

NCEA 2023 Report

High congratulations to our 2023 NCEA cohort!

Congratulations should be passed on to all of our NCEA Students from 2023, especially our Merit and Excellence Endorsement winners: Sadie Mason, Kiara Thyne, Finn McKinley, Brandon Andreson, Billy Garbutt and Monique van der Westhuizen.

Yet again, our Literacy and Numeracy Results for Level 1 surpassed national outcomes and will only improve as the last few students meet their benchmarks in their next chronological year.

Our overall results from NZQA are as follows:

NCEA Levels

% pass rate	Nationally	EQI Band Nationally	Twizel Area School
Level 1	60.5	64.5	76.5
Level 2	72.5	78.8	81.8
Level 3 (of those working towards L3)	66.8	73.0	75.0

Literacy and Numeracy for Level 1

	Nationally	EQI Band Nationally	Twizel Area School
Literacy	82.5	89.2	100
Numeracy	81.7	88.2	82.4

Annual Aim 2023:	To accelerate the achievement of 47 Year 11-13 students in their NCEA outcomes.
Target:	<ul style="list-style-type: none"> • Ensure that support is provided to all NCEA ākonga in meeting their personal goals. <ul style="list-style-type: none"> - At least 35% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2022 - 39%). - At least 50% of the eligible students in Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2022 - 75%). The remainder of the cohort are supported to ensure their qualification/experience matches their next chosen step.
Baseline Data:	<p>In 2022, the target was:</p> <p>Ensure that support is provided to all NCEA ākonga in meeting their personal goals.</p> <ul style="list-style-type: none"> • At least 24% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%). • Of our Year 12 and 13, 31% (5 ākonga) have goals to transition along a vocational pathway. At least 50% of the identified ākonga to achieve a Vocational Pathway Award at NCEA Level 2. • 67% of the current Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%). <p>The outcome was: Of those students who completed the year at TAS, and were entered for an NCEA qualification:</p> <ul style="list-style-type: none"> • 39% received a Merit or Excellence endorsement • 100% of our students leaving to a vocational pathway met the requirements of transition • 75% of Year 13 students attained University Entrance

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Students make a careful choice of study and or vocational pathways. The timetable is created to ensure that all ākongā receive their required courses.</p> <p>NCEA Teachers identify priority learners and target ākongā likely to achieve either merit or excellence passes in their chosen subjects.</p> <p>Students set their individual goals for achievement and share with whānau Interim and formal (3x per year) mentoring conferences. Three mentor reports and one end-of-year subject report.</p> <p>Monitoring of courses with deliberate acts of teaching.</p> <p>Setting and achieving milestones both short and long-term. Celebrating individual achievements within the WAKA values system.</p> <p>Revisiting both ākongā SMART goals.</p> <p>Summative and formative assessments.</p> <p>Results were shared with ākongā and whānau using the Kamar portal.</p>	<p>24.3% of eligible ākongā to achieve Merit + endorsements for their certificate (national 2022 – 21.6%, Eligible ākongā at TAS 2022 - 39%).</p> <p>67% of the eligible students in Year 13 achieved a University Entrance Qualification (national 2022 – 50.3%, TAS 2023 - 75%).</p> <p>The remainder of the cohort satisfied the requirements of their transition plan.</p>	<p>The Year 11 cohort achieved lower results than expected, given their successes in prior years of learning. We will need to investigate their experiences and barriers further. Numeracy was a significant barrier for those who did not achieve Level 1 in their chronological year group.</p> <p>In Year 12, many students accessed vocationally based studies which do not offer access to M/E grades, thereby preventing their access to endorsement. However, this has resulted in micro-credentialing that was not previously achieved at TAS. 44% of Year 12 students received a micro-credential from Young Enterprise. Gateway achievement was high in 2023.</p> <p>In Year 13, all students aiming for University Entrance achieved it (67%), and half of the cohort received M+ overall endorsements. 50% of the students in Year 13 completed a Vocational Pathway award, and 17% received a Young Enterprise Micro-credential.</p>	<p>Investigation of the Year 11 experiences and barriers in 2023 which led to results lower than expectations.</p> <p>Promotion of the pathways to M/E endorsement, especially as the new Y11 standards come into action in 2024.</p> <p>In 2024, the Year 13 cohort contains students on vocational pathways. This will require carefully curating their qualifications and connections to their next learning steps.</p> <p>University Entrance monitoring continues for those aiming at university.</p> <p>Consideration of the impacts for students regarding the co-requisite Literacy and Numeracy qualifications.</p>

2024 Goal

Student Achievement Target: To accelerate the achievement of 41 Year 11-13 students in their NCEA outcomes.

- At least 25% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2022 - 21.6%, Eligible ākonga at TAS 2023 - 24.3%).
- 100% of students aiming at a UE or vocational qualification will achieve it
- 100% of leavers from Year 12 and 13 will have attained co-requisite (or AS) Literacy and Numeracy prior to enrolment in their next learning step

When	What	Who	Indicators of Progress
Start Term 1	Students make a careful choice of study pathways. The timetable is created to ensure that all ākonga receive their required courses.	P, DP, Senior Dean, Principal's Nominee	Course selections confirmed
Week 5 Term 1	NCEA Teachers identify priority learners and targeted ākonga likely to achieve either merit or excellence passes in their chosen subjects. Mentors and Students will receive additional learning on how to achieve M/E grades and endorsements with specific focus on the Y11 cohort undertaking the new NCEA standards	DP	Priority Learner Register in place
Term 1	Students setting their own individual goals for achievement and share with whānau. Collection and consideration of these goals at a syndicate wide level to ensure consistency in goals and monitoring strategies.	DP	Shared documents
Terms 1-3	Interim and formal mentoring conferences. Mentor and subject reports.	Mentors, ākonga and whānau	Reports sent
Terms 1	Investigation of the Year 11 experiences and barriers in 2023 which led to results lower than expectations.	DP	Report written
Terms 1-4	Setting and achieving milestones both short and long-term. Celebrating individual achievements within WAKA values system.	All staff	WAKA system in use and acknowledgements received
Terms 1-4	Monitoring co-requisite/AS progress for Literacy and Numeracy in Year 10 and the Y11-12 cohort who have not yet achieved	DP, Maths and English Teachers	High levels of attainment for Literacy and Numeracy in Y10-12 in 2024
Terms 1-4	Study Skills Learning	DP / External Provider	Improved study skills