



Lincoln High School Analysis of Variance 2018

4. Analysis of Variance 2018 (Te tātari i ngā rerekētanga)

Student Achievement Target 1

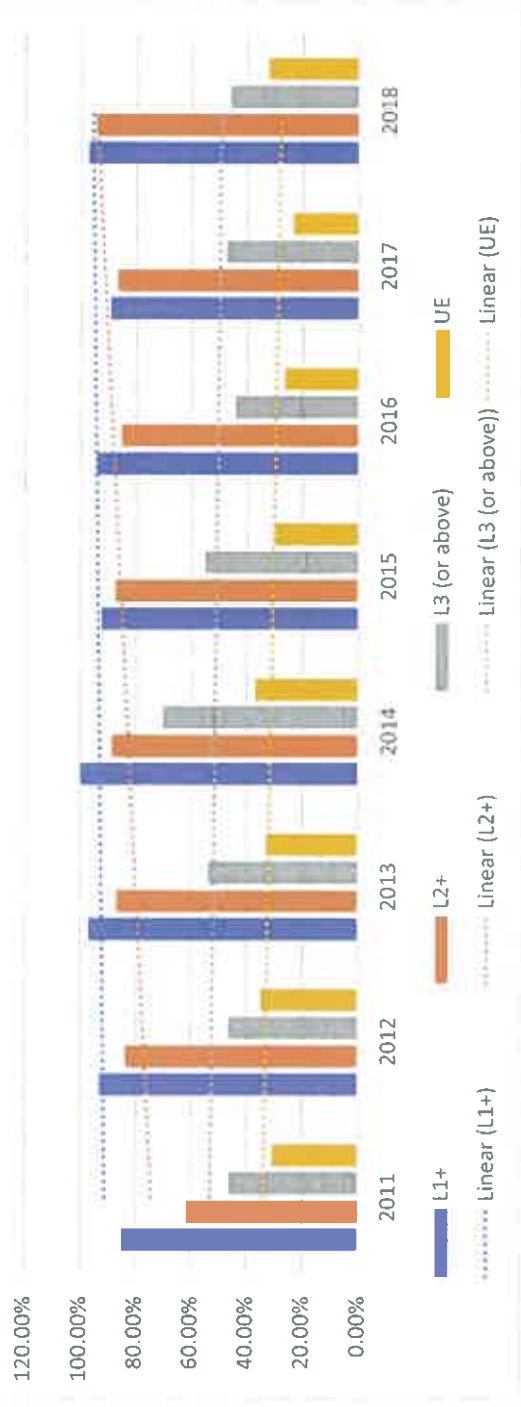
Strategic Goal 3	Students will achieve excellent academic results																																								
Target 1	The highest qualifications of Māori school leavers will continue to grow.																																								
Baseline Data	Te Kura Tuarua o Waihora Māori Leaver Results <table><thead><tr><th>Year</th><th>L1+</th><th>L2+</th><th>L3 (or above)</th><th>UE</th></tr></thead><tbody><tr><td>2011</td><td>85.00%</td><td>55.00%</td><td>45.00%</td><td>15.00%</td></tr><tr><td>2012</td><td>85.00%</td><td>75.00%</td><td>55.00%</td><td>25.00%</td></tr><tr><td>2013</td><td>85.00%</td><td>75.00%</td><td>55.00%</td><td>25.00%</td></tr><tr><td>2014</td><td>85.00%</td><td>75.00%</td><td>55.00%</td><td>25.00%</td></tr><tr><td>2015</td><td>85.00%</td><td>75.00%</td><td>55.00%</td><td>25.00%</td></tr><tr><td>2016</td><td>85.00%</td><td>75.00%</td><td>55.00%</td><td>25.00%</td></tr><tr><td>2017</td><td>85.00%</td><td>75.00%</td><td>55.00%</td><td>25.00%</td></tr></tbody></table>	Year	L1+	L2+	L3 (or above)	UE	2011	85.00%	55.00%	45.00%	15.00%	2012	85.00%	75.00%	55.00%	25.00%	2013	85.00%	75.00%	55.00%	25.00%	2014	85.00%	75.00%	55.00%	25.00%	2015	85.00%	75.00%	55.00%	25.00%	2016	85.00%	75.00%	55.00%	25.00%	2017	85.00%	75.00%	55.00%	25.00%
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	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori	Whole Cohort	Māori
# Leavers	298	43	326	30	314	27	300	40	343	34	331	38	333	37
No Formal Attainment	1	0	0	0	2	0	2	0	2	1	2	0	1	0
L1+	95.6%	93.0%	96.9%	97.0%	97.4%	100%	96.6%	92.5%	95.6%	94.1%	95.1%	89.4%	94.9%	97.3%
L2+	87.2%	83.7%	89.0%	87.0%	92.3%	88.8%	88.6%	87.5%	87.1%	85.3%	91.5%	86.8%	89.8%	94.6%
L3 (or above)	52.0%	46.5%	57.1%	53.8%	61.4%	70.4%	53.0%	55.0%	54.8%	44.1%	61.9%	47.3%	58.3%	45.9%
UE	42.0%	34.9%	44.8%	33.0%	46.4%	37.0%	38.0%	30.0%	38.2%	26.5%	41.9%	23.6%	41.5%	32.4%

Analysis:

- This is the highest ever result of Māori student leavers having at least NCEA Level 2 and is also pleasing that the Level 1 has increased again from last year. Only 1 student left Lincoln High School without NCEA Level 1 in 2018. A number of our Year 13 Māori cohort left during 2018 for work or trade study and this is reflected in the drop to the number of leavers with NCEA Level 3.
- An area of concern is still the percentage of our Māori student leavers obtaining University Entrance. We will continue to focus on what is happening with regard to University Entrance for our Māori students. It is important to note that out of the Year 13 Māori students who were aiming to achieve University Entrance at the beginning of 2018, all students obtained the University Entrance qualification.

Te Kura Tuarua o Waihora Māori Leaver Results



Māori School leavers with at least NCEA Level 2 or equivalent

Priority outcome one in the Ministry of Education statement of intent is; improving education outcomes for Māori learners.

One of the goals of Ka Hikitia – Accelerating Success 2013-2018 states:

- Of the Māori students who turn 18 in 2017, 85% will achieve at least NCEA Level 2 or an equivalent qualification
- Lincoln High School Māori students leaving school at the end of 2018 with at least Level 2 is at 94.6% which is above the national long-term goal.



Analysis:

For the last six years, we have achieved the goal of Ka Hikitia of 85% of students who turn 18 achieving NCEA Level 2. For the first time, our Māori students are slightly above our non-Māori students.

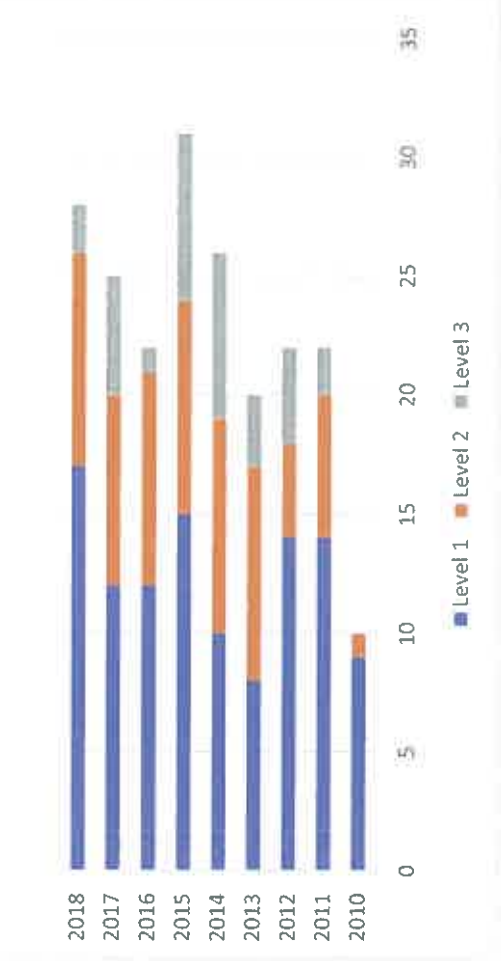
Evaluation & where to from here:

We will continue to monitor the progress of our Māori school leavers. While positive to see that 95% of our Māori school leavers have achieved at least NCEA Level 2, there is still work to do to ensure that this number continues to improve as 5% have still not met this goal.

Māori Student Endorsements

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Level 1	9	14	14	8	10	15	12	12	17
Level 2	1	6	4	9	9	9	9	8	9
Level 3	0	2	4	3	7	7	1	5	2

Māori Student Endorsements



We feel it is important to continue to have high expectations (Mana Motuhake) for our Māori students, so have included data on our endorsements for Māori students.

The endorsement rates for Level 2 have remained very similar to last year and our Level 1 has significantly risen from the previous year. It is disappointing to see the drop to only two endorsements in Level 3 after eight endorsements in 2017. Through conversations with these students, they were simply hoping to pass and not worried about a Level 3 endorsement.

Nga ākonga Māori - Te Kura Tuarua o Waihora 2018

Year Level	School Cohort	Number of Māori Students
9	237	16 (6.8%)
10	286	22 (7.7%)
11	355	40 (11.3%)
12	386	37 (9.6%)
13	271	27 (10.0%)
Total:	1535	142 (9.3%)

	School Leaver Information During 2018, out of the 37 school leavers, only 17 left with Level 3 or higher, which is slightly less than 2017. We are continuing to have conversations with our Māori students to ensure that a “strong pathway” – Te Arārira is taking place. This is also being supported by the LINC teacher who will work in a one on one mentoring capacity with all students. Of the 20 Māori student leavers who left without NCEA Level 3, which is a slightly down on last year, 10 of these students will be continuing their education in the tertiary setting and will be completing NCEA Level 3 through a course. A continued area of concern has been the number of students leaving with University Entrance with only 12 of the 38 Māori student leavers having achieved UE. At the beginning of 2018, Deputy Principal Blair Johnstone, spoke to the Year 13 Māori students and only 12 of the students were aiming for University Entrance, of these 12, all students obtained this goal. Analysis NCEA Level 3 was the only drop in leaver results this year and that was due to a number of the students leaving for work or trade study rather than completing the school year. Evaluation and Where to from here We will continue to monitor the progress of our Māori school leavers and mentor where necessary. An important step of this will be to look at University Entrance and student’s eligibility for this.
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Student Achievement Target 2

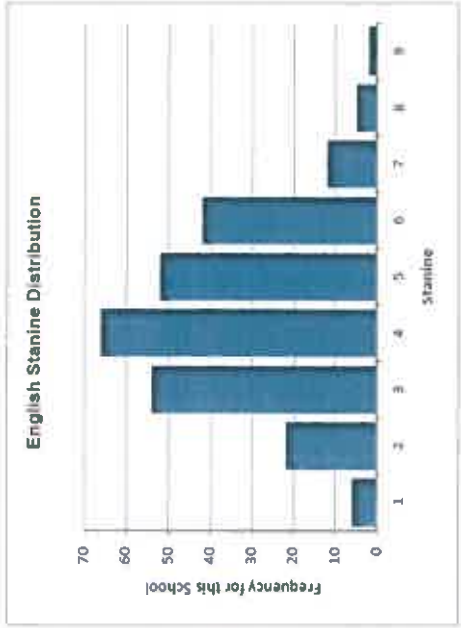
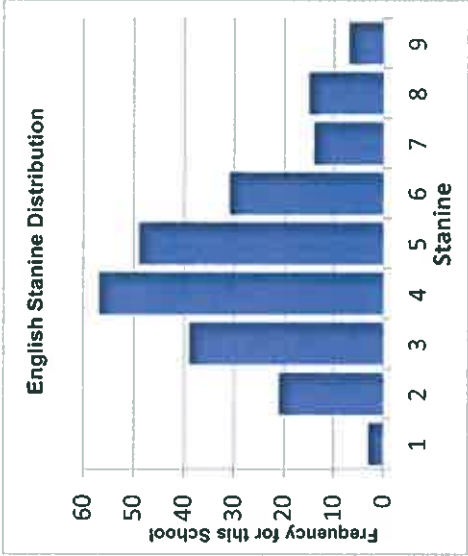
Strategic Goal 3	Students will achieve excellent academic results
Target 2	Year 9 Māori students will achieve as follows: - Supported learning class will be at Level 3 relational (SOLO) or 3P (AsTTle) - Core classes will be at level 4 relational (SOLO) or 4P (AsTTle) - Enrichment classes – 90% will be at Level 5 multistructural (SOLO) or 5B (AsTTle) in each of Number knowledge, Number operations, Algebra and Literacy

Entrance test data using 2018 CEM tests

Baseline Data

Entrance test data using CEM tests 2018 Year 9 cohort data

Baseline data



2018

2018 Year 9 cohort

2017 Year 9 cohort

2018 Year 9 cohort

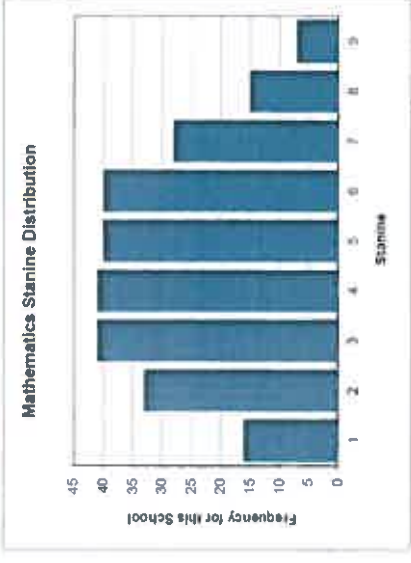
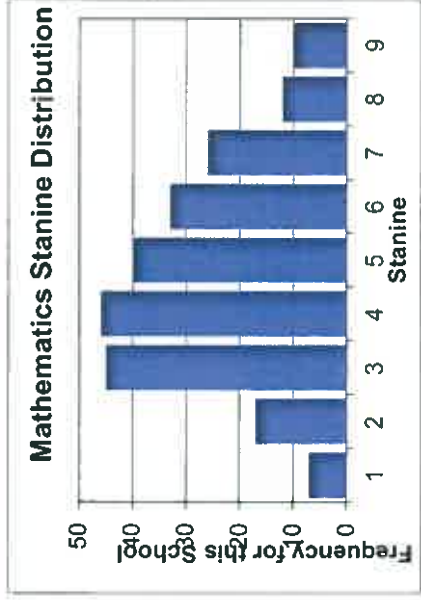
2017 Year 9 cohort

English: approx. 63 students entered with a stanine score between 1-3 (27% of students)

English: approx. 80 students entered with a stanine score between 1-3 (24% of students)

Mathematics: approx. 69 students entered with a stanine score between 1-3 (29% of students)

Mathematics: approx. 90 students entered with a stanine score between 1-3 (27% of students).



2018 Year 9 cohort

2017 Year 9 cohort

Year 9 2018 cohort

Taken From the 1 March 2018 MOE Roll Return:

GENDER	MĀORI	PASIFIKA	ASIAN	OTHER	PAKEHA/ EUROPEAN	INTERNATIONAL STUDENTS	TOTAL
FEMALE	11	0	2	11	92	0	116
MALE	5	1	5	3	106	0	120
TOTAL	16 (cf 23 in 2017)	1	7	14	198	0	236

Data extracted in term 4 2018 from KAMAR (2018TT): Number of students in each grouping

	ENRICHMENT	CORE	SUPP. LEARNING	Total
COHORT	57	167	17	241
MĀORI	4	11	0	15
Males	31	79	12	122
Females	26	88	5	119

**Analysis
for 2018**

(NOTE: 236 Total taken from 1 March Roll Return **PLUS** a nett increase of 5 more students during the year.)

MATHEMATICS:

As a department we have moved from AsTTle Mathematics, as we believe there are issues with the accuracy of that data and are focusing on reporting on curriculum levels (based on NZC) and depth of thinking (based on SOLO). This is more in line with what students face in NCEA.

Overall summary of progress in 2018

2018	CURRICM LEVEL	MAO/PAS	MALE	OVERALL	OTHER	No. of students
10MAT	5-6 81% ≥ level	MAO, Good 67% ≥ level	Good 77% ≥ level	Good	NA	282
9MAT	4-5 96% ≥ level	MAO, Very Good 100% ≥ level PAS, Very Good 100% ≥ level	Very Good 92% ≥ level	Very Good	NA	242

NB: Proportions are based on students' grade point average.

Based on our data, the table below represents our achievement with the school Year 9 Numeracy targets:

Year 9 Cohort

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	0	100	Excellent results
Core	Working at 4R	17	83	Good results, but can still be improved
Enrichment	90% at or above 5M	24	76	Target just short in Enrichment Maths class (87%), but well below (63%) in enrichment class based on English. Disappointing results but it is important to note that only one of the Enrichment classes is selected for Mathematics expertise.

Year 9 Māori Students

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	NA	NA	No Maori students in class
Core	Working at 4R	18	82	Good, but room for improvement
Enrichment	90% at or above 5M	50	50	Below target but difficult to summarise due to low numbers of Māori students NB: 4 Maori students in data

While our annual target focus was our Māori students we also include an analysis of the success of males in these courses.

Year 9 Males

Class	Target	% Below Target	% At or Above Target	Comment
Supported Learning	Working at 3R	0	100	Excellent (and same as females)
Core	Working at 4R	27	73	Disappointing
Enrichment	90% at or above 5M	28	72	Disappointing

We will use this data as a baseline for our annual targets for 2019 as our schoolwide focus in 2019 is on male achievement and engagement.

Results:

It is important to note that due to the breakdown in our numbers in each of our streamed classes at Year 9, some of the data sets are too small for meaningful analysis.

Evaluation and where to from here:

This is the first time we have operated with a reduced level of streaming in the junior school. In 2018 we reduced from 5 bands to three bands and have found this to be very beneficial for the students in the supported learning group. The SOLO method of evaluating progress in Mathematics at the junior level is providing the data and analysis we feel can reliably report on progress. The learning area feels confident that it is able to monitor and review progress

against the curriculum levels as well as plan for higher order thinking activities to improve learning outcomes for all learners. Our Māori students are small in number but have performed well in most classes as compared to the non-Māori students.

- 50% of Māori students in enrichment reached the target but the number of students is very small
- 82% of Māori students in the Core classes met the target which is considerably better than 2017 which had 62% meet the target.
- We had no Māori students in the Supported Learning class

In 2019 we have a staff member with a WST role focusing on our junior Mathematics courses, including assessment, pedagogy, boys engagement, growth mindset and the integration of technology. The role involves linking into relevant research, exploring other schools (including feeder schools) all aimed at improving teaching and learning for all of our students. We are hoping that what develops from this role and is implemented in 2020 will help us to improve our target results.

We will continue to monitor the progress of our Māori students using SOLO in Mathematics.

ENGLISH READING and WRITING:

In English we are using AsTTle to ascertain where a student sits and for reporting, using 'working towards', 'at', or 'above' the curriculum levels for common assessments, alongside the AsTTle 'Basic', 'Proficient', and 'Advanced', gives us a much more accurate picture of a student's thinking, and where they are in terms of where they are achieving.

Reading:

E-AsTTle Reading in Year 9 takes place twice a year; at the beginning of Term 1 and at the end of Term 3. Alongside CEM results, E-AsTTle testing provides the teacher with quick usable data for their students.

There are three separate e-AsTTle Reading tests for the different streams in each year; Enrichment, Core and Supported Learning.

This data is collected in the first few weeks of Term 1 as it provides valuable information that supports the teachers planning of tasks and student assistance. It gives the teacher a quick and clear indication about the students reading abilities and where enrichment and support are required. Students are then reassessed in late Term 3 to measure improvement.

Enrichment

TERM 1:

2018	4A	5B	5P	5A	6B	6A	>6A
CLASS	2	13	32	18	23	9	4
MALE	3	10	35	13	23	10	6
FEMALE	0	16	28	24	24	8	0
PAKEHA	2	12	28	24	24	10	4
MAORI	0	25	75	0	0	0	0

93% of the Enrichment classes are achieving 5B and above, with 75% working at 5P and above in Term 4. This is lower when compared to 86% in Term 1, but higher than the 69% this time last year and 64% in 2016. In terms of 93% working at 5B and above, this would mean that the Enrichment cohort have met the goal of having 90% working at this level. However, the Māori students (very small in number) have not met the goal of 90% at or above 5P. The Māori student achievement remained at 75% above 5B throughout the year. Caution is needed when interpreting the data due to the very small numbers.

Core classes Term 1:

2018	2A	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P
CLASS	1	4	3	7	11	34	18	8	9	5	1
MALE	1	4	3	7	11	27	17	9	10	7	3
FEMALE	0	4	4	7	10	39	18	7	7	4	0
PAKEHA	1	4	4	8	11	32	17	8	0	6	2
MAORI	0	9	0	9	0	45	27	9	0	0	0
PASIFIKA	0	100	0	0	0	0	0	0	0	0	0

The Year 9 core test shows the majority of students are working between a 4P – 5B range which is exactly where we would want these students to be working by the end of Year 9. There are not as many students working at the 5P-6P range in Term 3 as there were in Term 1. In Term 1, there were 23% of students working at this level. By Term 4, only 12% of students were achieving at this high level. This is compared to 9% in 2016. In respects to the school targets, 91% are working at 4P and above.

Our goal for Māori students was that all would be working at 4P however 91% are working at or above 4P. One of the differences between comparing our 2017 and 2018 data is that in 2017 46% Māori students tested at or below 4P. Overall the Māori students were working at a higher level in 2018 than they were in 2017.

Supported learning Term 1

There were no Māori students in our supported learning class in 2018.

Term 3:

2018	4A	5B	5P	5A	6B	6A
CLASS	9	18	46	9	16	4
MALE	9	22	34	13	16	6
FEMALE	8	12	60	4	16	0
PAKEHA	8	16	44	10	18	4
MAORI	25	0	75	0	0	0

Core classes Term 3:

2018	2A	3P	3A	4B	4P	4A	5B	5P	5A	6B
CLASS	1	1	2	4	15	49	17	9	2	1
MALE	1	1	1	4	18	51	12	7	3	1
FEMALE	0	1	2	3	13	47	22	11	1	0
PAKEHA	1	1	3	5	13	50	17	10	1	1
MAORI	9	0	0	0	27	36	18	9	0	0
PASIFIKA	0	0	0	0	50	0	50	0	0	0

WRITING:

YEAR 9 ASTTLE WRITING

This is the fifth year of using AsTTle writing at Year 9 and 10. Alongside CEM results, AsTTle testing provides the teacher with quick usable data for their students. This year we have continued to use formal writing because it provides students with an easier platform to show the skills that are being assessed. All junior students sit the AsTTle writing assessment in the same way allowing for the results to be comparable across the whole cohort and the start and end of the year.

This data is collected in the first few weeks of Term 1 as it provides valuable information that supports the teachers planning of tasks and student assistance. It gives the teacher a quick and clear indication about the students writing abilities (grammar, spelling, punctuation) and where enrichment and support are required. Students are then reassessed in Term 4 to measure improvement.

TERM 1: Year 9

2018	<1P/1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	>6B
CLASS	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
MALE	1	1	1	3	3	3	4	7	8	14	18	19	4	5	4	4
FEMALE	3	3	1	4	4	5	5	8	10	14	19	18	1	1	2	2
PAKEHA	3	2	1	3	4	4	4	6	8	13	19	19	4	4	5	4
MAORI	0	0	0	0	0	0	0	13	13	20	13	13	7	20	0	0
PASIFIKA	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0

TERM 4: Year 9

2018	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	>6B
CLASS	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
MALE	1	1	0	1	3	2	2	2	14	11	14	20	5	12	4	8
FEMALE	0	0	0	0	3	3	3	3	17	11	16	21	4	8	1	4
PAKEHA	1	1	0	1	3	2	2	2	10	10	13	17	6	17	7	11
MAORI	0	0	0	0	0	0	6	0	13	12	14	19	4	13	4	8
PASIFIKA	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0

WRITING FOR PRIORITY LEARNERS AT YEAR 9:

Maori students showed an improvement in their writing results from Term 1 to Term 4 with 32% of students working at a 5P->6B compared to 27% at the start of the year. There is also less of a spread towards the lower grades. However, they are still under represented in the higher grades. However, at the >6B top of the spectrum, Pakeha (8%) are outperforming Maori (0%) which is a reduction at the above 6B level from the 2017 results.

Evaluation and where to from here:

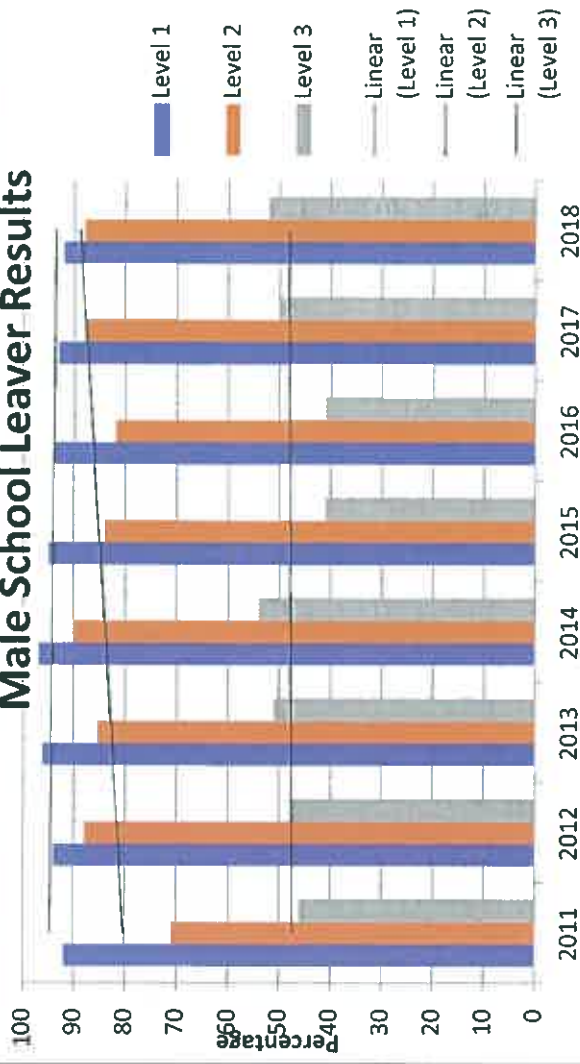
In 2018, we removed two groups of streamed classes (Supported Core and Numeracy/Literacy) which we will monitor closely for our Māori students. We had additional support going into the classes in the form of teacher aides and some collaborative and team teaching. The behaviour and engagement for the supported learning class was reportedly much improved from previous years. At Year 9 Maori students still perform well relative to curriculum levels but are not performing as strongly as NZ Pakeha at the upper end of the spectrum.

We will continue to monitor the progress of our Māori students in the junior school with Reading and Writing. The English learning area have found the AsTTle data helpful in assessing the progress of students.

Student Achievement Target 3

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Male School Leaver Results



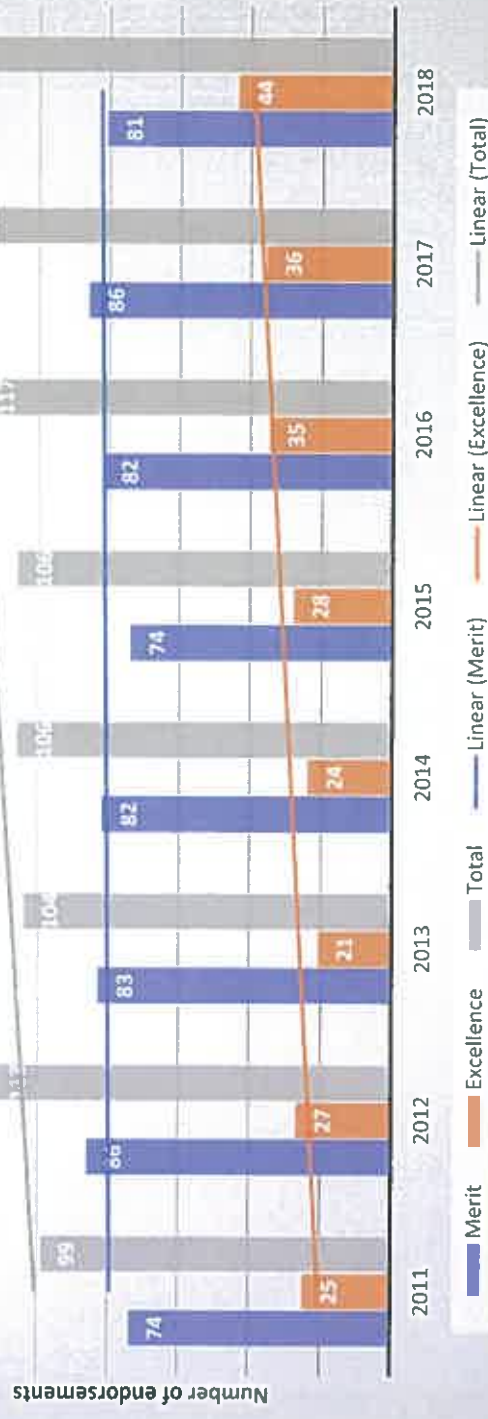
- Our Learning Area reports continue to have a focus of progress for the achievement of boys
- Senior Linc teachers monitor student academic progress with the student progressively throughout the year
- A number of courses were offered specifically to increase engagement for boys. The changes included 3 additional Outdoor Education senior classes plus an English in the Outdoors course for Year 11 which all proved successful. The English in the Outdoors course created a demand for an English in the Outdoors at Year 12 in 2019. The increase in the number of Outdoor Education continued in 2019.
- Heads of Levels and the senior tutors monitor progress and support and intervention were offered for boys through the Flexible Learning Room which has proved to be highly successful in 2018. After reviewing the Flexible Learning Room in 2018, The BOT have made this a permanent BOT funded teaching position from 2019. Students work on a variety of individual learning plans and set clear goals for achievement.

Total Endorsements

	2011		2012		2013		2014		2015		2016		2017		2018	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Merit	132	74	143	86	141	83	138	82	156	74	145	82	154	86	173	81
Excellence	50	25	52	27	67	21	66	24	65	28	82	35	94	36	85	44
Total	182	99	195	113	208	104	204	106	221	102	227	117	248	122	258	125

Male endorsements

Male Endorsements



Analysis

- Our male endorsement rates for 2018 are higher than in any previous year, however, they continue to be approximately half of what females are achieving
- Our Level 1 male leaver rates for 2018 are similar to 2017 (approx 93%).
- Our Level 2 success rate for boys in 2018 (88%) remains similar to the girls rate.
- Our Level 3 and UE pass rates have increased since 2016 and 2017.
- The Level 3 and UE male leaver results have improved in 2018 with UE increasing from 28% to 33% and Level 3 increasing from 50% to 53%. We believe a larger proportion of males are leaving school prior to Year 13 or not completing L3 NCEA in their Year 13.

NCEA and UE 2018 pass rates:

(in %)

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male				
2014	84.8	84.7	73.8	49.2
2015	87.8	85.6	72.0	48.0
2016	90.4	85.5	72.4	43.8
2017	82.1	94.6	72.9	41.5
2018	85.3	88.3	69.5	43.5
Female				
2014	96.2	95.2	86.0	67.4
2015	90.3	94.1	82.3	61.3
2016	93.5	92.0	89.3	69.5
2017	94.1	95.3	88.1	66.7
2018	94.9	92.9	81.1	63.8

Evaluation and where to from here

These achievements for our male students continue to be a focus for us. The department reports continue to highlight male statistics including UE, NCEA pass rates , certificate endorsements, pass rates for individual standards and in the global summary of results. The male statistics form part of the presentation the HOLAs give to the BOT and the one on one department report meeting with the Principal. In 2019, there is a schoolwide focus on boys achievement and engagement with all Learning teams (teacher PLD) having a focus on improvement for boys.

The UE gender gap is less significant than in 2017 (girls outperforming boys by 25% in 2017 but this has reduced to 20% in 2018. We will continue to work with the Linc teachers in Year 11-13 in particular to drill down and consider the males academic goals to see if they are achieving their goals and to question their goals as appropriate. There has been a continuation of developing new courses to accommodate boys interest. English in the Outdoors has been implemented in Level 2 in 2019. A Maths for Life course has been introduced in Level 2 in 2019 to increase engagement and relevance for students and in particular boys.

Student Achievement Target 4

Strategic Goal 3	Students will achieve excellent academic results																												
Target 4	The number of Year 13 students leaving school with UE will increase to 78% (i.e. those who are intending to gain UE – not the NZQA measure of those eligible for Level 3). We will also obtain baseline data for the difference between males/females for UE attainment.																												
Baseline Data	NZQA’s statistics on UE pass rates are not meaningful. They do not take in to account the students that are not eligible to obtain UE due to the courses being studied (not UE approved subjects). In 2017 11% of the Yr 13 cohort were not eligible for UE (not studying 3 or more UE approved courses). A further 11% of the cohort did not plan to obtain UE as it was not part of their academic pathway. All students were surveyed and Linc teachers monitored the students UE progress as a way of addressing the expected target for our UE success rate. Our statistics are based on our students’ intentions/goals and are therefore specific to our school which is more meaningful Based on a school survey: • In 2014 74% of cohort surveyed, 85% were planning to gain UE • In 2015 72% of cohort surveyed, 82% were planning to gain UE • In 2016 72% of cohort surveyed, 83% were planning to gain UE • In 2017 100% cohort surveyed. 78% were planning to gain UE Result 2014: 74% Result 2015: 71% Result 2016: 73% Result 2017: 76%																												
Analysis for 2018	Students were surveyed in Linc at the end of Terms 1,2,3 and 4. 100% of the cohort were surveyed by the end of Term 4 to ascertain whether they were intending to gain UE. 78% of the cohort were aiming for UE. <table><thead><tr><th></th><th>All (100 % of cohort)</th><th>Male</th><th>Female</th></tr></thead><tbody><tr><td>Total students surveyed:</td><td>228</td><td>107</td><td>121</td></tr><tr><td># aiming for UE</td><td>172</td><td>75</td><td>97</td></tr><tr><td># not aiming for UE</td><td>56</td><td>32</td><td>24</td></tr></tbody></table> <table><tbody><tr><td>Total number of students in cohort as end of Term 4.</td><td>228</td><td>107</td><td>121</td></tr><tr><td>number eligible to gain UE</td><td>204</td><td>93</td><td>111</td></tr><tr><td>% of cohort that are eligible</td><td>89.5%</td><td>86.9%</td><td>91.7%</td></tr></tbody></table>		All (100 % of cohort)	Male	Female	Total students surveyed:	228	107	121	# aiming for UE	172	75	97	# not aiming for UE	56	32	24	Total number of students in cohort as end of Term 4.	228	107	121	number eligible to gain UE	204	93	111	% of cohort that are eligible	89.5%	86.9%	91.7%
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	% aiming for UE that are eligible	84.3%	80.6%	87.4%
	actual number gaining UE	139	58	81
	Total of those aiming for UE	172	75	97
	% of those aiming & gained UE	80.8%	77.3%	83.5%
	Results and notes: 1) * Graduation Diploma introduced 2) 2017 was the first year to have 100% of cohort surveyed by Linc teachers 3) approx. 80% of cohort surveyed in 2014 & 2015 4) Target increased from 75% to 78% in 2018			
	Analysis - We exceeded the target of 78% of students that were planning to gain UE, actually obtaining UE. We continue to work on the accuracy of the data collection to get valid statistics in this area. The Mentoring programme in the school continues to strengthen and provide more opportunities to discuss goals and progress with students in Year 13 (as well as at other levels). - In some situations, students continue to opt for courses which are not UE approved as they were selecting courses based on interest which is something we were encouraging. Some of our students do not see University as a future pathway, which is entirely appropriate for them. - The Graduation Diploma is an established motivator for students that were challenged by NCEA Level 3. All students that want to attend graduation met the graduation criteria, in particular the 70% success rate with their internals. For a number of students, it was a significant achievement to receive their diploma on stage in front of their year level and families - Investigating gender UE success rates has proved helpful in analysing the data. While our NZQA data for UE success remains low when compared to other Decile 10 schools, we find that 77.3% of boys and 83.5% of girls that wanted to achieve UE did achieve it.			
	Evaluation and where to from here Some of the students fell short of gaining UE by just a few credits. This is despite the mentoring and support given to students during the year. Some of our students attended Hagley Community College in January/February 2019 to gain UE in particular. We are not aware of the success rate of this intervention due to how this data is communicated to NZQA.			

	• We have improved our methods and reliability in obtaining the data from the students during the year and our evaluation of males and females separately in 2018 has enabled us to further reflect on next steps. We now need to look at why the males don't want to achieve UE – for example: what are they leaving school to do? • We will continue to support Linc teachers to monitor the goal for all Year 13 students but in particular our male students • It continues to be a concern for us that UE success is one measure that can't be directly read of the KAMAR system or the parent portal and hence the importance of closer monitoring and discussion on the goal • We will extend our goal for 2019 and develop more analysis of the difference between the male and female successes in UE as there is still a large disparity between the two results at present. • It is clearly evident that we started with a goal of 75% achievement in UE 3 years ago and have increased this to 82% in 2019 so the goal has enabled us to focus on improvement for our male learners.
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