



## Section One- Executive Summary

- **Department vision and Goals from 2023**
  - 1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.
  - 2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.

The data on Pasifika Performing Arts Level 2 and Level 3 revealed that over 85% of students in both classes successfully earned 12 credits or higher. These credits contributed to students achieving NCEA Level 2 or higher.

- **Highlights and concerns for the 2023 academic year**

In its inaugural year, this course proved to be a hit among students who found it both engaging and enjoyable. Unlike anything previously offered at our school, the course focused on dance and provided a unique opportunity for students to nurture their creativity. Traditionally, this space was reserved for Poly Club activities. However, having it incorporated into the regular timetable allowed students to explore choreography beyond Poly Club commitments while earning academic credit for their efforts.

The success and engagement of the class can also be attributed to their tuakana-teina relational nature. Tuakana-teina comes naturally for Pacific students, and in the dance space, there are always students who possess more knowledge than others, which they are willing to share. Getting them to take the lead in learning and investigating Pacific dance was an interesting journey for learning choreography in this class.

One of the major concerns that had been anticipated was the possibility of poor attendance among Year 13 students due to their responsibilities in student leadership roles and historical attendance problems. Regrettably, these concerns materialised during the year, which affected the progression of dance development and student engagement in learning.

- **Staffing**

[redacted] was the only teacher for this course, with a combined [redacted] of [redacted] students. On average, we had [redacted] students attend most lessons.

- **Te Whānau Tahi - an explanation of how you show/live our special character in your departments/subject area**

Te Whānau Tahi was demonstrated through tuākana-teina in class. Tuākana-teina comes naturally for Pacific students, and in the dance space, there are always students who possess more knowledge than others, which they are willing to share. Getting them to take the lead in learning and investigating Pacific dance was an interesting journey for learning choreography in this class.

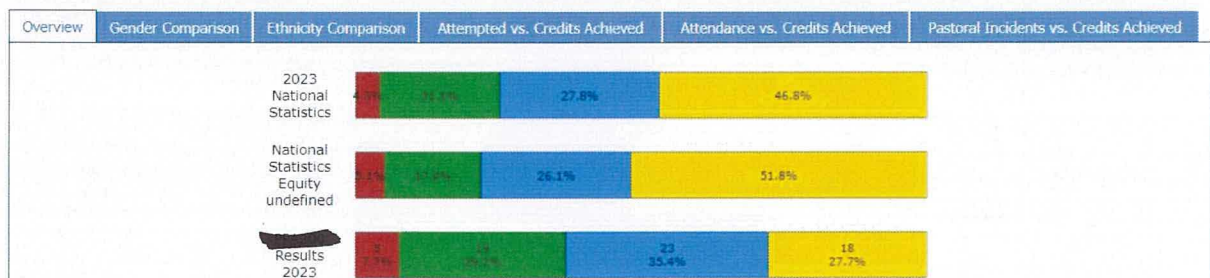
Tuākana-teina is exemplified through:

- o Students respecting and supporting one another as they plan, develop, and refine dance practices through collaboration, implementing choreography, and engaging in individual and group reflections (manaakitanga and kotahitanga).
- o Students creating inclusive and motivating environments where everyone can feel comfortable regardless of their confidence levels in dance, thus fostering further confidence development (whanaungatanga and pūmanawatanga).
- o Students taking the initiative in developing, choreographing, directing, and leading dance instruction in the majority of lessons (rangatiratanga).

## Section Two - [REDACTED]



	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
[REDACTED]	22	65	78	102	88	268	294	91.2	12.2
[REDACTED]	12	34	46	60	30	136	156	87.2	11.3
[REDACTED]	10	31	32	42	58	132	138	95.7	13.2
[REDACTED]									
[REDACTED]	3	12	14	26	14	54	54	100.0	18.0
[REDACTED]	17	49	56	76	66	198	224	88.4	11.6
[REDACTED]	2	4	8		8	16	16	100.0	8.0
[REDACTED]									



### Reflection

Students who regularly attended class and actively participated in learning performed exceptionally well in this course. The course's flexibility was advantageous, as it enabled those who actively engaged in learning to successfully achieve their goals.

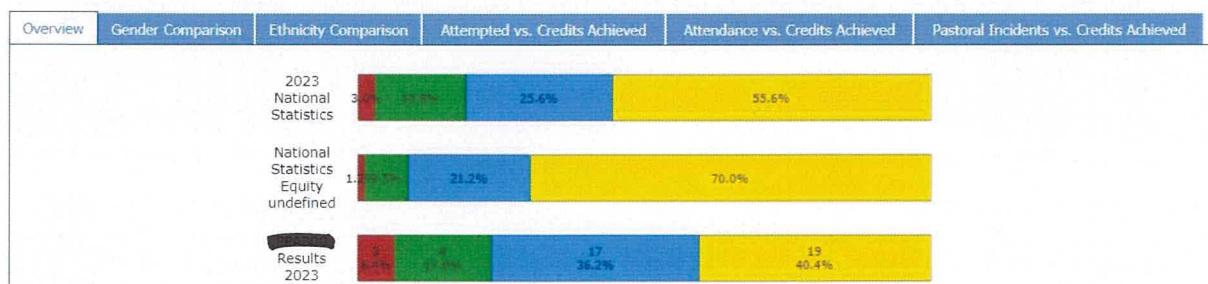
Creating a space for our students to interact with cultural dances allowed them to acquire new knowledge and apply their own experiences to what was taught.

Most students achieved the offered standards in their assessment schedule. Students who did not achieve did not perform or complete the assigned assessment task. To achieve in this class, students must be motivated to perform and approach it with a willingness to participate in group activities. Many of our challenges in this course stemmed from these issues.

Students would have benefitted from participating in choreographic dance labs with external dance providers. Although students engaged with creating their own dances, they didn't have the skill to develop original choreography. This is valuable learning required for the choreography Achievement Standards.

## PPA100

	Number Students	Number Results	Credits Achieved	Credits Merit	Credits Excellence	Total Credits	Possible Credits	Percentage Earned / Attempted	Average Credits / Student
	19	47	40	82	88	210	226	92.9	11.1
	9	19	26	34	28	88	94	93.6	9.8
	10	28	14	48	60	122	132	92.4	12.2
	1	3		10	4	14	14	100.0	14.0
	2	5		4	20	24	24	100.0	12.0
	16	39	40	68	64	172	188	91.5	10.8



## Reflection

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Creating a space for our students to interact with cultural dances allowed them to acquire new knowledge and apply their own experiences to what was taught.

Most students achieved the offered standards in their assessment schedule. Students who did not achieve did not perform or complete the assigned assessment task.

Year 13s/Level 3 PPA students were Poly Club leaders, so they were responsible for choreographing and finalising group dance sequences. My job was to facilitate their exploration of dance and provide opportunities to refine their practice by standing outside of the group and observing/scrutinising their creative efforts through their peers' performances. This was a valuable experience for the Year 13s as they were able to critique what worked and didn't work and identified what needed improvement.

Students would have benefitted from participating in choreographic dance labs with external dance providers. Although students engaged with creating their own dances, they didn't have the skill to develop original choreography. This is valuable learning required for the choreography Achievement Standards.