



ELLESMERE COLLEGE

TE KĀRETI O WAIHORA

CARING · RESPONSIVE · CHALLENGING

Charter
2021

Ko Aoraki te maunga	Aoraki the sacred mountain
Ko Rakaia te awa	The waterways of Rakaia
Ko te Hāpua o Waihora	Ellesmere lagoon
Ko Taumutu te marae	Taumutu is the marae
Ko te Kāreti o Waihora te kura	Ellesmere College is the school
Tihei mauri ora!	Behold the breath of life!

School Haka

Torona Titaha – Titaha	Extended outwards
Piwaiwaka	The fantail
Piwaiwaka	It flies to and fro
Aue ka rere tāku manu ki Nuku Manaia	taking flight to Nuku Manaia
E rere whakarunga e rere whakararo	Upwards and downwards
Ki te awa Rakaia	To the Rakaia
Ki te hapua Waihora	To Ellesmere Lagoon
Ko te kete ika a Rakaihautu	The fish basket of Rakaihautu
Tū tangata, tū tangata, tū tangata	Stand tall
Aue, ko Ruahikihiki	Ruahikihiki
Te tipuna	The ancestor
Ko Ruahikihiki	Ruahikihiki
Te Tangata	The person
Ko Ruahikihiki	Ruahikihiki
Te Hapua	The extended family
Ngā Te Ruahikihiki	Ngai Te Ruahikihiki
Te mana, te wehi, te ihi e	The mana, the awe, the prestige
Aue hi	It is done

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Introduction

Located in the scenic rural landscape of small-town Leeston, Ellesmere College - Te Kāreti o Waihora is an innovative and inclusive educational community which provides a challenging and caring learning environment that enables and encourages all ākonga to be resilient and adaptable lifelong learners who enjoy exploring and positively contributing to an ever-changing world. We aim to empower our ākonga to lead rewarding, culturally rich, sustainable and fulfilling lives as active, independent and caring members of society in Aotearoa/New Zealand. The school is located in the takiwā of Te Taumutu Rūnunga and the school has actively worked to strengthen partnerships with Te Taumutu Rūnunga and with local papatipu marae. At the beginning of 2020, there were 588 ākonga enrolled. 13.3% of ākonga are Māori, 75.2% Pākehā/NZ European, 5.9% Asian (Mainly Philipino) and 3.3% Pasifika.

History of Ellesmere College – Te Kāreti o Waihora

Located in the takiwā of Te Taumutu Rūnunga, Southbridge District High School opened in the grounds of Southbridge School in 1903 and was housed in some of the primary school's buildings. The primary and district high school remained merged until 23rd October 1924 when buildings were destroyed by a suspicious fire. Southbridge District High School was rebuilt on the same site while the Southbridge School was rebuilt on the opposite side of the street. In 1981, Southbridge District High School was closed and Ellesmere College – Te Kāreti o Waihora was founded in Leeston.

The buildings which make up 95% of the school were built in Timaru in 1980 and transported to the present site in Leeston. During transportation one of the buildings came off the back of a truck as it crossed the Rakaia with the classroom ending up in the river. The school opened in February 1981 with a blessing from prominent Te Taumutu Rūnunga kaumātua and Ngai Tahu rangatira the late [Riki Te Mairaki Ellison](#). The school gym is named in his honour and at the time of his death, Matua Riki was a member of the Board of Governors. On opening day, the school was dedicated as a Marae by Riki Te Mairaki Ellison and for several decades it was believed that it was the only secondary school in the South Island to be opened and dedicated as a Marae. 23 staff and 380 foundation pupils started that year. Several of these foundation pupils are current staff members and members of the Board of Trustees. Over the past four decades, additional prefabricated buildings have been added to the school and the student body has grown to over 560 ākonga.

The school primarily serves the Leeston, Dunsandel, Doyleston and Southbridge communities. However, ākonga are drawn from a large enrolment zone which stretches between the Rakaia and Selwyn Rivers. A large number of ākonga live in the rural hinterland and are transported to school each day by school bus.

The school is staffed by committed and highly qualified professionals focused on delivering robust, challenging programmes that prepare ākonga to be successful adults of the future. There is a strong professional development focus for all staff, centred on professional inquiry approaches, and an understanding that all professional development includes evidence-based and culturally responsive and sustaining best practice. Such an approach ensures that national and local priorities for all ākonga are addressed.

The Board of Trustees recognises the importance of its role in raising student achievement and that school planning must focus on improving the standard of all learners, especially those who require more support. The Board supports the Ministry of Education focus on priority learners – Māori, Pasifika and those with special education needs. Such a focus reflects the school's commitment to recognising that 'one size fits all' is not appropriate in terms of educating the adults of the future. Our school welcomes diversity and aims to provide opportunities for all learners to learn and achieve in an inclusive and supportive environment.

In particular, the school recognises the special place of Tikanga Māori and Te Reo Māori in the curriculum and Te Ao Māori across the school. Ākonga requesting instruction in Tikanga Māori and Te Reo Māori are provided

for, as far as possible, within the school. Ngati Moki is our local marae at Taumutu which the school has strong connections to through ākongā and the Parent Whānau Committee, who were recognised for their work at the Selwyn Awards in 2018.

Ellesmere College – Te Kāreti o Waihora is a small school with a student population of approximately 580. However, Selwyn District is one of the fastest-growing districts in New Zealand and the school population is expected to grow over the coming years. The school has ample physical space to cope with this growth being located on generous grounds. The large amount of land which the school occupies also reinforces the rural feel of the school which is important to both ākongā and the local community.

The school sits at the heart of the vibrant rural Leeston District and is proud of being a local community school which works with and for its local community. Links are well established with local organisations such as the Selwyn District Council, the local medical centre, the Leeston Library, commercial interests and the various social agencies the school has relationships with. There is considerable interaction with the wider community during the day, and in the evening/weekends with several local clubs and organisations using the school as a meeting place. Parents, caregivers and volunteers are involved in many facets of school life and there is a strong Parent-Teacher Association and Whānau Committee.

Over the last 5 years, NCEA results have shown consistent improvement. These improvements have been supported through:

- Academic Tracking and Mentoring
- Engagement Reports
- Real-Time Assessment Feedback and Reporting
- Curriculum Innovation and Design
- Links with external providers
- Achievement and engagement initiatives
- Culture of high expectations
- An inclusive learning environment
- Positive relationships between staff and ākongā
- Culture of professional inquiry.

Being located in a rural area has the disadvantage of a lack of public transport and many of the senior ākongā drive to school. As a small school, Ellesmere College – Te Kāreti o Waihora offers as broad a range of subjects as possible. However, some ākongā who wish to study subjects which the school cannot offer do so via video-link and through dual enrolment with NetNZ. A number of ākongā also take advantage of Secondary-Tertiary Pathway programmes provided by external providers such as Ara, spending one or two days a week off-site. The Gateway programme is also a popular choice for senior ākongā.

Kaiako are well supported through targeted professional learning and development that focuses on student learning and wellbeing, and how each student can be best supported to succeed. Every Monday morning teaching staff engage in facilitated professional learning and development sessions as a whole, or in departments/small groups. Targeted data analysis is used to identify specific needs within the school, inform pedagogical practice, and is used to make informed decisions to ensure a culture of continuous improvement.

The school operates a well-established distributed leadership model which effectively supports the management of change, succession planning and sustainability. The delivery of effective pedagogy continues to drive the culture of teaching and learning to ensure that value is added to each student's holistic learning and that they leave Ellesmere College – Te Kāreti o Waihora prepared for the next steps on their individual journey. Ellesmere College – Te Kāreti o Waihora works collaboratively with local Early Childhood Centres and primary schools through Ngā Mātāpuna o te Waihora Kāhui Ako which was established in 2017.

The College has been heavily involved in the Primary ITO Rural Trades Academy and this is a thriving area of the school. The Rural Trades Academy works alongside NCEA and Year 11 or 12 ākonga can combine their NCEA studies with a National Certificate in Agriculture or Horticulture (Level 1 or 2).

International students play an important role in adding to the cultural richness to Ellesmere College – Te Kāreti o Waihora. Up to 25 long-term international students study at Ellesmere College – Te Kāreti o Waihora and numerous groups visit the school throughout the year, with the majority being from Japan. The school has long-standing links with sister schools Urawa Minami Kookoo and Tokushima Kita Senior High School in Japan. Biannual trips from Ellesmere College – Te Kāreti o Waihora to Japan take place, while ākonga from Urawa Minami visit yearly. The school is currently growing strong links in Thailand, Korea, Vietnam and China and we expect to see increasing numbers of international students attending the College over the coming years.

The school celebrates student achievement in a range of different areas including academia, sports, the arts and culture. We experience varying levels of community engagement and support, with a recent focus on improving communication with the local community and publicly celebrating ākonga success. Recently we have seen increased attendance and participation of parents and whānau at school-related events. At the beginning of 2020 new systems of academic tracking, monitoring and mentoring were implemented along with changes to Parent-Teacher interviews. The model of academic mentoring and Parent-Student-Teacher conference is based on the research and work completed by the Starpath Project at the University of Auckland. It is hoped that these changes will increase parent and whānau engagement while developing and strengthening partnerships between school and home.

Mission Statement

Ellesmere College will provide a challenging and caring learning environment responsive to the learning needs of all students.

Vision

Our students will be confident and motivated young people who are good citizens and lifelong learners

Values



Whakaute/Respect

- Being polite to others/Kia atawhai ētahi atu
- Caring for our surroundings/ Tiaki ōu wāhi
- Showing self-respect/Whakaatu ōu kiritau



Pāhekoheko/Integrity

- Being honest and trustworthy/Kōrero pono me te tika
- Following through on your commitments/Whāi atu ou herenga
- Being responsible/Kia noho haepapa



Momoho/Success

- Giving your best/Me karawhiu koe
- Persevering/Pūnoke
- Identifying goals and achieving/Tautohu ōu whāinga me ōu haumāuiui



Ngākau Aroha/Empathy

- Treating others the way you want to be treated/Tiaki ētahi tangata pērā i a koe
- Caring for others/Manaaki ētahi atu
- Being community-minded/Hapori tautoko

Profile of an Effective Ellesmere College – Te Kāreti o Waihora Kaiako

Whanaungatanga

staff, ākonga and the wider community feel connected through strong positive relationships, feel a sense of belonging and acceptance, and a culture of care.

Manaakitanga

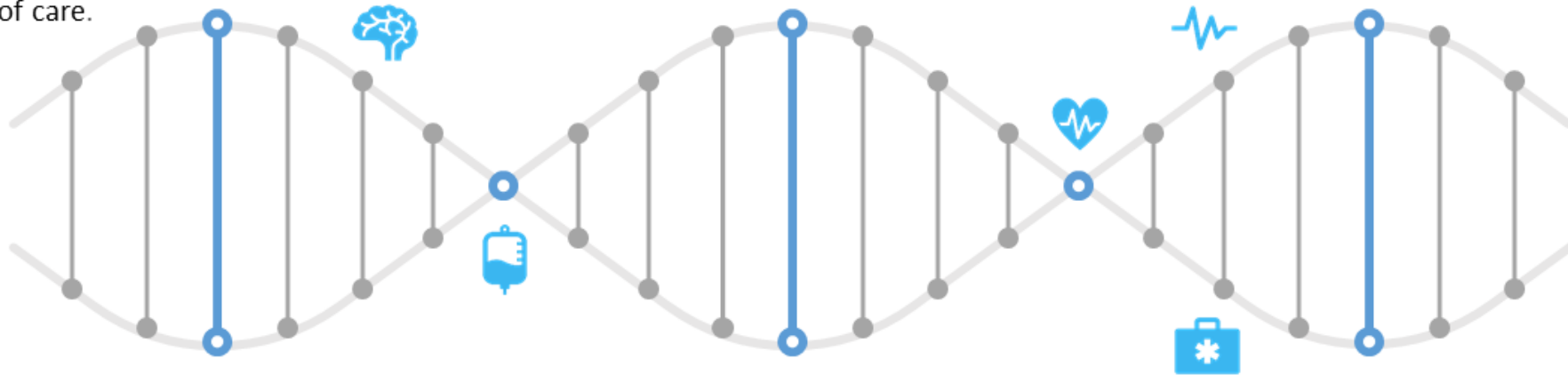
care for others as culturally-located individuals and accepting the responsibility to understand and respect the uniqueness of others

Whakapiringatanga

culturally safe and secure learning environment.

Mana Motuhake

high expectations for staff and ākonga



Ako

learning is dialogic, interactive and ongoing - all members of our school community see themselves as educators and learners

Wānanga

strong educationally powerful partnerships based on robust dialogue, communication and innovative practice exist across the learning community

Mahi Tahī

professional learning community with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.

Tangata Whenuatanga

learning is place-based, socio-culturally aware and utilises local knowledge and contexts

Aspirations for our Ākonga

Whakapapa/Identity

Our ākonga know who they are, their culture, their heritage, their identity – on a local, national and global scale

Tūrangawaewae / Culturally-Located

Our ākonga can realise their potential as culturally-located individuals

Whakamana / Empowerment

An empowering curriculum and culturally sustaining learning environment that recognises and enhances the mana of all ākonga and supports them to enhance the mana of others

Hauora / Well-Being

Our ākonga, staff and school community will flourish and prosper

Kotahitanga / Unity of Purpose

Our ākonga understand the shared purpose of our school community – realising the potential of ākonga as culturally located individuals

Kaitiakitanga / Sustainability

Our ākonga role-model and advocate for sustainable practices at a local, national and global level

Hapori / Community

Our ākonga experience learning approaches grounded in a strong sense of local community underpinned by a culture of care



Strategic Plan Overview: 2019-2023

Strategic Focus	Our People – strong culture of inquiry	Our Valued Outcomes – Positive student outcomes: quantity & quality	Our Community – Continued high community trust and school of choice for local community
What will this look like by 2023?	<ul style="list-style-type: none"> Professional expertise widely acknowledged as ‘best practice’ and leading edge Shared understanding of effective teaching and learning New pedagogies for deep learning embedded in teaching practice Quality information accessible to inform evidence-based inquiry Inquiry-based practices fundamental to professional learning and change management Professional learning conversations common place Common language of learning and assessment Priority learners identified and supported to accelerate & achieve Quality extra & co-curricular programmes provide rich learning opportunities and experiences 	<ul style="list-style-type: none"> Positive well-being indicators across the school community All students leaving school with a relevant qualification (minimum NCEA Level 2) High levels of excellence in achievement Positive learning culture & environment All students have clear learning and achievement goals Self-directed learning flourishing Clear curriculum and vocational pathways evident Rich learning opportunities within and outside the classroom with connection to local contexts Strong programme of Academic Mentoring and tracking of achievement with students inquiring into their own learning 	<ul style="list-style-type: none"> A community school – inviting, friendly, respected School is hub of the community Relationships between students, school and home are positive and educationally powerful Modern, fresh, contemporary buildings provide multi-functional, flexible 21st century learning environment Te Ao Māori and biculturalism evident and culturally sustaining Focus on sustainability Strong learning and business partnerships with community Continued steady roll growth from inside school zone Quality staff seek employment with the school Students sought by universities, training providers & employers
Key Strategies	<ul style="list-style-type: none"> Education Brief focused on New Pedagogies for Deep Learning Curriculum design, assessment & academic counselling are strongly aligned through common language of learning Model of Inquiry informs decision-making across the school including PLD and Appraisal 	<ul style="list-style-type: none"> Values-based school-wide framework for well-being Vision & resourcing for 21st Century flexible learning environment Local, bi-cultural and global relationships strengthened and developed 	

2019-2023 Strategic Annual Plan Summary

Theme: Future Focus for 21st Century Learning

Strategic Focus	Our People – strong culture of inquiry	Our Valued Outcomes – Positive student outcomes: quantity & quality	Our Community – Continued high community trust and school of choice for local community
Key Focus Questions	What will teaching and learning look like in 2023?	What are our valued outcomes for our students? What 21st Century skills and dispositions do they need to be successful?	How can we engage with the local community to strengthen relationships with external key stakeholders?
2021 Goals	1. Strengthen model of new pedagogies for deep learning which is individualised, connected, visible, future-focused and culturally sustaining	2. Strengthen range of strategies to track, monitor and enhance student hauora and achievement	3. Strengthen collaboration between the school and wider community
	4. Strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership obligations and responsibilities under Te Tiriti o Waitangi/Treaty of Waitangi, and commitment to valued outcomes in our school community.		
2021 Goal Focus Areas	<ul style="list-style-type: none"> Development and continuous review of Yr 7-9 Ako and Connected Learning Modules Investigate semesterisation of Year 11 courses Data & evidence accessible and used to inform and drive individual professional growth cycles Shared language of learning and assessment – SOLO is embedded across the school Investigate other rebuilt schools' successes and failures Implement learning management system across the school – it's learning 	<ul style="list-style-type: none"> Develop & implement a Well-Being framework across the school – Te Whare Mauri Ora – Kāhui Ako Led Strengthen model of academic tracking and mentoring through Hapori Develop & implement a common model of leadership across the school – both staff & students Finalise Graduate Student Profiles Culture of risk-taking without fear of failure 	<ul style="list-style-type: none"> Develop and further strengthen links to Taumutu Rūnanga Provide effective leadership and support for Ngā Mātāpuna o te Waihora Kāhui Ako initiatives Enhance opportunities to build collaboration between home and school in relation to student well-being Masterplan for school rebuild finalised Design phase for school rebuild underway Develop and strengthen links with local business

Action/Annual Plan – 2021

	Actions	Success Criteria/Targets
1. Strengthen model of new pedagogies for deep learning which is individualised, connected, visible, future-focused and culturally sustaining	Whole School <ul style="list-style-type: none"> PLD plan implemented with focus on SOLO Taxonomy; culturally sustaining pedagogy, professional growth cycles Staff actively engaged in refresh of New Zealand Curriculum 	<ul style="list-style-type: none"> Use of SOLO Taxonomy is highly evident in class and in assessments/reporting across the school Increased evidence of use of pedagogical practices which are culturally appropriate, relevant and responsive to the needs of students Increased evidence of a curriculum which is localised and student-driven
	Hauora <ul style="list-style-type: none"> Te Whare Mauri Ora framework is introduced and understood by staff and students 	<ul style="list-style-type: none"> Common understanding of Te Whare Mauri Ora across the school and evidence of the framework being incorporated into pedagogical planning
	Middle School <ul style="list-style-type: none"> Collaborative planning to integrate curriculum areas in Years 7-9 and development of Year 10 Ako & Connected Learning Modules to be introduced in 2022 Reflection, review and refinement of the Year 7-9 Ako and Connected Learning Modules 	<ul style="list-style-type: none"> Successfully integrated Year 7-9 curriculum areas through Ako and Connected Learning Modules Readiness to introduce Year 10 Ako & 9-10 Connected Learning Modules Review of Year 7-9 Ako and Connected Learning Modules has been completed
	Senior School <ul style="list-style-type: none"> Workforce focused on 2022 Year 11 curriculum/Two year NCEA Level 2 programme Staff actively engage in redesign of NCEA 	<ul style="list-style-type: none"> Redesigned semesterised programmes for Year 11 in 2022 & planning for Year 12 2023 Staff have understanding of, and are planning for, the changes to NCEA
2. Strengthen range of strategies to track, monitor and enhance student hauora and achievement	Whole School <ul style="list-style-type: none"> Development of an Evidential Database to track and monitor student achievement and to identify students at risk of not achieving 	<ul style="list-style-type: none"> Accelerate achievement of identified students at risk of not achieving towards more equitable outcomes with wider school performance Teachers actively using achievement data to inform pedagogical decision-making

	<ul style="list-style-type: none"> Assessment data made available to staff in an easy to use format to inform inquiry/pedagogical decision-making Continue to strengthen and develop student leadership roles across the school Development and promotion of teams and clubs to meet students' interests 	<ul style="list-style-type: none"> Teachers working in collaborative teams and positively engaging in professional learning conversations based on evidence Functioning committees, successful leadership development & succession planning, positive student-driven/led events Increased participation in student extra-curricular activities
	Hauora <ul style="list-style-type: none"> Kāhui Ako Well-Being Team develop and implement a framework for well-being across the school & Kāhui Ako Strengthen the KIVA Bullying Education Programme Embed RISE processes & PB4L across the school 	<ul style="list-style-type: none"> Positive increase in well-being indicators (NZCER Survey) Positive change in statistics collected through the KIVA Programme Achieve higher PB4L School Evaluation Tool score and move to Tier 2
	Middle School <ul style="list-style-type: none"> Develop system of tracking progress and curriculum coverage across Ako and Connected Learning Modules Focus on shifting students who are below/at expected curriculum level to at/above 	<ul style="list-style-type: none"> System developed and in use to track progress and curriculum coverage of Year 7-9 students asTTle testing shows a trend of acceleration of identified students who are below/at to at/above curriculum level <p>Academic Targets</p> <p>Literacy</p> <p><i>Yr 7 - 65% of students at/above expected curriculum level (51% at beginning of 2021 at/above - shifting extra 12 students from below to at/above)</i></p> <p><i>Yr 8 - 80% of students at/above expected curriculum level (72% at beginning of 2021 at/above - shifting extra 7 students from below to at/above)</i></p> <p><i>Yr 9 - 75% of students at/above expected curriculum level (64% at beginning of 2021 at/above - shifting extra 10 students from below to at/above)</i></p>

		<p><i>Yr 10 - 60% of students at/above expected curriculum level (42% at beginning of 2021 at/above - shifting extra 13 students from below to at/above)</i></p> <p>Numeracy <i>Yr 7 - 60% of students at/above expected curriculum level (47% at beginning of 2021 at/above - shifting extra 12 students from below to at/above)</i> <i>Yr 8 - 60% of students at/above expected curriculum level (42% at beginning of 2021 at/above - shifting extra 14 students from below to at/above)</i></p> <p><i>Yr 9 - 65% of students at/above expected curriculum level (51% at beginning of 2021 at/above - shifting extra 13 students from below to at/above)</i> <i>Yr 10 - 50% of students at/above expected curriculum level (24% at beginning of 2021 at/above - shifting extra 20 students from below to at/above)</i></p>
	<p>Senior School</p> <ul style="list-style-type: none">• Develop system to monitor and track students beyond our Kāhui Ako• Introduction of Senior Hapori classes – Yr 13 Hapori being overseen by SLT; Yr 10-12 Hapori classes overseen by Hapori Coordinator	<ul style="list-style-type: none">• System in place to monitor and track students beyond ou Kāhui Ako• Senior Hapori Teachers actively tracking the academic achievement and hauora of senior students <p>Academic Targets NCEA Level 1 <i>Literacy – 100%</i> <i>Numeracy – 100%</i></p> <p>NCEA Level 2 <i>Overall – 90% (Above 2020 EC, National & Decile 8-10 Average)</i></p>

		<p><i>Male – 86% (Above 2020 EC, National & Decile 8-10 Average)</i> <i>Female – 95% (Above 2020 EC, National & Decile 8-10 Average)</i></p> <p>Endorsements: <i>Merit – 25% (2020 National Average)</i> <i>Excellence – 18% (2020 National Average)</i></p> <p>NCEA Level 3 <i>Overall – 81% (2020 Decile 8-10 Average)</i> <i>Male – 68% (2020 National Average)</i> <i>Female – 90% (Above 2020 EC, National & Decile 8-10 Average)</i></p> <p>Endorsements: <i>Merit – 32.3% (2020 Decile 8-10 Average)</i> <i>Excellence – 18% (2020 National Average)</i></p> <p>School Leavers <i>Overall – 86% achieved at NCEA Level 2</i> <i>Male – 83% achieved at NCEA Level 2</i> <i>Female – 89% achieved at NCEA Level 2</i></p>
3. Strengthen collaboration between the school and wider community	<p>Whole School</p> <ul style="list-style-type: none"> • Develop and further strengthen links to Taumutu Rūnanga • Provide effective leadership and support for Ngā Mātāpuna o te Waihora Kāhui Ako initiatives • Enhance opportunities to build collaboration between home and school in relation to student well-being • Develop and strengthen links with local business and local council 	<ul style="list-style-type: none"> • Increased engagement and strengthened relationship with Taumutu Rūnanga • Increased engagement of school staff with work being carried out by Ngā Mātāpuna o te Waihora Kāhui Ako • Engagement of local community well-being organisations and work effectively with whānau in area of well-being • Strengthened links with local business through Gateway, Rural Trades Academy, Business

		Studies and engagement of students in local business community
4. Strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership obligations and responsibilities under Te Tiriti o Waitangi/Treaty of Waitangi, and commitment to valued outcomes in our school community.	Whole School <ul style="list-style-type: none"> • Increase student (and in particular Māori student) voice in decision-making • Refresh Whānau Committee • Student-centered approach to decision-making • Board of Trustees professional development & succession planning for the future 	<ul style="list-style-type: none"> • Increased interest and engagement of whānau to revitalise Whānau Committee meetings • Impact of decisions on students is central to our actions • Board of Trustee members have an increased understanding of their role and are actively succession planning for the 2022 elections

Analysis of Variance – Senior Data

NCEA Level 1

Baseline Data NCEA Level 1:

	Overall Achievement			Merit Endorsements			Excellence Endorsements		
Academic Year	Ellesmere College	National	Decile 8-10	Ellesmere College	National	Decile 8-10	Ellesmere College	National	Decile 8-10
2016	76.8	75.3	83.2	23.8	32.8	39.3	15.9	19.7	28.7
2017	87.5	75.0	81.9	40.0	33.0	39.4	10.0	20.0	28.5
2018	84.5	72.4	81.0	40.0	34.3	40.4	11.7	20.5	29.5
2019	75.6	70.6	78.8	22.6	33.9	40.6	12.9	19.9	28.3
2020	73.8	71.6	75.4	24.2	32.4	37.9	12.9	20.7	30.2

Actions
What did we do?

Outcomes
What happened?

Reasons for the variance
Why did it happen?

Evaluation
Where to next?

<ul style="list-style-type: none"> • Supported learning class • Wide range of subjects on offer • Differentiation within subjects so classes available at student's learning level • Differentiation within classes and lessons • Multi-level classes • Special assessment conditions for a large number of students • Very small class sizes • Catch-up programmes • Academic tracking and mentoring through Learning Advisory and targeted support in Term 3 • Implemented Starpath-style Parent-Student-Learning Advisor Conferences – Goal-Setting/Tracking Achievement • Online learning journals – parents can access student work 	<ul style="list-style-type: none"> • Overall Year 11 student achievement was at National levels and just below Decile 8-10 levels. • Ellesmere College male Year 11 students (76.2%) outperformed Year 11 male students both nationally (69.4%) and in Decile 8-10 schools (71.3%). • Ellesmere College male Year 11 students (76.2%) outperformed their female counterparts (71.4%) • Female Ellesmere College student achievement (71.4%) was below (73.9%) national and well-below Decile 8-10 (79.6%) • Ellesmere College merit endorsements are below national and Decile 8-10 levels • Ellesmere College excellence endorsements are below national and well below Decile 8-10 levels • Huge increase in attendance at PSLA Conferences – over 85% of students and parents attended the goal-setting conference at the beginning of the year. Due to Covid alert 	<ul style="list-style-type: none"> • Please see details below for individual students who did not achieve NCEA Level 1 and their feedback • Attendance levels • Lack of engagement • High availability of low-paying agricultural jobs within the community – particularly post-Covid lockdown • Covid lockdown and changing alert levels 	<ul style="list-style-type: none"> • Level 1 phased out – students focus on gaining Numeracy, Literacy and some Level 2 credits in the second half of the year • Semesterisation of Level 1 courses – provide flexibility and more choice • Hapori classes to track and monitor progress
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	levels no other PSLA conferences took place		
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NCEA Level 2

Baseline Data NCEA Level 2:

	Overall Achievement			Merit Endorsements			Excellence Endorsements		
Academic Year	Ellesmere College	National	Decile 8-10	Ellesmere College	National	Decile 8-10	Ellesmere College	National	Decile 8-10
2016	89.2	78.4	85.0	15.2	23.7	30.9	21.2	16.0	23.7
2017	80.3	78.5	84.7	17.5	23.5	30.2	10.5	16.4	23.7
2018	88.2	77.6	84.2	19.4	25.2	32.1	7.5	16.5	24.2
2019	86.0	77.5	84.2	28.6	25.1	32.5	16.3	16.7	23.9
2020	87.9	80	85.7	17.2	25.0	31.3	13.8	17.9	25.6

Actions *What did we do?*

- Wide range of subjects on offer
- Differentiation within subjects so classes available at student's learning level
- Differentiation within classes and lessons
- Multi-level classes
- Special assessment conditions for a large number of students
- Very small class sizes
- Catch-up programmes
- Academic tracking and mentoring through Learning

Outcomes *What happened?*

- Year 12 Ellesmere College students outperformed (87.9%) other students nationally (80%) and in Decile 8-10 schools (85.7%)
- Some disparity between achievement of Year 12 Ellesmere College male students (83.3%) and female students (93.3%)
- Ellesmere College merit & excellence endorsements are below national and well below Decile 8-10 levels

Reasons for the variance *Why did it happen?*

- Please see details below for individual students who did not achieve NCEA Level 2 and their feedback
- Attendance levels
- Lack of engagement
- High availability of low-paying agricultural jobs within the community – particularly post-Covid lockdown
- Covid lockdown and changing alert levels

Evaluation *Where to next?*

- Increase number of Gateway placements
- Review cycle of courses and curriculum areas – particularly in relation to endorsements
- Intensive tracking
- Provision of higher quality Careers Advice/Education

<p>Advisory and targeted support in Term 3</p> <ul style="list-style-type: none"> Increased expectation with regard to attendance Grew the number of students who are engaged with Gateway and Secondary-Tertiary Pathways Implemented Starpath-style Parent-Student-Learning Advisor Conferences – Goal-Setting/Tracking Achievement Online learning journals – parents can access student work 	<ul style="list-style-type: none"> Huge increase in attendance at PSLA Conferences – over 85% of students and parents attended the goal-setting conference at the beginning of the year. Due to Covid alert levels no other PSLA conferences took place 	<ul style="list-style-type: none"> High availability of low-paying jobs within the community, particularly in the agricultural sector – this has increased post-lockdown 	
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Students who did not achieve NCEA Level 3

Baseline Data NCEA Level 3:

	Overall Achievement			Merit Endorsements			Excellence Endorsements		
Academic Year	Ellesmere College	National	Decile 8-10	Ellesmere College	National	Decile 8-10	Ellesmere College	National	Decile 8-10
2016	82.2	64.2	75.8	13.5	27.2	33.9	16.2	14.5	19.1
2017	69.8	65.5	76.4	18.2	26.7	32.8	13.6	15.5	20.4
2018	54.4	66.1	76.5	19.4	27.0	33.8	16.1	15.0	19.2
2019	69.2	67.3	76.9	16.7	26.2	32.2	13.9	14.8	19.4
2020	71.1	72.3	80.9	31.3	26.4	32.3	12.5	17.5	23.1

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>
<ul style="list-style-type: none"> Supported learning class Wide range of subjects on offer Differentiation within subjects so classes available at student's learning level Differentiation within classes and lessons Special assessment conditions for a large number of students Very small class sizes Catch-up programmes Multi-level classes Academic tracking and mentoring Increased expectation with regard to attendance Implemented Starpath-style Parent-Student-Learning Advisor Conferences – Goal-Setting/Tracking Achievement Online learning journals – parents can access student work 	<ul style="list-style-type: none"> Year 13 students performed just below national averages but did not perform as well as other Year 13 students in Decile 8-10 schools Significant difference in Ellesmere College Level 3 achievement by female students (88.9%) when compared to male students (44.4%) Ellesmere College merit endorsement levels are above national and equitable to Decile 8-10 levels Ellesmere College excellence endorsement levels are below national & Decile 8-10 levels Huge increase in attendance at PSLA Conferences – over 85% of students and parents attended the goal-setting conference at the beginning of the year. Due to Covid alert levels no other PSLA conferences took place 	<ul style="list-style-type: none"> Please see details below for individual students who did not achieve NCEA Level 3 Attendance levels is a very common trend and this was similar to trends in 2018 Lack of engagement High availability of low-paying jobs within the community, particularly in the agricultural sector – this has increased post-lockdown 	<ul style="list-style-type: none"> Two senior leaders act as Hapori/Learning Advisors throughout the year Intensively track and monitor academic progress and attendance of students Review cycle of courses and curriculum areas

Board of Trustees Annual Self-Review & Action Plan 2021

Review	Area of Review	23-Feb	30-March	25-May	29-June	27-Jul
Strategic Review	<i>Strategic and Annual Plan</i>	Charter & Annual Plan approved by BoT	Draft Analysis of Variance for 2020			
Regular Review	<i>Learner Progress and Achievement</i>	Preliminary NCEA Results		NCEA results confirmed	Update on NCEA achievement data	Update on NCEA achievement data
		Staff PLD		Report on asTTle testing for junior students Staff PLD		Mid-year report on asTTle testing
				Attendance data for Term 1		Staff PLD
				Feedback on Department Review Process		Attendance data for Term 2
	<i>Other Reports</i>	Health & Safety Report	Health & Safety Report	Health & Safety Report	Health & Safety Report	Health & Safety Report
	<i>HR</i>		Principal Performance Agreement Approved			Principal Performance Informal review

Emergent Review	Administration	Property and Finance Report	Property and Finance Report	Property and Finance Report	Property and Finance Report	Property and Finance Report
	Budget	Review and approval	Monitor	Monitor	Mid-Year Review	Monitor
	New government initiatives					
Board Process Requirements		Appoint chairperson	Accounts to Auditor	Annual Report		
		Approve schedule of delegations		approved and sent to MoE		
		Policy Updates				

Review	Area of Review	31-Aug	28-Sept	26-Oct	30-Nov
Strategic Review	<i>Strategic and Annual Plan</i>	Develop Strategic Plan	Draft Strategic Plan Completed		Draft Annual Plan presented & Ratified
Regular Review	<i>Learner Progress and Achievement</i>	Update on NCEA achievement data	Update on NCEA achievement data	Update on NCEA achievement data	Report on asTTle testing – progress and acceleration made in Years 7-10
	<i>Other Reports</i>	Health & Safety Report	Attendance data for term 3 Health & Safety Report		Health & Safety Report
	<i>HR</i>	Principal Professional Growth Cycle review	Staff PLD		Staff Professional Growth Cycle Report Principal Professional Growth Cycle Report
	<i>Administration</i>	Property and Finance Report	Property and Finance Report	Property and Finance Report	Property and Finance Report
	<i>Budget</i>	Budget requests to HELAs		2022 Draft Budget	2022 Draft Budget Approved
Emergent Review	<i>New government initiatives</i>				

**Board Process
Requirements**