

Western Springs College

Analysis of Variance for the Year Ended 31 December, 2015

Learning Target 1

WSC students will achieve an 87% pass rate in U.E.

Rationale

Although the strength of the cohort's performance in 2013 (Level 1: 91.5%) and 2014 (Level 2: 95.7%) was evident, and the 2014 WSC U.E. pass rate was 90.3%, the apparently modest University Entrance target of 87% reflected recent changes (2014) to the U.E.

prerequisites:

- the requirement of NCEA Level 3 certification;
- the attainment of 14 credits in each of three (rather than the previous two) subjects from the list of approved subjects
- UE literacy - 10 credits (five in reading and five in writing) rather than the 8 previously.

The impact of these changes was judged as difficult to assess, hence the setting of the comparatively more conservative pass rate.

Result

The 2015 WSC U.E. pass rate was 92.3% (Participation/Entry-Based Data); the Roll-Based Data result was 90.7%.

Analysis

For the seventh year in a row the WSC U.E. pass rate has ranked first for all state schools in the Auckland region, and for the eighth consecutive year first in New Zealand among all decile 8 state schools. These results are aided by the extremely strong performance of Maori students (UE: 89.5%) and Pasifika students (UE: 90.5%).

Evaluation

These outstanding results clearly reflect not only the calibre of the cohort but also the high expectations of the students and their teachers, and the close and successful monitoring of students' academic progress on the part of senior and middle managers.

2016 Learning Target

WSC students will achieve a 90% pass rate in U.E.

Learning Target 2

WSC students will achieve combined Excellence and Merit endorsements at the following levels:

Level 1: 70% - 30% at Excellence level

Level 2: 60% - 25% at Excellence level

Level 3: 50% - 20% at Excellence level

Rationale

The 2014 Year 10 assessment data suggested that the Level 1 cohort could be expected to match the performance of the 2014 Year 11 cohort (Excellence: 30.5%; Excellence/Merit: 71.3%), which was by far the highest achieving cohort since the inception of NCEA in 2004.

The setting of the Level 2 target took account of the very strong performance of the 2014 Level 1 cohort (Excellence: 30.5%; Merit: 40.8%; Excellence/Merit: 71.3%).

Similarly, the performance of the 2014 Level 2 cohort (Excellence: 25.5%; Merit: 33%; Excellence/Merit: 58.5%), which came very close to matching the best WSC performance at this level achieved by the 2013 Level 2 cohort, argued for a raising of the Level 3 target to 50% with 20% at Excellence level.

Results

WSC Certificate Endorsements: 2015

%	Excellence	Merit	Excellence/Merit
Level 1	33.5%	41.2%	74.7%
Level 2	26.6%	33.8%	60.4%
Level 3	22.1%	37.6%	59.7%

Analysis

The Year 11 students more than matched their predecessors by exceeding the previous top Excellence rate (2014: 30.5%) and raising the bar to 75% for Excellence/Merit combined. The period 2011-2015 marks five consecutive years of improving Level 1 Excellence certification with an associated increase in the margins for each of 2013, 2014 and 2015 when WSC's results are measured against the national, same-decile averages.

The Level 2 Excellence results exceeded the target of 25%, the third consecutive year of performance at this high level. The combined Excellence/Merit result of 60% also matched the target.

The performance of the Level 3 students is another highlight of the 2015 grade quality results:

- Excellence certification topped 20% for the second consecutive year.
- Excellence/Merit combined exceeded the target by 10%, and is the highest WSC result since 2004.

Evaluation

We believe that these improvements can be attributed to the following contextual factors and interventions:

- the calibre of each of the cohorts, as indicated by the assessment data obtained in the junior school years, and as evidenced by the 2013 and 2014 NCEA results;
- the ongoing, school-wide refinement of course structures aimed at reducing credit overload and increasing student capacity for in-depth study;
- the long term raising of teacher and student expectations along with a sustained focus on high grade quality target setting;

- the awareness of the students regarding information from the tertiary sector about the importance of grade quality for entry to competitive university courses.
- the targeting of students at risk of failing through as outlined in the Interventions section of Learning Target 3 below (See pages 6-7.).

2016 Learning Targets

WSC students will achieve combined Excellence and Merit endorsements at:

Level 1: 70-75% - with 30% at Excellence level.

Level 2: 60-65% - with 25% at Excellence level.

Level 3: 55-60% - with 20% at Excellence level.

Learning Target 3

Maori student achievement rates, including those for Excellence and Merit, will match those for all students at all levels.

Rationale

WSC rejected differentiated pass rate and grade quality targets for ethnic groups a number of years ago. This stance takes account of the significance for student achievement of high teacher expectations, and the closely associated impact of high teacher expectations on student expectations. It is our belief that the former encourages teachers to take agency and put aside the deficit theories which tend to dominate the learning barriers agenda. It is understood that teachers and students will be supported in striving to achieve these targets by ready access to the relevant learning networks which are a feature of WSC's learning culture.

Results

WSC Maori Student Achievement: 2015

%	Pass Rates		Merit & Excellence		Excellence	
	WSC Maori	All WSC	WSC Maori	All WSC	WSC Maori	All WSC
Level 1	86.8%	90.2%	71.2%	74.7%	33.3%	33.5%
Level 2	100%	94.5%	53.4%	60.4%	19.2%	26.6%
Level 3	100%	96.4%	47.4%	59.7%	7.9%	22.1%
U.E.	94.7%	92.3%				

Pass Rates

Analysis

- The Level 1 differential of -3.4% (2014: -2.6%; 2013: -4%) is the sole qualification for which the Maori pass rate is lower than that for the school.
- The Level 2 pass rate for Maori students is 5.5% higher (2014: -1.1%; 2013: +1%).
- The Level 3 pass rate is higher for Maori students by 3.6% (2014: +1.4%; 2013: +3%); that for U.E. is higher by 2.4% (2014: +1.7%; 2013: +4%)

Evaluation

Overall, the pattern of small differentials, both positive and negative, which has been evident during the previous four year period, 2010-2014, is again demonstrated in 2015.

(See the annual reports for these years at www.westernsprings.school.nz under Board of Trustees/Reports.)

Grade Quality

Analysis

NCEA Level 1 Results 2013-2015

	Excellence			Excellence/Merit		
	WSC Maori	All WSC	NZ Maori*	WSC Maori	All WSC	NZ Maori
2015	33.3%	33.5%	16.1%	71.2%	74.7%	55.7%
2014	24.2%	30.5%	13.1%	62.1%	71.3%	50.6%
2013	11.5%	25.8%	13.2%	44.2%	60.5%	51.0%

*NZ Decile 8-10 schools; WSC is a decile 8 school.

- The 2015 internal (WSC Maori compared to All WSC Students) Level 1 Excellence differential of 0.2% is virtually non-existent and has been reduced for each of the last three years, as shown below:

WSC Maori-All WSC Students

Excellence Differentials

2015: 0.2%

2014: 6.0%

2013: 14.3%

Excellence/Merit Combined Differentials

2015: 3.5%

2014: 9.8%

2013: 16.3%

The Excellence/Merit differential has also been reduced each year.

Note: View the chart above to confirm these differentials.

- The WSC and NZ Maori Excellence differential of 17.2% highlights the strength of the 2015 WSC Level 1 cohort's performance. This differential has also improved each year:

WSC Maori and NZ Maori

Excellence Differentials

2015: 17.2%

2014: 11.1%

2013: -1.7%

Excellence/Merit Combined Differentials

2015: 15.5%

2014: 11.5%

2013: -6.8%

Note: View the chart above to confirm these differentials.

- The WSC Maori and NZ Maori national comparisons for Excellence and for Excellence/Merit combined both confirm the progression indicated by the internal WSC comparative data.

Level 2 2015 Results

	Excellence			Excellence/Merit		
	WSC Maori	All WSC	NZ Maori	WSC Maori	All WSC	NZ Maori
2015	19.2%	26.6%	12.3%	53.4%	60.4%	41.1%
2014	10.7%	25.9%	11.2%	37.5%	59.4%	39.1%
2013	18.2%	27.3%	9.7%	52.3%	60.2%	34.5%

- The internal comparison of WSC Maori and All WSC Students for Level 2 Excellence indicates that the margin has been reduced in 2015 to the lowest level to date: 7.4%.

WSC Maori-All WSC Students

Excellence Differentials

2015: 7.4%
2014: 14.2%
2013: 9%

Excellence/Merit Combined Differentials

2015: 7%
2014: 21.9%
2013: 7.9%

The Level 2 Excellence/Merit combined differential shows a similar pattern, that is, as with the Excellence results, a single figure differential in 2013, which increased significantly with the following cohort in 2014, only to be reduced in 2015 to the lowest gap achieved thus far.

Note: View the chart above to confirm these differentials.

- The WSC and NZ Maori differentials for Excellence and Excellence/Merit combined largely complement the internal data.

WSC Maori and NZ Maori

Excellence Differentials

2015: 6.9%
2014: -0.5%
2013: 8.5%

Excellence/Merit Combined Differentials

2015: 12.3%
2014: -1.6%
2013: 17.8%

Note: View the chart above to confirm these differentials.

The data also begins to point to the relative weakness of the 2013: Level 1 / 2014: Level 2 / 2015: Level 3 WSC Maori cohort, a finding which is confirmed by the Level 3 results below.

Level 3 2015 Results

	Excellence			Excellence/Merit		
	WSC Maori	All WSC	NZ Maori	WSC Maori	All WSC	NZ Maori
2015	7.9%	22.1%	11.3%	47.4%	59.7%	39.9%
2014	8.8%	23.3%	8.6%	38.2%	59.4%	34.9%
2013	14.7%	12.7%	6.3%	52.9%	42.4%	31.2%

- In contrast to Levels 1 and 2, the internal Level 3 Excellence differentials show a regressive pattern across the three year period, confirming the weakness of this cohort.

WSC Maori-All WSC Students

2015: 14.2%
2014: 13.9%
2013: +2%

The results for Excellence/Merit combined also show a double figure differential.

2015: 12.3%
2014: 20.4%
2013: +10.6%

Note: View the chart above to confirm these differentials.

- The WSC Maori and NZ Maori differentials for Excellence and Excellence/Merit combined again largely complement the internal data, although it is noted that the WSC Maori Excellence/Merit combined data compares well to the Excellence results.

WSC Maori and NZ Maori

Excellence Differentials	Excellence/Merit Combined Differentials
2015: -3.4%	2015: 7.5%
2014: 0.2%	2014: 3.3%
2013: 8.4%	2013: 21.7%

Note: View the chart above to confirm these differentials.

Grade Quality

Evaluation

- It is expected that the very encouraging Level 1 results will be built on in 2016 and 2017 as this cohort passes through Levels 2 and 3.
- The less than impressive performance of the 2015 Level 3 cohort during the two preceding years, and anecdotal reports during the year of a less than totally impressive overall academic performance, both influenced predictions that single figure differentials or better were unlikely to be attained.
- In terms of relativity, however, it is worth taking into account that the overall WSC Level 3 results matched those of the 2014 WSC Level 3 cohort, the best since 2004, and therefore set a high bar.

Interventions

1. The encouragement of and support for vertical form teachers and subject teachers to target junior Maori students in the application of their learning conversation knowledge and skills, which was a major staff professional development initiative in 2014, including the leadership and support of senior managers, house heads and department heads, was consolidated in 2015 and will continue to receive prominence in 2016.

The kaiako (teachers) of Nga Puna O Waiorea kura, home for two thirds of WSC's Maori students, have prioritised ongoing learning conversations in a form class context. These conversations place a big emphasis on academic goal setting, a process which involves the identification of subject strengths and the setting of Excellence and Merit-level targets. These steps are reinforced through close monitoring, progress reviews at report time, and referrals for learning support as required.

2. Teachers were encouraged through the major staff professional development focus in 2015 – teaching-as-inquiry – to select and focus on at risk students, including Maori students. Department-based, professional learning community and appraisal processes along with cross-curricula coaching support were managed to support the implementation of this largely self-driven research into personal teaching practice. This teacher development initiative will be consolidated in 2016.

It is acknowledged that these constitute long-term school developments which do not guarantee an immediate transformational impact. It is also recognised that it is critically important to sustain, review and strengthen this professional development on a continuing basis.

3. All students who enter Year 13 without the requisite U.E. reading and writing credits are identified and a plan is put in place for them. Targeted teaching and learning support has been resourced to offer these students an additional Level 2 (reading) standard during their study block. Students who have met the literacy requirements but do not have the requisite University of Auckland 17 English credits are also offered this standard. Students who have gained the reading standard but do not have the Level 2 writing credits continue with Year 13 English but are provided an adjusted programme which enables them to study for Level 2 instead of Level 3 writing. Those students who have acquired neither the reading nor the writing credits repeat Level 2 English, studying an additional internal and one less external standard.

The progress of these students is monitored by the deputy principal who coordinates student achievement data, the head of Oranga house, the Year 13 academic director, and the Pasifika student achievement coordinator. The Learning Centre provides tuition to assist these students to refine their writing skills.

2016 Learning Target

Maori student achievement rates, particularly those for Excellence and Merit, will match those for all students at all levels.

Learning Target 4

- Pasifika student achievement rates will match those for all students at all levels, including for Excellence and Merit.
- Pasifika students will leave school with a NCEA Level 3 Certificate or with University Entrance.

Rationale

WSC sees no place for differentiated achievement targets for ethnic groups.

Pass Rates

Results

WSC Pasifika Student Achievement

2015 NCEA Pass Rates

%	WSC Pasifika	All WSC
Level 1	88.5%	90.1%
Level 2	95.5%	94.4%
Level 3	95.2%	96.3%
U.E.	90.5%	92.3%

Pass Rates

Analysis

- There are negligible differences between WSC Pasifika student pass rates and those for all WSC students, none being greater than 2%.

Level 1

- 23/26 (88.5%) WSC Year 11 Pasifika students gained their Level 1 Certificate.

Level 2

- 22/23 (95.5%) WSC Year 12 Pasifika students gained their Level 2 Certificate. (Note that, in both 2013 and 2014, all WSC Pasifika students (100%) achieved Level 2 certification.)

Level 3

- 20/21 Year 13 WSC Pasifika students (95%) gained their Level 3 Certificate.

U. E.

- 20/22 Year 13 WSC Pasifika students (92%) gained University Entrance.

Pass Rates

Evaluation

The results analysis clearly indicates that the pass rate and the leaver (Level 3 Certification and U.E.) targets have been achieved.

Note that the Level 3 Certificate / U.E. benchmarks place WSC in advance of the Ministry of Education Pasifika Education Plan national goals.

Retention

It is also notable that the outstanding Level 2 certification pass rate (95.5%) has been achieved following the return of 23/24 students who undertook Level 1 study in 2014.

Again, in terms of retention, of the 28/28 (100%) Year 12 Pasifika students who achieved Level 2 certification in 2014, 22 returned for Level 3 and U.E. with 20/22 (90%) achieving U.E. in 2015.

NCEA Certificate Endorsement: 2015

%	Excellence			Excellence/Merit		
	WSC Pasifika	All WSC	NZ Pasifika*	WSC Pasifika	All WSC	NZ Pasifika*
Level 1	13.0% (4.2%)	33.5%	11.8%	43.4% (50%)	74.7%	51.1%
Level 2	9.1% (7.1%)	26.4%	9.4%	22.7% (25%)	60.4%	33.2%
Level 3	0% (0%)	22.1%	6.9%	30.0% (33%)	59.7%	27.7%

*NZ Decile 8-10 schools; WSC is a decile 8 school.
(2014 WSC Pasifika results in brackets)

Grade Quality Analysis

- All 2015 Pasifika certificate endorsement rates for Excellence and Merit remain well below those for WSC as a whole, with some improvement evident at the level of Excellence for Level 1 and Level 2, although not for Excellence/Merit combined.

Level 1

	Excellence			Excellence/Merit		
	WSC Pasifika	All WSC	NZ Pasifika*	WSC Pasifika	All WSC	NZ Pasifika
2015	13.0%	33.5%	11.8%	43.4%	74.7%	51.1%
2014	4.5%	30.5%	10.8%	45.4%	71.3%	46.8%
2013	6.9%	25.8%	10.7%	31.0%	60.5%	44.5%
2012	3.8%	21.0%	7.2%	30.7%	56.7%	45.2%
2011	3.8%	14.0%	6.0%	23.0%	50.8%	34.7%

*NZ Decile 8-10 schools; WSC is a decile 8 school.

- The 2015 WSC Pasifika Excellence results represent a significant advance on previous years, but remain nearly 20% below that for all WSC students.
- The 2015 WSC Pasifika Excellence results are higher than NZ Pasifika results for the first year in the five year sequence.
- While there have been large percentage increases in the Excellence/Merit combined certification rates for WSC Pasifika students during the five year period, the gaps when compared to all WSC students have yet to close.
- The WSC Pasifika Excellence/Merit combined results have consistently fallen below those for NZ Pasifika students in the decile 8-10 band.

Level 2

	Excellence			Excellence/Merit		
	WSC Pasifika	All WSC	NZ Pasifika*	WSC Pasifika	All WSC	NZ Pasifika
2015	9.1%	27%	9.4%	22.7%	60.7%	33.2%
2014	8.0%	25.9%	7.9%	24%	59.9%	30.7%
2013	4.3%	27.3%	7.8%	30.4%	60.2%	31.2%
2012	3.6%	16.6%	4.7%	14.3%	46.5%	25.7%
2011	5.6%	18.8%	3.9%	16.7%	43.8%	21.8%

- The notable improvement in the Excellence results for all WSC students across the five year period is not matched to the same extent by WSC Level 2 Pasifika students; the gap between the two groups has widened and has not been diminished to date.
- Similarly, the margin between the two groups has increased for Excellence/Merit combined.
- There is no clear pattern of results when WSC Pasifika Excellence results are compared to the national Pasifika results. These results fall within a very similar range.
- As with the Level 1 results, the WSC Pasifika Excellence/Merit combined results have been consistently below those for NZ Pasifika students.

Level 3

	Excellence			Excellence/Merit		
	WSC Pasifika	All WSC	NZ Pasifika*	WSC Pasifika	All WSC	NZ Pasifika
2015	0%	21.8%	6.9%	30%	59.7%	27.7%
2014	0%	23.3%	7.2%	33.3%	58.5%	30%
2013	0%	12.7%	3.2%	9.5%	42.4%	23.1%
2012	0%	14.0%	3.1%	7.7 %	48.6%	17%
2011	0%	6.5%	3.9%	11.1%	33.1%	17.7%

- The increase in WSC Pasifika students gaining Merit Certificate endorsement in 2014 and 2015 is encouraging. These results have exceeded those for NZ Pasifika students.
- However, there has been no reduction in the margins between WSC Pasifika and all WSC students for Excellence/Merit combined.
- With to date no WSC Pasifika student having gained a Level 3 Excellence endorsement, the margins for Excellence have continued to widen.

Grade Quality

Interventions

There has been a continuing school-wide emphasis on influencing teacher and student expectations with a view to raising aspirations for Merit and Excellence-level performance on the part of Pasifika students.

The whole staff professional development focus on learning conversations is designed to encourage a long term approach which includes the targeting of Year 9 students, the early identification of actual and potential subject strengths, ambitious but realistic goal setting, and close and ongoing monitoring in the junior years.

The main findings from the 2014 report of the Pasifika Student Achievement Coordinator were presented to department heads and their senior manager associates, with the request that curriculum leaders subsequently reinforce this pedagogical guidance with department staff.

As indicated in the analysis of Learning Target 3 above, teachers have been encouraged through the major staff professional development programme in 2015 – teaching-as-inquiry – to select and focus on at risk students, including Pasifika students. Appraisal processes have been designed to support the implementation of this largely self-driven research into personal teaching practice.

Note that the interventions for Maori students outlined in the Learning Target 3 analysis above also apply to Pasifika, and, indeed, all students.

2016 Learning Target.

Pasifika student achievement rates will match those for all students at all levels, including those for Excellence and Merit.

Learning Target 5

Gender differentials will be less than 10% for Excellence, Merit and pass rates at all levels.

Rationale

In recent years female students have consistently outperformed male students in relation to grade quality. Comparative data for Excellence and Merit from 2009-2011 indicated a 15-25% gap. WSC has sought to reduce this gap during the last four years, 2012-2015.

Results

2015 WSC NCEA Pass Rates & Certificate Endorsements: Gender Differentials

%	Pass Rates		Excellence		Exc/Merit	
	Male	Female	Male	Female	Male	Female
Level 1	86.1%	94.3%	22.4%	43.9%	68%	81%
Level 2	91.7%	97.7%	20.6%	33.8%	50.6%	72.3%
Level 3	95.3%	97.8%	18.9%	26.4 %	55%	66%
U.E.	89.8%	95.7%				

2015 WSC & NZ Decile 8 Gender Comparisons: Excellence and Merit

	WSC	NZ Decile 8	WSC	NZ Decile 8
	MALE/FEMALE	MALE/FEMALE	MALE/FEMALE	MALE/FEMALE
	EXCELLENCE	EXCELLENCE	EXC/MERIT	EXC/MERIT
Level 1	22.4/43.9	15.5/28	68/81	50.6/69.8
Level 2	20.6/33.8	13.3/23	50.6/72.3	39.3/58.3
Level 3	18.9/26.4	11.6/16.8	55/66	39.7/51.6

Analysis

Pass Rates

The pass rate gender differentials are all under 10%: that for Level 1 is 8.2%; Level 2: 6%; Level 3: 2.5%; U.E. is at 5.9%.

Grade Quality

WSC Gender Comparisons

WSC Excellence Differentials

The WSC Excellence differential target of less than 10% has been achieved for Level 3 only. The differential for Level 1 is the highest on record.

Level 1

2015: 21.5%

2014: 9.7%

2013: 11.2%

Level 2

2015: 13.2%

2014: 7.3%

2013: 8.7%

Level 3

2015: 7.5%

2014: 3.5%

2013: 11.9%

WSC Excellence/Merit Combined Differentials

The Level 2 and Level 3 differentials increase when Merit certification is combined with Excellence. As in 2014, the Excellence and Merit differentials continue to remain above 10%.

Level 1

2015: 13%

2014: 14.7%

2013: 10.6%

Level 2

2015: 21.7%

2014: 11%

2013: 11.9%

Level 3

2015: 11%

2014: 13.3%

2013: 22.4%

Note that the margins for the 2013 Level 1 / 2014 Level 2 / 2015 Level 3 cohort have remained unchanged. This phenomenon along with the lack of evidence of reduction across the cohorts lends support to the view that school interventions have to date been ineffective.

WSC – NZ Same Decile School Comparisons

2015	Excellence				Excellence/Merit			
	WSC	NZ*	WSC	NZ*	WSC	NZ*	WSC	NZ*
	Male	Male	Female	Female	Male	Male	Female	Female
Level 1	22.4	15.5/17.3	43.9	28/35.9	68	50.6/56.9	81	69.8/77.8
Level 2	20.6	13.3/14.8	33.8	23/27.6	50.6	39.3/44.3	72.3	58.3/65.4
Level 3	18.9	11.6/12.6	26.4	16.8/21.3	55	39.7/42.4	66	51.6/59.3

*Decile 8/Decile 8-10

- A comparison of the Excellence-level gender differentials for WSC and NZ Decile 8 schools across Levels 1-3 for the years 2012-2015 indicates generally larger margins for WSC at Levels 2 and 3 and smaller margins for Level 1 (with the notable exception of the large Level 1 gap in 2015). These findings hold true for Excellence/Merit combined.

- In terms of relativity it is notable that within gender comparisons indicate that the gap between WSC and NZ same decile female students is almost twice as large (at 12%) as the gap between WSC males and NZ males (at 7%). In other words it is possible to conclude that the WSC gender gap reported above is accentuated by the very high performance of WSC female students relative to all of the other groups (NZ females; NZ males; and WSC males.).

Evaluation

While the targets for pass rates and Level 3 Excellence certification have been achieved, WSC male students have not limited the gap to under 10% for Level 1 and Level 2 Excellence nor for Excellence/Merit combined at any of the three levels.

These results are counterbalanced to some extent by recognition that the Level 1, Level 2 and Level 3 WSC male Excellence and Excellence/Merit combined endorsement rates all exceed those of NZ same decile males by significant margins, 7% on average for Excellence and 15% for Excellence/Merit combined. (See the table above.)

Similarly, it can be argued that a factor influencing the WSC gender gap is the outstanding results achieved by WSC female students who have also surpassed their NZ counterparts for all six measures by large margins, ranging from 10-16% for both Excellence and Excellence/Merit combined. (See the same table above.) Such was also the case in 2012, 2013 and 2014.

Interventions

We intend to persevere with this target by continuing to pursue the strategies outlined below:

- acquainting the student body about these discrepancies and encouraging male students to raise their own expectations of themselves;
- giving a high profile to this learning target in the public school planning documents – strategic and annual plans – which are negotiated with the trustees and published on the website;
- inviting teachers to maintain a focus on setting and monitoring grade quality goals in their learning conversations with male students as subject teachers, form teachers, house heads and senior leaders;
- encouraging teachers to apply effective pedagogies to engage and inspire male students to excel;
- asking department heads to encourage their staff to differentiate where appropriate to ensure that the selection of themes/topics, resources and learning and assessment activities is sympathetic to male student learning preferences, as identified in gender-based professional development programmes.

2016 Learning Target

Gender differentials will be less than 10% for Excellence and Excellence/Merit combined at all levels.