

Chair of the Board, members of our community, it is my great privilege and pleasure to present my first Annual Report on the work and progress of Otahuhu College in its eighty second year.

Otahuhu College has a national reputation, an outstanding history and proud traditions and it was an honour to be appointed the eighth principal in July this year. I would like to thank my predecessor Mr Gil Laursen for his nine years of service to the school. Mr Toe Pune did a sterling job as acting principal and deserves the accolades he has received for his contribution to Otahuhu College. The powhiri, welcoming myself and my family, was a powerful display of what makes

Otahuhu College a special place and each day I witness the talent and potential of our students.

Throughout the year there have been triumphs and challenges in all fields of endeavour, many of which we will celebrate tonight. There are students here tonight who will be:

The first in their family to complete secondary school

The first in their family to gain Level two

The first in their family to go to university

For these students their names may not be heard tonight, but their deeds should resonate round this gathering.

For Otahuhu College, the most important thing is what happens each and every day, each and every class and that is the quality of teaching and learning that occurs. Our students, your children deserve the very best education possible and it is our responsibility as teachers to make sure that we do what is necessary to ensure that these fine young men and women before us tonight have the same, if not better opportunities and choices as students from any school.

Student learning and academic achievement is the core purpose of Otahuhu College. It is becoming clear that for our students, for our community, our aim has to be to provide the excellent classroom teaching, the personalised learning, the high expectations that are needed for your children to have the very best possible future.

The higher our students achieve in their qualifications then the brighter future they and their families will have. An example of this is that five of our students this year have been accepted into medical school at Otago University.

We, like all schools want what is best for your child, we want to help them achieve all that they can possibly achieve. However we do not know our students as well as you know your sons and daughters, I would like to thank all the parents and whanau who have supported your sons and daughters through their thirteen years of schooling. We realise as a college how important parental and community involvement is in helping your child achieve at the levels they are capable of and the levels that you expect.

Next year there will be significant changes in the facilities at our school. A new 9 room science block shows our commitment to providing an academic education that will prepare our students and your children to be successful leaders in a rapidly changing world.

The most important part of my job is recruiting, retaining and rewarding excellent classroom teachers. Educational research is clear and our own experience tells us the benefit young people gain from excellent teachers. As a school we are committed to making sure that the teachers who

stand in front and along side your child match the criteria of an excellent classroom teacher. I would like to take this opportunity to thank all the teaching staff for their hard work, expertise and commitment to excellent classroom practise.

My personal thanks to all our ancillary staff that perform wonders for the school in so many ways.

The fact that our school operates so smoothly and effectively is in large measure down to the excellent work of our non-teaching staff.

I would like to thank the trustees of the school, for all their very hard work on behalf of the school throughout the year. Much of what they do can go unnoticed, but it is a vital, thoughtful, energising contribution that you all make and on behalf of the school I would like to thank you most warmly.

My best wishes to all our Year Thirteens. I am confident that you have the energy, the courage, the adaptability and the knowledge to cope successfully with the challenges facing our country and to make a difference to the future world you will live in.



By attending Otahuhu College, all of you, I hope, have learned to mix with a typical cross section of New Zealand's population and have learned to respect one another as people. All of you have plans and dreams for the future. All of you, I am sure, will make a positive contribution to your family and to your community. I can say sincerely that we have faith in you and wish you all well in your future endeavours.

To the entire Otahuhu College community, my best wishes for the holiday season and I look forward to witnessing the future successes of our class of two thousand and thirteen

Kia Tamatane

# Otago College



## 2013 Analysis of Variance

**Goal 1 – To improve the performance of students in NCEA by narrowing the gap with National norms.**

Objective	Target	Outcome	Comment
To improve the exam results of Years 11 – 13.	Year 11 Level 1 Overall – 50% Maori - 35% Pasifika - 52%	Level 1 Overall 60.5% Maori 46.2% Pasifika 62.2%	
	Year 12 Level 2 Overall – 66% Maori - 55% Pasifika - 66%	Level 2 Overall 60.4% Maori 57% Pasifika 59.7%	
	Year 13 Level 3 Overall – 50% Maori - 45% Pasifika - 50%	Level 3 Overall 56.3% Maori 29.4% Pasifika 58%	
	UE Overall – 35% Maori - 35% Pasifika - 35%	Overall UE 37.5% Maori 17.6% Pasifika 38.2%	
	Year 11 Level 1 Overall – 84% Literacy Maori - 79% Pasifika - 85%	Overall 81.1% Maori 80.6% Pasifika 82.2%	
	Year 11 Level 1 Numeracy Overall – 65% Maori - 50% Pasifika - 68%	Overall 64.4% Maori 41.7% Pasifika 68.2%	

**Goal 2 – To improve the attendance rate of students.**

Objective	Target	Outcome	Comment																
To improve academic performance by increasing attendance rates.	<table border="0"> <tr> <td>Overall</td> <td>92</td> </tr> <tr> <td>Maori</td> <td>88</td> </tr> <tr> <td>Pasifika</td> <td>92</td> </tr> <tr> <td>Year 9</td> <td>95</td> </tr> <tr> <td>Year 10</td> <td>95</td> </tr> <tr> <td>Year 11</td> <td>92</td> </tr> <tr> <td>Year 12</td> <td>92</td> </tr> <tr> <td>Year 13</td> <td>92</td> </tr> </table>	Overall	92	Maori	88	Pasifika	92	Year 9	95	Year 10	95	Year 11	92	Year 12	92	Year 13	92	Average attendance for the year was 80.1% . This takes into account intermittent unjustified absences as well. Of note is the decrease in student attendance and engagement in Years 12 and 13.	Improving attendance needs to be a key priority for 2014. In particular lifting senior attendance so that there is less variation between the year levels. Focus is also on improving teaching practice so that lessons are more engaging.
Overall	92																		
Maori	88																		
Pasifika	92																		
Year 9	95																		
Year 10	95																		
Year 11	92																		
Year 12	92																		
Year 13	92																		

## Attendance, Absences and Truancy Report

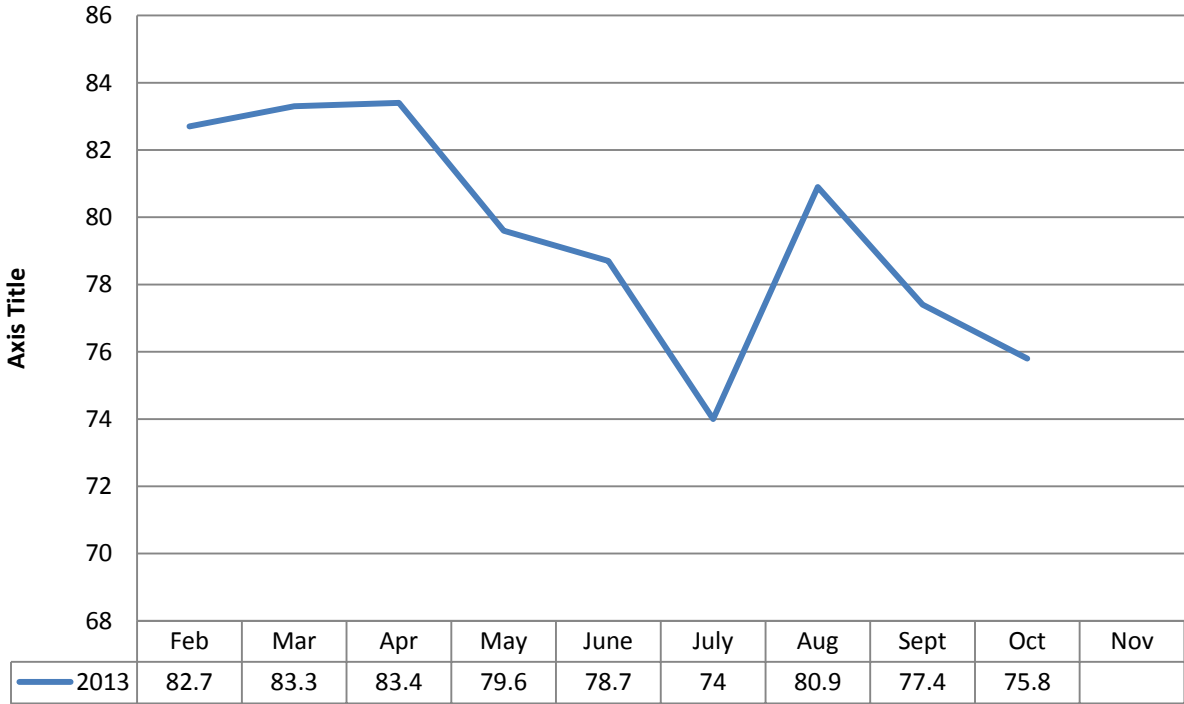
From : 1 Jan 2013

To : 18 Oct 2013

### Attending Students

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Holiday	Attendance Rate	Days x Students Count	
Attendance Rate for School	4.0	8.7	7.2	0.0	80.1	183,740	
Attendance Rate for Selection	4.0	8.7	7.2	0.0	80.1	183,740	
Attendance Rate per Year Level (Selection)	Year 1						
	Year 2						
	Year 3						
	Year 4						
	Year 5						
	Year 6						
	Year 7						
	Year 8						
	Year 9	4.9	5.6	5.1	0.0	84.3	36,616
	Year 10	4.5	7.1	6.1	0.0	82.3	41,814
	Year 11	3.8	7.3	4.5		84.4	37,736
	Year 12	2.8	11.9	10.1	0.0	75.1	36,574
	Year 13	4.1	12.3	11.1	0.0	72.6	31,000

# Attendance



Objective	Target	Outcome	Comment
Use real-time student achievement data to identify student literacy and numeracy needs.	Differentiate teaching and learning programme design and delivery at all levels to target the needs of students.	Kamar was introduced as the student management system for the school. Predicted number of credits for each senior student.	Predicted value of credits and a greater focus on having data up to date will allow for better tracking of students. Differentiation needs to occur more in years 9 and 10 with a focus on accelerating progress.
Increase student academic literacy skills.	Establish expectation that students have the opportunity to read and engage with academic text for at least 10 mins every day in every lesson. Improve student academic writing using writing frames and targeted literacy strategies.	This did not occur. No noticeable improvement in literacy outcomes.	Develop ESOL based on best practice models. Opportunity to review the library employment in order to improve student literacy in 2014.
To improve reading and writing capability at Year 9 and 10.	Year 9 and 10 average writing score increases by 80  Year 9 and 10 average reading score increases by 80	AsTTle results show that students plateau around mid to low level 4, which is then reflected in NCEA results.	Need to use this information to identify what is working and what areas to focus on.
Maths department continues to build on strategies gained from Numeracy Project.	All Year 9 maths teachers use Numeracy strategies.	Similar to reading and writing Maths testing shows plateau at Level 4.	Revamp maths department is needed with a focus on higher levels of teaching in Years 9 and 10.

To improve mathematics capability in Year 9 and 10.	Year 9 average maths score increases by 40  Year 10 average maths score increases by 30	Very small increase in Maths levels in Year 10.	Numeracy and lifting this is a key focus area for next year. In particular looking in Year 9 and 10.
Health Science Academy is expanded into Year 13.	Seventy five students are enrolled in the Health Science Academy. At least 18 students graduate from the Academy with level 3 and UE including at least 14 credits in two of the three sciences, Physics, Chemistry and Biology.	16 students gained UE through Health Science Academy.	Aim is to see how we can develop the key features of Health Science academy across wider areas of the school.
Primary Industries Trades Academy is established.	Eleven students are enrolled in the academy and they all achieve level 1 NCEA.	5 year 11 students in PITA gained their Level One.	Looking at developing a blended practical and academic course and how we can integrate into year 9 and 10. An area of significant focus needed.



**Goal 5 To engage students actively in their learning by strengthening the delivery of the Academic Mentoring**

Objective	Target	Outcome	Comment
<b>Evidential Database.</b> Develop the systemic storage and management of real-time student achievement data to inform decision making.	Students use real-time data to monitor their learning and academic progress and set SMART learning goals.	Monthly updates of student progress sent to parents. Academic deans and whanau teachers updated regularly	Over time the information for tracking students will build up. Emphasis has been on tracking credits- there is a need to look at the quality of the grades as well as the
Use longitudinal data to set individual academic targets and aggregate these with other data to set specific group and school targets.	Subject teachers use data to inform teaching and learning programme design and set individual and class academic targets.	This was based on the number of credits earned.	Evaluation against predicted grades, which will place an emphasis on the quality of credits and reviewing teaching practice.
Provide opportunities for on-going Academic Mentoring during Whanau time to monitor progress.	Students meet with Whanau teacher to discuss and review progress towards their academic goals regularly. Academic Deans intervene at timely intervals where students at risk of not achieving targets.	This has been ongoing and whanau teachers and deans have worked hard on this.	Subject teachers also need the opportunity to discuss directly with parents how the individual students are going. There is not the need for whanau time every day- look at how time can be better allocated.
Engage effectively with parents / whanau to increase their understanding and influence in their child's learning.	Enhanced 3 Way Conferencing in term 2 will provide opportunities to discuss progress with students and their parents / whanau. Progress is reviewed using real-time data and other relevant information.	This has occurred for seniors.	Develop a year long reporting schedule. See above comment.

Increase student motivation and self-efficacy to develop confident, independent learners.	Teachers to participate in TOD with Margaret Ross on student motivation. Year 9 and 10 whanau teachers to participate in professional learning and development	21 Whanau teachers 4 Academic Deans 5 Pastoral Deans 4 SLT involved	Need to link professional learning and development more closely with the `student achievement and engagement and has a measureable effect.
Develop a Student Leadership programme for senior prefects.	Students and House Leaders to participate in a term by term programme run by Margaret Ross to develop leadership skills in students.	Link developed with AUT and prefects that peak for next year. Review of House leaders and dean system.	Need to evaluate how this impacts on positive classroom behavior.

## NAG 1 Curriculum

TARGET	Action	Outcome	Evaluation
<p><b><u>To better utilise data</u></b></p> <p>1.1.1 To collect AsTTle data</p> <p>1.1.2 Data is analysed and reported to staff in broad sense.</p> <p>1.1.3 AsTTle data is used in staff PD.</p>	<ul style="list-style-type: none"> <li>All incoming Year 9 students are tested.</li> <li>AsTTle tests are marked and data interpreted.</li> </ul>	<p>asTTle data shows plateau of achievement at Level 4</p>	<p>Need to ensure that Level 5 tasks and higher are incorporated in Year 10 delivery.</p>
<p><b><u>To identify strategies to assist Pasifica and Maori achievement</u></b></p> <p>1.2.1 Review current data on Maori and Pasifica achievement.</p>	<ul style="list-style-type: none"> <li>Analyse Maori and Pasifica data from NZQA and AsTTle.</li> <li>Look for opportunities for professional development on Pasifica achievement</li> </ul>	<p>Level 2 Maori achievement best ever.</p>	<p>Level two Maori achievement is looking good. The main limiter again is level 1 numeracy.</p>
<p><b><u>To continue to develop and improve classroom practice</u></b></p> <p>1.3.1 To focus staff PD on effective pedagogy</p>	<ul style="list-style-type: none"> <li>Staff PD with a focus on academic literacy takes place</li> <li>Staff develop their skills in having differentiated curriculum in their classrooms</li> </ul>	<p>There has been a focus on academic literacy. Differentiation is used inconsistently and there are issues around the range of ability in classes.</p>	<p>The quality of teaching is variable and there is a need to develop the current good practice so that it becomes the norm across the school.</p>

**NAG 1\_ Curriculum (continued)**

<b>TARGET</b>	<b>Action</b>	<b>Outcome</b>	<b>Evaluation</b>
<p><b><u>To provide appropriate Careers education at Years 9 – 13</u></b></p> <p>1.4.1 To ensure appropriate careers programmes are in place.</p>	<ul style="list-style-type: none"> <li>• All Years 12 and new 13 students are interviewed re:- career pathways.</li> <li>• Individual careers guidance to all senior students.</li> </ul>	<p>Discussions occurring around developing a vocational and technology faculty to coordinate star, gateway, careers and the technology based subjects</p>	<p>Need to look at how we can do this earlier and also link the whole vocational programme together possibly into a vocational and technical faculty.</p>
<p><b><u>NCEA Achievement is lifted</u></b></p> <p>1.5.1 NCEA achievement levels are lifted.</p>	<ul style="list-style-type: none"> <li>• NCEA credit signposts.</li> <li>• Literacy levels monitored carefully.</li> <li>• NCEA data analysis from previous year is completed.</li> </ul>	<p>Data is being monitored and this allows interventions.</p>	<p>Timing of assessments need to be improved so that work is done in the first half of the year. There needs to be greater urgency in Terms one and two so that students and teachers have time to teach and learn effectively.</p>

**NAG 2 School Review**

TARGET	Action	Outcome	Evaluation
<p><b><u>To put in place a programme of school-wide review</u></b></p> <p>2.1.1 School-wide review programme is implemented.</p>	<ul style="list-style-type: none"> <li>• All policies and procedures are included in the review programme.</li> <li>• Annual Review calendar is published.</li> <li>• Policies are reviewed.</li> </ul>	<p>New policies in place.</p>	<p>The policies have been reviewed and a proposal is in front of the Board.</p>
<p><b><u>To have in place a process of reporting to parents</u></b></p> <p>2.2.1 A reporting process is in place.</p>	<ul style="list-style-type: none"> <li>• Three Way Conferencing is done at all levels</li> <li>• Two conferences held each year.</li> </ul>	<p>This has occurred, however the second conference is under review.</p>	<p>The timing and immediacy of reporting to parents need reviewing Develop a Student Leadership programme for senior prefects. Students and House Leaders to participate in a term by term programme to develop leadership skills in students. House leaders and deans have also worked on developing student leadership. Need to evaluate how this impacts on positive classroom behavior.</p>

## NAG 3 Personnel

TARGET	Action	Outcome	Comment
<p><b><u>To have a trained and qualified staff</u></b></p> <p>3.1.1 A staff database is in place.</p> <p>3.1.2 Exit interviews are carried out.</p> <p>3.1.3 Staff turnover is analysed.</p> <p>3.1.4 A staff professional development programme is in place.</p>	<ul style="list-style-type: none"> <li>• Database in place with personal and professional data.</li> <li>• Exit interviews conducted and analysed annually.</li> <li>• A five-yearly report is produced.</li> <li>• School professional development goals are identified.</li> <li>• Staff professional development is reported to the Board of Trustees.</li> </ul>	<p>Staff database with registration has been updated. Staff turnover is half of that for decile one schools.</p> <p>The college has received 5 requests for voluntary option of surplus staffing</p>	<p>The CAPNA the school underwent at the end of 2013 results in staffing being covered by Ministry funding.</p>
<p><b><u>To have an appraisal system in place</u></b></p> <p>3.2.1 Job descriptions in place for all staff.</p> <p>3.2.2 Induction programme is refined.</p> <p>3.2.3 Principal's appraisal is in place.</p> <p>3.2.4 Staff appraisal system is in place.</p>	<ul style="list-style-type: none"> <li>• All job descriptions are written and/or modified.</li> <li>• Induction programme is run and improvement made.</li> <li>• Principal's appraisal takes place.</li> <li>• Staff appraisal takes place.</li> <li>• Teaching as inquiry is part of the Appraisal process.</li> </ul>	<p>Yes</p> <p>Up and running</p>	<p>Two deputy principal's in place for 2014.</p> <p>Increased responsibility for middle managers- a flatter structure.</p>

**NAG 3 Personnel (continued)**

TARGET	Action	Outcome	Evaluation
<p><b><u>To ensure the school meets the requirements of all employment legislation</u></b></p> <p>3.3.1 All leave provisions are met.</p> <p>3.3.2 Complaints procedures are followed.</p> <p>3.3.3 All teaching staff are registered.</p> <p>3.3.4 Employee Assistance Programme (EAP) is put in place.</p> <p>3.3.5 Investors in People (IIP) programme continues.</p>	<ul style="list-style-type: none"> <li>• Collective Employment Contract (CEC) requirements are met.</li> <li>• Staff are notified about complaints procedure.</li> <li>• Staff list with registration numbers is maintained.</li> <li>• New staff professional development is done on EAP.</li> <li>• IIP principles are followed.</li> </ul>	<p>All staff are registered</p> <p>On hold</p>	<p>We have updated database and working through the process of getting registration extensions where needed.</p>

**NAG 4 Finance and Property**

TARGET	Action	Outcome	Evaluation
<p><b><u>To have in place a system of financial management</u></b></p> <p>4.1.1 A budget is set each year for the subsequent year.</p> <p>4.1.2 Expenditure is monitored on a regular basis.</p> <p>4.1.2 Financial management training takes place.</p>	<ul style="list-style-type: none"> <li>• Budget set reflects priorities in the Strategic Plan.</li> <li>• All budget holders are consulted over the budget.</li> <li>• Monthly expenditure is reported to the Board of Trustees.</li> <li>• Financial management needs are identified and training takes place.</li> </ul>	<p>Review has been undertaken</p>	<p>There is considerable scope to improve the administration and financial management of the College.</p>



**NAG 4 Finance and Property**

<p><b><u>To have in place a ten-year maintenance plan and a seven-year property development plan</u></b></p> <p>4.2.1 Ten-year maintenance plan is followed.</p> <p>4.2.2 Relevant parts of seven-year property development plan are completed.</p>	<ul style="list-style-type: none"> <li>• Maintenance items from the plan are carried out.</li> <li>• Planning for prefab removal is done</li> <li>• School cleaning and maintenance is done.</li> </ul>	<p>Property inspection carried out by Principal. Executive Officer and Property Manager</p> <p>The weight room plan has been revalued at \$196k.</p> <p>Science labs from potential architects have been visited. See Finance minutes</p>	<p>Management of College’s property outsourced to Watershed.</p>
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**NAG 4 Finance and Property (continued)**

<b>TARGET</b>	<b>Action</b>	<b>Outcome</b>	<b>Evaluation</b>
<p><b><u>To have an ICT plan</u></b></p> <p>4.3.1 School ICT plan is created.</p> <p>4.3.2 All licensing is complied with.</p>	<ul style="list-style-type: none"> <li>• Educational ICT plan produced</li> <li>• Only licensed programmes are used.</li> </ul>	<p>SNUP</p> <p>reports</p> <p>received</p>	<p>Need for an independent assessment of College's ICT facilities and develop a pathway forward.</p>
<p><b><u>To have a programme of Asset Replacement</u></b></p> <p>4.4.1 Equipment replacement programme is implemented.</p>	<ul style="list-style-type: none"> <li>• Computers to have a replacement cycle.</li> <li>• Tables / chairs / flooring replacement programme followed.</li> </ul>	<p>4 Year cycle</p>	<p>The commitment of the working capital of the school means that Otahuhu College needs to plan carefully for its financial position and improvement of facilities.</p>

TARGET	Action	Outcome	Evaluation
<p><b><u>To provide an appropriate pastoral care network</u></b></p> <p>5.1.1 Pastoral care system continues to function well.</p> <p>5.1.2 House system operates.</p> <p>5.1.3 Academic Mentoring Programme is introduced across the school.</p>	<ul style="list-style-type: none"> <li>• Professional development for whanau teachers occurs.</li> <li>• Assemblies are held to reinforce standards.</li> <li>• Peer mediation training is done.</li> <li>• Lunchtime sports competitions are run.</li> <li>• Brainfest competitions are run.</li> <li>• Haka Waiata competition is run.</li> <li>• Charities are supported</li> <li>• Student academic goal setting is done</li> <li>• Three way conferences are held twice a year</li> <li>• Meet the whanau tutor nights are held</li> </ul>	<p>Working on formalizing assemblies.</p> <p>Weekly meetings with deans established.</p> <p>Working with student management system to improve interventions with students.</p>	<p>Improving student engagement will need to be a key focus for 2014.</p>

<p><b><u>To have procedures that identify students at risk</u></b></p> <p>5.2.1 At-risk register maintained.</p>	<ul style="list-style-type: none"> <li>• MDT develop at-risk register.</li> </ul>	<p>Lack of identification of special assessment conditions.</p>	<p>Learning support is a significant area to improve on in terms of identifying the learning needs of students.</p>
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## NAG 6 Legislation

TARGET	Action	Outcome	Evaluation
<p><b><u>To ensure the school complies with all relevant legislation</u></b></p> <p>6.1.1 Term dates and hours are approved.</p> <p>6.1.2 Student attendance is monitored regularly.</p>	<ul style="list-style-type: none"> <li>• Term dates for current year published.</li> <li>• 380 half-days teaching takes place.</li> <li>• Next year's dates notified to staff and parents.</li> <li>• Period attendance is marked by all staff.</li> <li>• Staff roll marking is checked to see all are completing it.</li> <li>• All attendance is monitored daily, with parents of years 9 – 11 sent a text or phoned if child absent.</li> </ul>	<p>Start date Tuesday 28 January 2014. Last day Wednesday 10 December</p> <p>Attendance is a major focus to work on.</p>	<p>Aim is to start school as soon as possible to maximize teaching time before NCEA is due for completion.</p>
<p><b><u>To have an injury minimisation programme</u></b></p> <p>6.2.1 Carry out fire drills.</p> <p>6.2.2 OSH Committee in place.</p> <p>6.2.3 Accident Register in place.</p> <p>6.2.4 Civil Defence plan is in place.</p>	<ul style="list-style-type: none"> <li>• Fire drills held each term.</li> <li>• OSH Committee meets termly.</li> <li>• Accident Register entries dealt with.</li> <li>• Civil Defence procedures reviewed annually.</li> </ul>	<p>Review fire procedures</p>	<p>EOTC processes need reviewing..</p>

# Otago College



## 2013 NCEA Results

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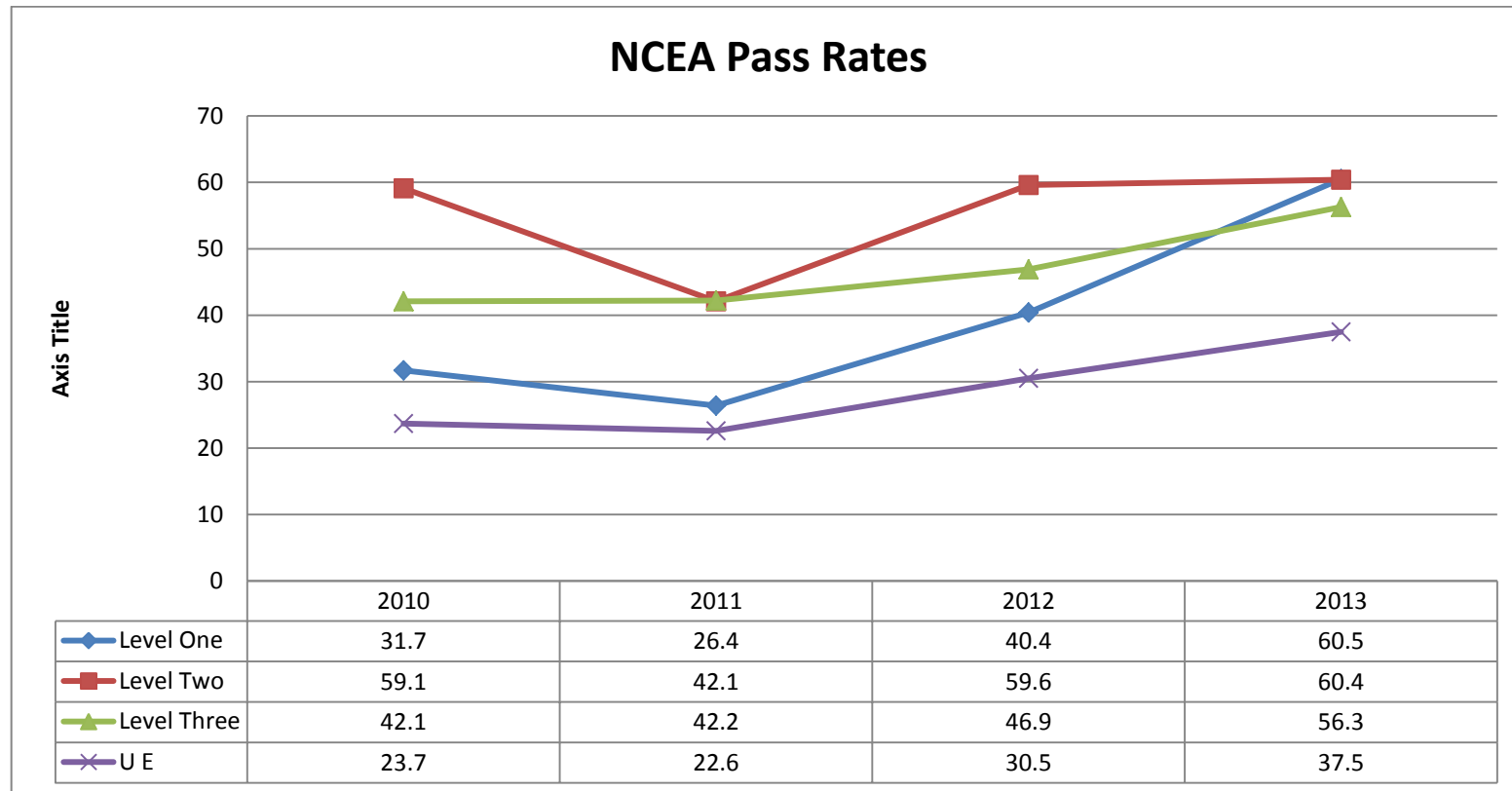
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## NCEA Pass Rates 2010-2013



This graph shows that there has been significant increases in the pass rates of students at Level 1,3 and University Entrance. Of note is that the Level Two pass rate has basically stayed the same in 2010, 2012 and 2013.



### 2013 Pass Rates Compared with National Averages

	Otahuhu College	National Average
Level One	60.5	80.9
Level Two	60.4	84.6
Level Three	56.3	78.1
University Entrance	37.5	69.5

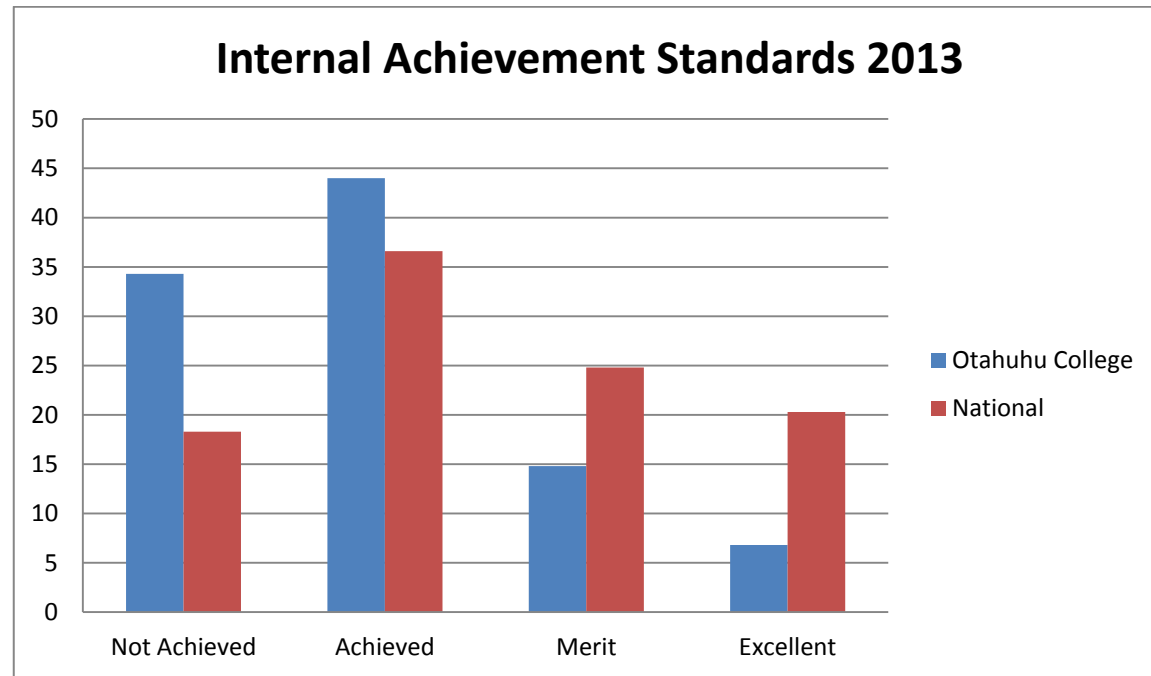
A comparison with the national averages show that there is still considerable work to be done at Otahuhu College to ensure that our students have the best possible opportunities and choices when they leave our college.

### 2013 Māori Pass Rates Compared to National Māori

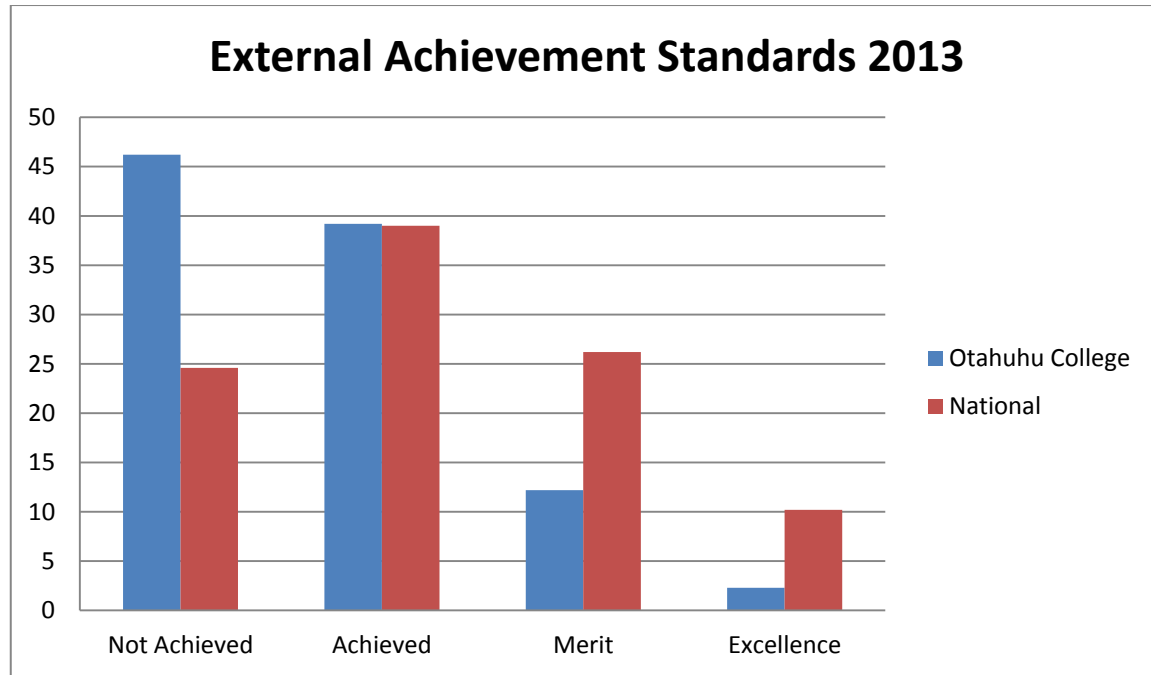
	Otahuhu College	National Average
Level One	46.2	67.8
Level Two	57.1	75.9
Level Three	29.4	67.9
University Entrance	17.6	51.4

While the gap between Māori achievement and the national average is similar to the whole College's performance at Level One and Two, there is a widening of the gap at Level Three.

## Achievement Standards Compared with National



Feedback from NZQA Managing National Assessment reports stresses the need for Otahuhu College to be more rigorous in our internal assessment. This graph shows that not only do we need to increase the pass rates for internals, we also need to substantially increase the higher order thinking and analysis that occurs in classroom activities and tasks.



External Achievement Standards also need significant improvement. Otahuhu College will focus on developing student expertise in examination technique, independent study habits and a clear understanding of the boundaries between Achieved, Merit and Excellence.

## Make up of Qualifications

There are three types of standards that students can achieve that count towards their NCEA:

- 1 Unit Standards
- 2 Internal Achievement Standards
- 3 External Achievement Standards

The table below shows the breakdown of the type of standards earned at Otahuhu College in 2013 compared to three other groups.

	2013 Otahuhu College	2013 National	2012 Otahuhu College	2012 Auckland Decile 8-10
Unit Standards	35%	20%	41%	14%
Internal Achievement	50%	53%	45%	50%
External Achievement	15%	27%	14%	35%

It is pleasing to see the increase percentage of internal achievement standards being done, however this data also shows that we need to substantially increase the percentage of externals our students are doing.

One of the key points of differences is that with Achievement standards there are Merit and Excellence grades which demand higher levels of thinking, essentially the ability to explain and analyse. External Achievement Standards are often used as gatekeepers, for example to do engineering at the University of Auckland you must have passed the three externals available in Physics.

If our students are to have the same opportunities and choices as students from other schools we need to work over time to having a similar makeup of our qualifications.

## **Three Year Running Average**

### **Comparison with the National Average**

Otahuhu College compares its performance against the national average.

The comparison looks at three year running averages in a multitude of categories. The results over the last three years are analysed as this helps to mitigate fluctuations from a 'good' or a 'bad' cohort. Importantly by running a three year average it helps focus the school on a consistency of performance and improvement.

Currently national average figures are being used, once these have been bettered the comparison will move to Auckland Decile 8-10 schools.

A multitude of categories are used these are based firstly of NCEA Levels, pass rates and Merit and Excellence rates. External examination results are a strong focus of the analysis as this gives independent progress of how the school is progressing. Each level is then divided by gender and ethnicity, in particular the performance of our Māori students and our boys. Each category has equal rating in determining the overall averages for the school.

The percentage scores are calculated by looking at Otahuhu College's results compared to the outcome nationally which is then converted into a percentage:

$$\frac{\textit{Otahuhu College}}{\textit{National}}$$

Effectively a result of 100% shows that Otahuhu College students did just as well as students nationally in that category, a result of greater than 100% is better than national average and of course a result less than 100% indicates that Otahuhu College students when compared to schools nationally did worse.

Pass Rates		NCEA Results Compared with National Average						Overall Difference		2013			
								Maori Difference		63.2%	Up from 61.6% in 2012		
										59.9%	Down from 61.8% in 2012		
		Male				Female							
Year	Level One	Level Two	Level Three	UE	Level One	Level Two	Level Three	UE	Level One	Level Two	Level Three	UE	
2013	74.8%	71.4%	72.1%	54.0%	74.0%	72.3%	51.8%	40.7%	76.1%	70.5%	85.1%	62.4%	
2012	51.1%	71.1%	61.5%	45.1%	53.0%	65.4%	45.9%	45.1%	49.3%	76.6%	68.3%	44.1%	
2011	34.11%	51.28%	55.75%	33.68%	29.91%	40.66%	51.34%	33.12%	38.12%	60.37%	60.85%	34.74%	
<b>Average of National Average</b>	<b>53.3%</b>	<b>64.6%</b>	<b>63.1%</b>	<b>44.3%</b>	<b>52.3%</b>	<b>59.5%</b>	<b>49.7%</b>	<b>39.7%</b>	<b>54.5%</b>	<b>69.2%</b>	<b>71.4%</b>	<b>47.1%</b>	

Pasifika				Maori				
	Level One	Level Two	Level Three	UE	Level One	Level Two	Level Three	UE
2013	90.7%	82.5%	92.1%	83.4%	57.0%	67.0%	37.6%	25.3%
2012	69.8%	88.6%	77.3%	66.4%	27.1%	48.3%	55.3%	64.5%
2011	44.14%	62.07%	80.44%	61.22%	37.91%	58.29%	44.20%	14.58%
<b>Average of National Average</b>	<b>68.2%</b>	<b>77.7%</b>	<b>83.3%</b>	<b>70.4%</b>	<b>40.7%</b>	<b>57.9%</b>	<b>45.7%</b>	<b>34.8%</b>

**Endorsed Merit and Excellence**

External of total Standards

	Level One	Level Two	Level Three	L1 Literacy	L1 Numeracy	Otahuhu	National
2013	37.8%	50.1%	19.5%	90.7%	74.5%	14.9%	26.6%
2012	47.9%	31.0%	29.7%	87.9%	66.2%	15%	28%
2011	39.39%	45.27%	35.08%	69.5%	76.9%	13.7%	28%
<b>Average of National Average</b>	<b>41.7%</b>	<b>42.1%</b>	<b>28.1%</b>	<b>82.7%</b>	<b>72.5%</b>		

**Externals Pass Rate**

Year	Level			Male			Female		
	Level One	Level Two	Level Three	Level One	Level Two	Level Three	Level One	Level Two	Level Three
2013	72.0%	73.6%	66.9%	66.8%	73.1%	67.1%	75.9%	73.3%	66.6%
2012	73.3%	78.3%	85.1%	71.8%	76.6%	90.1%	74.1%	78.0%	81.7%
2011	69.94%	79.33%	77.79%	55.25%	90.32%	81.58%	73.36%	84.52%	74.93%
<b>Average of National average</b>	<b>71.8%</b>	<b>77.1%</b>	<b>76.6%</b>	<b>64.6%</b>	<b>80.0%</b>	<b>79.6%</b>	<b>74.4%</b>	<b>78.6%</b>	<b>74.4%</b>

<b>Pasifika</b>				<b>Maori</b>		
	Level One	Level Two	Level Three	Level One	Level Two	Level Three
2013	89.8%	93.9%	85.2%	75.4%	80.7%	89.9%
2012	96.0%	101.7%	103.7%	75.0%	69.8%	109.7%
2011	76.45%	100.38%	104.13%	74.13%	92.03%	107.24%
<b>Average of National average</b>	<b>87.4%</b>	<b>98.7%</b>	<b>97.7%</b>	<b>74.9%</b>	<b>80.8%</b>	<b>102.3%</b>

### Merit and Excellence in Externals

Year	<b>Male</b>			<b>Female</b>					
	Level One	Level Two	Level Three	Level One	Level Two	Level Three			
2013	38.2%	44.9%	37.6%	36.5%	39.9%	50.8%	38.9%	47.4%	30.8%
2012	43.1%	42.6%	75.4%	40.7%	51.3%	79.3%	52.8%	37.7%	73.7%
2011	30.75%	57.55%	50.84%	28.92%	61.01%	47.67%	29.66%	51.00%	52.22%
<b>Average of National Average</b>	<b>37.4%</b>	<b>48.4%</b>	<b>54.6%</b>	<b>35.4%</b>	<b>50.7%</b>	<b>59.3%</b>	<b>40.5%</b>	<b>45.4%</b>	<b>52.2%</b>



	<b>Pasifika</b>			<b>Maori</b>			<b>Passing Merit Excellence</b>	<b>67.6%</b>
	Level One	Level Two	Level Three	Level One	Level Two	Level Three		
2013	66.4%	82.5%	71.2%	38.6%	35.0%	28.9%		
2012	81.13%	77.16%	127.92%	42.04%	38.66%	129.13%		
2011	57.14%	96.93%	103.42%	25.86%	63.55%	85.64%		
<b>Average of National Average</b>	<b>68.2%</b>	<b>85.5%</b>	<b>100.8%</b>	<b>35.5%</b>	<b>45.7%</b>	<b>81.2%</b>		

This table shows that overall there was a small improvement in Otahuhu College NCEA performance based on these measures. The fact that our pass rates increased significantly yet our Merit and Excellence rate and our external examination performance did not; indicates that academic mentoring and in particular the work of the Deans was effective in lifting the pass rate of targeted students.

## Fourteen Credits

In order to gain University Entrance students need to gain a minimum of 14 credits in three university approved subjects (as well as Level Three), similarly with all students doing five subjects, 14 credits in each subject is necessary for students to gain their qualification. The following table shows the percentage of students gaining 14 or more credits in each subject:

	Level	2013			
Accounting	1	62%	Drama	3	54%
Accounting	2	13%	Early Childhood		
Accounting	3	29%	Education	2	53%
Aiga (double)	1	95%	Early Childhood		
Art Design	2	92%	Education	3	19%
Art Design	3	25%	Engineering	1	74%
Biology	3	50%	Engineering	2	63%
Business Studies	1	32%	Engineering	3	37%
Business Studies	2	67%	English (11EN1)	1	50%
Business Studies	3	0%	English (11ENA)	1	27%
Carpentry	1	55%	English (12EN1)	1	7%
Chemistry	2	21%	English (12EN2)	2	42%
Chemistry	3	83%	English (13EN2)	2	9%
Classics	2	58%	English (13EN3)	3	53%
Classics	3	65%	ESOL	1	60%
Digital Technology	1	37%	Fabric	1	80%
Digital Technology	2	41%	Fabric	2	73%
Digital Technology	3	16%	Fabric	3	100%
Digital Technology (US)	1	47%	Fine Furniture	2	88%
Digital Technology (US)	2	57%	Fine Furniture	3	53%
Digital Technology (US)	3	31%	Food	1	91%
Drama	1	29%	Food	2	67%
Drama	2	55%	Food	3	66%
			Geography	1	33%
			Geography	2	13%

Geography	3	29%
Graphics	1	47%
Graphics	2	11%
Graphics	3	0%
Health	1	37%
Health	2	59%
Health	3	55%
Health Science	1	25%
Health Science (11SCX)	1	35%
Health Science Biology	2	86%
Health Science Biology	3	65%
Health Science Chemistry	2	65%
Health Science Chemistry	3	45%
Health Science Physics	2	42%
Health Science Physics	3	33%
History	1	45%
History	2	51%
History	3	50%
Mathematics (11MA1A)	1	59%
Mathematics (11MA1C)	1	16%
Mathematics (11MA1N)	1	9%
Mathematics (12MA1C)	1	7%
Mathematics (12MA2A)	2	26%
Mathematics (13MA1N)	1	8%
Mathematics (13MA2C)	2	0%
Mathematics(13MA3C)	3	22%
Media Studies	2	38%
Media Studies	3	25%

Music	1	46%
Music	2	6%
Music	3	60%
Physical Education	1	67%
Physical Education	2	73%
Physics	2	24%
Physics	3	40%
Samoa	1	77%
Samoa	3	53%
Samoa	2	79%
Science (11SC1)	1	36%
Science (11SCA)	1	10%
Science (11SCF)	1	40%
Science (11SCT)	1	75%
Sports Academy (Double)	3	80%
Sports Leadership	2	46%
Sports Leadership	3	49%
Statistics	3	47%
Te Reo Māori	1	11%
Te Reo Māori	2	0%
Te Reo Māori	3	33%
Technology	1	54%
Tongan	1	75%
Tongan	2	63%
Tourism	2	36%
Tourism	3	40%
Transition	2	51%
Transition	3	43%
Visual Arts	1	46%

Visual Arts	2	74%
Visual Arts	3	68%

## Subject Comparison with National Average

This comparison looks at how each subject area did last year. Currently national average figures are being used, once these have been bettered the comparison will move to Auckland Decile 8-10 schools.

A grade point average system is used based on Achieved =2, Merit = 3 and Excellence =4. This way we can compare the quality of the grades each subject gets relative to how students did in that subject across the country.

The percentage scores are calculated by looking at Otahuhu College's results compared to the outcome nationally which is then converted into a percentage:

$$\frac{\textit{Otahuhu College}}{\textit{National}}$$

Effectively a result of 100% shows that Otahuhu College I students did just as well as students nationally in that category, a result of greater than 100% is better than national average and of course a result less than 100% indicates that Otahuhu College students when compared to schools nationally did worse.

We look at both internal and external results and the following table shows how Otahuhu College has performed overall by this measure for the last two years.

	2013	2012
Internals	85%	85%
Externals	65%	74%

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
Accounting	Ach - Internally Assessed	Level 1	93%	
		Level 2	70%	
		Level 3	99%	
	Ach - Externally Assessed	Level 1		82%
		Level 2		38%
		Level 3		53%
Agriculture Horticulture Science	Unit - Internally Assessed	Level 1	110%	
		Level 2	106%	
	Ach - Internally Assessed	Level 1	108%	
Art History	Ach - Internally Assessed	Level 1		
		Level 3	99%	
	Ach - Externally Assessed	Level 1		
		Level 3		66%
Aviation	Unit - Internally Assessed	Level 2	101%	
Biology	Unit - Internally Assessed	Level 1	52%	
	Ach - Internally Assessed	Level 1	98%	
		Level 2	77%	
		Level 3	73%	
	Ach - Externally Assessed	Level 1		88%
		Level 2		88%
		Level 3		79%
Business Studies	Unit - Internally Assessed	Level 1	114%	

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
		Level 2	101%	
		Level 3	67%	
	Ach - Internally Assessed	Level 1	74%	
		Level 2	101%	
		Level 3	85%	
	Ach - Externally Assessed	Level 1		46%
		Level 2		130%
Chemistry	Unit - Internally Assessed	Level 3		
	Ach - Internally Assessed	Level 1	98%	
		Level 2	107%	
		Level 3	74%	
	Ach - Externally Assessed	Level 1		74%
		Level 2		82%
		Level 3		68%
Classical Studies	Ach - Internally Assessed	Level 1	41%	
		Level 2	107%	
		Level 3	101%	
	Ach - Externally Assessed	Level 2		88%
		Level 3		76%
Communication Skills	Unit - Internally Assessed	Level 1	106%	
		Level 2	110%	
Communication Skills		Level 3	115%	
Community and Social Services	Unit - Internally Assessed	Level 1	116%	
		Level 2	109%	

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
		Level 3	86%	
Computing	Unit - Internally Assessed	Level 1	91%	
		Level 2	100%	
		Level 3	84%	
		Level 4	103%	
Core Generic	Unit - Internally Assessed	Level 1	77%	
		Level 2	113%	
		Level 3	115%	
Dance	Unit - Internally Assessed	Level 3		
	Ach - Internally Assessed	Level 1	86%	
		Level 2	80%	
		Level 3	79%	
	Ach - Externally Assessed	Level 1		67%
		Level 2		64%
		Level 3		0%
Design and Visual Communication	Ach - Internally Assessed	Level 1	104%	
		Level 2	66%	
		Level 3	35%	
Design and Visual Communication	Ach - Externally Assessed	Level 1		56%
		Level 2		68%
		Level 3		0%
Drama	Unit - Internally Assessed	Level 1	0%	
		Level 2	85%	
	Ach - Internally Assessed	Level 1	75%	



			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
		Level 2	78%	
		Level 3	92%	
	Ach - Externally Assessed	Level 1		94%
		Level 2		78%
		Level 3		80%
Early Childhood Education and Care	Unit - Internally Assessed	Level 2	93%	
		Level 3	88%	
Economics	Unit - Internally Assessed	Level 3		
	Ach - Internally Assessed	Level 1	78%	
		Level 2	93%	
		Level 3	84%	
	Ach - Externally Assessed	Level 1		50%
		Level 2		42%
		Level 3		45%
Education	Unit - Internally Assessed	Level 2	82%	
		Level 3	107%	
English	Ach - Internally Assessed	Level 1	61%	
		Level 2	40%	
		Level 3	69%	
	Ach - Externally Assessed	Level 1		59%
		Level 2		61%
		Level 3		59%
English for Speakers of Other	Unit - Internally	Level 1	103%	

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
Languages	Assessed			
		Level 2	118%	
Geography	Unit - Internally Assessed	Level 3		
	Ach - Internally Assessed	Level 1	83%	
		Level 2	93%	
		Level 3	90%	
	Ach - Externally Assessed	Level 1		54%
		Level 2		60%
		Level 3		43%
Health	Unit - Internally Assessed	Level 1	102%	
		Level 2	99%	
		Level 3	98%	
	Ach - Internally Assessed	Level 1	78%	
		Level 2	83%	
		Level 3	80%	
	Ach - Externally Assessed	Level 1		101%
Health		Level 2		112%
		Level 3		128%
History	Unit - Internally Assessed	Level 3		
	Ach - Internally Assessed	Level 1	72%	
		Level 2	72%	
		Level 3	56%	
	Ach - Externally Assessed	Level 1		68%
		Level 2		42%

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
		Level 3		43%
Home and Life Sciences	Unit - Internally Assessed	Level 1	116%	
		Level 2	87%	
		Level 3	113%	
Hospitality	Unit - Internally Assessed	Level 1	116%	
		Level 2	98%	
		Level 3	103%	
Languages	Unit - Internally Assessed	Level 1	92%	
		Level 2	79%	
Lea Faka-Tonga	Unit - Internally Assessed	Level 1		
		Level 2	86%	
Maori	Unit - Internally Assessed	Level 1		
		Level 2	70%	
Maori Performing Arts	Unit - Internally Assessed	Level 1		
		Level 3	78%	
Mathematics	Unit - Internally Assessed	Level 1	105%	
	Ach - Internally Assessed	Level 1	59%	
		Level 2	40%	
		Level 3	67%	
	Ach - Externally Assessed	Level 1		48%
		Level 2		44%
		Level 3		53%

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
Mathematics with Calculus	Unit - Internally Assessed	Level 3	118%	
	Ach - Internally Assessed	Level 3		
Mechanical Engineering	Unit - Internally Assessed	Level 1	88%	
		Level 2	98%	
		Level 3	108%	
Media Studies	Unit - Internally Assessed	Level 1		
	Ach - Internally Assessed	Level 1		
		Level 2	61%	
		Level 3	66%	
		Ach - Externally Assessed	Level 1	
		Level 2		54%
		Level 3		36%
Music	Ach - Internally Assessed	Level 1	78%	
		Level 2	48%	
		Level 3	83%	
		Ach - Externally Assessed	Level 1	
Outdoor Recreation	Unit - Internally Assessed	Level 1	68%	
		Level 2	85%	
		Level 3	112%	
Physical Education	Unit - Internally Assessed	Level 2		
		Level 3	100%	
		Ach - Internally Assessed	Level 1	87%

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
		Level 2	97%	
		Level 3	81%	
Physics	Unit - Internally Assessed	Level 1	62%	
	Ach - Internally Assessed	Level 1	92%	
		Level 2	62%	
		Level 3	65%	
	Ach - Externally Assessed	Level 1		45%
		Level 2		54%
		Level 3		54%
Religious Studies	Ach - Internally Assessed	Level 1	83%	
Reo Maori	Ach - Internally Assessed	Level 1	57%	
		Level 2	59%	
		Level 3	89%	
Reo Maori	Ach - Externally Assessed	Level 1		55%
		Level 3		0%
Samoan	Unit - Internally Assessed	Level 3	0%	
	Ach - Internally Assessed	Level 1	96%	
		Level 2	105%	
		Level 3	92%	
	Ach - Externally Assessed	Level 1		88%
		Level 2		104%
		Level 3		119%
Science	Unit - Internally Assessed	Level 1	51%	

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
	Ach - Internally Assessed	Level 1	33%	
	Ach - Externally Assessed	Level 1		75%
Sciences	Unit - Internally Assessed	Level 4		
Security	Unit - Internally Assessed	Level 2	100%	
Service Sector	Unit - Internally Assessed	Level 1	101%	
		Level 2	104%	
		Level 3	103%	
		Level 4	104%	
Service Sector Skills	Unit - Internally Assessed	Level 2	106%	
Social Studies	Ach - Internally Assessed	Level 1	86%	
		Level 2	62%	
	Ach - Externally Assessed	Level 1		
		Level 2		38%
Sport	Unit - Internally Assessed	Level 2	116%	
Statistics and Modelling	Unit - Internally Assessed	Level 3		
	Ach - Internally Assessed	Level 3		
Supported Learning	Unit - Internally Assessed	Level 1	104%	
Technology	Unit - Internally Assessed	Level 1	90%	
		Level 2	91%	
		Level 3	110%	

			2013	2013
			Internal Comparison	External Comparison
Subject	Std Type	Average	85%	65%
	Ach - Internally Assessed	Level 1	69%	
		Level 2	69%	
		Level 3	53%	
	Ach - Externally Assessed	Level 1		90%
		Level 2		79%
		Level 3		23%
Tourism	Unit - Internally Assessed	Level 2	74%	
		Level 3	71%	
Visual Arts	Unit - Internally Assessed	Level 1		
	Ach - Internally Assessed	Level 1	103%	
		Level 2	81%	
		Level 3	80%	
	Ach - Externally Assessed	Level 1		106%
		Level 2		77%
		Level 3		100%