

Katikati College

2012 ANNUAL REPORT



Katikati College will provide meaningful learning opportunities to inspire all students to reach their full potential as valuable members of society

Steve Graveson – Board of Trustees Chairperson

2012 Katikati College Board of Trustees Report

2012 has gone by unbelievably quickly, but what an interesting one. The education sector has especially been in the news a lot last year, with changes and upheavals occurring all over the country, new words, phrases or clauses like Charter schools, Novopay, MLE's (Modern Learning Environment), the issues of class sizes, school closures and amalgamations, school lists and rankings are just some of them, that have galvanised communities, groups and staff to gather support, to voice concerns and in some cases show their anger. There are so many factors that go into a lot of these issues, some are obvious, some are more complex and some you just can't understand.

To me there is one word I want to use to describe what happens at Katikati College and that word is "Opportunity" with this word I am not only addressing the students, but the whole community, this includes parents, family members, staff and supporters. This is a great school, a school that I am proud to have attended as a student, proud to have represented on the sport field and more recently as a Board of Trustee member. Course, it has its issues, what school doesn't but it is the opportunities that this school and community have and give, that are our greatest assets.

First up, to the parents and caregivers of our children, I encourage you to take hold of the opportunities and responsibilities we are given as parents. Our children's learning doesn't start or stop at the school gate, a child is learning 24/7, 365 days of their year. When they are young and totally dependent on you, it is little easier, but as they grow, so do the challenges and responsibilities, once they reach College age, contrary to some ideas and thoughts that it's not cool to have Mum and Dad around anyone, it is, it is still our responsibility. As parents we are in for the long haul, it doesn't stop when they reach a certain age. It is still our job to continue to stand alongside them, to support their teachers, to work and help create the great citizens of our communities and nation, it is a joint effort, you may have heard the saying "it takes a village to raise a kid", it is true, the children of today need all our support, they need role models, wise and experienced heads, boundaries and above all a safe and loving environment.

As a Board of Trustee member, there are further opportunities to be involved with your children's education, next year is Board of Trustees election time, if you are interested in being part of the team that help run the school, that help make decisions on its direction, development and operations, put your name down and become involved. New Zealand is in a unique place in the world of education, we allow the local community the opportunity to be involved to have a say and be part of the decision making, we need to support this concept, it is important and hopefully this role will continue. If you are interested, come to a meeting, ask a current board member or enquire at the school office.

To my fellow BOT members Morag Dobbs, Melissa Nelson, staff rep Phil Cranston, Phil Jefferson, Mary Dowson, Delores Nathan and student rep Rhona Miller a heartfelt thanks for the work and time you have given to the school, I especially acknowledge Mary and Phil Jefferson who have been on the BOT now for six years and are not seeking re-election this year. The BOT team have governed the school with a positive and production attitude which has enabled the school to progress and develop. This year, here are just some of the areas that I can report to you that have been covered, the Uniform sales, appraisal procedures, the continuation of the financial

management of the school, with a very positive Auditor's report, a review of the painting programme, the rationalisation of a property plan which has finally lead to the start of the Technology Block upgrade which were we have planned to start construction of next year.

I would like to also acknowledge all the Staff, the Senior Management Team, all the Teaching staff, Admin, Support staff, Caretakers and others, thank you for the time you have given, the knowledge you shared and the work you have done it is very much appreciated. To those staff members that are leaving I wish you all the best, I thank you and hope that as you leave you will leave with fond memories of your time spent here. To Neil who has successfully navigated the school through another year as its Principal, it has had its ups and downs, challenges and successes, and as you are now probably understanding it is one of the toughest and at the same time most rewarding job in the education sector. I have again enjoyed the time that we have spent working together.

I would also like to take this opportunity to thank our parent body, the PTA and community groups and businesses for their on-going support, the hours of transporting students around the countryside, cheering from the side line, encouraging and supporting our students and helping with fundraising, these are things that are important in the life of a school. I know I can speak for the Board and say that Katikati College is so grateful for that support.

To our, Year 12 and 13 students, I can assure you that you will not find a better and more diverse array of opportunities and experiences than you will get at Katikati College, there are trained staffs, a huge array of equipment and resources all at your fingertips and all these opportunities are there at your disposal. It is up to you to take hold of them and use them whether it is in the classroom, on the sports field or the stage. Please don't look back at the end of next year and realise you have missed an opportunity, I am sure the Year 13 would agree, the year will go very quickly.

To the departing students from 2012, I thank you for what you have brought to our school, students are the flavouring that makes up a school, what they bring, offer and do is rewarding at times inspiring, long may it continue. I hope you are leaving with fond memories of the opportunities, the knowledge and experiences you have gained while you have been here. You will leave to seek new and exciting opportunities and adventures, grab hold of each one, some of you may not have any idea what your future's hold, to you I say there will still be opportunities, life is ful of them. I wish you all the best, I would also encourage you to always do and give, of your best. And also don't forget where you have come from.

I congratulate all this year's students on their achievements and wish all the best for your exams.

Steve Graveson
Chairperson, Katikati College Board of Trustees

Principals Report

I started the year with our staff reminding them that we are very much a community school. There is a good reason why many people seek to live in this fantastic part of the world. That means students from all walks of life, with no prejudice or social streaming attend our school. We have great mix of students and our International Students provide the global perspective. I absolutely love this school and the community.

One of the other focus areas that we discussed at the start of the year is the relationship between teacher and student and the need to form positive learning relationships. It is become increasingly clear that through the use of technology students don't actually need to have a teacher in front of them to gain the knowledge they want. However something is often needed to spark the interest, desire, motivation, curiosity and determination to acquire new knowledge. If you search the internet every conceivable aspect of our curriculum is probably on there somewhere. Provided would be content, practise questions, model answers and ultimately examinations. However the explanation of the content, the personal stories that our teachers bring to our students learning makes it meaningful, memorable and worthwhile. It will be a long long time before students learn completely in isolation and use a totally internet based learning approach. The relationships between people are too important and this is something that we have focussed on as a school this year.

One of the aspects of the school that has really impressed me this year has been the level of high achievement within our school. Our student body work extremely hard in striving for success. An example of this is the award for Dux. Each year this is always a hard decision but increasingly the difference between students becomes closer and closer therefore making the decision even harder. I am really pleased that it is a hard decision as that means there are a number of students that meet the very high academic criteria.

Through the selection process we have to be absolutely sure that the process is done right. We look at multiple ways of determining the outcome and that the process is transparent as possible without giving away the element of surprise. I would also like to commend the students that have had this as a focus this year. In any sort of competition there is an element of competitive spirit between possible candidates. It is great to see the students that are aiming for this award and it is a credit to those students the way they have handled themselves and the way that they have committed themselves fully to the pursuits of academic excellence.

Another example of this is our selection of the Head Students. Again a very thorough process is used to decide upon and make the appointment of our Head Students. Head Students have to go through two speeches one to their peers and one to our staff. Students and staff get to vote and they also go through an interview process. This type of process for our students is really valuable making sure that we get the right people for the right job but also as a life experience for them. In both of those examples our students simply are fantastic. It really is a pleasure to be involved in those high achieving areas of the school and something that we as a community can be extremely proud of.

This year will bring some more changes. Our work around the Positive Behaviour for Learning framework that is part of the Ministry of Education initiative has meant that we have had really good genuine discussions around our behaviour expectations for staff and students at this school. The start of the 2103 school year had a real focus around the aspirations, responsibility and citizenship of our students and at the start of next year there will be a full community launch

around what our PB4L goals will be. I see this as really exciting because there has been some fantastic in depth discussion with the staff and also a significant amount of feedback from our students and bringing their voice to this really important aspect of our school.

2012 has seen a great deal of progress made in a number of areas and we look forward to the challenges and achievements of 2013.

Neil Harray – Principal

Analysis of variance – Annual Goals 2012

Strategic intent 1: Meaningful learning opportunities

Annual goal: NCEA success (Ian Nicholson):

1. Level 1 80% pass rate (participation based)
2. Level 2 90% pass rate (participation based), Level Excellence endorsement 9.5%
3. Level 3 90% pass rate (participation based, for those sitting 60+ Level 3 credits)
Level 3 8% Excellence endorsement
4. Ministry of Education target; 85% of all 18 year old students to obtain Level 2 NCEA

Analysis of Variance

1. Target met – Level 1 achievement 81.3%
2. Target not met – Level 2 achievement 79.6%, Excellence endorsement 8.3%
3. Target partially met – Level 3 achievement 72.1%, Excellence endorsement 9%
4. Target partially met – 97.8% (participation based) of students gained at least Level 2 NCEA (does not include school leaver data)

Evidence to support analysis

Pages 11-16 of this annual report provide commentary on the 2012 NCEA results

Annual goal: National Standards (Shelley Power):

To increase the number of students achieving at or above the National Standard for Maths and Writing in Year 8.

Target 2012

To improve the achievement of boys in Reading, Writing and Maths

To target boys achieving at the standard in Reading and Writing and Maths and increase the percentage achieving above the standard by 10% to 16% in Writing and 40% in Reading by the end of Year 8. In Maths to increase the percentage of boys achieving at or above the standard by 10% and to decrease the percentage of boys achieving well below the standard by 15% .

Analysis of Variance

Although the proportion of students achieving well below the standard has halved (18% in 2011 to 9% in 2012) the overall percentage of students below the standard has not changed - the most significant shift being from well below to below the standard. The proportion of students achieving above the standard has also decreased. Māori achievement has also improved with 43% achieving at or above the standard in 2012 compared to 29% in 2011. Although there is now representation of Māori students above the standard (5%) and the percentages achieving at and below the standard are commensurate with European figures the percentage of Māori achieving well below the standard has increased from 15% to 21%. In 2011 ten of the eleven Pasifika students were well below the standard. In 2012 this has now dropped to two and one student is now at the standard.

Evidence to support analysis

See pages 17-18 for 2012 National Standards data.

Progress as at March 2012: We have at last been allocated MoE funded PLD for literacy in Years 7 & 8. Shelley met with Sandy Harrop from Te Toi Tupu last week to discuss our PLD needs. Isobel is currently observing staff to get an idea of where we are at and on Wednesday 28 March Sandy will meet with the teachers to discuss what they feel are their next steps with their professional learning. We hope to have the PLD under way early in Term 2.

Progress as at May 2012: Isobel Huggard and Shelley met with Sandy Harrop our facilitator on April 24 to discuss the programme of PLD to be provided over the year and to look at data gathering for our target groups. Our first PLD day for the teachers is on May 10. Sandy has provided us with a template for our asTTLe writing results which will be analysed by an expert from NZCER to help us to identify specific areas to target. We will also have access to data from all of the schools involved in the PLD contract which will give us a good comparative picture. Isobel Huggard has also started a voluntary writing workshop to upskill teachers in teaching writing. The first session was on Thursday April 26 and was attended by 6 teachers from Year 7 & 8.

Progress as at June 2012: Sandy Harrop observed all Year 7 & 8 teachers in week 6. She was very pleased with the progress made by staff in setting and sharing learning intentions and student voice that she gathered was also very positive. Next steps are to look at developing co-construction so that students are able to articulate in their own words how they will know when they have learned what was intended. We have had to create our own sections in the markbook to gather mid- year OTJ's - they are simply used as a point of reference and also as part of the data gathering for the PLD contract. I have asked all Year 8 teachers to look at the Year 7 end of Year OTJ's for their class to consider progress and achievement for their students.

Progress as at August 2012: We have our next PLD day on August 8. Part of the focus for the day will be around consistency of judgements to monitor progress as well as achievement. This will be very valuable for the staff. We have also provided our analysis of variance and targets for 2012 to the National Standards Monitoring Project as part of our contract with them.

Progress as at September 2012: Sandy spent most of week 6 at school meeting with teachers to plan collaboratively for a modeling lesson which she is going to teach later in the term. The lesson is based on evidence collected about students at risk of not meeting the standard by the end of the year and how to plan to accelerate their progress. This will be followed up by the last round of observations for 2012. We have also applied to have the PLD continued until the end of term 1 2013.

Progress as at November 2012: Sandy has begun the process of setting up for the lesson observations. We will meet after they have been completed to look at the final round of student and teacher voice and to plan for the PLD for the start of 2013. Currently the MoE has contracted the development of a PaCT - progress and consistency tool. I have had an opportunity to complete a trial version in order to gain an insight into the format. It seems quite useful in some ways although it may have the weakness of allowing a focus on the endpoint of learning rather than the process which is observed in class by the teacher.

Strategic Intent 2: Inspiring all students to reach full potential

Annual goal: Enhancing Māori success (Neil Harray)

Targets

- To focus on retaining a greater number of Māori students into the senior school

- Target: 70% retention of Māori students from Year 11 to Year 12

Analysis of variance

- 83% of the Year 11 students from 2012 returned as Year 12 students in 2013.

Evidence to support analysis

Progress June 2012:

On Monday 28 May, our HOF's and Dean's identified what strategies they have put in place to support our Māori student retention goal. A number of faculties have done some very good work in shaping the curriculum to encourage Māori to engage in their subject and continue this through to the senior school. Science in particular have really tried to incorporate more Māori themed topics and prominence of Te Reo Māori in the Science area.

Jo'el Komene continues to make his mark in the school. He has established himself and the students have formed good relationships with him. He is working with the staff associated with Poutama and conducting academic coaching with those students.

Progress August 2012

Retention rate from 2011 to 2012 for our current Year 11 students was 71%.

Current retention rate for Year 11 Māori students 2012 is 89%

He Ara Tika have continued their mentoring of senior Māori students

Progress November 2012

Staff mentoring of our Māori students continues. 12 staff have met and made sound relationships with their students. Many are providing experiences outside of school time to enhance the relationship and provide mentoring advice.

Annual goal: Literacy (Louise Buckley):

To continue to improve literacy across the curriculum with a **specific** focus on Maori and Pasifika students. **Each student to move two subsets in one year.**

Target: By the end of Year 10 students should be achieving 5A in the e-asTTle reading test. They should be achieving 5P (1588) at the start of Term 4 (which is when we tested them in 2009). (Year 9 in 2011 41% moved two subsets or more and Year 10 28% moved two subsets or more). **For 2012 is 55-60% move two subsets or more and Year 10 50%)**

Analysis of variance

- Target partially met. Analysis is included in the school wide review.

Evidence to support analysis

e-asTTle Reading Test

All Year 8-10 students were tested in November of 2011, with those absent or new this year tested in February. All Year 7 students were tested in February 2012. From these results a target group of Māori and Pasifika students were identified in Year 9 and 10. This identification has been shared with staff who teach

these students. At the end of Term Two these staff were asked what strategies/activities they were using to promote literacy with these students. We are still waiting on replies from all staff, and Sue will be speaking to these staff members individually. Students have also been asked about what is happening in their classes and have been able to identify strategies that are being used with them.

The focus groups were retested at the end of Term Two. However, for some students, these results were very disappointing. After consulting with the students they identified that the timing of the test and the behaviour of some students had impacted on their performance. Those students who did not make progress were very disappointed. As a result these students will be re-tested next week with a different test.

Review of Literacy

At the end of last term we conducted a review with all of the Heads of Faculty and the results from this will also be available for the next Board Meeting. We are currently collecting Student Voice on current Literacy Practice. We will use all this information to create a report that will be presented to SMT and then staff.

Year 9 and 10 Literacy Support

Due to changes in the time table Nicky Walter has been able to provide four hours of Literacy Support to a select group of Year 9 and 10 students. These students have been identified using the PAT's and e-asTTle Reading and Writing tests and teacher professional judgement. We identified students who were achieving below expected standards but not significantly below. These students were then Probe tested and this will be used as base line data to monitor progress. Nicky is working with seven Year 9 students and 5 Year 10 students. Each group receives two hours support per week. Parents have been informed of this support and students are expected to complete additional work at home.

Progress as at September 2012: e-asTTle Reading Test

The focus group has now been retested under more acceptable conditions. Students were spoken to at the beginning of the test, pointing out how important these tests were and why it was necessary to test them. The Year 9 group now show much more positive results with four of the students improving one or more subsets. Most of the rest of the group have improved their score and are now closer to the next subset. The Year 10 group also shows much more positive results two of the eight improving one or more subsets, with the rest improving their score and are now closer to the next subset.

The reasons for these improvements are that many of their teachers are focussing on these students in their class in an endeavour to improve their literacy. Some of the strategies used include skimming and scanning, inference activities, finding and locating information, and understanding of text.

Four of the Pasifika students in Year 9 and three in Year 10 are working with Sandra Morris. She has been concentrating on structures of essay writing and assisting them with their assessments. In the second half of this term she is going to concentrate on inference as a skill.

Review of Literacy

Last term we conducted a review with all of the Heads of Faculty and the results from this will also be available for the next Board Meeting. We are currently collecting Student Voice on current Literacy Practice. We will use all this information to create a report that will be presented to SMT and then staff. We are still working on this report.

Yr 9 and 10 Literacy Support

Nicky Walter is continuing to work with these groups of students. She is currently looking at working with some of these students in class as opposed to removing them.

Progress as at November 2012: Sue Grant and Louise Buckley have recently completed a report on the Literacy Review and subsequent recommendations for 2013. SMT has met with Sue to discuss these. The final documents will be published to HoF's and staff in the next few weeks and we will finalise planning for the Literacy initiative in 2013 after this.

Strategic Intent 3: Creating valuable members of society

Annual goal: Development of the House competition (Neil Harray):

- To create a uniform House competition throughout the year

Analysis of variance

Target met. A new house competition has been put in place for 2013. This will be implemented at the start of 2013.

Annual goal: Implementation of PB4L (Neil Harray):

The purpose of Katikati College's school wide discipline plan is to:

Work together as a school community to establish, encourage and maintain behaviour that will allow us to realise our school vision.

Analysis of variance

Target met. An outstanding PB4L program has been implemented for 2013. A great deal of work was done by the 12 member PB4L team. Extensive consultation and development was carried with staff and students of Katikati College. "ARC" – Aspiration, Responsibility and Citizenship was launched at the start of 2013. This has been an amazing experience and at the time of writing has shifted the culture among staff and students at Katikati College.

Evidence to support analysis

Pages 19-27 will provide an overview of the ARC program

NCEA – 2012 results and analysis

Unless otherwise stated the results are shown as percentages.

An overview KKC 2012

	Participation	Roll	National averages 2011 (National 2012 results NA)
Level 1	81.3	69.9	76
Literacy		93.1	87.3 (decile 6)
Numeracy		82.6	89.7 (decile 6)
Level 2	79.6	67.8	81
Level 3	72.1	55.1	74
U.E.	67.6	51.7	62

Participation- this reflects students on our roll at the end of the year who were undertaking sufficient credits to gain a qualification

Roll based- this reflects all students on our roll as of July 1st. So these stats are lower as they include:

1. Exchange students
2. Students who left KKC prior to undertaking the November exams
3. Multi- level students who were not sitting enough credits at one level to gain the qualification

Endorsements	KKC	National 2011
Year 11 with merit	32	33
With excellence	9	13
Year 12 with merit	29.6	22
With excellence	8.3	7.8
Year 13 with merit	30.3	23
With excellence	9	7

Māori Achievement

	KKC 2012	KKC 2011	KKC 2010	KKC 2009	National 2011
Level 1	58.8	47.6	62.5	50	62
Level 2	58.3	100	77.8	75	72.4
Level 3	50	83	50	60	62.9
U.E.	50	33			

Endorsements

	Merit- number not %	Excellence
Level 1 (10 students)	3	-
Level 2 (3 students)	-	-
Level 3 (0 students)	-	-

Year 11 Results

The results are compared to National Decile 6 schools. They show results for students from Year 11.

NCEA Level 1	2012 KKC	2011 KKC	2010 KKC	Decile 6 schools 2011
Level 1 Overall pass rate	81.3	71.4	84	74.4
Achieved with merit	32	38	26.4	31
Achieved with excellence	9	9.5	8.2	9
Males:				
Achieved with merit	27.1	30.8	14.3	26.5
Achieved with excellence	6.3	1.9	8.2	6.1
Females:				
Achieved with merit	36.5	46.5	36.1	34
Achieved with excellence	11.5	18.6	8.2	11

This cohort have performed well. Academic Coaching, identifying students who would be borderline in gaining Level 1 and speaking with them individually to motivate them to achieve, has certainly raised the overall pass rate.

The percentage of girls gaining merit and excellence endorsement is significantly higher than male students. This trend of girls performing well academically is noticeable in many areas of KKC.

The following students gained a Certificate Endorsed with Excellence:

Jason Palmer, Karla Clarke, Basant Singh, Alice Drake, Gina Swanney, Alex Junger, Zoe D'Ath and Celeste Calway.

Year 12 Results

The following tracks our current Yr. 12 cohort over the two years they have undertaken NCEA.

Level 2 2012 KKC	Level 1 2011 KKC
79.6	75.4

The results are percentages and compared to National Decile 6 schools. They show results for students from Year 12.

NCEA Level 2	2012 KKC	2011 KKC	2010 KKC	Decile 6 schools 2011
Overall pass rate	79.6	90.2	89.4	82
Achieved with merit	29.6	24	25	18
Achieved with excellence	8.3	7.6	5.3	4.8
Males:				
Achieved with merit	23.4	13	25.6	15
Achieved with excellence	1.6	5	5.1	3.3
Females:				
Achieved with merit	36.5	31.5	24.3	21
Achieved with excellence	11.5	9	5.4	6

These pass rates show an increase from their attainment at Level 1. Academic Coaching again targeted some students who were borderline and motivating them to gain Level 2. It is pleasing that this group have had continued and improved success over their two NCEA years.

The following students gained a Certificate Endorsed with Excellence:

Jolene Anthony, Tara Body, Abby Eagle, Morgan Jack, Stanton Kindley, Savana Woodcock, Nicki Shaw and Rebecca Jones.

Year 13 Results

The following tracks our current Yr. 13 cohort over the three years they have undertaken NCEA.

Level 3 2012 KKC	Level 2 2011	Level 1 2010
72.1	90.2	84.7

The results are percentages and compared to National decile 6 schools. They show results for students from Year 13.

NCEA Level 3	2012 KKC	2011 KKC	Decile 6 schools 2011
Level 3 Overall pass rate	72.1	78.8	74.8
Achieved with merit	33.3	16	20
Achieved with excellence	9	1	4.5
Males:			
Achieved with merit	20.5	24	16
Achieved with excellence	7.7	4	4.7
Females:			
Achieved with merit	38	33	23
Achieved with excellence	10	0	4

Through Academic Coaching it has become clear that a significant number of our Year 13 students do not take a full NCEA Level 3 course. In 2012 58.9% of the cohort took a full Level 3 programme of five subjects, 14.4% took four Level 3 subjects and 18.9% took three.

When students do not undertake five Level 3 subjects this restricts the number of credits available to them and affects their potential to gain this qualification. A lot of time is spent through Academic Coaching to track and monitor this however it is having an effect on our overall statistics.

The following student gained a Certificate Endorsed with Excellence:

Hayley Sherriff, Rebecca Whalley and Toby Hendy

Scholarship

These statistics are **actual student numbers**, not percentages

	2012		2011		2010		2009		2008	
	Entered	Gained	Entered	Gained	Entered	Gained	Entered	Gained	Entered	Gained
Totals		7	28	1	34	9	45	12	26	1
Subjects										
Biology		2 (1out)	2 (1SNA)	0	4	0	3	1		
English		1	3	1	6	3	6	2		
History			2	0			4	1		
Calculus			6	0	6	1	4	1		
Physics		2	6	0	4	2	4	3		
Stats			4	0	2	2	5	4		
Drama					4	0				
Geography		2			2	0				
Chemistry			1	0	1	0				
Phys Ed					3	1				
Science			2	0	2	0				
Music			1	0						
Classical Studies			1	0						



KKC Comparison for Māori achievement

KKC	2012	2011	2010	2009	2008	Decile 6
Level 1 Male (5 students)	50	36%	54.5	66.7	-	56
Female (5 students)	71.4	37.5	80	37.5	55.6	60
Level 2 Male (5 students)	76.9	100	100	-	50	66
Female (2 students)	75	100	60	75	75	73
Level 3 Male (1 students)	100	50	-	50	100	58
Female (0 students)		100	50	66.7	50	63

Pasifika Achievement

	2012	2011	KKC 2010	KKC 2009	National 2011
Level 1 (2 students)	40 (male 50% female 33.3%)	-	80	50	57
Level 2 (4 students)	25 (male 100% female 50%)	100	100	100	69
Level 3 (3 students)	-	50	-	50	59

Top performing Pasifika students:

Year 11: Robert Suaia, Tonga Iunisi

Year 12: Alisi Lutui

Year 13: Seini Kava

When considering this analysis it is again difficult to make generalisations due to low student numbers. However, the number of Pasifika students at KKC is increasing so it will be interesting to track any trends.

The National Pasifika Education Plan for 2009-2012 aims to:

1. Ensure Pasifika learners show improved achievement in literacy and numeracy in relation to National Standards, NCEA and University Entrance
2. Increase the quality of teaching and school leadership for Pasifika learners and families
3. Increase effective engagement between Pasifika parents/ families and teachers/ schools

National Standards

NAG2A (b)(i) Areas of strength

National Standard subject: Reading Writing Maths

Discussion:

Reading continues to be an area of strength with 74% of learners achieving at or above the standard. Māori achievement improved from 47% of Year 7 & 8 learners achieving at or above the standard in 2011 to 58% in 2012. Pasifika student numbers achieving the standard also increased from 1/18 in 2011 to 6/16 in 2012. The achievement of males also improved in relation to females.

The cohort data also shows a small improvement in the percentage of students achieving at or above the standard from Year 7 to Year 8 (4.5 %).

Writing has shown considerable improvement in terms of the progress made by students. The Year 7 cohort in 2011 has shown clear improvement by the end of Year 8 2012. Those achieving at or above the standard have increased by 11% and the percentage of students well below the standard has decreased by 12%. Māori achievement has also improved with 43% now achieving at or above the standard compared to 29% in 2011. Pasifika achievement has also improved. In 2011 ten of the eleven students were well below the standard. This has now dropped to two and one student is now at the standard. The achievement of males has also improved.

Maths has also shown improvement. The overall percentage of students achieving at or above the standard in Years 7 & 8 2012 has increased to 50% with nearly 28% of students achieving above the standard. The percentage of students well below the standard has decreased by 7%. While the percentage of Māori students achieving at or above the standard has not really changed there is pleasing improvement in the reduced percentage (nearly 10%) of students achieving well below the standard. There has also been a significant reduction in the number of Pasifika students well below the standard from 11 students in 2011 to 3 students in 2012. The Year 7 cohort in 2011 has also made sound progress with an increase in those achieving at or above the standard of 7% to 50%. There is also a significant drop (13%) in the percentage of students well below the standard and an increase in students above the standard of 17%. Although the percentage of Māori students at or above the standard has not shifted significantly there has been a very pleasing 24% reduction in those achieving well below the standard. This pattern is also reflected in Pasifika achievement with the numbers of those achieving well below the standard in 2011 dropping from 6 to two in 2012. The achievement of male students well below the standard in 2011 has also improved with a 12% reduction in 2012.

NAG2A (b)(i) Areas for improvement

National Standard subject: Reading Writing Mathematics

Discussion:

Reading: Currently there are no Pasifika students achieving above the standard and although Māori achievement at the standard is less than 1% below the overall proportion there is still a 15% difference in achievement above the standard.

Writing: Continues to be an area requiring improvement. Although the proportion of students achieving well below the standard has halved (18% in 2011 to 9% in 2012) the

overall percentage of students below the standard has not changed - the most significant shift being from well below to below the standard. The proportion of students achieving above the standard has also decreased. There are also still considerable disparities between female and male achievement with males still overrepresented well below (12%) and below the standard (55%) in relation to females (6% and 33% respectively). Although there is now representation of Māori students above the standard (5%) and the percentages achieving at and below the standard are commensurate with European figures the percentage of Māori achieving well below the standard has increased from 15% to 21%. Pasifika achievement has shown some improvement, in particular, the movement of students from well below to below the standard. We now need to move students at Year 8 from below to at the standard to continue the shifts at Year 7 2012.

Although teaching and learning can be improved in Writing this has been the focus of extensive PLD over the last year and while considerable progress has been made there is still a need to develop teacher skills in making judgements within the context of the classroom. We may be making OTJ's that are still too "low" within the wider schooling context. It remains of real concern that there is currently little in place to moderate teacher judgements nationally. We look forward to the progress of the PACTool to help us with this.

Maths: The improved achievement of Māori, Pasifika and male students from well below to below presents a challenge for us to take the next step and work to improve their achievement from below the standard to at the standard.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion: End of Year OTJ's were the main source of information for our identification for the purposes of this report. We have also considered our internal mid year OTJ's as a point of comparison. Our self review process will gather teacher feedback and further evaluation in Week 5 of Term 1 and this will be used to refine areas for improvement into targets. We have also considered findings and recommendations from the review of our Literacy PLD for 2012. This also included both teacher and student voice, teacher observation and sampling of student work.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

- On going PLD on the teaching and assessment of writing with a focus around consistency of judgements for Term 1 2013
- Improving moderation practices - both in school and in local clusters
- Continuing involvement with the National Monitoring project
- Involvement in the trial of the PACT tool for Term 1 2013 (we hope)
- Identification of Priority Learners in Year 7 & 8 classes and a specific faculty goal to improve their achievement using a teaching inquiry model (TBC once we have completed our self review process)
- Identification of an appraisal goal for each teacher relating to teaching practice supporting the inquiry
- The development of new rubrics to guide teachers and students
- Trialling NZCERSmartwriter with our students below the standard in writing

Positive Behaviour for Learning



“Ever trying ever onward”
“Whaia te matauranga ake tonu atu”

School-wide Positive Behaviour for Learning (PB4L) at Katikati College

This booklet is for use by all staff involved with Katikati College. It sets out information to do with PB4L, the processes and systems to be used by staff.

Vision Statement

Katikati College will provide meaningful learning opportunities to inspire all students to reach their full potential as valuable members of society

Introduction

The most powerful tool we have at our disposal for teaching appropriate behaviour is the feedback we give students when they do and do not meet our expectations. If we do not consistently recognise those behaviours we expect, then we cannot continue to expect them. It is equally important to understand that if we do not consistently recognise those behaviours we do not expect, then we cannot expect that they will change. Consistently addressing students when they do, and do not, meet our behaviour expectations will increase compliance, provide them with greater structure, and clarify expected behaviour. The objective is not necessarily to get tough, but to **get real.**

The feedback we provide occurs within the context of a relationship; the better the relationship the more effective the feedback. Students may not remember what we teach them but they will remember how we teach them.

Together, through consistency and positive relationships, we will improve the behaviour of all students.

Thank you,

The PB4L Team.

Louise Buckley

Peter Besley

Neil Harray

Sandy Kindley

Hamish Carr

Philip Cranston

Barb Jacobson

Vanessa Moodie

Hilary Johnson

Wendy Fleming

Mat Kindley



ASPIRATION

Dream big, plan ahead

Better than before

Take action

RESPONSIBILITY

Own your actions

Follow instructions

**Be in the right place
at the right time**

CITIZENSHIP


Take care of your school


Take care of others


Play your part, get involved




	All Settings	Fields / Courts	Quads and around buildings	Bus	Library	Toilets	Walkways and Corridors	ICT Rooms
Aspiration	<ul style="list-style-type: none"> • Dream big, plan ahead • Better than before • Take Action 	Create a safe and inclusive game		Leave a good impression	Make positive use of the resources and learning opportunities		Plan the shortest safe route	Leave the room in a better state than it was
Responsibility	<ul style="list-style-type: none"> • Own your actions • Follow instructions • Be in right place at the right time 	Stay on school grounds Report unsafe activities /accidents	It's a speaking zone It's a walking zone	Line up sensibly Only board bus when stopped Stay seated It's a speaking zone	It's a quiet and settled space	Use during breaks if possible Have permission if going during class time. Use good hygiene	It's a speaking zone Walk quietly Keep to the left Open and close doors quietly	Protect your password Only access school approved sites Only access information relevant to the lesson
Citizenship	<ul style="list-style-type: none"> • Take care of your school • Take care of others • Play your part, get involved 	Where sports are played its an active zone Ball sports are okay		Follow the bus company rules Be mindful of fellow passengers and the public	Handle resources carefully	Leave toilets clean and tidy Report any damage to member of staff	Keep left Allow others to move freely	Use resources carefully Make positive use of the resources and learning opportunities Report any damage / malfunction to member of staff

Behaviours Leading to Consequences				Behaviours Leading to Recognition			
Stage 2	Stage 1	Stage 0		Stage 0	Stage 1	Stage 2	
Undermining the progress or future of others	Being negative about your progress or future	Apathy	ASPIRATION	Dream big, plan ahead	Being aware of future events and opportunities	Having a plan for future events and opportunities	Taking initiative with regard to future events and opportunities
Avoiding work / opportunities	Continuing to make the same mistakes	Doing the bare minimum		Better than before	Persevering with tasks Learning from mistakes	Acting on advice to build on progress	Seeking advice or opportunities to build on progress
Undermining the progress of others	Letting others down	Letting yourself down		Take action	Meeting commitments	Showing initiative	Leading the way
Avoiding or not completing sanctions Defiance	Denying actions	Making excuses Blaming others Meddling or interfering in others' business	RESPONSIBILITY	Own your actions	Accepting your mistakes	Putting things right, under direction, when you make a mistake	Independently putting things right when you make a mistake
Defiantly ignoring instructions, responsibilities or routines	Deliberately ignoring instructions, responsibilities or routines	Having to be reminded about instructions, responsibilities or routines		Follow instructions	Doing what you are told when you are told	Independently doing what is required of you	Applying initiative to instructions, routines or responsibilities
Truant Off-site Refusing to be removed from class	Late to class Leaving early	Out of bounds at interval/lunch Trying to leave early		Be in the right place at the right time	Present and on time	Consistently present and on time	Outstanding attendance and punctuality record
Permanent damage that requires other people or resources to fix	Damage or litter that requires others to fix or clean up	Damage or litter that can be fixed straight away Inappropriate use of equipment		Take care of your school	Cleaning up after others in classroom Using equipment appropriately and returning it on time	Voluntarily cleaning up after others in a public space Voluntarily reporting any problems with equipment	Voluntarily cleaning up after others in a public space on a large scale
Verbally or physically abusing others Bullying Interacting in a way which could offend or hurt others	Putting others down Using inappropriate language or actions towards others Disruption of other classes or activities	Using inappropriate tone or language Distracting other classes or activities	CITIZENSHIP	Take care of others	Showing tolerance of others Use polite language and tone	Showing sensitivity towards others' needs	Involving a staff member when concerned about others
• Undermining the success or participation of others	• Undermining a school event	• Poor participation in school activities		Play your part, get involved	• Taking part in compulsory events within school time	• Taking part in extra-curricular events in own time	• Initiating, running or coaching extra-curricular events in their own time

Kete of Consequences				Kete of Recognition			
Stage 2	Stage 1	Stage 0		Stage 0	Stage 1	Stage 2	
<ul style="list-style-type: none"> Teacher sends a letter to parents/caregivers Parent is requested to attend parent-teacher interview Parent is requested to attend school with student Student meets with Dean to create "Dream Plan" Shelley's letter or sheet Appointment with parents Appointment with counsellor 	<ul style="list-style-type: none"> Student completes a personal goal sheet Student participates in a school activity agreed to with teacher Student completes a written 'I' statement Teacher telephones parents/caregivers Appointment with careers counselor Student writes a letter to the Dean requesting academic counseling Student attends agreed tutorials/academic catch-up Student is referred to a detention to relearn appropriate behaviour Student writes letter home to parents, outlining behaviour and what they will do better Student resubmits work which has been judged to be less than their best Student prepares a study plan 	<ul style="list-style-type: none"> Discussion with student regarding aspiration Student tasked with reflection 	ASPIRATION	Dream big, plan ahead Better than before Take action	<ul style="list-style-type: none"> Verbal or non-verbal acknowledgement or praise 	<ul style="list-style-type: none"> Teachers stamp BTB card each time Stage 1 behaviour is observed. A full BTB card is recorded by the form teacher and an ARC card issued. The full BTB Card is then entered by the student into a regular prize draw (prizes vary according to level and are changed regularly.) 	<ul style="list-style-type: none"> Teacher issues a ARC Card. Student shows this to form teacher who endorses and enters recognition on KAMAR 10 ARC Cards results in a letter home from the form teacher and KAMAR entry 25 ARC Cards results in a letter home from the Dean plus a badge and KAMAR entry 50 ARC Cards results in a letter home from SMT plus a badge and KAMAR entry 100 ARC Cards results in a letter home from the Principal plus a badge and KAMAR entry

Kete of Consequences				Kete of Recognition			
Stage 2	Stage 1	Stage 0		Stage 0	Stage 1	Stage 2	
<ul style="list-style-type: none"> • Student is transferred for a period to a class with a buddy teacher or a teacher within the Faculty • Student writes and submits a written contract to change behaviour to expected standard • Student makes up lost time at after school Duty Dean detention (escalates to Saturday a.m. SMT detention) • Student is withdrawn to Duty Dean/SMT • Student makes a public apology • Withdrawal of an appropriate privilege, e.g. limiting areas of access, banned from school event, eating lunch in a certain area, no electronic gizmos 	<ul style="list-style-type: none"> • Student makes a verbal commitment/agreement to make change • Student makes up lost time with teacher • Student demonstrates and/or practises knowledge of routines/rules • Teacher telephones parents/caregivers • Student is referred to a restart class to relearn appropriate behaviour • Student makes up lost time at Faculty detention • Student is sent out of class for 5 minutes to reflect on behaviour, settle down and return with expected behaviour in place 	<ul style="list-style-type: none"> • Discussion with student regarding responsibility • Apology-verbal or written from student (may involve a restorative chat) 	RESPONSIBILITY	<p>Own your actions</p> <p>Follow instructions</p> <p>Be in the right place at the right time</p>	<ul style="list-style-type: none"> • Verbal or non-verbal acknowledgement or praise 	<ul style="list-style-type: none"> • Teachers stamp BTB card each time Stage 1 behaviour is observed. • A full BTB card is recorded by the form teacher and an ARC card issued. The full BTB Card is then entered by the student into a regular prize draw (prizes vary according to level and are changed regularly.) 	<ul style="list-style-type: none"> • Teacher issues a ARC Card. Student shows this to form teacher who endorses and enters recognition on KAMAR • 10 ARC Cards results in a letter home from the form teacher and KAMAR entry • 25 ARC Cards results in a letter home from the Dean plus a badge and KAMAR entry • 50 ARC Cards results in a letter home from SMT plus a badge and KAMAR entry • 100 ARC Cards results in a letter home from the Principal plus a badge and KAMAR entry

Kete of Consequences				Kete of Recognition			
Stage 2	Stage 1	Stage 0		Stage 0	Stage 1	Stage 2	
<ul style="list-style-type: none"> • Clean off graffiti • Fix up property • Clean windows or equipment • Supervise an activity/games 	<ul style="list-style-type: none"> • Pick up litter for a sustained period • Help a teacher/adult e.g. clean room, wipe down keyboards, clean classroom equipment, do dishes, do filing • Organise school equipment/ resources • Involvement in a school project e.g. a vegetable garden, school beautification project • Student is referred to a restart class to relearn appropriate behaviour 	<ul style="list-style-type: none"> • Apology-verbal or written from student (may involve a restorative chat) • Pick up litter for a short period 	CITIZENSHIP	<p>Take care of your school</p> <p>Take care of others</p> <p>Play your part, get involved</p>	<ul style="list-style-type: none"> • Verbal or non-verbal acknowledgement or praise 	<ul style="list-style-type: none"> • Teachers stamp BTB card each time Stage 1 behaviour is observed. • A full BTB card is recorded by the form teacher and an ARC card issued. The full BTB Card is then entered by the student into a regular prize draw (prizes vary according to level and are changed regularly.) 	<ul style="list-style-type: none"> • Teacher issues a ARC Card. Student shows this to form teacher who endorses and enters recognition on KAMAR • 10 ARC Cards results in a letter home from the form teacher and KAMAR entry • 25 ARC Cards results in a letter home from the Dean plus a badge and KAMAR entry • 50 ARC Cards results in a letter home from SMT plus a badge and KAMAR entry • 100 ARC Cards results in a letter home from the Principal plus a badge and KAMAR entry

Dealing with behaviours

When dealing with ALL behavioural incidents keep the following in mind:

- **Calm, immediate response.** The disruptive influence of the teacher's response should be no greater than the disruption of the student. Angry responses from staff create tension and increase the likelihood of disobedient and disruptive behaviour. A calm immediate response has a positive effect. Use a professional and composed voice tone and volume.
- **Consistent.** Inappropriate behaviour occurs in all school settings and therefore, all staff need to respond reliably. When we consistently uphold our expectations, limit-testing behaviour is diminished and fewer incidents of correction need to occur. It is less important what the response is, than that something is consistently done when student behaviour does not reflect the standard. Consistency is the key to changing behaviour.
- **Specific, yet brief.** Specific descriptions of the behaviour and expectations help students know exactly what is expected. With specific descriptions, you are using the inappropriate behaviour as an incidental teaching opportunity. While specificity is essential to change behaviour, brevity is also important. Lectures often turn into scolding and do not hold the child's/young person's attention. Be short and concise, and then disengage quickly.
- **Quiet, respectful contact with the student.** First, make quiet contact with the student, securing their attention. Talk with them in close proximity to ensure privacy and respect. Use their name, pleasant voice tone, and convey your interest in them personally and your desire to help them to be successful. Private, quiet, personal contact will help with compliance as well as relationships.

The following strategies are very simple, unobtrusive (e.g., they do not embarrass or identify the student) and they can be carried out quickly during the instruction of an activity. These strategies work best when, after pausing for the student to demonstrate the desired behaviour, teachers remember to praise them for exhibiting that desired behaviour.