

Student Achievement on the National Qualification Framework 2010

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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, the results 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. Regionalisation and authentic learning are key strategies that we will begin to see the effects of in 2011, but we must continue to ask ourselves 'what can we do differently to help our students achieve their potential?'

Members of the Learner Services Rūnanga are already using regionalised data to inform practices at the regional and team level for this year's students, and the Curriculum team is using the results at course level as part of its annual review process. The results will also inform our annual planning processes for 2012 at the region, team and school-wide levels.

Mike Hollings
Chief Executive

Introduction

This is the fourth annual report on the achievement of Te Kura students on the National Qualifications Framework (NQF), particularly in the National Certificates of Educational Achievement (NCEAs). It should be read along with the report: **Maori 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 students achieved in 2010 and changes in achievement rates over 2007-2010, to identify areas for improvement and to inform strategic planning at all levels of the school's governance and management. Confirmed results from 2010 are reported.

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

The overall conclusion is that results have continued to improve slightly. There were small increases in the percentage of students on the roll gaining NCEAs. There were also small decreases in the percentage of students not achieving any credits.

Te Kura roll

This table shows the length of time students were on the roll by enrolment reason. Overall 38% of students were on the roll for a whole year. This represents a small change from previous years: 2009 (40%), 2008 (39%) and 2007 (38%). Over 2009, all enrolment types except secondary duals show an increase of between 1 and 9% on the roll for the whole year. The percentage for secondary duals has gone down by 6% due to changes in the process for non-returners. 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	31%	36%	21%	12%	100%	Adult
DC	21%	52%	20%	7%	100%	Depart. Of Corrections
ECH	45%	33%	18%	5%	100%	Early Childhood Full-time
FPP	55%	23%	15%	8%	100%	Fee Payer Primary
FPS	51%	20%	13%	16%	100%	Fee Payer Secondary
FTP	49%	27%	16%	8%	100%	Full-time Primary
FTS	45%	28%	17%	10%	100%	Full-time Secondary
PD	53%	33%	13%	1%	100%	Primary Dual
SD	43%	32%	19%	6%	100%	Secondary Dual
YA	27%	40%	26%	8%	100%	Young Adults
Totals	38%	34%	20%	8%	100%	

The roll for the purposes of this report is an actual headcount with duplicates and one day enrolments removed. The total roll for 2010 has increased by 4%. Notably, the adult roll increased by 31% and the young adult roll by 23%. The full-time secondary roll and the secondary dual roll went down by 4%. The highlighted student groups are of particular interest as they are likely to be involved in qualifications.

Enrolment	2010	2009	2008	2007	% Change 2009-2010	% Change 2008-2010	% Change 2007-2010
Adults	2641	2021	2298	3104	31%	15%	-15%
DC	875	808	1159	1575	8%	-25%	-44%
ECH	914	950	1074	1314	-4%	-15%	-30%
FPP	53	63	70	88	-16%	-24%	-40%
FPS	176	182	426	475	-3%	-59%	-63%
FTP	797	786	855	951	1%	-7%	-16%
FTS	2879	2993	3141	3216	-4%	-8%	-10%
PD	967	1034	1134	1257	-6%	-15%	-23%
SD	9691	10101	9099	9299	-4%	7%	4%
YA	4846	3930	2270	728	23%	113%	566%
Total	23839	22916	21526	22007	4%	11%	8%

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 501 students gained Level 1 NCEA, 455 at Level 2 and 170 at Level 3. This represents a 12% increase in the raw number of students gaining Level 1, 13% at Level 2 and 6% at Level 3 over the 2009 totals, without taking roll growth into account. The table below compares this with previous years.

Increase in numbers achieving NCEAs without allowing for roll growth

	2010	2009	2008	2007	% increase 2009-2010	% increase 2008-2010	% increase 2007-2010
Level 1	501	449	364	309	12%	38%	62%
Level 2	455	404	328	253	13%	39%	80%
Level 3	170	161	116	107	6%	47%	59%

2010 NCEAs by year level

	Y 11	Y 12	Y 13	Total
Level 1	248	186	67	501
Level 2	166	171	118	455
Level 3	40	36	94	170
Total	454	393	279	1,126

Allowing for roll growth

Taking roll growth into account, the overall percentages did not change. The roll for this purpose includes Adult, Dept of Corrections, Fee-Paying Secondary, Full-time Secondary and Young Adult students in years 11-13.

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

	2010	2009	2008	2007
L1% Roll	5%	5%	4%	3%
L2% Roll	4%	4%	4%	3%
L3% Roll	2%	2%	1%	1%
Grand Total	11%	11%	9%	7%

NZQA reports

NZQA provide 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 roll on 1 July. Many of our students enrol and/or withdraw after this date. *The Dominion Post* published NCEA league tables in April 2011 and included Te Kura. It reported on the 1st July 2010 roll and provided percentages of students who had gained a certificate by the end of 2010. Some students gained the certificate in previous years or with other providers. The newspaper stated that it was for NCEAs but in fact it included other National Certificates i.e. any certificate on NZQF like the National Certificate in Computing.

While Te Kura's percentages are very low, there has been a steady improvement in Level 1 and Level 2 since 2007. Level 3 attainment at year 13 went down in 2010.

Students on 1 July Roll cumulative NZQF achievement by year end (percentages)

	2010	2009	2008	2007
Level 1 year 11	16.8	13.7	10.9	9.7
Level 2 year 12	20.6	17.1	18.9	18.6
Level 3 year 13	13.8	17.0	16.2	13.2

Students on 1 July Roll cumulative NZQF achievement by year end (numbers)

	2010		2009		2008		2007	
	Roll	Qual.	Roll	Qual.	Roll	Qual.	Roll	Qual.
Level 1 year 11	2632	441	2598	357	2570	279	2720	265
Level 2 year 12	1739	358	1368	234	1310	247	1039	193
Level 3 year 13	1598	220	976	166	728	118	597	79
Total	5969	1019	4942	757	4608	644	4356	537

(If we look at NZQA's data for NCEAs gained only in the current year rather than the data reported in the media the pattern is the same as in Te Kura's data (as shown on previous page.)

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 1 % increase at year 11 and 12.

Percentage participating

	2010	2009	2008
Level 1 year 11	10%	9%	7%
Level 2 year 12	9%	8%	10%
Level 3 year 13	7%	7%	8%

The percentages of participating students gaining NCEAs have improved at years 11 and 12. Note Te Kura is well below the national figures.

Percentage of participating students gaining NCEAs

	2010	2009	2008	2007	National 2010
Level 1 year 11	50.5%	47.6%	57.1%	50.7%	74.9%
Level 2 year 12	65.8%	63.5%	70.0%	55.8%	79.7%
Level 3 year 13	56.3%	58.5%	65.7%	38.1%	74.0%

Endorsements

Students who gain 50 or more credits with merit or excellence have their certificates endorsed with those grades.

	Achieved with	2010	2009	2008	2007
Level 1	Merit	19	18	25	12
	Excellence	2	4	1	1
Level 2	Merit	13	15	10	10
	Excellence	2	1	2	0
Level 3	Merit	10	5	3	5
	Excellence	1	2	1	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	110
L1 + L2 + L3	18
L1 + L3	5
L2 + L3	39

University entrance

The number of students gaining UE has increased by 40% between 2009 and 2010.

Number of students achieving UE				
	Year 11	Year 12	Year 13	Total
2010	11	22	138	171
2009	12	8	102	122
2008	3	12	79	94
2007	6	12	69	87

Part III

Students' credit achievements

Full-time secondary

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 4 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** there has been little change.

FTS Year 11 Level 1 Credit only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	406	59	241	70	32
Half a year or more	307	108	176	17	6
Third year	134	77	49	7	0
fewer than 40 days	58	50	8	0	0
Grand Total	905	294	474	94	38
2010		32%	52%	10%	4%
2009		34%	52%	9%	4%
2008		44%	43%	7%	6%
2007		48%	39%	8%	0%

NB: 0 credits means students have achieved no credits at any of levels 1-3.

The percentages above 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	303	26	130	29	11
Half a year or more	140	60	28	4	0
Third year	108	94	1	0	0
fewer than 40 days	86	85	0	0	0
Grand Total	637	265	159	33	11
2010		42%	25%	5%	2%
2009		42%	25%	6%	2%
2008		42%	20%	8%	2%
2007		48%	19%	5%	0%

At year 13 the pattern is similar to year 11 with a decrease in the number of students getting no credits. 156 year 13 FTS students, i.e. 42% gained credits at lower NCEA levels. These credits are not shown in this table.

FTS Year 13 Level 3 Credits only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	215	26	38	21	8
Half a year or more	67	27	9	2	0
Third year	42	35	2	0	0
fewer than 40 days	47	46	1	0	0
Grand Total	371	134	50	23	8
2010		36%	13%	6%	2%
2009		38%	14%	5%	2%
2008		46%	7%	4%	1%
2007		43%	9%	4%	0%

NB: 0 credits means students have achieved no credits at any of levels 1-3.

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

Young adults¹

At year 11 the data for young adults (YA) shows an 11% increase in the roll. The number of students not getting any credits decreased, with a corresponding increase in students gaining between 1-39 credits.

The 2009 Young Adult Students Report revealed that that many YA 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. Data is not available for these students for years prior to 2009.

YA Year 11 Level 1 Credits only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	414	113	240	20	9
Half a year or more	593	332	216	12	3
Third year	530	388	125	5	0
fewer than 40 days	152	142	7	1	1
Grand Total	1689	975	588	38	13
2010		58%	35%	2%	1%
2009		65%	30%	2%	1%

¹ Refer to the Ministry of Education's enrolment policy for Te Kura for a definition of young adult students.

At year 12 a greater decrease in the percentage of students not getting any credits and a corresponding increase in students gaining credits can be observed. 241 year 12 YA students gained credits at levels other than level 2.

YA Year 12 Level 2 Credits only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	461	134	181	32	10
Half a year or more	658	373	166	10	1
Third year	421	318	71	4	1
fewer than 40 days	129	121	5	1	0
Grand Total	1669	946	423	47	12
2010		57%	25%	3%	1%
2009		68%	19%	2%	1%

NB: 0 credits means students have achieved no credits at any of levels 1-3. The percentages above don't add to 100 as students may have gained credits from other levels.

At year 13 there is a small decrease in the percentage of YA students not gaining any credits. 248 of these students gained credits at lower NCEA levels.

YA Year 13 Level 3 Credits only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	419	172	112	13	9
Half a year or more	666	443	96	5	0
Third year	286	258	13	3	0
fewer than 40 days	117	115	1	0	0
Grand Total	1488	988	222	21	9
2010		66%	15%	1.4%	0.6%
2009		69%	14%	2.0%	0.5%

Secondary Dual Students

There has been a steady improvement in the results for secondary dual (SD) students over the four years. The percentage not getting any credits decreased from 2009. It is not expected these students would gain large number of credits as they usually enrol in only one or two subjects. The results are further complicated because within secondary dual enrolments there are two very different groups. There are students in schools taking academic subjects not available in their own school and students at activity centres and alternative education centres whose needs are very different. Nevertheless there were small improvements in all three year levels, with fewer students gaining no credits at all and more students gaining credits.

SD Year 11 Level 1 Credits only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	961	299	531	46	7
Half a year or more	902	608	261	12	1
Third year	496	421	72	1	0
fewer than 40 days	162	158	4	0	0
Grand Total	2521	1486	868	59	8
2010		59%	34%	2%	0%
2009		63%	32%	2%	0%
2008		58%	36%	2%	0%
2007		68%	28%	2%	0%

NB: 0 credits means students have achieved no credits at any of levels 1-3.

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

SD Year 12 Level 2 Credits only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	1078	294	611	22	0
Half a year or more	579	368	152	2	0
Third year	323	285	19	0	0
fewer than 40 days	175	174	0	0	0
Grand Total	2155	1121	782	24	0
2010		52%	36%	1%	0%
2009		60%	30%	1%	0%
2008		59%	32%	1%	0%
2007		64%	28%	1%	0%

SD Year 13 Level 3 Credits only

Roll Length	Roll	0 Credits	1-39 Credits	40-79 Credits	80 or more
Whole year	1098	316	577	7	0
Half a year or more	587	433	79	0	0
Third year	313	300	3	0	0
fewer than 40 days	146	145	0	0	0
Grand Total	2144	1194	659	7	0
2010		56%	31%	0%	0%
2009		62%	26%	1%	0%
2008		62%	27%	1%	0%
2007		64%	26%	1%	0%

NB: 0 credits means students have achieved no credits at any of levels 1-3.

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

Full-time secondary students' literacy and numeracy level 1 credit achievements

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 both in literacy and numeracy.

Year 11 FTS Level 1 Literacy and Numeracy

Roll length	Roll*	Literacy	Numeracy
Whole Year	402	131	191
Half a year or more	307	31	76
Third of year	133	7	13
40 days or fewer	58	1	3
Grand Total	900	170	283
2010		19%	31%
2009		17%	30%
2008		17%	27%
2007		15%	22%

* 5 FTS Y11 students met the Literacy/Numeracy criteria in a previous year. They are 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	332	129
Half a year or more	247	31
Third of year	97	7
40 days or fewer	31	1
Grand Total	707	168
2010		24%
2009		23%

Level 1 Numeracy on MX100, MX150

Roll length	Roll	Numeracy
Whole Year	234	158
Half a year or more	183	71
Third of year	73	13
40 days or fewer	16	2
Grand Total	506	244
2010		48%
2009		51%

Part IV

Scholarship and other national certificates

Scholarship:

One young adult student achieved an outstanding scholarship in Physics. One secondary dual student achieved an outstanding scholarship in Art History. Scholarships were also awarded to secondary dual students in Art History, French and Japanese. This is one more outstanding scholarship than in 2009, but the total number of scholarships did not change.

National Certificates

Students were also successful in gaining national certificates other than NCEAs.

	2010	2009	2008	2007
Level 1	66	66	35	75
Level 2	123	96	44	53
Level 3	52	40	25	11
Level 4	15	15	10	3
Total	256	217	114	142

Part V

Conclusion

The overall trend in the analysis presented in this report indicates that there have been further small percentage improvements in the various indicators of student achievement since 2009. The percentage of the roll achieving NCEAs stabilised at 11%. The number of year 11 and year 13 FTS students not gaining any credits has decreased with no change at year 12. A corresponding increase in the number of students gaining credits can be observed. For young adult students the numbers of students achieving 0 credits decreased on all year levels, with a consequent improvement for those achieving credits. The percentages of students gaining the literacy and numeracy requirements at Level 1 have increased over 2009. The number of students qualifying for university entrance has continued to increase over the last four years, with 40% more students gaining UE compared to 2009.

The continuing growth in the number of young adults represents the most significant change in Te Kura's roll in 2010. A detailed report on young adult students will be prepared in term 3 and will provide more detailed information on their achievement and engagement.

This report confirms the findings of the 2007 to 2009 reports that there continue to be low levels of achievement by many students in the NCEAs. However, the small improvements gained in previous years have continued in 2010.