

Maori Student Achievement on the National Qualification Framework 2010

30 May 2011

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Part I

Foreword

This report on student achievement on the National Qualification Framework in 2010 is essential reading for all Te Kura staff; particularly those who are directly involved in the provision of teaching and learning to students working towards a qualification on the NQF.

While the 2010 results represent just the first of our three-year strategic plan, they reinforce that plan's underlying premise that we need to do things differently if we are to engage our students and support them to achieve. The achievement of our Māori students continues to lag behind that of other students and improving achievement at all levels will be a significant focus for the remainder of 2011 and for 2012.

No single person alone can bring about the changes that will be required to improve Māori student achievement: every member of staff at Te Kura has a role to play, through building stronger relationships with our Māori students, their whānau and communities; and embedding Māori culture, identity and language across Te Kura through our organisational values, vision, goals and teaching practices. It will only be through a relentless focus on raising Māori student achievement, supported by effective planning, implementation and accountability processes across Te Kura that we will make a difference for our Māori students.

An implementation plan for our Māori Responsiveness Strategy will be developed over the next few months. I look forward to all Te Kura managers, and team leaders and individual staff members actively participating in delivering this strategy.

Mike Hollings
Chief Executive

Introduction

This is the fourth annual report on the achievement of Maori students at Te Kura in the National Qualification Framework (NQF), particularly the National Certificates of Educational Achievement (NCEAs). It should be read along with the report: **Student Achievement on the National Qualification Framework 2010**.

As in the previous reports the results are complex due to the diverse nature of the school's roll, the variability in students' length of time on the roll, the complexity of the qualifications themselves, the results gained in other schools that students bring with them, the differing needs, abilities and aspirations of the students and the personalising of many programmes of learning.

The purpose of this report is to identify what Maori students achieved in 2010, changes in achievement rates over 2007-2010 and to compare their results with other students in the school. It is also intended to inform strategic planning at all levels of the school's governance and management. Confirmed results from 2010 are reported.

To provide a comparison between Maori and other students at Te Kura, data for the whole school is given in italics and brackets.

For ease of reading and to highlight the most significant findings in this report some graphs have been moved to appendices.

Overall results for Maori have not improved in the same way as they have for the whole school. There were small decreases in the percentage of students on the roll gaining NCEAs. On the positive side there has been an improvement in literacy, and there were small decreases in the percentage of students not achieving any credits in year 11 and 13.

Te Kura Maori roll

In 2010, 32% of Te Kura's students were Maori. From 2009 the Maori roll increased by 1%. This table shows the length of time students are on the roll by enrolment reason. It shows that overall 31% of Maori students are on the roll for a whole year. This is 7% lower than the figure for the whole school. It is 3% lower than the percentage of Maori students on the roll for the whole year in 2009. Most enrolment types show an increase between 1% and 9% on the roll for the whole year. For young adult students this percentage has gone down by 2%, and for secondary duals by 7%, due to changes in the non-returners process. These changes explain the overall decrease.

| Enrolment Type | Whole Year | Half a year or more | Third of year | 40 days or fewer | Grand Total | Definitions |
|----------------|------------|---------------------|---------------|------------------|-------------|---------------------------|
| Adults | 27% | 41% | 21% | 11% | 100% | Adult |
| DC | 22% | 53% | 18% | 8% | 100% | Depart. of Corrections |
| ECH | 41% | 27% | 26% | 6% | 100% | Early Childhood Full-time |
| FPP | 50% | 0% | 50% | 0% | 100% | Fee Payer Primary |
| FPS | 73% | 13% | 7% | 7% | 100% | Fee Payer Secondary |
| FTP | 36% | 33% | 18% | 13% | 100% | Full-time Primary |
| FTS | 38% | 31% | 20% | 10% | 100% | Full-time Secondary |
| PD | 56% | 29% | 14% | 1% | 100% | Primary Dual |
| SD | 30% | 39% | 25% | 6% | 100% | Secondary Dual |
| YA | 22% | 41% | 29% | 8% | 100% | Young Adults |
| Totals | 31% | 38% | 23% | 8% | 100% | |

The roll for the purposes of this report is an actual headcount with duplicates and one day enrolments removed. This total roll of Maori students has increased by 7%. This contrasts with an increase of 4% in the whole school roll. Notably, the adult roll increased by 51% and the young adult roll by 37%. The full-time secondary roll went down by 2%, and the secondary dual roll went down by 1%. The highlighted student groups are of particular interest as they are likely to be involved qualifications.

| Enrolment | 2010 | 2009 | 2008 | 2007 | % Change 2009-2010 | % Change 2008-2010 | % Change 2007-2010 |
|--------------|------|------|------|------|--------------------|--------------------|--------------------|
| Adults | 528 | 349 | 353 | 449 | 51% | 50% | 18% |
| DC | 485 | 448 | 601 | 756 | 8% | -19% | -36% |
| ECH | 182 | 171 | 179 | 220 | 6% | 2% | -17% |
| FPP | 2 | 4 | 5 | 6 | -50% | -60% | -67% |
| FPS | 15 | 10 | 128 | 165 | 50% | -88% | -91% |
| FTP | 213 | 218 | 255 | 255 | -2% | -16% | -16% |
| FTS | 1345 | 1369 | 1374 | 1316 | -2% | -2% | 2% |
| PD | 255 | 288 | 302 | 337 | -11% | -16% | -24% |
| SD | 3351 | 3378 | 2549 | 2510 | -1% | 31% | 34% |
| YA | 1299 | 947 | 469 | 118 | 37% | 177% | 1001% |
| Total | 7675 | 7182 | 6215 | 6132 | 7% | 23% | 25% |

Part II

Achievement in NCEAs

The data in Part II excludes Secondary Duals. All other categories are included. Secondary Dual results are reported in Part III.

NZQA aggregated results for Te Kura students, publicly reported on their website, show that 112 Maori students gained Level 1 NCEA, 92 Level 2 and 25 Level 3. This represents a 1% (12%) increase in the raw number of students gaining Level 1, a decrease of -4% (13%) at Level 2 and -11% (6%) at Level 3. The percentages at Level 2 and 3 should be viewed with caution as total numbers are small and 1 student counts for more than 1%.

Change in numbers achieving NCEAs without allowing for roll growth

| | 2010 | 2009 | 2008 | 2007 | % increase 2009-2010 | % increase 2008-2010 | % increase 2007-2010 |
|----------------|------|------|------|------|-------------------------|-------------------------|-------------------------|
| Level 1 | 112 | 111 | 84 | 68 | 1% | 33% | 65% |
| Level 2 | 92 | 96 | 77 | 47 | -4% | 19% | 96% |
| Level 3 | 25 | 28 | 21 | 17 | -11% | 19% | 47% |

2010 NCEAs by year level

| | Y 11 | Y 12 | Y 13 | Total |
|----------------|------------|-----------|-----------|------------|
| Level 1 | 55 | 38 | 19 | 112 |
| Level 2 | 44 | 26 | 22 | 92 |
| Level 3 | 6 | 6 | 13 | 25 |
| Total | 105 | 70 | 54 | 229 |

Allowing for roll growth

Taking roll growth into account the overall percentages decreased by 2%. For the whole school there was no change. The roll for this purpose includes Adults, Dept of Corrections, Fee Paying Secondary, Full-time Secondary and Young Adults in years 11-13.

NCEAs as % of roll – i.e. allowing for roll growth

| | 2010 | 2009 | 2008 | 2007 |
|--------------------|---------------------------|---------------------------|--------------------------|--------------------------|
| L1% Roll | 4% (5%) | 4% (5%) | 3% (4%) | 2% (3%) |
| L2% Roll | 3% (4%) | 4% (4%) | 4% (4%) | 2% (3%) |
| L3% Roll | 1% (2%) | 1% (2%) | 1% (1%) | 1% (1%) |
| Grand Total | 7% (11%) | 9% (11%) | 8% (9%) | 5% (7%) |

NZQA reports

NZQA provides statistics on its public website in two ways: participation based and as a percentage of the 1 July roll.

NZQA's roll based data

NZQA publishes statistics based on the number of students on the school's roll on 1 July. The NZQA data is not broken down by ethnicity, therefore roll based statistics are not available for Maori students.

NZQA's participation based data

The students included are those who have results from enough standards to potentially gain an NCEA, i.e. if they achieved all their standards they would have gained a certificate. Students in NCEA courses who did not do sufficient work to gain a certificate are not included. Students who had no intention or chance of gaining a qualification such as those who leave school during the year or only take one or two NCEA courses are also excluded. Te Kura has many students like this. We also have many students who do not complete enough work to potentially gain 80 credits. These two circumstances are confused within NZQA's data.

Reliable comparisons cannot be made with years prior to 2009 because different sets of results were reported by schools in those years.

At Te Kura teachers have been working to increase the number of students who complete enough work to gain 80 credits if they were successful. The results of these efforts are reported below and show a 2–3% decrease at all three levels.

Percentage participating

| | 2010 | 2009 | 2008 | Te Kura 2010 |
|-----------------|------|------|------|-----------------|
| Year 11 Level 1 | 7% | 9% | 7% | 7% |
| Year 12 Level 2 | 5% | 8% | 10% | 10% |
| Year 13 Level 3 | 4% | 7% | 8% | 8% |

There has been a decrease in the percentage of participating students gaining an NCEA at Level 1 and 2. The figures are lower for Maori students than for all Te Kura students and are also lower than for Maori students nationally.

Percentage participating students gaining NCEAs

| | 2010 | 2009 | 2008 | 2007 | Maori national 2010 | Te Kura all 2010 |
|-----------------|-------|-------|-------|-------|---------------------------|---------------------|
| Year 11 Level 1 | 41.0% | 43.3% | 51.7% | 50.6% | 60.5% | 50.5% |
| Year 12 Level 2 | 63.4% | 70.2% | 61.7% | 52.2% | 69.1% | 65.8% |
| Year 13 Level 3 | 61.9% | 52.2% | 54.5% | 43.8% | 61.4% | 56.3% |

Endorsements

Students who gain 50 or more credits with merit or excellence have their certificates endorsed with those grades. No Maori students got their certificates endorsed with excellence.

| | Achieved with | 2010 | 2009 | 2008 | 2007 |
|----------------|---------------|------|------|------|------|
| Level 1 | Merit | 4 | 0 | 3 | 1 |
| Level 2 | Merit | 0 | 0 | 1 | 1 |
| Level 3 | Merit | 2 | 0 | 0 | 0 |

Multiple Certificates

Some students gained more than one level of NCEA in one year. This is because some students work at more than one level in a given year and others are able to accumulate enough credits by succeeding at a higher level to also complete a lower level certificate.

| Achieved NCEAs | No. of students |
|---------------------|-----------------|
| L1 + L2 | 18 |
| L1 + L2 + L3 | 2 |
| L2 + L3 | 7 |

University Entrance

The number of Maori students gaining UE has decreased by 1 from 2009.

No. of students achieving UE

| | Year 11 | Year 12 | Year 13 | Total |
|-------------|---------|---------|---------|-----------|
| 2010 | 0 | 2 | 13 | 15 |
| 2009 | 0 | 1 | 15 | 16 |
| 2008 | 1 | 0 | 5 | 6 |
| 2007 | 0 | 2 | 9 | 11 |

Part III

Maori full-time secondary students' credit achievements

There is a strong correlation between a student's time on the roll and their achievement of credits i.e. the longer students are on the roll the more credits they achieve.

Of particular interest here is the percentage of students who gain no credits at all. Over the last four years **for year 11** there has been a steady decrease in the number of students getting no credits. There is a corresponding increase in those achieving between 1-39 credits. **At year 12** the number of Maori students not getting any credits increased, with subsequent decreases for students gaining credits.

FTS Year 11 Level 1 Credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|------------|------------|--------------|---------------|------------|
| Whole year | 175 | 31 | 112 | 27 | 3 |
| Half a year or more | 175 | 76 | 94 | 2 | 3 |
| Third year | 72 | 41 | 27 | 3 | 0 |
| fewer than 40 days | 30 | 28 | 2 | 0 | 0 |
| Grand Total | 452 | 176 | 235 | 32 | 6 |
| 2010 | | 39% | 52% | 7% | 1% |
| 2009 | | 42% | 51% | 6% | 1% |
| 2008 | | 55% | 39% | 5% | 1% |
| 2007 | | 58% | 35% | 5% | 0% |
| 2010 All Te Kura | | 32% | 52% | 10% | 4% |

NB: zero credits means students have achieved no credits at any of levels 1-3.

The percentages don't add to 100 as students may have gained credits from other levels.

FTS Year 12 Level 2 Credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|------------|------------|--------------|---------------|------------|
| Whole year | 100 | 12 | 38 | 5 | 0 |
| Half a year or more | 70 | 33 | 10 | 0 | 0 |
| Third year | 61 | 51 | 0 | 0 | 0 |
| fewer than 40 days | 47 | 47 | 0 | 0 | 0 |
| Grand Total | 278 | 143 | 48 | 5 | 0 |
| 2010 | | 51% | 17% | 2% | 0% |
| 2009 | | 47% | 19% | 3% | 1% |
| 2008 | | 49% | 14% | 4% | 2% |
| 2007 | | 59% | 12% | 3% | 0% |
| 2010 All Te Kura | | 42% | 25% | 5% | 2% |

While the number of students getting no credits decreased **at year 13**, there is also a decrease in the numbers getting between 40-79 credits. In 2010 only one student more achieved 80 or more credits than in 2009. These low numbers of Maori students gaining Level 3 credits remain of concern. Their low achievement on NCEA Level 3 is likely to have a major impact on these students' potential for acceptance into tertiary education.

FTS Year 13 Level 3 Credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|------------|------------|--------------|---------------|------------|
| Whole year | 59 | 9 | 12 | 3 | 2 |
| Half a year or more | 26 | 10 | 3 | 0 | 0 |
| Third year | 21 | 17 | 1 | 0 | 0 |
| fewer than 40 days | 15 | 15 | 0 | 0 | 0 |
| Grand Total | 121 | 51 | 16 | 3 | 2 |
| 2010 | | 42% | 13% | 2% | 2% |
| 2009 | | 43% | 7% | 6% | 1% |
| 2008 | | 59% | 4% | 1% | 1% |
| 2007 | | 64% | 26% | 1% | 1% |
| 2010 All Te Kura | | 36% | 13% | 6% | 2% |

NB: zero credits means students have achieved no credits at any of levels 1-3.

The percentages don't add to 100 as students may have gained credits from other levels.

Young adults

The data for Maori young adult students (YA) shows a higher percentage of students not getting any credits than for the whole school (58%). There have been improvements from 2009, with the numbers of students not gaining any credits decreasing.

The 2009 Te Kura Young Adult Students Report revealed that that many young adult students did not need to get large numbers of credits to gain qualifications, as they had credits from previous years, gained them with other providers, were doing other national certificates or were doing higher level standards. Further analysis of young adults' achievement will be done in term 3.

NZ Maori YA Year 11 Level 1 credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|------------|------------|--------------|---------------|------------|
| Whole year | 116 | 41 | 64 | 5 | 1 |
| Half a year or more | 195 | 121 | 67 | 0 | 0 |
| Third year | 183 | 140 | 37 | 1 | 0 |
| fewer than 40 days | 47 | 44 | 3 | 0 | 0 |
| Grand Total | 541 | 346 | 171 | 6 | 1 |
| 2010 | | 64% | 32% | 1% | 0% |
| 2009 | | 72% | 26% | 0% | 0% |
| 2008 | | 78% | 20% | 1% | 0% |
| 2010 All Te Kura | | 58% | 35% | 2% | 1% |

At year 12 an increase in students getting no credits at all can be observed, with a corresponding decrease in students gaining between 1-39 credits. 61 year 12 Maori YA students gained credits at levels other than level 2. **At year 13** there has been little change from 2009.

NZ Maori YA Year 12 Level 2 credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|------------|------------|--------------|---------------|------------|
| Whole year | 100 | 43 | 27 | 3 | 1 |
| Half a year or more | 182 | 124 | 35 | 1 | 0 |
| Third year | 124 | 96 | 16 | 0 | 0 |
| fewer than 40 days | 33 | 32 | 0 | 0 | 0 |
| Grand Total | 439 | 295 | 78 | 4 | 1 |
| 2010 | | 67% | 18% | 1% | 0% |
| 2009 | | 65% | 21% | 0% | 1% |
| 2008 | | 77% | 15% | 1% | 1% |
| 2010 All Te Kura | | 57% | 25% | 3% | 1% |

NB: zero credits means students have achieved no credits at any of levels 1-3.

The percentages don't add to 100 as students may have gained credits from other levels.

NZ Maori YA Year 13 Level 3 credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|------------|------------|--------------|---------------|------------|
| Whole year | 69 | 37 | 7 | 1 | 0 |
| Half a year or more | 154 | 111 | 14 | 0 | 0 |
| Third year | 69 | 66 | 0 | 1 | 0 |
| fewer than 40 days | 27 | 26 | 0 | 0 | 0 |
| Grand Total | 319 | 240 | 21 | 2 | 0 |
| 2010 | | 75% | 7% | 1% | 0% |
| 2009 | | 75% | 6% | 1% | 0% |
| 2008 | | 77% | 19% | 1% | 0% |
| 2010 All Te Kura | | 66% | 15% | 1% | 1% |

Secondary Dual Students

The results for Maori secondary dual (SD) students have improved from 2009. It is not expected these students would gain large number of credits as they usually enrol in only one or two subjects. There has been a steady increase in students gaining between 1-39 credits at all levels.

NZ Maori SD Year 11 Level 1 credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|-------------|------------|--------------|---------------|------------|
| Whole year | 275 | 99 | 143 | 11 | 0 |
| Half a year or more | 442 | 316 | 112 | 2 | 0 |
| Third year | 250 | 222 | 28 | 0 | 0 |
| fewer than 40 days | 61 | 60 | 1 | 0 | 0 |
| Grand Total | 1028 | 697 | 284 | 13 | 0 |
| 2010 | | 68% | 28% | 1% | 0% |
| 2009 | | 75% | 22% | 1% | 0% |
| 2008 | | 78% | 19% | 1% | 0% |
| 2010 All Te Kura | | 59% | 34% | 2% | 0% |

NB: zero credits means students have achieved no credits at any of levels 1-3.

The percentages don't add to 100 as students may have gained credits from other levels.

NZ Maori SD Year 12 Level 2 credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|-------------------------|------------|------------|--------------|---------------|------------|
| Whole year | 219 | 65 | 109 | 2 | 0 |
| Half a year or more | 181 | 124 | 39 | 1 | 0 |
| Third year | 122 | 110 | 5 | 0 | 0 |
| fewer than 40 days | 48 | 47 | 0 | 0 | 0 |
| Grand Total | 570 | 346 | 153 | 3 | 0 |
| 2010 | | 61% | 27% | 1% | 0% |
| 2009 | | 71% | 19% | 0% | 0% |
| 2008 | | 76% | 17% | 1% | 0% |
| 2010 All Te Kura | | 52% | 36% | 1% | 0% |

NZ Maori SD Year 13 Level 3 credits only

| Roll Length | Roll | 0 Credits | 1-39 Credits | 40-79 Credits | 80 or more |
|----------------------------|-------------|------------------|---------------------|----------------------|-------------------|
| Whole year | 172 | 69 | 52 | 0 | 0 |
| Half a year or more | 182 | 143 | 15 | 0 | 0 |
| Third year | 108 | 104 | 0 | 0 | 0 |
| fewer than 40 days | 32 | 32 | 0 | 0 | 0 |
| Grand Total | 494 | 348 | 67 | 0 | 0 |
| 2010 | | 70% | 14% | 0% | 0% |
| 2009 | | 87% | 12% | 1% | 0% |
| 2008 | | 76% | 9% | 0% | 0% |
| 2010 All Te Kura | | 56% | 31% | 0% | 0% |

NB: zero credits means students have achieved no credits at any of levels 1-3.

The percentages don't add to 100 as students may have gained credits from other levels.

Full-time Maori secondary students' literacy and numeracy level 1

In order to achieve NCEA Level 1 in 2010, students must gain 8 or more credits in literacy and numeracy. There have been small and steady increases over the years in numeracy, and a considerable increase in literacy from 2009. Nevertheless Maori results are below the whole school results.

Year 11 FTS Level 1 Literacy and Numeracy

| Roll length | Roll* | Literacy | Numeracy |
|-------------------------|------------|-----------|------------|
| Whole Year | 174 | 45 | 63 |
| Half a year or more | 175 | 14 | 31 |
| Third of year | 72 | 3 | 6 |
| 40 days or fewer | 30 | 0 | 1 |
| Grand Total | 451 | 62 | 101 |
| 2010 | | 14% | 22% |
| 2009 | | 8% | 21% |
| 2008 | | 9% | 21% |
| 2007 | | 9% | 16% |
| 2010 all Te Kura | | 19% | 31% |

* 1 FTS Y11 student met the Literacy/Numeracy criteria in a previous year. This student is not included in the analysis.

Most students hoping to gain literacy and numeracy requirements enrol in particular English and Maths courses: EN100, EN150, MX100 and MX150. The tables below show the number of students enrolled in these courses and the proportion of students gaining the literacy and numeracy requirements.

Level 1 Literacy on EN100, EN150

| Roll length | Roll | Literacy |
|-------------------------|------------|-----------|
| Whole Year | 136 | 43 |
| Half a year or more | 129 | 14 |
| Third of year | 52 | 3 |
| 40 days or fewer | 17 | 0 |
| Grand Total | 334 | 60 |
| 2010 | | 18% |
| 2009 | | 12% |
| 2010 all Te Kura | | 24% |

Level 1 Numeracy on MX100, MX150

| Roll length | Roll | Numeracy |
|-------------------------|------------|-----------|
| Whole Year | 81 | 46 |
| Half a year or more | 86 | 28 |
| Third of year | 36 | 6 |
| 40 days or fewer | 7 | 1 |
| Grand Total | 210 | 81 |
| 2010 | | 39% |
| 2009 | | 43% |
| 2010 all Te Kura | | 48% |

The literacy requirements can also be gained in Te Reo Maori standards. Two students gained the literacy requirements solely by Te Reo standards, THREE students gained their literacy requirements by a combination of English and Te Reo standards, two other students gained the literacy requirement through both English and Te Reo.

Part IV

Conclusions

The overall trend in the analysis presented in this report is different from that for the whole school. The achievement of Maori students continues to be a concern, and Maori students are achieving below the whole school results on all indicators. The number of students gaining NCEAs has increased only at Level 1, and increased by only one student. At Level 2 and 3 the numbers have decreased. As a percentage of the roll, i.e. allowing for roll growth, there are subsequent decreases at all levels. The percentage of the roll achieving NCEAs has decreased from 2009. The number of full-time secondary students not gaining any credits has decreased at year 11 and 13, but it increased at year 12. At year 11 and 13 there are consequent improvements in the numbers of students achieving between 1-39 credits. For young adult students the pattern is similar, with improvements in years 11 and 13, but an increase in the numbers of students gaining no credits at all in year 12. The percentage of students gaining the literacy requirements at Level 1 has improved considerably but is still low. The results for numeracy have improved slightly. The number of students qualifying for university entrance has decreased by one and remains very low.

The continuing growth in the number of young adults is the most significant change in Te Kura's roll. This is particularly so for Maori students, with a stronger growth of the YA roll than for the whole school. The Young Adult Student Report will be prepared in term 3 and will provide a more comprehensive report on their achievement and engagement.

This report confirms the findings of the 2007 and 2008 reports that there continue to be low levels of achievement by many Maori students in the NCEAs. The small improvements gained in 2009 have continued in 2010 only on some indicators, for others the results got worse.