



AUCKLAND SEVENTH-DAY ADVENTIST HIGH SCHOOL

Draft Analysis of Variance 2024

Building a nation through quality Adventist Christian Education

Values:

Commitment, Excellence, Respect

Adopted: 17th February, 2025

Signed: _____ Board Chair

ASDAH School Evaluative Indicators

Annual Plan 2024

	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
S T E W A R D S H I P	Godliness is the GROWTH vision for 2024. This will be evident in all Special Character aspects of the school	<ul style="list-style-type: none"> All classrooms will have a special character area All curriculum areas will have a special character focus The SDA Discipleship framework will be implemented in the school Assemblies and chapels will have a special character focus Term 3 PLD will have a special character focus 					<p>Explanation of any variance All areas tracking well.</p> <p>Evaluation (where to next) planning for next year. To continue to implement the 2025 special character focus.</p>	Termly	SLT
	The school acknowledges the Treaty of Waitangi principles, our nations bicultural foundations and enables students to acquire knowledge of te re Maori and tikanga Maori	<p>The school will normalise tikanga and te reo Māori by:</p> <ul style="list-style-type: none"> Meaningfully incorporating simple te reo Māori phrases in everyday school activities Encouraging the correct pronunciation of local Māori place names and landmarks Incorporating tikanga Māori into special character school events Engaging with the local Māori community 					<p>Explanation of any variance The school has been on track in implementing the first 3 bullet points but there is still more work to be done with engaging with our local Maori community. We engage with our SDA Maori community but have not made much progress with connecting with local Iwi.</p> <p>Evaluation (where to next) planning for next year. With guidance from our SDA Maori community look to engage with our local Iwi.</p>	Termly	SLT/Principal
	The Board will ensure that all it's policies and procedures are aimed at getting the best student outcomes. They will do this by regularly reviewing data on progress in all areas of the school.	<ul style="list-style-type: none"> Monthly policy review cycle The BOT will review student progress and achievement data monthly Monthly BOT finance and property meeting The school reserves are set at a minimum of \$100K with planned growth in reserves each year. 					<p>Explanation of any variance The board and school has been on track in this section</p> <p>Evaluation (where to next) planning for next year.</p>	Monthly	Principal

	Strategic Aim	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
		<ul style="list-style-type: none"> The school will hold regular emergency drills termly 					Continue to meet the requirements in the new year.		
T E A C H I N G & L E A R N I N G D2,D4	Quality Teaching/Leadership The leadership will actively promote a culture of equity and academic excellence through the school by the use of data and tracking (ERO Focus 1 – success at school for seniors)	<ul style="list-style-type: none"> Gathering of literacy/numeracy diagnostic data in junior school, twice a year Collection of monthly student progress for years 11 – 13. Running regular co-construction meetings as part of the staff meeting cycle HOD's having regular weekly meetings with the DP Teaching and Learning 					Explanation of any variance On track in most areas Evaluation (where to next) planning for next year. Focus on back mapping and being intentional about across school literacy and numeracy approaches. Invest in reading and writing tools that will be utilised across all departments of the school.	Termly	DP Teaching and Learning
	Barrier Free access for all learners ASDAH will use innovative learning pedagogy, culturally responsive and relational pedagogy for all students (ERO Focus 2)	<ul style="list-style-type: none"> The school will ensure that all learners have the opportunity to develop key capabilities to operate confidently in all areas of society Weekly staff PLD sessions to grow in quality teaching and learning – 2024 focus Planning, Achievement & Engagement, Review and Reflection Continue to work with Jan Hill in PLD on Assessment for Learning Join the Mangere Kahui Ako for PLD – Teaching to the North East 					Explanation of any variance The school is on track with the first 3 bullet points. However the variance is in the engagement with the Kahui Ako PLD. Evaluation (where to next) planning for next year. ASDAH runs it's own PLD programme and needs to find a way to be able to fit into the PLD model that the Kahui Ako is running.		
	Student Progress and Achievement The school will use data to address the learning needs of all students (ERO Focus – Literacy & Numeracy – junior school)	<ul style="list-style-type: none"> All teachers will use diagnostic, formative and summative data to address student learning needs Teachers will review the monthly tracking data for senior students produced by DP Teaching and Learning Individualized learning programmes will be developed for students who need them. 					Explanation of any variance Most areas are on target Evaluation (where to next) planning for next year. The school is very supportive of the Kahui Ako direction, however it is the PLD model that has not worked for us. We will need to find a way to work with the Kahui Ako PLD		

<p>D5,O2, O3,P3 P4,P6</p>		<ul style="list-style-type: none"> The school will continue to support the direction of the Mangere Kahui Ako 					<p>model. ASDAH runs its own weekly PLD so that is why it doesn't fit into the PLD model currently on offer through the Kahui Ako</p>		
	<p>Curriculum The school will plan for the successful implementation of the refreshed national curriculum and the NCEA refresh</p>	<ul style="list-style-type: none"> Staff will attend cluster meetings to support the implementation of the NCEA refresh The school will continue to build it's capacity to implement the new refreshed curriculum by having regular PLD sessions where applicable Continue to hold teacher only days and to send staff for PLD around the implementation of both the NZC and NCEA refresh. 					<p>Explanation of any variance All areas were met.</p> <p>Evaluation (where to next) planning for next year. To continue to work on a smooth transition into the new NCEA and curriculum requirements.</p>		
	<ul style="list-style-type: none"> 80% of Year 11 students will gain NCEA Level 1 						<p>Explanation of any variance See commentary below.</p>		
	<ul style="list-style-type: none"> 80% of Year 12 students will gain NCEA Level 2 						<p>Evaluation (where to next) planning for next year. Intentional focus on literacy and numeracy in year 9 and 10.</p>		
	<ul style="list-style-type: none"> 80% of Year 12 students will gain NCEA Level 3 						<p>Intentional focus on achieving both NCEA and UE at level 2 and 3</p>		
	<ul style="list-style-type: none"> 50% of Year 13 students will gain UE 						<p>Slogan: Year 13 results begin in year 9.</p>		
	<ul style="list-style-type: none"> 80% of Year 9 student will be at or above level 4 in Reading and Writing 								
	<ul style="list-style-type: none"> 80% of Year 9 students will be at or above level 4 in Mathematics 								
	<ul style="list-style-type: none"> 80% of Year 10 students will be at or above level 5 in Reading and Writing 								
<ul style="list-style-type: none"> 80% of Year 10 students will be at or above in Mathematics 									

	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
WELLBEING D3,01,02	The school will meet the pastoral needs of its learners	<ul style="list-style-type: none"> The school will monitor attendance data both weekly and monthly The pastoral team will also monitor pastoral data to identify at risk students and put together a programme to support them. Implement Healthy Choices programme through the school Continue to run the STARS transition programme Continue to run the senior camps and year 10 outdoor programmes Continue to have a robust extra-curricular programme Skills period will be used for the running of pastoral care programmes that are specific to year levels. 					<p>Explanation of any variance Most areas are on target.</p> <p>Evaluation (where to next) planning for next year. To continue to implement the pastoral focus for 2025</p>	Termly	DP Pastoral Care
	The school will use the principles of Positive Behaviour 4 Learning and restorative practices to ensure that all members of the community are physically and emotionally safe.	<ul style="list-style-type: none"> Use the PB4L reward system Student of the month recognition 					<p>Explanation of any variance All areas are on target</p> <p>Evaluation (where to next) planning for next year. To continue to implement the pastoral focus for 2025</p>		
	Key Goals	Measures	T1	T2	T3	T4	Notes	Time	Responsibility
COMMUNI	The school will engage with whanau by providing meaningful information to help empower them to support their child's progress and achievement. (ERO – 3 – Strengthening connections)	<ul style="list-style-type: none"> Run NCEA information evening for parents Run new parent evening programmes Parent/teacher interviews Regular student pathway interviews 					<p>Explanation of any variance Area on target</p> <p>Evaluation (where to next) planning for next year. To continue to work with the community in getting information to parents in a timely manner.</p>	Termly	DP Pastoral Care and DP Teaching and Learning
	The school will continue to work with the Mangere Kahui Ako to achieve the CoL achievement targets	<ul style="list-style-type: none"> Continue to work with across school Kahui Ako facilitators with the Teaching and Leading to the North East focus 					<p>Explanation of any variance This is the area that continued work needs to happen because of our differing PLD models.</p>		

T Y P1,P2,P7		<ul style="list-style-type: none"> Continue to support by attending the PLD meetings organized by the Kahui Ako 					<p>Evaluation (where to next) planning for next year. Find a way to merge our two PLD models so that it works for both the Kahui Ako and ASDAH.</p>		
	The school will collaborate with tertiary providers/industry and employers to strengthen pathways for our students	<ul style="list-style-type: none"> The Careers coordinator will work with students and tertiary providers to line up pathways for students The Careers coordinator will also involve whanau in the pathway discussions for students To continue to have tertiary providers visit the school to talk about the pathway options available to our students 					<p>Explanation of any variance All areas on target</p> <p>Evaluation (where to next) planning for next year. To continue to strengthen pathways for our students and begin the conversations early in year 9.</p>		
	The school will continue to engage with the local churches and feeder schools	<ul style="list-style-type: none"> Regular promotion of ASDAH at feeder schools and local churches Run open day for feeder schools. 	NA	NA			<p>Explanation of any variance All areas on target</p> <p>Evaluation (where to next) planning for next year. To continue to engage with our local feeder schools in 2025.</p>		
	Key Goals	Key Goals	T1	T2	T3	T4	Notes	Time	Responsibility
R E V I E W D6,P6	To grow a school wide community that will self-review, evaluate and use inquiry as a means of improving outcomes for all students	<ul style="list-style-type: none"> The BOT will do a monthly review of the schools educational outcomes, polices and financial performance The SLT will report termly on the schools progress towards achieving the outcomes of the strategic plan 					<p>Explanation of any variance All areas on target</p> <p>Evaluation (where to next) planning for next year. Continue as planned in the 2025 goals.</p>		Principal
	To promote reflective, evidence based teaching practice through regular evaluation of teaching practice	<ul style="list-style-type: none"> All HOD's and TIC's will report to the BOT bi-annually on how their departments are tracking towards meeting the school targets All departments will carry out regular review of their progress in their monthly department meetings All teachers will carry out regular review of their teaching to evaluate if they are meeting the school goals and targets. The 					<p>Explanation of any variance All areas on target</p> <p>Evaluation (where to next) planning for next year. Intentional focus on using data in reflective and forward practice.</p>		

review will be in line with their department
review. – monthly

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Notes:

D – Refers to the ERO School Improvement Framework

O – National Educational and Learning Objectives (NELP)

P – National Educational and Learning Priorities(NELP)

ASDAH Results 2025

Year Level	Number of students in cohort	Number of students attaining NCEA pre-exams
Y11 – Level 1	75	25/75 (33.3%)
Y12 – Level 2	54	13/54 (25%)
Y13 – Level 3	56	25/56 (45%)
UE	2 (11 need one more UE subject) (21 need two more UE subjects)	

ACHIEVEMENT 2020-2024

	2024	2023	2022	2021	2020
UE	28% (16)	38% (20)	30% (12)	48.6% (18)	38%(17) (34.7)
LEVEL 3	82.4% (47) (Participation and number of students)	81% (43)	60% (24)	75.6% (28)	86% (37) (71.4)
LEVEL 2	71.4% (40)	81% (51)	84% (59)	85.7% (42)	86% (36) (73.5)
LEVEL 1	50% (38)	73% (43)	91% (63)	78.6% (59)	77% (37) (70)

Number of students attaining NCEA pre-exams:

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Y13 – Level 3	56	25/56 (45%)
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Level 1 Achievement

First Name	Last Name	Year Level	Literacy	Lit Transition	32403	32405	Numeracy	Num Trans	32406	L1 Total	L2 Total	L3 Total	L123 TOTAL	Internal	External	Attendance	Subject 1	Credits	Subject 2	Credits	Subject 3	Credits	Subject 4	Credits	Subject 5	Credits	Subject 6	Credits	Subject 7	Credits
		11	Yes	25	5	5	Yes	10	10	133	24	0	133	82	20	86	L1PE3	13	L1BIB2	10	L1VART	0	L1MTEC	9	L1MAT1	10	L1ENG1	10	L1SCI1	10
		11	Yes	25	5	5	Yes	15	10	104	24	0	128	84	20	92	L1PE1	0	L1BIB3	10	L1COMM	10	L1MUS	10	L1MAT1	10	L1ENG2	10	L1SCI1	10
		11	Yes	35	5	5	Yes	10	10	102	24	0	126	82	20	85	L1PE1	0	L1BIB2	10	L1HIST	10	L1GEOG	5	L1MAT1	10	L1ENG1	10	L1SCI1	10
		11	Yes	35	5	5	Yes	10	10	99	24	0	123	79	20	97	L1PE1	0	L1BIB3	10	L1HIST	10	L1GEOG	5	L1MAT1	10	L1ENG1	10	L1SCI1	10
		11	Yes	20	5	5	Yes	10	10	95	24	0	119	75	20	92	L1PE3	3	L1BIB2	0	L1HIST	10	L1HECO	5	L1MAT1	10	L1ENG1	10	L1SCI1	10
		11	Yes	30	0	5	Yes	10	10	92	24	0	116	77	15	96	L1PE1	0	L1BIB3	10	L1HIST	10	L1GEOG	0	L1MAT1	10	L1ENG3	10	L1SCI1	10
		11	Yes	15	5	5	Yes	5	10	80	20	4	104	55	20	63	L1PE1	0	L1BIB2	5	L1COMM	5	L1MTEC	7	L1MAT2	5	L1ENG2	5	L1SCI1	10
		11	Yes	20	5	5	No	5	0	80	24	0	104	70	10	92	L1PE3	3	L1BIB3	5	L1DIGT	3	L1HECO	10	L1MAT3	5	L1ENG3	10	L1SCI3	10
		11	Yes	15	5	5	No	5	0	69	24	0	93	59	10	88	L1PE1	0	L1BIB3	5	L1PEDU	10	L1GEOG	0	L1MAT2	5	L1ENG2	10	L1SCI2	5
		11	Yes	20	0	0	Yes	10	0	67	24	0	91	67	0	92	L1PE3	3	L1BIB2	0	L1HIST	10	L1GEOG	0	L1MAT3	10	L1ENG3	10	L1SCI3	10
		11	No	0	5	0	Yes	10	10	59	24	0	83	44	15	88	L1PE1	0	L1BIB2	0	L1HIST	5	L1GEOG	0	L1MAT1	10	L1ENG2	0	L1SCI1	5
		11	Yes	5	5	5	No	0	0	58	24	0	82	48	10	73	L1PE3	3	L1BIB3	0	L1DIGT	3	L1HECO	10	L1MAT2	0	L1ENG3	10	L1SCI2	0
		11	Yes	25	0	5	Yes	15	10	75	0	0	75	60	15	99	L1PE2	0	L1BIB3	10	L1COMM	10	L1MUS	10	L1MAT1	10	L1ENG3	10	L1SCI1	10
		11	Yes	25	0	5	Yes	10	10	72	0	0	72	52	15	96	L1PE2	0	L1BIB2	10	L1PEDU	10	L1MTEC	7	L1MAT1	10	L1ENG2	10	L1SCI1	10
		11	Yes	20	5	5	Yes	10	10	71	0	0	71	51	20	75	L1PE3	3	L1BIB2	5	L1VART	0	L1HECO	10	L1MAT3	10	L1ENG1	10	L1SCI3	10
		11	No	5	0	5	No	5	0	47	24	0	71	42	5	86	L1PE3	3	L1BIB3	0	L1VART	0	L1HECO	5	L1MAT3	5	L1ENG1	5	L1SCI3	0
		11	Yes	20	5	5	Yes	10	10	71	0	0	71	51	20	91	L1PE2	0	L1BIB2	5	L1DIGT	3	L1MUS	10	L1MAT1	0	L1ENG1	10	L1SCI3	10
		11	Yes	15	5	5	Yes	15	10	70	0	0	70	50	20	93	L1PE2	0	L1BIB2	5	L1COMM	10	L1MUS	10	L1MAT1	0	L1ENG2	10	L1SCI2	5
		11	Yes	25	0	5	Yes	10	10	67	0	0	67	45	15	68	L1PE1	0	L1BIB3	10	L1DIGT	3	L1MTEC	9	L1MAT1	10	L1ENG2	10	L1SCI1	10
		11	Yes	25	0	0	Yes	10	0	66	0	0	66	66	0	91	L1PE3	13	L1BIB2	10	L1DIGT	3	L1MUS	10	L1MAT3	10	L1ENG2	10	L1SCI3	10
		11	Yes	20	5	5	Yes	15	10	65	0	0	65	45	20	95	L1PE1	0	L1BIB3	10	L1COMM	10	L1GEOG	0	L1MAT1	10	L1ENG1	5	L1SCI1	10
		11	Yes	15	0	0	No	5	0	60	5	0	65	55	0	81	L1PE2	0	L1BIB1	5	L1PEDU	5	L1MTEC	7	L1MAT3	5	L1ENG2	5	L1SCI3	5
		11	Yes	20	5	5	Yes	10	10	65	0	0	65	45	20	89	L1PE2	0	L1BIB3	10	L1VART	0	L1HECO	10	L1MAT1	10	L1ENG1	10	L1SCI2	5
		11	Yes	20	5	5	Yes	10	10	64	0	0	64	37	20	85	L1PE1	0	L1BIB3	5	L1DIGT	0	L1MTEC	9	L1MAT2	0	L1ENG2	10	L1SCI1	10
		11	Yes	25	5	5	Yes	10	10	63	0	0	63	43	20	97	L1VART	0	L1PE1	0	L1BIB3	10	L1DIGT	3	L1MAT1	10	L1ENG3	10	L1SCI1	10
		11	Yes	20	5	5	Yes	10	10	62	0	0	62	42	20	75	L1PE2	0	L1BIB2	0	L1HIST	10	L1MTEC	2	L1MAT2	0	L1ENG1	10	L1SCI1	10
		11	Yes	20	0	5	Yes	10	10	62	0	0	62	40	15	94	L1PE1	0	L1BIB3	5	L1DIGT	0	L1MTEC	9	L1MAT1	10	L1ENG1	10	L1SCI1	10
		11	Yes	20	5	5	Yes	10	10	61	0	0	61	41	20	97	L1PE2	0	L1BIB3	5	L1DIGT	3	L1GEOG	0	L1MAT1	10	L1ENG2	10	L1SCI1	10
		11	Yes	15	5	5	Yes	10	10	60	0	0	60	40	20	73	L1PE1	0	L1BIB2	0	L1DIGT	0	L1HECO	10	L1MAT2	5	L1ENG3	15	L1SCI1	10
		11	Yes	25	5	5	Yes	10	10	60	0	0	60	40	20	92	L1PE1	0	L1BIB3	10	L1DIGT	0	L1GEOG	0	L1MAT1	10	L1ENG3	10	L1SCI1	10
		11	Yes	25	5	5	Yes	10	0	60	0	0	60	50	10	73	L1PE1	0	L1BIB3	10	L1PEDU	10	L1GEOG	0	L1MAT1	0	L1ENG3	10	L1SCI3	10
		11	Yes	25	5	5	No	5	0	60	0	0	60	50	10	42	L1PE3	10	L1BIB1	5	L1HIST	10	L1GEOG	0	L1MAT2	5	L1ENG3	10	L1SCI3	10
		11	No	5	0	0	No	0	0	42	17	0	59	42	0	68	L1PE1	0	L1BIB2	0	L1PEDU	0	L1MTEC	0	L1MAT3	0	L1ENG2	5	L1SCI2	0

11	Yes	10	5	5	Yes	5	10	57	0	0	57	32	20	94	L1PE1	0	L1B1B1	10	L1PEDU	10	L1MTEC	7	L1MAT2	0	L1ENG3	0	L1SC1	5
11	Yes	20	5	5	Yes	10	0	55	0	0	55	45	10	90	L1PE1	0	L1B1B3	5	L1VART	0	L1MUS	10	L1MAT1	5	L1ENG3	10	L1SC3	10
11	Yes	20	5	0	No	5	0	55	0	0	55	50	5	86	L1PE2	0	L1B1B2	10	L1PEDU	10	L1HECO	10	L1MAT2	5	L1ENG1	10	L1SC2	5
11	Yes	10	5	5	Yes	10	10	55	0	0	55	35	20	78	L1PE1	0	L1B1B1	0	L1HIST	5	L1MUS	10	L1MAT1	10	L1ENG1	0	L1SC1	10
11	Yes	5	0	5	Yes	0	0	55	0	0	55	46	9	30	L1PE3	0	L1B1B2	5	L1DIGT	0	L1HECO	5	L1MAT2	0	L1ENG3	0	L1SC2	0
11	Yes	20	5	0	No	5	0	54	0	0	54	42	5	87	L1PE2	0	L1B1B2	5	L1PEDU	10	L1MTEC	9	L1MAT2	5	L1ENG2	10	L1SC3	10
11	Yes	15	5	0	Yes	10	10	54	0	0	54	32	15	83	L1PE1	0	L1B1B3	0	L1VART	0	L1MTEC	9	L1MAT1	10	L1ENG1	10	L1SC1	10
11	Yes	20	5	0	No	5	0	54	0	0	54	49	5	89	L1PE3	13	L1B1B3	10	L1DIGT	3	L1GEOG	0	L1MAT2	5	L1ENG2	10	L1SC2	5
11	Yes	10	5	5	Yes	5	10	53	0	0	53	33	20	64	L1PE2	0	L1B1B2	0	L1COMM	0	L1HECO	10	L1MAT2	5	L1ENG1	10	L1SC2	5
11	Yes	10	5	0	Yes	10	10	50	0	0	50	35	15	89	L1PE2	0	L1B1B3	0	L1PEDU	10	L1GEOG	0	L1MAT1	10	L1ENG1	10	L1SC1	5
11	No	5	0	0	No	5	0	49	0	0	49	42	0	94	L1PE1	0	L1B1B2	0	L1PEDU	5	L1MTEC	44	L1MAT2	5	L1ENG1	0	L1SC1	10
11	Yes	15	0	5	No	5	0	48	0	0	48	43	5	82	L1PE3	8	L1B1B1	5	L1HIST	10	L1HECO	10	L1MAT2	5	L1ENG3	5	L1SC2	5
11	Yes	20	0	0	Yes	5	0	47	0	0	47	47	0	85	L1PE2	0	L1B1B1	10	L1VART	0	L1MUS	0	L1MAT3	5	L1ENG1	5	L1SC2	5
11	Yes	30	0	0	No	5	0	45	0	0	45	45	0	92	L1PE1	0	L1B1B3	10	L1PEDU	5	L1GEOG	5	L1MAT1	5	L1ENG3	10	L1SC1	10
11	Yes	15	5	5	Yes	5	10	45	0	0	45	25	20	77	L1PE1	0	L1B1B2	5	L1DIGT	0	L1GEOG	0	L1MAT1	5	L1ENG2	10	L1SC1	5
11	Yes	15	0	5	No	5	0	45	0	0	45	40	5	74	L1PE2	0	L1B1B1	5	L1PEDU	10	L1HECO	5	L1MAT2	5	L1ENG3	10	L1SC2	5
11	Yes	15	0	0	No	5	0	45	0	0	45	45	0	76	L1PE2	0	L1B1B3	5	L1PEDU	10	L1MUS	10	L1MAT3	5	L1ENG2	10	L1SC2	5
11	Yes	20	0	0	No	5	0	44	0	0	44	44	0	86	L1PE3	8	L1B1B1	10	L1COMM	0	L1MUS	6	L1MAT3	5	L1ENG2	5	L1SC3	10
11	Yes	20	0	0	Yes	10	0	40	0	0	40	40	0	93	L1PE1	0	L1B1B2	5	L1PEDU	5	L1GEOG	0	L1MAT3	10	L1ENG2	10	L1SC3	10
11	Yes	15	0	0	Yes	10	0	40	0	0	40	40	0	78	L1PE3	0	L1B1B1	5	L1VART	0	L1MUS	10	L1MAT2	10	L1ENG3	10	L1SC2	0
11	Yes	15	0	0	No	5	0	40	0	0	40	40	0	69	L1PE2	0	L1B1B1	5	L1PEDU	10	L1HECO	5	L1MAT3	5	L1ENG3	10	L1SC3	5
11	Yes	15	0	0	No	5	0	40	0	0	40	40	0	79	L1PE2	0	L1B1B1	5	L1PEDU	5	L1HECO	5	L1MAT2	5	L1ENG3	10	L1SC2	5
11	Yes	20	5	0	Yes	10	0	40	0	0	40	35	5	95	L1PE2	0	L1B1B3	10	L1VART	0	L1GEOG	0	L1MAT1	0	L1ENG2	10	L1SC2	5
11	Yes	15	0	5	No	5	0	38	0	0	38	33	5	56	L1PE3	3	L1B1B2	5	L1VART	0	L1HECO	5	L1MAT3	5	L1ENG1	10	L1SC3	5
11	Yes	15	0	0	No	5	0	38	0	0	38	38	0	88	L1PE1	0	L1B1B2	0	L1DIGT	3	L1MUS	10	L1MAT3	5	L1ENG3	10	L1SC3	5
11	Yes	15	0	0	No	5	0	35	0	0	35	35	0	92	L1PE2	0	L1B1B1	5	L1VART	0	L1MUS	10	L1MAT1	0	L1ENG1	10	L1SC2	5
11	Yes	20	0	5	No	5	0	35	0	0	35	30	5	74	L1PE2	0	L1B1B1	5	L1VART	0	L1GEOG	5	L1MAT2	10	L1ENG3	15	L1SC2	5
11	Yes	15	0	0	Yes	10	0	35	0	0	35	32	0	80	L1PE2	0	L1B1B1	5	L1DIGT	3	L1MTEC	2	L1MAT1	0	L1ENG2	10	L1SC2	5
11	Yes	10	0	5	No	5	0	33	0	0	33	28	5	74	L1PE2	0	L1B1B1	0	L1PEDU	10	L1GEOG	0	L1MAT3	5	L1ENG1	15	L1SC2	0
11	No	5	0	0	No	0	0	29	0	0	29	22	0	91	L1PE3	5	L1B1B2	0	L1PEDU	10	L1MTEC	9	L1MAT2	0	L1ENG2	0	L1SC3	5
11	Yes	10	0	0	No	0	0	27	0	0	27	22	0	79	L1PE2	0	L1B1B1	0	L1HIST	10	L1MTEC	7	L1MAT2	0	L1ENG3	5	L1SC2	5
11	Yes	10	0	0	No	0	0	25	0	0	25	25	0	91	L1PE2	0	L1B1B2	0	L1PEDU	5	L1GEOG	0	L1MAT3	0	L1ENG3	10	L1SC3	5
11	Yes	10	0	0	No	5	0	25	0	0	25	25	0	85	L1PE2	0	L1B1B3	0	L1HIST	5	L1MUS	10	L1MAT3	5	L1ENG2	5	L1SC3	0
11	No	0	0	0	No	5	0	24	0	0	24	24	0	91	L1PE3	8	L1B1B1	0	L1DIGT	0	L1MUS	6	L1MAT2	5	L1ENG1	0	L1SC2	5
11	No	5	0	0	No	5	0	21	0	0	21	16	0	85	L1PE3	0	L1B1B1	5	L1VART	0	L1MTEC	5	L1MAT3	5	L1ENG2	0	L1SC3	0
11	Yes	15	0	0	No	5	0	20	0	0	20	20	0	68	L1PE2	0	L1B1B1	5	L1HIST	5	L1GEOG	0	L1MAT2	5	L1ENG3	5	L1SC3	0
11	No	0	0	0	No	5	0	20	0	0	20	20	0	54	L1PE3	5	L1B1B1	0	L1COMM	0	L1GEOG	0	L1MAT3	5	L1ENG1	0	L1SC3	5
11	No	5	0	0	No	0	0	18	0	0	18	18	0	91	L1PE2	0	L1B1B1	0	L1DIGT	0	L1HECO	10	L1MAT1	0	L1ENG2	5	L1SC2	0
11	No	0	0	5	No	0	0	13	0	0	13	8	5	63	L1PE3	5	L1B1B1	0	L1COMM	0	L1HECO	5	L1MAT3	0	L1ENG2	0	L1SC3	0
11	No	0	0	0	No	0	0	10	0	0	10	10	0	84	L1PE1	0	L1B1B1	0	L1PEDU	5	L1HECO	5	L1MAT3	0	L1ENG2	0	L1SC2	0
11	No	0	5	0	No	0	0	9	0	0	9	2	5	74	L1PE2	0	L1B1B1	0	L1VART	0	L1MTEC	4	L1MAT2	0	L1ENG1	0	L1SC2	0
11	No	0	0	0	No	5	0	5	0	0	5	5	0	71	L1PE3	0	L1B1B1	0	L1VART	0	L1GEOG	0	L1MAT2	5	L1ENG3	0	L1SC2	0

Overall Explanation of any variance:

- Overall results for Level 1:
 - 50% of Year 11 achieved NCEA Level 1 in 2024. This has been a significant drop of 23% from 2024. This is still 5% higher than national statistics for Year 11.
- Level 1 Numeracy:

- Numeracy results dropped by 23% since 2024. This has been a significant drop and is below the School Equity Index Band and National statistics for Year 11.
- Level 1 Literacy:
 - 92.1% of Year 11 students achieved their literacy requirements which is 16% higher than the literacy results achieved nationally in 2024 and 15% higher than School Equity Index Band statistics.
 - Literacy achievement has been steady since 2022.
- Course endorsement:
 - Overall course endorsement is trending higher in 2024. 18.4% students achieved NCEA Level 1 with Merit.
 - Overall subject endorsement we had 123 Achieved endorsements, 18 Merit endorsements and 3 Excellence endorsements.
- Ethnicity Statistics:
 - Pasifika achievement for level 1 continues to trend higher than national statistics by 15% and consistent with the School Equity Index Band.
- Gender Statistics
 - Girls' achievement is trending lower since 2022 and continues to trend significantly higher by 15% compared to national statistics and similar to School Equity Index Band.
 - 42.2% boys achieved NCEA Level 1 at ASDAH in 2024 which is lower by 14% than in 2023 and is consistent with the achievement nationally but lower than the School Equity Index Band.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Changes in the new assessment standards.
 - Introduction of the numeracy corequisites.
 - There are more literacy standards offered than numeracy standards.

Where to next?

- To support students as they move into year 12:
 - Teachers to continue ensuring AT RISK students' individual needs to be addressed through the shared learner profile, course review and standards appropriate to meet the needs of the students.

- Robust monitoring of student completion of assessments using checklists and checkpoints throughout the progress of the assessment.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.
- Identify boys' interests and apply to content to make learning relevant. Offer opportunities for individual tutoring and mentor support in the classroom and in the homework centre.

Level 2 Achievement

st Name	st Name	st Level	tnicity 1	nder	iracy	meracy	Total	Total	Total	3 TOTAL	endance	bject 1	redits	bject 2	redits	bject 3	redits	bject 4	redits	bject 5	redits	bject 6	redits	bject 7	redits
12	Tongan	M	Yes	Yes	177	82	0	82	96	L2MAT1	8	L2MTEC	23	L2ENG2	19	L2GEOG	6	L2PHYS	7	L2BIB2	18				
12	Tongan	M	Yes	Yes	163	59	0	77	79	L2MAT1	12	L2MTEC	23	L2ENG1	10	L2ACCT	7	L2PHYS	7	L2BIB3	12				
12	Tongan	F	Yes	Yes	152	74	0	74	90	L2MAT3	11	L2CHEM	9	L2ENG2	4	L2BIOL	14	L2VART	0	L2BIB1	12				
12	Cook Islands Māori	F	Yes	Yes	161	73	0	73	86	L2MAT2	4	L2CHEM	6	L2ENG3	4	L2BIOL	13	L2VART	0	L2BIB1	12				
12	Māori	M	Yes	Yes	171	71	0	71	93	L2MAT2	7	L2PEDU	7	L2ENG2	13	L2GEOG	6	L2HIST	14	L2BIB3	6				
12	Tongan	F	Yes	Yes	221	69	0	69	81	L2MAT1	20	L2CHEM	9	L2ENG3	4	L2BIOL	14	L2HIST	14	L2BIB2	18				
12	Māori	F	Yes	Yes	152	68	0	68	75	L2MAT3	11	L2HECO	10	L2ENG3	0	L2BIOL	10	L2HIST	10	L2BIB1	12				
12	Samoan	F	Yes	Yes	155	68	0	68	77	L2MAT2	7	L2PEDU	7	L2ENG2	4	L2BIOL	10	L23DIGT	0	L2BIB2	6				
12	Tongan	F	Yes	Yes	179	64	0	64	88	L2MAT1	12	L2CHEM	9	L2ENG3	4	L2BIOL	14	L2PHYS	7	L2BIB2	18				
12	Tongan	M	Yes	Yes	152	64	0	64	91	L2MAT1	8	L2MTEC	23	L2ENG2	8	L2GEOG	0	L2PHYS	7	L2BIB2	12				
12	Tongan	M	Yes	Yes	134	64	0	64	90	L2MAT2	7	L2MTEC	23	L2ENG3	0	L2GEOG	3	L2HIST	14	L2BIB3	12				
12	Samoan	F	Yes	Yes	170	63	0	63	88	L2MAT1	8	L2CHEM	6	L2ENG2	10	L2BIOL	14	L2PHYS	7	L2BIB2	18				
12	Tongan	M	Yes	Yes	191	62	0	62	77	L2DIGT	3	L2MAT1	12	L2CHEM	6	L2ENG1	10	L2PHYS	7	L2BIB2	18				
12	Filipino	F	Yes	Yes	182	59	0	59	68	L2MAT2	7	L2CHEM	9	L2ENG3	4	L2BIOL	14	L2PHYS	7	L2BIB2	18				
12	Filipino	M	Yes	Yes	165	58	0	58	91	L2MUS	20	L2MAT2	7	L2ENG3	4	L2GEOG	0	L2PHYS	7	L2BIB2	12				
12	Cook Islands Māori	M	Yes	Yes	114	55	0	55	94	L2MAT2	3	L2MTEC	23	L2ENG3	0	L2GEOG	0	L2HIST	9	L2BIB3	0				
12	Filipino	M	Yes	Yes	181	54	0	54	93	L2MAT1	22	L2CHEM	9	L2ENG1	0	L2BIOL	14	L2PHYS	7	L2BIB2	12				
12	Filipino	F	Yes	Yes	140	53	0	53	68	L2MAT1	8	L2CHEM	6	L2ENG3	0	L2BIOL	14	L2PHYS	7	L2BIB2	18				
12	Samoan	F	Yes	Yes	158	53	0	53	79	L2MAT2	7	L2PEDU	7	L2ENG2	10	L2ACCT	7	L23ECON	4	L2BIB2	18				
12	Tongan	F	Yes	Yes	146	52	0	52	74	L2MAT2	4	L2CHEM	6	L2ENG2	4	L2BIOL	14	L2PHYS	7	L2BIB3	12				
12	Samoan	F	Yes	Yes	163	52	0	52	77	L2MAT1	10	L2HECO	15	L2ENG3	4	L2ACCT	7	L23ECON	4	L2BIB3	12				
12	Tongan	M	Yes	Yes	129	46	5	51	83	L2MAT1	6	L2PEDU	7	L2ENG1	0	L2GEOG	0	L2PHYS	7	L2BIB3	6				
12	Indian	M	Yes	Yes	165	49	0	49	57	L2DIGT	3	L2MAT1	10	L2MTEC	5	L2ENG1	6	L2PHYS	7	L2BIB3	12				
12	Filipino	M	Yes	Yes	167	48	0	48	82	L2VART	0	L2MAT2	7	L2ENG3	9	L2GEOG	3	L2PHYS	7	L2BIB2	12				
12	Nigerian	F	No	No	58	48	0	48	96	L2MAT1	6	L2CHEM	9	L2ENG1	0	L2BIOL	14	L2PHYS	7	L2BIB3	12				
12	Tongan	F	Yes	Yes	121	48	0	48	74	L2MAT3	11	L2HECO	15	L2ENG2	5	L2BIOL	10	L2VART	0	L2BIB3	12				
12	NZ European	M	Yes	Yes	173	46	0	46	97	L2MUS	4	L2MAT1	12	L2PEDU	7	L2ENG3	4	L2PHYS	7	L2BIB2	12				
12	Solomon Islander	M	Yes	Yes	147	44	0	44	91	L2MAT1	0	L2PEDU	0	L2ENG2	4	L2GEOG	3	L2PHYS	7	L2BIB3	12				
12	Fijian	M	Yes	Yes	155	44	0	44	79	L2MAT1	12	L2PEDU	3	L2ENG2	4	L2BIOL	10	L2HIST	9	L2BIB2	6				
12	Cook Islands Māori	F	Yes	Yes	120	43	0	43	77	L2MUS	0	L2MAT1	2	L2PEDU	4	L2ENG3	0	L2BIOL	10	L2BIB3	12				
12	Tongan	M	Yes	Yes	123	41	0	41	80	L2MAT3	11	L2PEDU	3	L2ENG3	0	L2BIOL	3	L2VART	0	L2BIB3	0				
12	New Zealander	F	Yes	Yes	137	40	0	40	87	L2MAT1	8	L2CHEM	6	L2ENG1	0	L2BIOL	7	L2PHYS	4	L2BIB1	12				
12	Filipino	M	Yes	Yes	149	39	0	39	98	L2MAT2	7	L2HECO	10	L2ENG2	4	L2GEOG	0	L23DIGT	0	L2BIB2	18				

12	Tongan	M	Yes	Yes	157	38	0	38	95	L2MAT1	12	L2PEDU	7	L2ENG3	0	L2GEOG	6	L2PHYS	7	L2BIB2	6		
12	Cook Islands Māori	M	Yes	Yes	114	55	0	55	94	L2MAT2	3	L2MTEC	23	L2ENG3	0	L2GEOG	0	L2HIST	9	L2BIB3	0		
12	Samoan	M	Yes	Yes	129	35	0	35	88	L2MAT1	8	L2PEDU	7	L2ENG1	0	L2ACCT	7	L2PHYS	7	L2BIB3	6		
12	Cook Islands Māori	M	Yes	Yes	148	34	0	34	88	L2MAT1	6	L2PEDU	7	L2ENG1	6	L2GEOG	3	L2PHYS	7	L2BIB3	0		
12	Tongan	F	No	No	49	34	0	34	89	L2MAT3	3	L2PEDU	3	L2ENG2	0	L2BIOL	10	L23DIGT	0	L2BIB1	12		
12	Samoan	F	Yes	Yes	150	32	0	32	86	L2VART	0	L2MAT1	12	L2ENG1	4	L2GEOG	0	L2PHYS	4	L2BIB2	12		
12	Tongan	M	Yes	Yes	132	32	0	32	73	L2MAT3	11	L2HECO	5	L2ENG2	0	L2GEOG	0	L2HIST	4	L2BIB1	12		
12	Cook Islands Māori	M	Yes	Yes	91	32	0	32	67	L2MAT2	3	L2MTEC	5	L2ENG2	0	L2ACCT	0	L23ECON	0	L2BIB1	0		
12	Tongan	M	Yes	Yes	41	31	0	31	85	L2MAT2	7	L2PEDU	7	L2ENG2	4	L2GEOG	0	L2PHYS	7	L2BIB3	6		
12	Cook Islands Māori	F	Yes	Yes	100	30	0	30	57	L2MAT1	12	L2HECO	10	L2ENG1	0	L2ACCT	4	L23ECON	4	L2BIB3	0		
12	Samoan	M	Yes	No	87	30	0	30	83	L2MAT3	3	L2PEDU	0	L2ENG3	0	L2BIOL	3	L2HIST	0	L2BIB1	0		
12	Tokelauan	M	Yes	Yes	104	29	0	29	68	L2MAT3	0	L2MAT2	0	L2PEDU	0	L2ENG3	0	L2BIOL	3	L2VART	0	L2BIB1	6
12	Cook Islands Māori	M	Yes	No	110	26	0	26	64	L2MAT1	6	L2PEDU	4	L2ENG2	0	L2GEOG	0	L23DIGT	0	L2BIB3	6		
12	Tongan	M	Yes	No	84	19	5	24	57	L2MUS	4	L2MAT3	0	L2PEDU	0	L2ENG3	0	L2HIST	0	L2BIB1	0		
12	Samoan	F	Yes	Yes	134	23	0	23	63	L2MAT1	12	L2PEDU	7	L2ENG2	4	L2ACCT	0	L23ECON	0	L2BIB3	0		
12	Tongan	F	Yes	Yes	106	23	0	23	74	L2MAT2	4	L2CHEM	3	L2ENG1	0	L2BIOL	7	L2PHYS	4	L2BIB3	0		
12	Tongan	M	Yes	Yes	100	21	0	21	71	L2MUS	4	L2MAT2	0	L2MAT3	0	L2MAT2	0	L2PEDU	4	L2ENG3	4	L2PHYS	4
12	Tongan	M	Yes	Yes	104	20	0	20	74	L2MAT3	7	L2PEDU	3	L2ENG3	0	L2GEOG	0	L2VART	0	L2BIB3	0		
12	Tongan	M	Yes	No	65	20	0	20	55	L2MUS	0	L2MAT3	3	L2PEDU	0	L2ENG2	0	L2PHYS	0	L2BIB1	0		
12	Cook Islands Māori	M	Yes	Yes	89	19	0	19	63	L2MAT3	3	L2PEDU	3	L2ENG1	0	L2BIOL	3	L2VART	0	L2BIB3	0		
12	Tongan	M	No	Yes	59	15	0	15	83	L2MAT2	0	L2PEDU	0	L2ENG1	0	L2GEOG	0	L23DIGT	0	L2BIB1	0		
12	Tongan	M	No	No	6	6	0	6	52	L2MAT3	0	L2MAT2	0	L2MTEC	0	L2ENG2	0	L2ACCT	0	L23ECON	0	L2BIB1	6

Year 12 NCEA Achievement

Overall Explanation of any variance:

- In Level 2 the trend was lower by 11% from 2023 achievement. 6% lower than national statistics and 22% and similar to School Equity Index Band statistics.
- Literacy and Numeracy achievement continues to be consistently high with 93.2% in literacy and 89.8% in numeracy.
- There was a significant increase in NCEA Certificate endorsements with a 9% increase in Achievement with Merit.
- Overall subject endorsement we had 52 Achieved endorsements, 14 Merit endorsements and 1 Excellence endorsement.
- Boys' achievement has dropped significantly by 25% in 2024 however statistics for and has remained consistent with achievement in 2023, 4% higher than national statistics and similar to the School Equity Index Band statistics.
- Ethnicity achievement:
 - Pasifika students' achievement continues to trend higher than the national statistics 7% lower than School Equity Index Band statistics.
- In an initial analysis of the data staff identified the following factors affecting achievement
 - Students taking subjects for the first time, without the foundation knowledge in level 1.
 - Lack of completion of assessment tasks.
 - Poor attendance.

Where to next?

- Support students with knowledge and understanding of taking subjects aligned to their career pathways from Year 9.
- Opportunities for students to reinforce learning in the homework centre.
- To ensure students meet their deadlines.
- Support their understanding of career pathways by discussions with the Careers Teacher.
- Teachers to ensure students' individual needs to be addressed through continuing the shared learner profile, course review and standards appropriate to meet the needs of the girls.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly and students with poor and erratic attendance to be followed up with the engagement agency.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency.

Level 3 Achievement

First Name	Last Name	Year Level	Ethnicity 1	Gender	Literacy	Numeracy	L1 Total	L2 Total	L3 Total	Attendance	Subject 1 Credits	Subject 2 Credits	Subject 3 Credits	Subject 4 Credits	Subject 5 Credits	Subject 6 Credits	Subject 7 Credits								
		13	Samoan	F	Yes	Yes	253	186	113	43	L3GEOG	0	L3ENG3	0	L3MAT2	0	L3BIB3	12	L3HECO	15	L3HIST	15			
		13	Filipino	F	Yes	Yes	210	186	101	68	L3VART	0	L3BIOL	3	L3ENG1	6	L3MAT2	3	L3BIB2	12	L3CHEM	9	L3HIST	5	
		13	Filipino	F	Yes	Yes	157	157	99	82	L3BIOL	10	L3ENG2	0	L3MAT3	9	L3BIB2	18	L3CHEM	9	L3PHYS	3			
		13	Fijian	F	Yes	Yes	277	177	95	87	L3GEOG	3	L3ENG1	6	L3MAT2	14	L3BIB2	12	L3PEDU	8	L3HIST	10			
		13	Other South African	M	Yes	Yes	256	153	86	85	L3MTEC	8	L3ENG3	10	L3MAT2	10	L3BIB3	18	L23ECON	0	L3HIST	15			
		13	Cook Islands Māori	M	Yes	Yes	211	131	74	85	L3GEOG	3	L3ENG3	14	L3MAT2	10	L3BIB3	12	L3PEDU	7	L3PHYS	3			
		13	Filipino	M	Yes	Yes	276	161	73	98	L3GEOG	9	L3ENG1	14	L3MAT1	12	L3BIB2	18	L23DIGT	3	L3HIST	15			
		13	Māori	F	Yes	Yes	232	137	71	47	L3BIOL	6	L3ENG1	0	L3MAT2	6	L3BIB2	0	L3HECO	15	L3PHYS	0			
		13	Tongan	F	Yes	Yes	202	133	70	92	L3BIOL	6	L3ENG1	0	L3MAT3	8	L3BIB1	0	L3HECO	15	L3HIST	0			
		13	Filipino	F	Yes	Yes	213	104	70	81	L3GEOG	3	L3ENG3	10	L3MAT2	11	L3BIB1	6	L23DIGT	0	L3VART	0			
		13	NZ European	M	Yes	Yes	265	146	69	84	L3ACCT	13	L3ENG1	14	L3MAT1	12	L3BIB3	18	L23ECON	9	L3PHYS	7			
		13	Cook Islands Māori	M	Yes	Yes	297	173	68	88	L3BIOL	10	L3ENG2	4	L3MAT1	12	L3BIB2	18	L3CHEM	9	L3HIST	15			
		13	Not Stated	F	Yes	Yes	263	154	68	90	L3GEOG	6	L3ENG3	10	L3MAT1	10	L3BIB2	12	L3HECO	15	L3HIST	10			
		13	Samoan	M	Yes	Yes	236	135	67	97	L3ACCT	9	L3ENG1	10	L3MAT1	5	L3BIB2	18	L23ECON	5	L3MUS	8			
		13	Samoan	F	Yes	Yes	207	105	66	69	L3ACCT	5	L3ENG2	0	L3MAT1	6	L3BIB1	6	L23ECON	9	L3MUS	4			
		13	Tongan	F	Yes	Yes	204	135	65	91	L3BIOL	6	L3ENG2	0	L3MAT3	8	L3BIB1	0	L3HECO	15	L3VART	0			
		13	Cook Islands Māori	M	Yes	Yes	190	118	63	84	L3ACCT	9	L3ENG1	0	L3MAT1	8	L3BIB3	6	L3PEDU	8	L3PHYS	7			
		13	Tongan	M	Yes	Yes	72	72	62	68	L3MTEC	8	L3ENG3	6	L3MAT3	12	L3BIB1	6	L3HECO	10	L3VART	0			
		13	Tongan	F	Yes	Yes	252	148	62	70	L3BIOL	10	L3ENG3	10	L3MAT1	8	L3BIB2	18	L3CHEM	9	L3PHYS	7			
		13	Samoan	M	Yes	Yes	219	128	61	87	L3MTEC	4	L3ENG2	0	L3MAT1	12	L3BIB3	6	L3PEDU	7	L3PHYS	7			
		13	Tongan	F	Yes	Yes	232	139	61	94	L3BIOL	10	L3ENG3	10	L3MAT2	14	L3BIB2	12	L3HECO	15	L3VART	0			
		13	Māori	M	Yes	Yes	280	171	60	91	L3MTEC	8	L3ENG2	4	L3MAT1	12	L3BIB3	18	L3PEDU	11	L3PHYS	7			
		13	Samoan	M	Yes	Yes	211	124	60	98	L3ACCT	9	L3ENG3	10	L3MAT2	14	L3BIB3	18	L23ECON	5	L3MUS	4			
		13	Kiribati	M	Yes	Yes	158	66	60	75	L3BIB2	12	L3MTEC	4	L3ENG3	10	L3MAT1	12	L3BIB1	6	L3CHEM	9	L3PHYS	7	
		13	Tongan	F	Yes	Yes	196	122	59	98	L3BIOL	6	L3ENG1	0	L3MAT3	8	L3BIB3	0	L3PEDU	4	L3HIST	0			
		13	Samoan	M	Yes	Yes	252	159	59	86	L3MTEC	8	L3ENG1	0	L3MAT1	12	L3BIB3	12	L23DIGT	0	L3PHYS	7			
		13	Tongan	F	Yes	Yes	232	137	58	93	L3GEOG	3	L3ENG1	6	L3MAT2	7	L3BIB2	12	L3HECO	15	L3HIST	15			
		13	Other Southeast Asian	M	No	Yes	78	78	58	84	L3BIOL	10	L3ENG1	0	L3MAT3	12	L3BIB1	6	L23DIGT	0	L3PHYS	3			
		13	Māori	F	Yes	Yes	260	147	58	80	L3BIOL	10	L3ENG1	6	L3MAT1	8	L3BIB2	12	L3HECO	15	L3PHYS	7			
		13	Cook Islands Māori	F	Yes	Yes	289	161	58	93	L3VART	0	L3GEOG	9	L3ENG2	4	L3MAT1	12	L3BIB2	18	L3HIST	15			
		13	Tongan	F	Yes	Yes	249	143	58	76	L3BIOL	6	L3ENG2	0	L3MAT2	14	L3BIB3	18	L23DIGT	0	L3VART	0			
		13	Samoan	F	Yes	Yes	144	118	57	79	L3BIOL	10	L3ENG3	0	L3MAT3	12	L3BIB3	6	L3CHEM	9	L3MUS	4			
		13	Niuean	F	Yes	Yes	196	107	56	78	L3ACCT	0	L3ENG2	0	L3MAT1	12	L3BIB1	6	L23ECON	5	L3HIST	10			

13	Tongan	F	Yes	Yes	202	124	55	90	L3ACCT	0	L3ENG2	0	L3MAT2	10	L3BIB3	12	L23ECON	4	L3HIST	10			
13	Samoan	M	Yes	Yes	198	117	54	87	L3GEOG	3	L3ENG3	14	L3MAT2	7	L3BIB1	12	L3PEDU	11	L3PHYS	7			
13	Samoan	M	Yes	Yes	216	130	54	94	L3MTEC	8	L3ENG2	4	L3MAT1	12	L3BIB1	12	L3PEDU	11	L3PHYS	3			
13	NZ European	M	Yes	Yes	223	123	53	95	L3ACCT	9	L3ENG3	4	L3MAT1	8	L3BIB2	12	L23ECON	9	L3HIST	15			
13	Tongan	F	Yes	Yes	230	139	52	89	L3VART	0	L3MTEC	8	L3ENG3	0	L3MAT1	6	L3BIB1	6	L3PHYS	7			
13	Tongan	F	Yes	Yes	207	128	51	92	L3BIOL	6	L3ENG2	0	L3MAT3	9	L3BIB1	6	L3HECO	15	L3HIST	15			
13	Tongan	M	Yes	Yes	209	116	51	74	L3GEOG	3	L3ENG3	10	L3MAT1	8	L3BIB2	12	L3PEDU	11	L3PHYS	7			
13	Fijian	F	Yes	Yes	251	141	50	74	L3GEOG	3	L3ENG2	0	L3MAT1	9	L3BIB3	12	L3PEDU	8	L3HIST	15			
13	Filipino	F	Yes	Yes	125	120	50	80	L3BIOL	6	L3ENG2	4	L3MAT3	12	L3BIB2	12	L3CHEM	9	L3PHYS	7			
13	Samoan	M	Yes	Yes	208	107	49	94	L3DIGT	0	L3ENG1	4	L3MAT2	11	L3BIB3	18	L3CHEM	9	L3PHYS	3			
13	Tongan	M	Yes	Yes	226	135	49	86	L3MTEC	8	L3ENG1	6	L3MAT1	8	L3BIB3	0	L23DIGT	0	L3PHYS	7			
13	Tongan	F	Yes	Yes	227	128	49	87	L3MTEC	8	L3ENG3	0	L3MAT2	14	L3BIB1	12	L3PEDU	7	L3MUS	8			
13	Filipino	F	Yes	Yes	282	155	46	88	L3DIGT	0	L3ACCT	13	L3ENG2	4	L3MAT1	12	L3BIB2	12	L23ECON	9			
13	Samoan	M	Yes	Yes	209	120	45	74	L3MTEC	0	L3ENG2	0	L3MAT2	6	L3BIB1	6	L3PEDU	4	L3PHYS	7			
13	Filipino	F	Yes	No	109	99	44	71	L3BIOL	6	L3ENG2	4	L3MAT2	6	L3BIB2	12	L3CHEM	9	L3PHYS	7			
13	Cook Islands Māori	M	Yes	Yes	202	111	44	67	L3GEOG	3	L3ENG3	4	L3MAT2	7	L3BIB3	18	L3PEDU	8	L3MUS	4			
13	Māori	F	Yes	Yes	206	103	42	46	L3MTEC	4	L3ENG3	0	L3MAT2	0	L3BIB3	0	L3HECO	18	L3VART	0			
13	Māori	M	Yes	Yes	226	116	37	89	L3MTEC	0	L3ENG1	0	L3MAT1	8	L3BIB2	12	L3PEDU	8	L3PHYS	7			
13	Tongan	M	Yes	Yes	228	136	36	92	L3MTEC	4	L3ENG1	0	L3MAT3	8	L3BIB1	0	L3PEDU	4	L3MUS	4			
13	Tokelauan	F	Yes	Yes	204	110	36	74	L3MTEC	0	L3ENG3	0	L3MAT2	3	L3BIB3	0	L3HECO	10	L3VART	0			
13	Filipino	M	No	Yes	49	49	34	87	L3GEOG	3	L3ENG2	4	L3MAT2	14	L3BIB1	6	L23DIGT	0	L3PHYS	7			
13	Samoan	M	Yes	Yes	188	103	33	89	L3MTEC	0	L3ENG1	0	L3MAT1	9	L3BIB1	0	L3PEDU	4	L3PHYS	0			
13	Māori	F	Yes	No	89	63	6	66	L3MUS	0	L3BIOL	3	L3ENG3	0	L3MAT3	0	L3BIB1	0	L3HIST	0			

Key:

	UE Subject/2 science subjects can be combined as 1 UE subject/Attained UE
	2UE Subjects – 1 more needed to attain UE
	1UE Subject – 2 more needed to attain UE

Year 13 Achievement:**Overall Explanation of any variance:**

- Significant rise in achievement by 7% in Year 13 achievement based on participation statistics.
- At Level 3 there was an upward trend in the quality of results with 2.2% achieving with Excellence and 13.3% up by 4% from 2024.
- Overall subject endorsement we had 50 Achieved endorsements, 8 Merit endorsements and 2 Excellence endorsements.
- Level 3 Ethnicity achievement:
 - Pasifika achievement was higher by 20% than national statistics and higher by 10% than School Equity Index Band Statistics.
- Level 3 gender statistics:
 - Girls achievement remained consistent with 79.4% and boys achievement trended higher by 18% (male) from 2024.
- University Entrance Achievement:

- ASDAH's participation statistics dropped by 5% in 2024. In 2024 there was a significant increase in boys achieving UE by 14% than in 2023 and a drop by 20% of girls achieving UE.
- Factors affecting achievement:
 - Impact of Covid has reduced, which has increased motivation for students to get back to normal routine.
 - Teachers scaffolded assessments using checklists.
 - This cohort has performed well from Level 1.
 - Attendance was good in the first three terms.

Where to next?

- To be intentional about a focus on a minimum of 14 credits per subject. This is to be reinforced daily in homerooms and subjects. SLT will follow up on how this is tracking
- Teachers to intentionally focusing on the relevance of the subjects to the pathway of the students.
- Strengthening the use Learning Intentions and Success Criteria. HOD's to keep track of how this is happening in their departments
- Prompt feedback after regular and immediate monitoring. Also aiming to have results to students 2 weeks after the due date.
- Improve involvement with parents as early in the year as needed.
- Continue career education through Career advisor, Homeroom Teachers, Subject Teachers to continue academic conversations around career pathways
- We will continue with the mentoring programme for AT RISK students.
- Attendance issues to be addressed early in the year and work with parents to ensure students are attending school regularly.
- Identifying AT RISK students early in Term 1 and addressing needs of students needing support.
- To focus on Learning pathways and ensuring students choose subjects that they're good at, interested in and towards their career pathways.
- To focus on gaining Merit and Excellence grades.
- Homeroom teachers and subject teachers to support students in completing student reflections in their learning journal to develop student agency
- Build relationships with students.

Year 9 Literacy Achievement – review of progress for 2024

	Midyear TOTAL: 74	End of year TOTAL: 71	Comment on progress
5-ABOVE	7 (9.4%)	13 (18.3%)	Slight shift from Level 5 to Level 6 of the curriculum is evident at the end of the year. Other curriculum levels remained the same.
4-AT	42 (59.7%)	48 (67.6%)	
3-BELOW	17 (22.94%)	9 (12.6%)	
2-WAY BELOW	8 (10.8%)	1 (0.1%)	

Year 9 Numeracy Achievement – review of progress for 2024

	Midyear TOTAL: 73	End of year TOTAL: 70	Comment on progress
5-ABOVE	10 (13.6%)	15 (21.4%)	There has been an increase in the number of students who achieved Level 5 of the curriculum in preparation for Year 10. Increase in the number that were in the orange zone. No students achieved Way Below the curriculum Level.
4-AT	23 (31.5%)	33 (47.1%)	
3-BELOW	26 (35.6%)	21 (30%)	
2-WAY BELOW	14 (19.1%)	1 (0.1%)	

Year 10 Literacy Achievement – review of progress in 2024

	Midyear TOTAL: 73	End of year TOTAL: 71	Comments on progress
6-ABOVE	8 (10.8%)	12 (16.9%)	Slight upward trend in Level 5 of the curriculum with a few students who were at Level 6 of the curriculum. Significant number increased noted in achieving WAY BELOW the curriculum Level.
5-AT	36 (49.3%)	41 (57.7%)	
4-BELOW	22 (30.1%)	15 (21.1%)	
3-WAY BELOW	7 (9.5%)	3 (4.2%)	

Year 10 Numeracy Achievement – review of progress in 2024

	Beginning of year TOTAL: 77	End of year TOTAL: 71	Comments on progress
6-ABOVE	10 (13.6%)	8 (11.2%)	Slight decrease in the number of students achieving WAY BELOW the curriculum Level.
5-AT	23 (31.5%)	25 (35.2%)	
4-BELOW	26 (35.6%)	24 (33.8%)	
3-WAY BELOW	14 (19.1%)	14 (19.7%)	