

Aotea College Annual Plan 2024.

Strategic aim: Manaakitanga

All students are supported to achieve a sense of belonging and care of self and others both within the college and the wider community.

1	<p>Attendance: Year 9-11 chronic absence below 10%</p> <p>Year 13 improved attendance</p> <p>Whole school chronic absence below 15%</p> <p>Whole school attendance - above 85%</p>	<p>Baseline</p> <p>Chronic absence Y9-11 15.75%</p> <p>Year 13 - 68.4 attendance.</p> <p>Chronic absence 20.5%</p> <p>Overall attendance 79.3, an improvement on 2021 heading back to Pre Covid rates above 80%.</p>	<p>Term 1-4</p> <p>Whanaungatanga Action Plan.</p> <p>Special focus reports/inquiries.</p>
2	<p>Participation and Engagement</p> <p>Engagement, participation statistics continuous improvement.</p>	<p>Baseline Clubs & Groups 2023.</p> <p>Approx 650 - 700 (55%) student participation clubs/groups.</p> <p>Clubs/groups: 71% female, 28% male, 1% gender diverse</p> <p>Sports</p> <p>Sports: 50% with 55% male and 45% female.</p>	<p>Term 1-4</p> <p>Whanaungatanga Action Plan.</p> <p>Special focus reports/inquiries.</p>

Strategic aim: Excellence. All students are supported and challenged by a broad and responsive curriculum, to achieve success as evidenced by success in Year 9-10 achievement and NCEA results.

3	<p>NZC Y9 - 10 progressions, Reading, Writing, Maths, STWE.</p> <ul style="list-style-type: none"> Maths: students at Stanine 3-4 improve by at least one stanine in 2024. Asttle Reading and Writing: students 2 sub levels below expected levels, achieve greater than two sublevels '24. Science STWE: students with low (scale score) achieve at or above the national mean scale score 2024. 	<p>Baseline</p> <p>Math</p> <ul style="list-style-type: none"> Year 9 - 34% of students stanine 3-4 improved by at least 1 stanine Year 10 - 41% of students stanine 3-4 improved by at least 1 stanine <p>e-asTTle</p> <p>Year 9</p> <ul style="list-style-type: none"> Reading - 13.6% of students 2 or more sub levels below expected improved by more than 2 sub levels Writing - 39.8% of students 2 or more sub levels below expected improved by more than 2 sub levels <p>Year 10</p> <ul style="list-style-type: none"> Reading - 32.5% of students 2 or more sub levels below expected improved by more than 2 sub levels Writing - 30.3% of students 2 or more sub levels below expected improved by more than 2 sub levels <p>STWE</p> <p>Year 9</p> <ul style="list-style-type: none"> 15.8% of students with a "low" STWE BOY score were at or above the national mean scale score at EOY. 49.2% of students with a "low" STWE BOY score were accelerated (i.e., they achieved more than 'average progress') <p>Year 10</p> <ul style="list-style-type: none"> 29.1% of students with a "low" STWE BOY score were at or above the national mean scale score at EOY 31% of students with a "low" STWE BOY score were accelerated (i.e., they achieved more than 'average progress') 	<p>Term 1-4</p> <p>Curriculum and Assessment Plan 2024</p> <p>Professional Learning Plan 2024</p>
4	<p>NCEA Increased %</p> <ul style="list-style-type: none"> of students in all senior courses with minimum 14 credits, with externals. of students with Merit and Excellence endorsements in all eligible courses. 	<p>Baseline Provisional results as at 16/1/24</p> <p>Updated Provisional Data, Jan Overall Provisional Results</p> <p>Jan Lit/Num Provisional Results, Jan Endorsement Provisional Results</p> <p>Level 1 - 74.2%</p> <p>Level 2 - 78%</p> <p>Level 3 - 61.7</p> <p>UE -34.1%</p> <p>Course Endorsements (including external) 25/1/24</p> <p>Level 1 34% increase</p> <p>Level 2 23% Increase</p> <p>Level 3 6% increase</p>	<p>Term 1-4</p> <p>Curriculum and Achievement Action Plan 2024</p> <p>Professional Learning Plan 2024</p>
5	<p>Property development</p>	<p>Baseline - Nine modulars in situ. Roll 1270 to be confirmed</p> <p>Master planning for staged development: Marae, Gymnasium, Technology, priorities.</p>	<p>10YPP Master Plan</p>