



Otahuhu College

Analysis of Variance for Year Ended 31 December 2018

“Leading Educational Excellence and Endeavour in Our Community”

“Tataki ai te kuranga hiranga kia nanaiore I to tatou hapori”

2018

Student Engagement

Focus Area	Position 2017	Core Strategies	Outcomes for 2018	Target for 2018	Commentary
Attendance	53% of students have regular attendance or better.	Close work with families and external agencies Monitoring of School engagement work by counsellors Particular focus to be placed on Term 2 and last week of Term 1	See Attendance graphs 49% of students have 90% attendance or better. 65% have better than 85% attendance	58% of students have regular (90%) attendance.	Establishing with Police and Col attendance procedures for community. 2019 will see advertising campaign and also looking at private prosecutions of truant family. Will continue to advocate with Ministry to be more proactive around attendance.
Behaviour	Decrease in minor offences Standdown rate of 45 per 1000 (2016)	Review of effectiveness of Te Kura o Waipuna and implement changes if any. Clear establishment of behaviour matrix Begin to work with COL to achieve consistency of behaviour.	Decrease in minor offending cf 2017. Standdowns total 42 Suspensions 7 See behaviour Graphs There was an increase in behavioural incidents in August. This has been driven by a greater focus on recording attendance interventions.	Stand down rates at the national average: 40 per 1000	Overall there was a significant decrease in behavioural incidents this year. However, extremes of behaviour still exist and result in stand down. It is noticeable that swearing at staff has decreased. New Deans in place for 2019 will need work.
Retention	Retention to 17 th birthday is 83%	Ongoing work with careers and curriculum development to maintain levels of retention	Met with Strive and Solomon group.	Levels of retention	Structure in place for support of at risk

		Use of Year 14 further developed to ensure students going into employment or effective studies.	Programmes will be running in November to help transition to work.	are at or above the national average (83%)	students in Year 12 and 13. With increased employment opportunities retention will be lower.
Engagement in learning	No clear measurement of engagement in learning	Investigate and implement ways to measure engagement in learning	Students surveyed with overall positive results. PISA survey also occurred which allows comparisons and define areas to work on for next year.	Engagement in learning able to be measured.	Overall very good feedback from students surveyed. Completion rate to be worked on for next year. PISA survey indicates work on the belief that intelligence is fixed. This will be a focus for 2019.

Student Achievement

Focus Area	Position 2017	Core Strategies	Outcome for 2018	Target for 2018	Commentary
Year 9 and 10	Progress being measured by PAT	Persevere with PAT testing till 2019 and evaluate the effect of PAT as a measure of cohort progress. Investigate other forms of testing Ongoing review and improvement of junior programme	Asttle test results attached to this report. Key areas of improvement with targeted activities shared with the core teachers at Year 10. PISA	Progress in Year 9 and 10 is significantly faster than the national average. PISA data shows improvement over time in Mathematical and Science Literacy.	A major area of focus. Also tied in with Otahuhu Kāhui Ako

				Reading literacy has seen slight improvement.																												
Externals	17% of standards completed are from externals	<p>Review of external standards with less than 60% pass rate</p> <p>Development of independent study techniques</p> <p>Improved literacy and vocab development</p> <p>Workshops and tutorials throughout the year</p> <p>Identify key subjects for University Entrance and establish plan for improvement.</p>	<p>External Results</p> <table border="1"> <tr><td>L1 Pass rate</td><td>60.1</td></tr> <tr><td>L1 M+E</td><td>24.1</td></tr> <tr><td>L2 Pass rate</td><td>60.5</td></tr> <tr><td>L2 M+E</td><td>23.2</td></tr> <tr><td>L3 Pass rate</td><td>58.4</td></tr> <tr><td>L3 M+E</td><td>22.2</td></tr> </table>	L1 Pass rate	60.1	L1 M+E	24.1	L2 Pass rate	60.5	L2 M+E	23.2	L3 Pass rate	58.4	L3 M+E	22.2	20% of standards completed are from externals	<p>While not meeting our targets there were good improvements in terms of pass rates at Level 1 and 3 and similar with Merit and Excellence grades at all three levels. The percentage of externals appears to have increased- waiting for confirmation from NZQA. However some subject areas did not do well- and these will be focus areas in 2019,</p>															
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	<table border="1"> <tr><td>L1 Pass rate</td><td>56.2%*</td></tr> <tr><td>L1 M+E</td><td>18%</td></tr> <tr><td>L2 Pass rate</td><td>61.9%</td></tr> <tr><td>L2 M+E</td><td>21.4%</td></tr> <tr><td>L3 Pass rate</td><td>52.2%</td></tr> <tr><td>L3 M+E</td><td>15.7%</td></tr> </table> <p>2017 results revised based on changes by NZQA</p>	L1 Pass rate	56.2%*	L1 M+E	18%	L2 Pass rate	61.9%	L2 M+E	21.4%	L3 Pass rate	52.2%	L3 M+E	15.7%	<table border="1"> <tr><td>L1</td><td>77%</td></tr> <tr><td>Pass rate</td><td></td></tr> <tr><td>L1 M+E</td><td>35%</td></tr> <tr><td>L2</td><td>78%</td></tr> <tr><td>Pass rate</td><td></td></tr> <tr><td>L2 M+E</td><td>28%</td></tr> <tr><td>L3</td><td>78%</td></tr> <tr><td>Pass rate</td><td></td></tr> <tr><td>L3 M+E</td><td>33%</td></tr> </table>	L1	77%	Pass rate		L1 M+E	35%	L2	78%	Pass rate		L2 M+E	28%	L3	78%	Pass rate		L3 M+E	33%
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NCEA Pass Rates	Level 1	53.6%	<p>Embedding of special assessment conditions processes</p> <p>Continued development of Year 9 and 10 programme</p>	2018 Pass Rate	Level 1	70%	<p>Level 1 was very disappointing. We dropped the ball here</p>																									
	Level 2	75.4%		Level 1	41.2%	Level 2		80%																								
	Level 3	73.5%		Level 2	63.1%	Level 3	75%																									
	UE	22%		Level 3	68.3%	UE	30%																									

	<ul style="list-style-type: none"> Revised numbers as NZQA changed statistical measures 	<p>Vocabulary development</p> <p>Development of tracking for Year 9 and 10 students</p>	<table border="1"> <tr> <td>UE</td> <td>25.6%</td> </tr> </table>	UE	25.6%		<p>with our tracking of at risk students. To a similar extent at Level 2. Level 3 is above National average and UE is best since changes introduced to how UE is attained.</p>																
UE	25.6%																						
Merit and Excellence endorsed certificates	<table border="1"> <tr> <td>Level 1</td> <td>29.5%</td> </tr> <tr> <td>Level 2</td> <td>16.7%</td> </tr> <tr> <td>Level 3</td> <td>12.8%</td> </tr> </table>	Level 1	29.5%	Level 2	16.7%	Level 3	12.8%	<p>Development of writing programme</p> <p>Higher level tasks and dialogue in classes</p> <p>Family communication around quality of credits.</p> <p>Clear identification of grade boundaries.</p> <p>Focus on high level of consistency with external moderation.</p>	<p>Median Merit and Excellence Endorsements</p> <table border="1"> <tr> <td>Level 1</td> <td>43.6%</td> </tr> <tr> <td>Level 2</td> <td>24.2%</td> </tr> <tr> <td>Level 3</td> <td>22.7%</td> </tr> </table>	Level 1	43.6%	Level 2	24.2%	Level 3	22.7%	<table border="1"> <tr> <td>Level 1</td> <td>55%</td> </tr> <tr> <td>Level 2</td> <td>43%</td> </tr> <tr> <td>Level 3</td> <td>42%</td> </tr> </table>	Level 1	55%	Level 2	43%	Level 3	42%	<p>Good increase in this area.</p>
Level 1	29.5%																						
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Leaver Transition

Focus Area	Position 2017	Core Strategies	Outcome for 2018	Target for 2018	Commentary
Year 13	2014-2016 31-47% of leavers have left Otahuhu College with Level Three or higher	Increase retention and support for students through to Year 13 Develop a Year 14 strand for start of the year if needed Enrichment activities that culminate in year 13 to encourage students to complete their qualifications.	Unknown outcomes for 48/192 year 13 leavers. Information from TEC on Leaver destinations is in Appendix 6	76% of Leavers have Level 3 or higher.	Met with Strive an dSolomon group to make sure all students are followed up on.
Employment	42-50% of all leavers not enrolled in training, however we are currently unaware of what they are doing.	Record in central database destination of leavers with work place. Following up in first term after leaving school and providing support where needed. Develop closer employment links with hospitality, building and construction and other career based subjects. Investigate a Schoolwide programme of CV building and interview technique. Further development of work placement and links with industries.	43/192 of Year 13 in employment. Programme in place at end of year for students to support transition into fulltime employment.	A clear understanding of the destination of 90% of the school leavers.	Review of careers systems and structures taking place based on these outcomes.
Training	26-30% of leavers enrolled in study at non degree level study	Improved links with quality providers Career planning and progression developed Identification of at risk students for emphasis in career work.	64/192 in training	Recommended providers based on careers and feed back from employees	
University and Degree Level Study	14-18% of all school leavers enrolled in degree level study	Dedicated University navigator Professional based work placements Improved scholarship application process to decrease financial burden for families Development of Coherent University development focus from Year 9-13.	25/192 in degree level training Scholarship applications and support provided	20% of leavers are enrolled into degree level study	Focus turns to encouraging Year 9 and 10 into tertiary study.

Finance and Property

Focus Area	Position 2017	Core Strategies	Outcomes to date	Target 2018	Commentary
Quality classrooms	Quality classrooms in B, L and T Block. Drama Rooms high quality.	Reroof Gym and Music block Plan Modernisation of Music Block Removal of prefabs surplus to requirements	Modernisation of music block (\$150k) occurred during December holidays. Work on converting engineering in T block to high performance sport scheduled for December. Minor remedial work started on M Block	Roofs completed Plan for Music completed and in place All surplus prefabs removed.	Destructive testing to occur on M Block. School to expect 4-5 years of disruption in this area. Prefabs by Tennis courts to be demolished Term 1 2019.
Finances	Otahuhu College is in a strong financial position with high working capital.	Streamlining of administrative processes Development of financial sponsorship and support Increase revenue from grant applications	In process of changing Accountants. Surplus of 59k with strong working capital.	Enhanced financial position	Strong position. Need to be aware of implications of pay increases in support staff \$65k plus for 2019.
Capital resources	The school is currently well resourced.	Programme of capital replacement Adequate provision for depreciation, write off assets Continue running surpluses to allow for capital improvement	Write off occurred during 2017 financial year.	Assets under \$500 written off.	Capital budget committed for this year.
IT		Improve IT infrastructure with focus on wifi and cloud Ongoing replenishment of devices	528 Laptops or Computers	1 to 2 ratio of devices to students	IT server modernisation scheduled during the holidays

				IT runs seamlessly with no delays	
Property	Grounds well presented	Pool consistently up and running Improvement to Golf Avenue entrance Increased visibility of Memorial Fields Focus on improving presentation while reducing maintenance costs.	Pool leak repaired Memorial Number 1 field upgraded during summer break	High quality grounds and facilities for students	Discussions with MOE on M Block renovation.

Community of Learning

Focus Area	Position 2017	Core Strategies	Outcome for 2018	Target for 2018	Commentary
Stewardship	Initial first meeting of stewards group.	Board of Trustees develop strong links and build capacity with the other Boards in the Community of Learning.		Two combined board training sessions Community Board representation at meeting	Need to organise combined Board meeting
Achievement Challenge	Achievement challenge for Writing, Maths, STEM and UE approved 2017	Alignment of the curriculum in Maths and Science Investigation into alternative to National Standards in particular at key transition years.	Agreement to report on curriculum levels in Years 1-8 Standardised reporting Year 1-8 being developed Maths scheme and science being taught	Improvement in Mathematical ability entering Year 9	Progress is being made in terms of process. No change in student outcomes yet. WTN needs to be more active in this area.
Student Engagement	Attendance rates across the COL are	All COL schools use Attendance Matters and this data is used to evaluate outcomes of attendance initiatives.	Combined approach to truancy with police and orange	COL has common approach to	

	below the national averages	COL works together in areas of Arts, Music and Sports to build strong links. Structured transition of pastoral concerns developed.	tamiriki as well as RTLB being planned.	attendance and engaging parents.	
Staff Development	Each school has their own approach to professional development	Creation of a leadership pathway for staff in the COL. Utilisation of expertise in the COL to help improve student outcomes.	Leadership development programme has been outlined and implemented	COL Leadership development is introduced.	leadership breakfast have been held. Schedule for 2019 in place.

Teaching and Learning

Focus Area	Position 2017	Core Strategies	Outcomes to Date	Target for 2018	Commentary
Classroom teaching	Improved quality of teaching practise across the board with higher expectations and better engagement with students	Introduction of new appraisal system based on Professional Standards for Teachers.	New appraisal introduced based on Standards for the Teaching Profession. Time set aside for this.	100% compliance with Teacher appraisal.	Reminders in staff briefings
Leadership	Leadership development through tertiary study	Creation of leadership development programme that involves the Col.	Leadership development created	Leadership development in place.	Breakfast leadership meetings occurred- positive feedback.
Recruitment	Difficulty in recruiting teachers in most curriculum areas	Investigate alternative recruitment processes Investigate housing options on school land Advocate to Education Council regarding registration Use of relocation allowances or similar to attract staff.	Vacancies in Physics, Maths, Music and Accounting currently for 2019.	Full staffed school	Concern about recruitment for next year.

		Advocate for additional payments for hard to staff areas.	Three staff opted for surplus staffing		
Curriculum Development	Junior curriculum more closely aligned with needs of NCEA	Focus on Digital Technology, Commerce and Social Sciences Alignment of curriculum from Year 1-13 and also developing alignment across departments	Discussions initiated around the impact of likely ending of NCEA Level 1 Establishment of Building and Construction Advisory Panel. Looking into IT development for 2020.	Improved completion and external results Adaptation of courses for changes in NCEA	Early stages in these key areas, uncertainty on outcome of NCEA review.

Maori

Focus Area	Position 2017	Core Strategies	Outcomes for 2018	Target for 2018	Commentary
Leavers	Leavers with Level 2 from 2014-2016 range from 55-65% Leavers with Level 3 range from 21-51%	Development of engaging teaching and learning Increased academic support on fundamentals of literacy and numeracy so students can cope with demands of Level 3 Use of careers department to help plan transition from secondary school onwards.	See NCEA Results for Maori 63% of Maori leavers had Level 2 in 2017	65% of Māori leavers have Level 2 (significantly above the national average for Māori) Consistently achieve leaver data with 54% of Māori leavers	Slight improvement on 2017 with NCEA results.

				having level 3 (National average is 34%)	
Retention	Retention of Māori students to 17 th Birthday in 2016 was 76% (National average 71%)	Focus on Māori students in Year 10 and 11 in terms of career development, link with whanau and future planning.	Maori retention 76% in 2016. Identifying Y9 and 10 Maori students at risk	Increase retention rate to 80%	
Attendance	Māori attendance shows 44% are attending regularly	Working with whanau on how we can work together to support Māori achievement Identification of at risk students early so support mechanisms put in place. Liaison with outside agencies to provide school engagement.	See attendance for Maori graph. Significant decrease since 2016.	50% of Māori students are attending regularly (greater than 90%)	A main focus area- want to get attendance to same level as other ethnic groups.
Tikanga Māori	Growing biculturalism in the College	Continuation of schoolwide haka competition (first time in 2017) Use of powhiri to welcome new staff Greater support for Māori language week Consultation with key staff around Tikanga at Otahuhu College.	Haka Waiata Kapa Haka group performed at Polyfest Whakario being used in local developments	Tikanga Māori is an essential element in the cultural life of Otahuhu College and happens seamlessly.	

Whanau Ora

Focus Area	Position 2017	Core Strategies	Outcomes to Date	Target for 2018	Commentary
STEM	30% of Pasifika students participating in Level 1 Science	Development of a Year 1-10 science programme for Otahuhu Development of coherent Digital technology programme Work experience and observation of Stem based careers	59/147 40%	45% of Year 11 Pasifika students participating in Science	There was students who moved out of science at start of year. Good

		STEM based holiday and afterschool activities			increase but missed target.
Degree based study	14-18% of all school leavers enrolled in degree level study	Dedicated University navigator Professional based work placements Improved scholarship application process to decrease financial burden for families Coherent University development focus from Year 9-13.	Large number of scholarship applications for degree level study	20% of leavers are enrolled in degree level study (national Average)	Importance of academic and extra curricular is highlighted. Students need to be successful in both areas for scholarships.
Leadership and Engagement	40% participation in sport	Develop sport high performance pathways Increase nutrition component to sports teams Combined family sporting events Initiating closely working with COL schools to develop sport and health lifestyles for families	Work done on High Performance pathway-	50% engagement of Pasifika families in sport	Professional and Olympic sports academy being established
Financial	No current process	Investigation into how families can develop long term saving plans and how we can help facilitate this.		Financial literacy based around budgeting and long term saving established	
Family Engagement	Over 500 families on the register	Continued work with navigators and with communication with families Increase work with Primary schools	846 families on register	All Pasifika families in Otahuhu COL benefit from whanau ora.	Aim for 1200 families for 2019
Transition	Contract finishes in July 2020	Development of alternative funding streams to support whanau ora services Embed practises so that they are sustainable Meet the outcome requirements of Pasifika Futures may result in contract extension.		1 alternative finance stream developed	Likely that Whanau Ora funding will continue for Sciences will need to

					improve outcomes in other areas to retain funding.
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Co Curricular Activities

Focus Area	Position 2017	Core Strategies	Outcomes for 2018	Target for 2018	Commentary
Sports	40% of students involved in extra-curricular sports	Increase staff involvement through managerial positions associated with sports Development of links with community clubs Increased family involvement Recruitment and training of student based coaches and officials	Only 33% of students involved in sport.	50% of students involved	A key area of school. Working on developing reporting matrices for sports department.
Arts	Approximately 10-15% of students involved in extra curricular arts	House Choir Competition introduced Review use of itinerant musicians Growth in Debating and new activities in the Arts	Itinerant music numbers are up Magnique won SUSO Art awards evening	25% of students involved in extra curricular arts	Working on developing large group music performances.
Culture	Polyfest is annual event	Ongoing support of Polyfest Development of languages weeks to celebrate Pacific languages	Language weeks have been a feature. Japan Day held	Strong cultural presence throughout the College	Language weeks embedded in the school..
Performance	Consistently high performers in the Arts and Polyfest	Continue high performance in the Arts and Polyfest Investigate and develop high performance pathways in key sports	See above High Performance pathway to be introduced Term 3	Otahuhu College has reputation for excellence in High performance	Improving training attitude and self discipline through High performance sport

Leadership	Use of House Prefects, School prefects and leadership camps	Further development of leadership camps Investigate Hillary Award scheme or similar Development of pathways through House leadership	College Prefects and House Prefects named Year 11 Leadership camp completed	House leadership pathway established	Ongoing area of work.
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Governance

Focus Area	Position 2017	Core Strategies	Outcomes for 2018	Target 2018	Commentary
Achievement	Otahuhu College achievement is below national averages	Achievement of the annual plan		Otahuhu College is achieving consistently above national averages.	
Community of Learning	Initial first meeting of stewards group.	Board of Trustees develop strong links and build capacity with the other Boards in the Community of Learning.	This has not occurred as planned a regular schedule of meetings for combined Boards.	Effective and thoughtful stewardship across the community of Learning.	Need to organise combined board meeting and some training with other COL schools.
Strategic	Significant improvements overseen by the Board	Regular scanning for challenges and opportunities in particular demographic changes in the community.	ERO Board Compliance list to	Thoughtful and considered planning on	Cycle of policy review for next meeting. Rae

		Review of policies	be included in sections.	future direction of Otahuhu College Cycle of policy review maintained.	and Neil Watson?
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Achievement in NCEA and UE: Otahuhu College

Generated 15-Jan-2019

PR2 - Enrolment Based Cumulative Overall Results

Otahuhu College

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2014	43.9	56.7	40.1	21.6
2015	51.3	57.6	43.6	17.4
2016	58.0	67.2	59.8	21.5
2017	53.6	75.4	73.5	22.1
2018	41.2	63.1	68.3	25.6

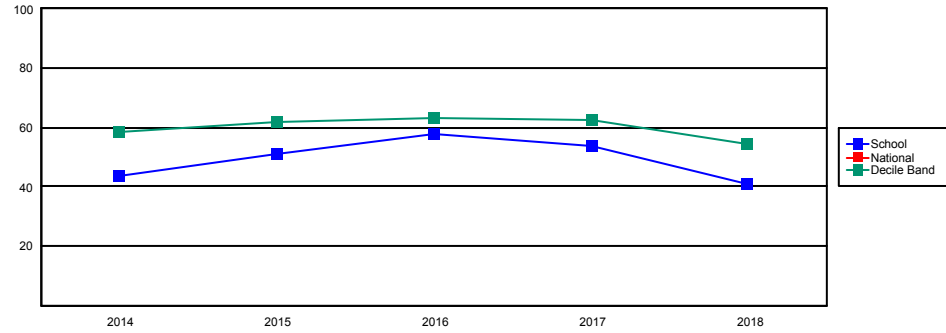
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
58.3	65.1	45.4	24.0
61.7	67.9	49.9	26.3
63.3	70.7	53.7	28.0
62.9	70.7	55.3	27.2
54.3	66.8	54.1	24.9

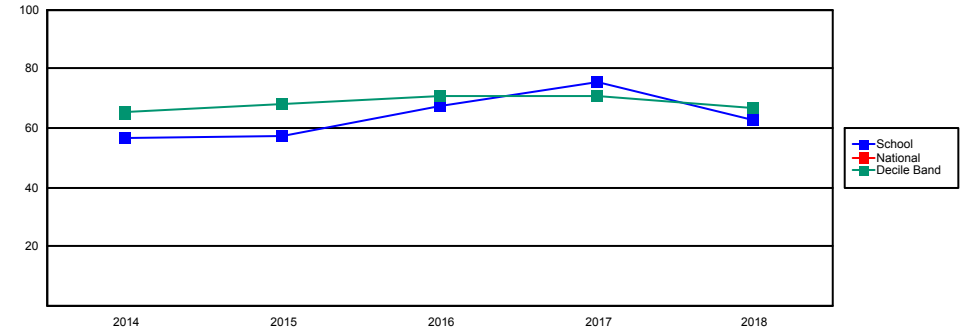
Decile 1-3

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
58.3	65.1	45.4	24.0
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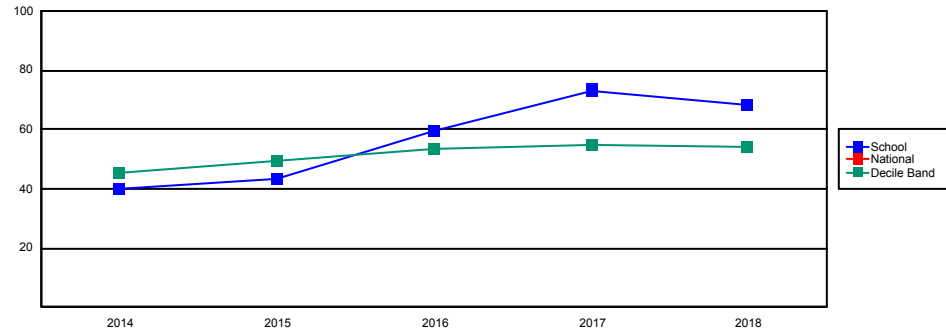
Year 11 - NCEA Level 1



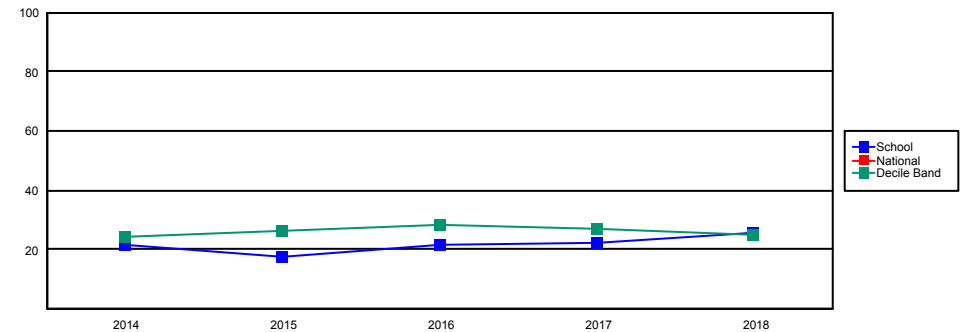
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Achievement in NCEA and UE: Otahuhu College

Generated 15-Jan-2019

PR2 - Enrolment Based Cumulative Results by Gender

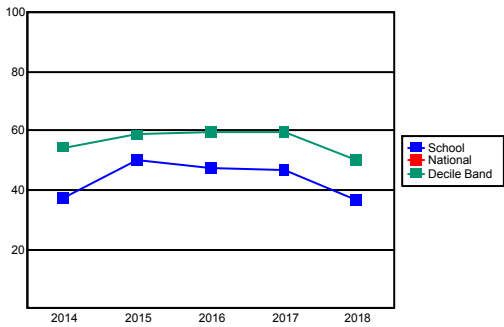
Otahuhu College

National

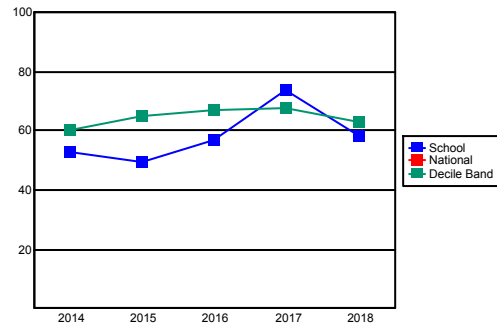
Decile 1-3

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2014	37.6	53.1	33.1	16.9					54.6	60.5	39.2	18.5
2015	50.0	49.6	37.7	13.2					58.7	64.8	43.8	20.9
2016	47.5	57.0	42.6	13.8					59.8	67.2	48.3	22.2
2017	46.9	73.5	72.3	23.1					59.5	67.6	49.7	21.4
2018	36.6	58.5	64.0	9.3					49.9	62.9	50.1	19.7
Female												
2014	49.0	60.9	47.4	26.3					62.2	69.7	51.2	29.1
2015	52.3	65.1	49.1	21.4					64.8	71.0	55.2	31.1
2016	69.4	73.9	73.9	27.8					66.8	74.4	58.4	33.1
2017	62.8	77.1	74.1	21.6					66.2	73.7	60.2	32.5
2018	46.5	68.0	72.3	40.4					58.9	70.6	57.4	29.3

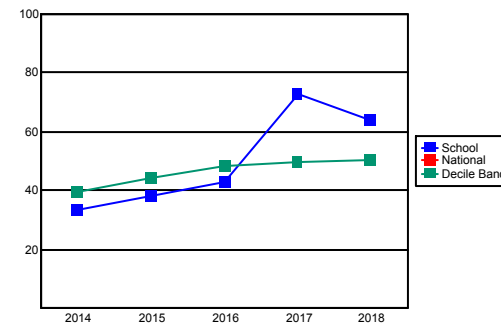
Year 11 NCEA Level 1 - Male



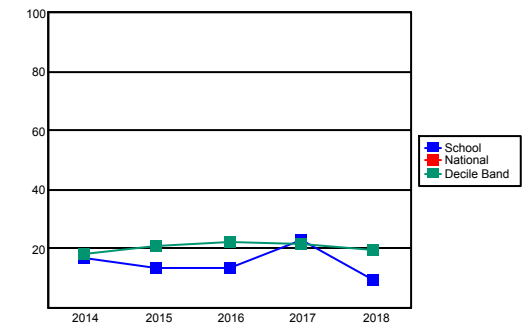
Year 12 NCEA Level 2 - Male



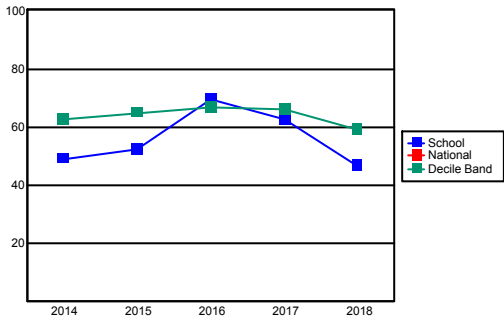
Year 13 NCEA Level 3 - Male



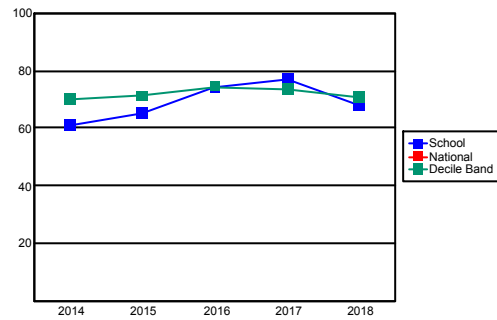
Year 13 University Entrance - Male



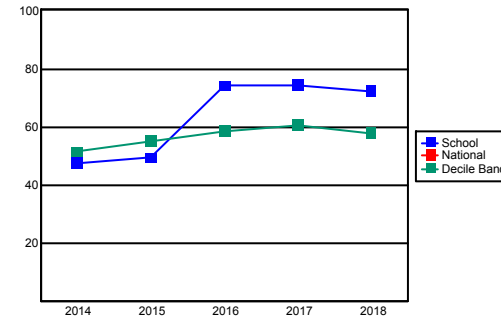
Year 11 NCEA Level 1 - Female



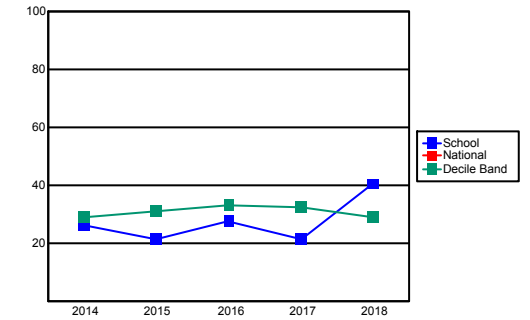
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



Achievement in NCEA and UE: Otahuhu College

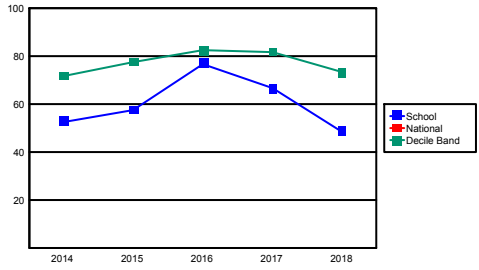
Generated 15-Jan-2019

PR2 - Enrolment Based Cumulative Results by Ethnicity

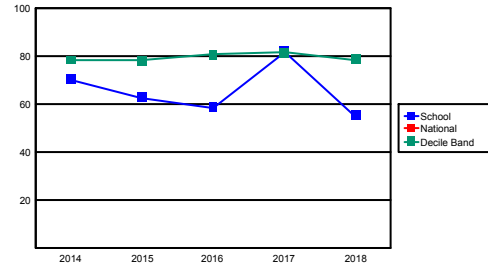
Academic Year	Otahuhu College				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2014	52.8	70.3	55.6	29.6					71.7	78.5	59.0	42.0
2015	57.6	62.9	64.5	29.0					77.6	78.3	62.2	45.1
2016	76.9	58.6	60.0	31.4					82.2	80.6	69.4	50.9
2017	66.7	82.1	60.9	21.7					81.8	81.7	67.8	48.6
2018	48.5	55.6	82.8	37.9					73.3	78.9	69.1	46.9
European												
2014	50.0	47.1	42.9	28.6					66.4	70.9	48.1	30.1
2015	43.8	100.0	64.3	35.7					66.9	72.0	52.8	34.8
2016	63.6	38.5	87.5	25.0					70.5	72.7	56.2	36.6
2017	64.3	77.8	71.4	28.6					71.9	74.8	55.0	32.4
2018	83.3	100.0	71.4	28.6					62.8	72.4	55.2	32.1
Māori												
2014	31.8	40.0	25.8	12.9					51.3	59.3	40.0	16.7
2015	32.4	55.6	34.5	13.8					54.2	63.7	43.2	17.8
2016	58.6	57.7	73.7	15.8					55.8	66.8	46.7	18.8
2017	45.5	68.2	66.7	4.2					54.8	65.6	49.0	20.0
2018	30.4	63.0	70.6	11.8					47.0	60.9	47.1	17.1
Middle Eastern/Latin American/African												
2014		100.0							58.7	67.0	49.6	31.6
2015									70.4	74.8	52.0	31.5
2016									74.2	70.1	59.4	45.9
2017	100.0								75.5	73.0	57.9	42.9
2018	50.0	100.0							64.9	70.3	56.0	33.0
Other Ethnicity												
2014	100.0	100.0							50.8	57.4	45.9	32.4
2015	50.0		100.0	100.0					56.6	55.6	45.7	37.1
2016	100.0	50.0	100.0						69.2	66.2	45.5	29.1
2017		100.0	100.0	100.0					61.4	86.4	52.3	34.1
2018									51.4	55.1	44.9	22.4
Pacific Peoples												
2014	44.6	56.7	41.8	21.9					58.0	63.6	43.6	19.7
2015	51.1	56.9	42.4	16.8					62.8	66.8	49.1	20.6
2016	56.4	69.9	57.2	21.1					62.7	70.3	51.7	22.0
2017	51.7	75.0	72.8	23.1					62.0	71.3	57.7	23.6
2018	40.9	63.6	64.7	23.5					53.1	66.5	56.0	20.8

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Otahuhu College

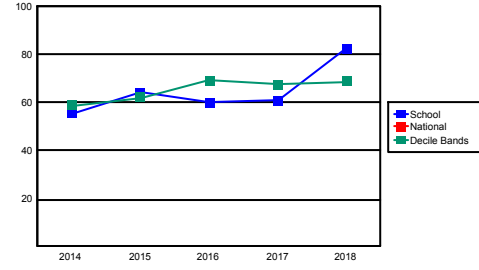
Year 11 NCEA Level 1 - Asian



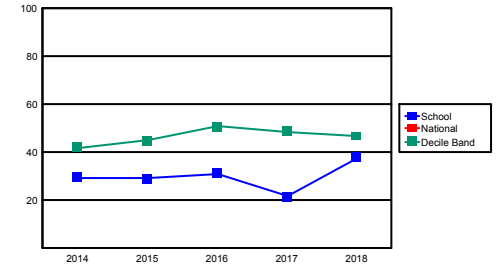
Year 12 NCEA Level 2 - Asian



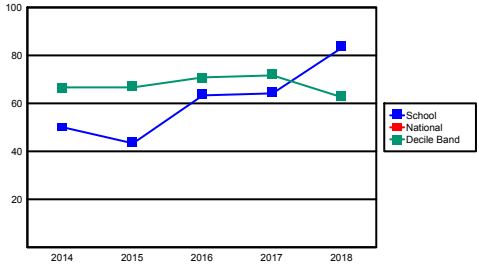
Year 13 NCEA Level 3 - Asian



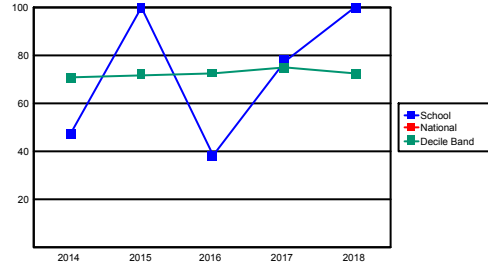
Year 13 University Entrance - Asian



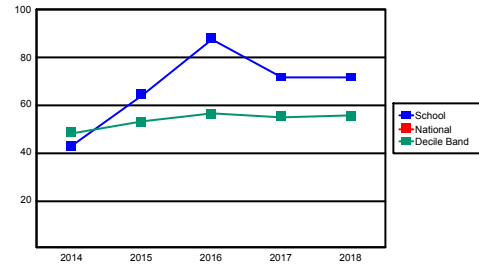
Year 11 NCEA Level 1 - European



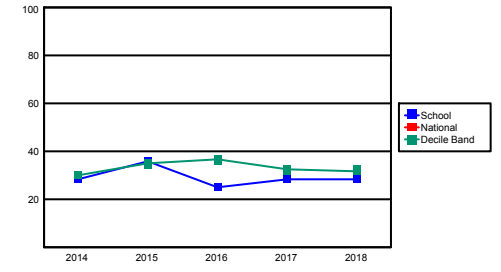
Year 12 NCEA Level 2 - European



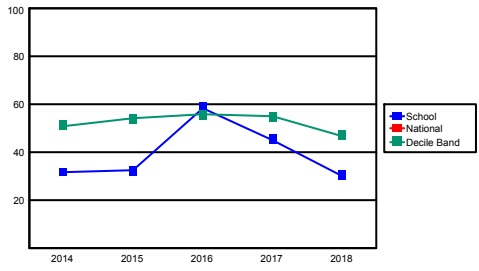
Year 13 NCEA Level 3 - European



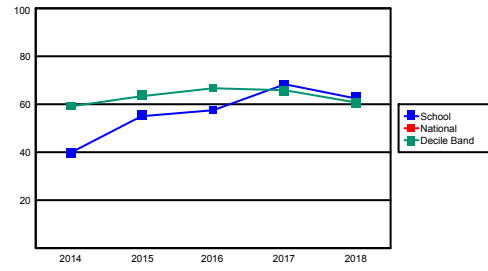
Year 13 University Entrance - European



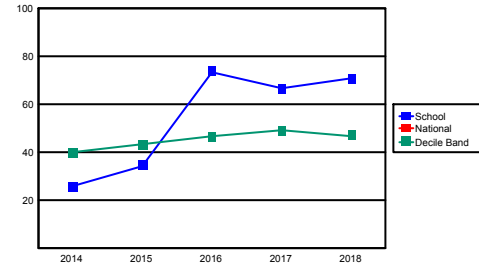
Year 11 NCEA Level 1 - Māori



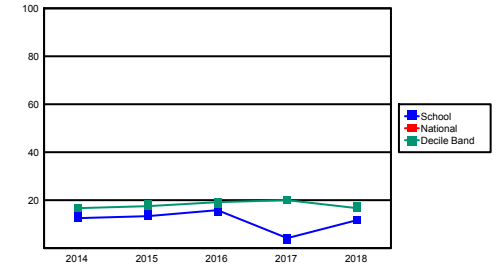
Year 12 NCEA Level 2 - Māori



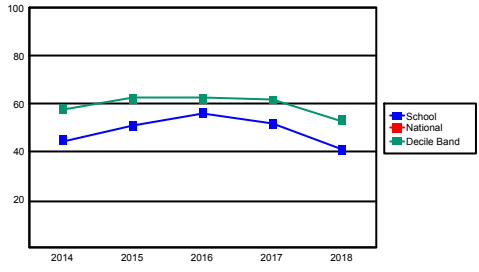
Year 13 NCEA Level 3 - Māori



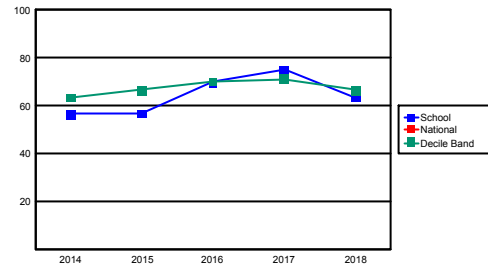
Year 13 University Entrance - Māori



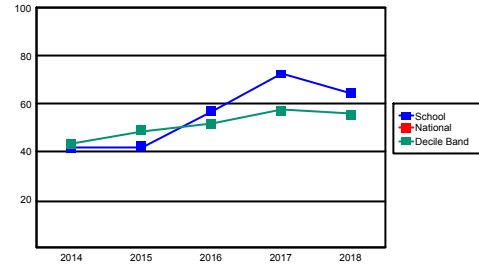
Year 11 NCEA Level 1 - Pacific Peoples



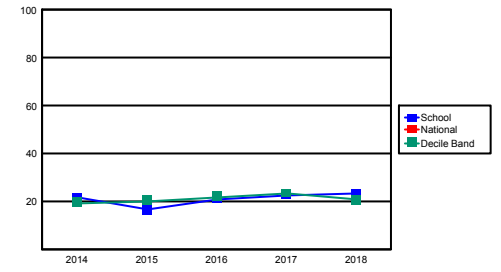
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples



NCEA Certificate Endorsement: Otahuhu College

PR4 - Cumulative Results by Percentage

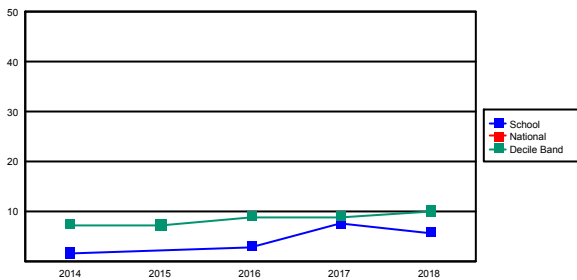
Otahuhu College

National

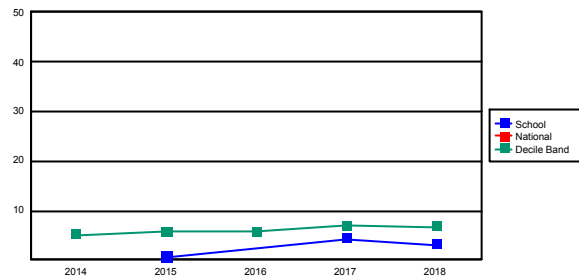
Decile 1-3

Academic Year	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
<u>Achieved with Excellence</u>									
2014	1.6		1.1				7.3	5.3	4.8
2015		0.7					7.2	5.9	5.9
2016	3.0		0.8				8.9	5.8	7.3
2017	7.6	4.5	0.8				8.9	7.0	7.0
2018	5.7	3.1	7.3				10.0	6.8	8.4
<u>Achieved with Merit</u>									
2014	20.5	13.7	17.2				22.9	15.4	16.6
2015	17.8	11.8	9.5				24.0	15.4	17.1
2016	29.1	15.0	10.4				23.3	14.9	17.1
2017	21.8	12.2	12.0				22.8	13.8	14.7
2018	37.9	21.1	15.4				24.9	16.7	15.5

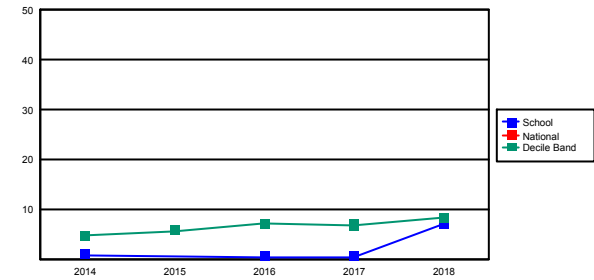
Year 11 NCEA Level 1 - Excellence



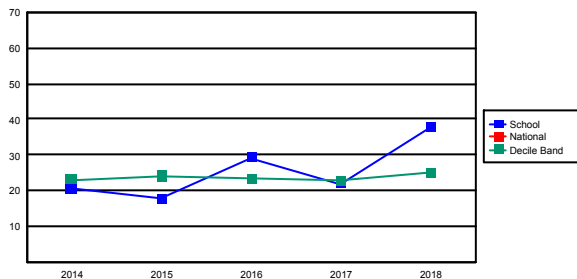
Year 12 NCEA Level 2 - Excellence



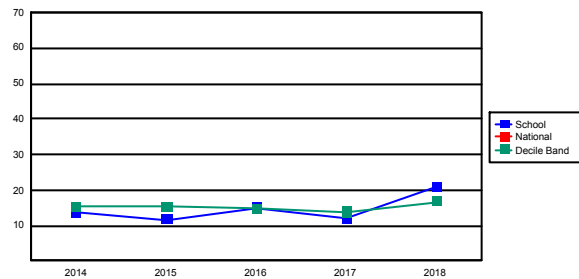
Year 13 NCEA Level 3 - Excellence



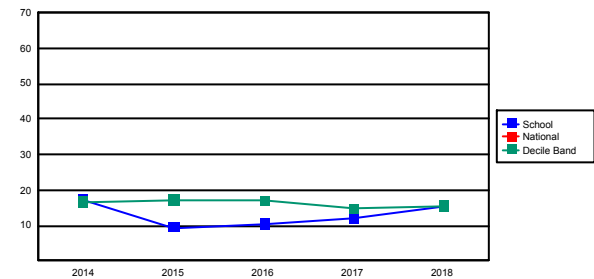
Year 11 NCEA Level 1 - Merit



Year 12 NCEA Level 2 - Merit



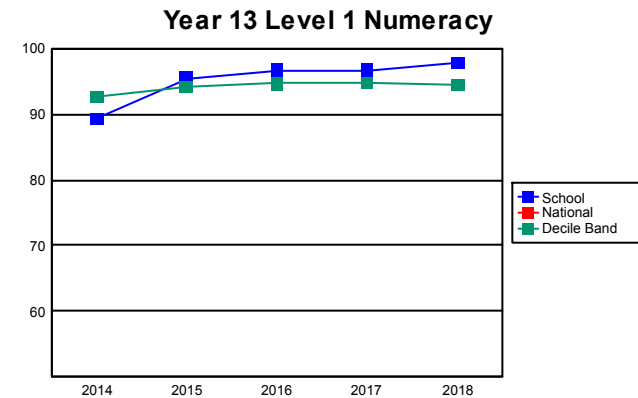
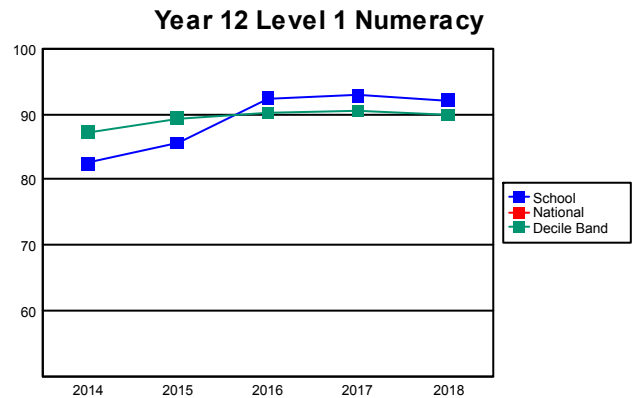
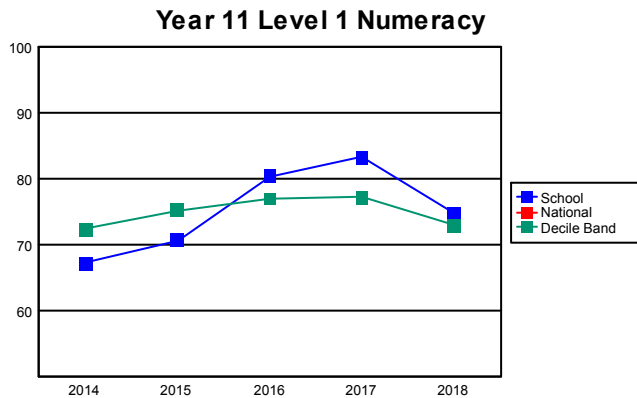
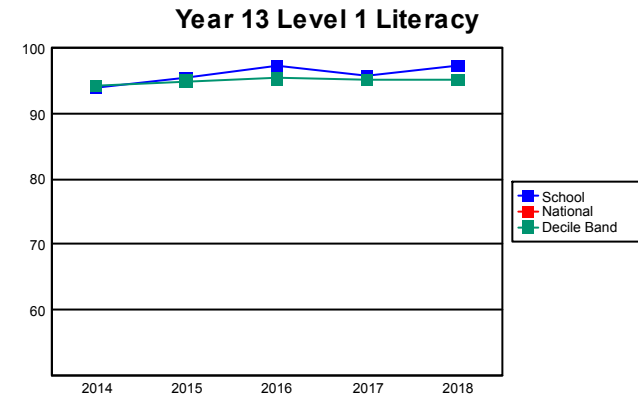
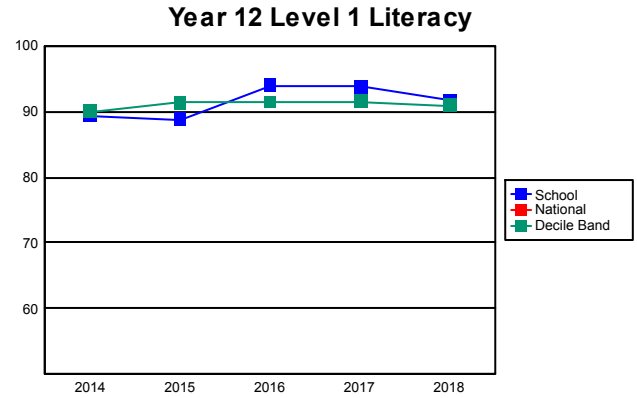
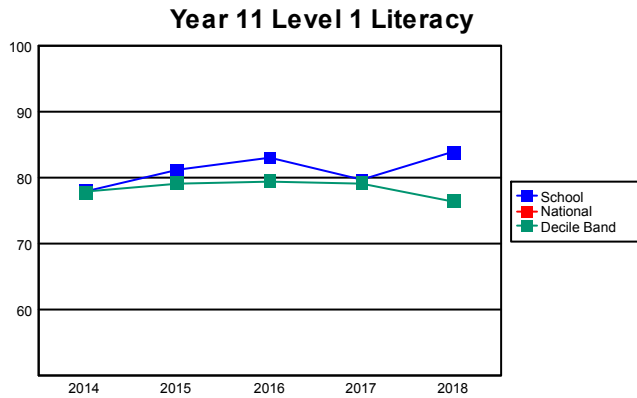
Year 13 NCEA Level 3 - Merit



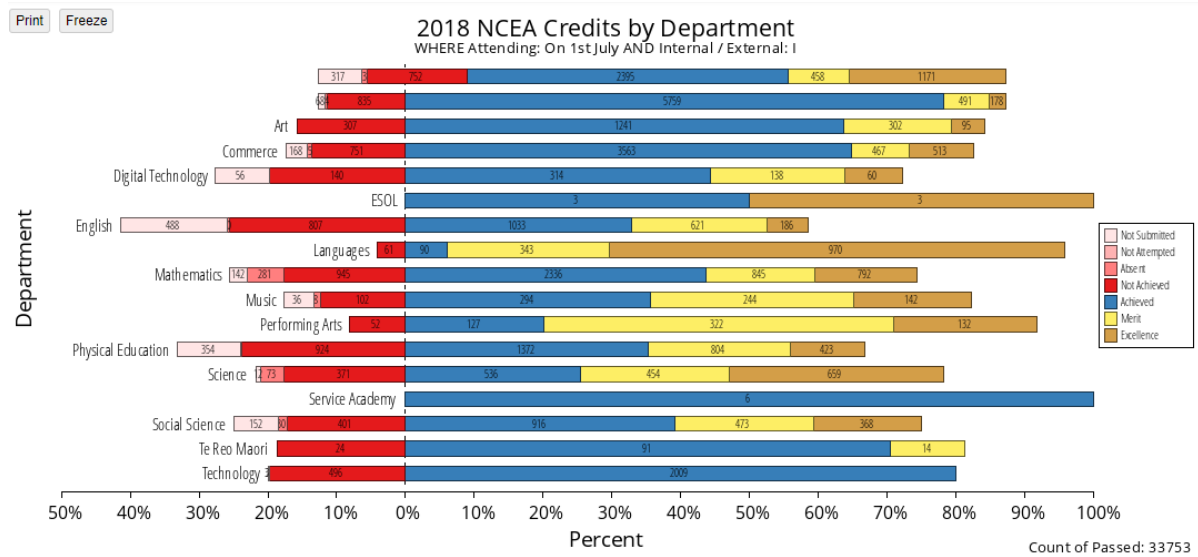
Level 1 Literacy and Numeracy: Otahuhu College

PR 3 - Cumulative Results by Percentage

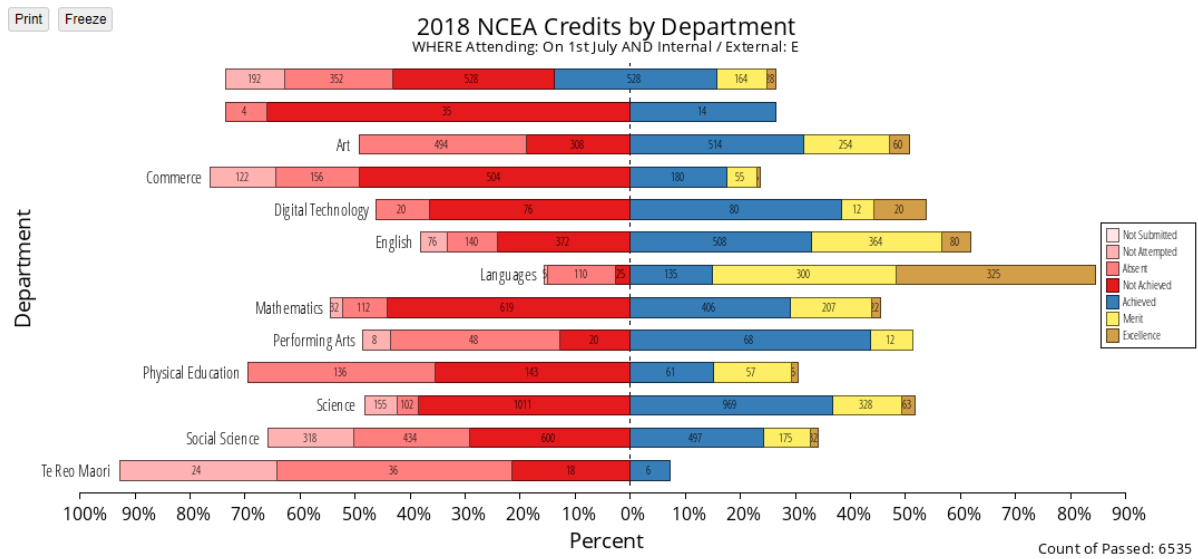
Otahuhu College					National			Decile 1-3		
Academic Year	Achievement	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
2014	Literacy	78.1	89.4	94.0				77.9	90.0	94.2
2015	Literacy	81.3	88.8	95.4				79.3	91.3	94.8
2016	Literacy	83.1	93.9	97.1				79.6	91.4	95.2
2017	Literacy	79.7	93.7	95.6				79.3	91.5	95.1
2018	Literacy	83.9	91.6	97.2				76.5	90.9	95.1
2014	Numeracy	67.3	82.4	89.2				72.5	87.2	92.6
2015	Numeracy	70.9	85.6	95.4				75.4	89.3	94.1
2016	Numeracy	80.5	92.4	96.7				77.1	90.2	94.7
2017	Numeracy	83.3	92.8	96.7				77.3	90.5	94.7
2018	Numeracy	74.9	92.1	97.8				73.1	89.9	94.5



Internal results by Department



External results by Department:

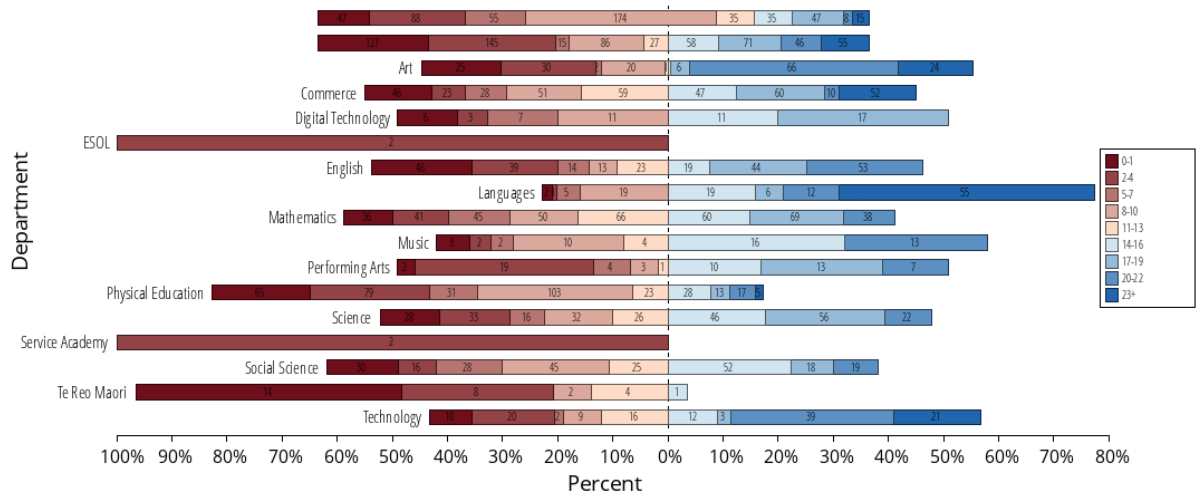


14+ Credits by Department

Print Freeze

2018 NCEA Subject Credit Distribution by Department

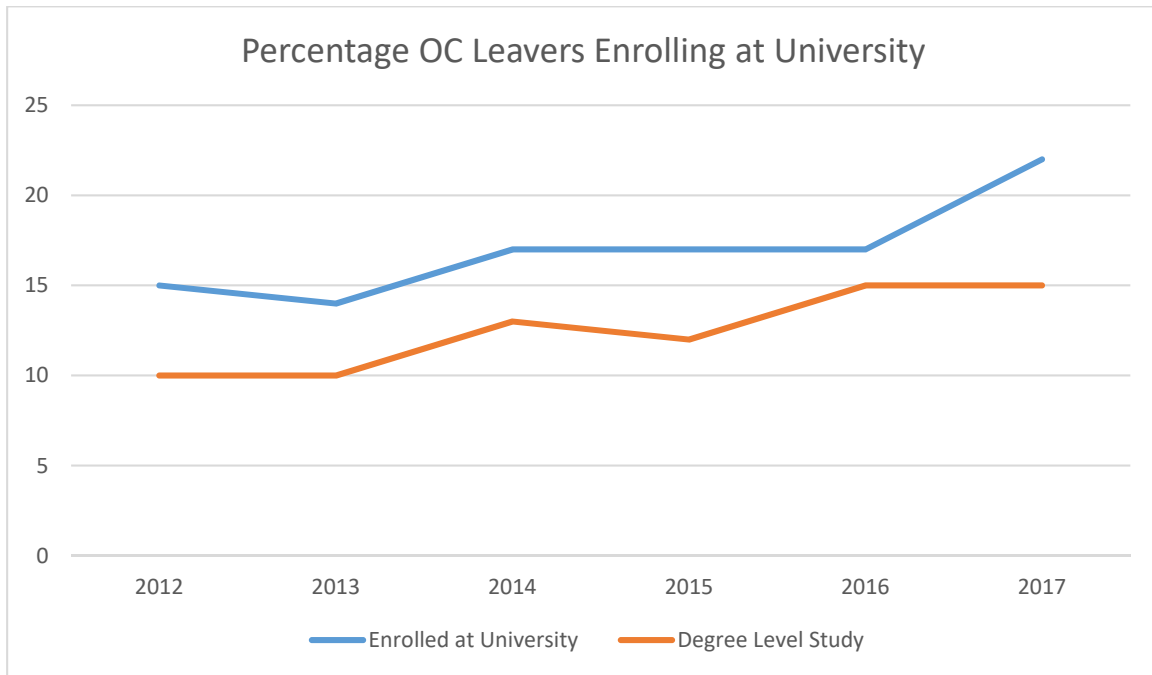
WHERE Attending: On 1st July



Leaver Destinations

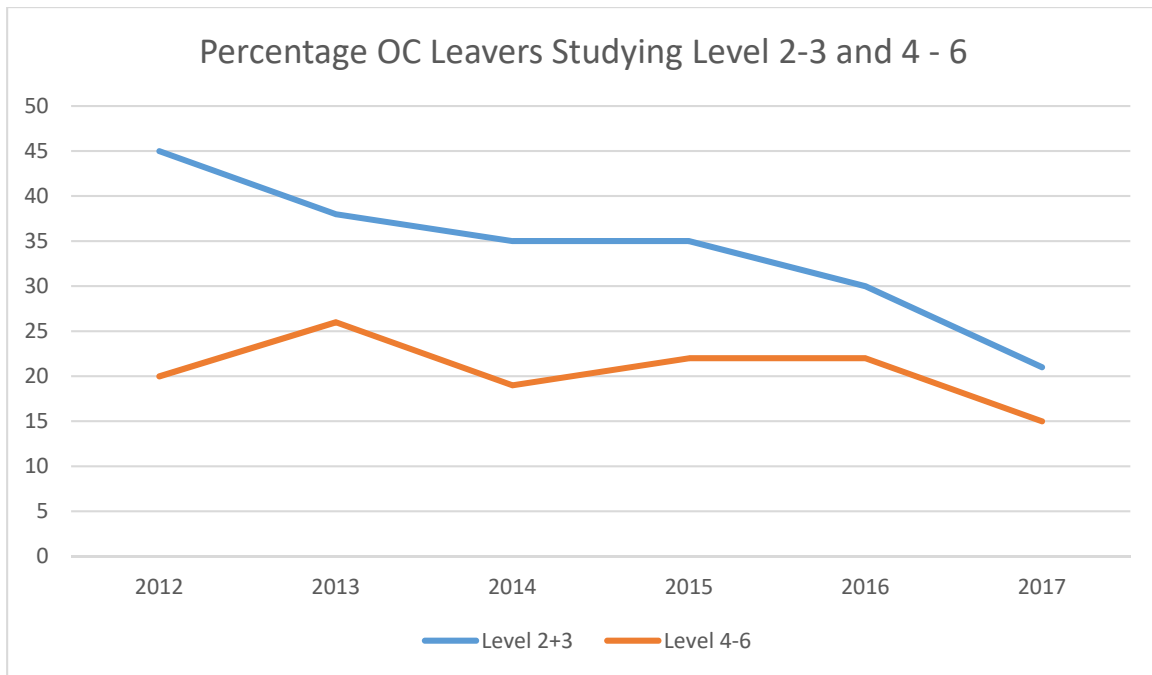
It is now possible to track more accurately what further study our leavers go into when leaving Otahuhu College. Below is a series of graphs which show areas of improvement and also areas where we need to continue to work on.

Leaver Destinations – Enrolling at University



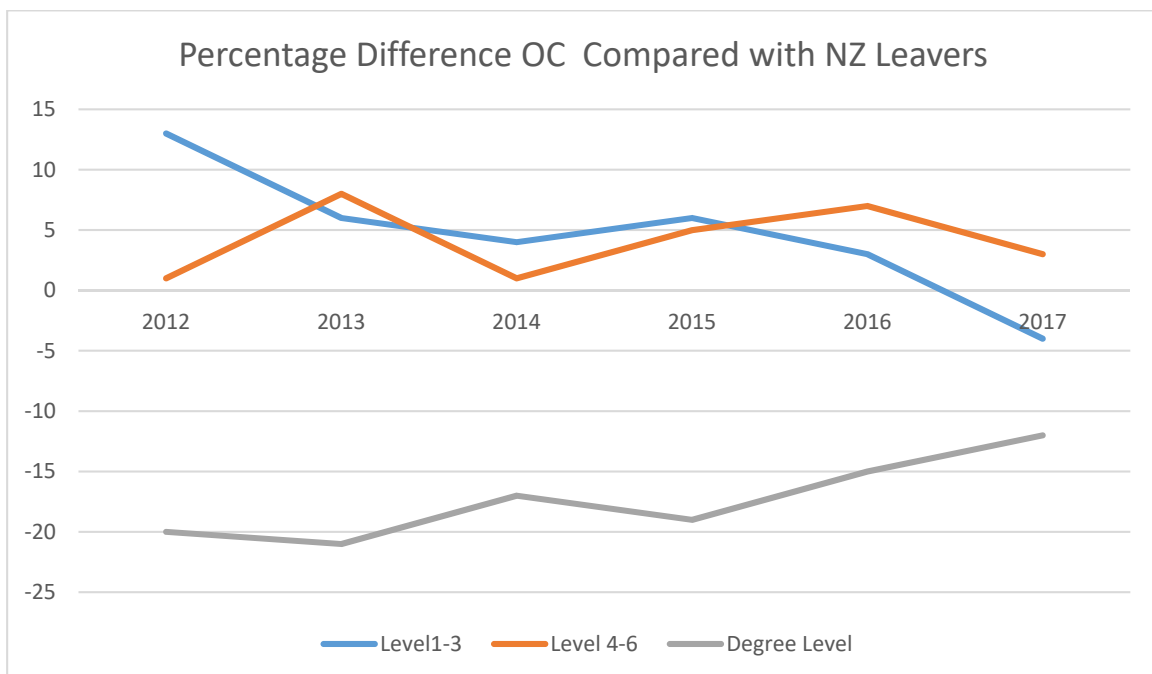
Since 2012 there has been a good increase in the number of our leavers enrolling at University and a similar increase in the percentage enrolling in degree level study.

Otahuhu College Leavers Enrolling in Study After School



In this case there has been a decrease in both categories. It is pleasing that there has been a significant decrease in the percentage of students enrolling in Level 1-3, in most cases students should be leaving Otahuhu College and moving into Level 4 or above study. Overall there has been a decrease in the percentage of students doing Level 4-6 study.

National Comparisons



Economic factors affect decisions students make when they leave school. In periods of high employments less go on to study, similarly the Global Financial Crisis led to a boom in enrolment in further study. This graph shows the difference between the Percentage of Otahuhu College Leavers compared to the percentage of national leavers. For instance in 2012 10% of Otahuhu College

Leavers went onto degree level study, nationally 30% did therefore Degree Level study is showing as -20.

- **Level 1-3** – since 2012 there has been a good decrease in Otahuhu College leavers studying at Level 1-3, this would largely be a result of more students gaining Level 2 and 3 qualifications while at Otahuhu College. This decrease is a positive sign.
- **Level 4-6** –although there have been fluctuations compared to the New Zealand Average, there has been consistently a higher percentage of Otahuhu College leavers studying at Levels 4-6. The aim would be to convert more of the students doing Level 1-3 study into Level 4 or above study.
- **Degree Level Study**- this is the area with room for the biggest improvement. The gap between Otahuhu College Leavers and the national average has closed, yet it is still obviously the largest deficit.