

Annual Objective 1.1 Begin to empower students through the introduction of mentoring to enhance wellbeing (hauora), develop relationships, and improve learning outcomes.

Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next term/year)
Implement the kura pastoral structure that was planned in 2017	<p>Introduced in February.</p> <p>Over the year the Pūtoi structure has gained strength, with a strong sense of identity as a group of staff being established.</p> <p>Overall the majority of ārahi built strong relationships.</p>	<p>Changes needed at end of term 1 with Ruth and Brad leaving. With 5 Pūtoi and 4 SLT, Cathy has worked between two.</p> <p>The composition of some groups of students was difficult and will need addressing at the end of 2018.</p> <p>Smaller year 9 cohorts has led to a reduced number of students in each ārahi.</p>	<p>Begin the process of merging the House and Pūtoi systems. This will begin with assignment to Pūtoi and houses of all new entrants in 2019 - Year 7 and Year 9. Further work will need to be done with the boarding house about this change.</p> <p>Continue to monitor the size and composition of ārahi. Where staff have left, careful work will be needed in the transition to a new kaiārahi.</p>
Communicate job descriptions for deans and kaiarahi (mentor teachers) to all staff and ensure understanding of the roles of each.	<p>Deans and Kaiārahi job descriptions shared.</p> <p>Pūtoi meeting each Tuesday – reinforcement of role and support to staff.</p>	<p>There is a need for kaiārahi to take on a greater pastoral role as they become more confident in their role.</p>	<p>Job descriptions, after a year of operation, have been reviewed to try to ensure a greater pastoral approach.</p> <p>Through the Pastoral team find ways to reinforce the pastoral component of this role with staff.</p>
Establish communication lines for staff and parents and ensure that these are known and followed.	<p>All kaiarahi to send a welcome email to their parents - checked in pūtoi meetings. Learning conferences to establish the connections.</p> <p>Learning conference – beginning of bond created/reinforced.</p>	<p>Some students still unsure of pūtoi/Dean in first half of the year. This improved as the year went by.</p>	<p>Continue to increase the communication between parents and kaiārahi - ensure this is part of the Kaiārahi role with templates to assist.</p> <p>Develop the structure and purpose of Learning Conferences as part of the review of reporting. Strengthen the goal setting and academic mentoring of the ārahi programme.</p>
Create a programme for the year, with an overall theme for each term and resources to support staff in its	<p>Resource booklets were produced for Terms 1 – 3. For some this was important to help with preparation.</p>	<p>Need to involve CSW more in the ārahi system.</p>	<p>Continue to have CSW join an ārahi and contribute to the programme.</p>

<p>implementation. Adaptation by staff to meet needs of their students.</p>	<p>Many staff were creative in what they did and used the themes as the framework only. For others the resources were an important crutch.</p> <p>Pūtoi meeting each Tuesday – discussion of programme adaptation, ideas that worked...</p>	<p>Greater emphasis on academic mentoring will be needed in the future.</p> <p>Weekly Pūtoi meetings were difficult for some part-timers.</p>	<p>Adaptation of the current resources will be needed. Dialogue about this is already underway.</p> <p>Reduce the number of pūtoi meetings as confidence grows.</p>
<p>Monitor the programme's implementation throughout the year.</p>	<p>Students were given a survey at the start and end of year.</p> <p>Staff gave feedback regularly both through surveys and also in discussion groups in the pūtoi meetings.</p>	<p>Variability of the programme for some ārahi was a factor. Staff also raised concerns about the amount of administration they felt they were asked to do.</p>	<p>Continue to monitor the success of the mentoring programme over time.</p>
<p>Refine the behaviour management system to reflect the new structures and work to achieve consistency of application.</p>	<p>The behaviour management system was updated to reflect the change in pastoral system – further updating will occur with PB4L over time.</p>	<p>Greater consistency needed in a range of areas of behaviour management.</p>	<p>Continued work is occurring on this refinement.</p>
<p>Engage in the PB4L programme with the MOE</p>	<p>Began the establishment of systems for the implementation of Tier 1. Team members were established, and roles were set. Initial baseline data was captured in February through the school SET analysis</p> <p>The vision for PB4L was developed and an in-depth review involving community, staff and students of the existing values resulted in adoption of the same PRIDE acronym, with one word change from Personal Excellence to Positivity.</p> <p>Regular PLD sessions were held with all staff on the PB4L implementation process.</p> <p>Monthly strategic team meetings held to ensure implementation</p>	<p>Some staff wanted speedier progress on consistency about such aspects as uniform. Some work was done to establish consistency in some areas. There is more work to be done on this but it will be easier in 2019 when the overall expectations are better defined and established.</p>	<p>Continue the development of the implementation of Tier 1 PB4L.</p> <p>Completion of Tier 1 steps</p> <ul style="list-style-type: none"> • Teaching Behaviours • Acknowledging Behaviours • Discouraging Behaviours • Monitoring and Evaluation <p>Redesign of the PRIDE Values branding and making them more visible across the school</p> <p>Establishment of a new coach</p> <p>Linking of mentoring framework to PB4L</p>

	<p>process was meeting appropriate targets.</p> <p>Four Steps that have been completed in Tier 1</p> <ul style="list-style-type: none"> • Understanding & Overview • Principal Commitment • Setting Up • Establishing Expectations (currently completing) <p>Work continues to collaboratively develop consistent understanding of expectations so that these can be taught.</p> <p>Feedback from SOD (August) about the PB4L process was overall positive and showed there was an increased understanding in what PB4L was and the current stage of Tier 1 the school was in.</p>		
<p>Hold Learning Conferences twice a year and subject teacher interviews once a year. Measure whanau engagement.</p>	<p>Term 1 – Learning Conferences held. Feedback sought from students, parents and staff.</p> <p>Data provided to SLT from booking system re number of bookings.</p> <p>Term 2 - Subject teacher interviews held in term 2. 2425 appointments made, 1910 were made before dinner and 515 made after dinner. So if a parent made appointments to see 5 teachers that means approximately 485 parents.</p> <p>Hall lay out and using rm1 and PA3 worked well rather than using the stage.</p>	<p>Analysis of data from Subject Teacher Conferences continues to show the need for these for parents in the meantime.</p> <p>Start at 2.30 caused some concern for some staff. Consultation will occur about this with staff prior to 2018.</p> <p>Look at reduction in after dinner commitment based on the 2018 numbers.</p>	<p>Implement the timeline for reporting established by the Working Party and assess it as the year goes on. Continue to monitor attendance at Learning Conferences and Subject Teacher Interviews.</p> <p>Introduce the Meet and Greet in Week 3 term 1.</p> <p>Reduce the end time for parent interviews based on 2018 stats. This has been factored into timing in 2019.</p>

School Name: Nelson College for Girls

School Number: 295

Annual Objective 1.2 Undertake a leadership inquiry into the delivery of the NZC – in terms of time, space and content.

Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next year)
Establish the parameters of the curriculum inquiry and expected role composition of the lead group.	<p>Overview of inquiry scope determined and shared with staff.</p> <p>Overview of team composition published and volunteers applied. Group of 8 established.</p> <p>This team was set up in term 3 and began meeting in term 4. The initial focus has been on the WHY of the curriculum. This resulted in confirmation of the vision for curriculum delivery and then brainstorming and discussion of the Learning Values. These were established late in term 4 and presented to staff on the Staff Only Day in December. There was general agreement with them.</p>	<p>Delay in starting the inquiry meant that only the first stage could be accomplished but a good start has been made.</p>	<p>Continue to keep the momentum going. Establish the Learning Values. Develop the Leaver's Profile for NCG.</p> <p>Research possibilities for junior curriculum delivery.</p> <p>Determine how Digital Technologies will be delivered in years 7 – 10 in 2020.</p> <p>Review the senior subject options.</p>
Assign an SLT member to lead the inquiry.	<p>Brad – term 1.</p> <p>Cathy - term 2 onwards.</p>	<p>Unavoidable matters delayed getting this curriculum inquiry underway.</p>	<p>Continue to keep the momentum going with an expected completion of this work in 2019.</p>
Consult the staff, students, community and stakeholders to further inform the future curriculum.	<p>The BOT survey to parents and staff in July asked the question about the top 5 skills and attributes they wanted their daughter to have. This gave some good information to inform the work on what the Graduate Profile for NCG might look like.</p>	<p>There will need to be further surveying, consultation about each aspect of the review.</p>	<p>Continue to consult staff, students and whanau as the review progresses.</p>
Investigate effective curriculum delivery in other schools.	<p>Brad and Cathy visited Waimea College at end of term 1.</p>	<p>The scope of the Waimea curriculum review was narrower than ours. While it gave some good process information it had only limited value for our review.</p>	<p>More investigation of other curriculum models will be needed in 2019.</p>

School Name: Nelson College for Girls		School Number: 295	
Annual Objective 2.1 Continue to implement strategies and processes to develop evaluative capability in our school.			
Actions:	What worked - evaluation:	What didn't work - evaluation:	Next Step Action Points:
(What did we do?)	(Why did it work?) (How do we know?)	(Why didn't it work?) (How do we know?)	(Planning for next year)
Further develop the ability of Learning Areas to contribute fully to the departmental and schoolwide tracking and analysis of student achievement			
Refine the Learning Area Minutes document to streamline with Achievement Report and other tasks eg. Moderation report	Some streamlining of the document was done. HOLAs report that they are finding it a successful model.		Using all functions of KAMAR to help with reporting will be important.
Continue to support HOLAs each term with meetings with SLT member that focus on progress towards achieving goals and updating summary information to Achievement Report regularly. Focus on pedagogy progress also.	SLT continued to meet with and support HOLAs. In term 4 each SLT member met with each HOLA to assist with their Achievement Reports.	More depth of analysis is important to achieve. This is particularly important with regard to moderation analysis and result analysis.	There needs to be greater data analysis included in the Achievement Report in 2019, as well as Moderation information. This has been identified with HOLAs and by the Principal's Nominee.
Explore online systems for digital tracking of data that enable varying reports of achievement to be produced at any time.	Our new E-Learning Director has identified that we are not utilising many of the functions of KAMAR that can help with data recording and consequent reporting.	Good reporting and analysis of data remains difficult until the system development of KAMAR takes place. This is underway in 2018 and will be further developed in 2019.	Utilize the skill of our E-Learning Director to develop the KAMAR systems for data recording and reporting that we need.
Develop mechanisms for monitoring target students			
Identify priority target students and publish to staff through Learning Areas	Students identified in February. Continued updating has occurred throughout the year with SLT keeping oversight of this.		Discussion at HOLA Review meeting has set the parameters for the 'focus' students for 2019.
Refine the document and process for reporting target students; regularly monitor staff	Underway Notebook set up for staff to record information in. Much easier to access	Staff found the recording document cumbersome and this affected completion of it.	In 2019, KAMAR will be used for recording all information. A Data Analysis role has been established as a Within School Role.

<p>use of the document; address any concerns proactively.</p>	<p>and read however we now need to ensure that we are using KAMAR and its reporting functions rather than Notebook.</p> <p>Term 2 – in an attempt to get staff to provide more objective data, a table has been created for each student with clear instructions of how to fill it in. This makes the process much simpler for them to complete</p>		
<p>In Arinui, all teaching staff create a Class description for each class – based on data from previous year; identify own priority students – monitored by the appraiser</p>	<p>This information has been conveyed to HOLAs for dissemination in learning areas.</p>	<p>Follow up with progress of this through the HOLA termly meetings.</p>	<p>Continue to develop capability in meaningful reflection, inquiry and appraisal. PLD for HOLAs and other appraisers in 2019 to strengthen process.</p>
<p>Each staff member to pair with a 'critical friend' from within their pūtoi to work on ideas for own target students.</p>	<p>Not being done in 2018.</p>	<p>Explore ways that this concept can be developed – eg. meet with staff of target students on a Friday morning – esp. a student who is not showing progress...</p>	
<p>Provide PLD and guidance to staff in using Arinui and the inquiry process for reflection, monitoring of target students, appraisal, PC renewal.</p>			
<p>Provide PLD in inquiry and reflective pedagogical practice.</p>	<p>HOLAs were given opportunity to work with Sarah Johns on inquiry process.</p> <p>Hola PLD was organised for Term 4. Julia Scott from Evaluate.co is coming in to do a whole day workshop on Appraisal. The response from HOLAs was very positive and they are keen now to continue the development of their appraisal skills.</p>	<p>First meeting was general material and it became apparent that HOLAs were focused on workload and concerned about this.</p> <p>Agreement was reached to have a day later in the year for HOLAs to work on how to set up a collaborative inquiry for 2019.</p>	<p>Further develop the appraisal system to ensure that it builds on the developmental aspect of appraisal as well as ensuring that the compliance aspect can be readily curated for renewal of practising certificate and attestation.</p>
<p>Provide PLD in new Practising Teacher Criteria and the renewal process for Practising Certificates.</p>	<p>Principal met each term with all staff renewing in the following term. Went through the process and gave them a flow chart to follow. All applications were completed in good time. Staff were appreciative of these meetings.</p> <p>HOLAs have been unpacking each Standard to further their understanding.</p>	<p>Quality of reflection remains variable. More work will be needed on this. Principal has worked individually with staff to show them how they could improve the quality of reflection.</p>	<p>There are still misunderstandings about the function of Arinui. More work on this being a tool to curate their reflections is needed.</p>

	<p>This information will then be widened to assist all staff.</p> <p>It has been good to see staff being proactive in term 4 at ensuring their term 1 renewals are completed this year. This has happened without reminders for the first time.</p>		
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Annual Objective 2.2 Continue to consolidate the concepts of learning to learn, the inquiry process and reflection

Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next year)
Continue to develop "What is powerful learning?" by continuing the inquiry begun in 2017 and using the outcomes from this inquiry to further develop and measure the use of powerful learning pedagogies at NCG.	For valid reasons this Objective was put on hold for 2018.		Continue the work of the BLP inquiry team in 2019 and increasingly link this work with the Curriculum Review as well.
Use the continued observations to identify and provide targeted PLD for staff so that the use of such pedagogies is advanced.	For valid reasons this Objective was put on hold for 2018.		Continue the work of the BLP inquiry team in 2019 and increasingly link this work with the Curriculum Review as well.
Continue to develop the understanding of and use of the inquiry process by teaching staff.	Learning Areas have continued to develop their understanding of inquiry. This is increasing staff understanding. Several focus groups, such as the Reporting Group have used the collaborative inquiry model to good effect.	There is still variability in the depth of inquiry that is being undertaken by some staff. This is an ongoing area for development	Develop greater use of collaborative inquiry. HODs who have responsibility for appraisal will also be given the same training as HOLAs in 2019. This will further strengthen staff skills, particularly in having the 'learning to learn' conversations that are sometimes difficult.
Continue to develop and monitor the quality of reflection by staff of their pedagogical practice.	This has occurred during the year as staff have needed to renew their practising certificates. Cathy has met with each staff member at renewal time and given some advice to those who need it to enhance their reflection in the next 3 years.	There still needs to be greater reflection on how data, PLD and so on actually has made a difference to strategies that a staff member might try to improve aspects of their practice.	Continue to develop the understanding and skills of staff to provide in depth reflection.

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Annual Objective 3.1 Continue to develop cultural responsiveness within each classroom and the school environment.

Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next year)
Further develop staff understanding of the cultural competencies through PLD with Lara Hania and Across School CoL team.	Members of the Within School Team have begun some good work to gain greater staff involvement in understanding cultural relationships. Raewyn Ngāmo from Waikato University has been very helpful working alongside this team.	PLD with Lara Hania and the Across School Team has not happened in 2018 as focus went on CoL work with the University of Waikato.	Continue the work of the Rongohia te Hau team in 2019.
Carry out the CoL cultural responsiveness survey and undertake the associated PD with Waikato University	Team trained with Waikato University team. Undertook walkthroughs. Undertook Rongohia te Hau surveys in term 1. A group of staff have met regularly since then to continue to develop Cultural Relations for Responsive Pedagogy. Began to plan for development of culturally responsive pedagogy based on walkthrough observations. Unpacked the survey results with the team and then the staff as a whole. Undertook Shadow Coaching Training with Raewyn Ngāmo.	Some of the data was confronting for staff and this will need to be worked through to enable progress to be made. The data showed a significant difference in perception between the views of the staff and whānau and students.	Continue the work of the team to further develop shadow coaching as a means to enhance pedagogical practice. There are also a number of initiatives that are planned in 2019, such as the marae visit by new Māori students, the further development of our school waiata and the development of a school haka.
Ensure that staff understanding and use of the cultural competencies is a focus with target students and reflected in staff input through the appraisal system- Arinui.		This has not happened specifically in 2018, as our focus has been on Cultural Relationships for Responsive Pedagogy as part of the CoL wide work.	

<p>Create a student centred environment to reflect the learning process and current cultural make-up of the school (with emphasis on Māori students). This should include:-</p> <ul style="list-style-type: none"> • Signage in the school and classrooms in English and te reo Māori • Painting/design of Māori patterns (koru, matau, pikoura, toki) in learning areas/hallways • Learning displays of student work that show learning to learn and the process of learning. 	<p>Staff are being encouraged to include culturally appropriate signage and displays in their classrooms. This is occurring more now than in the past.</p> <p>The hoop signs labelling the buildings have been redone in English and Māori.</p>	<p>There is still work to be done in the corridors and open display areas of the school.</p> <p>The signage on the school gate has been created in Māori. It is yet to be erected on the gates as we are waiting for the fence material to be cleaned properly before putting it up.</p>	<p>Erect the school name on the front gates and hurry up the contractor we are waiting on!</p> <p>Use student and staff skills to develop designs for the corridors.</p>
<p>Establish a school waiata to sit alongside the school song for use at events and in classrooms.</p>	<p>Used Te Aroha in senior prizegiving replacing Gaudeamus for the first time. The students responded well and sang this well.</p> <p>Words of a school waiata have been written, now needs music to sing it to.</p>	<p>Te Aroha was introduced as a waiata to the school about 3 years ago. It is a good one to use for some occasions but it would be good to have one that is unique to Nelson College for Girls. It is good to have a start made on developing this.</p>	<p>Set the NCG waiata to music and teach it to the school in 2019.</p>

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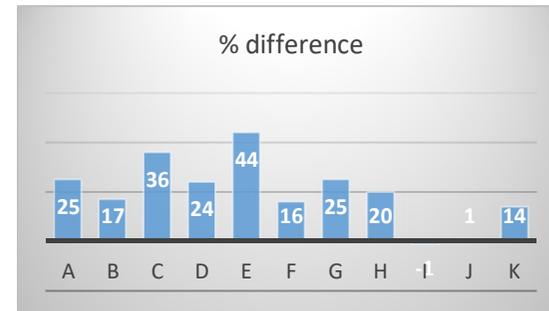
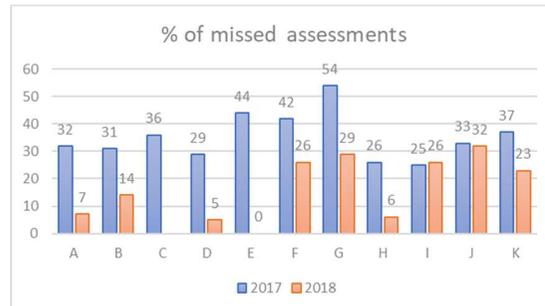
Student Achievement Target 1 Raise the % of assessments submitted for the target group of students by 10%

Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next year)
Identify all students in years 9 and 10 in 2017 who have significant missed assessments through absence or failure to hand it in.	Students identified using a variety of data and staff notified at the start of Term 1. Notebook created with a page for each individual student. Link to the Notebook placed in LA meeting minutes. Tables have been added to each student to try and collect the data more objectively.	With a staff member leaving (former Dean) gathering background information on the yr10 students proved harder. Staff were not consistent in the filling out of the tables and used a variety of responses rather than the style requested. This made it hard to know how many assessments had been set and how many assessments had been completed. Mark books still remained an issue.	Work to develop the use of KAMAR as a means of consistently recording data and then being able to analyse it.
Ensure all staff enter "Assessment not submitted" in KAMAR for missed assessments.	Staff notified and then this was monitored.	Coding of missed assessments was variable and this work highlighted the volume of assessment and also the variability about the types of assessment programmes in the junior school.	
Establish a system to proactively follow up with target students who do not submit assessments and to extend this consistency to all students.	Use the Friday meeting time slot to meet with staff of students who need follow-up – Yr 9/10		
Publish progress of target students each term to SLT and BOT.	This was done 6 monthly.		Better use of KAMAR will ensure that reporting can be done more accurately and regularly.

Overall Progress

A target group of 12 students in Year 10 were identified. 1 left to go to Christchurch earlier in the year. All of these students had poor completion of assessments in Year 9.

One of these students has been learning in Bronte House and so there is no comparable data for her. 9 of the remaining 10 students have all made significant progress. 9/11 students have made more than 10% improvement. **Target met**

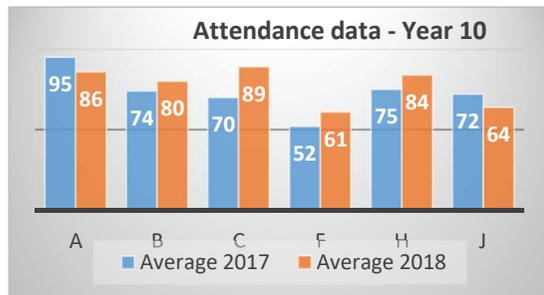


Student Achievement Target 2 Raise the attendance level of each Māori target student (years 10 and 11) to be 10% higher than in 2017.

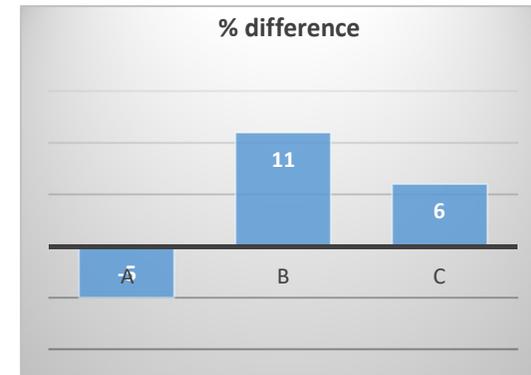
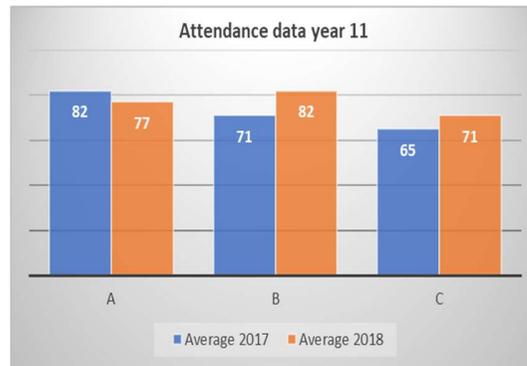
Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next year)
Identify the group of year 9 and 10 2017 Māori students with attendance below 80%. Select those with the most significant absences across each pūtoi group.	10 Students were identified and have been tracked. They were selected on attendance rather than being spread across pūtoi. Progress was made for 67% of them.	Monitoring needed to be done	
As a pūtoi, monitor the attendance of the target group regularly. Also continue to monitor the attendance of all students in the pūtoi .	Pūtoi deans monitored attendance and liaised with whānau with regard to it.	Monitoring within the pūtoi did not occur as the students who were identified were not selected on a pūtoi basis but rather on the degree of lack of attendance.	This is a system that can be further developed.
With dean and kaiārahi, work with whanau to help to overcome identified barriers to attendance for each identified student.	Pūtoi deans and kaiārahi worked together to support the students.	Greater home contact would be beneficial for these Māori students	An SLT member will take responsibility for monitoring attendance horizontally, within a year level..

Overall progress

Year 10 – 6 Māori students were initially being monitored. One has left to go to Christchurch since the start of the year. 4/6 of these students improved their rate of attendance in 2018 but only 1 of these was by more than 10%. The attendance rate for 2 of the students declined.



Year 11 – 4 Māori students were identified as being at risk at the start of 2018. 1 student left earlier in the year. 2/3 students improved their rate of attendance in 2018 but only 1 of these was by more than 10%. The attendance rate for 1 student declined.



Overall across the identified students in years 10 and 11, 6/9 students (67%) improved their attendance rate in 2018. 2/9 students (22%) improved their attendance rate by 10% or more. The attendance rate for 3/9 students (33%) declined.

Overall the target **was not met** but there was good improvement for most students.

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Student Achievement Target 3 To ensure that 100% of students in years 12 and 13 have level 1 literacy and numeracy by the end of 2018

Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next year)
Identify all students in years 12 & 13 who do not have L 1 literacy and/or numeracy at the start of the year.	Specific students were identified to focus on but all students were being monitored.		Continue to identify and monitor those students without Level 1 Literacy or Numeracy. Being proactive about ensuring they gain these credits has shown benefit.
Inform their kaiārahi (mentoring teacher) and their dean.	Term 2 data given to deans and kaiārahi for follow up		This will be a part of the academic mentoring that occurs in ārahi time in 2019.
Create a document where the numbers of credits needed by each student is recorded and is updated as they gain success. Monitoring by SLT each term.	Summary documents have been given with data collected straight from KAMAR	Creating another document seemed like creating more work for staff so emphasis has been on uploading data into KAMAR in a timely manner but this still remains an issue for some of our staff.	KANAR will be used to create the reports that will make this monitoring easier for staff.
Provide opportunities for identified students to gain literacy and/or numeracy by assigning a teacher for English, ESOL or Maths to create an individual programme to gain these credits.	Students that are at risk were highlighted to English and Maths Learning Areas and they worked closely with them.	A small number of students were working on modified programmes in our Learning Support centre. These students did not have capability of gaining Level 1 Literacy or Numeracy.	The 2018 Year 11 cohort have not done as well as previous years in gaining Level 1 Literacy (91.3%) and Numeracy (90.4%). This will make continuing this monitoring very important.
<p>Overall progress</p> <p>10 year 12 students were focused on specifically. Of these 2 were Māori and 1 was Pasifika. 8/10 of these students gained Literacy and 8/10 of these students gained numeracy. Only 1 student gained neither.</p> <p>The overall results for Level 1 Literacy and Numeracy were that 97.9% of Year 12 students gained Literacy and 98.4% of Year 12 students gained Numeracy. Target not met however in 2017 only 93% of this cohort had gained Literacy and Numeracy so there was a significant improvement.</p> <p>The overall results for Level 1 Literacy and Numeracy were that 100% of Year 13 students gained Literacy and 100% of Year 13 students gained Numeracy. Target met at Year 13.</p>			

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Student Achievement Target 4 That at least 85% of students gain NCEA level 2 across all ethnicities.

Actions: (What did we do?)	What worked - evaluation: (Why did it work?) (How do we know?)	What didn't work - evaluation: (Why didn't it work?) (How do we know?)	Next Step Action Points: (Planning for next year)
Identify those students who gained 80 – 90 and 90 – 100 credits at level 1. Publish names to staff as priority students and get all staff who teach them to focus on their achievement during the year.	These students were identified but then a subset of 11 Year 12 students was prioritised. These students were mentored and tracked more closely.	Identification of the subset of students needed to take into account whether they already had Level 1 or not. Of the 11 students most did not have Level 1 either at the start of 2018. Gaining both certificates in a year was not impossible but was difficult for several of them.	Identify and monitor all of these students but with a realistic focus on what is possible for them.
Identify the different ethnicities for these target students and ensure that the strategies used with each ethnicity are specific for that ethnic group.	This was done. Of the 11 specific students, 1 was Māori, 1 was Pasifika, 3 were former refugees; 2 were Asia, 4 were NZ European.	More work needs to be done with regard to specific strategies that might assist this diverse group of students.	The continuing work on Cultural Relationships for Responsive Pedagogy will help to underpin the differentiation of strategy that will best suit different students.
Monitor international students specifically; not all are entered for NCEA.	This was done proactively by the International Dean.	More input from classroom teachers as well as the International Dean is needed.	Continue to develop systems to ensure that International students are being monitored in relation to the goals they have for their achievement.
Monitor progress throughout the year through the monitoring document and through kaiārahi mentoring them.	This was attempted through a Notebook to monitor the 11 students identified.	As previously mentioned, it was not easy for staff to use this document and so it was not as effective as it could have been.	Further development of the mentoring system in 2019 will see much greater emphasis on the academic mentoring aspect.
Discuss in pūtoi meetings each term the progress of all year 12 students in gaining level 2		This was not done proactively as staff were learning their new role as kaiārahi and the academic monitoring took second place to this as they built relationships and looked after the well-being of students.	In 2019 greater emphasis will be put on ensuring that in our new vertical mentoring system that we have robust means of monitoring a particular cohort.
Overall progress For the small subset of students, the results are varied. Of the 11 students, 4 gained Level 2 NCEA; of the remaining 7 students, 4 gained Level 1 in 2018, which they had not achieved in 2017 and they gained enough credits to be likely to attain Level 2 in 2019. 3 have not yet attained any level of certificate, including one leaver.			

Based on the overall results, **the target was met across the cohort** with 89.6% of the cohort gaining Level 2. For NZE (93.3%) and Asian (92.3%) **the target was also met**. For Māori (76.6%) and Pasifika (75.0%) **the target was not met**.

ALL	Level 2
All	89.6
Asian	92.3
NZE	93.3
Maori	76.7
Pasifika	75.0

 Target met

 Target not met