

VISUAL ART DEPARTMENT INQUIRY OUTCOME 2020

GOAL: Was to significantly lift the rate of higher grades and endorsements at Level 1.

HERES WHAT HAPPENED IN 2019:

Highlights

- 90914 (**IN**) - Historically 19% Non achieved. 2019 - Large, highly significant improvement.
- 90916 (**EX**) - Historically 23% - SNA, 9% NA. 2019 - Similar to previous years.

What did we do?

- The Wānanga day was a huge success. 100% of the students achieved their internal allowing us to move as a majority onto the external submissions (closure/peace of mind/admin done).
- Proposition had a clear direction. *Unpack Arrival*
- Collaboration - Two classes - SM/WO

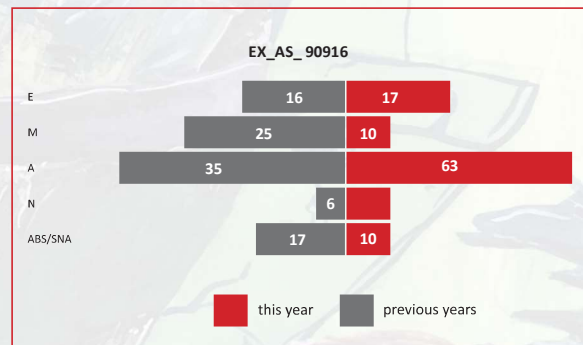
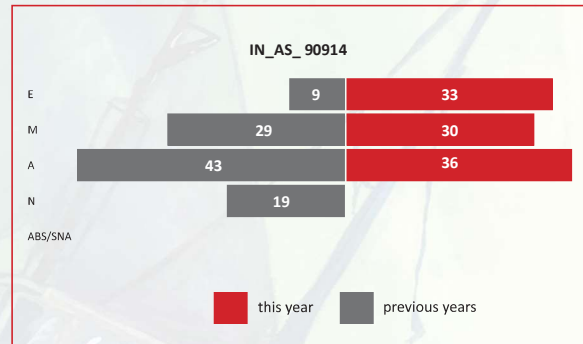
Work on ...

- We achieved our goal from 2019 for the internals by significantly improving both earned and quality of grade. However there was a shift in the externals both up and down.

Externals

SNA - DOWN 7%, N/A - DOWN 6%,
 Achieved - UP 28%, Merit - DOWN 15%
 Excellence - UP 1%

- As with the internals from 2019, the externals show a **large portion** of students gaining achievement. We have not yet fixed this issue!
- Externals are a **school concern** and our subject is no different.



**GISBORNE BOYS'
HIGH SCHOOL**

Turanga Tane, Toa Hinga Kore, Toa Mate Kore

MATHEMATICS DEPARTMENT INQUIRY OUTCOME 2020

QUESTION: Does a Wānanga day enhance student outcomes?

HERES WHAT HAPPENED IN 2019:

Wānanga Day and the MCAT

91027 Apply algebraic procedures in solving problems

Wānanga?

In essence students were given a day of supervised preparation for the 2019 MCAT. The MCAT has had a lot of media coverage over its difficulty through students and teachers being underprepared for the external.

Teachers and NCEA students outraged over difficult Level 1 MCAT algebra exam – *Stuff, 2016*

7 hacks for surviving NZ's toughest NCEA exam – *Scoop, 2017*

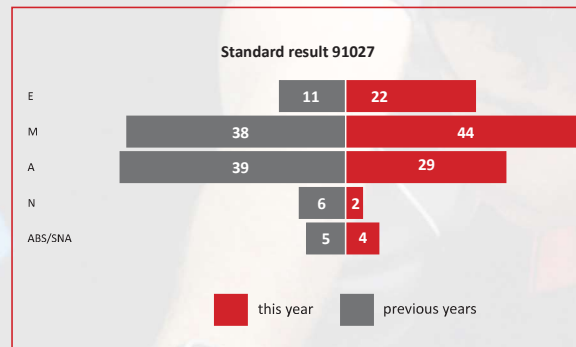
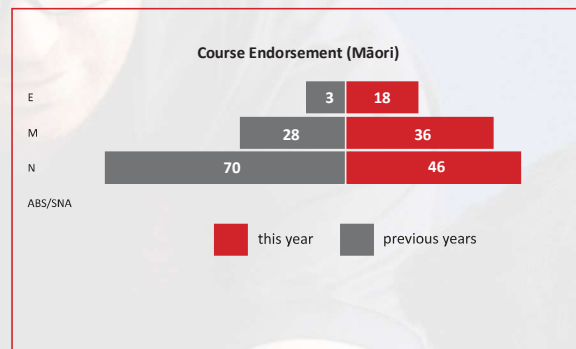
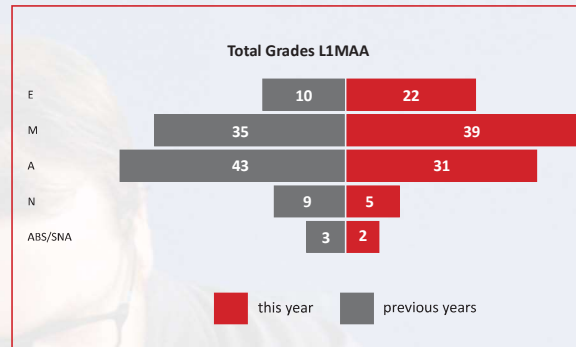
Methodology

After hearing positive results from the Art and Māori departments in instituting Wānanga days for 2019 the Mathematics department decided for all students sitting the external MCAT to have a day of organised preparation.

- Eric Hannah, John Griffiths and Christine Swann used the library and ran various presentations and activities for students the day prior to the external.
- Students were supplied lunch during a break.

Results Summary

- L1MAA students gained better overall grades in all topics. This difference was highly significant ($p < 0.0001$).
- Course endorsement improved overall and this improvement was due to Māori students. This was large and significant ($p = 0.002$, $G = 0.475$).
- MCAT showed significant improvement of grades earned including double the percentage of students gaining excellence ($p = 0.016$).



Conclusion

- Using a Wānanga day has enhanced student outcomes. It is an opportunity to establish a learning focused relationship between students, and teachers. It is a time to fully focus on a standard without external distractions. Although a significant advantage was established it was only for one standard, the results indicate that this practice should be promoted within the department and school. It would require a major change to the timetable.



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