

**English Department Report 2023**

**Section One- Executive Summary**

**Department Vision:**

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using, and creating oral, written and visual texts is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

The study of the literature of Aotearoa New Zealand and world literature contributes to students' developing sense of identity, their awareness of Aotearoa New Zealand's unique heritage, and their understanding of the world.

Our emphasis is on the literacy skills required for success in education and the world beyond. Reading and writing are a high priority on the list of classroom activities. We use a broad range of modern and traditional materials, both written and visual. Teachers are aware of the importance of engaging students through the use of modern technologies.

**Department Goals 2023:**

Charter Goals 2023	Target 2023	Result 2023
1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.	1 - All leavers to have Level 1 Literacy. 2 - UE Lit for ENG200 85% 3 - Level One Literacy 90%	1 - 90% of leavers gained Level 1 Literacy. 2 - <ul style="list-style-type: none"> <li>• [Redacted]</li> <li>• [Redacted]</li> <li>• Either Reading or Writing Gained - [Redacted]</li> <li>• Gained UE Literacy [Redacted]</li> </ul> 88% for [Redacted]
2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.	1 - Develop junior English courses that are engaging and improve the reading and writing of each student by at least 2 sub levels.	1 - Year 10 Corequisites results (based on attempted): Reading 77% (national 69.5%) Writing 89% (national 83.9%)

**Staffing 2023:**

Staff code	Responsibility	LAR	Y9	Y10	Y11	Y12	Y13
[REDACTED]	HOF Principal's Nominee	[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]
[REDACTED]	AHOF	[REDACTED]		[REDACTED]		[REDACTED]	
[REDACTED]		[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	PCT	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	PCT	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	Whanau Head		[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		[REDACTED]	[REDACTED]
[REDACTED]			[REDACTED]	[REDACTED]			
[REDACTED]	HOD Learning Support SENCO		[REDACTED]	[REDACTED]	[REDACTED]		

**Highlights 2023:**

The pass rate of Year 10 students who participated in the Literacy Common Assessment Activities, being higher than the national average.

[REDACTED] of Year 10 students leaving with level 4 literacy.

Overall results at senior level closely matching national rates.

**Concerns 2023:**

Drop in students attempting external exams.

[REDACTED] students gaining excellence grades in exams.

High number of students choosing not to complete assessments at senior level as they know they can pass in other subjects (the "NCEA game").

Some grades at junior level recorded as incorrect as "Not Yet Assessed" or left single green tick.

Overload of assessments for Year 10 classes – with only two periods a week, the Year 10 course struggles to implement depth and robust learning.

Junior students lose 30 minutes of English (and Maths) per week over their junior years in comparison to a traditional five-periods-a-day timetable.

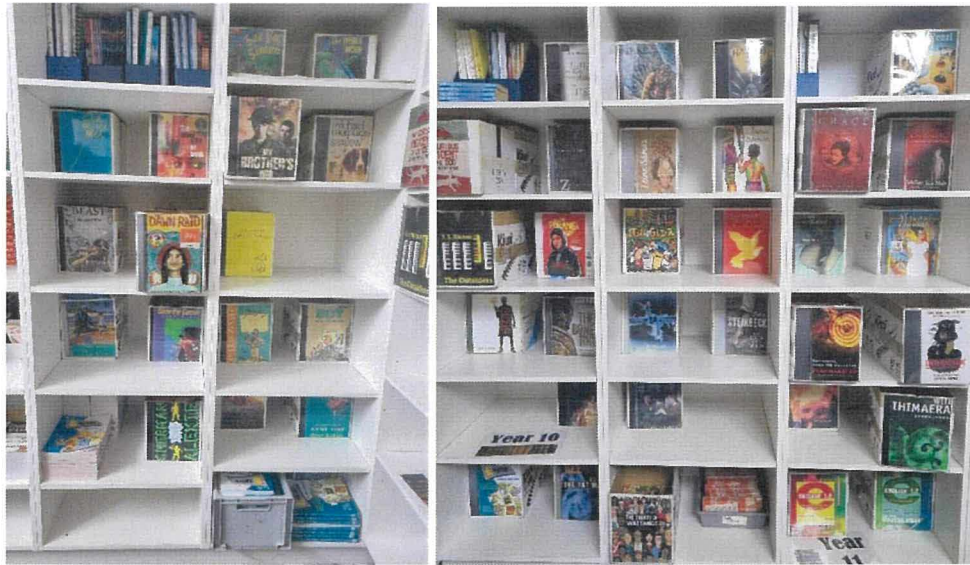
[REDACTED]

Chromebooks abused by students – no ownership so the students mistreat them. There is constant need for Chromebooks to be repaired and/or replaced.

## Te Whānau Tahi Implementation:

In English, we have the opportunity to explore concepts of identity and culture through our text studies, and this connects effectively with the values of Te Whānau Tahi. Over the last few years, I have purchased a class set written by Māori or Pacific authors each year. These are usually suitable for Years 9 to 11. Along with this we have a collection of short stories and film texts exploring similar concepts; some of these are by non-Maori or Pacific people but can still be used effectively.

Year 9 to 11 Books:



All English classrooms are expected to have laminated posters naming the Te Whānau Tahi values and the tight-five. These can therefore be constantly referenced by the classroom teacher to reinforce and remind students of our school values.

The curriculum refresh and NCEA review also help staff to incorporate concepts that link nicely with Te Whānau Tahi. The table below is part of our Year 11 Unit Plan highlighting the importance of te ao Māori:

Big Ideas		
<p><b>Language and identity are inextricable</b> Ko te reo te tuakiri Language is my identity</p>	<p><b>Making and creating meaning are processes that occur when we interpret and when we produce text</b> Ko te reo tōku ahurei Language is my uniqueness</p>	<p><b>Engaging with text is a source of enjoyment and enrichment</b> Ko te reo te ora Language is life</p>
Significant Learning		
Across all Curriculum Levels, ākonga will learn that...		
<ul style="list-style-type: none"> <li>● <b>Māori creators</b> provide an important perspective on living and participating in Aotearoa New Zealand and the world, and the study of <b>Māori texts</b> plays a role in the process of honouring <b>Te Tiriti o Waitangi</b>.</li> <li>● We draw on our knowledge of how language works to interpret and produce written, visual, and oral text in English.</li> <li>● Being able to use the English language with control supports effective participation in society.</li> <li>● interpreting and producing literary text develops empathy.</li> <li>● The English language in <b>Aotearoa New Zealand</b> is unique and includes elements of <b>te reo Māori and Pacific languages</b>.</li> <li>● Texts can possess aesthetic qualities which generate sensory, perceptual, cognitive, and affective responses.</li> </ul>		
Significant Learning		
<ul style="list-style-type: none"> <li>● Show a developed awareness of how aspects of <b>te ao Māori</b> are woven through texts by reading a <b>range of Māori literature</b>.</li> <li>● Learn to describe and explain how aspects of <b>Māori storytelling</b> shape texts.</li> <li>● Interpret ideas within and between texts from a range of contexts.</li> <li>● Identify and understand the features of language use in particular contexts.</li> <li>● Communicate developed ideas by selecting and using a range of language features accurately for a variety of effects.</li> <li>● Seek feedback and make changes, with guidance, to improve clarity, meaning and effect.</li> <li>● Identify, describe, and explain their own perspectives through their responses to various texts.</li> <li>● Show a developed understanding of how writers position their intended audience through using the language conventions and techniques, point of view, structure, contexts, and intended purpose that shape a range of texts.</li> <li>● Take a stance, explaining and justifying their interpretations of increasingly complex texts, using examples and/or details primarily from the text but also from beyond it.</li> <li>● Identify how identity influences and informs personal responses to language and language choices.</li> </ul>		

- Describe and explain the literary qualities of increasingly complex texts using examples from the text.

Section Two - Results Analysis for Years 11 - 13 2023

Results Analysis for ENGL00 2023

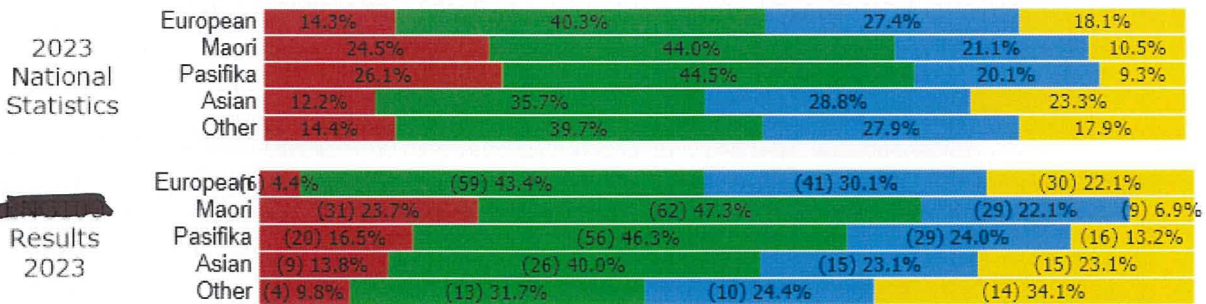
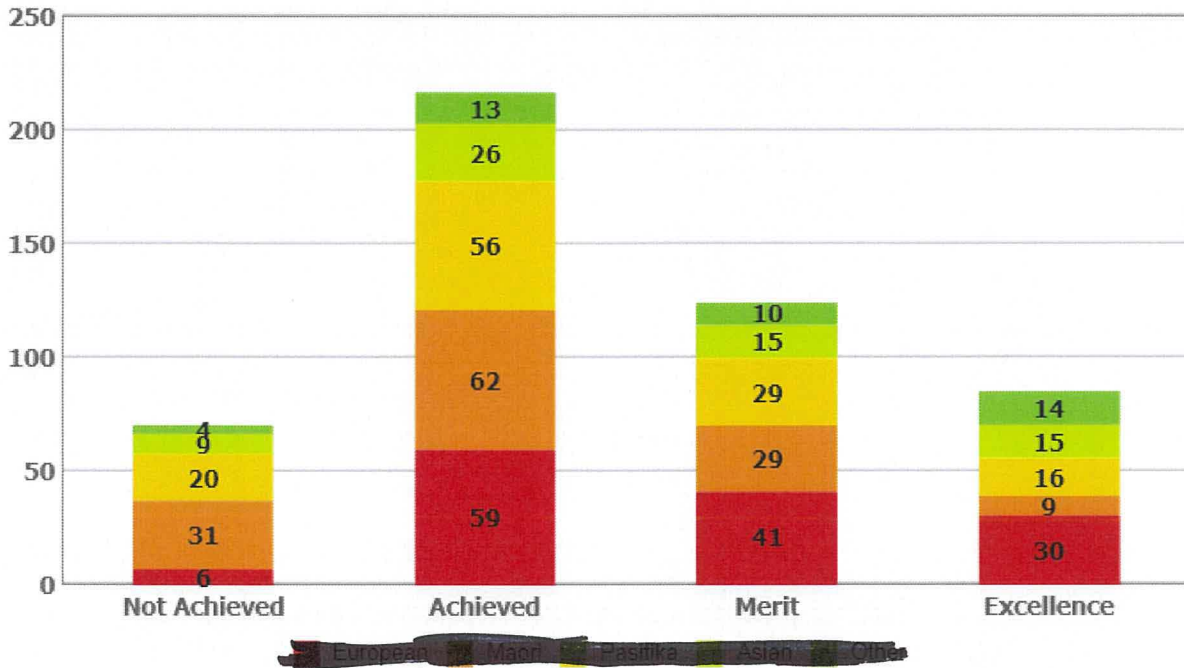
Total Internal Credits: 16

Total External Credits: 8

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
Total	117	569	738	407	277	1422	1870	76.0	12.2
European	55	268	389	190	72	651	889	73.2	11.8
Maori	62	301	349	217	205	771	981	78.6	12.4
Pasifika	25	142	202	132	97	431	471	91.5	17.2
Asian	39	167	202	92	29	323	538	60.0	8.3
Other	29	142	187	93	53	333	467	71.3	11.5
European	13	67	90	46	50	186	224	83.0	14.3
Maori	8	42	44	35	44	123	141	87.2	15.4



Ethnic Comparison:



**Year 11 English 1.1 - 1.2:**

	Internal Assessments						External Assessments	
	1.4 - Produce creative writing	1.5 - Produce formal writing	1.6 - Construct and deliver an oral text	1.7 - Create a visual text	1.8 - Explain significant connection(s) across texts	1.11 - Show understanding of visual and/or oral text(s) through close viewing and/or listening	1.1 - Show understanding of specified aspect(s) of studied written text(s)	English 1.2 - Show understanding of specified aspect(s) of studied visual or oral text(s)
	13	22	15	21	17	27	3	9
	8	10	12	19	18	15	0	4

**Reflection**

From a statistical point of view, an average [redacted] per student sitting 5 subjects would only get students just above 60 credits. This is well short of the requirement of 80 credits in 2023. However, compared with the national statistics, Naenae College had a slightly better pass rate in English for Level 1 assessments.

The main area of concern for us is the poor performance of our Maori students. While our students did perform better than the national rates, an average of 63 credits per student [redacted]. A change of the Year 11 course has been implemented for 2024 where more emphasis and attention will be given to Te ao Maori in an attempt to [redacted] with relevance.

The number of students sitting Merit and Excellence in externals is probably at the lowest point I have seen in recent years. There are a number of factors that could contribute towards this, such as, students having passed NCEA already, students lack knowledge around study skills and students not aiming to achieve endorsement.

Comments below from staff raise some concern as we move into the new NCEA at level 1.

Staff reflection:

"As an English teacher, I am disappointed in the results of our students."

"The local context especially Maori and Pasifika ones would be beneficial."

"A lot of students struggled to translate the text into essays in regard to linking the text to their own life." – a requirement of higher grades.

"Attendance was often low towards the end of the year; and this had an impact on the assessments going on at the time."

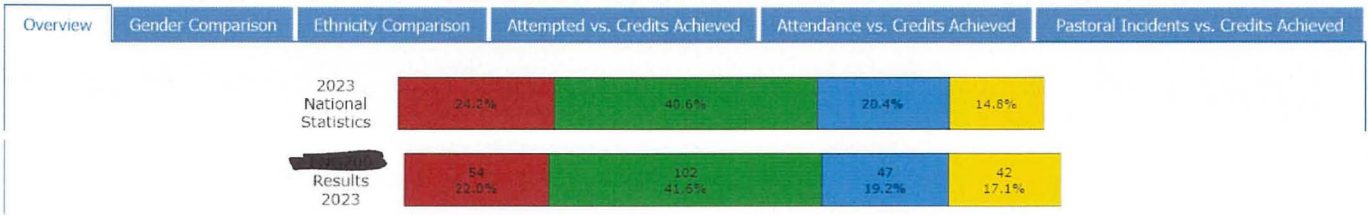
"Students were majorly disengaged unless the credits were attainable at that point in time."

"Many of our students wanted to leave and the final two lessons before Christmas."

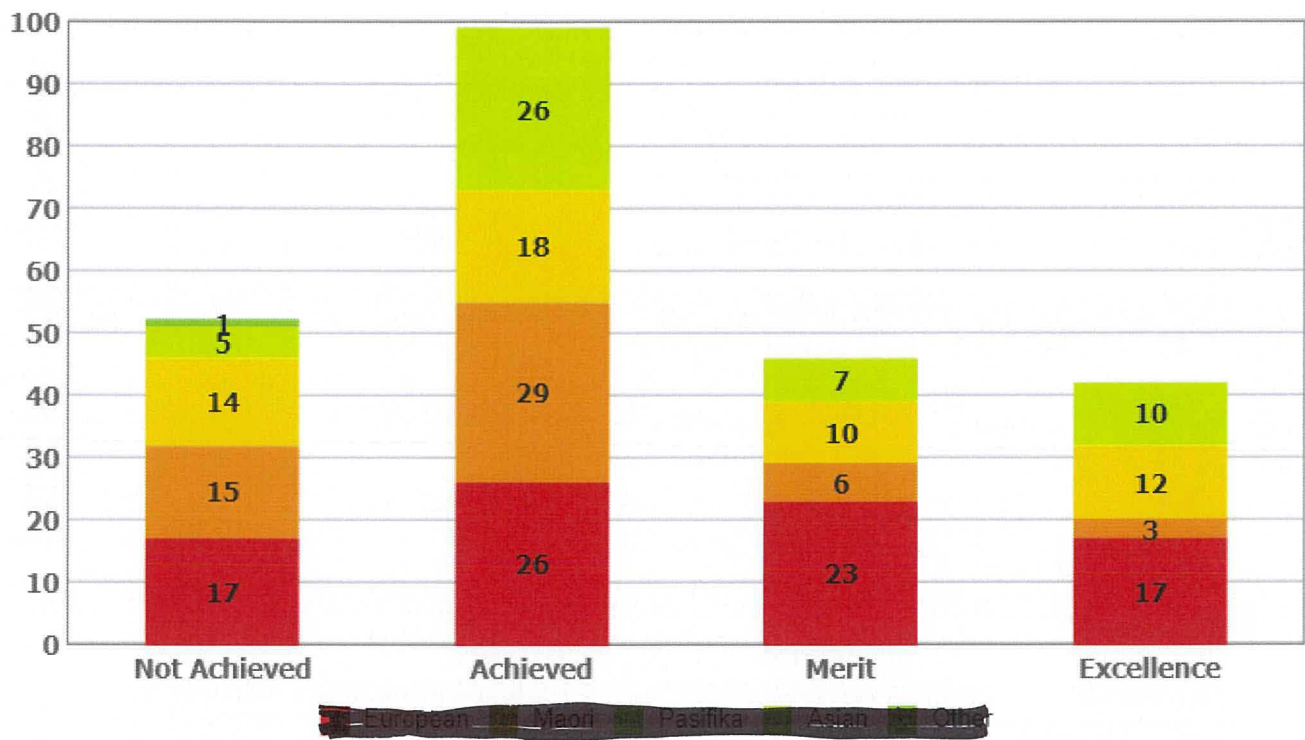
Total Internal Credits: 14

Total External Credits: 8

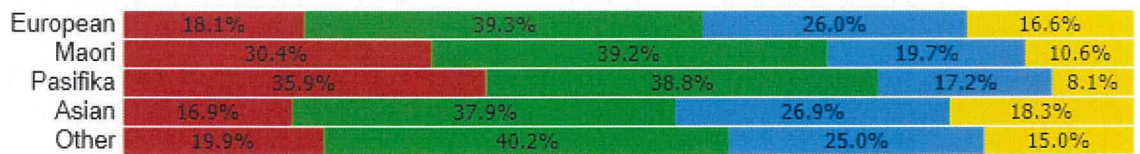
	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
[REDACTED]	79	248	410	201	170	781	1000	78.1	9.9
[REDACTED]	41	125	229	98	56	383	492	77.8	9.3
[REDACTED]	38	123	181	103	114	398	508	78.3	10.5
[REDACTED]	24	84	108	93	73	274	339	80.8	11.4
[REDACTED]	20	53	112	27	9	148	209	70.8	7.4
[REDACTED]	17	56	73	45	46	164	229	71.6	9.6
[REDACTED]	15	48	106	30	42	178	195	91.3	11.9
[REDACTED]	1	1					3	0.0	0.0



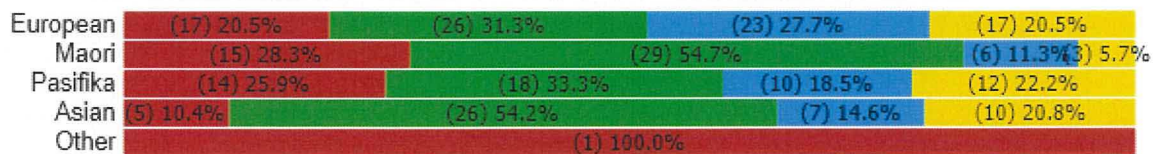
Ethnic Comparison:



2023  
National  
Statistics



2023  
Results



	Internal Assessments					External Assessments		
	2.4 - Produce a selection of crafted and controlled writing	2.5 - Construct and deliver a crafted and controlled oral text	2.7 - Analyse significant connections across texts	2.8 - Use information literacy skills to form developed conclusion(s)	2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening	2.1 - Analyse specified aspect(s) of studied written text(s)	2.2 - Analyse specified aspect(s) of studied visual or oral text(s)	2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading
Year 12	13	0	13	3	14	3	2	0
Year 13	10	1	8	5	17	0	0	1

**Reflection** Year 12 English Excellence in NZ 2024

The ongoing tension with a Year 12 course is the number of students in Services, Trades Academy and Gateway, which leads to a lot of missed class time for these students. Often these students will drop out of assessments, and this leads to the poor average credits per student.

Improvement: only one student gained an Excellence grade in the exam and two others gained Merit. There are students capable of gaining higher external grades but for reasons unknown the overall mark was the lowest I have seen at this level.

Over the last few years, greater emphasis has been placed on Māori and Pacific texts, and while this may have led to good results with the first assessment of the year (a close viewing of a film text), it did not seem to be the case for the second.

Year 12 English performed slightly better with parents, but overall the students did have a lesser average credit total, and this may be due to the impact that in Services, Trades Academy and Gateway has on attendance.

Staff reflections:

"Students who did not pass the internals mostly had incomplete or unsubmitted assessments."

"Reworking writing pieces that they had already done worked well for the Writing Portfolio, although most were at Achievement."

"Students were entered them for 2 exam papers to help get them their UE Literacy, but perhaps should have substituted one with the research internal" – the research provides 4 credits towards reading UE.

"A lot of them wrote waaaaaaay too much in their report." – students add a lot of redundant words to their writing. This is an area we can look at as a department.

"A number of students pulled out of assessments as they didn't want to attempt it or didn't need the credits." – This is part of NCEA and students picking and choosing what they do.

"A high proportion of students are in the course as they don't have anything better to do."

"Only offer one external."

"Students who remained on the roll were not at the level appropriate for the learning and achievement expectations of this course."

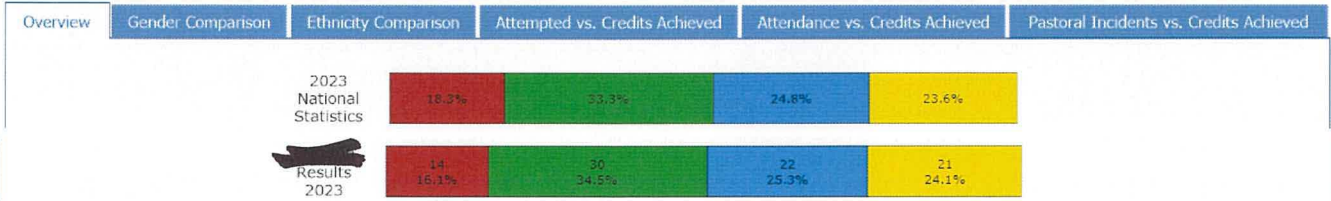
"I would not recommend teaching this course as a combined Level 2 and 3 programme...the Year 12s expressed discomfort, feeling as though they were encroaching on the Year 13s' space, given their majority in the class."



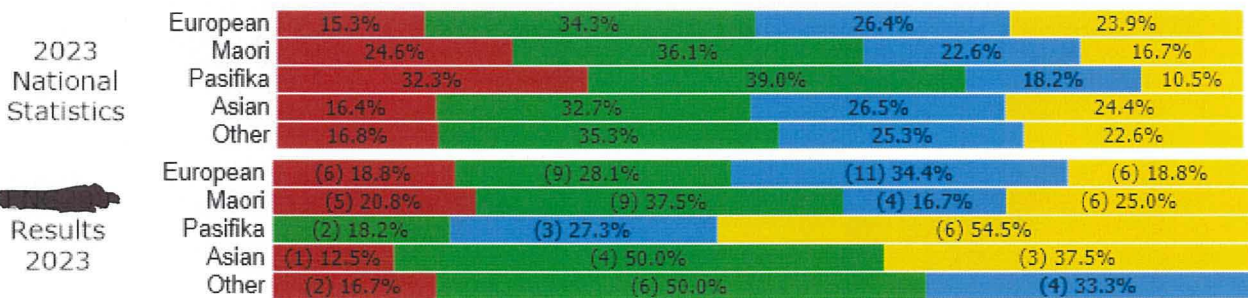
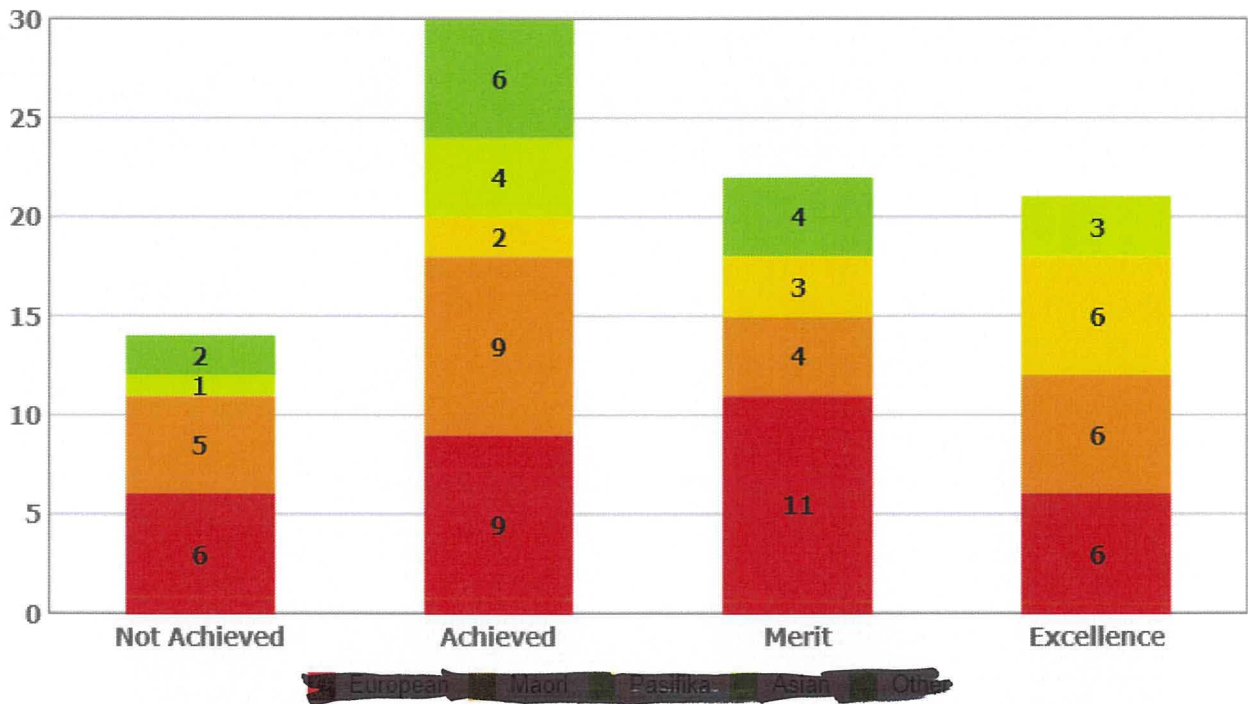
Total Internal Credits: 14

Total External Credits: 4

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
	25	87	109	81	81	271	326	83.1	10.8
	14	46	53	41	53	147	171	86.0	10.5
	11	41	56	40	28	124	155	80.0	11.3
	9	32	35	39	25	99	122	81.1	11.0
	7	24	32	15	24	71	91	78.0	10.1
Pasifika	3	11	7	12	21	40	40	100.0	13.3
	3	8	15		11	26	30	86.7	8.7
	3	12	20	15		35	43	81.4	11.7



Ethnic Comparison



**Merit or Excellence in ENG300 2023**

	Internal Assessments						External Assessment
	3.5 - Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	3.7 - Respond critically to significant connections across texts, supported by evidence	3.8 - Develop an informed understanding of literature and/or language using critical texts	3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3.4 - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	3.6 - Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	3.2 - Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence
Merit	3	8	2	3	1	1	5
Excellence	1	5	6	5	2	1	1

**Reflection**

This was a very success year. The average of 10.8 per student (although under 12 credits average), was a great result and would have been significantly impacted by a number of students who only attempt the first or second assessment. A few students also achieved Merit/Excellence through completing optional extra internal assessment, so they didn't have to do the exams.

Often students are placed in ENG 300 against my advice, and this year was no exception. When you look at the number of Merit and Excellence grades achieved by most students in the course, it gives the indication that these students will perform very well in tertiary studies.

My aim for 2024 is to have 14 credits internally so students don't have the pressure of the externals for achieve University Entrance.

Staff Reflections:

"Some students were placed into the class who did not belong based on never having taken English, or very poor performance in Level 1 English and not taking Level 2 English."

"Over the last few years, 30% of Year 13 class have either pulled out or given up by mid Term Three."

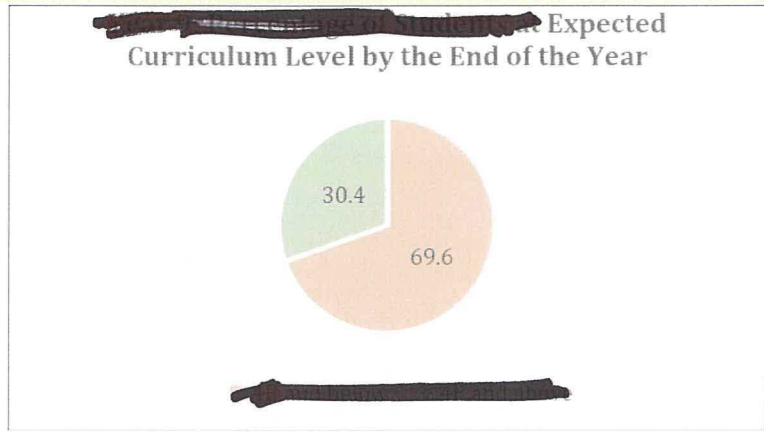
"Drop externals as a compulsory assessment and offer 4 internal assessments. The externals would be an optional assessment for those aiming for endorsement or requiring the credits."

MPV: "Students who regularly attended class and actively participated in learning performed exceptionally well in this course. The course's flexibility was advantageous."

MPV: "Creating a space for our Māori and Pacific students to interact with culturally responsive content and contexts allowed them to acquire new knowledge and apply their own experiences to what was taught."

MPV: "Many students in this course did not take Level 2 English the previous year, leading to a lack of confidence in their ability to handle Level 3 English assignments."

MPV: "It was also difficult to teach students who didn't do English/literacy-rich subjects."



**Percentage of Students at Expected Curriculum Level by the End of the Year: WRITING & READING**

**Year 9 Writing Term 1**

4B & Under	4P & Over
64.1	35.9

**Year 9 Reading Term 1**

4B & Under	4P & Over
47.2	52.8

**Year 9 Writing Term 3**

4B & Under	4P & Over
38.0	62.0

**Year 9 Reading Term 4**

4B & Under	4P & Over
31.4	68.6

**Reflection:**

The overall grade average doesn't appear promising, however, this is across all assessment types and includes students who are in the lower ability class or submitted half attempted work.

The positive statistic here is the shifts made with reading and writing from the start of the year to the end of the year.

Writing moved up to 62% to 4P or above. A shift of 26.1%.

Reading moved up 68.6% to 4P or above. A shift of 15.8%

One new strategy we tried was an 'Independent Text Study', where students had to self-select texts to read and write written responses to. This was a variation on the 'Reading Log' we used to implement. The change in approach meant we were providing a grade to their responses to make it more meaningful, as it also helped students to engage in texts and meet regular due dates.

We also have three common writing assessments as well as text responses, which is an essay, so students have plenty of opportunity to develop their writing.

Staff Reflections:

"The regular routine of silent reading, combined with the Independent Text Study, meant that there was a purpose for reading which helped create a reading culture in the classroom."

"The general difficulty of managing classroom assessment, whether it be an Astle Test or a written response, with the limited availability of Chromebooks and especially the poor wifi in some classrooms."

"The revamping of the Independent Text Study (simplified with a focus on an initial practice assessment) was a real success. There was real buy-in and most students completed and handed in the assessment where as this was not the case in the past."

"Having a PA system for teachers and all English classrooms airconditioned like Social Studies and Mathematics classrooms."

"Fi5 activities including writing and reading were useful for developing literacy skills."

"Using *English Basics* weekly was helpful for improving literacy."

"Students need to be encouraged to do more reading at home."

"Many students are reluctant to read or write."

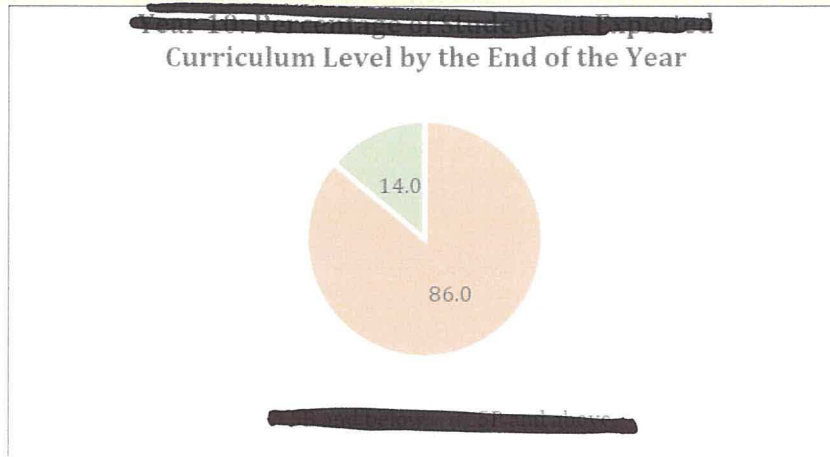
"Sentence starters for writing assessments were extremely helpful, [but had] their limitations for some students, as they didn't expand on their ideas as well as they could have."

"Did not want to silently read in class or in their own time. Even resistant to following along to a book while listening."

"Students did not want to review [written] work and edit it to make it better."

"The most important thing is to ensure students are given opportunities to write and read."

~~"A couple of the Maori girls were in a special group one period per week, so they missed a third of the classes."~~



Year 10 Percentage of Students who Exceeded Curriculum Level by the End of the Year: WRITING & READING

Year 10 Writing Term 1

5B & Under	5P & Over
82.6	17.4

Year 10 Writing Term 3

5B & Under	5P & Over
53.8	46.2

Year 10 Reading Term 1

5B & Under	5P & Over
89.4	10.6

Year 10 Reading Term 4

5B & Under	5P & Over
78.4	21.6

Reflection:

The overall grade average doesn't appear promising and although this is across all assessment types and includes students who are in the lower ability class or submitted half attempted work, the assessments that are completed are to prepare students for the senior school.

The positive statistic here is the shifts made with writing from the start of the year to the end of the year:

Writing moved up to 46.2% at 5P or above. A shift of 28.8%.

As with the Year 9 course, an emphasis is placed on written assessments, so students have plenty of opportunities to improve their writing skill.

Reading moved up 21.6% at 5P or above. A shift of 11%

The 'Independent Text Study' was not as successful with the Year 10 course. One of the struggles with the Year 10 course is only seeing the class twice per week. For assessments that takes place over a period, it is difficult to gain traction when seeing the students less.

We have decided to lessen the amount of assessment in Year 10 due to fewer classes. The 'Independent Text Study' has been replaced with a 'Language' assessment to help prepare the students for a new NCEA assessment in Year 11.

Staff Reflections:

"For the students with the high level of attendance concerns their learning was sporadic and resulted in gaps in their knowledge."

"Attitude and engagement of the students were disappointing."

"Extension tasks were included for all topics but none of the students attempted these – their mindset was, if they completed the set work, they were finished."

"Students need to be encouraged to do more reading at home."

"We used an 'independent text study' to encourage reading. This was successful in getting students to engage with texts."

"Students responded well to the Reading CAA prep that we did in class (working on past papers), I think they were motivated by the credits."

"Needed more proofreading and editing activities to help prep for Writing CAA and underline the importance of it"

"Attendance was of big concern in this class, as students missed big chunks of learning that they found hard to catch up on." – Especially with only two periods a week."

"Students not developing writing by taking on feedback, explaining and arguing ideas. students not reading at home.

"Major disruptions to learning with only two lesson a week."

"Create a 'reading' culture within the classes – with both silent reading and encouraging the habit of reading as soon as an activity was completed. While many students bought into this a significant number did not."

"Regular writing practice and pedagogy (for example the SEXY structure), made for strong development of these essential literacy tools."

"The revamping of the Independent Text Study (simplified with a focus on an initial practice assessment) was a real success."