above or beyond curriculum levels with a special attention on identifying and extending our GATE students.</p>



**Target 2:
Māori students**

Teachers share data and information about our priority learners so that individuals can be targeted and accelerated.

Teachers discuss progress and achievement using e-asttle reports in Student Led Conferences which helps parents to support their children.

Lower levels of achievement are reported for our Māori students, however significant has been shown using e-asTTle testing data.

The impact of lockdowns may have affected our Māori community more than others as some families had difficulties accessing the internet or sharing devices.

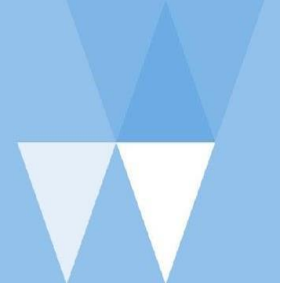
While we ensured all students had access to devices and the internet feedback showed that students needed more personal/face to face contact and active learning.

Several families also decided to continue working from home.

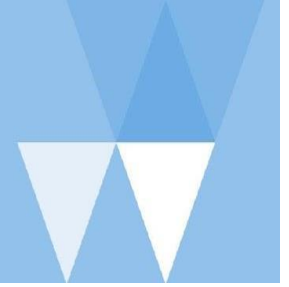
Further qualitative gains are expected from the integration of the Māori World View into our curriculum.

Senior Leaders will continue to engage with the Māori community and hold hui to ascertain what individual or collective support they can provide students which will lead to even higher levels of engagement.

Further analysis will determine whether student attendance has had a negative effect on achievement and if so action will be taken to address this.



<p>Achievement target 3: Pasifika students</p> <p>Overall achievement (GPA)</p> <ul style="list-style-type: none"> - identification and active support of Pasifika students has helped achieve excellent achievement data. 	<p>Generally results match 2019 however the Year 10 cohort has performed exceptionally and general progress measured by e-asTTle testing has shown pleasing improvement.</p>	<p>Pasifika students are included in many of the practices listed under Māori students e.g. homework club.</p> <p>As mentioned SLCs help parents to understand our homework and assessment practices and analysis of e-asttle reports help whānau identify strengths and weaknesses.</p>	<p>A new Pasifika student coordinator will strengthen support.</p> <p>A school wide focus on Pasifika culture will complement the celebrations already enjoyed by the school.</p> <p>Further analysis will determine whether student attendance has had a negative effect on achievement and if so action will be taken to address this.</p>
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Planning for next year:

The school will continue to provide students with authentic learning opportunities which show connections between learning areas and raise awareness of local and global challenges.

Creativity will be promoted which supports collaboration, critical thinking, curiosity and problem solving.

A special focus on integrating the Māori world-view into our curriculum will help to engage our Maori and Pasifika students as will the other practices which celebrate cultural inclusion.

A new Pasifika student coordinator will help to focus on our growing Pasifika community.

A continued focus on providing students with a differentiated approach to learning which uses traditional as well as digital platforms for assessment and learning will help to personalise the curriculum.

A new innovation will be the introduction of a more flexible timetable which will provide teachers with the opportunity to create focus groups based on need (extension and support) and to engage students through inquiry based learning.



MINISTRY OF EDUCATION

Te Tihuhu o te Mātauranga

Tātaritanga raraunga

