



**School Charter**  
**Strategic and Annual Operational Plan**  
**Central Southland College**  
**2016-2019**  
**R E V I S E D    2 0 1 9**

<b><i>Principals' Endorsement</i></b>	
<b><i>Board of Trustees Endorsement</i></b>	
<b><i>Submission date to Ministry of Education</i></b>	March 2019

## Introductory Section - Strategic Intentions

Motto	Ad Summum / To the Heights	
Vision	To develop educated, connected and confident young people	
Mission Statement	At CSC we provide a range of dynamic, academic, cultural, sporting and personalised learning experiences for all our students. We deliver quality teaching in a challenging but supportive environment, which fosters and acknowledges our agreed values and the positive behaviour for learning framework. CSC students will be well equipped for life beyond school with a set of skills that can lead to success.	
Values	Honesty / Pono Effort / Manawanuitanga Responsibility / Takohanga Empathy / Awhinatia	
Principles	From the NZC: High expectations Treaty of Waitangi Cultural diversity Inclusion	Learning to learn Community engagement Coherence Future focus
National Education Priorities	<p>The College contributes to the National Education Priorities by giving them full consideration in any planning for school development. With specific reference to the National Administration guidelines and the National education goals. Specifically:</p> <ul style="list-style-type: none"> <li>• Engagement, retention and achievement</li> <li>• Transition to and from CSC.</li> <li>• 85% school leavers with NCEA Level 2. This Better Public Service target has now been removed by the incoming government but we are still using it as a benchmark figure to work towards.</li> </ul> <p><u>Māori Dimensions and Cultural Diversity.</u> 18% of our students identify as Maori. There are a wide range of iwi affiliations, Ngai Tahu and Ngati Porou being the most common. While these students come from across the whole catchment there are significant groups coming from Otautau, Ohai and Nightcaps. The only Marae in the school district is in Ohai, however links have been established with the Marae in Bluff. The founding principles of Ka Hikitia - success for Maori as Maori - are driving the progression planning for Maori students.</p> <ol style="list-style-type: none"> <li>1. The Board supported the introduction Te Reo Maori at Year 9 in 2013. This is a taster course for all students and is offered as an option choice at Year 10. 5 students completed Year 10 Te Reo through NetNZ with varied success. 10 students enrolled for Level 1 Te Reo in 2018. Te Reo teacher employed 2019, students taking the subject in both Level 1 and Level 2.</li> <li>2. The Board and school personnel will continue to make all reasonable efforts to build positive liaison with the Maori community.</li> <li>3. Kapa Haka has been running since 2013 with the assistance of an itinerant tutor. The Whanau group continues to grow in strength and profile with the addition in 2017 of a Junior Whanau group for Year 10 students. Other practices within the school which reflect and honour the cultural diversity of New Zealand and the unique place of Maori in Aotearoa/New Zealand are encouraged.</li> <li>4. All reasonable steps will be made to ensure that all targeted assistance provided by other agencies for the benefit of Maori students is offered to the appropriate students.</li> <li>5. The Board supports the target of meeting comparable achievement at national Maori level for NCEA for Maori students at CSC.</li> </ol>	

**Baseline Data or School Context**

**ANALYSIS OF VARIANCE BY COHORT: ENROLMENT BASED: Compared to Decile 4-7**

NCEA			In 2014			In 2015			In 2016			In 2017			In 2018				
Level			LEVEL 1			LEVEL 2			LEVEL 3										
			Statistics Group	%	Variance (Prediction)	Statistics Group	%	Variance	Statistics Group	%	Variance								
<b>2012 Year 9 COHORT</b>			CSC	70.8	-	CSC	76.7	+5.9	CSC	52.0	-24.7								
			Dec 4-7	74.5	-	Dec 4-7	79.7	+5.2	Dec 4-7	65.1	-14.6								
			Variance	-3.7	-	Variance	-3.0	+0.7	Variance	-13.1	-10.1								
			Level			LEVEL 1			LEVEL 2			LEVEL 3							
<b>2013 Year 9 COHORT</b>			CSC	69.4	-	CSC	80.2	+10.8	CSC	47.6	-32.6								
			Dec 4-7	77.2	-	Dec 4-7	81.4	+4.2	Dec 4-7	65.8	-15.6								
			Variance	-7.8	-	Variance	-1.2	+6.6	Variance	-18.2	-17.0								
			Level			LEVEL 1			LEVEL 2			LEVEL 3							
<b>2014 Year 9 COHORT</b>			CSC	80.0	-	CSC	78.1	-1.9	CSC	63.9	-14.2								
			Dec 4-7	78.1	-	Dec 4-7	80.8	+2.7	Dec 4-7	64.6	-16.2								
			Variance	+1.9	-	Variance	-2.7	-4.6	Variance	-0.7	+2.0								
			Level			LEVEL 1			LEVEL 2			LEVEL 3							
<b>2015 Year 9 COHORT</b>			CSC	82.6	-	CSC	79.4	-3.2											
			Dec 4-7	77.5	-	Dec 4-7	78.6	+1.1											
			Variance	+5.1	-	Variance	+0.8	-4.3											
			Level			LEVEL 1			LEVEL 2										
<b>2016 Year 9 COHORT</b>			CSC	73.3	-														
			Dec 4-7	72.8	-														
			Variance	+0.5	-														
			Level			LEVEL 1													
<b>Last 5 Years</b>	CSC	4-7	CSC 2014	Dec 4-7 2014	Variance	CSC 2014-2015	Dec 4-7 2014-2015	Variance	CSC 2014-2016	Dec 4-7 2014-2016	Variance	CSC 2014-2017	Dec 4-7 2014-2017	Variance	CSC 2014-2018	Dec 4-7 2014-2018	Variance		
<b>Level 1 Average</b>	75.2	76.1	70.8	74.5	-3.7	70.1	75.9	-5.8	73.4	76.6	-3.2	75.7	76.8	-1.1	75.2	76.1	-0.9		
<b>Level 2 Average</b>	77.9	79.7	75.0	77.6	-2.6	75.9	78.7	-2.8	77.3	79.6	-2.3	77.5	80.0	-2.5	77.9	79.7	-1.8		
<b>Level 3 Average</b>	59.5	64.1	60.3	59.8	+0.5	67.1	62.1	+5.0	62.0	63.1	-1.1	58.4	63.8	-5.4	59.5	64.1	-4.6		
<b>UE Average</b>	47.7	46.4	46.6	43.5	+3.1	54.5	45.9	+8.6	50.1	46.5	+3.6	46.8	46.6	+0.2	47.7	46.4	+1.3		

**ANALYSIS OF VARIANCE BY COHORT: ENROLMENT BASED: Compared to National**

NCEA			In 2014			In 2015			In 2016			In 2017			In 2018		
Level																	
2012 Year 9 COHORT	Statistics Group	%	Variance (Prediction)	Statistics Group	%	Variance	Statistics Group	%	Variance								
	CSC	70.8	-	CSC	76.7	+5.9	CSC	52.0	-24.7								
	National	72.4	-	National	76.3	+3.9	National	64.0	-12.3								
	Variance	-1.6	-	Variance	+0.4	+2.0	Variance	-12.0	-12.4								
Level			LEVEL 1			LEVEL 2			LEVEL 3								
2013 Year 9 COHORT	Statistics Group	%	Variance (Prediction)	Statistics Group	%	Variance	Statistics Group	%	Variance	Statistics Group	%	Variance					
	CSC	69.4	-	CSC	80.2	+10.8	CSC	47.6	-32.6								
	National	74.5	-	National	78.4	+3.9	National	65.2	-13.2								
	Variance	-5.1	-	Variance	+2.2	+6.9	Variance	-17.6	-19.4								
Level						LEVEL 1			LEVEL 2			LEVEL 3					
2014 Year 9 COHORT	Statistics Group	%	Variance (Prediction)	Statistics Group	%	Variance	Statistics Group	%	Variance	Statistics Group	%	Variance	Statistics Group	%	Variance		
	CSC	80.0	-	CSC	78.1	-1.9	CSC	63.9	-14.2								
	National	75.3	-	National	78.0	+3.3	National	63.7	-14.3								
	Variance	+4.7	-	Variance	+0.1	-5.2	Variance	+0.2	+0.1								
									LEVEL 1			LEVEL 2					
2015 Year 9 COHORT	Statistics Group	%	Variance (Prediction)	Statistics Group	%	Variance	Statistics Group	%	Variance	Statistics Group	%	Variance	Statistics Group	%	Variance		
	CSC	82.6	-	CSC	79.4	-3.2											
	National	74.5	-	National	76.1	+1.6											
	Variance	+8.1	-	Variance	+3.3	-4.8											
												LEVEL 1					
2016 Year 9 COHORT	Statistics Group	%	Variance (Prediction)	Statistics Group	%	Variance	Statistics Group	%	Variance	Statistics Group	%	Variance	Statistics Group	%	Variance		
	CSC	73.3	-														
	National	70.1	-														
	Variance	+3.2	-														
Last 5 Years	CSC	Nat	CSC 2014	National 2014	Variance	CSC 2014-2015	National 2014-2015	Variance	CSC 2014-2016	National 2014-2016	Variance	CSC 2014-2017	National 2014-2017	Variance	CSC 2014-2018	National 2014-2018	Variance
Level 1 Average	75.2	73.8	70.8	72.4	-1.6	70.1	73.4	-3.3	73.4	74.1	-0.7	75.7	74.2	+1.5	75.2	73.8	+1.4
Level 2 Average	77.9	76.8	75.0	75.1	-0.1	75.9	75.7	+0.2	77.3	76.6	+0.7	77.5	77.0	+0.5	77.9	76.8	+1.1
Level 3 Average	59.5	63.0	60.3	59.6	+0.7	67.1	61.1	+6.1	62.0	62.0	0	58.4	62.8	-4.4	59.5	63.0	-3.6
UE Average	47.7	47.4	46.6	45.7	+0.9	54.5	46.9	+7.6	50.1	47.4	+3.3	46.8	47.7	-0.9	47.7	47.4	+0.3

**TRENDS FROM AOV DATA ABOVE:**

Level 1 average over past 5 years when compared with National is up 1.4%. This is an improvement on previous year's data. Same comparison with Dec 4-7 shows that we are tracking slightly below by 0.9%.

**Level 2** figures show a variance of +1.1% over past 5 years when compared with National figures. Dec 4-7 comparison however shows a -1.8% decrease.

**Level 3** figures show a variance of -3.6% over past 5 years when compared with National figures. While this is still below the national statistics, this is an improvement on previous year's comparisons. The fluctuations between cohorts seem to be larger at Level 3 than at other levels during the same period of time. University Entry averages over the 5 years are +0.3% compared to national and +1.3% compared to Dec 4-7.

**LEVEL 1: ENROLMENT BASED RESULTS BY ETHNICITY & GENDER**

LEVEL1: Enrolment Based Results by Ethnicity 2018					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	90.0%	74.8%	+15.2%	80.3%	+9.7%
European	77.6%	76.3%	+1.3%	76.9%	+0.7%
Māori	50.0%	55.8%	-5.8%	59.3%	-9.3%

LEVEL1: Enrolment Based Results by Ethnicity: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	84.7%	76.2%	+8.5%	83.3%	+1.4
European	77.3%	79.1%	-1.8%	79.8	-2.5%
Māori	63.1%	59.9%	+3.2%	63.4%	-0.3%

Asian<sup>1</sup> students performed significantly better than their European and Maori peers at CSC in 2018 and on average <sup>2</sup>. They have also performed above National and Decile rates for Asian students – they are doing well at CSC.

European students performed at about National and Decile rates in 2018 but slightly below on average.

Maori students performed significantly worse than their Maori peers Nationally and by Decile in 2018 but over 5 years they are above or at National and Decile levels.

LEVEL1: Enrolment Based Results by Gender 2018					
Gender	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	79.1%	75.1%	+4.0%	77.6%	+1.5%
Male	67.2%	66.1%	+1.1%	69.4%	-2.2%

LEVEL1: Enrolment Based Results by Gender: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	82.2%	77.9%	+4.3	79.9%	+2.3
Male	69.5%	69.3%	+0.2%	72.6%	-3.1%

Girls significantly outperformed CSC boys at Level 1 in 2018 and on average (by between 11.9 and 12.5%). Girls also did better than their National and Decile peers, by a reasonable margin – they are being served well by CSC. Boys overall are performing about the same rate as their NZ peers: Nationally just above and by Decile just below. There is still room for improvement.

<sup>1</sup> 'Asian' at CSC largely encompasses Filipino students but will be a much more diverse group Nationally.

<sup>2</sup> Average over 5 years: 2014 to 2018 inclusive.

## LEVEL 2: ENROLMENT BASED RESULTS BY ETHNICITY & GENDER

LEVEL 2: Enrolment Based Results by Ethnicity 2018					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	88.9%	76.1%	+12.8%	81.8%	+7.1%
European	80.6%	80.5%	+0.1%	81.5%	-0.9%
Māori	78.9%	66.8%	+12.1%	70.4%	+8.5%

LEVEL 2: Enrolment Based Results by Ethnicity: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	79.2%	75.5%	+3.7%	83.0%	-3.8%
European	80.1%	80.9%	-0.8%	82.4%	-2.3%
Māori	67.6%	67.5%	+0.1%	70.9%	-3.3%

Asian students again outperformed other ethnicities at CSC in both 2018 and on average, but by less than at Level 1. They have also significantly outperformed their National and Decile peers (in 2018) and on average Nationally, but, are below their Decile group on average.

European students overall are performing at similar levels to their NZ peers (in 2018) but slightly below on average.

Māori students were considerably below the performance of other CSC ethnicities, but were well above their National and Decile peers in 2018. On average, Maori students were at or a little below their National and Decile counterparts.

LEVEL 2: Enrolment Based Results by Gender 2018					
Gender	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	92.7%	80.0%	+12.7%	82.8%	+9.9%
Male	69.7%	72.8%	-3.1%	75.3%	-5.6%

LEVEL 2: Enrolment Based Results by Gender: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	89.4%	80.4%	+9.0%	83.3%	+6.1%
Male	68.4%	73.3%	-4.9%	76.8%	-8.4%

As at Level 1, female students significantly outperformed their male peers at CSC. (by 23% in 2018 and by 21% on average). Low performance by boys is a concern as they are also performing well below their National and Decile peers in 2018 and on average. Level 2 results overall would improve substantially if we could improve boys' achievement at Level 2.

### LEVEL 3: ENROLMENT BASED RESULTS BY ETHNICITY & GENDER

LEVEL 3: Enrolment Based Results by Ethnicity 2018					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	75.0%	68.7%	+6.3%	74.4%	+0.6
European	65.6%	68.2%	-2.6%	67.7%	-2.1%
Māori	63.6%	51.5%	+12.1%	52.9%	+10.7%

LEVEL 3: Enrolment Based Results by Ethnicity: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	61.9%	67.8%	-5.9%	73.5%	-11.6%
European	60.9%	67.3%	-6.4%	66.6%	-5.7%
Māori	52.9%	49.0%	+2.9%	51.2%	+1.7%

Asian students again outperformed others at CSC in 2018 by not by as much on average. They did well in 2018 but significantly worse on average compared to their National and Decile peers.<sup>3</sup>

European students did worse than their NZ counterparts in 2018 and on average to a marked degree.

Māori students achieved below other ethnicities but were ahead of their National and Decile peers, both in 2018 and on average.

LEVEL 3: Enrolment Based Results by Gender 2018					
Gender	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	78.4%	69.1%	+9.3%	70.9%	+7.5%
Male	48.6%	59.3%	-10.7%	59.3%	-10.7%

LEVEL 3: Enrolment Based Results by Gender: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	71.8%	68.5%	+3.3%	70.6%	+1.2%
Male	46.3%	57.4%	-11.1%	57.2%	-10.9%

Again, female students outperformed males at CSC (in 2018 and by a considerable margin on average; 25.5% better). They also markedly outperformed their National and Decile peers. Males<sup>4</sup>, in addition to performing below females at Level 3, were also considerably worse than all their peers in 2018 and on average. This is an issue to address.

<sup>3</sup> Most Asian boys failed to get Level 3 or UE.

<sup>4</sup> Of 42 boys in Year 13, there were 3 students with special educational needs. (well below Level 2 and Level 1 for two) which is perhaps relatively unusual.



**UNIVERSITY ENTRANCE: ENROLMENT BASED RESULTS BY ETHNICITY & GENDER**

UNIVERSITY ENTRANCE: Enrolment Based Results by Ethnicity 2018					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	50.0%	57.7%	-7.7%	61.5	-11.5%
European	52.5%	53.0%	-0.5%	49.0%	+3.5%
Māori	45.5%	27.6%	+17.9%	28.4%	+17.1%

UNIVERSITY ENTRANCE: Enrolment Based Results by Ethnicity: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Asian	46.1%	57.9%	-11.8%	61.3%	-15.2%
European	49.6%	53.8%	-4.2%	49.9%	-0.3%
Māori	40.4%	27.5%	+12.9%	29.0%	+11.4%

Asian student performance was similar to other ethnic groups but significantly below their National and Decile peers in 2018 and on average. (is UE Literacy an issue?)

European performance was similar or better in 2018 but generally worse when averaged.

Māori student performance was a little below their CSC peers but pleasingly, was considerably better than their National and Decile counterparts in 2018 and on average. (Between 11.4 and 17.9% better) There were 12 Māori students in Year 13.

UNIVERSITY ENTRANCE: Enrolment Based Results by Gender 2018					
Gender	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	64.9%	52.8%	+12.1%	52.3%	+12.6%
Male	37.1%	40.6%	-3.5%	38.9%	-1.8%

UNIVERSITY ENTRANCE: Enrolment Based Results by Gender: Five Year Average 2014-18					
Ethnic Group	CSC	National	CSC Variance	Decile 4-7	CSC Variance
Female	61.9%	53.7%	+8.2%	53.4%	+8.5%
Male	31.8%	41.0%	-9.2%	39.1%	-7.3%

In a familiar pattern, females outperformed males in UE but by more than any other level. (by between 27.8 and 30.1%). They also performed much better than their counterparts Nationally and by Decile in 2018 and on average. Boys<sup>5</sup>, in addition to being well below girls at CSC, also performed worse than their male peers Nationally and by Decile, both in 2018 and on average. This reinforces the conclusion above about boys Level 3 performance.

<sup>5</sup> However, the two highest performing students at CSC in 2018 (Dux & Approxime) were boys.

Central Southland College											
	Qualification	2014 Qty	2014 Rate	2015 Qty	2015 Rate	2016 Qty	2016 Rate	2017 Qty	2017 Rate	2018 Qty	2018 Rate
Year 11	Level 1 Literacy	94	88.7	108	89.3	96	87.3	128	92.8	122	93.1
	Level 1 Numeracy	88	83.0	103	85.1	94	85.5	128	92.8	110	84.0
Year 12	Level 1 Literacy	83	94.3	88	97.8	101	95.3	92	95.8	129	98.5
	Level 1 Numeracy	82	93.2	87	96.7	101	95.3	92	95.8	127	96.9
	UE Literacy	38	43.2	38	42.2	31	29.2	31	32.3	42	32.1
	UE Literacy Reading	46	52.3	42	46.7	41	38.7	41	42.7	57	43.5
	UE Literacy Writing	38	43.2	40	44.4	37	34.9	39	40.6	47	35.9
	UE Numeracy	83	94.3	87	96.7	101	95.3	92	95.8	127	96.9
Year 13	Level 1 Literacy	57	98.3	61	100.0	74	98.7	82	97.6	70	97.2
	Level 1 Numeracy	58	100.0	61	100.0	73	97.3	82	97.6	69	95.8
	UE Literacy	41	70.7	47	77.0	43	57.3	39	46.4	46	63.9
	UE Literacy Reading	53	91.4	56	91.8	52	69.3	51	60.7	51	70.8
	UE Literacy Writing	43	74.1	47	77.0	44	58.7	40	47.6	48	66.7
	UE Numeracy	58	100.0	61	100.0	73	97.3	82	97.6	69	95.8

Year 11 literacy results have steadily improved over the last 5 years. This shift is from 88.7% in 2014 to 93.1% in 2018.

Year 11 numeracy is also trending up, but in 2018 there was a slight decline.

Students in year 13 achieving level 1 literacy and numeracy has remained constant over the last 5 years.

**ATTENDANCE RATES**

**Attendance Rates for CSC 2016 - 2018**

	2016	2017	2018
Justified Absences	11.1%	12%	13.7%
Unjustified Absences	4.5%	3.9%	4.3%
Attendance Rate	84.3%	84.1%	80.8

	Yr 9			Yr 10			Yr 11			Yr 12			Yr 13		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
<i>Justified Absences</i>	5.3%	6.4%	5.1%	7.1%	6.4%	5.3%	18.4%	18.6%	20.2%	18%	18.3%	19.0%	15.1%	18.1%	21.0%
<i>Unjustified Absences</i>	3.5%	3.7%	3.4%	5.4%	4.2%	4.4%	3.9%	3.8%	3.6%	5.3%	3.8%	5.2%	18.5%	6.4%	5.6%
<i>Attendance Rate</i>	91.2	89.9%	90.9%	87.5	89.4%	89.4%	77.7%	77.7%	75.4%	76.6%	77.9%	74.1%	66.4%	75.5%	70.9%

**Attendance Rates by Ethnicity**

	Justified Absences			Unjustified Absences			Attendance Rate		
% rates	2016	2017	2018	2016	2017	2018	2016	2017	2018
NZ European	11.6	12.5	13.7	4.1	3.7	4.2	84.3	83.7	80.9
Other European	11.1	12.2	15.3	4.8	1.8	3.8	84.1	86	80.3
NZ Māori	9.5	11.6	14.2	6.1	5.1	6.0	84.4	83.3	78.1
Indian	15.4	17.6	17.9	9.5	3.8	9.5	75	78.7	70
South East Asian	9.6	10.2	13.2	4.7	3.7	2.9	85.6	86	83.5
Other Asian	10.1	2.3	8.7	1.8	3.6	2.2	88.1	94.1	88.3
Other Ethnicity	10.5	11	10.4	3.2	2.8	10.4	86.3	86.2	84.2

While the overall trend for attendance rates is dropping, we have seen an increase in attendance for Year 9 and a consistent attendance for Year 10 compared to 2017. When comparing ethnicities, there is a decrease in attendance for most ethnicities, in particular Maori, where there was a drop from 83.3% to 78.1%

Prior to 2019, while seniors were on study leave, attendance was coded incorrectly stating that students were absent. This has led to inflated absence information for senior students, which has in turn significantly reduced the overall attendance rate for the school. Correct coding for 2019 should see this corrected.

## Junior School Assessment

We have used examination marks from English and Mathematics as a measuring tool for literacy and numeracy performance in the Junior school (Years 9 and 10). For English marks we have used percentages of students at each of the Curriculum levels; for Maths we have used percentage marks and a median range.

Year 9 English	2016	2017	2018
Level 2 and below	6.5%	16.5%	11%
Level 3	23.5%	29.2%	26%
Level 4	35%	42.4%	27%
Level 5 and above	34%	11.8%	36%

Year 10 English	2016	2017	2018
Level 2 and below	4.1%	9.6%	4%
Level 3	19%	20%	6%
Level 4	36.3%	27.2%	22%
Level 5 and above	40.5%	43.2%	68%

### Maths achievement by levels

These numbers are averaged over all common tests sat throughout the year. The numbers show the percentage of students who are achieving at that level on the curriculum.

Year 9 Maths	2016	2017	2018	Year 10 Maths	2016	2017	2018
Level 3 and below	16%	16%	18%	Level 3 and below	5%	3%	0%
Level 4	27%	29%	39%	Level 4	28%	16%	21%
Level 5	47%	45%	39%	Level 5	37%	39%	46%
Level 5+	10%	9%	4%	Level 5+	30%	41%	33%

### Literacy

This data shows significant progress for the 2017 Year 9 cohort. The percentage operating at Level 5 or above increased from 11.8% in Year 9 to 68% in Year 10. This shows a significant improvement when compared to the previous year's cohort who went from 35% to 43%. There is also a significant shift for those operating at or below Level 2, as this was reduced from 16.5% to 4%.

In 2016, the Year 9 cohort had an average curriculum level of 3.9, which increased to an average of 4.1 in Year 10. The 2017 Year 9 cohort went from 3.5 to 4.5 which is a significant improvement.

### Numeracy

This data shows significant progress between the 2017 Year 9 cohort. In 2017 this group had 16% operating at Level 3 or Below, in 2018 this was reduced to 0%. There is also significant progress in the number of students in the same group operating above Level 5. In 2017 there were 9%, this increased to 33% in 2018.

<p><b>School Structure, Culture and Environment</b></p>	<p>Central Southland College is a Co-educational State Secondary School catering for approximately 580 students from the greater Central/Western Southland area. It services a wide rural area including several small towns, from the northern outskirts of Invercargill through to Dipton in the north and from Hedgehope in the East through to Ohai in the West. Although the school is located in Winton, approximately 80% of its students travel to school by bus and the school is very much a rural school. The district is a highly productive farming area with a shift to dairying in recent years causing some significant demographic change and some associated challenges for the school and community. Demographically the area served by the school is very diverse with a community that is supportive of the College and has very high expectations of it in terms of academic, sporting and cultural success. In 2018 we were instructed to put an enrolment scheme in place. This has been completed and as from 2019 we will be using the zone to help control capacity, as needed.</p>
<p><b>Review of Charter and Consultation</b></p>	<p>Every school in New Zealand is required to have a charter with a strategic plan which is reviewed every 3 years. During the second half of 2015 the BOT went through a process to develop a new strategic plan to cover the years 2016 to 2019. A full review was conducted including staff, students and the wider school community. Our vision and values are in keeping with the Positive Behaviour framework for schools.</p> <p>Departmental reporting on the school goals is completed annually by Heads of Departments, submitted to the Principal and reported to the BOT.</p>

Strategic Section		
Strategic Goals		Core Strategies ( <i>ambitious plan, 3 - 5 year plan</i> )
<b>Student Learning and Engagement</b>	<b><i>Raise student aspirations and achievement at all levels of the College.</i></b>	PB4L; Target group identification; Know your learner expectation; Academic signposting programme; Use of data from Kamar; Attendance monitoring; Form teacher interviews, recognise excellence (academic, sporting, cultural).
	<b><i>Accelerate progress for all students performing below expectations.</i></b>	School-wide literacy programme including: Peer Reading, Target group established with a writing focus with specialist teacher; 'At-risk' students identification; Dept specific literacy needs analysis; Dept specific acceleration plans. Tracking of target groups (Deans)
	<b><i>Develop and enhance teaching and learning through effective classroom practices.</i></b>	Effective use of Digital Technologies in all classrooms; Establish and maintain supportive professional learning environment; Literacy across the curriculum PLD; Regular sharing of PLD; Appraisal system; Teaching as Inquiry; Tātaiako (Cultural Competencies)
<b>School Structure, Culture and Environment</b>	<b><i>Develop young people with a positive attitude and a strong set of values.</i></b>	PB4L (Values and Expected Behaviours); Growth mindset focus; Tātaiako (Cultural competencies)
	<b><i>Maintain high level of community confidence in CSC as school of first choice.</i></b>	Transition programmes; Implement property development strategic plan; Health and Safety Reporting practices; Clear and effective reporting to parent community; Provide comprehensive academic, sporting and cultural opportunities.
	<b><i>Provide the best possible learning environment for all students at CSC.</i></b>	Clear expectations; Appraisal system; Careers advice and guidance; Regular self review; Provide comprehensive academic, sporting and cultural opportunities; Improve the front entrance / public access / student administration areas; Implement property development strategic plan. Continue to enhance the strong Pastoral Care Team

OPERATIONAL PLAN 2019 REVIEW

Domain	Strategic Goal	Annual Target	Targeted Actions	Actions taken
<p><b>Student Learning, Retention and Engagement</b></p>	<p><i>Raise student aspirations and achievement at all levels of the College.</i></p>	<p>- Decrease variance between CSC Merit and Excellence Endorsement rates (5 year average) and National rates (currently sitting at - 8.2% for Merit and - 5.89% for Excellence - average across L1/2/3)</p> <p>- Variance in overall achievement rates between CSC and National is decreasing.</p> <p>- Level 2 pass rate at 85% or higher to contribute towards BPS target.</p> <p>- 5% unjustified absence rate across the school</p> <p>- Continue trend of P.A.I leavers data (L2)            2013 - 68.7%            2014 - 72%            2015 - 80.7%            2016 – 78.5%            2017 – 81.3%            2018 - 89%</p>	<p>- Academic profiling program            - Predicted credits outlined and reviewed regularly            - Endorsement predictions reviewed three times per year            - Markbook summaries developed for Depts to look at relevant data</p> <p>- Online F/T interviews - more active role in process for Form teachers</p> <p>- Centralisation of attendance administration            - Formalisation of sign in procedures for Year 13 students with Academic Privilege            - PB4L program - focus on desired behaviours within classroom setting</p> <p>- Continuation of 'mid-band' classes at Level 1 and 2 (SCI201; MWS101)</p> <p>- Review of current systems, establish and embed improved checking and monitoring systems.            - Clear communication with target students and Whanau.</p>	<p>Staff given regular signposts to input data for Markbook profiles (predictions for credits and for endorsements). Summaries are set up.</p> <p>Agriculture: Students complete written profiles at start of year, looking at past results and future needs. Helps direct teacher to appropriate standards and pathways for individuals.</p> <p>English: establishing early scholarship targets 'Taskforce 102'.            Identifying and putting plans in place for students at risk of not achieving at Levels 1 and 2 during term 3.</p> <p>Deans compile predictions and establish target groups for general achievement risk as well as encouraging endorsements.</p> <p>Tech: Continuing to break down the standards into tasks that are more achievable for the students so that they can see a logical pathway to the higher grades.            Using google classroom to present class tasks for standards in 101 Technology.</p> <ul style="list-style-type: none"> <li>Level 2 mainly unit standards in technology with a few achievement standards for some students.</li> </ul> <p>Social Science:            Provided advice/guidance documents for internal assessments            Student voice - standards in Tourism</p> <ul style="list-style-type: none"> <li>Case studies in Geography &amp; History</li> <li>Case studies used where workable in Social Studies</li> </ul> <p>Continue to improve and monitor attendance.</p> <p>Science:</p> <ul style="list-style-type: none"> <li>targeting scholarship students with study option at Uni Otago - but acknowledge that it is too late 2018.</li> <li>Reduced the number of standards offered in Bio 201, Chem 301 this year to reduce exam pressure. 3 internal + 2 external in Bio201</li> <li>Active learning - Biology Camp 72 participants, Chemistry practical at Otago Uni, planning a full cohort Year 10 field trip to study and assess ecology in Term 4.</li> </ul> <p>PB4L: Still better uptake at junior level than senior. Introduction of senior student ambassadors 2018, this has had a positive influence and improved student perception. Using PB4L in the classroom and maintaining a high expectation from the students in the classes.</p>

	<p><b>Accelerate progress for all students performing below expectations.</b></p>	<p>- improve achievement of those Year 11 Maori students identified as at risk of not achieving Level 1</p> <p>- improve achievement of those Year 11, 12 and 13 students identified as at risk of not achieving.</p> <p>- improve literacy achievement across the junior school, 2 years.</p> <p>- improve numeracy achievement across the junior school, 2 years.</p>	<p>- Academic signposting timetable (for Senior school) to be developed by all Departments.</p> <p>- Record asttle data.</p> <p>- Looking at methods of 'accelerating' the target group, an attempt to move them to expected level and ensure a continuation of progress.</p> <p>- Share and discuss with LAC Committee information from ERO regarding 'Accelerating Student Achievement' and 'Raising student achievement through Targeted actions'.</p> <p>-Continue to encourage use of digital media and devices to improve engagement.</p> <p>-employment of literacy specialist 2017, focus on establishing target groups, informing all staff of practice and shared involvement / across all curriculum areas.</p> <p>Maths buddy programme (year 10 focus) with year 12/13 students. (term 3)</p> <p>Engage with PLD facilitator for inquiry project in Term 4</p>	<p>Social Science: Using essay planning and format used in NCEA Social Science subjects - familiarity with this to ease transition from Social Studies to History. Google classroom - not missing out on notes, adding videos etc for connections in learning. Contact home for- advance notice of assessments - missed assessments</p> <p>Discussions with Deans - monitoring and updating credits prediction/achievement. Social Studies - keywords/vocabulary glossary - Encouraging context of answers</p> <p>MWS 101 (Maths with Stats): Allows students to progress to Level 3 MWS.</p> <p>Every department completes an annual review of their progress and recommendations are made based on these.</p> <p>DTG: Regular contact home for upcoming assessments and when work is not submitted.</p> <p>Eng: Due dates for Reading Logs the same across year levels and classes.</p> <p>Agriculture: Two senior pathways available, including students involved in the Trades Academy. Students directed to appropriate course for them, both Unit and Achievement standards available.</p> <p>Eng; PD on improving boys literacy and applying it to the classroom. Mindlab PD on using digital and collaborative learning to raise students engagement and achievement.</p> <p>PE: Targeted support for students at risk of not getting "Achieved" in NCEA classes.</p> <ul style="list-style-type: none"> <li>● At risk students discussed with Dean, candidates for Focus groups.</li> <li>● Verbal assessments.</li> <li>● Junior assessments based around Performance AND Attitude/ interpersonal Skills.</li> <li>● Introduction of Social Responsibility Achievement Standard at Level 2 (this Standard is a good fit for Academically challenged students).</li> </ul> <p>Tech: Course outline with assessment dates available to help students to plan and prepare. Using unit standards in joinery and engineering at Level 2 and Level 3 construction classes.</p> <p>The remedial literacy programme works with a group of students whose reading and writing levels are 3 or more years below their chronological age. Students are identified by entrance assessment, past school information, and/or identified by staff observation as struggling early in Year 9. They are then individually assessed by the specialist teacher who identifies the student's needs. This group spend 2 periods per week for 4 terms in small group/ individual teaching. It focuses on strengthening the individual skills of the student, (such as comprehension, decoding, written language skills).</p>
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	<p><i>Develop and enhance teaching and learning through effective use of digital technology in classrooms.</i></p>	<p>Improved number of student devices logged in and loaded on our school system.</p> <p>Benchmarks met for staff Core Skills</p> <p>Development of engaging teacher practice using Technology in Classrooms</p>	<p>Google expert group to be re-established to lead PLD</p> <ul style="list-style-type: none"> <li>Regular PD slot at Staff Meetings</li> <li>Develop targeted Google Core Skills teaching programme for all students as part of form time.</li> <li>Explore practical aspects of storage and safety.</li> <li>Introduction of Team Drives as part of process of moving school-wide documentation online.</li> </ul>	<p>Lockers purchased and in place. All students expected to have a device as a requirement.</p> <p>System in place to help with areas of hardship. There are still Chromebooks available for issue at Library. Many departments also have a small bank of Chromebooks to help if students forget / battery dead etc.</p> <p>Social Science: 98% of departmental material on a Team Drive. Collaboration/sharing encouraged. All staff have google classrooms. Some have google sites. Teachers encouraged to have other teachers as members of their classroom.</p> <p>Eng: Junior homework program. All classes on Classroom. More digital department. Goals for staff around BYOD.</p> <p>Maths: Notes online through use of sheets, NZ Grapher, Desmos, Education Perfect. However, laptops can still be a distraction, developing ways of working on this.</p> <p>Maths: Education Perfect tracking</p> <p>Tech: All students are now using google classroom on their own laptops in both DVC and Technology.</p> <p>Introducing the learning of microprocessors with Arduino and the Raspberry Pi small computers in activities has added great interest in the department. This has worked its way into our technology classes and hopefully this will continue if we get the student interest at the higher levels.</p> <p>PE: Further adoption of Google Tools Enquiry focus within our Department goal, Google suite platform well established. Staff are now incorporating a wide range of available technologies for Teaching and Learning, some outside of the Google platform. Eg, Kahootz / Quizy</p> <p>Agriculture: All lessons are on Google classroom, positive student involvement and observation is that students are focused, in this subject when working on their device.</p> <p>Science:</p> <ul style="list-style-type: none"> <li>10 Chromebooks</li> <li>Digital trial exams in Year 11</li> <li>Year 9 end of year exam = digital in 2017: Year 10 end of year exam will be digital 2018</li> <li>Year 9 and 10 end of topic assessments - mostly digital</li> <li>Formative testing - literacy levels etc for Year 9 and 10 = digital</li> </ul> <p>Senior Bio: working on systems to detect plagiarism</p> <p>Most departments now operating using 'Team Drive' as main sharing mechanism.</p> <p>Social Science:</p> <ul style="list-style-type: none"> <li>PD in areas related to department/personal goals.</li> <li>Introducing/eliminating standards to enhance the progression through the levels.</li> <li>Chromebooks to be purchased so no student misses out.</li> </ul>
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<p><b>School Structure, Culture and Environment</b></p>	<p><i>Develop young people with a positive attitude and a strong set of values.</i></p>	<p>PB4L SET data indicates improvement in the recognition and understanding of the school values</p> <p>Recording system for PB4L developed - acknowledgement of values.</p>	<ul style="list-style-type: none"> <li>· Active supervision by staff during breaks.(more teachers on duty)</li> <li>· Implementation and acknowledgement of school values through PB4L.</li> </ul> <p>Implementation of the new recognition system</p>	<p>Continue to review Duty system and have made changes this year. Staff numbers increased, re-established expectation to monitor students (based on where they are), focus on positive interactions, refer if issues continue.</p> <p>New Senior Student ambassadors appointed for 2018. Desire to lift the profile of PB4L systems around the senior school.</p> <p>Values posters / acknowledgements are still visible and refreshed regularly. Continuing to work on teaching values.</p> <p>Currently discussing whether we continue and move into tier 2, this is more specific targeting of students targets groups and specific behaviours.</p> <p>Social Science: Promoting good behaviour through PB4L scheme, HEREO system. High expectations of behaviour and achievement</p>
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	<p><i>Maintain high level of community confidence in CSC as school of first choice.</i></p>	<ul style="list-style-type: none"> <li>· Improve consultation and reporting to the community.</li> <li>· Improved academic signposting / reporting to parents</li> <li>- Continued roll growth through 2017-18</li> </ul>	<p>Notification and monitoring of parent Portal ex KAMAR.</p> <p>Regular parent survey through Google Docs</p> <p>Improve the public entrance and access to the school and key staff</p> <p>Active promotion of CSC through local media</p> <p>Research into best way to engage with community - discussion and decision around best platform (App / Facebook / Google +)</p>	<p>Science Fair available to all year levels</p> <p>PE: Year 12 NCEA PE students teach Gymnastics to @60 year 2 and 3 students each year</p> <p>Tech: Upgraded some of the equipment in the workshop to keep up with changing technology in the workplace</p> <p>PE: Variety of EOTC experiences within the Level 2 and 3 courses. 2017 included caving and in 2018 we plan to introduce a Tramp/camp and opportunity for Year 13 students to act as assistants in some Year 9 activities - caving</p> <ul style="list-style-type: none"> <li>● Promotion of sporting involvement through structuring junior and some aspects of senior programmes to support up and coming sporting fixtures/dates (Octathlon, Swimming sports, X Country, Tournament week assessments)</li> </ul> <p>Enrolment zone process followed and enrolment zone finalised. To be enforced from 2019.</p> <p>Continuation of weekly effort grades emailed to parents.</p> <p>Social Science: Maintain the profile of the Social Sciences in the community through - Year 10 field trip, Proposed Japan trip in 2019</p>
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	<p><i>Provide the best possible learning environment for all students at CSC.</i></p>	<p>Review and improve the appraisal process</p> <p>Upgrade of server system to future-proof infrastructure</p> <p>Continued improvement of Ruckus wireless system.</p> <p>Develop the new 5 Year Property Plan.</p>	<ul style="list-style-type: none"> <li>· Completion of annual Appraisal interviews by end of Term 1.</li> <li>· Monitoring and development of goal setting as part of Appraisal system</li> <li>· Upskilling of Appraisers throughout the school</li> <li>· SLT implementation of Walkthrough timetable. Development of Departmental Walkthrough timetables.</li> </ul>	<p>Review of Appraisals and new system in place for 2019. PLD with staff around goal setting and inquiry process.</p> <p>10YPP consultation and review of property needs, awaiting final sign off.</p> <p>Minor capital works projects throughout 2018 to improve some of the teaching spaces (T8, C2 etc.)</p> <p>Server upgrade completed.</p> <p>Invest considerable time and money into ensuring we have good processes around recruitment and training of staff.</p>
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**OTHER KEY OPERATIONAL ACTIONS TO ACHIEVE STRATEGIC VISION**

<b>Property</b>	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
<p>Improved main entrance and Administration block.</p> <p>To implement the property strategic plan within the constraints imposed by the Ministry.</p> <p>To ensure staff are aware of the process for reporting unsafe practices.</p> <p>To develop a 10 Year Property Plan, oversee and effectively manage.</p>	<p>10YPP drawn up and awaiting final approval.</p> <p>Issues around the Gym systemic strengthening to be addressed.</p> <p>Cyclical maintenance has been on going throughout the year.</p> <p>Hopeful that entrance and driveway and administration areas are upgraded in the next 10YPP.</p>	<p>Prepare and manage an effective school budget that reflects the educational priorities and needs of students.</p> <p>Have quality systems in place for effective financial management.</p>	<p>Budget in good health.</p> <p>Use of extra funds for educational outcomes e.g. extra devices, property improvements etc.</p> <p>Some funds to be added to the property projects.</p>
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
<p>To employ and develop highly professional, qualified staff.</p> <p>Maintain an effective Appraisal system.</p>	<p>Appraisal system continues to improve with focus on goal setting and implementation of new code and standards in 2017 /2018</p>	<p>Refer to the goal: Maintain high level of community confidence in CSC as school of first choice.</p>	<p>Roll growth continues – 597 as at Feb 2019</p>

**Analysis of Variance**

<b>CENTRAL SOUTHLAND COLLEGE</b>	<b>School No. 399</b>
<b>Strategic Goal</b>	<b>Raise student aspirations and achievement at all levels of the College.</b>
<b>Annual Target #1</b>	Decrease variance between CSC Merit and Excellence Endorsement rates (5 year average) and National rates (For Excellence, currently sitting at -4.0% compared to National but only -0.4% for Decile group. Overall Endorsement [M+E] is -6.5% compared to National and -1.1% for the Decile group)
<b>Objective</b>	We will use data, academic signposting and student profiles to help inform an improvement in strategies to effectively target endorsement recognition. Staff will be informed of individual students targets and goals. Use of KAMAR profiles. Academic signposting timetable to be implemented in all Departments. Training for staff on use of KAMAR data to inform planning.
<b>Baseline data</b>	See chart below for comparisons over years and cohorts.

Endorsements		Merit			Excellence		
Level	Year	CSC %	National %	Decile %	CSC %	National %	Decile %
Level 1	2018	34.4	34.6	33.0	17.7	20.9	16.9
	2017	23.7	31.7	30.3	16.7	20.1	16.9
	2016	39.8	34.1	32.7	17.0	19.7	16.1
	2015	22.6	34.1	32.5	9.5	18.8	15.4
	2014	33.3	34.7	32.4	13.3	17.9	14.2
Level 2	2018	17.3	25.6	23.0	17.3	16.4	13.1
	2017	18.7	22.4	20.3	12.0	16.3	13.5
	2016	15.3	26.1	23.7	7.1	16.0	13.3
	2015	21.7	26.2	24.1	8.7	15.0	12.4
	2014	21.2	26.7	23.8	15.2	14.4	12.0
Level 3	2018	21.7	27.4	24.7	13.0	15.1	13.3
	2017	22.5	23.3	21.4	5.0	15.5	13.6
	2016	17.9	27.4	24.8	10.3	14.5	12.8
	2015	24.4	28.0	25.7	13.3	13.8	12.6
	2014	11.4	28.5	25.0	8.6	12.7	11.2

## ANALYSIS OF VARIANCE: NCEA ENDORSEMENTS 2018

Level 1 NCEA Endorsements - Averaged						
Data	2018	1 Year 2014	2 Years 2014-2015	3 Years 2014-2016	4 Years 2014-2017	5 Years 2014-2018
<b>E</b>	<b>17.7%</b>	13.3%	11.4%	13.4%	14.5%	15.5%
<i>National</i>	20.9%	17.9%	18.4%	18.8%	19.1%	19.5%
<i>Variance</i>	<b>-3.2%</b>	<b>-6.6%</b>	<b>-7.0%</b>	<b>-5.4%</b>	<b>-4.6%</b>	<b>-4.0%</b>
<i>Decile 4-7</i>	16.9%	14.2%	14.8%	15.2%	15.6%	15.9%
<i>Variance</i>	<b>+0.8%</b>	<b>-0.9%</b>	<b>-3.4%</b>	<b>-1.8%</b>	<b>-1.1%</b>	<b>-0.4%</b>
<b>M &amp; E</b>	<b>52.1%</b>	46.6%	39.2%	45.5%	44.0%	46.8%
<i>National</i>	55.5%	52.6%	52.8%	53.1%	52.8%	53.3%
<i>Variance</i>	<b>-3.4%</b>	<b>-6.0%</b>	<b>-13.6%</b>	<b>-7.6%</b>	<b>-8.8%</b>	<b>-6.5%</b>
<i>Decile 4-7</i>	49.9%	46.6%	47.3%	47.5%	47.4%	47.9%
<i>Variance</i>	<b>+2.2%</b>	0.0%	<b>-8.1%</b>	<b>-2.0%</b>	<b>-3.4%</b>	<b>-1.1%</b>
<b>Female</b>	<b>55.8%</b>	55.3%	50.0%	54.5%	55.2%	55.4%
<b>Male</b>	<b>48.8%</b>	37.8%	29.3%	36.8%	33.7%	36.5%

### Outcomes: Level 1

Average variance for Excellence is still below National and Decile 4-7 but the difference has decreased somewhat as Excellence endorsement has increased slightly more than the National or Decile increase.

Average variance for Merit & Excellence combined is still below National and Decile 4-7 as neither CSC nor National have changed much on average.

As with overall achievement, females outperformed males in overall Endorsement at Level 1 – by 18.9% on average over 5 years. Nevertheless, Male endorsements in 2018 were well above their average and only 7% below females.

Level 2 NCEA Endorsements - Averaged						
Data	2018	1 Year 2014	2 Years 2014-2015	3 Years 2014-2016	4 Years 2014-2017	5 Years 2014-2018
<b>E</b>	<b>17.3%</b>	15.2%	11.9%	10.0%	10.5%	12.3%
<i>National</i>	16.4%	14.4%	14.7%	15.1%	15.4%	15.6%
<i>Variance</i>	+0.9%	+0.8%	-2.8%	-5.1%	-4.9%	-3.3%
<i>Decile 4-7</i>	13.1%	12.0%	12.2%	12.6%	12.8%	12.9%
<i>Variance</i>	+5.2%	+3.2%	-0.3%	-2.6%	-2.3%	-0.6%
<b>M &amp; E</b>	<b>34.6%</b>	36.4%	33.4%	29.7%	30.0%	30.9%
<i>National</i>	42.0%	41.1%	41.2%	41.5%	40.8%	41.0%
<i>Variance</i>	-7.4%	-4.7%	-7.8%	-11.8%	-10.8%	-10.1%
<i>Decile 4-7</i>	36.1%	35.8%	36.2%	36.4%	35.7%	35.8%
<i>Variance</i>	-1.5%	+0.6%	-2.8%	-6.7%	-5.7%	-4.9%
<b>Female</b>	<b>45.1%</b>	48.6%	44.6%	40.7%	38.7%	40.3%
<b>Male</b>	<b>24.5%</b>	20.6%	19.7%	15.7%	19.3%	20.7%

### Outcomes: Level 2

Average variance for Excellence is still below National and Decile 4-7 but the Decile difference is much smaller.

Average variance for Merit & Excellence combined is well below National and Decile 4-7 and neither CSC nor National rates have changed much on average.

Again, as with overall achievement, females outperformed males in overall Endorsement at Level 2, on average over 5 years by a similar margin as Level 1. Nevertheless, Male endorsements in 2018 were somewhat above their average. However, this was still nearly 20% below females, who also performed above average in 2018.



Level 3 NCEA Endorsements – Averaged						
Data	2018	1 Year 2014	2 Years 2014-2015	3 Years 2014-2016	4 Years 2014-2017	5 Years 2014-2018
<b>E</b>	<b>13.0%</b>	8.6%	11.3%	10.9%	9.4%	10.2%
<i>National</i>	15.1%	12.7%	13.3%	13.7%	14.1%	14.3%
<i>Variance</i>	<b>-2.1%</b>	<b>-4.1%</b>	<b>-2.0%</b>	<b>-2.8%</b>	<b>-4.7%</b>	<b>-4.1%</b>
<i>Decile 4-7</i>	13.3%	11.2%	11.9%	12.2%	12.6%	12.7%
<i>Variance</i>	<b>-0.3%</b>	<b>-2.6%</b>	<b>-0.6%</b>	<b>-1.3%</b>	<b>-3.2%</b>	<b>-2.5%</b>
<b>M &amp; E</b>	<b>34.7%</b>	20.0%	30.0%	29.4%	28.9%	32.2%
<i>National</i>	42.5%	41.2%	41.5%	41.6%	40.2%	40.6%
<i>Variance</i>	<b>-7.8%</b>	<b>-21.2%</b>	<b>-11.5%</b>	<b>-12.2%</b>	<b>-11.3%</b>	<b>-8.4%</b>
<i>Decile 4-7</i>	38.0%	36.2%	37.3%	37.4%	36.8%	37.0%
<i>Variance</i>	<b>-3.3%</b>	<b>-16.2%</b>	<b>-7.3%</b>	<b>-8.0%</b>	<b>-7.9%</b>	<b>-4.8%</b>
<b>Female</b>	<b>27.6%</b>	30.0%	38.7%	34.2%	33.9%	32.5%
<b>Male</b>	<b>47.1%</b>	6.7%	16.1%	20.9%	19.6%	26.0%

### Outcomes: Level 3

Average variance for Excellence is also below National and Decile 4-7 with little change or improvement over time.

Average variance for Merit & Excellence combined is also well below National and Decile 4-7 and neither CSC nor National rates have changed much on average.

While the average rates for combined Merit & Excellence performance are variable, the differences between the 5 year average for males and females (-6.5%) is much smaller than at Level 2 and 3. Indeed, for 2018, males Endorsement performance was almost 20% above their female peers.

### Level 1, 2 and 3 in 2018

While average scores are slow to move, the results for both measures (*Excellence and Combined*) for CSC at Level 1, 2 and 3 were, in 2018, above their 5 year averages.

ACTIONS	OUTCOMES	REASONS FOR VARIANCE	EVALUATION (where to next?)
<ol style="list-style-type: none"> <li>1. Focus for LAC continued in 2018</li> <li>2. Embedded use of KAMAR profiles with achievement data</li> <li>3. F/T interviews focus for Senior school</li> <li>4. Academic recognition – Excellence badges at Assembly</li> <li>5. Assessment discussion, number of credits offered to students – are we over-assessing?</li> <li>6. Continued focus on students attempting fewer externals</li> </ol>	<p>(See Analysis above)</p> <ul style="list-style-type: none"> <li>● Continued discussion in LAC around how we can focus on this area as HOD group</li> <li>● All staff entering Profile information into KAMAR which other teachers can access</li> <li>● F/T interviews took place but sporadically across Senior school.</li> <li>● Recognition at assembly continues to be a positive focus for students.</li> <li>● Re-establishment of Teaching and Learning committee for 2019</li> <li>● Continued discussion at Assessment committee – also development of Assessment planners for each year level to allow for teachers to manage assessment due dates more clearly for students.</li> </ul>	<p>Improvement at Merit level attributed to greater focus through Markbook Profiles.</p> <p>Excellence differential remains the same – we haven't translated our efforts into higher end grades across the school.</p> <p>F/T Interviews – there was perhaps a need to be more explicit with reasons / methods so we have more clearly outlined explicit expectations for staff to complete these at all Levels for 2018.</p>	<p>Continue to provide the students with opportunity to achieve endorsements.</p> <p>Deans track progress using information from staff that is used to create profiles.</p> <p>Discussion to continue around number of credits being offered in each course.</p> <p>Continued focus on Profiling information and regular reviews – ensure information is being gathered in a timely fashion to ensure action can be taken.</p>

(See analysis above)

<b>CENTRAL SOUTHLAND COLLEGE</b>	<b>School No. 399</b>
<b>Strategic Goal</b>	<b><i>Raise student aspirations and achievement at all levels of the College.</i></b>
<b>Annual Target #2</b>	Variance in overall achievement rates between CSC and National is decreasing over 5 year average
<b>Objective</b>	We will continually seek to provide our students with learning opportunities that encourage improved achievement and promote student academic success in NCEA.
<b>Baseline data</b>	See Analysis of Variance by Cohort chart above for comparisons over years and cohorts.

<b>ACTIONS</b>	<b>OUTCOMES</b>	<b>REASONS FOR VARIANCE</b>	<b>EVALUATION (where to next?)</b>
<p>Profiling system on Kamar, relevant for all students. Will enable better tracking of students at risk and for extension of those capable of Endorsements.</p> <p>Target groups established at Levels 1, 2 and 3</p> <p>PB4L recognition system fully implemented.</p> <p>Recording of Pastoral information on KAMAR to establish patterns.</p> <p>Improve flow of data from year to year / teacher to teacher about individual students.</p>	<p>Refer attached Data.</p> <p><b>Level 1</b> average over past 5 years when compared with National is up 1.4%. This is an improvement on previous year's data. Same comparison with Dec 4-7 shows that we are tracking slightly below by 0.9%.</p> <p><b>Level 2</b> figures show a variance of +1.1% over past 5 years when compared with National figures. Dec 4-7 comparison however shows a -1.8% decrease.</p> <p><b>Level 3</b> figures show a variance of -3.6% over past 5 years when compared with National figures. While this is still below the national statistics, this is an improvement on previous year's comparisons. The fluctuations between cohorts seem to be larger at Level 3 than at other levels during the same period of time. University Entry averages over the 5 years are +0.3% compared to national and +1.3% compared to Dec 4-7.</p>	<p>See chart below for actions by Deans at level 1 and 2, attached to annual target 5.</p> <p>PB4L recognition system underway and successful with junior students – The aim is for this to filter through into Senior school as those students move through the school and it becomes normal practice.</p> <p>High Needs student information being passed to all teachers at beginning of the year – also increased awareness of use of KAMAR to access information across staff.</p>	<p>Continue with the proposed actions, The aim of PB4L is to see long term gain and the implementation is intentionally slow.</p> <p>Continue discussions with our heads of Learning areas. New curriculum leadership committee and focus has been established for 2019.</p> <p>Review the initiatives around allowing time and reducing the pace, share findings across curriculum areas. To be a focus for discussion within Curriculum leadership Committee in terms of Course planning and credit numbers.</p>

<b>CENTRAL SOUTHLAND COLLEGE</b>	<b>School No. 399</b>
<b>Strategic Goal</b>	<b><i>Raise student aspirations and achievement at all levels of the College.</i></b>
<b>Annual Target #3</b>	Level 2 NCEA achievement rate will be at 85% or greater for the year.
<b>Objective</b>	We will continue to target the 85% or greater for our Level 2 achievement rate for our school leavers, despite this target being disestablished.
<b>Baseline data</b>	See chart below for school leaver information

<b>ACTIONS</b>	<b>OUTCOMES</b>	<b>REASONS FOR VARIANCE</b>	<b>EVALUATION (where to next?)</b>
Target group actions at Level 2  Actions stated in Annual Targets #1 and #2	See Analysis of variance chart below for comparisons over years. 2018 data 79.4% level 2 pass rate. <b>School leaver information is below.</b>	There were 161 leavers during 2018 40 students were Year 11 or below = 121 leavers in year 12 & 13 97 completed Level 2 before leaving 24 did not. Of those 24 4 went to undetermined locations 6 were International students 5 went on to further education 7 went to full time work 1 was attending health school 1 was a major Attendance concerns and was not present enough to gain L2	Continued targeting of those students who are intent on leaving school to ensure opportunities remain for them to complete / attempt Level 2 should they not get it while at CSC.

<b>Year</b>	<b>All leavers with level 2 or better  Excluding International students; returning to Philippines; going to another school ; attending tertiary courses.</b>	<b>All leavers with level 2 or better  As in next column but also including those who went into permanent employment and those in Alternative Education</b>
<b>2018</b>	<b>89%</b>	<b>94%</b>
<b>2017</b>	<b>81.3%</b>	<b>93.5%</b>
<b>2016</b>	<b>78.5%</b>	<b>84%</b>
<b>2015</b>	<b>81%</b>	<b>NA</b>
<b>2014</b>	<b>72%</b>	<b>NA</b>
<b>2013</b>	<b>69%</b>	<b>NA</b>
<b>2012</b>	<b>78%</b>	<b>NA</b>

<b>CENTRAL SOUTHLAND COLLEGE</b>	<b>School No. 399</b>
<b>Strategic Goal</b>	<b><i>Maintain high level of community confidence in CSC as school of first choice.</i></b>
<b>Annual Target #4</b>	<ul style="list-style-type: none"> <li>· Improve consultation and reporting to the community.</li> <li>· Improved academic signposting / reporting to parents</li> </ul>
<b>Objective</b>	We will use develop a clear, concise and effective reporting structure for parents to follow and to allow greater engagement from home in terms of tracking and monitoring achievement and attendance in particular.
<b>Baseline data</b>	N/A

<b>ACTIONS</b>	<b>OUTCOMES</b>	<b>REASONS FOR OUTCOME</b>	<b>EVALUATION (where to next?)</b>
<p>Developed Parent Portal throughout 2017 to enable greater access for parents</p> <p>All reporting to parents is sent by email AND onto portal so it is available at all times with relevant assessment / financial and attendance information.</p> <p>Development of CSC App, Google+ communities and website</p> <p>Ongoing discussion around development of school Facebook page to add to social media presence for the school.</p> <p>Weekly Effort Grade Reporting established 2017.</p> <p>Survey parents about reporting formats.</p>	<p>Use of portal growing all the time – number of reports that are requested to be printed out and mailed home down to approx. 5%</p> <p>Over 1460 subscribers to the App 2019. Designated by Deans as means of communicating messages out to students at each year level.</p> <p>Roll has grown again during 2017 and 2018. Current roll at beginning of 2019 is 597.</p> <p>Regular communication with home around student effort.</p>	<p>Outcome achieved: Parents like the simple and ready access to the portal information which includes achievement data, progress reports, attendance information that is live and accurate; financial information.</p>	<p>Continued focus on awareness of what portal can do.</p> <p>Continue to provide weekly effort grade reports.</p> <p>Continued focus by Deans for use of APP and Google+</p> <p>Development of Facebook page for school – goal – greater engagement by parents.</p> <p>Gain feedback from parents about Facebook as a communication tool after established</p> <p>Reflect on Reporting Cycle for 2018 and improve for 2019 - regular contact (1 per term), earlier face to face and more comprehensive reporting earlier in the year.</p>

<b>CENTRAL SOUTHLAND COLLEGE</b>	<b>School No. 399</b>
<b>Strategic Goal</b>	<b><i>Accelerate progress for all students performing below expectations.</i></b>
<b>Annual Target #5</b>	Continued focus on Target groups established at Senior levels of the College
<b>Objective</b>	We will use data, academic signposting and student profiles to help inform an improvement in strategies to effectively target endorsement recognition. Staff will be informed of individual students targets and goals. Use of KAMAR profiles. Academic signposting timetable to be implemented in all Departments. Training for staff on use of KAMAR data to inform planning.
<b>Baseline data</b>	See chart below for specific actions and monitoring for individual students.

<b>ACTIONS</b>	<b>OUTCOMES</b>	<b>REASONS FOR VARIANCE</b>	<b>EVALUATION (where to next?)</b>
See below for targeted actions for Year 11 and 12 students	Overall pass rate at Level 1 = 73.3% Overall pass rate at level 2 = 79.4%	115 Year 12 students including internationals as at August 2018. overall pass rate was 79.4% (slightly below 80%), if the target group had not been addressed and actions put in place the data would be far less than 80% pass rate.  130 year 11 students including internationals as at August 2018. overall pass rate was 73.3%, if the target group had not been addressed and actions put in place the data would be far less than recorded rate.	Continue to develop further monitoring and tracking strategies, including explicit tracking/information that Deans at each level use to track students.  Improve Profiling information and use of it by Deans group  Develop more targeted academic actions for those at risk rather than just primary focus on behaviour  Monitor Academic/Pastoral Dean roles to ensure more targeted actions and tracking.

Please Note: in 2018 NZQA altered the way that statistics are produced to Enrolment Based figures (Students enrolled for more than 70 calendar days) which makes comparison to previous data in this document difficult.

**YR 11 2018 TARGET GROUP (From 2018 Year 11 Dean)**

<b>NAME</b>	<b>INITIAL NOTES</b>	<b>ACTION PLAN</b>	<b>EVALUATION AND OUTCOMES</b>	<b>CREDITS AT END 2018</b>
1	Behaviour & Well-Being	Monthly meetings with Dean Referral to GC Academic monitoring	Regularly visiting GC Some issues around lateness to class Some improvement in self management	NCEA Level 1
2	Academic & Behaviour	Monthly meetings with Dean Academic monitoring Mentoring around how to behave with peers Regular contact with home (supportive) Parent/student/dean meetings Referral to GC	No NCEA Level 1 Ongoing behaviour concerns	21(Lvl1) 11(Lvl2) 2 (Lvl3)
3	Behaviour & Well Being	Monthly meetings with Dean Referral to GC Action plan for exiting class if angry Academic monitoring Goal Setting Meetings with Principal	Only met with GC while Mark Moore was available (half year) Ongoing behaviour concerns. Intervention via Dk in T3 resulting in more motivation and focus toward school-work in some subjects Development of stronger friendships of a more positive influence Engagement in sport and cultural activities No NCEA Level 1 (Needs 2 more Numeracy credits)	99(Lvl1)
4	Behaviour	Fortnightly meetings with Dean Academic monitoring Strategies for interacting with staff Behaviour contract Regular contact with home Parent/student/dean meetings Meetings with DP/Principal	Escalating poor behaviour. Left for work at age 16, farming No NCEA Level 1	45 (Lvl1) 23 (Lvl2)
5	Academic	Monthly meetings with Dean Academic monitoring Referral to GC	Left for work at end of Year 11, started as work experience - has led to concreting apprenticeship. No NCEA Level 1	21 (Lvl1)
6	Behaviour & Attendance	Fortnightly meetings with Dean Academic monitoring Strategies for interacting with staff Regular contact with home Meetings with DP Attendance monitoring by form teacher. Attendance letters home Consequences for persistent lateness	Escalating poor behaviour and reduced attendance. Attendance rate at 52% by departure. Left to attend Frontline Term 4 2018.	NCEA Level 1
7	Academic and Behaviour	Monthly meetings with Dean Academic monitoring Mentoring around how to behave with peers Parent/student/dean meetings Strategies for interacting with staff Meetings with DP	Left to attend Community College at end 2018 No NCEA Level 1 + needs 2 more numeracy credits	64(Lvl1) 13(Lvl2) 2(Lvl 3)

8	Behaviour	Weekly meetings with Dean Academic monitoring Input from DP (C Davis) in T1	Escalating poor behaviour. Excluded from CSC March 2018 No NCEA Level 1	17(Lvl1)
9	Behaviour	Weekly meetings with Dean Academic monitoring Goal Setting Blue Light Course Regular contact with home (supportive) Parent/student/dean meetings Meetings with DP/Principal	Escalating poor behaviour in Term 3 Suspended in September Attended Alt Ed for remainder of 2018 with intention to return to CSC	12 (Lvl2) 54(Lvl1)
10	Behaviour	Monthly meetings with Dean Academic monitoring Regular contact with home (supportive)	Improved behaviour overall, spike in issues around defiance in September.	58(Lvl1)
11	Behaviour & Attendance	Monthly meetings with Dean Academic monitoring Whanau Group Form teacher monitoring of attendance Referral to GC Attendance letter home	Attendance rate at 73% for year Ongoing concerns around defiance in the classroom	NCEA Level 1
12	Well-Being Support	Fortnightly meetings with Dean Academic monitoring Referral to GC Strategies for handling workload and stress Parent/student/dean/GC meetings	Improved coping from start of year Ongoing well-being concerns	NCEA Level 1
13	Well-Being Support	Fortnightly meetings with Dean Academic monitoring Referral to GC Goal Setting Strategies for handling workload and stress Parent/student/dean/GC meetings	Lucy chose not to meet regularly with GC CAFs involvement Ongoing well being concerns	NCEA Level 1 with Merit
14	Behaviour & Attendance	Monthly meetings with Dean Academic monitoring Whanau Group Form teacher monitoring of attendance Attendance letters and calls home	Overall attendance at 66% No NCEA Level 1 + needs 2 more numeracy credits Considerable decline in pastoral entries over year (only 2 entries after June)	79 (Lvl1)



## Year 12 Target Group 2018 (From 2018 Year 12 Dean)

The focus for this year's target group are students who have indicated that they are wishing to leave school this year for work/apprenticeship/further study.

A number of these students (asterisked) have had behavioural concerns in the past and/or engagement with school has been variable.

The goal for them all this year is to leave school with NCEA Level 2 and going to one of the above options.

NAME	INITIAL NOTES	ACTION PLAN	EVALUATION AND OUTCOMES	NCEA Level 2
1	Motivated to achieve L2 as quickly as possible. Monitor attendance	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. SIT visits	Apprenticeship	Yes
2	Motivated to achieve L2 as quickly as possible. Focused on leaving T2	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. SIT visits	Employment (Farm)	Yes
3	Attendance and effort in class	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers.	Employment and SIT in 2019	Yes
4	Very capable but keen to leave once L2 achieved.	Regular meeting with Dean. Credit tracking CV preparation Careers keeping an eye out for potential jobs.	Employment (Mines)	Yes
5	Motivated to achieve L2 as quickly as possible Monitor behaviour and attendance	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. SIT visits Regular contact with home	Employment (Farm)	Yes
6	Motivated to achieve L2 as quickly as possible. Monitor behaviour.	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. SIT visits Regular contact with home	Employment (Equine)	Yes
7	Motivated to achieve L2 as quickly as possible. Monitor attendance	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers.	Employment (Farm)	Yes
8	Keen to leave.	Monthly meeting with Dean.	Employment and SIT 2019	Yes

	Monitor effort.	Credit tracking CV preparation Directed to Careers.		
9	Monitor behaviour and effort.	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. STAR course	Returned for 2019 Year 13. Gateway	Yes
10	Support and monitor effort.	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. Gateway Counsellor support.	Employment (Mines)	Yes
11	Monitor effort.	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. SIT visits Guided towards job opportunities as they arise	Employment and SIT 2019	Yes
12	Motivated to achieve L2, seeking apprenticeship. Monitor effort	Monthly meeting with Dean. Credit tracking CV preparation Directed to Careers. SIT visits	Turned down apprenticeship opportunity October. Returned 2019 Year 13 Gateway 2019	Yes

<b>CENTRAL SOUTHLAND COLLEGE</b>	<b>School No. 399</b>
<b>Strategic Goal</b>	<b><i>Develop and enhance teaching and learning through effective use of Digital technology in classrooms.</i></b>
<b>Annual Target #6</b>	Development of engaging teacher practice using Technology in Classrooms
<b>Objective</b>	BYOD practice; Google expert groups; full school PLD; development of server and wireless environment
<b>Baseline data</b>	

<b>ACTIONS</b>	<b>OUTCOMES</b>	<b>REASONS FOR VARIANCE</b>	<b>EVALUATION (where to next?)</b>
<p>Focus on providing opportunities for BYOD – All students in 2018 required to have own device.</p> <p>Staff PLD continued.</p> <p>Lockers established for students, safety and security of devices.</p> <p>Processes in place for students to access a school device if needed, also processes for hardship.</p> <p>Team Drives being used consistently across school. Movement of school-wide documentation continuing – e.g. RAMS forms / leave forms etc, all being digitised.</p> <p>Expectation on staff to use Google suite in their teaching and learning.</p>	<p>Engagement of staff with Digital tools.</p> <p>Staff meeting PLD sessions held throughout 2018.</p> <p>T.O.D focus mid-year on digital platforms. UTB was contracted.</p> <p>Staff are familiar with Google suite.</p> <p>Lockers purchased at end of 2017, installed in 2018.</p> <p>All classes are using Google Suite as a repository for information – many now using a wide range of Google tools for engagement e.g websites, forms etc</p>	N/A	<p>Continue expectation that all students bring device for learning (Laptop)</p> <p>Offer PLD around digital upskilling wherever possible.</p> <p>Encourage professional and collegial support amongst staff around digital issues, occurring naturally throughout 2018.</p> <p>Digital Instruction programme in place for all Year 9 students as part of Form Time activities.</p>