

## Logan Park High School Analysis of Variance 2022 on our Strategic Direction Annual Plan

### Student Achievement Targets for 2022

#### **Over 90% of students gain Level 1 Literacy and Numeracy**

Literacy	LPHS 88%	National 82%	Decile 7 90%
Numeracy	LPHS 82%	National 81%	Decile 7 89%

<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for the variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>Identified those at risk of not getting level 1 Literacy and Numeracy across the year.</p> <p>Provided targeted support – class teachers (English, Maths, Science), study teachers – where students could opt in to the option, homework club, Kahui Ako / Literacy / Numeracy teachers working with targeted students.</p> <p>Also used Catch up time during Senior school exams to work with individual students.</p>	<p>A number of students were supported to achieve the Literacy / Numeracy 10 credit requirement.</p> <p>We are slightly below our targets in Literacy and below numeracy targets</p>	<p>Attendance – is the significant barrier for some at risk students</p> <p>Significant literacy / numeracy gaps are difficult to address and some students require 2 years working on the Level 1 standards</p> <p>Numeracy is more challenging for students to achieve if they don't have the Number skills</p>	<p>The new NCEA changes mean we are evaluating the new Literacy / Numeracy standards and the implications these will have for our students.</p> <p>We were in the trial for the new Numeracy standards in 2022</p> <p>Additional Numeracy teacher time was given for 2022 to track and support students and it continues to be a focus. It was also the focus of a Kahui Ako role focussed on Literacy. For 2023 we are continuing to resource both Numeracy / Literacy support.</p>

## Over 80% of students gain Level 1 and 2 NCEA

L1 LPHS 74% Maori 48% Pasifika 50% National 65% Decile 7 75%  
 L2 LPHS 78% Maori 76% Pasifika - % National 75% Decile 7 83%

<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for the variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>While we didn't meet our target, we were higher than the national results in both Level 1 and 2.</p> <p>We had a continued focus in all Departments on effective pedagogy.</p>	<p>Regular reporting to whanau – Weekly Feedback Level 1, Cause for Concern reports, full academic reports with next steps. Targeted Study support Yr 11 and Yr 12 classes. Homework club. All Maori Pasifika students identified Term 1 with teachers focussed on strength based strategies around Attendance, Retention, Engagement, Achievement. (AREA). Teachers complete end of semester 1 and 2 profiles. Use of Pasifika Homework club. Kahui Ako roles and resourcing.</p>	<p>Maori results were lower at Level 1 but higher at Level 2. (see 'Further Commentary' below of Level 1).</p> <p>We will continue focusing on Maori achievement with the AREA focus and Departmental focus.</p>	<p>Rollout of new NCEA standards (L1 2024) and redesigning of courses is intended to have a positive impact on learning, engagement and achievement.</p> <p>Fewer standards – more time, reduced stress for students, whanau and teachers.</p>

**60% of Year 13 students gain Level 3 NCEA and University Entrance; and remainder gain Level 2**

Y13 L3	LPHS 68%	Maori 68%	Pasifika 100%	National 68%	Decile 7 76%
Y13 UE	LPHS 62%	Maori 53%	Pasifika 33%	National 50%	Decile 7 60%

<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for the variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>Met the target at both levels.</p> <p>Teachers worked with students towards the UE target. Some students were satisfied with Level 3 only.</p> <p>Logan Park Summer School also continues to be successful – especially in the Covid-disrupted environment over the past 3 years.</p>	<p>Extensions of deadlines and additional support and flexibility for students were all important.</p> <p>Used Cause for Concern reports and Deans interventions for at risk students</p> <p>Use of Summer School for some Logan Park students to finish off their UE</p>	<p>We will continued to focus on Maori students – particularly for UE</p>	<p>Continue with culturally responsive pedagogy</p> <p>Continue Departments focus on high engagement and achievement rates</p> <p>Continue education re the requirements for University Entrance – number of credits, Literacy / Numeracy requirements etc</p>

**50% of students gaining NCEA gain NCEA Endorsements**

L1 Endorsements	LPHS 68%	National 51%	Decile 7 53%
L2 Endorsements	LPHS 59%	National 41%	Decile 7 42%
L3 Endorsements	LPHS 54%	National 41%	Decile 7 43%

<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for the variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
We maintained a pleasing record of endorsements at all levels	Students and teachers remain committed to being ambitious for their best NCEA	Students supported and extended	Continue Dept focus

## Students gain over 20 NZQA Scholarships

LPHS 20 NZQA Scholarships across 9 subjects including 2 Outstanding Scholarships.  
(above national average)

<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for the variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>Scholarship tutorials offered onsite in most subjects by our teachers</p> <p>Senior students (with teacher support) also organised their own Scholarship tutorials and support groups – Physics and Biology in particular saw student led tutorials weekly in the Whare with 10 or more students attending weekly. 2 students did most of the teaching / facilitating in both Physics and Biology. We have interviewed the students and will continue to support student led initiatives.</p>	<p>14 students won the scholarships in 9 subjects including 1 Maori student.</p> <p>Scholarships were awarded in the following subjects:</p> <ul style="list-style-type: none"> <li>English 4</li> <li>Calculus 4</li> <li>Biology 4</li> <li>Physics 2</li> <li>History 2</li> <li>Chemistry 1</li> <li>Statistics 1</li> <li>Painting 1</li> <li>Photography 1</li> </ul> <p>Outstanding Scholarships in Physics and Chemistry.</p>		<p>Continue with Scholarship tutorials. Continue to explore student led Scholarship groups and respond to student voice.</p> <p>Continue the Extension focus in all Departments at all levels for 2023.</p>

## All Maori Pasifika students supported for attendance, retention, engagement and achievement

All Maori and Pasifika students supported with AREA profiles completed twice yearly.

<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for the variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>Identified all Maori Pasifika students Term 1 and all teachers focussed on strength based relationships</p> <p>Continued focus on Culturally responsive pedagogy. Continued focus on Te Ao Maori and visual representation in our Kura</p> <p>Cultural Narrative received from Kai Tahu. Building relationships with iwi and whanau</p> <p>Continued support / resourcing Kapa Haka and Kahui Ako Cultural support role</p>	<p>Maori and Pasifika Prefect roles</p> <p>Homework Club in whare</p> <p>Teacher only days with a focus on Te Ao Maori &amp; Mataurganga Maori for all staff</p> <p>Staff learning more Te Reo and tikanga</p> <p>Te Wiki o Te Reo Maori celebrated with a range of student led events</p> <p>Manu Korero speaker supported by Kapa Haka</p> <p>Maori and Pasifika scholarships targeted and achieved. One Maori student was instrumental in the weekly Physics student led scholarship tutorials.</p> <p>Relationships with whanau a priority – Deans interviews / meetings</p>	<p>We need to continue to drill down into some of the systemic structures and barriers affecting Maori / Pasifika students.</p> <p>We need to continue to build a more culturally responsive Kura.</p>	<p>Unpacking our Cultural Narrative.</p> <p>Cultural Narrative shared with all Departments and staff.</p> <p>Cultural Narrative shared with students as part of Social Studies course and our Orientation programme.</p> <p>Whanau Hui continue</p> <p>Continue strengthening relationships – Board / School / Iwi – Mana whenua</p> <p>Continue schoolwide commitment to enacting <i>Te Ti Riti o Waitangi</i></p> <p>Continue visibility and representation – Prefects, student/whanau led initiatives, Park Press, Website, Kapa Haka visibility</p>

## Over 95% of junior students achieve Junior Diploma

Junior Diploma - 301 students out of 315 gained Junior Diploma which is 96%

<b>Actions</b> <b>What did we do?</b>	<b>Outcomes</b> <b>What happened?</b>	<b>Reasons for the variance</b> <b>Why did it happen?</b>	<b>Evaluation</b> <b>Where to next?</b>
<p>Met the target. Focus on our shared learning and engagement expectations for all Logan Park learners.</p> <p>Weekly Feedback on our shared expectations for Learning.</p> <p>Parents / whanau continue to be engaged and supportive – (approx. 75% of parents of our 480 Yr 9-11 students) are checking Weekly Feedback in the portal or app in first 3 days it is released.</p> <p>Core Meetings – RTLB and Learning Support Co-ordinator useful with sharing strategies with teachers</p>	<p>Most students are developing and displaying good attitudes to learning</p> <p>Deans / Learning Support Co-ordinator / Counsellor / Senior Leadership Team able to intervene with at-risk students / whanau with regular Weekly Feedback and a focus on effective learning dispositions</p> <p>Learning Support Co-ordinator has been influential and effective in working with individual students and whanau</p> <p>We moved to a more coherent merging of Weekly Feedback with Junior Diploma where Weekly Feedback and Group teacher holistic judgements informed Junior Diploma grades</p>	<p>Some students have significant behavioural or attendance or mental health challenges which make engaging and achieving with their learning very difficult.</p> <p>We continue to exhaust all possibilities to support students and whanau.</p> <p>Use of off-site programs for some students has been effective in re-engaging students</p>	<p>We may re-evaluate the whole place of Junior Diploma once Curriculum refresh and NCEA changes and Departments revising programmes of learning – implemented.</p> <p>We would consult students, staff and whanau.</p> <p>In the meantime Junior Diploma and Weekly Feedback continue to reinforce our values and allow us to track as well as communicate weekly with students / whanau</p>

**Further commentary:**

Looking closer at our Maori achievement in NCEA Year 11 or Level 1.

47.6% of Maori identified students got L1 NCEA.

This is 10 out of 21 students. The % numbers are based on start of the year enrolments.

6 of the 21 students were not enrolled for NCEA at all - they left school or were in the Learning Support Class.

In effect 10 out of 15 or 67% got an "achieved or better in NCEA Level 1"

The National average for Maori students was 52.5% and for Decile 7 Maori it was 64.1%.

Of the 10 students that passed Level 1

3 got L1 Endorsed with Excellence

4 got L1 Endorsed with Merit

3 got L1 NCEA

7/21 = 33% were at Merit or Excellence which is pleasing - a strong result



## Kahui Ako Vision: “Bringing Everyone Into the Learning Journey.”

### Target Groups:

- Māori /Pasifika ākonga
- Students at risk of underachieving (including a focus on literacy, health and wellbeing)
- Extension students

### 4 Strategic Goals reported on monthly to Board of Trustees.

#### Strategic Goal 1: Strengthen ākonga engagement and achievement

Target	ACTION	Specific Tasks	Monitoring Plan MEASURES / OUTCOMES Success Indicators	Responsibility	Analysis of Variance  Final
<b>Support and maintain high levels of student attendance (90%)</b>  <b>(covid and lockdowns dependent)</b>	Use our Student Management System and pastoral team effectively to monitor and follow up on attendance	Group teachers Deans Senior Management Admin support  Families/students/Group teachers and Deans notified daily re lateness and attendance  Otago Youth Wellness support	Attendance and lateness will be followed up in a timely way.  Whanau will be informed and we will work to support attendance and/or explore other pathways	SLT/Deans	<b>Average attendance rates 2022</b> <b>91% term 1</b> <b>87% term 2/3</b> <b>88% term 4</b>  <b>Impressive rates of attendance against all national data</b>

<b>Strategic Goal 1: Strengthen ākonga engagement and achievement (cont.)</b>					
<b>Target</b>	<b>ACTION</b>	<b>Specific Tasks</b>	<b>Monitoring Plan MEASURES / OUTCOMES Success Indicators</b>	<b>Responsibility</b>	<b>Analysis of Variance  Final</b>
<b>Support student and staff wellbeing</b>	<p>Increase counselling availability</p> <p>Collect student and staff voice on wellbeing</p>	Kahui Ako and wellbeing survey to establish needs and concerns	Students and staff feel supported	Counsellor Pastoral team	<b>Wellbeing survey completed and analysed. Kahui Ako role will focus on this area for 2023/24.</b>
<b>Plan for disruptions related to Covid and isolation (and long Covid) so students can stay engaged with learning</b>	All Departments / teachers able to support students online / remotely through isolation or lockdowns	Staff able to use relevant tools eg digital platforms/email eg Google classrooms to support learning	Students stay connected to teacher and learning and are able to reengage	All teachers	<b>Staff and students managed reasonably well in this environment. Equity issues and those students most at risk / disengaged were disadvantaged. We provide devices / physical work to a number of students.</b>

<b>Strategic Goal 1: Strengthen ākongā engagement and achievement (cont.)</b>					
<b>Target</b>	<b>ACTION</b>	<b>Specific Tasks</b>	<b>Monitoring Plan MEASURES / OUTCOMES Success Indicators</b>	<b>Responsibility</b>	<b>Analysis of Variance  Final</b>
<b>Analyse and act on data about engagement and achievement</b>	Identify and prioritise the ākongā groups to improve engagement	All Maori /Pasifika ākongā identified Term 1 and tracked across year	End of Semester 1 and 2– all AREA profiles completed including effective engagement strategies shared	All staff	<b>Achieved.</b>
		Students requiring additional learning supports are supported by classroom teachers.	Learning Support Co-ordinator advises staff Term 1 of Learning Support Register with strategies.	Learning Support Co-ordinator (supported by Literacy Kahui Ako role)	<b>Achieved.</b>
		Literacy at risk identified	Literacy list to all staff Term 1 with advice and strategies. SAC conditions and recommendations shared.		<b>Learning Register established and shared. Literacy list shared. SAC conditions shared.</b>
		Students identified as requiring extension. School-wide Extension programmes offered as well as individual programmes established for individual students.	HODs reporting on programmes  Kahui Ako position reporting on individuals overseen	HODs and Kahui Ako extension role  Dept MMA holders  MAW/AJW/WLK/ NDB/THW/	<b>Achieved. Extension opportunities and programmes provided and evaluated by HODs / students.</b>
		Literacy and Numeracy support identified – especially NCEA levels 1-3	Literacy Numeracy tracking	AP /HODs Student Support Team and Kahui Ako role	<b>Achieved.</b>
<b>Continue Departmental focus on extension of ākongā</b>	Whakatipu group options established 2022	Students supported to attend, engage and enjoy learning.	Improved attendance for these students Improved engagement Improved achievement And/or future pathways Improved use of ākongā /whanau voice	Student Support Team & Learning Support Co-ordinator and AP	<b>Trial successful for 2022. For 2023 these students are reintegrating into mainstream with TA support.</b>

<b>Strategic Goal 1: Strengthen ākonga engagement and achievement (cont.)</b>					
<b>Target</b>	<b>ACTION</b>	<b>Specific Tasks</b>	<b>Monitoring Plan MEASURES / OUTCOMES Success Indicators</b>	<b>Responsibility</b>	<b>Analysis of Variance  Final</b>
<b>Increase ākonga voice on what's working well and what could be improved</b>	Continued consultation with focus groups of students, staff and whanau around pastoral care, assessment/learning programmes and clubs / activities	Consultation with students	Regular reports to the staff and BOT	AP and Co-Principals	<b>Achieved and ongoing.</b>

**Strategic Goal 2: Continue to build effective teacher practice that enacts our values (or kaupapa) and is culturally responsive**

Annual TARGET	ACTION	Specific Tasks	Monitoring Plan MEASURES/OUTCOMES Success Indicators	Responsibility	Analysis of Variance  Final
<p><b>Kahui Ako Vision - “Bringing everyone into the learning journey”.</b></p> <p><b>Continue collaborations in Year 3 of Kahui Ako</b></p>	<p>Meet regularly with Kahui schools</p>	<p>Continue Kahui Kids collaborations to collect ākongā voice and shape Kahui direction. Some Departments eg History working on Aotearoa Histories and transitions from Primary / Intermediate</p>	<p>Closer relationships and communication with member schools of the Kahui Ako to better prepare for and support students</p>	<p>Kahui Ako teachers and Co-Principals</p>	<p><b>Achieved and ongoing.</b></p>
<p><b>Continue Professional Growth Cycles focused on effective relational pedagogy.</b></p> <p><b>Ensure every teacher has a professional and positive relationship with their students.</b></p> <p><b>The teachers show a responsive, caring, interested and inclusive approach to classroom teaching, so that students can experience successful learning engagements.</b></p>	<p>Teachers demonstrate their commitment to our values and the CODE and Professional STANDARDS and collect and respond to ākongā voice</p>	<p>Teachers demonstrate meeting the Code and Standards</p>	<p>In term 1 -2 Departments and teachers establish their learning direction reflecting the Strategic Plan and their own professional growth cycles</p>	<p>HODs and SLT</p>	<p><b>Achieved.</b></p>

**Strategic Goal 2: Continue to build effective teacher practice that enacts our values (or kaupapa) and is culturally responsive (cont.)**

Annual TARGET	ACTION	Specific Tasks	Monitoring Plan <b>MEASURES/OUTCOMES Success Indicators</b>	Responsibility	Analysis of Variance <b>Final</b>
<p><b>Continue to build culturally inclusive classrooms and encourage practices which are culturally responsive/inclusive</b></p>	<p>Teachers to implement evidence-based and relational strategies on Maori achieving success as Maori.</p> <p>Share our Cultural Narrative with all Departments</p>	<p>Collect, analyse and act on data about our Maori and Pasifika students' engagement with school, with their learning as well as their progress and qualifications</p> <p>AREA (attendance, retention, engagement, achievement) information collated end of semester 1 and 2 and shared with all staff</p> <p>NCEA focus on Matauranga Maori in all Depts</p> <p>Aotearoa Histories – schoolwide and Kahui Ako focus for programmes of learning</p> <p>Our Cultural Narrative is shared with all students in our Social Studies programme and included in Orientation programme</p>	<p>Next steps &amp; effective strategies identified and at-risk supported</p> <p>All Maori / Pasifika students are known by teachers</p> <p>Students and staff have an appreciation of 'our past and our place'</p>	<p>HODs All staff</p>	<p><b>Ongoing.</b></p>

**Strategic Goal 2: Continue to build effective teacher practice that enacts our values (or kaupapa) and is culturally responsive (cont.)**

Annual TARGET	ACTION	Specific Tasks	Monitoring Plan <b>MEASURES/OUTCOMES Success Indicators</b>	Responsibility	Analysis of Variance  Final
<b>Embed culturally responsive practices across the school</b>	<p>Strengthen Maori/Pasifika voice in school</p> <p>Kapa Haka supported with tutor, timetabling and resources</p> <p>Incorporate more tikanga Maori and te reo Maori in our classrooms and kura and website</p>	<p>Visibility with Prefects, Park Press, website, Assemblies, Prizegivings etc</p> <p>Manu Korero / Kapa Haka supported</p> <p>Te Wiki o te Reo Maori celebrated</p>	<p>Hui with Maori/Pasifika students and whanau</p> <p>Strengthen relationships with whanau and iwi</p> <p>Staff professional development</p>	Co-Principals and Tip Winiata Board	<b>Ongoing.</b>
<b>Making Te Ao Maori more explicit in environment, classrooms and our teaching practice and in our new website design</b>	<p>Every classroom will reflect Maori / Aotearoa visually.</p> <hr/> <p>The school environs / buildings will continue to reflect Maori/ Aotearoa with signage as appropriate</p>	<p>Images, posters, resources, language, signage, PE/Sports uniforms etc</p> <p>Website renewed</p> <p>Consultation at Board, Kahui Ako and SLT level with local iwi</p>	Co-constructing next steps for our kura	Co-Principals Board	<b>Ongoing</b>

**Strategic Goal 2: Continue to build effective teacher practice that enacts our values (or kaupapa) and is culturally responsive (cont.)**

Annual TARGET	ACTION	Specific Tasks	Monitoring Plan MEASURES/OUTCOMES Success Indicators	Responsibility	Analysis of Variance  Final
<b>Student voice and student consultation actively sought to inform decisions</b>	Senior management team will continue to liaise, support and develop regular systems with the student council representatives and other student leaders / prefects to be informed of student voice	Regular meetings throughout the year	Student voice and choice reflected in clubs, learning, activities	AP	<b>Achieved</b>



**Strategic Goal 3: Strengthen Logan Park’s reputation as an innovative school which meets individual student needs**

Annual TARGET	ACTION	Specific Tasks	Monitoring Plan MEASURES/OUTCOMES	Responsibility	Analysis of Variance  Final
<p><b>Identify students who are not making sufficient progress and adjust learning opportunities to help support acquisition of key foundational skills</b></p>	<p>Specific learning programmes designed to meet student need: Whakatipu Classes / Gateway / Secondary Tertiary / Forestry / ICS students / Learning Support Class / Careers</p> <p>Establish individual future focused pathways for students</p>	<p>LSU and Whakatipu and ICS students are engaged and learning</p>	<p>Improved engagement and attendance and self esteem</p> <p>Improved Achievement results – supported learning standards, driver’s licence, etc</p> <p>Learning support register</p>	<p>Co-Principals LSC Class teachers</p>	<p><b>Ongoing</b></p>

<b>Strategic Goal 3: Strengthen Logan Park's reputation as an innovative school which meets individual student needs (cont.)</b>					
<b>Annual TARGET</b>	<b>ACTION</b>	<b>Specific Tasks</b>	<b>Monitoring Plan MEASURES/OUTCOMES</b>	<b>Responsibility</b>	<b>Analysis of Variance</b>
					<b>Final</b>
<b>Continue to build partnerships within the education network and our community eg Kahui Ako, contributing schools, University of Otago, Polytechnic, NET NZ, Summer School</b>	Kahui Ako – 3 <sup>rd</sup> year - learning/achievement goals confirmed with resources allocated	As agreed by Kahui Ako	Membership of Kahui Ako and progress as per Kahui Ako plan  Students supported on their learning journey	Co-Principals	<b>Ongoing</b>
	Summer School offered for students			Board and SLT	<b>Ongoing</b>

#### Strategic Goal 4: Build Logan Park High School as a strong self-reviewing school

Annual TARGET	ACTION	Specific Tasks	Monitoring Plan <b>MEASURES/OUTCOMES</b>	Responsibility	Analysis of Variance
<b>NCEA review- and NZ curriculum refresh - planning for changes</b>	Schoolwide & Departmental Focus on 5 Principles (Wellbeing, Equity and Inclusion, Coherence, Pathways, Credibility - and 7 system shifts  Aotearoa Histories – and continue to review current Humanities/History programmes of learning	Teacher Only Days Department plans	Learning Programmes will reflect changes	HODs	<b>Ongoing</b>
<b>New Digital Technologies Curriculum Implementation and integrated across curriculum</b>	Review availability for all students  Review Department use of digital technologies curriculum and digital citizenship junior modules	HODs and Depts consultation	Planning continues for implementation	Co-Principals	<b>Ongoing</b>
<b>ERO new operating model Focus on Equity, Excellence and Wellbeing.</b>	Ongoing relationship with ERO reviewer  Raising outcomes for priority learners. Effective evaluation.	Attendance and engagement as a focus. Kahui Ako roles	Improved outcomes for priority learners  Build capacity, improve practice	Kahui Ako team and Co-Principals	<b>Ongoing</b>
<b>Strengthen relationship with Kai Tahu</b>	Cultural narrative received and planning next steps	Advice on progressing partnership	Mana whenua partnership reflected in our kura	Board /Co-Principals	<b>Ongoing</b>